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PRISCILA DO NASCIMENTO FERNANDES

THE CLIMBING OF THE APPRENTICESHIP:
FEEDBACK AS A MOTIVATIONAL TOOL IN THE ENGLISH LEARNING
PROCESS FOR FOREIGN LANGUAGE STUDENTS

CAMPINA GRANDE/PB

MAY, 2016

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Term paper presented to the Course of Modern Language (English), in the State University of Paraíba, as a requirement to graduate as an English teacher, under the supervision of Professor Ma. Telma Sueli Farias Ferreira.

CAMPINA GRANDE/PB

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PROCESS FOR FL STUDENTS

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Dedication

To the one who taught me more than I have learned in School or College:
Neimy Maria, my master, my Mom.

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I thank the Great Master, the One that preached His first Sermon on the top of a mountain: **Jesus Christ**, Master of masters, Lord of lords, my inspiration. On that mountain He taught us to climb the difficulties and overcome them, He motivated us to go ahead and never give up.

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go ahead girl! Yes, you can!

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He that teacheth, give himself to his teaching.

(Paul, the apostle)

ABSTRACT

One of the great problems faced by beginner adult students in a Language School in Campina Grande, Paraíba, is to remain motivated to continue the English learning after the first semester of a course. Being English the first Language of a Globalised World, its acquisition becomes essential for many people and they present several reasons to learn it. This paper brings discussions on how English as a Foreign Language (EFL) teachers can motivate their students through the Feedback practice. The specific aims of this research are set as follow: (i) to analyze the researcher Feedback practice, (ii) to observe the development of two beginners' English learners and, (iii) to identify their level of motivation after the awareness of their improvement as the Feedback practice result. The discussions on the Feedback practice are brought in this paper under the perspective of Kulhavy and Wager (1993), Mory (2004) among other scholars. This paper refers to Global Scale of English (GSE), a scale developed by Pearson (2015) and its learning objectives as an important ally regarding to this practice. On the lights of Dornyei (1998, 2001, 2014) and other theorists' perspective, this work develops the understanding on how motivation works in the learning process. The analysis done in this paper was developed on a Language School of Campina Grande Paraíba, with two English learners beginners, being the researcher, herself, these students' teacher. During the time of teaching and observation, the researcher analyzed students' improvement towards the English Language learning and their level of motivation along the course. As a result of the studies done we conclude that students' motivation can be a Feedback work product and the benefits it brings can be perceived on a qualitative way, not only by the teacher, but by the students, as well. This research is addressed to EFL teachers adult beginners which yearn for helping their students to reach their goals by overcoming their difficulties concerning the learning of the language. If for some starter students the idea of becoming fluent in English can be as distant as the top of a mountain is, the teacher's Feedback can be the rope they need to reach it. In order to help teachers to act like this, the work analyzed on this paper was developed for.

Key words: Teaching and learning. English Language. Feedback. Motivation.

RESUMO

Um dos grandes problemas enfrentados por alunos adultos iniciantes em uma Escola de Idiomas em Campina Grande, Paraíba, é permanecer motivado a continuar o aprendizado de Inglês após o primeiro semestre de um curso. Sendo Inglês a primeira língua de um Mundo Globalizado, sua aquisição se torna essencial para muitas pessoas e elas apresentam muitas razões para aprender a Língua. Este artigo traz discussões acerca de como professores de Inglês como Língua Estrangeira podem motivar seus alunos através da prática de *Feedback*. Os objetivos específicos desta pesquisa estão estabelecidos da seguinte forma: (i) analisar a prática de *Feedback* do pesquisador, (ii) observar o desenvolvimento de dois alunos iniciantes de Inglês, e (iii) identificar seu nível de motivação após o conhecimento de seu progresso como resultado da prática de *Feedback*. As discussões sobre a prática de *Feedback* são trazidas neste trabalho sob a perspectiva de Kulhavy and Wager (1993), Mory (2004), dentre outros estudiosos. Este artigo refere-se à *Global Scale of English* (GSE), uma escala desenvolvida pela Pearson (2015), e seus objetivos de aprendizagem como um importante aliado à prática de *Feedback*. À luz de Dornyei (1998, 2001, 2014) e da perspectiva de outros teóricos, esta pesquisa desenvolve o entendimento de como a motivação trabalha no processo de ensino-aprendizagem. A análise feita neste artigo foi desenvolvida em uma Escola de idiomas de Campina Grande, Paraíba, com duas alunas, adultas e iniciantes de Inglês, sendo a própria pesquisadora, a professora dessas alunas. Durante o tempo de ensino e observação, a pesquisadora analisou o progresso das alunas quanto à aquisição da Língua Inglesa e seu nível de motivação no decorrer do curso. Como resultado dos estudos feitos nós concluímos que a motivação dos alunos pode ser um produto do trabalho de *Feedback* e os benefícios que este trabalho traz pode ser percebido qualitativamente, não apenas pelo professor, mas também pelo aluno. Esta pesquisa é dirigida a professores de Inglês como Língua estrangeira de alunos adultos iniciantes que almejam ajudar seus alunos a alcançar seus objetivos, vencendo suas dificuldades em relação ao aprendizado da língua. Se para alguns alunos iniciantes a ideia de se tornar fluentes em Inglês pode ser tão distante quanto o topo de uma montanha, o *Feedback* do professor pode ser a corda que eles precisam para alcançá-lo. Este trabalho foi desenvolvido com o objetivo de ajudar o professor a atuar desta maneira.

Palavras-chave: Ensino e aprendizagem. Língua Inglesa. *Feedback*. Motivação.

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INTRODUCTION

When an adult looks for a Language School, he/she usually has pre-defined goals that motivated him/her to seek the learning of a new language. Many of them argue that the labor market competitiveness in the Brazilian context and the requirement that it has in the curriculum a second language, especially English, are the most important factors that propel this search.

Apart from these reasons, it is also added motives related to international travel, whether for business, tourism or study; or just the simple desire to learn a second language for watching movies, series, listening to music, etc. There are those who argue the need for learning a second language due to the completion of any proficiency test for admission to a course of post-graduation both in his/her country or any other.

On this framework, the English Language (EL) stands out as champion in the demand for integration into globalization. Among various factors we can highlight its importance at the current days as *Lingua Franca*¹, the Language of global communication.

Whatever the cause for the interest in learning English as a Foreign Language (EFL), it is worthy pointing out that an adult learner arrives in class on his/her first day of English course with high expectations and with a high anxiety level, wishing to immediately see the results of the investment of his/her time in this new venture. In general, they think they will become fluent speakers already from the first stage. When they realize that this process is not as easy and fast as they expected, many find themselves unmotivated, and the stimulus that led them to start the course gives way to discouragement, causing them to see more barriers than possibilities.

According to Maciel (2015), the teacher's job at school is to provide the students ways on how they can perceive their achievements in the English learning field. When students become aware of their improvement through the tools the teacher gives them in order to measure their own learning, they get encouragement to go ahead and fight the struggles that can damage the motivation they need to keep on walking on the English learning path.

¹ Also known as a bridge language, common language, trade language or vehicular language. It is a language or dialect *systematically* (as opposed to occasionally or casually) used to make communication possible among people who do not share a native language or dialect. (https://en.wikipedia.org/wiki/Lingua_franca)

In face of this situation it is plausible to ask: How can Feedback help EFL teachers to motivate their students? So, based on this question, our aims are:

- General: to analyze how the Feedback practice can help students in their English learning process.
- Specifics:

To investigate the researcher Feedback practice;

To observe the development of two beginners English language learners;

To identify the level of students' motivation after the awareness of their improvement through the Feedback.

In order to support the ideas discussed in this research and, also, to achieve our goals, this text brings some theories such as: the practice of Feedback in teaching, addressed by Kulhavy and Wager (1993), Mory (2004) among others; a study about the Global Scale of English² (GSE) and its importance in the measurement of the student acquirements, being an indispensable tool in order to guide both the teacher in providing Feedback and students in their right of becoming aware of their acquisitions in learning the language; and, finally, an investigation of Brown (1987), Dornyei (1998) and Harmer (1991) studies concerning the motivation of the English Language student and how it can be considered an important ally in the learning process.

With the purpose of carrying the theories mentioned into the teaching practice, an empirical study was conducted in the classroom with two beginner students of EFL, during two stages of an English course in a Language school in Campina Grande, Paraíba. Each student presented some peculiarities as different levels of development in the various skills and in different ways. Therefore, the study was conducted with a heterogeneous group of students, being the researcher herself their teacher. Along the course the teacher had carried out some analysis on the level of her students and how they improved the results of their learning, and also, she took notes of the level of students' motivation as a result of a Feedback practice. The studies were conducted by teacher's observation during classes, and also by the analysis of questionnaires, students' self-assessments, oral and written Feedback.

²GSE is a global benchmark of English Language Learning released by Pearson English in 2014. It measures English Language progress in a numeric scale.

Since students' lack of motivation can lead them to a school evasion, this paper can help teachers in order to show their students that their time investment in the course is worthy, and by showing that, teacher is able to help them to feel more motivated to continue studying the Language.

For a better comprehension of our work, it is divided in four parts, that is: theory, methodology, analysis and conclusion.

2 THEORETICAL FRAMEWORK

Years of studies in the Applied Linguistics field have provided a range of options regarding different approaches in the English Language Education. Some of these researches are mentioned here in order to support the ideas surrounding the issues which are placed under discussion in this work. First of all, it is suitable to emphasize that the majority of the experts presented in this study refer, in their theories, to the teaching of English as a Second Language (ESL). Nevertheless, it will be made use of their theories in this paper in a different proposition, it means, the teaching of English as a Foreign Language (EFL). This choice was done because the research analyzed in this paper was carried out on a Brazilian Language School where English is teaching and learning as a Foreign Language.

It will be addressed here, studies in the English teaching area regarding the Feedback from the teacher to the student and how the GSE is placed in this matter, and also, what its role is, so that the Feedback becomes more operative. The observation of the Feedback practice and the way it works through the use of the GSE as a Feedback tool leads to another not less important issue, that is, the student motivation concerning his/her ascension in the learning of EFL.

Based on the above mentioned theories, this section is divided into three subsections. In the first subsection it will be discussed studies related to the practice of *Feedback*; in the sequence, we will make a presentation in broad outline on the *GSE* focusing only on the position of a beginner learner of English within this scale; finally, in the last subsection, we present some studies in Linguistics and Psycholinguistics – being more specific – about *Motivation* and its implication for the EFL learning.

2.1 FEEDBACK

When a student is learning a new language it is not so easy to perceive how far it could get in this language acquisition. Barbara Gardner, on the GSE document (PEARSON, 2015) says that “Students often complain about their lack of perceived progress”. This assumption leads to the consideration that a teaching process that is lined only in the transference of knowledge without concerning to provide the student with the measurement of how much he/she could get at the time which was invested in learning cannot be so effective. Maciel (2015) states that one of the teacher’s role is to

provide students an awareness of their own learning. From this statement, we can conclude that it is plausible to point out the practice of Feedback as a significant tool for the teacher's labor.

This subsection brings relevant consideration on the application of this idea in the classroom context. In terms of this practice, it will be discussed here three points regarding Feedback, which are: its definition, categories of Feedback and its importance and effect on student's learning.

2.1.1 Definition of Feedback

When we type the word 'feedback' on Google search³, it provides the following definition: Feedback is an "information about reactions to a product, a person's performance of a task, etc. used as a basis for improvement." The synonyms for this word are: response, comments, criticism and reception. From this definition we can highlight the word 'reaction' as having an important part on it, which brings us to understand that the exercise of Feedback, in the classroom context, provokes the student and compels him/her to give a response, generating the cause and effect phenomenon which helps the learner to improve.

Another reliable source for a definition of this word is the *Webster's new World Dictionary* (2001), also used by Mory (2004) to explain the meaning of Feedback, that is, "a process in which the factors that produce a result are themselves modified, corrected, strengthened, etc. by that result", likewise "a response, as one that sets such a process in motion." In this setting we can see Feedback as a moving tool that brings correction, reinforcement and which is able to modify the way some results are brought. Taking this assumption to the classroom context we can note that the Feedback practice helps the learner to fix the way to achieve the objective of a given task in order to afford coherent answers.

Finally, Mory (*op. cit.*, p. 745) brings a further explanation on this matter. In her deliberation on the Feedback definition she states that:

Whereas this definition could fit a host of situations or systems, most educational researchers consider the term "feedback" in the context of instruction. Feedback has been widely perceived as an important

³ <https://www.google.com.br/search?q=feedback&oq=feedback&aqs=chrome..69i57.2272j0j8&sourceid=chrome&ie=UTF-8> Accessed on 6th, March, 2016.

component of general systems operations and may be viewed under a variety of settings [...]. In the purely instructional sense, feedback can be said to describe any communication or procedure given to inform a learner of the accuracy of a response, usually to an instructional question.

Therefore, the concept of Feedback can be easily reversed to a situation involving a language teaching and learning, through which the teacher would use this feature as a communicational tool, designed to make students aware of their performance (output) in relation to what was given or taught (input). Feedback can also be useful as an informational resource that helps students to realize what can be done to improve. A metaphor can be made in this context, being Feedback a magic mirror that displays an action of the past, in order to promote reflection, and through this reflection a consideration can be done about the positive and negative points of the observed action.

These three definitions aforementioned give us a glance on how Feedback can work in the classroom context: first, it can be used to provoke a reaction in the student, then, through this reaction, or response, the teacher can help students, by the information given through the Feedback, to modify, correct or reinforce their behavior on a task.

The idea that the student can modify his/her behavior by means of the Feedback practice and the considerations which can be taken through this action is also addressed by Shute (2008, p. 1). According to her, within the instructional framework, Feedback

[...] represents information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning. [...] Information within the feedback may address the accuracy of a response to a problem or task and may additionally touch on particular errors and misconceptions. [...] To be effective, formative feedback should permit the comparison of actual performance with some established standard of performance.

The concept of feedback standardized by this author carries two meaningful words regarding to this practice, which are information and communication, which lead to the comprehension that Feedback is an interactive process, pointing out interaction as an ordinary characteristic among every definition for Feedback.

Although there are many other theorists that address the issue and bring enlightening definitions on this subject, we can conclude here that the main objective of such artifice in the teaching and learning process, that is Feedback, is to provide students with a discernment of their thinking and behavior towards learning.

Facing the findings of the contributions of these authors regarding the definition of the term, particularly in the educational context, let us now turn to some categories of Feedback.

2.1.2 Categories of Feedback

Years of studies on this issue have brought the understanding that there is a Feedback triad, as Kulhavy and Wager (1993) state. Since the first studies, hitherto, in general, it can be considered, that Feedback is featured in, at least, three aspects. These three peculiarities delay on the following conceptualizations, analyzed for Mory (2004, p. 746) that shows how Feedback works on each variable of interest:

- a) Feedback served as a motivator or incentive for increasing response rate and/or accuracy.
- b) Feedback acted to provide a reinforcing message that would automatically connect responses to prior stimuli—the focus being on correct responses;
- c) Feedback provided information that learners could use to validate or change a previous response—the focus falling on error responses.

The following table can give us an overview of these three categories:

Three Categories of Feedback			
	Motivator	Reward or Reinforcement	Information
Variable of Interest	Rate or Accuracy	Correct Responses	Error Responses

Table 1: From Kulhavy and Wager (1993, p. 5)

The action taken by the teacher is submitted to his/her objective. The idea of cause and effect is perceptible in this context, since in each of these categories the variables of interest are intrinsic. From this perspective it is possible to design a picture of what happens during the teaching work in interaction with the students in the practice of Feedback. The next three paragraphs bring, by and large, a view of this concept.

In the first classification, which shows Feedback as an instrument of motivation, we can understand that when the teacher wants to encourage students to present a better performance, to achieve the goal, he/she needs to offer a Feedback that highlights the procedure done properly, and, in an otherwise, a Feedback that encourages them not to give up even in the face of errors/mistakes or inappropriate procedures.

The second category states that Feedback can be used as a reinforcement tool. It is plenty useful because it allows students to repeat a procedure considered correct. It is a 'well done', a "thumb up" to a positive answer. When it occurs students feel more confident regarding their participation in class. In the case of the EFL teaching this procedure is very helpful as it increases students' confidence concerning the use of language.

The third and last classification shows Feedback as an appliance of information that points students' errors/mistakes. This kind of procedure is also useful since it helps students to correct their answers and present a better performing.

Now that the categories of Feedback were addressed on this topic, let us discuss about its importance and effect in the classroom context.

2.1.3 Feedback's importance and effect

In the teaching and learning process there is an interaction between student's background knowledge and the new content brought into the classroom. The fusion of these two ingredients promotes student's development in learning. This exchange and negotiation of meanings can also be seen in the Feedback practice. Bruner (1990) supports the idea that the learning phenomenon occurs when the background knowledge interacts with the information received by the student when the teacher is giving him/her a Feedback.

Some scholars defend that Feedback has an important role in the learning process. In Skinner behaviorism theory (1958) we can see Feedback as a practice that can solve problems in the instructional area. The author states that Feedback is a resource that not only modifies student's behavior, but also, maintains it in "strength in a manner which the layman would describe as "holding student's interest" (SKINNER, 1958, p. 971). This assumption leads to the comprehension that Feedback brings, beyond reinforcement, motivation.

This way, motivation can be seen as a Feedback effect that plays a relevant role by maintaining student's interest in keeping on inserted in the process of learning. It is through this practice that students become aware of their achievements and can change their behavior concerning to the appropriate way they have to interact and use the contents learned. So, Feedback leads students to behave in a way they can be able to reach the proposed objectives.

From the awareness that Feedback plays an important role in the teaching learning process arises the issue on how this practice can be done in the classroom context, specifically regarding to EFL learning. Since Feedback is a way the teacher helps students to notice their development concerning their learning, this paper suggests that showing them how much they could get and helping them to measure their achievements in the language learning field are actions that can be done through a useful tool called Scale of English, as we will see on the next subsection.

2.2 GLOBAL SCALE OF ENGLISH

Before starting the discussions on this topic, it is important to ponder on the following questions: is it possible to measure knowledge? How can teachers put their students' language learning on a weighing-machine and identify the weight of what was learned by them? Can language learning achievements be classified into numerical values and arranged in a rule where one can estimate or assess the knowledge magnitude in a progressive manner?

These inquiries point to the GSE, which can be considered a source that provides "a detailed picture of language performance at different levels of proficiency and for individual skills" (PEARSON, 2015). It was developed by Pearson English with the aim of providing answers to the following learners' questions⁴, such as:

- How good is my English?
- Am I progressing?
- What do I need to do next?

It is visible that these three inquiries are intrinsic into the Feedback practice. When the teacher corrects the students, for instance, he/she is helping them to notice

⁴ From the site: <http://www.english.com/gse>

their errors or mistakes and they can realize how they are performing the contents learned and, from the correction, they have an idea on how to improve. On the other hand, when the teacher points out the correct answers, students also have a glance on how good their performance is, they can realize how good they are at English. This way, students can become aware if they are having some improvements and the next steps they need to take in order to continue their learning progression.

On this subsection we will bring a glance at the GSE, its meaning, how it works in the classroom context and how it can be used as a Feedback tool. It will be provided here some of its elements, focusing only on the ones related to the beginner level of English proficiency.

The GSE has the same configuration of the Common European Framework of Reference for Languages (CEFR), being itself psychometrically aligned to the CEFR, as it is shown in the following figure.

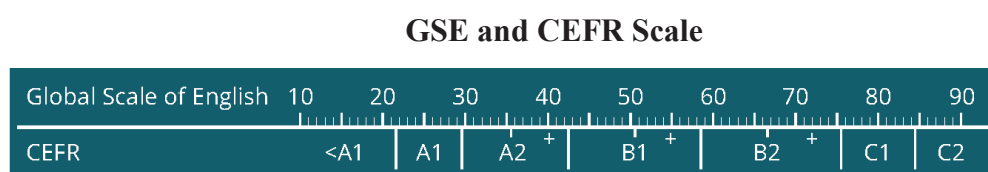


Figure 1: Scale⁵.

As we see, GSE is an extension of the CEFR, but it is presented in a granular form. While the CEFR measures learner's proficiency into six-level classification, which starts with A1 (low basic) and goes through C2 (fully proficient), in GSE the measurement of learner's achievements is made by a scale from 10 to 90. This grade was designed based on the CEFR and offers more information about student's position regarding to the English Language acquisition, as stated by its creators:

In developing the GSE learning objectives we have extended the number and range of learning objectives – or 'Can do statements' – that are included in CEFR, providing information to support a far more granular definition of language proficiency (PEARSON, 2015, p. 5).

This way it is possible for teachers: to understand their student's level of proficiency more precisely; monitor student's progress at a granular level and make more informed choices for each student or class.

⁵ Available in http://www.english.com/englishfiles/Global_Scale_English_in_action_0_1.png

The following figure gives more details about the correspondent proficiency level of each scope in the scale;

Target range on the GSE (and the CEFR)

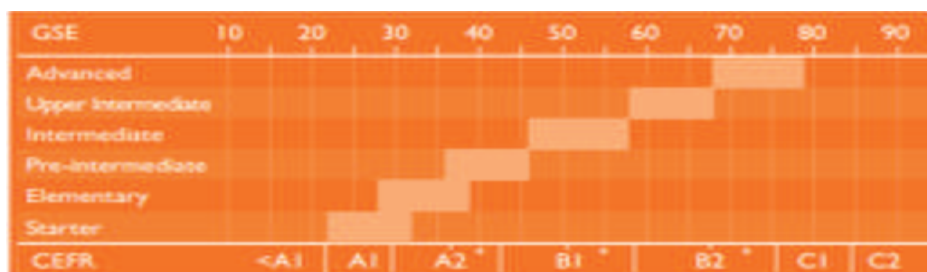


Figure 2: GSE Learning Objectives for Adult Learners (Pearson, 2015, p. 6)

As we can see, a students' proficiency on the level <A1, according to CEFR standards, is on the level 10-21 within the GSE. These students classified at this level are considered as starter, or beginner.

On this paper we will itemize only the first two levels of the CEFR (<A1 and A1), which corresponds to the grades from 10 through 29 of the GSE. The above chart nominates learners placed on these levels as Starter (10 – 21/Below A1; 22 – 29/A1). The GSE document brings some explanations about the way the scale was elaborated and which sources the professionals that worked on it used as references. At the whole document we can have a better comprehension of each level description (See annex 1)⁶.

The commission formed by professionals of the English teaching area organized the Learning Objectives (LO) for every proficiency level on a systematic way, pointing out apart the specific LO for the four skills - reading, listening, speaking and writing, (See annex 2)⁷. It is relevant to consider that many of the LO were stated by the GSE idealizers in accordance with the original CEFR document from the Council of Europe in 2001. Also, they adapted some ideas from several sources in order to create the additional descriptors.

The LO have the function of guiding teachers on how they can prepare their classes respecting their students level, and also, they can use the LO to evaluate learners' performance, if they are answering properly the input given by the teacher in the classroom context. The LO can be used by the teacher as an instrument of Feedback,

⁶ Description of the levels (Below A1 and A1).

⁷ GSE Learning Objectives

as well. Students can use the LO as a way for self-assessment, by comparing the content worked in the classroom with their performance and with what is required of them in compliance with the GSE.

Working with students, by allowing them to get a Feedback on their progress, as they walk step by step in this scale, can help them to become much more motivated (PEARSON, 2015). This way, students will see their progression in a precise definition of their proficiency level, and how far they could get in the language learning.

Next subsection brings some assumptions about students' motivation in learning English and the importance of this matter in the learning process.

2.3 MOTIVATION IN LANGUAGE LEARNING

Several studies in the Applied Linguistics field point out to the belief that the learning of a language has an intrinsic relationship not only with cognitive factors, but also with personality, which is, according to Brown (1987, p. 99), the most fundamental side of human behavior. For Hilgard (1963, p. 267, *apud* BROWN, 1987, p. 99) “purely cognitive theories of learning will be rejected unless a role is assigned to affectivity”. Thereby, it is necessary to investigate the emotional or affective part of the human being with the purpose of solving certain problems in the language teaching. Brown (*op. cit*) corroborates this assertion by declaring that many systematic studies have been conducted in a careful manner, so there is an understanding of the human personality in relation to the learning of a foreign language. The author also mentions the fact that such researches have contributed significantly to the improvement of teaching methods and a higher comprehension of the language learning process.

Being emotion a characteristic of human behavior, it can be said that this aspect is an intrinsic part of human personality and it cannot be taken apart from the cognitive aspect when it refers to the learning process. According to Brown (*op. cit*) the cognitive and emotional side of human behavior may be contiguous, ie, they are not distant or separated.

Among other human personality characteristics, motivation can be highlighted as one of the most important keys to success in a foreign language learning (MOHONEN, 2004). In the light of scholars that address this issue, it will be discussed on this topic some characteristics related to students' motivation in learning a FL and the way they

behave in accordance with each of these characteristics. With this purpose, this subsection is divided into two topics, which are: motivation and demotivation.

2.3.1 Understanding motivation

Brown (1987, p. 114) defines motivation as “an inner drive, impulse, emotion, or desire that moves one to a particular action.” So, motivation is a motion that comes from the inside out and propels an action, it is the driving force that impels someone to develop an activity.

Harmer (1991, p. 3.) uses the word ‘pursue’ when he defines motivation. He says that ‘motivation is some kind of *internal drive* that encourages somebody to pursue an action’. The word ‘pursue’ makes sense here because it brings the idea that a motivated person pursues an objective he/she drew. A motivated person tries to accomplish the tasks that bring him/her the achievement of a goal.

One of the facts that can contribute or not for the students’ improvement in EFL learning process is the level of motivation they have. It has to be detected by the teacher in order to apply actions that will reverse any negative force that could harm the learning process. In Dornyei (2001, p. 51), we see that the teacher has “a considerable responsibility” in respect of this “salient phenomenon.” On the author’s perspective, motivation is considered greatly relevant in the English learning journey, so that he states:

[...] motivation determines the direction and magnitude of human behavior, in other words, the choice of a particular action, the persistence with it, and the effort expended on it. This seems to be fairly straightforward: Motivation is responsible for *why* people decide to do something, *how long* they are willing to sustain the activity, and *how hard* they are going to pursue it (DORNYEI, 2014, p. 519)

Considering the words taken from Dornyei’s statement: “persistence in a particular action”, we can conclude that the scholar’s thought referring to motivation is not only regarding to an initial propulsion, but also to a feeling that encourages someone to persevere in doing what he/she intended to do since the beginning. This is like a race in which the runner persists in chasing the target. Thus, motivation helps the runner to keep on track. Motivation can be considered the reason people start running in this race.

In face of this belief, we can agree with the categorization proposed by Dornyei (1998, p. 118) when he shows two ways to understand motivation: a fairly static mental state or a goal. From such ideas, it can be given the following instances:

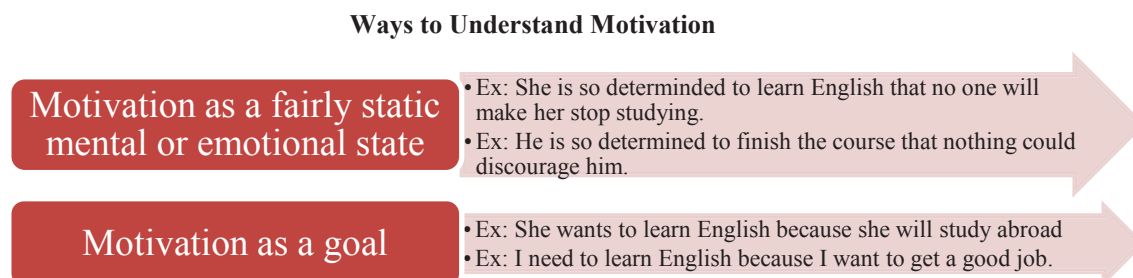


Figure 3: Produced by Priscila do Nascimento Fernandes (2016)

This idea is corroborated by Williams and Burden (1997). They see motivation as being intrinsic and extrinsic factors. The intrinsic factor refers to Dornyei's first way to understand motivation, which is: 'motivation as a fairly static mental or emotional state. The extrinsic factor is related to Dornyei's second way to understand motivation, which is: 'motivation as a goal'.

Then, we can summarize the ideas exposed till then by saying that there are various reasons that instigate people to behave the way they do. In the case of language learning, students come to the classroom with their motivation, goals and mental state regarding to the purposes they outlined, and it can help them to, not only start, but also continue studying and learning the language. This belief shows motivation as a process:

[...] whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached. (DORNYEI, 1998, p. 118).

On this assumption we see that two circumstances are identified: one shows the accomplishment of the purposes, and the other situation points to the damage of any motivation. In other words, the same way that there are influences which cause a positive effect on students' motivation, there are those that harm it, causing a negative effect. This last factor shows the other side of the coin, which is demotivation, as we will see hereinafter.

2.3.2 Understanding demotivation

Foremost, to understand demotivation it is necessary to place limits into the paradoxical line between demotivation and motivation. It is very clear in Dornyei's conception that both demotivation and motivation dwell in parallel zones. According to Thanasoulas (2003, p. 2) "demotivated' learner is someone who was once motivated but has lost his or her interest for some reason." The author adds that "in the same layer, we can speak of 'demotives', which are the negative counterparts of 'motives'. Whereas a motive can be said to raise an action tendency, a demotive decreases it." From this assumption arises the understanding that there is a tenuous line which can be surpassed on this way: a demotivated learner can become a motivated one or, on the other hand, a motivated learner can become a demotivated one.

Dornyei (2001, p.143) gives an interesting definition for demotivation, by saying that it can be regarded as "external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action," so, we can imply that demotivation is nothing more than a thrust that comes from outside to inside eliminating the motivation that exists in the course of an action. It can be considered as a power that decreases totally every disposition for a certain type of thought or action.

For Mohonem (2004, p. 5) this field of the Applied Linguistic should be regarded as being of great importance for teachers and scholars since, on his conception, demotivation can damage students' willingness for the learning of a language. In his words:

Demotivation is an area of research that ought to receive more attention, considering that it has direct educational implications. In other words, in addition to knowing what motivates a learner, being aware of the hazards that undermine motivation is essential both for teachers and for learners.

In agreement with Mohonem we can conclude that it is important to become aware about the main characteristics of a demotivated learner, because "the loss of interest can derive from various sources of demotivation" (*op. cit*, p. 16), such as: the student would like to study English in a language School in the same classroom as his/her classmates at the regular school, and it is not possible; the teacher speaks too loud; the textbook is boring; the student is on a higher or lower level class, etc.

From the knowledge of this conception it arises an important consideration on three factors Dornyei (1998, p. 142) does not consider as being worthy to receive the denomination of “demotive”, but, other feelings which place in the tenuous line between demotivation and motivation. These three factors we will name here as Negative Momentary Influences (NMI) are:

1. An attractive alternative action that serves as a powerful distraction;
2. The gradual loss of interest in a long-term ongoing activity;
3. The sudden realization that the costs of pursuing a goal are too high.

According to this author (*op. cit.*, 2001, p. 142), these three factors – despite the fact that they are negative feelings in the learning context – are momentary and they can be changed suddenly. These factors cannot eclipse the learning process because they are superficial feelings that do not interfere directly in the learner performance. Furthermore, these factors are not external elements that can demotivate the learner.

Being a demotivated student cannot be appropriate in the learning process of EFL, nevertheless, it does not mean that the learner has completely lost his/her motivation. Even the student being demotivated, there may still be within him/her a holdover of those factors that prompted him/her to start his/her action. On the other hand, the total lack of motivation is stated by Dornyei as amotivation. This way, the scholar distinguishes between these two terms: amotivation and demotivation.

Just as demotivation can accrue from various factors, amotivation can do as well. For instance, a student can think he/she is not enough able to accomplish a given task; or the results of a task are unaffordable. To be more specific let us make this distinction by comparing both terms:

Comparison between Demotivation and Amotivation	
Demotivation	Amotivation
<ul style="list-style-type: none"> • Student’s motivation is affected by specific external causes; • The level of motivation decreases; • Specific external reasons which lead students not to care about proposed challenges, so they do not make efforts in order to reach their aims. 	<ul style="list-style-type: none"> • Student’s motivation is affected by specific internal causes; • There is no motivation. It means, lack or absence of motives; • Student realizes that it is too hard to execute a task. He/she understands that the aim is not affordable.

Table 2: Produced by Priscila do Nascimento Fernandes (2016)

So, understanding the distinction between demotivation, amotivation and NMI, the teacher will know how to diagnose possible emergent problems in the classroom, knowing the struggle for every situation of this kind, because the struggle for a student that presents an amotivated behavior is different from the necessary of a student with a demotivated behavior.

Therewith, taking into account the aforementioned emotional states of each individual, which are: motivation, demotivation, NMI and amotivation, we can conclude that there is a motivational map into the classroom context where every student is placed in a referent point, considering his/her motivational feelings:



Figure 4: Produced by Priscila do Nascimento Fernandes (2016)

Some researches have been made by investigators interested in detecting the causes of the demotivation. They have found that the interaction between teacher and student has a close relationship in the case of learner's resistance to the content.

It is essential for a language teacher to understand these assumptions about motivation, demotivation, NMI and amotivation in order to investigate his/her own student and detect in which classification his/her student is framed. Because the teacher does not give the lesson just for one kind of learner, his/her classroom is composed by different types of people. So, when the teacher diagnoses each student feelings, identifying his/her behavior, it is less difficult to continue the teaching work.

Working in order to increase students' motivation requires a hard and constant work. Dornyei (2014) provides some steps that can be taken by the teacher with the purpose of generating a positive stimulus on the students.

The main components of Dornyer's framework of motivational teaching practice in the L2 classroom

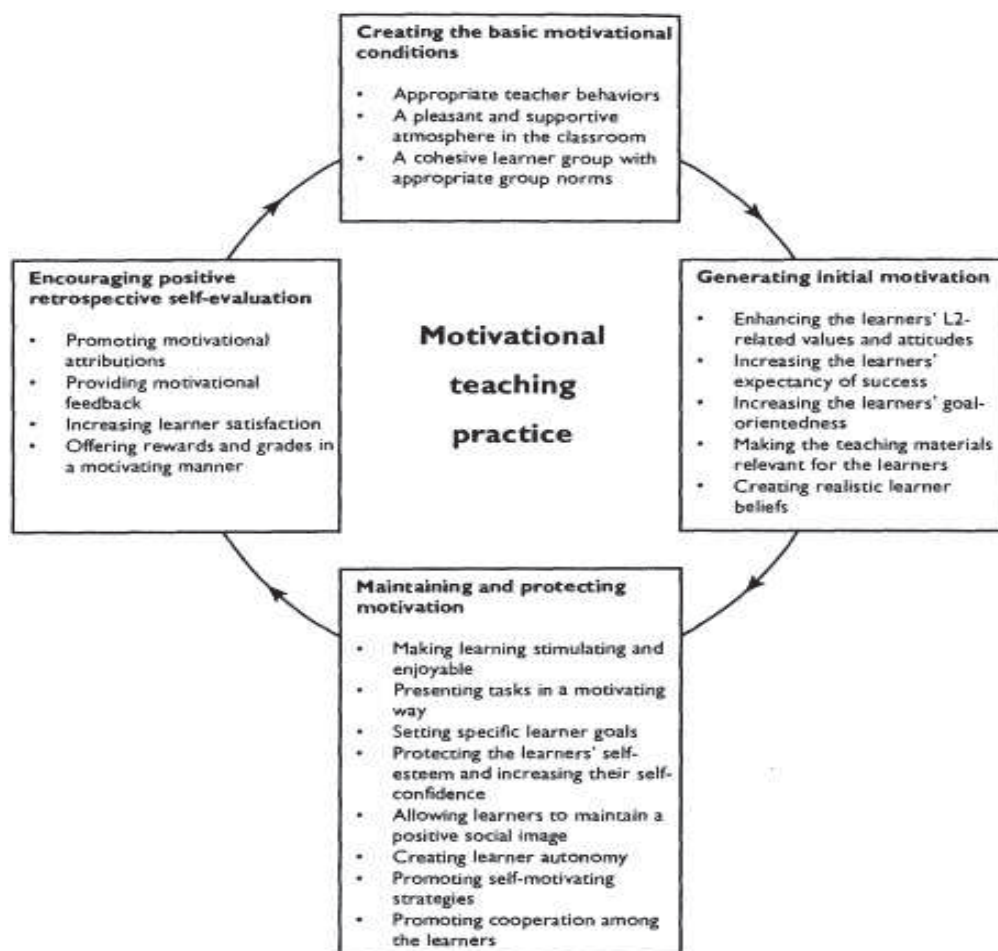


Figure 5: From Dorney (2001, *apud* DORNYEI, 2014, p. 524)

Dornyei (2001) shows in this framework that the teacher has an important role regarding students' motivation. The figure is self-explained, but there are some points which deserve our attention specially because they are in line with what is being discussed in this paper. These points are arranged under the topic that shows the motivational teaching practice by encouraging positive retrospective self-evaluation. It corroborates with the three topics of this paper theoretical framework which considers Feedback as being an important teaching practice that can collaborate with students' motivation. The self-evaluation also corroborates with the idea that GSE can be an important tool in order to show to students their progress, such practice that helps learners to improve their learning process by allowing them, not to decrease, but to increase their motivation.

In order to apply the theories discussed in this section as a way to reach the objectives of the present study, the researcher conducted an empirical study. The

following section describes the methodological route took on her practice into the classroom context.

3. METHODOLOGY

This study is configured as a qualitative research. This kind of study is defined by Moreira and Caleffe (2008, p. 73) as an analysis of the “characteristics of individuals and scenarios that cannot easily be described numerically”⁸. They also state that the material gathered to be analyzed in this kind of research is verbal, presenting data that are coined from observation, description and recording made in the lookup field. In this study, it was analyzed the characteristics of the students, their motivation regarding to the English learning and how the Feedback practice could help them in the maintenance of their motivation. The majority of materials gathered were made on a verbal way. For these reasons this research can be considered a qualitative study.

Being the scientific study carried out with the investigator itself participating in it, it can be considered a study of ethnographic coinage. The scholars mentioned above clarify that most of the data collected through an ethnographic research is the result of the observations made in the work field on which the researcher becomes directly involved in the activities of the investigation itself. This interaction is possible because of the holistic perspective in which such research is inserted. The present study was made with the researcher participating directly on it as the teacher of two beginner students. She was involved in the process during the whole time of the research by collecting data and observing students behavior and development.

Besides being a qualitative research of ethnographic perspective this study is also characterized as an action research. This method of research, according to Moreira and Caleffe (2008), occurs when there is an intervention of the observer in the real context of the research. This intervention in a specific context happens by virtue of the pursuit for solution of a problem diagnosed in this context, and it is in this environment where the research develops, that such problems are analyzed and hypotheses are raised. Since the researcher was concerned about the way teachers can help their adult beginner students to keep on their English learning journey, she raised the hypothesis that the Feedback practice could help them to continue motivated. In order to analyze how it could work in the classroom context, the researcher herself acted and intervened in the *campus* through the Feedback practice in order to collect the necessary data.

⁸ Original version: “características dos indivíduos e cenários que não podem ser facilmente descritos numericamente” (translated by the researcher).

This research was conducted at a Language School in Campina Grande, State of Paraíba, where the researcher teaches since 2014. She has experiences as a teacher of kids and adults. From her experience teaching adult beginner students she noticed a relevant issue that is the evasion of the student with this profile, which can be considered a problem in the classroom context, in the English course. By talking to other teachers and even to students, she comprehended that this problem always occurred at this school. In order to try to bring some answers to the question raised in this paper, the researcher started her studies regarding on how the Feedback practice could help adult beginner students to maintain their motivation and keep on their English course at the school.

The research described in this paper started on the second semester of 2015, ending in the first two weeks of January 2016. The first one was a regular stage of 4 months with two hours classes on Saturdays; and the second was a course offered by the school during vacations, with daily two hours and fifteen minutes classes, with an amount of 24 days in contact with the students and 50 hours of classes given by the researcher.

The data collection was performed in an English class for beginners. This class can be considered as heterogeneous, with adults and teenagers studying together. Despite of the teacher developing this kind of work with all of her students, only two were chosen from this group to be analyzed in this paper. The criteria for the choice of them are described as follows:

- They were both adults, but with different goals⁹ to achieve;
- The difference in their report regarding their difficulties in learning English;
- They have already had previous experience in the learning of EFL;
- They were enrolled in the English Language School into two consecutive stages, which would favor the data the researcher proposed to collect.

On this paper, these students will be given two fictitious names, which are: Emily and Jane. These unreal names were created by the researcher in order to avoid exposing their real identity and the choice of these names was inspired in two characters of English Literature: Emily Dickinson and Jane Austen.

⁹ Students' goals are described in the Analysis section.

To collect the data used as the analysis on this paper the teacher proceeded as follows:

1. Using Feedback as a pedagogical instrument in her classes. – throughout the classes the teacher used to give a motivational, reinforcement or informational Feedback to her students during or after each lesson. She used to take notes of the results she coined among the lessons. On this paper, only four Feedback procedures during the lessons will be analyzed. The lessons given by the teacher were part of the course program; the contents taught were taken from the material provided by the language school, such as: Student's Book, Resource Book and online activities. The activities analyzed on this paper were taken from the Student's Book used in the course for beginners (See Annex 3). As the Language School Pedagogical Coordination demands, a class plan for each lesson or task is prepared by the teacher, following the steps on which the Language School methodology is framed in. The class plans made for the tasks analyzed on this paper are available on the Appendix section (See Appendix 2);

2. Practicing Feedback during the moment reserved for a handing over students' report, which was carried out three times during this process. The students' report is a document also known as bulletin, on which the teacher describes students' development during the course in a quantitative way. It is used in this language school to discuss with the student his/her grades in an individual Feedback talk. The researcher took these moments to analyze the learners' improvements and help them to continue motivated along the course; she used to ask their students to compare the contents taught with their performance, and give them opportunity to reflect on their own learning, as well;

3. Applying two questionnaires (See Appendix 1) with different purposes: a) to sound out students' objectives and motivation to start the course; b) to sound out students' own learning perception and motivation level (if they maintained it or not).

The activities done during the lessons in order to collect the data for this research were taken from the Students' Book, Resource Book and online activities offered by the Language school.

This research was conducted with the support of studies based on the exposed theories. The following section brings a framework on how the researcher could associate the theories that were studied on this paper into the classroom context.

4. ANALYSIS

The main objective of this study is to analyze the way students can be helped in their EFL learning process through a Feedback practice conducted by the teacher. Also, it is aimed to describe the learning development of two beginner students and their level of motivation after the awareness of their improvement. To investigate the corpus, aiming to achieve such objectives, this section brings the analysis of the researcher's work.

This part of the study is divided into three subsections, which are: (i) the students' profiles; (ii) the researcher's Feedback practice on lessons, on students' skills evaluation and Feedback for self-assessment; and (iii) student's motivation after the awareness of their improvement.

4.1 Students' Profile

The researcher considers the student's profile as a very important feature in order to clarify her behavior towards each student in hopes to take the place of a helper into the learner's necessities. It is also important to specify in a detailed way some characteristics of the students because their objectives and difficulties determined the approaches the researcher used on the studies she carried out.

The criteria used here to describe Emily's and Jane's profile is to point out their objectives regarded to the learning of the language and students' difficulties towards the learning of English according to their own judgment. These data were collected in the beginning of the first semester of these students' course, by means of a questionnaire (See appendix 1) and the answers of this questionnaire were summarized on the following table.

Students' Objectives	
Emily	1. She is a lawyer and wants to learn English to upgrade her professional life; 2. She also wants to become fluent in English because she likes to travel and doesn't want to depend on a translator on her trips.
Jane	1. Her husband is fluent in English, so, she wants to become fluent just to go along with him; 2. She also likes to watch movies, series and listen to music in English, so, she wants to learn in order to comprehend the language.

Table 3: Produced by Priscila do Nascimento Fernandes (2016)

This framework shows the differences between these two learners' objectives. The reasons or motives that brought both into an English course differ from each other. By analyzing the two students and their goals we can conclude that Emily's aim is to learn English for professional reasons and Jane's aim is to become fluent in English for personal motivation. So, the researcher faces here two different situations at the same classroom. We can see in this framework what is stated by Dornyei (1998), that defines motivation as a force which carries someone to start an action. These two students' motivation can be noticed by their objectives.

From now let us analyze students' difficulties regarding the learning of the language, taking into consideration their own judgment, based on their previous experience towards the learning of English. First of all, it is important to point out that Emily has already done an English course several years ago and she had concluded all the stages of this course in another Language School. Jane, on the other hand, had never been in a classroom of a Language School before, her English background knowledge is based on her studies at regular School and, also, from her contact with the language by watching movies, series and listening to music.

Students' Difficulties	
Emily	Despite of her large experience in the English learning, she has a considerable difficulty in the development of speaking and writing skills. She can comprehend everything she reads and listen but she could not develop well in the previous course the production skills.
Jane	She presents no difficulties in the writing skill. She also can develop her speaking skill easily. Despite of being a beginner, she can imitate well everything she hears; on the other hand, in the reception skills she presents difficulties at listening and sometimes at reading. Listening, therefore, is her most difficulty skill, and she considers that it happens because of her anxiety in comprehend everything she is listening to.

Table 4: Produced by Priscila Nascimento dos Santos (2016)

Once again we can face two different profiles. While Emily presents difficulties into the development of the production's skills, Jane is not satisfied with her troubles to comprehend everything she hears. Then, by these two descriptions we can abstract students' necessities and what they expect from the course. Both want to develop well the four skills, which are: speaking, writing (production); listening, reading (reception). Nevertheless, Emily wants to focus on activities that can help her to improve her production skills, this is the reason she desired to start the course as a beginner, despite of her previous experience in another Language School. On the other hand, Jane wants to focus on activities that can help her to improve her abilities to listen and also to read,

with a strongly focus on listening. This framework reveals students' initial motivation for starting the course. In view of the fact that "motivation is responsible for *why* people decide to do something" (DORNYEI, 2014, p. 519), Emily's and Jane's reasons for starting the course is intrinsic on their difficulties in learning English. Since they wanted overcome those troubles in order to reach their goals, it is important for the teacher to become aware of this matter, so he/she can work on a way that help students to decrease their difficulties and increase their motivation.

With these features in mind, let us pass to the main aim of this research, which is the Feedback practice itself, the way the researcher carried it out and the sources used by her to analyze how this work can collaborate to improve students' learning process.

4.2. Feedback Practice

From now on we will discuss the steps taken by the researcher in other to achieve her principal objective into the research: the Feedback practice among her teaching approach. The researcher agrees with Maciel (2015) that assumes the importance of the Feedback practice in teaching, since the teacher's role is to help students' to become aware of their improvement and the areas in the English learning process they need to improve.

This part of the analysis is divided into three minor parts, which are: (i) an analysis of the Feedbacks given by the teacher during the lessons; (ii) a Feedback provided through students' four skills evaluation; and (iii) a Feedback given through students' self-assessment.

4.2.1. Feedback during the lessons

In this part of the analysis we will describe how the researcher carried on one task of each skill. Since the skills are counted in a number of four, we will analyze here four lessons arranged in this way: lessons given in the first or second stage of the course addressed for listening, speaking, reading and writing. From the lessons given by the researcher along the course she chose four tasks that best describe her attitudes towards the students' regarding the use of Feedback in the classroom, and learners' Feedback reaction. So, after the description of each lesson, it will be made some comments about

the Feedback practice conducted by the teacher. As well, it will be made comments about the level of proficiency described on GSE.

First Stage

- ***Task addressed for Listening***

On this lesson the teacher aimed to introduce part of the content of the Unit, that is, Countries and Nationalities. On this type of lesson, the teacher first activates students' background knowledge on the subject, makes a question that demands, first, students' general comprehension, after specific and, finally, detailed. The teacher asks them to match the option, checks their answers and, if she notices that someone matched the incorrect answer, she plays the audio twice, or three times.

According to the GSE (Pearson, 2015), a beginner, among other features, can comprehend basic questions on personal detail, but it has to be done in a slow and clear way. This understanding is described on the level 21 of the scale.

On this lesson Jane presented difficulties to understand what information the secretary wanted from the boy, she became confused about the options given in the didactic material. She matched the wrong option. When the teacher noticed it, she reinforced that they need only to focus on the question the teacher does before listening, and that is not necessary to focus on the whole audio. After listening twice the audio she understood and answered correctly. Emily did not present any difficult.

When the teacher reminded students to focus only on the part of the audio that corresponds to the answer the teacher demands, she was providing students with information that warn them about their mistakes and allow them to "validate or change a previous response" (MORY, 2004, p. 746). This practice shows one of the Feedback's characteristics put into practice in the classroom context.

- ***Task addressed for Speaking***

This kind of lesson aims to provide students with practice of the language. It is given a situation by the teacher, then, students role play this situation. It can be done in a controlled way, and when students feel more confident, it can be done freely. The class plan we will analyze here had as main objective the practice of language addressed to talk about other people Nationality.

GSE (Pearson, 2015) provides a range of levels which describes in a granular way the learning objective of each stage of students' proficiency. It shows that at level 12

students can talk about their own Nationality; on level 13 they are able to make questions about Nationality; and on level 15 learners' can talk about other people Nationalities.

On this lesson Emily and Jane had done a good job, but they presented difficulties on telling about people's Nationality. Easily they could ask their classmates using the structure: "Where are you from? What's your Nationality?" And they, also, could use properly the structure using verb "To Be" in the first person: "I am Brazilian," for instance. In face of this behavior the teacher praised students' efforts and encouraged them to continue the lesson. They had not troubles in asking: "Where is she/he from?" However, they were not confident in answering: "She/He is from Italy, She/He is Italian". Fortunately, this difficulty was only in the beginning, because when the teacher elicited from them the correct answer, leading them to remind the model given by the teacher in the beginning of the lesson, they fast understood and used correctly the structures.

In these two procedures we can see the kind of Feedback described by Kulhavy and Wager (1993) as Motivator. First, when the teacher praised students it occurred a demonstration of the variable of interest which is to add value to students' production. When the teacher corrected a wrong behavior her variable of interest was a requirement of accuracy, demanding a right answer from students. Both procedures provide encouragement to continue the activity.

Second Stage

• *Task addressed for Reading*

This lesson was a reading scenes, a kind of introduction for one of the units. They had to put a letter in order and answer questions related to it. This activity was done in classroom. It was done a pre-reading activity just to activate students background knowledge and prepare them to the new content. In this kind of activity, the teacher asks students to answer the questions individually and then, compare their answers with a classmate. GSE shows that on the 27th level students' can understand short written notices, signs and instructions with visual support.

Both students answered correctly the activity and the teacher gave them a reinforcement Feedback, which is explained by Mory (2004) and Kulhavy and Wager (1993) as a practice which strengthens students, allowing them to repeat an accurate

behavior. When the teacher focus on students' correct answer on a given task it can increase their motivation, on these authors words.

- ***Task addressed for Writing***

This activity was assigned as homework. The students were required to write a letter¹⁰ to a student from the other group. In this letter they should write personal information and ask questions such as the person's name, address, phone number and origin. The task was addressed just to provide students the opportunity of working on a production of a letter. Even the previous activity introduced the language related to past events, students were not required to write about it. The main objectives of the task were to put them in contact with the textual genre 'Letter' and review a previous language learned. GSE shows that on the level 24 students can copy short sentences on everyday subjects.

Both students did a good job and a written Feedback was done in order to correct some grammatical mistakes and ask them to rewrite the letter before it comes to the addressee hands. Analyzing the procedures done in each lesson we can conclude that Feedback was practiced properly by the researcher and she had positive answers from this practice. She used Feedback in each of her classes with the aim of improving learning as stated by Shute (2001, p. 1.). In the four tasks mentioned above, students showed not only a positive reaction but also their improvement in the learning process.

The following part of this subsection describes the way the teacher evaluates the students.

4.2.2. Feedback for Evaluation

During the time spent by the researcher working with these two students, the teacher used the criteria the language school requires to be applied into students' evaluation. This source had a relevant role on the development of the research, since it can be used as a tool for a Feedback practice. Why is it important? Which benefit this criteria can carry out into the purpose of a teaching focused on increase students' motivation? To answer this inquire, the researcher brings an important consideration coined into the field of her research, which is the curiosity of her students regarding to

¹⁰ In this activity students were allowed to write fake information in order not to expose their lives so much, but they were free to write the real information if they wanted.

the way they are evaluated. The benefit it can add into the process is observed by students' confidence in face of the way their development, effort and performance are evaluated. So, through the question arisen by the learners based on their curiosity on the way they are evaluated, the teacher could give them a Feedback by reporting the way their grades were collected, ie, the criteria the teacher used to do so. It is better explained in the following paragraph.

Students' criteria evaluation can be divided into two forms: the evaluation of the receptive skills (listening and reading), and the evaluation of the production skills (writing and speaking). The first kind of evaluation is more punctual, taking into consideration the way students use the strategies provided by the teacher in order to develop the comprehension of the text or the understanding of what it is being listened. For the evaluation of the other two skills, writing and speaking, the teacher used the following criterion:

Criteria for writing and speaking evaluation

Writing Criteria	Speaking Criteria
<ul style="list-style-type: none"> ✓ Neatness of presentation; ✓ Task comprehension; ✓ Genre adequacy; ✓ Content; ✓ Accuracy; ✓ Vocabulary; ✓ Textual Cohesion; ✓ Creativity; ✓ Use of language; ✓ Overall impression. 	<ul style="list-style-type: none"> ✓ Range; ✓ Accuracy; ✓ Fluency; ✓ Interaction; ✓ Coherence.

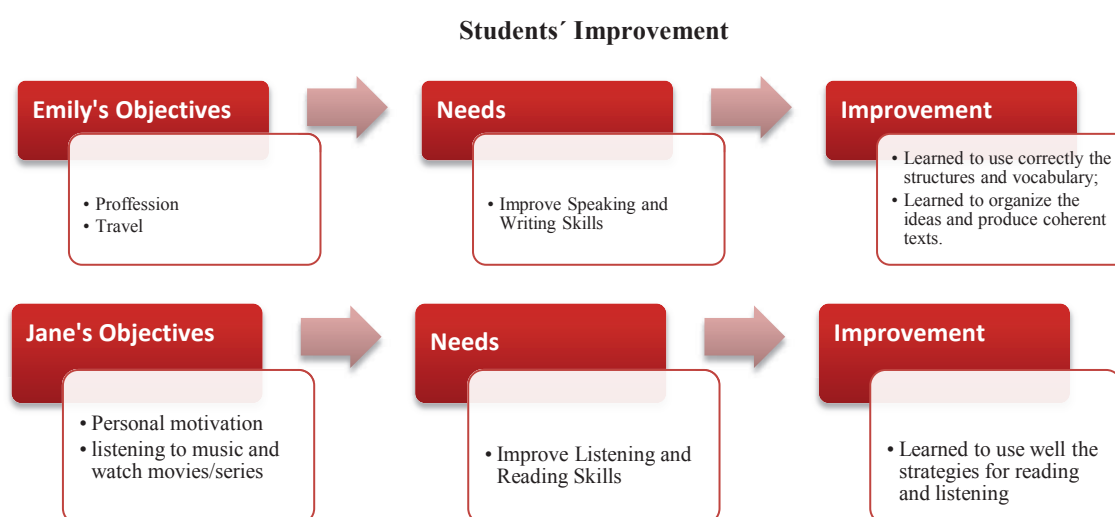
Table 5: Produced by Priscila do Nascimento Fernandes (2016)

The description of the way students were evaluated was used by the teacher to justify their grades on each task assigned and developed for them. Along the two stages the researcher worked with the students, she conferred 32 grades for each student on the tasks she assigned. During the handing over students' report moment, the teacher used to show the grades and elicit by the learners the comparison between their performance and what was required by the teacher. This procedure agrees with Shute's (2008, p. 1) statement, which explains that Feedback reaches teacher's objective when it allows the learner to compare their performance with "some established standard of performance." In this way, the Feedback could be practiced by the researcher, in accordance with the theory aforementioned.

Throughout the two stages the teacher taught Emily and Jane, she had three handing over students' report moment with each of them. On these opportunities she allowed students to compare their performance with the standardized performance and she also could talk to them about their improvements and needs. This subject will be discussed on the following part of this subsection.

4.2.3. *Feedback for self-assessment*

Taking into consideration the objectives students planned to reach through the learning of EFL, their difficulties, observations made in the research field and the learning objectives brought by the GSE, we can draw Emily and Jane's improvements and the areas they should improve. The following graphic brings a landscape of this framework:



Graphic 1: produced by Priscila do Nascimento Fernandes (2016)

These graphics show in short the route of the students from their objectives to the reaching of them, passing through their needs and the overcoming of their difficulties regarding to the learning of the language. The teacher used GSE to show to students' improvement and the level of proficiency they were placed according to the scale. Pearson (2015) affirms GSE can be useful to help students to realize how good their English is, if they are progressing or not, and, also, what is the next step they have to take. These inquiries were used by the researcher to elicit from students their achievements in the learning of EFL, during the Feedback in the last moment of students' handing over reports.

The theories studied bring the assumption that helping students to become aware of their improvements can help them to remain motivated. In the lights of Dornyei (2001), we can find support for this assertive since he shows a framework of motivational teaching which points Feedback as a collaborative tool for students' motivation, specifically the part that points the teacher should encourage positive retrospective self-evaluation if he/she wants to develop a work in a motivational teaching practice bias.

The next subsection brings some considerations about students' motivation when faced to their improvements.

4.3. Students' motivation after the awareness of their improvement

During the process of the work done with Emily and Jane the researcher had the precaution to provide a Feedback at any small signal of improvement or mistake. Throughout the classes given the students' reactions after each Feedback were taken into consideration and the teacher always asked about their motivation towards the learning of EFL. Besides that, the individual talks with students provided an understanding of students' level of motivation.

The teacher used to remind the students their objectives in order to have them motivated during the lessons, since, according to Harmer (1991), motivation strengthens students and makes them pursue a finishing line. The teacher classified Emily's interest in learning EFL as motivation for reaching a goal, which is addressed by Williams and Burden (1997) as a motivation for the achievement of an objective. On the other hand, Jane's motivation can be classified as a fairly static mental or emotional state, since her interest in learning EFL is for personal interests such as comprehend a music and the movies or series she likes to watch. Jane's interest is called by these authors as something that is done for pleasure.

Throughout the two stages teaching these students, the researcher did not recognize any manifestation of amotivation. There were moments when NMI took place students' feelings. Dornyei (1998) assumes that this kind of feeling occurs when students lose their interest in a long-term ongoing activity, for instance. This author emphasizes this negative element in students' motivation is momentary, and it can be changed. In some moments of the class it was detected this feeling when Jane could not understand well an audio in a listening activity in a first moment. But this feeling soon

was changed after the teacher's informational Feedback that helped her to use the appropriate strategies for listening. NMI also occurred with Emily when, suddenly, she realized that the time the Language School offers for the accomplishment of the full course is so much long. She considered 6 years a long-term ongoing activity and, realized that the cost of pursuing a goal (become a fluent speaker) is too high. After the teacher's Feedback, showing that according GSE there is a specific time for the learning of a language and students have to go through the stages in order to become fluent, she understood all the effort would be worthy.

The researcher observed, as well, manifestations of demotivation in some specific cases. Since in Dornyei (2001) we understand this factor as being caused by specific external cause which decreases students' motivation, the reasons for this feeling could be detected in Emily and Jane as follows:

- Personal problems;
- To be absent in a lesson and have troubles to follow teacher's instruction in the next class;
- A friend showed another alternative to learn English faster. A course with a curriculum that offers just 1 year for students to become fluent.

All of these factors decreased Emily's and Jane's motivation, but a reinforcement, special attention of the researcher and a Feedback on which their goals and achievements were reflected, helped students to work on in order to increase their motivation again.

The researcher applied a questionnaire (See Appendix 1) at the end of the two stages. This source can be called Feedback, since it confronts students in order to make them to go back their English learning journey during the two stages and reflect on their learning and level of motivation. To do so, the teacher used GSE as a support to questions in order to help students to realize their achievements and remind them the contents worked throughout the course. The data the teacher collected is described as follows:

Students' self-assessment

Emily	Jane
Classifies her learning as excellent;	Classifies her learning as good;
Considers the actual motivation as exceeding the initial one;	Considers the actual motivation as exceeding the initial one;
Feels confident, but not so much, regarding the use of the language learned;	Feels confident, regarding the use of the language learned;
Remembers everything that was learned, sometimes forget, but rapidly remind the structures and vocabulary;	Remembers easily the contents learned;
Attributes to herself a good grade regarding the learning of the language;	Attributes to herself a good grade regarding the learning of the language;
Says she feels motivated to continue studying English at the Language school.	Says she feels motivated to continue studying English at the Language school.

Table 6: produced by Priscila do Nascimento Fernandes (2016)

In face of this framework, we can conclude the level of these two beginner students' motivation is high and, also, that the Feedback practice of the researcher was an important tool to promote students' improvement. This process also helped students to maintain the motivation that was pointed out at the beginning of the course. Dornyei's (1998, p. 118) assumption about motivation corroborates this fact, since he states this feeling can be described as "a certain amount of instigation forces", which helps students to initiate and persist on an action.

All the considerations regarding to the conclusion of this paper and the reaching of the proposed objectives will be discussed on the next part of this study: the conclusion.

FINAL CONSIDERATIONS

Since the researcher that developed the work analyzed in this paper began to teach in the Language School mentioned on it, she noticed and started to investigate critically the difficulties a beginner student struggles and how demotivated they feel among the classes or into the transition from a semester to another. Concerned about this issue, she proposed to investigate carefully the reasons a beginner student, especially adults, lose interest in learning English easily. By talking to some workmates and to some students, the researcher understood that an adult student wants to realize his/her improvements and he/she needs the teacher's help to do that.

The learning process brings the idea of something in course, in progress and this procedure is sometimes slow. In order to help students not to become uninterested in continuing this journey the teacher has to act as a motivational agent. With this in mind, the researcher sought to resort to the Feedback practice with the purpose of helping learners to perceive their improvement. She understood that it could be a way for motivating them to remain in their climbing of the apprenticeship. Since improvement brings the idea of development and ascension, learning can be considered here as a mountain students need to climb and the teacher can help them to struggle the difficulties during the route. The consideration made leads to the problem raised in this paper: How can Feedback help EFL teachers to motivate their students?

In order to give a glance of the answer to this question - and of course not an exhausting one - this paper brings a general objective that is: to analyze how the Feedback practice can help students in their English learning process. From the perspective of the theories that were discussed here and through the work developed by the researcher with two students in the Language School mentioned we could understand how this feature can be useful in the classroom context and the importance of this pedagogical tool, since it helps the students to check their level of proficiency, how much they learned, the way they are evaluated, etc.

On this study the triad of the researcher's teaching were presented, which are: Feedback – Global Scale of English (GSE) – Students' motivation. A Feedback practice on lessons, students' evaluation and students' self-assessment; the use of GSE as an important tool used to make students aware of their improvement; students' motivation, a student essential characteristic for a good learning. For the researcher these three ingredients are indispensable in the EFL classroom context, especially for beginners.,

since, according to the studies done and presented on this paper, they can help students to overcome their difficulties and reach their goals concerning to English learning.

This paper verified that the Feedback practice can help students to maintain their level of motivation or even, increase it. Since, no effort is so tiny that it cannot be noticed and applauded. A small step a student takes towards their learning improvement for he/she can be considered a great achievement. The more the teacher highlights it, the more motivated student will become. And on the other hand, when their weaknesses are pointed out and the ways to strengthen them are presented, the motivation can operate, as well.

This paper is addressed for EFL teachers that work with adults and beginner students. The discussion of the theories and the analysis done here can be useful for an efficient and effective teaching. We believe learning is a mountain, so students need a rope which helps them get to the top, and as teachers we may be the ones to provide this help.

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APPENDICES

Appendix 1 - Questionnaires

Questionnaire 1

1. Nome: _____
2. Número de telephone (whatsapp): _____
3. E-mail: _____
4. Profissão: _____
5. Por que você decidiu estudar Inglês?

6. Além do ensino de Inglês na escola regular, você já estudou a esta Língua antes? Se sua resposta for sim, especifique se você estudou em alguma outra escola de idiomas ou em casa.

7. Se sua resposta na questão 6 foi positiva, descreva a seguir quais foram suas maiores dificuldades e seu ponto forte em relação ao aprendizado da língua.

8. Como você classificaria seu conhecimento prévio da Língua Inglesa?

() Regular () Bom () Ótimo
9. Analise as frases abaixo e marque às que se aplicam a você:

() Quero aprender Inglês porque quero entender as músicas que escuto e os filmes/séries que assisto em Inglês.

() Quero aprender Inglês porque quero ler livros e/ou artigos em Inglês.

() Quero aprender Inglês porque quero conversar com amigos de outros países/ viajar.

() Quero aprender Inglês porque quero escrever/ interagir nas redes sociais com amigos.
10. Das seguintes habilidades linguísticas, quais, você precisa desenvolver mais?

() Escuta
() Leitura
() Fala
() Escrita

Questionnaire 2

1. Dê uma nota para o seu aprendizado: _____
2. Classifique seu nível de motivação durante o curso (%):

() 10	() 20	() 30	() 40	() 50
() 60	() 70	() 80	() 90	() 100
3. Leia os Objetivos de aprendizagem fornecidos pelo professor e responda:
 - a) Consigo usar a linguagem aprendida com confiança/segurança; ()
 - b) Eu lembro de tudo quando leio, mas no momento em que preciso usar eu esqueço. ()
 - c) Comparando os objetivos de aprendizagem com as atividades trabalhadas durante o curso, como você classificaria seu aprendizado da língua?

() 10	() 20	() 30	() 40	() 50
() 60	() 70	() 80	() 90	() 100

4. Self-assessment:

I can	Yes/no	Example
Share feelings and opinions about English.		
Greet people, introduce myself, say goodbye.		
Ask for and give phone numbers, talk about places of origin and places of residence.		
Spell names.		
Find out why my classmates are studying English.		
Introduce myself appropriately according to the situation.		
Talk about occupations and places of work.		
Exchange information about places of residence and addresses.		
Learn degrees of formality.		
Learn essential expressions in English.		
Discuss habits and routines related to work and school.		
Learn about cities, countries and companies.		
Exchange information about people, their occupations and different nationalities.		
Discuss people personal characteristics.		
Find out about dates of birth, zodiac signs and age.		
Talk about likes, dislikes and free time activities.		
Exchange information about families and family members.		
Exchange information about famous people.		
Talk about plans and intentions.		
Make invitations and suggestions.		
Talk about preferences.		
Talk about future plans		
Talk about places and describe them.		
Make suggestions.		

Talk about past events.		
Share your personal history.		
Ask for and give directions.		
Talk about where and how far places are.		
Share travel experiences.		
Describe places.		
Describe the weather.		

5. Você dará continuidade a seu curso nessa Escola de idiomas? Justifique sua resposta.
6. Descreva a importância do *Feedback* do professor para o seu aprendizado.

Appendix 2 - Class Plans

Task Addressed for Listening

Objectives: Introduce the language that will be worked throughout the unit; improve students' listening strategies; talk about different cultures.

Linguistic Aim: Countries and Nationalities;

Didactic Resource: CD, CD player, Student's Book.

Preparation phase:

- Contextualization: Pretend I am talking to a friend on 'whatsapp'. Introduce my friend to students; say he is American. Ask if they have a friend from another country, let them speak freely, even in Portuguese. Ask if they have already traveled abroad. Encourage them to say in English the name of the countries.
- Show pictures of people from different Nationalities; ask if they are similar or have different stereotype. Show the pictures from page 26 (Student's book). Ask who they think these people are; elicit where they are; ask if these people have different stereotype. Elicit what they think is happening in this classroom.
- Have students answer Task 1.1 (have them answer first individually; after that, have them compare their answers and, then, share with the whole group).
- Say they will listen to an audio; remember they have to focus only in the information they are being asked.

Performing:

On this phase, after each of the three steps: (1) General; (2) Specific and (3) Detailed, students have to compare their answers with one or two classmates, and, then share with the whole group.

- Listening for General Information: Have students listen to the audio just to check their predictions on Task 1.1; (play the audio once or twice)
- Listening for Specific information: Have them listen again and answer Task 2.1 and 2.2. (play the audio once or twice)
- Listening for Detailed Information: They will listen again and answer Task 3.1. (play the audio once or twice)

Accountability:

Ask if in Brazil students are punctual as students from Antonio's country are.

Ask them to compare their culture with a different one; give them support.

Example: In Brazil people like soccer. Ask who is the most famous Brazilian soccer player. If they say, for example: Neymar, have them repeat the statement: "Neymar is Brazilian." Elicit from students people from another country they admire, connect the name of the people students say, with their Nationality. (It will serve as a link to the next task).

Task Addressed for Speaking

Objectives: Provide controlled practice of the language presented on the listening task

Linguistic Aim: Countries and Nationalities; Where is/are _____ from? He/she is from _____. They are from _____. He/She is _____. They are _____.

Didactic Resource: Computer, Internet, TV, Student's Books.

Preparation phase:

- Extend the accountability of the task addressed for listening as the contextualization of the task addressed for speaking;
- Ask students to write on a paper the name of a famous person they admire. Have them think about the nationality of this person.
- While people are doing that, write on the whiteboard two columns: Country, Nationality. Provide the name of the Countries and elicit the Nationalities students will need to work on this task;
- Do Choral repetition of the words on the board. Check their pronunciation.
- Erase the board and write the language Students will use on the task: Where is/are _____ from? He/she is from _____. They are from _____. He/She is _____. They are _____.
- Model: Search on the internet the famous person I admire, show them and introduce the language. (Do choral repetition). Example: Where is she from? She is from Canada, she is Canadian.
- Conduct an open pair: each student will search the picture of the person he/she admire and a classmate will ask him/her.

Performing:

- Pair them up; they will perform "Student A and Student B" Task.

Accountability

They will report their findings;

Ask if they knew these people Nationalities.

Review the language used;

Task Addressed for Reading

Objectives: Introduce the language that will be worked throughout the unit; improve students' reading strategies;

Linguistic Aim: Past events; describe places.

Didactic Resource: Student's Book; computer, internet, photography.

Preparation phase:

- Contextualization: Show students an old photograph of my grandma's house in Rio de Janeiro. Tell them it was my "Disneyland" when I was a child. Ask them what they remember from their childhood. They can speak in Portuguese. Encourage them to speak in English the words they know. Describe my grandma's house (it was quiet, beautiful, green). Say I miss a lot these times of my life.
- Ask what they miss from their past.
- Ask if they think people's behavior is different nowadays.
- Start talking about internet, e-mail, ways people use to communicate.
- Say they will read a text and answer questions related to it.

Performing;

- On this phase, after each of the three steps: (1) General; (2) Specific and (3) Detailed, students have to compare their answers with one or two classmates, and, then share with the whole group.
- Reading for General Information: They will read and do Task 1;
- Reading for Specific Information: They will read and do task 2;
- Reading for General Information: They will read and do task 3.
- Help students on their reading; encourage them to focus on the information they are being asked to provide; remind them it is not necessary to understand all of the words from the text and they can infer the meaning of an unknown word by the context.

Accountability

Students will do Task 4;

Ask if they have already written a letter;

Construct a letter with them: Give them a situation: I need to write a letter to a person I never met; elicit the text I need to write it; elicit how I can provide personal information about myself; elicit questions related to personal information.

Homework: Students have to write a letter to a classmate from another group

Objectives: review the language previous learned; improve writing skills; work on Letter textual genre.

ANNEX

Annex 1: Description of the Levels: Below A1 and A1

GSE 10-21 (Below A1): Global assessment

The range on the Global Scale of English from 10 to 21 covers the area of measurable proficiency below the A1 level of the CEFR.

It includes the level which North (2000, p. 295) characterises as 'Tourist', corresponding to a range of 13-21 on the GSE, and a still lower ability which North (ibid.) labels 'Smattering'. Neither of these was included in the CEFR, because A1 was "considered the lowest level of generative language use" (Council of Europe, 2001, p. 33) and 'Tourist' and 'Smattering' rely "purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases" (ibid.). GSE Learning Objectives in the range 10–21 have however been included, representing the key steps in learners' progress towards A1.

GSE 22-29 (A1): Global assessment

The capabilities of learners at Level A1 have been summarised in the CEFR as follows:

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (Council of Europe, 2001, Table 1, p. 24).

Source: GSE Learning Objectives for adults learners – Pearson Education Ltd 2015

Annex 2 – GSE Learning Objectives

GSE 10-20/Below A1:

Reading	
Level	Learning Objectives
10	Can recognize cardinal numbers up to 10. Can recognize letters of the alphabet.
12	Can read and understand simple prices.
14	Can identify very common food and drink on a menu. Can recognize basic plural forms of nouns (e.g. cars, books).
15	Can recognize familiar names, words and very basic phrases on simple notices.
Listening	
Level	Learning Objectives
10	Can recognize simple informal greetings. Can understand the letters of the alphabet. Can understand cardinal numbers from 1 to 20.
13	Can recognize simple formal greetings.
16	Can understand very basic common classroom instructions.
18	Can understand the time of day when expressed in full hours.
19	Can understand cardinal numbers from 21 to 100.
20	Can understand ordinal numbers from 1 to 100. Can understand simple language related to prices and qualities.
21	Can understand basic personal details if given carefully and slowly. Can understand basic questions about personal details if addressed slowly and clearly.
Speaking	
Level	Learning Objectives
10	Can ask someone for their name. Can say their name.
11	Can make simple purchases by pointing or other gestures. Can say the letters of the alphabet.
12	Can greet people using a few basic fixed expressions. Can name a few very common everyday objects. Can recognize and say the name of their own country, nationality and language.
13	Can ask someone what their nationality is. Can read out phone numbers.
14	Can spell out their own name and address.
15	Can say other people's nationalities.
16	Can ask and answer basic requests for information with what's this/that? Can tell the time of day in full hours. Can name a few common jobs.
17	Can use some very basic words to ask for food and drinks. Can name very common forms of transport. Can ask for and give a phone number.
18	Can say their own age and ask someone about their age.
19	Can ask for and give the day and date. Can say what they do (e.g. name of their job, student). Can ask about the price of something. Can ask someone what their job is. Can establish basic social contacts with simple, polite greetings and farewells.
20	Can say a range of basic numbers, quantities and prices. Can ask for and give a date of birth. Can ask where other people are in a limited way.
21	Can ask and answer simple questions about things they have in a limited way. Can ask very simply for repetition when they don't understand.

Writing	
Level	Learning Objectives
10	Can write the letters of the alphabet in upper and lower case. Can write their name, address and nationality.
18	Can copy familiar words and short phrases about everyday objects and set phrases.
20	Can write consistently with joined-up letters.

GSE: 22-29/A1:

Reading	
Level	Learning Objectives
26	Can follow short, simple written directions (e.g. to go from X to Y).
27	Can understand short written notices, signs and instructions with visual support.

Listening	
Level	Learning Objectives
23	Can understand questions addressed carefully and slowly. Can understand short, simple instructions addressed carefully and slowly. Can understand the time of the day when expressed to the quarter hour. Can understand the time of the day when expressed to within five minutes.
24	Can distinguish between <i>can</i> and <i>can't</i> . Can understand basic questions about people's likes and dislikes.
25	Can understand basic information about someone's likes and dislikes. Can follow speech which is very slow and carefully articulated, with long pauses. Can understand cardinal numbers from 101 to 1000.
27	Can understand a phone number from a recorded message. Can understand basic questions about free time activities. Can understand basic information about free time activities.

Speaking	
Level	Learning Objectives
22	Can ask for the spelling of a word, or for a word to be written down. Can ask and answer basic questions about family and friends in a limited way. Can tell the time of the day to within five minutes. Can say where they and other people are in a limited way.
23	Can describe the position of something in a very basic way. Can give basic information about the price of something.
24	Can greet people, ask how they are and react to news. Can tell the time of day to the quarter hour. Can ask for a drink or food in a limited way.
25	Can ask and answer simple questions in areas of immediate need or on very familiar topics. Can ask for and give very basic information about the home. Can indicate time by such phrases as <i>next week</i> , <i>last Friday</i> , <i>in November</i> , <i>three o'clock</i> . Can accurately repeat clearly spoken words, phrases, and short sentences.
26	Can describe where they live Can check into a hotel using a few basic fixed expressions.
27	Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> .
28	Can ask and answer simple questions about people they know in a limited way. Can make an introduction and use basic greeting and leave-taking expressions. Can ask people for things and give people things. Can express how they are feeling using very basic fixed expressions. Can exchange personal details (e.g. where they live, things they have). Can express preferences about food and drink using basic fixed expressions. Can use basic words to describe common weather conditions.


	Can describe a person's like and dislikes using simple language. Can use brief, everyday expressions to describe wants and needs, and request information.
29	Can ask for attention.

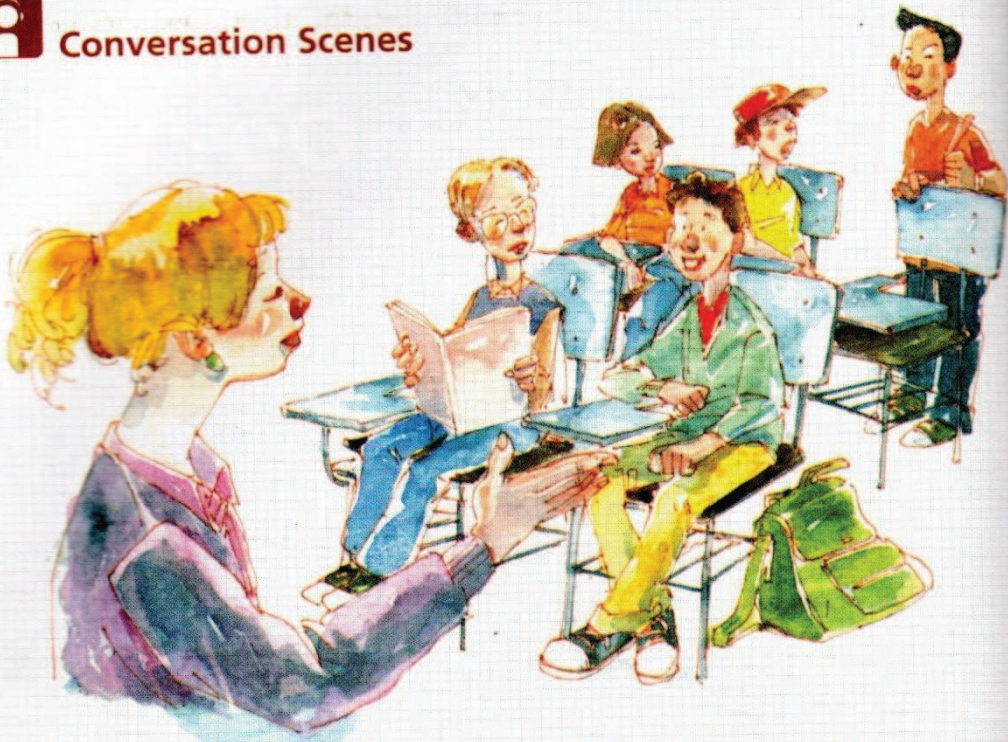
Writing	
Level	Learning Objectives
23	Can complete simple forms with basic personal details
24	Can copy short sentences on everyday subjects (e.g. directions how to get somewhere).
25	Can write simple sentences about things that they and other people have.
26	Can use basic punctuation (e.g. commas, full stops, question marks).
27	Can spell a range of common names. Can write simple sentences about their family and where they live. Can write simple sentences about personal interests. Can complete a simple form requiring travel information (e.g. landing card, customs declaration).
28	Can write short, simple notes, e-mails and postings to friends. Can spell a range of common greetings. Can spell a range of common jobs. Can write dates using both digits and words. Can write simple sentences about someone's life and routines.
29	Can write times using both digits and words.

Source: GSE Learning Objectives for adults learners – Pearson Education Ltd 2015 (Adapted by the researcher)

Annex 3 - Lessons – Didactic material (Student's Book) ¹¹

Task addressed for listening


Conversation Scenes




► Task 1

1. With your classmates, study the picture and write down:

- where these people are: _____
- who the woman is: _____
- who the boy standing in the back is: _____

LANGUAGE HINTS

I think they are...
Maybe the woman is...
The boy standing in the back/He is probably...

 2. Listen to the first part of the conversation and check your answers.

26 twenty-six

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Task 2

Now listen to the rest of the conversation. Choose the correct answers.

1. Antonio is originally from

- ☐ North America.
☐ Asia.
☒ Europe.
☐ South America.

I chose this because (of):

- ☐ his name.
☐ the name of his city.
☒ his accent.

2. He is probably about _____ years old.

- ☐ 10 ☒ 16 ☐ 21

I chose this because (of):

- ☐ the tone of his voice.
☐ the way he looks in the picture.
☐ _____

3. What's his nickname?

- ☐ Tom.
☐ Tony.
☒ He has no nickname.

I chose this because (of): _____

4. In the vending machine they have

- ☐ ice cream.
☐ snacks and cookies.
☒ drinks.

I chose this because (of): _____

5. In Antonio's country, students are usually

- ☐ punctual.
☐ late for class.

I chose this because (of): _____

Task 3

Listen to the rest of the conversation again. Pay attention to the language used.

1. How does Annie ask about Antonio's nationality?

- ☒ Are you from Mexico too?
☐ Where are you from? Mexico?
☐ Where do you come from? Mexico?
☐ Were you born in Mexico?

2. How does Annie talk about the break?

- ☐ We have a 15-minute break.
☐ We just have a short break.
☒ We just have a 10-minute break.
☐ We have a break at 10.

Task addressed for Speaking



Vocabulary Build-Up

Nationality Crossword

▶ Student A

Read below.

▶ Student B

Go to the next page.

Student A

▶ Task

Ask Student B about these people's nationalities. Then answer B's questions.

DOWN

1. Pablo Picasso and Juan Miró

2. Nelson Mandela

3. Celine Dion and Alanis Morissette

4. Albert Einstein

5. Mahatma Gandhi



LANGUAGE HINTS

Where is/are _____ from? I don't know. Is he/she _____?

He/She is from _____. I don't know. Are they _____?

They are from _____. Yes, he/she is./No, he/she isn't.

Yes, they are./No, they aren't.

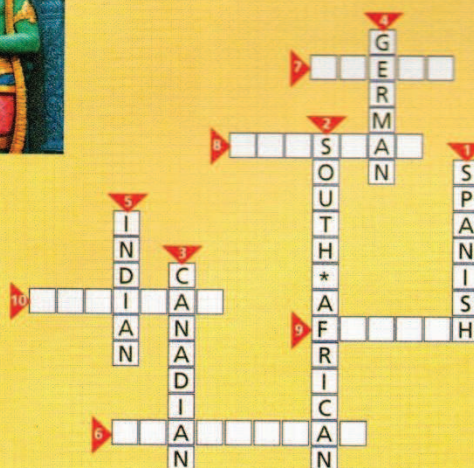
Student B

Task

Answer Student A's questions. Then ask A about these people's nationalities.

ACROSS

6. Pelé and Romário
7. Aristotle
8. Mikhail Barishnikov
9. Carla Bruni and Gerard Depardieu
10. Emiliano Zapata



LANGUAGE HINTS

Where is/are _____ from? I don't know. Is he/she _____?
 He/She is from _____. I don't know. Are they _____?
 They are from _____. Yes, he/she is./No, he/she isn't.
 Yes, they are./No, they aren't.



Task

How much do you know about cities, countries and companies?

Focus on Language 1



Task addressed for reading



Reading Scenes

► Task 1

Read the parts of this text and number them in order to make a letter.

[] *I went to my new school for the first time on Monday. They wanted to know about my country, and asked me a lot of questions. Of course I didn't know all the answers!*

[] *I miss you, baby.
Love,
Andy*

[] *I went to Wellington, the capital city, first. It's a big place. Then I came to Lower Hutt, a smaller and very beautiful place too. The houses are nice and I live in one that has three bedrooms and a small backyard. My host family showed me around town and told me it's not common for people to live in apartment buildings in the center of town.*

[] *Dear Angela,*

[] *Well, that's it for my first few days in New Zealand. I'll write again soon.*

[] *I finally arrived in New Zealand, after a very long flight. It is a very beautiful country. The weather is really nice and warm now. I think it'll be great to stay here for five months!*

[] *After school, young people usually go to the only shopping mall in town (it's called Queensgate). We went there yesterday, and I met many of the boys and girls from school. They were nice, but they made fun of my accent. I felt a little uncomfortable...*

► Task 2

Now answer these questions.

1. What kind of text is it?

2. In your opinion, what is the relationship between Andy and Angela?

3. Why is Andy writing to Angela?

4. Do you think Andy is enjoying his experience in New Zealand? Why?/Why not?

► Task 3

Work in pairs. Read the text again and underline what Andy says about



- New Zealand.
- Wellington.
- Lower Hutt.
- houses and apartments in Lower Hutt.
- the teachers at his school.
- after-school activities in Lower Hutt.
- the boys and girls from his school.



► Task 4

With a classmate, complete the table. Write down what information in his letter



describes places and people.	talks about what he did there.
<p><i>New Zealand is a very beautiful country.</i></p>	<p><i>I went to Wellington, the capital city, first.</i></p>