ABSTRACT

The dissertation thesis is focused on feedback on writing in English lessons, and describes its character and pupil’s perception of its comprehensibility. The theoretical part defines feedback as a tool of pedagogical communication, which informs the pupil about the possibilities of improvement and progress and thus shapes pupil’s development within the learning process as well as pupil’s personality development. The topic of feedback is presented in the context of school assessment and teaching of writing, the issue of error is mentioned as the basis for corrective feedback and an incentive for learning. Also, writing and the specifics of its assessment are discussed. The empirical part, using the qualitative design of the multi-case study, builds on the data obtained by the interviews and the content analysis of the documents. The four case studies of teachers and their pupils illustrate how teachers and pupils perceive (corrective) feedback as a tool of pedagogical communication providing information on the possibilities of improvement and progress. The feedback on writing takes the form of grading (analytical rubrics), corrective feedback in the form of marking mistakes and problematic places in the work, written comments and oral comments when teachers hand the papers over. Pupils see feedback as comprehensible and beneficial. Pupils require comments that are reasonably long, constructive, describing specifically good and bad points in their works, respecting their opinion and personality. Pupils regard the verbal comment on their writing and its evaluation as important. Many aspects, such as the form and tone of feedback, teacher’s personality, their motivation, their experience with English outside the school environment influence pupils’ perception of feedback.

KEYWORDS

feedback, assessment, mistake correction, writing, teaching writing, rubrics, formative assessment, multiple-case study, content analysis of the documents.