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List of Abbreviations

CEFR.....	<i>Common European Framework of Reference for Languages</i>
EFL.....	<i>English as a Foreign Language</i>
ESL.....	<i>English as a Second language</i>
FFI.....	<i>Feedforward Interview</i>
SRDP	<i>Standardisierte Reife- und Diplomprüfung</i>

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1. Introduction

The convention on the rights of the child agreed that education has to be available and accessible to every child (UNICEF, 1998, p. 11). As a teacher, it has always been my strong belief that successful education is the answer to various issues of society. Therefore, my interpretation of accessible education is not only providing physical access to the school building but also designing my lessons in a way that makes the competences students should acquire accessible to all learners. While research in individualised teaching has sparked a variety of methods, prior research in the field of providing feedback, i.e. a highly individualised activity by nature, has resulted in quite differing views and opinions regarding its effectiveness. As responding to students' performances is part of my daily work as a language teacher, I decided to start an action research project investigating my own practice of feedback in the classroom. While it is an integral part of daily school life, feedback has been criticised for its focus on the negative, the past, errors, and mistakes. This criticism has brought about a new notion: feedforward, i.e. a concept of positive feedback concerned with the future rather than the past.

The present thesis aims to review the current discourse regarding the provision of feedforward before drawing conclusions for the action research project at hand. While there is a variety of studies regarding feedback in the foreign language classroom, the concept of feedforward has not been researched extensively in educational settings. It has received more attention in other contexts such as management.

Therefore, the action research presented in this thesis is concerned with the development and evaluation of a feedforward concept suitable for a particular classroom setting. It is hypothesised that, firstly, the applied feedforward is based on prior research findings while it is monitored and adapted with regards to different sets of obtained data including student performances, teacher reflections, the feedforward itself, and a student questionnaire. Secondly, it is argued that students value positively phrased feedback regarding their development of English writing skills. The third hypothesis proposes that the content of the feedforward is mirrored in students' subsequent performances. Lastly, the fourth hypothesis suggests that the developed feedforward concept can be considered a successful teaching tool. To test these hypotheses, different forms of statistical analyses will be performed to analyse the obtained quantitative and qualitative data.

The present thesis is structured as follows: Chapter 2 provides an insight into my teaching context which is highly relevant for the design of the feedforward in this action research. Prior research findings concerning teaching writing, feedforward, and individualised teaching are

presented in chapter 3 to establish the base for the action research at hand. Section 4 introduces the personal relevance of this research project and includes its research questions. Chapter 5 is concerned with the intervention carried out, before analysis results are presented in chapter 6. These results are discussed considering previous findings in chapter 7, and implications for future research are explored. Lastly, a summary is provided in chapter 8.

2. Teaching Context

While my passionate love for languages and the work with adolescents led me to study English and German in the teachers' program, I have always felt a curiosity regarding teaching and learning in challenging circumstances. Therefore, I added the field of Inclusive Pedagogies to my studies. Once I had decided to start teaching, it was my wish to work in an environment that supported my beliefs of teaching and learning. This is why I became a teacher at the *WMS/ RG/ ORG Antonkriegergasse* in 2020.

Located in the 23rd district of Vienna, this school attracts a quite unique and heterogenous group of students. The deciding factor when applying for a lower-secondary school for many parents and children is their flats' or houses' proximity to school. Even though the students in this school mainly live in the same Viennese district, their living conditions, their parents' degree of attention, the academic pressure they are under, their social status, and their school achievements vary greatly. While ten-year-olds in Vienna normally either continue their education in high prestige *Gymnasien* or low prestige *Mittelschulen* depending on their primary school grades, *Antonkriegergasse* is special as it can be defined as a combination of both school types. Furthermore, it is not the children's academic achievements, but their address that decides if they can attend this school.

An additional characteristic of this school is its cooperation with the *BiG (Bundesinstitut für Gehörlosenbildung)* ('Federal institute for the education of people with hearing disabilities'). One classroom per year includes students with hearing disabilities and teachers specialised in this field. In these classrooms, the students and teachers are equipped with special speakers, microphones, and different hearing aids depending on the individual student's needs. Even though there are some students on the autism spectrum and many students face a variety of learning difficulties, the school is specialised solely on hearing disabilities. There is one class among all lower secondary classes which also includes children with other disabilities. This class is supported by a special education teacher.

In addition to a school's admission of any students in its catchment area, one of Reich's (2014) prerequisites of an inclusive school is implementing full-day programs in schools (p. 185). By

offering a balanced all-day program for children, an inclusive school aims to ensure equal opportunities for all students. In *Antonkriegergasse*, there are two classes per grade which offer a full-day concept. This program includes studying times, lunch breaks with required exercise, and non-defined lessons to work on projects or deepen personal interests.

In total, I team-teach in two first grades, i.e. a group of 10-to-11-year-olds, and in two third grades, i.e. a class of 12-to-13-year-olds. Additionally, I give English lessons in a seventh grade, i.e. students aged 16 to 17. I spend most of my school days with the teenagers in the third grades, as these learner groups attend all-day classes. This means that teachers are present during study lessons and lunch breaks in addition to our subject lessons. Furthermore, I am the tutor teacher of one of these classes and coordinate the team of colleagues that teach in it. For these reasons, I chose the 47 students of my two third-grade classrooms to be the focus of this action research project.

There are currently 22 students in class 3E and three of them require hearing aids. Consequently, teachers wear a microphone that looks like a small box around their necks when talking to the class. The teacher's voice is then supported by a speaker in the classroom and directly transmitted to the two children's hearing aids. 25 students attend class 3F. As previously mentioned, I normally teach both classes together with a colleague; however, due to her being on sick leave for a semester, I was teaching both classes on my own for the duration of this action research project.

The students in the described third-grade all-day classes spend 47 lessons in school each week. Apart from their regular subjects, they have study periods to do their homework and a lunch break. This 50-minute-break is divided into time spent outside playing soccer or on the playground and time for eating their lunch. The teachers are present in these periods as well; thus, our role includes more than teaching our subject. We support learners in their individual studying and are given the time to simply chat and get to know them. This closer relationship with the children allows us to interpret their behaviour more accurately as well as to help them with school-, family- or friends-related matters. Simultaneously, this relationship requires that we take on more responsibility for the teenagers than we need to in other classes.

As a way of coping with this responsibility and reflecting on the students' needs, all teachers of 3E and 3F meet once a week. In this teachers' conference, we plan projects, discuss occurrences, and agree on consistent and uniform consequences of misbehaviour. Furthermore, we brainstorm possible support-strategies if a student is dealing with difficulties and divide duties among ourselves. Therefore, these regular team meetings reduce the pressure put on

individual teachers and support an appreciative as well as respectful atmosphere that makes asking for advice and help uncomplicated. Additionally, the students profit as well, since a well-functioning team of teachers provides stability for them.

Working in a team is especially beneficial regarding the heterogeneity of students and learning levels that teachers face. Exchanging views and combining different perspectives is helpful when identifying students' needs. Still, addressing all students' needs in English lessons is challenging. When studying inclusive pedagogy, one is taught to be attentive, to not overlook a student, and provide a learning atmosphere that inspires everyone. As a novice teacher one quickly realises that this is not easily accomplished.

In *Antonkriegergasse*, the combination of a seven-scale grading system (as opposed to only five grades), study periods in the all-day classes, and two student counsellors encourages heterogeneity. A larger grading scale allows students who would not normally pass a grade to move up together with their friends. Their grades only become significant once they leave lower-secondary school. The study periods in the all-day classes provide teachers with the opportunity to work with students individually, offer additional explanations, or guide self-organisation. Having two student counsellors present almost all the time can help teachers identify external factors that prevent students from studying and learning. To conclude, the school's philosophy allows students to express their individuality and provides essential prerequisites for heterogeneity to flourish.

3. Literature Review

3.1. Teaching Writing

Writing a text is "the outcome of a set of complicated cognitive operations" which have been a major focus in second language writing research (Hedge, 2019, p. 303). Studies have focused on learners' texts (e.g. Engber, 1995; Tsang, 1996), the writing process (e.g. Zamel, 1983; Boshier, 1998), teachers' and learners' beliefs or attitudes (e.g. Cumming, 1992; McGroarty & Zhu, 1997), and the social context (e.g. Swales, 1990; Atkinson & Ramanathan, 1995) as categorised by Polio (2003, pp. 40-41, 45-46, 51-52, 56). This brief overview already demonstrated how many factors there are involved in teaching and learning EFL writing; for this reason, it is highly important that teachers are aware of learners' individual writing experiences (Hedge, 2019, p. 304).

Preceding the second half of the 20th century, the spoken form of language was perceived as more relevant and concepts such as the Audiolingual approach dominated the field of second and foreign language learning (Matsuda, 2003, p. 16). Even though research in the field of

teaching and learning writing is therefore relatively young, it has been extensively explored, and various approaches have been brought forward in the last decades. In the following overview of research into teaching and learning writing, the setting is exclusively focused on teaching English in a second or foreign language classroom.

In his handbook for novice teachers, Hyland (2003a) presents seven different guiding concepts of teaching writing: “language structures, text functions, themes or topics, creative expression, composing processes, content”, and “genre and contexts of writing” (p. 2). Successful writing instruction, however, requires a combination of these approaches as they are not rivals but complement each other in teaching a highly complex skill (Hyland, 2003a, pp. 1-2). Even though some of these concepts might seem outdated in their origin, it is my belief that teachers nowadays do not choose one teaching strategy and hold on to it; they have different foci for different tasks and therefore need to be aware of the extensive research on writing instruction. For this reason, a brief overview, following Hyland’s structure (2003a), is provided in the following.

A focus on language structures was promoted early in second language writing and is commonly referred to as controlled composition (Silvia, 1990, p. 12). This approach has its roots in the structural linguistics’ belief that language is speech, was predominant from the 1940s to the 1960s, and became popular through the works of Bloomfield and Fries (Matsuda, 2003, p. 16; Silvia, 1990, p. 12). The combination of a focus on form and the behaviourist psychology’s understanding that learning happens through habit formation (Silvia, 1990, p. 12) led to the view that successful writing is the product of good lexical and grammatical knowledge (Hyland, 2003a, p. 3). According to Silvia (1990, p. 12), Pincas’ (1962, p. 185) opinion was widely accepted when Pincas wrote that learners are “made to mimic and repeat in drill the phonetic and syntactic patterns of the target language” and should not create any language themselves at first to minimise the risk of occurring errors. Students are gradually prepared for producing more complex sentence structures and eventually their own text through the method of multiple substitution (Pincas, 1962, p. 186). When instructing writing with a focus on language structures, students are first given a text to study certain grammar and vocabulary; in the next step these substitution tables are used to “manipulate fixed patterns” before learners “imitate model texts” and eventually use the patterns studied before to write their own text (Hyland, 2003a, pp. 3-4). The quality of these texts is widely criticised, as they neglect the communicative purpose – the audience – of a text (Silvia, 1990, p. 13). Due to these limitations, the approach was revised and relabelled. Guided composition still provides learners with support, i.e. a model, a plan, an outline; however, it is not as stringent as controlled composition

(Matsuda, 2003, p. 20). Controlled composition was not only revised but completely disregarded by Erasmus, who argued for an entirely different strategy to successfully teach writing: free composition (Matsuda, 2003, p. 19). He argued that a completed oral course equips learners with sufficient knowledge of vocabulary and structures to write a text about a given topic without further scaffolding (Erasmus, 1960, p. 25). This approach was in turn rejected by Pincas (1962, p. 185). At present, research is aware that a compromise is needed. While syntactic complexity is no guarantee for good writing, students still “need an understanding of how words, sentences, and larger discourse structures can shape and express the meanings they want to convey” (Hyland, 2003a, p. 5). In the B2 assessment grid of the Austrian written high-school leaving exam (*Matura*), for example, *lexical and structural range* as well as *accuracy* are each equally important as the content, so *task achievement* (SRDP, 2023). Therefore, teachers need to ensure that students do not only have certain lexical and structural knowledge but also know how to apply it to achieve a specific purpose (Hyland, 2003a, p. 6).

The mentioned Austrian assessment grid (SRDP, 2023) includes the criteria of *organisation and layout* which requires, apart from a focus on genre, a close look beyond the sentence structure to the organisation of paragraphs in a text. Hyland (2003a) refers to this as a focus on text function (p. 6). Historically, controlled and guided composition could not lead to successful texts since grammatically correct sentences on their own do not form a well-organised text (Matsuda, 2003, p. 20), as Kaplan (1966) already argued in the 1960s: “Foreign students who have mastered syntactic structures have still demonstrated inability to compose adequate themes, term papers, theses and dissertations” (p. 3). He leans on rhetoricians such as Cicero, Brooks, and Warren to stress the importance of paragraphs as a thought sequence (Kaplan, 1996, p. 4). The objective of this approach therefore is to “help students develop effective paragraphs through the creation of topic sentences, supporting sentences, and transitions, and to develop different types of paragraphs” (Hyland, 2003a, p. 6). However, not only paragraphs but also the concept of an introduction, a text body, and a conclusion as well as if an argument, a description, or a narration is presented is of interest (Silvia, 1990, p. 14). Furthermore, research in this area has examined how text structures in first languages influence second language writing, and contrastive rhetoric has progressed into its own field of research (Matsuda, 2003, p. 21). According to Connor (2003), contrastive rhetoric is especially relevant to teachers of English as a second and foreign language as it supports teachers to understand how their students first language influences their English texts (p. 219).

Interestingly, in his list of approaches to teaching writing, Hyland (2003a) states a focus on creative expression which should “encourage writers to find their own voices” and supports writing that is “fresh and spontaneous” (p. 8) while others do not address creativity as a separate focus (Silvia, 1990; Matsuda, 2003). In the light of various beliefs about writing instruction, it might be misleading to think that creativity is not a crucial aspect of all writing as learners need to “use the raw materials of language, experience, knowledge, textual sources”, and their own ideas to create something new (McVey, 2008, p. 289). Writing should be “pleasure and process” (McVey, 2008, p. 293); therefore, it is argued that creativity is a prerequisite for all successful writing, i.e. for genres that are perceived as creative and those that are not and should be recognised by educators (McVey, 2008, p. 293). Hyland (2003a) also highlights the importance of creative writing; however, he focuses on creative writing as opposed to formal academic genres. These creative tasks should support learners in perceiving writing as a “creative act of self-discovery” and in exploring their creativity (Hyland, 2003a, p. 8).

In the late 1980s, a focus on a text’s content became the centre of academic discussion (Raimes, 1991, p. 410). Even though this content-based approach has been especially relevant in academic and professional writing (Hyland, 2003a, p. 18; Raimes, 1991, p. 411), it can be applied for lower levels as well (Hyland, 2003a, p. 15). However, in the Common European framework of reference for languages (CEFR) it is stated that lower levels should primarily write about topics students are familiar with such as their family, preferences, daily routine, experiences, past and future activities, or school (CEFR, 2001, pp. 66-67). Therefore, this approach does not seem as significant for teaching beginners of English as for others.

The process approach in foreign and second language writing was introduced by Zamel in the late 1970s (Matsuda, 2003, p. 21). She criticised that research findings of teaching writing to native speakers had been neglected in former approaches to second or foreign language writing (Zamel, 1976, p. 68). In this regard, the importance of the composing process as well as the stimulation of learners’ thoughts and experiences is highlighted (Zamel, 1976, p. 74). The teachers’ role throughout the writing process is to guide the students and intervene when necessary (Silvia, 1990, p. 15; Hyland, 2003a, p. 12). Moreover, writers need to be supported in their development of the “abilities to plan, define a rhetorical problem, and propose and evaluate solutions” (Hyland, 2003a, p. 10). Thus, writing is about linguistic skills, for instance planning and drafting, rather than linguistic knowledge (Badger & White, 2003, p. 154). To put it differently, writing means “employing strategies to manage the composing process” of a text which is constructed steadily, bit by bit (Hedge, 2019, p. 302). However, constructing a text does not mean to follow step-by-step guidelines or instructions. Zamel’s (1983) research

findings suggest that writing is a non-linear process since students consider various thoughts and draft ideas after having started writing (pp. 171-172). Furthermore, “revising [...] occurred throughout the process and generally meant composing anew”; complete sentences were replaced, erased, and added (Zamel, 1983, p. 173). Flower and Hayes (1981) present this non-linear but hierarchical nature of the various “mental acts” of the writing process in their cognitive process model and stress that these mental acts “occur at any time in the composing process” (p. 367). In their model, planning consists of generating ideas, organising, and goal setting: After being confronted with a rhetorical problem, writers use the information in their long-term memory to generate ideas; in order to make meaning, these ideas are organised in a way that is influenced by the goals writers set (Flower & Hayes, 1981, pp. 372-373). The planning, however, varies depending on the purpose of a text as well as the individual preferences of writers as some learners do not need extensive planning to produce successful writing (Hedge, 2019, p. 305). Putting the organised ideas to use to generate a coherent and meaningful written work is referred to as *translating* by Flower and Hayes (1981) as keywords or even mental images need to be translated into “elaborate syntax of written English” (p. 373). Others call this aspect of the writing process *composing* or *writing* (Hyland, 2003a, p. 11; Hedge, 2019, p. 306). Reviewing one’s work does not only happen once the learner completes the composition of a text. Effective writers reflect on sentences or paragraphs they have written throughout composing, consult their original plan, and consider how to continue (Hedge, 2019, p. 306). Flower and Hayes (1981) name two sub-processes of reviewing: evaluating and revising (p. 374). While *revising* refers to intended phases of reviewing, *evaluating* ideas or composed writing can lead to spontaneous reviewing. Both can “interrupt any other process and occur at any time in the act of writing” (Flower & Hayes, 1981, p. 374). Naturally, learners can seek the input of their peers or teachers at any time in the writing process as well (Hyland, 2003a, p. 11). It is important to draw attention to the fact that reviewing one’s work does not necessarily mean proofreading and editing it as Hyland considers these actions a separate activity. While less skilled writers often focus exclusively on accuracy when they should be focusing on the meaning and organisation of their text, more advanced learners consider meaning before linguistic correctness when reviewing their work (Hedge, 2019, p. 306). This discrepancy between strategies employed by experienced and less experienced writers is not only visible in the reviewing phase. Zamel (1983) notes that less skilled writers generally concentrate on mistakes or lexical uncertainties while composing; skilled ones, however, leave gaps or highlight passages in question to revise them later (p. 175). They focus on making meaning first. Furthermore, Sasaki (2000) discovered that expert writers mostly employ

strategies to rhetorically refine their writing while novices prioritise translating and local planning (pp. 276-277). Consequently, less-skilled writers are less fluent in composing a text as they frequently pause to translate (Sasaki, 2000, pp. 272, 277). An additional correlation of writing expertise and writing strategies can be recognised when investigating planning time. Expert writers spend more time planning, and as novice writers improve, their planning time increases as well (Sasaki, 2000, p. 272). When considering the relation between writing proficiency, text quality, and writing strategies, Cumming (1989) draws attention to the fact that writing expertise and language proficiency are not equivalent factors. Cumming (1989) separated these two aspects by also measuring writing expertise in the participants' first language (pp. 87-88) and concludes that "writing expertise and second-language proficiency each make quite different contributions to the processes and products of writing in a second language" (p. 118). Even though the overall text quality improves as learners get more proficient in their second language, their composing strategies are not significantly influenced by this aspect (Cumming, 1989, p. 121). Expert writers achieved exceptionally high scores in discourse organisation and content as they planned their text's overall structure carefully while inexperienced writers did not consider the overall organisation of the text but only one phrase after the other (Cumming, 1989, p. 112-113). In addition, they tended to write down everything they thought spontaneously (Cumming, 1989, p. 113). Cumming's (1989) and Sasaki's (2000) findings show that the extent of planning a written product seems to be the main difference between experienced writers and novices.

Supporting students in developing their planning skills is not a straightforward task as successful writers' planning varies greatly. For this reason, educators should aim to present different ideas and let students decide which one they find useful (Hedge, 2019, p. 308). In this respect, Hedge (2019) suggests the following activities: "planning in groups, guided note-making, strategic questions by the teacher, organizing [sic] points in a hierarchy of importance for presentation, highlighting essential information, sequencing given information, and sorting and matching ideas" (p. 311). Additionally, Hyland (2003a) proposes "teacher-student conferences, problem-based assignments, journal writing, group discussions or portfolio assessments", so teachers can help students "develop strategies for generating, drafting, and refining ideas" (p. 12). Choosing particular activities for the class such as "setting pre-writing activities to generate ideas about content and structure, encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revision, facilitating peer response, and delaying surface corrections until the final editing" are recommended (Hyland, 2003a, p. 12). Furthermore, students' metacognitive awareness of their

individual writing process needs to be developed as well (Hyland, 2003a, p. 12). Even though there are divergent views regarding the precise components of the writing process, researchers seemingly agree on the basic theoretical and methodological principles of this approach (Raimes, 1991, p. 422).

Judging from this short overview of the process approach to writing, it might seem as if scholars have agreed on this concept to be the path to success in teaching writing. However, naturally there has been criticism about it as well (Hedge, 2019, p. 319). Viewing writing solely from a process approach is said to be decontextualised and focused highly on the writer's self-expression while failing to teach target forms explicitly. Furthermore, process models cannot solve the mystery of why writers make certain rhetorical decisions (Hyland, 2003b, p. 18-19). Therefore, more discourse-focused approaches to writing need to be considered (Hedge, 2019, p. 319), which a focus on genre in composition theories would, for instance, propose (Johns, 2003, p. 195).

Genres are abstract, socially recognized [sic] ways of using language. Genre analysis is based on two central assumptions: that the features of a similar group of texts depend on the social context of their creation and use, and that those features can be described in a way that relates a text to others like it and to the choices and constraints acting on text producers. (Hyland, 2002, p. 114)

An individual's genre knowledge "is, at the same time, cognitive (integral to schemata, or prior knowledge) and social (shared with readers and writers who have experienced the same genre)" (Johns, 1997, p. 21). Although there are different notions of the genre approach, generally, they draw learners' attention to the features of a text and how to produce these features which comprise a text's structure: "rhetorical functions" such as "explaining, defining, and comparing" as well as formality, grammar (passive voice in descriptions), and vocabulary (Hedge, 2019, pp. 319-322). Representatives of the genre approach agree that the community or culture a non-literary text is written in influences this text and determines its functions. Furthermore, a genre always has a purpose which should be considered when teaching language needed for it, and genres always have underlying ideologies, which leads to the hegemony of some texts and registers (Johns, 2003, p. 211). Three schools are mainly associated with the genre approach: *The New Rhetoric*, *English for Specific Purposes* and *Systemic Functional Linguistics*, and the *Sydney School* (Hyland, 2003b, p. 21; Johns, 2003, pp. 200-211). *The New Rhetoricians*, including scholars like Coe and Freedman, are mainly located in North America and therefore generally consider the angle of English as a first language. Their research is concerned with ideologies and context rather than language and organisation (Hyland, 2003b, p. 21; Johns, 2003, p. 209). The second school, *English for Specific Purposes* and *Systemic*

Functional Linguistics, is said to have had a significant influence on second language writing as it provides pedagogic concepts and theories based on a reasonable amount of research (Hyland, 2003b, p. 22; Johns, 2003, p. 205). John Swales' research regarding the analysis of moves is widely known and roots in the view that "texts are conventionally divided into elements [...] that serve functions for both writer and community" (Johns, 2003, p. 205). Thirdly, the *Sydney School* recognises that in ESL (English as a Second Language) and EFL (English as a Foreign Language) one has to consider divergent cultural norms of learners and the target culture. In its founding stages this school focused mainly on Australia's young immigrant students (Johns, 2003, p. 201). It is based on Halliday's systemic functional theory and the belief that culture and social context are closely linked to text features such as purpose, organisation, and language (Johns, 2003, p. 201; Firkins et al., 2007, p. 343). Explicit and straightforward basic outlines of genres have been successful with young as well as disadvantaged students (Johns, 2003, p. 201; Firkins et al., 2007, p. 343). According to research, teaching and learning usually occurs in three steps: "modelling a text, joint construction of a text, and independent construction of a text" (Firkins et al., 2007, p. 343). Firkins et al. (2007) researched the effectiveness of these stages in the context of an activity-based genre approach focusing on students aged eleven to eighteen with learning disabilities. They report the importance of combining the genre approach with activities such as experiencing the purpose of a procedural text by letting students follow it and craft, for instance, their own Halloween masks. While a positive reaction to the explicit teaching of genres was recognised, it is pointed out that in teaching writing, combining approaches is the key to success (Firkins et al., 2007, pp. 345, 350). This view has been supported by various researchers in recent years and has been integrated in teacher education.

It can be said that throughout history these approaches to teaching writing have been contrasted and replaced while scholars nowadays agree that applying only one approach in teaching should be avoided (Badger & White, 2000, p. 157; Hedge, 2019, p. 329; Hyland, 2003a, pp. 22-23). Hedge (2019), for instance, states that teachers need to consider which aspect of which approach meets their students' individual needs best and make an informed decision about their method (pp. 329-330). Furthermore, Hyland (2003a) points out that "writing is a sociocognitive activity which involves skills in planning and drafting as well as knowledge of language, contexts, and audience" (p. 23). He suggests the following key concepts to teaching writing in a second or foreign language context:

- Broaden formal and functional orientations to include the social purpose behind forms
- Locate the process concepts of strategy, schema, and metacognition in social contexts

Respect students' needs for relevant content through stimulating readings and source materials

Support genre pedagogies with strategies for planning, drafting, and revising texts

Situate writing in a conception of audience and link it to broader social structures (Hyland, 2003a, pp. 24-25)

In a handbook for teachers in training, Brown (2001) defines nine principles of teaching writing which present an interdisciplinary approach as well. Firstly, students should consider strategies of successful writers such as planning a text, following an organisational plan, focusing on a goal, or revising work as often as necessary. Secondly, teachers need to guide students through the various composing stages without losing sight of the final product. Brown's third advice is to teach English rhetoric explicitly and acknowledge cultural differences. Furthermore, learners should be encouraged to read model texts. The fifth principle is to design writing tasks that are as authentic as possible by, for example, asking students to create a class newsletter. Additionally, activities to support prewriting, drafting, and revising should be offered. Brown suggests reading, conducting research, brainstorming, clustering, discussions, and freewriting as prewriting tasks for instance. Moreover, writing should be interactive and collaborative. The eighth principle proposes guidelines for responding to the first as well as the final draft. Brown points out that teachers should not comment on minor language errors in the first draft but focus on the overall text and its structure. It is only in the final draft that teachers indicate students' language errors (Brown, 2001, pp. 346-355). As the aspect of revising writing and teacher's comments has been widely discussed in the literature, it is further elaborated in the subsequent chapter. Finally, learners' attention needs to be drawn to rhetoric functions, so they understand what explaining or arguing entails (Brown, 2001, p. 356).

In conclusion, throughout the last century, different approaches with different foci influenced EFL and ESL writing pedagogy. While these have been perceived as opposed to each other, today's understanding is that these approaches complement each other, and learners can be best supported if they are combined. Cumming (2003) summarises the main principles of successful writing instruction: "composing processes, genres or text types, text functions or structures, topical themes", and "personal, creative expression" (p. 74-75).

3.2. Feedforward Versus Feedback

Although feedback is commonly used in educational settings and throughout various business domains, it is not always beneficial or can even have a negative impact on the receiver (Jäger & Kovic, 2022, pp. 248-249). One possible explanation for such negative effects is that even though feedback should be goal-oriented (Ilgen et al., 1979, p. 367), it concentrates eminently on the past and on errors or mistakes that have been made (Jäger & Kovic, 2022, p. 249).

Feedforward, however, focuses on the “successful comparisons between the actual and the target products” (Basso & Belardinelli, 2006, p. 73). Therefore, it provides advice and strategies of how to reach a certain goal. This more target-oriented method consequently aims at pointing out strengths and future potential rather than past failure (Jäger & Kovic, 2022, p. 249).

Since only recently published educational handbooks, such as *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching* (Nassaji & Kartchava, 2020), still use the term feedback frequently, the following section describes the characteristics of this prevailing concept before the evolved model of feedforward is presented.

Corrective feedback (CF), in literature on second language acquisition, is always a reaction to a learner’s error; thus, it is reactive in nature (Nassaji & Kartchava, 2020, p. 1). For this reason, it is also referred to as negative evidence, whether it is given implicitly or explicitly (Glass, 2003, p. 225). When provided explicitly, the teacher addresses the error made directly and models the correct language structure. If given implicitly, the teacher hints towards the error but encourages learners to correct it themselves (Glass, 2003, p. 226). The existence of negative evidence indicates that the opposite, positive evidence, exists as well. Positive evidence is commonly described as modelled language which should provide learners with correct language input (Glass, 2003, p. 225). The discussion regarding the effectiveness of CF is closely linked to the usefulness of positive and negative evidence. While nativist theories claim that corrective feedback is not needed, as children acquire their first language through modelled input only (Nassaji & Kartchava, 2020, p. 2; Glass, 2003, p. 226), behaviourist, cognitive, structural, and communicative theories argue for the necessity of feedback in its function to support language learning (Ellis, 2009, p. 3). However, the mentioned theories suggest teachers should not only include corrective (negative) feedback but also positive feedback. While corrective feedback has been widely discussed, positive feedback has not been the focus of research, mostly due to its ambiguity (Ellis, 2009, p. 3). Ellis (2009) explains that positive feedback such as “good” or “yes” is often followed by negative feedback; therefore, it is seldomly a strictly positive remark on a learner’s performance but rather the introduction to a correction (p. 3). This approach reminds of the widely used *feedback burger* or *feedback sandwich*. Though the technique of complimenting, critiquing, and complimenting again is recommended throughout professions, its effectiveness is unclear (Parkes et al., 2012, p. 397). The purpose of including compliments in this feedback method is to “encourage the delivery of criticism” (Parkes et al., 2012, p. 397); therefore, it provides a well-suited example to support Ellis’ line of reasoning (2009, p. 3).

The discussion around CF does not only regard the question of whether “(1) CF contributes to L2 acquisition” at all but also “(2) which errors to correct, (3) who should do the correcting (the teacher or the learner him/herself), (4) which type of CF is the most effective, and (5) what is the best timing for CF (immediate or delayed)” (Ellis, 2009, p. 4). The thesis at hand focuses on written corrective feedforward, a delayed form of feedback (Ellis, 2009, p. 11), provided by the teacher; therefore, aspects (3) and (5) present non-changeable variables and are not further elaborated on. However, previous research on (1), (2), and (4) forms the basis for this action research; thus, it is reviewed below.

The academic discussion on the topic of CF between the scholars Ferris and Truscott has persisted for over a decade. While the former holds the opinion that feedback contributes to language acquisition, the latter argues that CF is ineffective due to various reasons. Regarding the short-term effect of CF, Ferris (2006) reports that eighty per cent of the learners could revise their texts correctly and therefore seemed to understand any type of written feedback provided by the teacher (p. 90). The longitudinal review of students’ skill development showed that learners significantly reduced their verb and lexical errors throughout a semester; however, other error categories did not show a statistically relevant decrease while some even showed an increase in errors (Ferris, 2006, p. 90). Nevertheless, a substantial difference in individual progress was identified; therefore, one could conclude that the effect of feedback on individual learners has not yet been thoroughly investigated and should not be underestimated (Ferris, 2006, p. 91).

Truscott (2007) acknowledges these findings but points out shortcoming in the research design that led to unreliable data (p. 267). In addition, a strong case for the distinction between feedback on different error types in research is made as Truscott rejects grammar correction but not the correction of spelling mistakes for instance (2007, p. 258). Therefore, Truscott (2007) does not question if errors should be corrected at all as the “provision of comments on content and clarity, for instance, appears to be universally accepted”, but rather highlights the distinction between feedback focused on error correcting and feedback focused on other aspects (pp. 258-259).

Truscott (2007) further argues that a comparison of students’ primary and revised writing performance does not provide any valid information on the progress in language acquisition, as the revision may be strongly influenced by the teacher’s support (p. 257). Therefore, only long-term studies testing the level of accuracy at two different stages in time were included in the meta-analysis (Truscott, 2007, p. 257). The question might arise how any progress or non-

progress in language acquisition made during this period can be exclusively linked to receiving or not receiving written corrective feedback over some time. Truscott's answer is to only choose studies with an experimental and a control group and to challenge previous research conducted without control groups (Truscott, 2007, pp. 259-262). According to Truscott (2007), only a two-group research design allows researchers to link acquisition precisely to the aspect of CF (p. 263), which was another aspect of Ferris' research Truscott criticised (Truscott, 2007, p. 257). In his meta-analysis, Truscott (2007) included controlled as well as uncontrolled studies; yet, through comparing the experimental groups' results of uncontrolled studies with the expected gains of a control group, he attempted to compensate for the absence of a control group (p. 267). The analysis of controlled or uncontrolled studies as well as both combined showed no significant beneficial effects of CF but pointed towards the conclusion that CF may in fact be slightly harmful (Truscott, 2007, p. 263).

Kang and Han (2015), however, criticise Truscott's small sample size of eleven studies and reviewed 22 controlled studies, including some evaluated in Truscott's analysis, almost ten years later (p. 2). They discovered that written CF had a "moderate to large effect on the grammatical accuracy of L2 students' writing" (Kang & Han, 2015, p. 7). In addition, their analysis showed that CF effectiveness increased with the proficiency levels of the learners. Beginners hardly benefitted from written CF, whereas intermediate and advanced students did (Kang & Han, 2015, p. 9). Considering the great difference in effect size compared to Truscott's findings, Kang and Han (2015) hypothesise that this discrepancy might occur due to recent insightful research, which could not have been included in an earlier meta-analysis (p. 10).

Regarding the issue of CF's contribution to language acquisition, one can conclude that due to differing research designs, i.e. the inclusion or exclusion of a control group and the separation of error categories, variations in settings such as second or foreign language acquisition, divergent proficiency levels of learners, and deviating data interpretation methods no indisputable recommendation for or against CF can be offered.

Another likely differing aspect mentioned by Ferris and Truscott is students' motivation or avoidance when it comes to CF. While some students seek feedback and try their best to incorporate it in revised as well as further written performances, others start to avoid making errors or mistakes by, for instance, not using complex structures any longer (Ferris, 2006, p. 91; Truscott, 2007, p. 268). Even though teachers need to be aware that their students' individual strategy of handling feedback probably influences its effectiveness, there is a shift in Austria's school system towards standardised test formats including a grading grid for all text types. This

procedure requires students to use complex structures or sentence forms to achieve a high grade (SRDP, 2023). Therefore, avoidance of such structures is not a key to success and would not lead to strictly positive feedback. However, this aspect has not been considered in previous research.

The brief overview of studies investigating the relevance of feedback for language acquisition has already shown that not the presence or absence of feedback is relevant but which errors to correct and how they are corrected. There is, for instance, a distinction between direct, i.e. explicit, and indirect, i.e. implicit, CF. Direct feedback, as defined by Ferris (2006), is the correct linguistic form provided by the teacher as a response to an error made by a learner: “Direct feedback may take various forms, including crossing out an unnecessary word, phrase, or morpheme; inserting a missing word or morpheme; or writing the correct word or form near the erroneous form (e.g., above it or in the margin)” (p. 83). When giving indirect feedback, however, the teacher only “indicates that an error has been made but does not provide the correct form” (Ferris, 2006, p. 83), so the learners have to figure out how to correct the errors themselves. In addition to highlighting, underlining, or circling an error when providing indirect CF, teachers might also use “an error-coding system to signal the general category of an error” (Ellis, 2009, p. 7). These error-coding systems are often also identified as a third type of CF, i.e. metalinguistic feedback: “Metalinguistic information may be provided in the form of an abbreviation such as PT for past tense error or in the form of a more elaborate description, including explanations and examples of correct usage” (Bitchener, 2020, p. 208).

As indirect feedback requires the learner to be an active problem-solver, it is argued to enhance language acquisition better than direct CF (Lyster, 2004, p. 425). In 1982, Lalande compared the effectiveness of direct and indirect feedback through conducting a study with a treatment group (indirect-feedback through error-coding) and a control group (direct-feedback) of intermediate German-learners (p. 110). The results show that students in the experimental group yielded higher scores regarding the grammatical and orthographical quality in all but one category (Lalande, 1982, p. 113). Therefore, it is concluded “that the combination of error awareness and problem-solving techniques had a significant beneficial effect on the development of writing skills” (Lalande, 1982, p. 114). In 2015, Kang and Han reported that focused and direct feedback yielded better results than the opposite, i.e. unfocused and indirect feedback (p. 9). However, it is mentioned that the results were not statistically significant and therefore no concrete conclusions can be drawn (Kang & Han, 2015, p. 10). One possible reason for this difference in findings might be the different proficiency levels of learners, as Kang and Han (2015, p. 10) suggest.

The influence of learner proficiency on the effectiveness of feedback should therefore be considered. Learners cannot produce a target form if it is “beyond [their] current production abilities” (Lyster, 2004, p. 404). This claim is supported by Ellis (2009), stating that students who do not possess the linguistic knowledge to self-correct an error will not profit from indirect feedback, as the targeted forms might not be a part of their interlanguage yet (p. 7). This reasoning derives from second language acquisition theory. When learning a language, the first step is to internalise a new linguistic form; in a second step the control of this form is increased (Ellis et al., 2008, p. 355). “Indirect CF has the potential to assist (2) but it is not clear how it can address (1). Direct CF, because it supplies learners with the correct target form, can assist with (1)” (Ellis et al., 2008, p. 355). Therefore, teachers need to evaluate the learners’ skills accurately in order to decide if direct or indirect feedback is more efficient (Ellis, 2009, p. 7). However, Ellis et al. (2008) doubt that teachers have sufficient insight in learners’ interlanguages to make informed decisions regarding the most effective feedback type (p. 355). Hence, one could conclude that beginners benefit from more direct feedback, and as they get more proficient, a shift towards more indirect feedback is recommended. Nevertheless, this shift may be difficult to implement as it is not guaranteed that teachers are able to have sufficient insight.

Moreover, the answer to the question of indirect versus direct feedback does not only vary among language levels but also according to error types (Ferris & Roberts, 2001, p. 178). While Ferris and Roberts (2001) report that in their study most learners did well at self-correcting word choice errors, they raise the question whether indirect feedback is appropriate regarding incorrect sentence structures, as students were less successful in correcting these on their own (p. 178). Nevertheless, teachers should give students at least the chance to self-correct even if direct feedback is still required eventually (Ferris & Roberts, 2001, p. 178).

Another significant aspect regarding feedback categories that has not been reviewed in this thesis so far concerns student motivation or frustration. Ellis (2009) points out that students in fact favour direct feedback, i.e. clear instruction by the teacher regarding what and how to correct (p. 7). This notion is supported by Ferris and Roberts (2001), who state that teachers need to anticipate possible student frustration when simply indicating errors (p. 178). Instead, teachers might need to explain their choice and even practise self-correcting with the learners to show the feedback’s value (Ferris & Roberts, 2001, p. 178).

In addition to distinguishing direct and indirect feedback, one can differentiate focused and unfocused CF (Bitchener, 2020, p. 208). If focused CF is provided, teachers choose a limited

number of error categories to comment on while other errors are not corrected at all. When giving unfocused CF, however, all errors are marked (Bitchener, 2020, p. 208). Ellis et al. (2008) investigated the effect of written CF on Japanese learners' use of English definite and indefinite articles (p. 356). Furthermore, they compared the effect of focused and unfocused CF through a three-group research design comprising two experimental groups with focused or unfocused CF and one control group (Ellis et al., 2008, p. 357). The short-term effect was equal for all groups, but the two experimental groups showed better long-term results: While "the unfocused group improved more than the focused group initially", "the focused group continued to improve" when the unfocused one did not (Ellis et al., 2008, p. 363). However, the investigated difference in effect of focused and unfocused CF was not statistically significant; therefore, one can conclude that both feedback types were equally effective (Ellis et al., 2008, pp. 363-366).

A similar study was conducted by Sheen (2007) who examined the effect of focused written CF on learners' use of English articles (p. 260). Out of three groups provided with different types of CF, two treatment groups were given focused direct CF with one additionally receiving metalinguistic comments while the control group was not provided with CF (Sheen, 2007, pp. 261-262). Both focused-treatment groups showed a significant development of accuracy that can be exclusively linked to their respective CF; however, the group receiving focused-direct and metalinguistic CF yielded even better results. Therefore, it is concluded that "direct correction with metalinguistic comments was superior to direct correction without metalinguistic comments" (Sheen, 2007, p. 275).

Even though various advantages of feedback have been presented above, there clearly are limitations of the different kinds of feedback as well. Considering these limitations, one could assume that the concept of feedforward was developed by educators in order to present a way out of the feedback-dilemma. However, literature on this topic does not present a clear picture of the field feedforward originated from (Dowrick, 2012b, p. 34). While Dowrick (2012a) claims that the concept of learning from the future emerged from neuroscience and was picked up by behavioural psychology (p. 215), Basso and Benardinelli (2006) state that the term feedforward was first used in cybernetics when the limitations of feedback regulation became evident (p. 73). In his introduction to cybernetics, Ashby (1956) writes: "For understanding the general principles of dynamic systems, therefore, the concept of feedback is inadequate in itself. What is important is [...] that these behaviours can be goal-seeking" (p. 54). Furthermore, feedforward has become a known concept in management sciences with scholars such as Marshall Goldsmith (2007), Avraham Kluger (2010), and Joe Hirsch (2017) promoting it.

In the following, the concept of feedforward in behavioural psychology is reviewed in more detail. Dowrick (2012a) uses the term *feedforward* as a “type of self-modeling [sic]” which “occurs when the self-images illustrate behavior [sic] that has hitherto not occurred” (p. 220). Such images could be edited videos showing desired behaviour only, audiotapes, a series of photographs, or role-plays which then create a mental image of the targeted skill (Hitchcock et al., 2003, p. 37). While feedback would normally include an evaluation of a past performance, feedforward on the other hand is supposed to support developing new skills “through a positive, errorless approach” (Hitchcock et al., 2003, p. 37).

In their review of eighteen studies, published between 1978 and 2000, Hitchcock et al. (2003, pp. 39-42) include research on video self-modelling targeting disruptive behaviour, classroom behaviour, or language use (e.g. selective mutism (Pigott & Gonzales, 1987), stuttering (Bray & Kehle, 1996, 1998), or language development delays (Buggey, 1995)). In general, the participants of these studies were mostly suspected to have been diagnosed with a disability or disorder (Hitchcock et al., 2003, p. 42). In Buggy’s (1995) investigation of three children whose language development was delayed, he concludes that through the video self-modelling all participants used the targeted language structure more often even though “complete mastery of this linguistic structure was not demonstrated by any of the children” (p. 15). The key aspect of video self-modelling, according to Dowrick (2012b), is to recognise not only a certain behaviour but also “one’s potential to reach a valued goal” (p. 31); therefore, one can conclude that in behavioural psychology the recipient of feedforward is confronted with their own potential future behaviour in order to acquire this specifically targeted structure.

As the meaning of feedforward in cybernetics is not highly relevant to the educational purpose of this thesis and it has been discussed briefly above, the role of ‘learning from the future’ in management sciences is considered in its place. Instead of raising awareness to positive future demeanour through video self-modelling, managers and leading personnel apply the feedforward interview (FFI) in order to:

- (a) facilitate positive change by sparking a self-evaluation of one's current behavior [sic] and plans in relation to one's strengths and proven practices, (b) enrich the interviewer's knowledge of the interviewee's strengths and the conditions that facilitate the expression of these strengths in the organization [sic], and (c) build and improve the relationship, existing or new, between interviewer and interviewee. (Kluger & Nir, 2010, p. 236)

The FFI originates in the interview aspect of the appreciative inquiry approach (Kluger & Nir, 2010, p. 236); therefore, the idea of personal and institutional change through affirmation

(Whitney & Trosten-Bloom, 2010, p. 1) is explored before returning to the FFI. Whitney and Trosten-Bloom (2010) argue that organisations and individuals need more inquiry, as embracing the unknown and asking questions leads to learning, thus, leads to success (p. 3). Furthermore, being appreciative and concentrating on a person's or an organisation's positive abilities is a key concept of the appreciative inquiry which can be applied for individual development and for working on interpersonal relationships as well as organisational processes (Whitney & Trosten-Bloom, 2010, p. 6). The foundation of this approach is the 4-D circle presenting four phases: discovery, dream, design, and destiny. Firstly, interviews or group meetings focus on *discovering* and appreciating the existing positive resources. Secondly, people should be inspired to *dream* about "what could be" before, thirdly, *designing* "what should be". Eventually, actions are taken to craft an individual's or an organisation's *destiny* (Whitney & Trosten-Bloom, 2010, p. 6). The appreciative inquiry, the model for the feedforward interview, is an essential aspect of the discovering stage. Whitney and Trosten-Bloom (2010), therefore, advise to choose an affirmative topic that has an inspiring lead-in before asking questions about the past, the present, and the future (pp. 146-148).

According to Kluger and Nir (2010), in appreciative as well as feedforward interviews, it is more valuable to encourage people to reconstruct narratives of their daily lives and to provide concrete examples than have employees share their personal hypotheses regarding subject matters (p. 238). This stems from the fact that the episodic memory is less likely to be influenced by knowledge than the emotional and semantic memory. A second critical aspect when following the FFI is applying a motivational strategy to point out a possible divergence between targeted and actual states. In order to prevent the rejection of one's possible development, it is important that interviewees explore internal standards and practices themselves, guided by feedforward questions, to discover discrepancies (Kluger & Nir, 2010, p. 239). It is argued that the feedforward interview sparks positive emotions and builds a rapport between employees and managers; however, significant empirical support is absent; these conclusions are drawn from observations and experience only (Kluger & Nir, 2010, p. 241).

Kluger and Nir (2010) focus on how feedforward can improve employees' or an organisation's overall performance via helping employers navigate through the difficult task of introducing change without criticising. In an earlier publication, Goldsmith (2007) applied feedforward to a different target group, i.e. leaders such as managers and CEOs (pp. 27-28). He points out that while staff is used to receiving feedback and adapting behaviour accordingly (as they want or need to please their bosses), these leaders are hardly ever confronted with their shortcomings. If they are, they commonly cannot value the feedback because they assume that they cannot be

the person described in the feedback otherwise they would not be as successful (Goldsmith, 2007, p. 32). While one might believe that “this is egos run amok” (Goldsmith, 2007, p. 32), Goldsmith (2007) explains that leaders need to trust in their abilities and skills, otherwise they would not have got to the position they are in and that it is human nature to focus on our strengths more than on our weaknesses (pp. 32-33). While Goldsmith reports about leaders who need to deal with areas of improvement regarding their interpersonal behaviour (p. 54), skill development was at the centre of feedforward in Hitchcock et al.’s work with children (2003, p. 37). Furthermore, in other research fields, feedforward has been discussed to become a replacement of feedback. In Goldsmith’s coaching philosophy, however, feedback, which employees express towards the mediator but not the actual person, is sought to put light on a CEO’s problematic interpersonal behaviour while the CEO is then confronted with feedforward in the form of concrete advice on how to adapt this behaviour (Goldsmith, 2007, p. 178). Consequently, feedback and feedforward present two steps rather than a replacement.

Inspired by Goldsmith, Hirsch (2017, Introduction) developed his own concept of feedforward and applied it to ‘fix feedback’. He argues that traditional feedback is time-consuming, judgemental, and focuses on the unchangeable, i.e. the past (Hirsch, 2017, Chapter 1). Therefore, “a six-part plan for REPAIR” is proposed (Hirsch, 2017, Introduction). This acronym stands for regenerates, expands, particular, authentic, impact, and refines (Hirsch, 2017, Introduction). *Regenerating* refers to further developing one’s talent through sharing it with others while *expanding* describes the act of criticising through making suggestions for change (Hirsch, 2017, Chapter 2, *Regenerating, Expanding*). Choosing *particular* aspects to comment on and not providing feedback on everything at once is equally significant as being *authentic* and not afraid to tell the truth (Hirsch, Chapter 2, *Particular, Authentic*). Hirsch (2017) advises setting long-term goals broken down into achievable steps and including employees in this process, which is referred to as *impact* (Chapter 2, *Impact*). Lastly, *refines* draws attention to the active role of employees in the feedforward procedure (Hirsch, 2017, Chapter 2, *Refines*).

To conclude, Dowrick’s (2012a) assessment that due to the increasing popularity of feedforward across sciences variations in meaning arise is supported by this brief overview of voices on the topic (p. 220). However, while methods may differ from each other (e.g. video self-modelling, one-on-one interviews, or group discussions), the concept of suggesting, advising, and showing or depicting what the future could hold instead of evaluating the past is identical throughout multiple fields of research.

3.3. Individualised Teaching

Undeniably, students' futures are not identical as "all students are different, even if they have been put into groups according to ability or level" (Ur, 2012, p. 272). Learners are diverse in many ways, including gender, age, maturity, knowledge of first and second languages, world knowledge, intelligence, cognitive ability, personality, learning style, attitude, motivation, interests, cultural background, and learning experience (Ur, 2012, p. 272-273). Already more than forty years ago, Vygotsky (1978) highlighted the importance of acknowledging these learner attributes: The output of two students at the same mental age and receiving the same instruction by the same teacher differs if the learners' zone of proximal development is not the same (Vygotsky, 1978, p. 86). This zone can be described as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). As learning and development are closely linked, learning is most productive if it takes place in the zone of proximal development (Vygotsky, 1978, p. 85). Furthermore, learning is not only about what a learner can do on their own but also about what they can do with assistance (Vygotsky, 1978, p. 87). Since it is the teachers' responsibility to ensure students are learning (Ur, 2012, p. 274), they need to be aware of students' individuality to successfully do their job as shown by Vygotsky's theory. Thus, teachers need to provide "individualized [sic] teaching appropriate to the different students" (Ur, 2012, p. 274). In education, the term *individualisation* means acknowledging the intellectual, emotional, social, and motoric potential of each student for his learning (Kuty, 2012, p. 49). However, individualised teaching does not require actual individual treatment for every single student (Vogt, 2018, p. 5). The Index for Inclusion suggests that teachers should ask themselves the following questions when designing a lesson:

Do lessons start from a shared experience that can be developed in a variety of ways? Do teachers examine ways to reduce the need for the individual support of students? Does planning reflect on and attempt to minimise barriers to learning and participation for students? (Booth & Ainscow, 2002, p. 70)

Individualising teaching and learning does not mean providing three tasks that slightly vary in their level of difficulty. Teachers need to see more than the students' language skills. Furthermore, it cannot be the goal of individualisation to "level out" a heterogenous group of learners (Kuty, 2012, p. 45); instead, teachers should support students in exploiting their potential. While there are different aspects of individualisation, the key principle seems to be

variation (Ur, 2012, p. 280). Teachers are for instance advised to vary the interactional organisation, allowing times of cooperative learning, individual learning, as well as teacher-led work (Tönshoff, 2004, p. 230; Ur, 2012, p. 276). Kutty (2012, p. 49) and Vogt (2018, p. 6) further highlight the importance of cooperative learning due to the significance of interaction in the language classroom. When students work together, their weaknesses are not as meaningful, and strengths can be discovered (Kutty, 2012, p. 49). Moreover, learners' autonomy should be grown by gradually reducing teacher guidance and encouraging students to take on responsibility for their own learning (Tönshoff, 2004, p. 229; Vogt, 2018, p. 6). To achieve this, students should be involved in identifying their own learning objectives (Kutty, 2012, p. 48; Tönshoff, 2004, p. 229). Furthermore, students' autonomy can be supported by providing self-check options (Vogt, 2018, p. 6; Tönshoff, 2004, p. 229). Additionally, a broad design allows teachers to adapt the complexity of an activity to the learners' needs and thus enables students to accomplish tasks in a variety of ways and at their personal level (Kutty, 2012, p. 49; Tönshoff, 2004, p. 230; Ur, 2012, p. 276; Vogt, 2018, p. 6). However, not only a task's complexity can be adjusted, but teachers can also vary the requirement of their questions (Kutty, 2012, p. 49), their feedback, and the amount of support (Vogt, 2018, p. 6).

Including cooperative learning, supporting learner autonomy, and offering different levels of complexity are only some facets of individualisation. Kutty (2012) suggests considering further aspects such as task formats, learning objectives, content, media, students' preferred way of learning, and the teaching method (p. 47). To summarise, there are various methods and techniques to achieve individualisation; therefore, teachers need to consider their students' needs and organise learning accordingly.

4. Personal Relevance and Research Questions

In chapter two, I outlined which factors lead to a heterogeneous learner group in *Antonkriegergasse*, the school I am teaching at. However, while the school's admission policy contributes to a diverse environment, I strongly believe that all student groups are somehow heterogeneous. My job as a teacher is to notice and appreciate the uniqueness of my students; a principle which is included in the Austrian curriculum (*Lehrplan der AHS*, 2023, p. 2). Moreover, I have always aimed to base my teaching on the individual needs of students (cf. *Lehrplan der AHS*, 2023, p. 3).

As suggested in the literature review on individualised teaching (cf. section 3.3.), there are different strategies, techniques, and methods to achieve this target. The manifold potential ways of individualising my teaching challenge me, a novice teacher, on a regular basis. When I started

teaching in the middle of a pandemic, I was determined to not only see the potential of every single one of my students but also to pick up each learner in their zone of proximal development. While working to exhaustion, I had to admit to myself that I could not realise my mental picture of individualised teaching. After the frustration of accepting that theoretical principles are not as easily transferred to practice as expected, I started my very own, personal quest of exploring how individualised teaching and learning could be accomplished in my teaching context. The present action research project is part of my journey.

When evaluating processes of teaching and learning, it becomes evident that providing written feedback is a highly individualised activity. While it is the daily business of a language teacher, it is undeniably a time-consuming task; therefore, teachers and students should get the most out of such feedback. For this reason, I decided to engage with the concept of feedforward and evaluate my practice of providing students with it. Consequently, the present thesis aims to answer the following four research questions:

RQ1: Based on which considerations do I introduce, monitor, and adapt individual written corrective feedforward to my learners?

H1A: When deciding on the principles for the feedforward letter and the corrective feedback method of this action research, prior research findings are considered to create a concept for the feedforward and corrective feedback.

H1B: The feedforward is monitored and adapted by evaluating students' implementation of it in their revised texts, reflecting on the teacher's observations regarding student understanding, qualitatively analysing the feedforward letters, and eliciting students' responses to it.

RQ2: How do EFL learners perceive the value of individual written corrective feedforward for the development of their writing skills?

H2: EFL learners value an individual written feedforward comment and believe it beneficial to their writing skills.

RQ3: How is the individual written corrective feedforward learners receive mirrored in their following writing performance?

H3: The students' revised texts show changes made based on the precise suggestions for improvement in the feedforward letter.

RQ4: Which aspects of the intervention can be considered effective?

H4: The development of a more theoretically-guided and structured approach to providing feedback on students' texts is considered effective.

5. Methodology

As this study follows the format of an action research project, this chapter is dedicated to the description and justification of the intervention in my teaching practice (sections 5.2. to 5.3.) as well as the design of the accompanying research and data collection (section 5.4.).

5.1. The Action Research Cycle

As the term suggests, action research consists of two main aspects: action and research (Burns, 2010, p. 289). Practitioners act driven by the purpose of improving existing behaviour and procedures to ensure meaningful changes are implemented. In this context, research, i.e. a systematic evaluation of the action, is essential (Burns, 2010, p. 290). To describe these different processes, action research is organised in cycles which represent the “recursive and spiralling nature” of it (Banegas & Consoli, 2020, p. 181). One circle consists of four steps: planning, action, observation, and reflection (Banegas & Consoli, 2020, p. 181). The planning phase starts with a question or a problem (Banegas & Consoli, 2020, p. 181), which leads to the creation of a plan on how to improve the identified issue (Burns, 2010, p. 8). Secondly, this plan is put into action followed by the careful observation and documentation of effects (Burns, 2010, p. 8). Lastly, the researcher evaluates and reflects on the taken action and may use the discovered implications to start a new action research cycle to bring about even further improvement as well as deepen understanding of the matter (Burns, 2010, p. 8).

The unique design of action research projects in schools, i.e. a teacher researching their own teaching or learners, brings advantages and disadvantages, which need to be considered. Criticism on the dual role of teacher researchers includes learners not being honest in communicating their opinion because they want to please their teacher or teachers not being authentic in such an action research setting (Banegas & Consoli, 2020, p. 178). However, Banegas and Consoli (2020) point out that someone who is deeply familiar with the classroom situation can interpret the pedagogical findings in a unique and beneficial way (p. 178). Moreover, the positive professional development of teachers who engage with research is highlighted.

5.2. Intervention

The intervention of this action research project consisted of a sequence of lessons around two writing tasks: a diary entry and a picture story. I decided on the text type of a diary entry, as it

is explicitly mentioned as a useful text type to describe experiences in the CEFR (2021, p. 67). Furthermore, the course book (*easy 3. Book*, 2022) I use offers a variety of sample diary entries as well as writing tasks (cf. section 5.2.3. for further justification). The picture story was chosen, as it provides content and structure, so students can focus on the language skills necessary to achieve good coherence and cohesion in a story (cf. section 5.2.4. for further justification). Both text types were introduced via pre-writing activities, which aimed at drawing students' attention to the features of the two text types in a genre-based approach (Hedge, 2019, pp. 319-322). Then, learners received a written feedforward on each text (cf. section 5.3. for more details). To keep the students motivated and without neglecting the other skills in the language classroom, these writing lessons did not follow each other immediately, but there was a pause of about eight weeks between them.

5.2.1. Cycles of the Intervention

This action research project consists of three cycles as explained in Burns (2010, pp. 8-9). The first cycle is concerned with the reflection on my previous teaching-writing experiences and how I provided feedback on texts. The second and third cycle include three phases each: (1) a teaching-writing intervention with ideas taken from process- and product-oriented approaches, as well as genre-based writing, (2) the composition of feedforward for the learners, and (3) the revision of the texts inside class.

5.2.2. Participants

I decided to conduct this project with my two third grade classes during the time of January and March 2023 for different reasons: Firstly, as the idea for this action research project arose from the wish to meet very different individual needs in my teaching, I chose the two classes which I considered most heterogenous regarding their language levels among those I was teaching. The 22 students of 3E and the 25 students of 3F did not only show significantly different levels of English language proficiency in tests designed by me, but my perception was supported by the results of the standardised competence check carried out in Austria among third grade students called IKM Plus, i.e. *Individuelle Kompetenzmessung* ('individual competence check'), as well. It displayed a high standard deviation concerning the students' receptive language skills. Since this competence check was carried out in the two classes in the same week as the intervention, it provided insight into the participants' language skills at the exact time of this action research project. Even though the check only includes receptive skills, i.e. listening and reading, and does not test writing skills, the results supported my claim based on

observations and my own testing results of finding a remarkable degree of heterogeneity in these two groups of learners.

Moreover, students' motivation regarding writing texts differs greatly. Some students show great potential. They enjoy writing their own stories in their free time and even wrote a short bilingual (German and English) book with me the year before. Others, on the other hand, find it difficult to stay concentrated and motivated for the duration of writing a complete text. Therefore, the teacher's attention is often not divided equally among students; thus, a well-written feedforward could provide an opportunity to successfully work with these challenges.

Secondly, January and March were chosen for this action research project, as right at the beginning of the school year, in September, students generally need some time to adjust to the schedule of school again, textbooks might not have arrived and with teachers' conferences in the afternoon, routine has not settled in yet. The time before Christmas was spent on teaching and learning the last units of the second-grade textbook, which dealt with the present perfect aspect. As writing stories and diary entries requires the past simple tense rather than the present perfect, it was not suitable to schedule the intervention for earlier that school year. Therefore, starting the intervention in January worked well for my plan for these classes. The decision to schedule the third cycle of the intervention for March was based on the consideration that not too much time should pass between the two feedforwards, so students remember how to work with it and benefit from their experience in the second cycle.

The sequence of lessons, which are explained in the following, is based on the previously stated considerations regarding the group of learners participating in this action research project and different approaches to teaching writing.

5.2.3. Lesson Sequence for Diary Entry

The text type of and writing task around a diary entry was introduced in a sequence of three lessons, beginning directly after the Christmas break, providing the learners with a range of pre-writing, scaffolding, and other preparation tasks.

The previous topics were concluded before the holidays, and the lessons were not only the start of a new topic but also served to introduce the third-grade textbook. I worked with the second-grade textbook (*More! Student's Book 2*, 2009) the first months of the third grade, as it explained the present perfect aspect in its last chapters and I decided to deal with this aspect of the present tense in third grade. As the third-grade textbook's (*easy 3. Book*, 2022, pp. 10-17) first unit is about dilemmas using the first and second conditional, writing a diary entry did not only provide an opportunity to practice writing, but students could also revise the past tense as

well as express their hopes and wishes using the modal verb *will*. This prepared them for the conditional sentences in a meaningful context, which contributed to the requirement of the Austrian curriculum to integrate grammar learning into a communicative purpose (*Lehrplan der AHS*, 2023, p. 64). In addition, apart from practising and revising a text type, this intervention focused on training the necessary subskills within the pre-writing stage, which included collecting ideas and taking notes (cf. section 3.1.).

The learning goals in the form of aspired learner competences chosen for this intervention were based on the Austrian curriculum (*Lehrplan der AHS*, 2023) as well as the CEFR *Companion Volume* (2020). The Austrian curriculum highlights the importance of teaching students to consider different text types and their features such as readership, mode, and linguistic characteristics (*Lehrplan der AHS*, 2023, p. 65). Furthermore, the CEFR *Companion Volume* (2020) explicitly mentions that students on an A2 level should be able to “create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like ‘and’, ‘but’ and ‘because’” (Creative writing, A2).

The precise aims and objectives of these four lessons are:

- (1) Students can write about their experiences in the past simple tense.
- (2) Students can write about their hopes and wishes using the modal verb *will*.
- (3) Students can prepare for writing a diary entry by taking notes (keywords).
- (4) Students can improve aspects of their diary entry pointed out by their teacher if they get precise instructions on how to make changes.

The first double period was carried out in both third grades, i.e. 3E and 3F, on the same day. The details of these lessons are shown in Table 1. As learners had covered the genre of a diary entry in their German language classes extensively already, these lessons were a revision of their knowledge rather than an introduction of an unknown, new genre although the transfer from one subject to another can still form a challenge. Consequently, these revision tasks were placed at the beginning of this lesson sequence in order to make sure that learners share a solid understanding of the text genre.

The individual activities of the following lesson plan (cf. Table 1) are explained and put into context in individual paragraphs below.

Table 1. Lesson Outline of the Introduction and Writing of a Diary Entry

Date: 09.01.2023					
Duration: 100 min.					
Number of students: 3E – 22 students, 3F – 25 students					
Level: A1+ - A2					
Time	Activity	Skill(s)	Mode	Material	
5'	1 The teacher welcomes the students back to school and highlights the fact that they are starting to work with the new textbook.	listening	T - Ss	easy 3 textbook	
10'	2 Introduction of Mira: The teacher dresses up as Mira the witch. The students need to ask the teacher questions to get to know Mira. Then, the teacher explains Mira's dilemma.	speaking	T - Ss	hat, broomstick	
10'	3 Think – pair – share: What do you do if you have a dilemma? Possible answers: Talk to family, friends, write into your diary, ... The teacher shows the students a diary.	speaking	S-S T-Ss		
5'	4 The teacher reads Lilly's dairy entries (textbook, p. 12) to the students.	listening	T-Ss	textbook	
10'	5 Book p. 12/1: Students read the diary entries themselves and fill in the missing verb forms.	reading, grammar	S	textbook, projector (solutions)	
10'	6 Students need to group Lilly's diary entries and think about the following two questions: (1) What does she write about? (2) What do people write about in their diaries? (events in the past, feelings, hopes, wishes) Students post their answers on <i>answer garden</i> (https://answer garden.ch9).	speaking, writing	S-S	iPad	
BREAK					
5'	7 Students' answers are discussed.	writing	T-Ss	projector	
10'	8 Students need to choose one of Lilly's diary entries and underline all verbs. They should figure out which tenses are used in diary entries (past simple tense, present simple tense, future tenses). Students post their answers on <i>answer garden</i> (https://answer garden.ch9).	speaking, writing	S-S	iPad	
5'	9 Students' answers are discussed.	speaking, listening, writing	T-Ss	projector	
5'	10 Discussion of how to structure a diary entry	speaking, listening, writing	T-Ss	board	

Time	Activity	Skill(s)	Mode	Material
15'	11 Students prepare to write their own diary entry or an imaginary diary entry Lilly could have written. Students <u>take notes</u> on the following questions (copy the questions): (1) What happened that you want to write about? (2) What were/ are your feelings regarding these events? (3) Is there a dilemma that you need to figure out? (4) What are your plans/ hopes/ wishes/ expectations for the future?	writing	S	notebook
5'	12 Students talk to their peers about their notes. They reflect on their ideas.	speaking, writing	S-S	
5'	13 Students copy down their assignment: Write your diary entry (~ 80 words) into your notebook. The diary entry is due one week later (16 th January).	writing	T-S	logbook

Lightbrown and Spada (2013) state that teachers can have a positive influence on students' motivation if they design interesting and relevant content and activities (p. 88). Therefore, activity two at the beginning of the lessons is designed to raise students' interest, activate them, and clearly mark the beginning of the English lesson as well as to allow for variation of methods within the double lesson. Even though dressing up as a witch might seem inappropriate in a third grade, I have received positive responses to amusing costumes as they capture students' attention. Furthermore, students get curious and can use this as an opportunity to produce language in relevant contexts, focusing on the meaning and not on the form (Hedge, 2019, p. 57), by asking questions to find out why their teacher wears a costume.

There is no single or ultimate answer to the question raised in activity three; therefore, the think-pair-share technique is applied to give each student time to think and organise their thoughts (Raba, 2017, pp. 13-14). As learners can present their ideas in a safe and comfortable environment first within a pair, it is likely that their participation increases (Raba, 2017, p. 13).

In a next step, learners are encouraged to engage with a sample diary entry (activities 4 and 5) before analysing the genre (activities 6 to 10). This aspect of the writing lesson follows a genre approach as students work with a model text to identify its purpose, subject matter (Badger & White, 2000, p. 155), as well as its social function (Rothery, 1996, p. 102 as cited in Firkins et al., 2007, p. 344). Furthermore, when working with a model text, the language features and moves of a genre can be examined (Rothery, 1996, p. 102 as cited in Firkins et al., 2007, p.

344), which is guided by the teacher through activities 9 and 10. The genre analysis in the lessons outlined above is adapted to accommodate lower proficient learners of English. As in a third grade, students are supposed to be basic users of English according to the Austrian curriculum (*Lehrplan der AHS*, 2023, p. 67) and the CEFR (2001, p. 23). Therefore, students are simply asked what the author in the model text writes about. Then, they are asked what they think people generally write about in their diaries. When discussing students' answers, the class also considers the aspect of readership. Diary entries are special in that respect, as one can only write freely about past events, feelings, hopes, and wishes in a diary entry because there is no readership but oneself or maybe an imaginary friend. Furthermore, the features of the text students should focus on are the different tenses and aspects. As it is common in product approaches, learners practise these as well (Hedge, 2019, p. 319) by underlining all verbs and discovering the different tenses and aspects of them (activity 8).

Having prepared the learners' genre knowledge and activated their prior knowledge of necessary grammatical forms and possible content (Bentley, 2010, p. 70), the lesson can proceed to the next phase. This phase is closely guided and scaffolded by supporting tasks. Students start producing their own diary entries by generating ideas first. To support them, the guided technique of asking specific questions is applied (Hedge, 2019, p. 308). These questions are the content points of the writing tasks phrased as questions. Learners' answers are the notes which they then use to compose their text. These activities are generally associated with a process approach to writing (Hedge, 2019, p. 308). Moreover, sharing their ideas with a colleague, as done in activity 12, provides "student writers with an audience on whom to test out the selection of content" (Hedge, 2019, p. 308). In addition, as I am present at this stage of the writing process, I can briefly look at students' notes and give them advice if necessary. The actual text is not produced at home but in a studying period; therefore, learners can still seek their colleagues' and teachers' support which is particularly beneficial for my two classes, as some students require motivation and close monitoring to get their assignments done. Others may genuinely need support and guidance as not only English language production but also a new text type challenges them greatly. As mentioned previously, a considerable heterogeneity exists within this group of learners (cf. section 5.2.2.); therefore, as everyone is assigned the same writing task, some students will encounter more difficulties than others. Providing these students with extra support from their teachers is considered a scaffolding method (Bentley, 2010, p. 69). Scaffolding defines "the steps teachers take to support learners so that they can understand new content and develop new skills" (Bentley, 2010, p. 69). Furthermore, the described sequence of lessons including the feedforward is about practising and improving

one's writing, not about assessing and grading, so learners should receive the support they need to learn and develop their writing skills.

As learners receive time to write the text and I need time to prepare and provide my feedforward in the form of short letters (cf. section 5.3.), the lessons in-between are used to explore the topic of dilemmas further and focus on students' speaking skills. In addition, opportunities for practice on conditional sentences are provided.

About two weeks later, a whole lesson was dedicated to working with the feedforward letters, as I wanted the learners to carefully read the provided comments (cf. Table 2). Furthermore, I decided to let them revise the texts in class, so I could explain questions or uncertainties regarding the feedforward and how to implement the improvements mentioned in it. During this time, I could serve as a resource if students "ask how to say or write something or ask what a word or phrase means" (Harmer, 1991, p. 110).

Generally, my students are used to receiving short comments on their texts. However, this comment in the form of a letter, only mentioning positive aspects as well as suggestions for improvement was new to them. For this reason, the new format of feedback, i.e. the feedforward, was briefly explained to the learners at the beginning of the lesson. Their attention was drawn to the fact that revising a text is not only about accuracy but that they should consider the advice given in the feedforward to improve their texts regarding content, structure, or range as well.

Table 2. *Lesson Outline of Receiving Feedforward on Diary Entries*

Date: 23.01.2023					
Duration: 50 min.					
Number of students: 3E – 22 students, 3F – 25 students					
Level: A1+ - A2					
Time	Activity	Skill(s)	Mode	Material	
5'	1 The teacher hands out the students' notebooks and explains the format of the feedforward.	listening	T - Ss	notebooks (including feedforward letter)	
45'	2 Students read the feedforward and revise their texts. They hand in their revised text at the end of the lesson. If needed, the students can ask the teacher about the feedforward.	writing	S	notebooks	

Once, the learners submitted their revised texts, I read them a second time and provided a short, handwritten comment of about three sentences on how well they included the feedforward at

the end of the text. After the students had received this comment, the intervention on writing a diary entry was concluded. They did not need to revise their text again; however, they could rewrite their second draft based on my comment and submit it again on a voluntary basis. While a process approach would include several drafts, the students produced merely two throughout this intervention based on the consideration that, according to Hedge (2019), many teachers identify problems regarding the time-consuming nature of the process approach (p. 318). Therefore, she suggests focusing on pre-writing stages in class and encouraging independence outside of it. This intervention followed this advice as learners spent two periods on engaging with the target structure as well as brainstorming ideas, and I offered to read as many drafts as students wanted to submit.

5.2.4. Lesson Sequence for Picture Story

A sequence of three lessons was spent on a picture story about travelling, which was the second text of the intervention. The students had engaged with story-writing before the lesson sequence; however, regarding a different topic: They watched a video about two people from different cities meeting in the middle of a bridge and wrote an ending to this prompt. The following written test included writing a similar love story. The learners could choose between two formats: a picture story or writing an ending to a prompt. As a majority of these stories lacked a clear structure as well as cohesive devices, I decided to focus on story-writing again when discussing the next topic. I chose the format of a picture story as the second text type of this intervention since learners did not need to ponder about the plot but could focus on coherence and cohesion. Furthermore, students frequently require stimulating input when writing stories as they encounter difficulties in creating content themselves. In this context, pictures can be inspiring and, therefore, facilitate the development of writing skills (Asrifan, 2015, pp. 244-245). In addition, picture stories support students in organising their ideas (Asrifan, 2015, p. 245).

The intervention was embedded in the topic of Ireland. Students learned about Irish sights and read a blog about a road trip through the country. The picture story was based on this blog entry and was drawn by me to fit the purpose of this intervention. Students therefore knew the topic, vocabulary, and phrases from various pre-writing tasks supporting the following text production.

The precise learning objectives of this intervention were based on the writing competences learners should acquire and later demonstrate at an A2 language level. According to the *CEFR Companion Volume* (2020), they should be able to “tell a simple story (e.g. about events on a

holiday or about life in the distant future)” (Creative writing, A2). Furthermore, basic cohesive devices should be used: Learners “can produce a series of simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because’” (CEFR *Comp. Vol.*, 2020, Overall written production, A2). Regarding the planning stage of writing, learners should be able to “recall and rehearse an appropriate set of phrases from their repertoire” (CEFR *Comp. Vol.*, 2020, Planning, A2).

In connection to these competences, the aims of the intervention included four objectives:

- (1) Students can use a variety of sentence starters to structure their story.
- (2) Students can use a variety of basic linking devices to give reasons and add ideas.
- (3) Students can structure a story into meaningful paragraphs.
- (4) Students can use topic-related vocabulary in a story, given they can consult a list of words and phrases.

These aims align with English teachers’ task to support students in their progress from highly guided texts to more independent ones, which is stated in the Austrian curriculum (*Lehrplan der AHS*, 2023, 65).

The two lesson periods presented in Table 3 were not the first lessons taught on the topic of Ireland. Previously, the learners had already engaged with Irish traditions, myths, and sights. Furthermore, they practised using the past simple and past progressive tense and were familiar with the format of a picture story.

Table 3. *Lesson Outline of the Discussion of an Ireland Road Trip*

Date: 06.03.2023					
Duration: 100 min.					
Number of students: 3E – 22 students, 3F – 25 students					
Level: A1+ - A2					
Time	Activity	Skill(s)	Mode	Material	
10‘	1 Students describe the Irish sights they see in the pictures and guess their meaning/ function/ name (textbook, p. 36).	speaking	S T - Ss	textbook	

Time	Activity	Skill(s)	Mode	Material
10'	2 Students discuss their road trip experiences and expectations about Jennifer's road trip in pairs. These guiding questions support their conversation: (1) What adventures could Jennifer and her dad encounter when visiting these different Irish sights: Rock of Cashel, Muckross House, Cliffs of Moher, ...? (2) What challenges might Jennifer and her father face on their road trip? (3) Why are there two different flags on the map of Ireland?	speaking	S-S	
10'	3 The teacher collects the class's ideas about Jennifer's trip on the board. The answers are discussed.	speaking	T - Ss	board
5'	4 The teacher writes some new/ difficult vocabulary on the board. Students guess what it means. If they cannot guess it, the teacher explains it. map, tyre, petrol station, currency, pounds, cross the border, crossroads, wheel	vocabulary	T - Ss	board
15'	5 Students read the travel blog and do the reading tasks (textbook, p. 37/1b). <i>Underline the sentences that include the answer to an item.</i> <i>Correct false sentences.</i>	reading	S	textbook
BREAK				
10'	6 Comparison of reading tasks	reading	T - Ss	
10'	7 The teacher hands out the picture story to the students. In pairs, students discuss what the story is about. Then they share their thoughts with the whole class.	speaking	S-S T - Ss	worksheet
10'	8 The class discusses sentence starters and linking words they can use to write the story. In addition, the issue of paragraphs is discussed, and important vocabulary is explained.	writing vocabulary	T - Ss	
20'	9 Students start writing the story. They finish the story in the succeeding study period. It is due in the next lesson.	writing	S	notebook

Even though the first period was focused on a given text and students' reading skills, the main purpose was to familiarise them with the topic, so they could draw on their knowledge when writing their story. Therefore, activities 1 to 6 followed a basic comprehension-work and strategies approach to reading, which included activating background knowledge (activities 1 and 2) as well as pre-teaching vocabulary (activity 3) (Day, 2020, p. 12). Furthermore, students'

comprehension of the text was improved by completing the tasks in activity 5 (Day, 2020, p. 12). Even though Day (2020) criticises that such reading lessons do not increase the students' motivation to read outside class (p. 12), this was not the aim of these activities. When discussing the picture story's content (activity 7), students did not only practise and revise topic vocabulary but also familiarised themselves with the plot, so they could focus on the structure of their texts in the following activities.

When analysed regarding the steps of a product approach, i.e. familiarisation, controlled and guided writing, and free writing (Badger & White, 2000, p. 153), the lesson sequence covered the first two aspects. In activity 8, students revised features such as cohesive devices, meaningful paragraphing, and creating suspense to familiarise themselves with the key linguistic aspects of story-writing. Learners' attention was drawn to the fact that language carries meaning, and therefore, they were encouraged to "engage with the particular functions language forms perform" (Hyland, 2003a, p. 6). Similar to the diary-entry writing phase (cf. Table 2), students wrote their stories in the succeeding study period in which the teachers were present, so they could serve as a resource (Harmer, 1991, p. 110; cf. section 5.2.3.).

Students received their feedforward one week later and like before, they revised their stories during an English lesson, as shown in Table 4.

Table 4. *Lesson Outline of Receiving Feedforward on the Picture Story*

Date: 13.03.2023

Duration: 50 min.

Number of students: 3E – 22 students, 3F – 25 students

Level: A1+ - A2

Time	Activity	Skill(s)	Mode	Material
5‘	1	The teacher returns the students’ stories.	T - Ss	
40’	2	Students read the feedforward and revise their texts. They hand in their revised text at the end of the lesson. If needed, the students can ask the teacher about the feedforward.	writing S	notebooks (including the feedforward letter)
5’	3	The students fill in the questionnaire about the teacher’s feedforward.	S	questionnaire

This time, however, as presented in Table 4, learners are also asked to fill in a questionnaire about the perceived usefulness of the feedforward. This lesson completes the intervention. Overall, the intervention covered six English lessons and a time span of about nine weeks.

5.3. The Feedforward

The main part of the intervention comprised the preparation, composition, and distribution of written feedforward on students' diary entries and stories. This was followed by observations of the learners' uptake on it and their evaluation of its quality and usefulness. The feedforward was provided in a written form, so the teacher was able to prepare it outside of the classroom which 'saved' classroom time. Feedforward interviews (Kluger & Nir, 2010, p. 236; cf. section 3.2.), for example, would need to be conducted during class. After considering prior research on giving feedforward (first cycle), I decided on the following principles for the second (diary entry) and third cycle (picture story). In summary, only slight adaptations were made between these cycles.

First, I formulated short letters to students below their text, i.e. the feedforward. In addition, I provided corrective feedback on language errors and mistakes in the texts. However, I considered if this corrective feedback is better provided in the form of direct, i.e. providing the correct linguistic form, or indirect feedback, i.e. indicating that there is a mistake without offering the correct form (Ferris, 2006, p. 83), for each student individually, based on the following considerations.

While indirect feedback is argued to be more beneficial since learners take a more active role (Lyster, 2004, p. 425), only students who already have sufficient knowledge to self-correct can work with it effectively (Ellis, 2009, p. 7). Even though doubts that teachers might not possess sufficient insight into the learners' interlanguage to make this judgement call are raised by scholars (Ellis et al., 2008, p. 355), higher-achieving students were confronted with indirect feedback and an error coding system (metalinguistic feedback) in this action research. Simultaneously, students showing more struggles were provided with direct feedback. The decision regarding the type of feedback was based on observations of students' prior achievements as well as their overall English grade. Furthermore, indirect feedback, in accordance with Ellis (2009, p. 7), was only provided on structures which had already been taught in English language lessons (cf. section 3.2. for further explanation).

When preparing the feedforward, I considered the following four aspects of successful text production: task achievement, coherence and cohesion, grammar, and vocabulary. I decided which facet of the four categories I focused my feedforward on for each student individually. These aspects are based on the assessment grid of the Austrian English A-levels (SRDP, 2023); however, to address the learners' language skills, in lower secondary classes and the present action research project, a grid adapted to an A2 language level was used (*BIFIE*, 2019, pp. 4-

5) since this was the average level of the participants (*Lehrplan der AHS*, 2023, p. 67). While familiarising the students with the key aspects of text writing of the Austrian English A-levels early on seemed appropriate, their lower language level still needed to be accounted for.

The feedforward was structured in the form of a letter, so students were addressed directly because I wanted them to know that I really thought about their individual text and their individual writing skills. As suggested by Whitney and Trosten-Bloom (2010), the feedforward began by discovering and appreciating existing positive resources (p. 6). After reading the students' texts and providing direct or indirect feedback on the aspect of accuracy, I decided which score the learners would yield if their writing was graded using the assessment scale and mentioned successful areas of their writing in the feedforward letter.

In a next step, I provided advice on "what could be" as well as "what should be" (Whitney & Trosten-Bloom, 2010, p. 6). This step could be compared to Hirsch's (2017) *expanding*, which describes suggesting change (p. 27). To identify what "could be" and "should be", I considered each student's individual score regarding the four aspects of successful writing again: task achievement, coherence and cohesion, grammar, and vocabulary (*BIFIE*, 2019, p. 4). Next, I identified the sub-categories needing the most improvement and considered the description of the next higher score of the assessment grid. For instance, if a learner showed "simple, rather isolated sentences" (*BIFIE*, 2019, p. 4), their next goal would be writing "simple, but increasingly coherent sentences" (*BIFIE*, 2019, p. 4). Therefore, in the second part of the feedforward, I focused on painting a picture of how their text could be if they used more cohesive devices. Furthermore, I gave advice on how to achieve this goal by, for example, suggesting concrete cohesive devices they should use in their revised text. In this process, I considered Vygotsky's elaboration of the zone of proximal development (cf. section 3.3.), which states that learning is most successful in the zone learners can reach with guidance and support (Vygotsky, 1987, pp. 85-86). My aim was to design my feedforward in a way that would provide this guidance and support for students to positively develop one sub-skill of writing. This method aligns with the focus of feedforward mentioned by Basso and Belardinelli (2006), i.e. the "successful comparisons between the actual and the target products" (p. 73). Moreover, as recommended by Hirsch (2017, Chapter 2, *Particular*), I aimed at mentioning only one or two of the most important sub-categories rather than commenting on everything and overwhelming students by doing so.

5.4. Research Design

The described intervention has two aspects: the practical intervention within the classroom and an accompanying evaluation of its success. While sections 5.2. and 5.3. covered the practical intervention, section 5.4. is dedicated to the collection and analysis of data. This process allows me to evaluate and reflect on the success and learning outcomes of the intervention and may indicate improvements for later cycles.

The thesis at hand aims at evaluating feedforward provided by me in my role as an English teacher as one aspect of individualisation when teaching writing in an EFL classroom. Since I function as a teacher and a researcher at the same time, this project falls into the category of action research. According to Burns (2010), “action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (p. 2). This includes the design of an intervention to improve one’s practice or handle a difficult situation (Burns, 2010, p. 2). It is crucial that these changes are based on actual data other than a teacher’s assumptions (Burns, 2010, p. 2).

While the planning phase involved engaging with former research in the area of interest, the action phase comprised the previously described English lessons as well as the provision of written feedforward. In the observation phase, the necessary data was collected, and the reflection phase included the evaluation of the data as well as its implications (Burns, 2010, p. 8). In action research projects, this circle would usually repeat itself re-starting with a revised plan based on the evaluation of and the reflection on the first circle (Banegas & Consoli, 2020, p. 181). However, due to the scope of the thesis at hand, the reflection concludes the action research project by providing implications for further teaching practice.

While the planning and action phases have been explained in sections 5.2.3., 5.2.4., and 5.3., I am going to elaborate on the data collection and analysis in section 5.4.1. and 5.4.2.

5.4.1. Data Collection

The present research is based on four sets of data:

- (1) students’ written products,
- (2) the teacher’s feedforward,
- (3) the teacher’s journal containing observations, justifications, and reflections,
- (4) as well as a student questionnaire.

The information gathered from the questionnaire can be considered quantitative data whereas the other three sets of data are of a qualitative nature. Combining quantitative and qualitative

data allows the teacher researcher to triangulate the data (Banegas & Consoli, 2020, p. 183). The teacher's journal includes a collection of my thoughts structured by guiding questions assisting the process of planning the lessons as well as reflections on carrying them out, writing the feedforward, and its implementation by students (Richards & Farrell, 2005, S. 70, 75). Furthermore, the journal is structured into three parts according to the three cycles of this action research project. Table 5 explores the guiding questions used in the respective cycles.

Table 5. *Structure of the Teacher's Journal*

Structure of the Teacher's Journal	
1st cycle	
Previous feedback	(1) How did I previously provide feedback on students' texts? (2) Why did I feel a need for change?
The feedforward concept	(3) How is the concept of feedforward explained in literature? (4) Based on which theoretical framework do I create my concept of feedforward?
2nd and 3rd cycle	
Lesson planning	(1) Based on which considerations do I choose the tasks and activities for the lesson on diary-writing or story-writing?
Lesson reflection	(2) In how far do the learners' notes in the pre-writing stage represent the content and structure of the actual text? (3) How much support did the learners seek while writing?
Preparing feedforward	(4) Based on which considerations do I choose the sub-categories I base my feedforward on? (5) Which difficulties and challenges do I encounter when choosing these sub-categories? (6) How do I decide on the phrasing for my feedforward? (7) Which difficulties and challenges do I encounter when phrasing the feedforwards?
Text revising	(8) How do the students react to my feedforward in class? (9) What can I observe regarding their understanding of the feedforward? (10) How much assistance do they require when writing their revised text?
Comment on revised text	(11) How do I evaluate if my feedforward was implemented successfully? (12) How effective does my feedforward seem in light of the revised texts? (13) How could I improve or change my feedforward?

The teacher's journal as well as the feedforward comments are based on a combination of implications from former research, my own personal-professional assumptions and considerations, and my attitudes and beliefs about teaching and learning. These more teacher-centred and introspective data sets are triangulated with student data from their written

performances and their evaluation of the feedforward. This triangulation can be considered a principle of good action research (Burns, 2005, p. 67).

A questionnaire was administered to gather information on the learners' opinion regarding the value of the feedforward, which can be referred to as an attitudinal questionnaire (Burns, 2010, p. 81). This research tool was chosen because the beliefs and attitudes of all students are of interest, but interviews would be too time-consuming. It is acknowledged that questionnaires "allow researchers to collect a large amount of data with little researcher involvement" (Iwaniec, 2020, p. 325). The questionnaire consisted of eight closed-ended items and one open-ended item. While items 1 and 6 elicited students' ease and joy when writing texts in English, the other items elicited learners' understanding of the feedforward, their perception regarding its usefulness, and the overall tone of it. The last and only open-ended item provided space for whatever students wanted to comment on further. Since all students were more proficient in German than in English and comprehension was more important than the opportunity to practise English, the questions were formulated and distributed in German. To elicit learners' beliefs, items were phrased as statements, and students needed to express their degree of agreement using a Likert scale (Burns, 2010, p. 82). This scale was developed especially to measure attitudes (Iwaniec, 2020, p. 330). A four-point scale was chosen to avoid neutral responses as well as keeping the questionnaire as simple as possible. Not including a middle option entails advantages and disadvantages: Some students might feel forced to choose an answer they do not fully agree with and lose interest in filling in the questionnaire (Iwaniec, 2020, p. 330). However, I had to assume that the students would want to get the questionnaire done as quickly as possible and that some might choose a neutral option so they would not need to form an opinion. According to Iwaniec (2020), the lack of a middle option requires the participants to actually think about the question (p. 330), which is why this format was chosen. The questionnaire's items had a clearly and concisely formulated introduction stating that the data was collected in an anonymous way and treated confidentially. Furthermore, the participants were informed that their answers did not influence their English grade and that they should, thus, answer truthfully. These aspects are important to gain reliable data (Iwaniec, 2020, p. 328) and adhere to ethical standards of good research. The participants filled in the questionnaire directly after they revised their second texts, i.e. the picture stories. The students were given time to complete the questionnaire during an English lesson since they should not feel pressured by time when thinking about the items. The questionnaire as well as some filled-in examples are attached in the appendix. Table 6 provides an overview of the collected data.

Table 6. *List of Data Sets*

Data sets	Amount	Type of Data	Length
Student product I: draft of diary entry	36	qualitative	approx. 80 words/ text
Student product II: revised version of diary entry	36	qualitative	approx. 80 words/ text
Student product III: draft of picture/ adventure story	38	qualitative	approx. 120 words/ text
Student product IV: revised version of picture/ adventure story	29	qualitative	approx. 120 words/ text
Teacher's journal	1	qualitative	approx. 7,500 words
Feedforward I: comment on diary entry	36	qualitative	approx. 100 words/ text
Feedforward II: comment on picture/ adventure story	38	qualitative	approx. 100 words/ text
Questionnaire	40	quantitative	

A total of 139 student products, i.e. 36 first and second drafts of diary entries as well as 38 adventure stories and 29 revised texts of the same text types, were analysed. 74 feedforward comments, the teacher's journal, and one open-ended item on the questionnaire made up the qualitative data of this research. The questionnaire filled in by 40 students constitutes the last data set illustrated in Table 6. Discrepancies regarding the amount of the different data sets occurred due to student absences or not submitted student products.

5.4.2. Data Analysis Technique

To analyse the data and explore the research questions of this action research project, a linking-data-to-proposition approach was taken (Oyelami & Olivier, 2015, p. 50). Therefore, propositions based on the research questions were formulated (cf. section 4.) and the collected data was grouped into units of analysis before linking it to the propositions (Oyelami & Olivier, 2015, p. 50-51). It is important to mention that the obtained data units do not depend on the research methodology but on the research question they provide insights on. Therefore, different sets of data have to be "converged in an attempt to" answer a research question (Baxter & Jack, 2008, p. 555), as different data sets provide different perspectives.

The students' written performances provide the data to analyse the implementation of the feedforward in their revised text. This analysis requires a quantification of the qualitative data. An example of how this technique can be applied is provided by Chi (1997), who explains that the key principle is to develop a method of coding the verbal data which can be expressed in numbers (pp. 181-182). Following this technique, the implementation of the feedforward was measured by scores. For each feedforward, the first draft and the revised version of the text

were considered, and the success of the implementation was quantified using an ordinal scale as depicted in Table 7.

Table 7. *Ordinal Scale for the Quantification of Qualitative Data Regarding the Implementation of the Feedforward in Students' Texts*

Score	Description
1	Feedforward fully integrated
2	Feedforward sufficiently integrated
3	Feedforward poorly or not at all integrated

The acquired quantitative data was analysed by applying tools of descriptive statistic to make meaning of the collected data. Therefore, mean value and standard deviation were calculated (Burns, 2010, pp. 121-128). In addition, relative and absolute frequencies of students' scores were determined. A Wilcoxon signed-rank test was applied to analyse possible similarities and differences between the two scores yielded by one student (Braunecker, 2023, p. 181). This non-parametric rank test was chosen due to the used ordinal scale which prohibits the application of tests requiring a normal distribution of the data (Braunecker, 2023, p. 181).

Descriptive statistics were further applied to analyse items 1 to 8 of the questionnaire; thus, mean value, standard deviation, and relative and absolute frequencies were calculated. Furthermore, the inter-item reliability was measured by calculating the Cronbach's alpha value (Bortz & Schuster, 2010, p. 429). If more items are applied to yield responses to one variable, the Cronbach's alpha determines how properly these different items measure the same variable. A Cronbach's alpha value between 0.7 and 0.8 is considered acceptable while a value of 0.9 and higher signals a very reliable inter-item reliability (Kuckartz et al., 2013, p. 247). In a next step, Spearman's rank correlation coefficients were calculated to test a possible correlation between some of the items. While Pearson's correlation coefficient is more precise, it requires the two variables to be metric; therefore, the scale needs to be linear (Braunecker, 2023, p. 76). As the ranking of the Likert scale applied in this research might be interpreted differently by the students, a metric scale cannot be guaranteed. Since it can be applied to ordinal scales (Braunecker, 2023, p. 76), i.e. the nature of this research's questionnaire's variables, Spearman's correlation is calculated. When determining correlation, a null hypothesis H_0 as well as an alternative hypothesis H_1 are defined. In this context, the null hypothesis states that there is no correlation between two variables while the alternative hypothesis claims that there is a correlation between two variables (Braunecker, 2023, p. 86). If the null hypothesis can be dismissed depends on the significance p of the correlation coefficient r (Braunecker, 2023, p.

87). The p -value needs to be below 0.05 for r to be significant (Braunecker, 2023, p. 88). All quantitative data, i.e. the feedforward implementation scores and the questionnaire items 1 to 8, was transferred to IBM's (2021) Statistical Package for Social Sciences (SPSS 28) to perform the mentioned calculations and analysis.

The qualitative data, i.e. the feedforward comments, questionnaire item 9, and the teacher's journal, was transferred to VERBI's (2023) MAX Qualitative Data Analysis (MAXQDA 24), in which the analysis was carried out. Its analysis followed an emic approach; thus, categories were not defined beforehand but emerged when the data was scanned. This procedure is commonly known as inductive coding (Burns, 2010, p. 107).

After the individual analyses of the different data sets, they were converged to make meaning of them as well as view them in light of the research questions mentioned. The results of the described data analysis are presented in the following chapter.

6. Results

In the following subsections, the analysis results of the quantitative and qualitative data obtained, i.e. students' implementation of the feedforward, the questionnaire, the feedforward letters, and the teacher's journal, are presented.

6.1. Students' Implementation of the Feedforward

The quantification and analysis of students' written performances (cf. section 5.4.2.) shows that students yielded significantly different results regarding their implementation of the feedforward in the revised written performances. Students were graded 1 (feedforward fully integrated), 2 (feedforward sufficiently integrated), or 3 points (feedforward poorly or not at all integrated) by the teacher when comparing learners' first and second drafts (cf. Table 7). The mean value of the revised diary entries is 2.06 ($n = 36$) while the revised travel stories yielded a mean of 2.0 ($n = 29$). Although students achieved slightly better results on their revised travel stories, this difference is not significant and thus no conclusive tendency can be presented. The mean value indicated that students generally implemented the feedforward sufficiently (score 2). However, the high standard deviation of 0.826 (diary entry) and 0.802 (travel story) raises doubts regarding the validity of the mean, as the higher the standard deviation is, the less applicable the mean (Braunecker, 2023, p. 65). Furthermore, the standard deviation generally provides insight into the deviation of scores from the mean (Braunecker, 2023, p. 65); therefore, a large standard deviation accounts for large variation. Due to the critically viewed conclusiveness of the mean value, Table 8 includes the absolute frequency of scores.

Table 8. *Absolute and Relative Frequencies of Scores Regarding Students' Implementation of the Feedforward Comment*

	Diary Entry			Picture Story		
	absolute frequency	relative frequency	valid frequency	absolute frequency	relative frequency	valid frequency
Feedforward fully integrated	11	23.4	30.6	9	19.1	31.0
Feedforward sufficiently integrated	12	25.5	33.3	11	23.4	37.9
Feedforward poorly or not at all integrated	13	27.7	36.1	9	19.1	31.0
Missing value	11	23.4		18	38.3	
Total	47	100.0	100.0	47	100.0	100.0

As depicted in Table 8, eleven students did not submit a diary entry and therefore did not receive a feedforward letter. A total of nine students did not submit a travel story while nine more students did not write the second draft; therefore, they did not yield a score on the implementation. The valid frequency scores presented in Table 8 show that slightly more students fully or sufficiently integrated the feedforward when revising the picture story (68.9 per cent) than when writing the second draft of the diary entry (63.9 per cent). Furthermore, the Wilcoxon signed-rank test showed that out of 27 students who submitted all required texts, eight students maintained the same score on both revised texts, eleven scored better on the second draft of the picture story and therefore showed an improvement while eight students' scores present the opposite development, as they yielded poorer results regarding the second genre, the picture story. However, these results are not statistically significant ($Z = -0.441$, $p = 0.659$). Thus, the comparison of students' individual scores presents a minimal however not meaningfully better implementation of the feedforward letter in the third cycle than in the second circle of this action research project.

6.2. Questionnaire

In this subsection, the quantitative analysis results of questionnaire items 1 to 8 and the findings analysed by means of inductive coding of responses to item 9 are presented. Table 9 illustrates mean-value and standard-deviation calculations regarding students' responses to the questionnaire, i.e. their opinions and attitudes concerning writing in the English language and working with a feedforward letter.

Table 9. *Mean Value and Standard Deviation of Close-Ended Questionnaire Items*

	n	Mean Value	Standard Deviation
Item 1: Mir fällt es leicht, Texte in Englisch zu verfassen. 'Writing texts in English is easy for me.'	40	1.95	0.749
Item 2: Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt. 'I understand the remarks to my text my teacher makes.'	40	1.88	0.883
Item 3: Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll. 'I know what to focus on when revising my text due to the comment of my teacher.'	39	1.44	0.552
Item 4: Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend. ,The tone of my teacher's comments is appreciative.'	40	1.48	0.716
Item 5: Mir ist klar, was ich an meinem Text verbessern soll. 'I know what to change about my text.'	40	1.58	0.636
Item 6: Mir bereitet das Schreiben von Texten in Englisch Freude. 'I like writing in English.'	40	2.28	0.816
Item 7: Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte verbessern kann. 'I believe I can improve my texts through my teacher's comments.'	40	1.63	0.705
Item 8: Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern. 'My teacher's comments possibly help me to improve my English writing skills.'	40	1.78	0.698

Table 9 shows that students strongly agreed (score of 1) or somewhat agreed (score of 2) with the statements in the questionnaire most of the time. For example, the for item 3 calculated mean value of 1.44 and the standard deviation of 0.552 indicate results of predominantly 1 (strongly agree) and 2 (somewhat agree). The overall high standard deviation, however, suggests a considerable variation in responses. The mean value of 1.88 and the standard deviation of 0.883 regarding item 2, for instance, points to a distribution of students' responses between strongly agree and somewhat disagree.

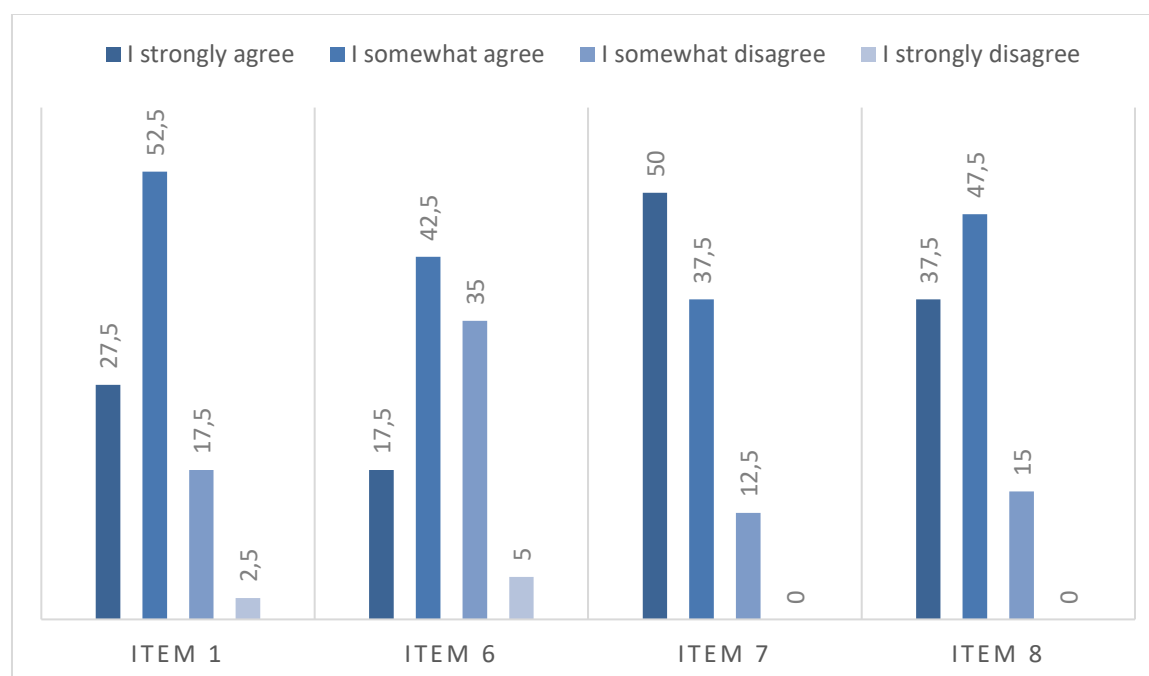
To test inter-item reliability, Cronbach's alpha was calculated for students' understanding of the feedforward (items 2, 3, and 5) and their value of it (items 7 and 8). While the three items eliciting information on learners' understanding reached a poor Cronbach's alpha of 0.573, the

reliability of items 2 and 3 reached an acceptable value of 0.642. Inter-item reliability regarding students' value of the feedforward reached a good Cronbach's alpha (0.794) (cf. section 5.4.2.).

To analyse the correlation between three different categories, Spearman's rank correlation coefficients were determined. Students' ease when writing in English (item 1) positively correlated with their pleasure in doing so (item 6) ($r = 0.374$, $p = 0.018$). Furthermore, learners' understanding of the feedforward letter (items 2 and 3) and its perceived usefulness (items 7 and 8) positively correlated on a significant level ($r = 0.589$, $p = 0.001$). Regarding students' ease when writing in English (item 1) and their understanding of the feedforward letter (item 2), a small positive correlation could be identified ($r = 0.331$, $p = 0.037$). Therefore, the null hypothesis H_0 'There is no correlation between the two aspects analysed.' was dismissed for all calculations and the alternative hypothesis H_1 'There is a correlation between the two aspects analysed.' was supported (cf. section 5.4.2.).

Due to the relatively small sample size of the questionnaire, absolute and relative frequencies are presented to depict a more detailed picture of students' responses. Items shown in Figure 1 elicited information on students' ease when writing in English (item 1), their joy when doing so (item 6), and the perceived effectiveness of the feedforward (items 7 and 8).

Figure 1. *Relative Frequencies Questionnaire Items 1, 6, 7, and 8*

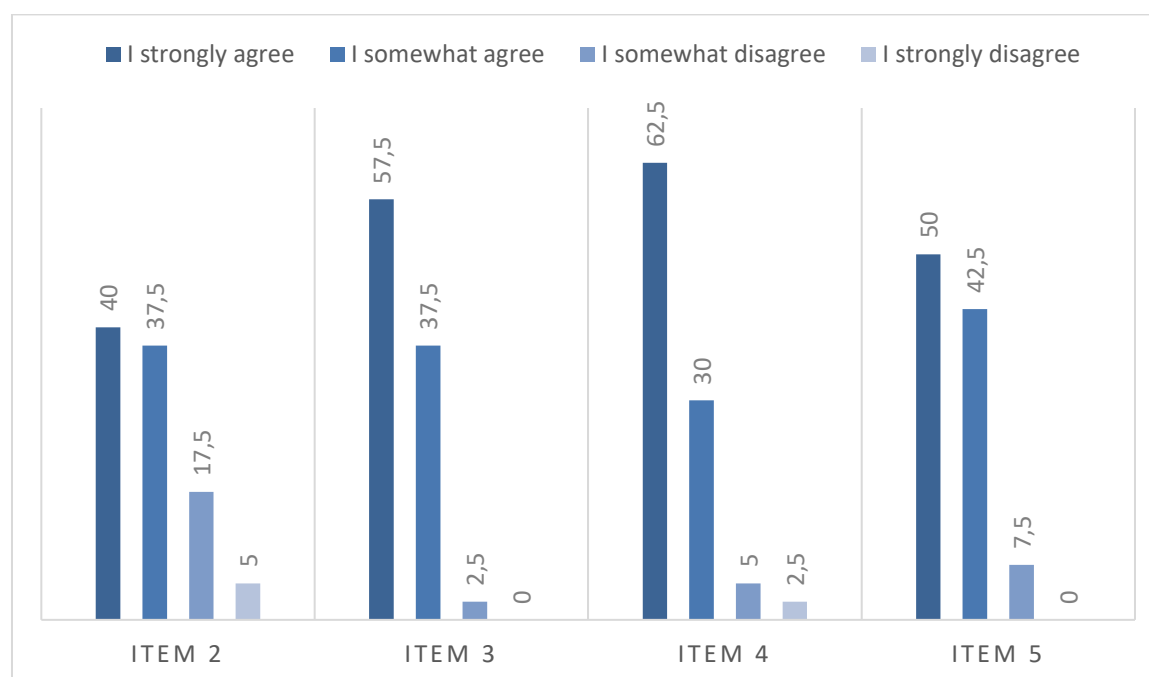


Item 1 elicited information regarding the perceived level of difficulty students face when writing English texts, and item 6 asked if learners overall enjoy it. Regarding item 1, the majority, i.e. 80 per cent, answered that they somewhat agreed or strongly agreed. Only one student didn't agree at all with this statement. Overall, most students chose to answer that they

somewhat agreed and about one third strongly agreed that writing English texts was easy (cf. Figure 1). 60 per cent of participants somewhat or strongly agreed that they enjoyed writing English texts while the remaining students, i.e. 40 per cent, somewhat or strongly disagreed. Even though general agreement outweighed disagreement, the difference was not significant. Most students positioned themselves in the middle since 31 out of 40 learners somewhat agreed or disagreed (cf. Figure 1). Items 7 and 8 were concerned with students' perception regarding the usefulness of the written feedforward. Half of the participants strongly agreed with item 7 and 37.5 per cent somewhat agreed; therefore, the substantial majority agreed that they believed the feedforward helped them improve their texts (cf. Figure 1). Moreover, learners again voiced agreement regarding item 8 overall. However, the number of students who strongly agreed (15 learners) was distinctly lower than for item 7 (20 learners). Almost half of the participants, i.e. 19 out of 40, somewhat agreed, and none of the learners strongly disagreed on items 7 and 8 (cf. Figure 1).

Figure 2 shows the relative frequencies of items concerned with students' understanding of the feedforward (items 2 and 3) and the evaluation of its tone (item 4). While the poor Cronbach's alpha of items 2, 3, and 5 prompted the exclusion of item 5 from further statistical calculations regarding students' understanding of the feedforward, the detailed results of item 5 are still included in Figure 2 to provide a thorough overview of the entirety of results.

Figure 2. *Relative Frequencies Student Questionnaire Items 2, 3, 4, and 5*



Two items elicited information on the students' understanding of the feedforward. About three quarters of participants somewhat or strongly agreed with item 2 while one quarter somewhat

or strongly disagreed. Therefore, the majority of learners stated that they understood the provided feedforward (cf. Figure 2). When considering item 2, none of the participants strongly disagreed and only one student somewhat disagreed. This results in 95 per cent of learners strongly or somewhat agreeing, i.e. knowing what to improve in their texts, as one student didn't provide an answer (cf. Figure 2). The great majority (92.5 per cent) agreed with item 5, and half of the students even strongly agreed. None of the learners answered that they strongly disagreed; however, three somewhat disagreed (cf. Figure 2). Overall, students agreed that they knew what to improve about their texts after having read the feedforward. Lastly, more than 60 per cent strongly agreed that the tone of the feedforward was appreciative and another 30 per cent somewhat agreed, so only three students answered that they somewhat or strongly disagreed with this statement (cf. Figure 2).

Overall, almost half of the students, i.e. 17 out of 40, provided a comment in item 9. By means of inductive coding, seven categories became evident: (1) no comment, (2) the general English lessons and my teaching, (3) a positive attitude towards the English language, (4) helpfulness of the feedforward regarding writing and general language skills, (5) difficulties in understanding the feedforward, (6) difficulties in understanding the corrective feedback, and (7) general comment on the corrective feedback. Comments in categories 1 to 3 were irrelevant for the present research since they do not contain any information on the feedforward or the corrective feedback. Some examples from these categories are provided below (cf. Table 10).

Table 10. *Questionnaire Item 9, Categories 1, 2, and 3*

Category	Example
1 No comment	nichts
2 The general English lesson and my teaching	Geben Sie mir bitte eine gute Note. Ich finde es sehr nett, dass sie sich so viel Mühe geben.
3 A positive attitude towards English	Ich mag Englisch.

Regarding categories 4 to 7, five students stated that they appreciated the feedforward. According to these learners, feedforward helps them to improve their texts, become better writers, and generally work on their English skills. However, one student said that they sometimes did not know what exactly to change about their text. Two learners commented on the corrective feedback; one expressed a lack of understanding of the error codes provided for different errors or mistakes whereas the other generally commented on the corrective feedback (cf. Table 11).

Table 11. *Questionnaire Item 9, Categories 4, 5, 6, and 7*

Category	Example
4 Helpfulness of the feedforward regarding writing and general language skills	Ich finde es sehr gut, dass wir diese Kommentare bekommen. Dadurch verbessere ich mich im Schreiben und weiß, worauf ich beim nächsten Text achten muss. Ich liebe es Englisch zu reden und will mich verbessern, deswegen finde ich Ihr Feedback sehr gut.
5 Difficulties in understanding the feedforward	Manchmal verstehe ich nicht, was ich verbessern soll. Also was genau ich dazu schreiben soll.
6 Difficulties in understanding the corrective feedback	Manchmal verstehe ich nicht die Buchstaben an der Seite, wenn wir einen Text schreiben.
7 General comment on the corrective feedback	Sie haben meinen Text alles genommen und ihn halb verändert. Aber nicht so schlimm.

As shown in Table 11, students voiced understanding, appreciation, as well as incomprehension regarding the feedforward letter and the corrective feedback.

6.3. Feedforward Letters

The inductive coding of the two sets of feedforward letters, the comments on the diary entries and those on the picture stories, resulted in eight categories, which are presented in the following subsections.

6.3.1. Feedforward Coding System

The nine code categories emerging from the analysis of the feedforward letters are: (1) greeting, (2) response to content, (3) praise (what is), (4) advice (what could be), (5) feedforward phrasing, (6) examples, (7) criticism, and (8) closing.

A **(1) greeting** was found in each letter always taking the form of “Dear” and the student’s name. This code is the first move of every comment.

Segments coded **(2) response to content** were only found in the diary entries. As students shared personal experiences in their dairy entries, passages were written in response, for instance, “It seems like you had a wonderful New Year’s Eve celebration” (Diary_feedforward, Pos. 12), “I am glad you could spend some time with your friends in the holidays” (Diary_feedforward, Pos. 8), and “I hope you have been ice skating again since the holidays and [friend’s name] is fine” (Diary_feedforward, Pos. 15). These responses directly followed the greeting in all instances.

Text sections commenting on what students did well in their text were coded **(3) praise (what is)**. Mostly the section directly after *greeting* was assigned *praise*. In total, there are 58 instances of *praise* coded in the feedforward letters; therefore, not all the comments included the stage of what is. While all feedforward letters on the picture story included the code *praise*, only half (18 out of 36) of the comments on the diary entry did. Those in which no praise could be identified, included the code *response to content* on its position. As the assessment grid (BIFIE, 2019, pp. 4-5) was applied to identify areas which could be praised, the defined subcodes, i.e. task achievement, coherence and cohesion, range, and accuracy, were based on them even though slight changes were made. Table 12 shows the distribution of these subcodes.

Table 12. *Distribution of Subcodes (Praise)*

	Diary entry	Picture story	Total	Percentage
Task achievement	9	12	21	27.6 %
Coherence and Cohesion	0	36	36	47.4. %
Range	2	12	14	18.4 %
Accuracy	1	4	5	6.6 %

While most positive comments were made regarding coherence and cohesion (“You used many different sentence starters” (Ireland_feedforward, Pos. 6), “You did a great job structuring your story into paragraphs and using sentence starters as well as linking words correctly – great!” (Ireland_feedforward, Pos. 23)), this aspect was only coded in the feedforward of the picture story. Task achievement was the second most praised category (“You managed to tell a great story by inventing the details on your own.” (Ireland_feedforward, Pos. 39), “You managed to retell the events of your holidays very well.” (Diary_feedforward, Pos. 2)) while range was only mentioned fourteen times (“You even used some more complex sentence structures correctly – great (see 1 and 2)” (Ireland_feedforward, Pos. 8), “Keep up your great range of vocabulary” (Ireland_feedforward, Pos. 59)). The least coded segments were those concerned with accuracy (“In some sentences you managed to use the past tense – great” (Ireland_feedforward, Pos. 65), “As always, you didn’t make a lot of mistakes” (Ireland_feedforward, Pos. 63)). To summarise, *praise* was not found in all feedforward letters on diary entries, but in all comments regarding the picture story. Task achievement as well as coherence and cohesion were the predominantly mentioned aspects.

Sentences and paragraphs concerned with **(4) advice (what could be)** contain suggestions on how students could improve their texts, for instance, “As it is a diary entry, try to include even more of your feelings and thoughts in the revised text (Diary_feedforward, Pos. 2-3)”, and “In your fair copy, use even more sentence starters and some more linking words such as ‘so’,

‘because’, ‘but’, too (Ireland_feedforward, Pos. 3-4).” One coded instance covered one to three sentences on average. Furthermore, there was a minimum of one and a maximum of three areas of improvement mentioned; a more detailed analysis is shown in Table 13.

Table 13. *Frequency of Aspects Mentioned and of Sentences per Coded Section (Advice)*

	Diary entry	Picture story
one aspect	42 %	29 %
two aspects	45 %	45 %
three aspects	12 %	26 %
one sentence	36 %	42 %
two sentences	33 %	42 %
three sentences	15 %	13 %
four or more sentences	15 %	3 %

Note. All numbers are rounded to enhance comprehensibility.

As presented in Table 13, the majority of the advice-sections on the diary entries as well as on the picture stories mention two different areas of improvement. The feedforward letters on the pictures stories generally include more aspects mentioned. For an in-depth-analysis of these areas for improvement, seven subcodes were defined, which were again linked to the assessment grid (BIFIE, 2019, pp. 4-5). The category coherence and cohesion was divided into three subcodes for more detailed results. Therefore, the seven subcodes are: linking words, sentence starters, paragraphs, accuracy, task achievement, range, and other (cf. Table 14).

Table 14. *Distribution of Subcodes (Advice)*

	Absolute Numbers			Percentages	
	Diary entry	Picture story	<i>n</i>	Diary entry	Picture story
Linking words	10	22	32	31 %	69 %
Sentence starters	7	10	17	41 %	59 %
Paragraphs	0	15	15	0 %	100 %
Accuracy	16	9	25	64 %	36 %
Task achievement	21	7	28	75 %	25 %
Range	5	10	15	33 %	67 %
Other	0	4	4	0 %	100 %

As depicted in Table 14, the advice of adding more linking words and sentence starters to the text was given more often in feedforward letters on the picture story than on the diary entry. Simultaneously, remarks on the diary entries focused on the overall accuracy and content-related advice. The quantitative data on this code suggests that feedforward comments on the picture story highlighted more aspects of improvement. However, even though sentence starters

and linking words were coded separately, advice on these two aspects is often provided together. Therefore, this must be considered when interpreting the data in Table 13. Examples of the subcodes are presented in Table 15.

Table 15. *Examples of Subcodes (Advice)*

	Diary entry	Picture story
Linking words	Incorporate some more linking devices and then your text will be perfect. (Diary_feedforward, Pos. 28) For your revised text, try to link your ideas better by using expressions such as for this reason, therefore, this is why, due to, ... (Diary_feedforward, Pos. 59)	In your fair copy, use even more sentence starters and some more linking words such as “so”, “because”, “but”, too. (Ireland_feedforward, Pos. 3) To show off your language skills, use even more complex structures in your revised text. These happen naturally when using expressions such as “because, but so, when, while, ...”. (Ireland_feedforward, Pos. 8)
Sentence starters	In addition, when linking your sentences, try to use many different words and phrases such as [...]. (Diary_feedforward, Pos. 2-3) For your revised text, try to link your ideas and events better by using expressions such as [...]. (Diary_feedforward, Pos. 59)	In your fair copy, use even more sentence starters. (Ireland_feedforward, Pos. 3) For your revised text, please use more sentence starters. (Ireland_feedforward, Pos. 39)
Paragraphs		Also, always think about dividing your texts into meaningful paragraphs. (Ireland_feedforward, Pos. 35) P.S.: Don’t forget about the paragraphs. (Ireland_feedforward, Pos. 51)
Accuracy	For your revised text, remember the tense you need when writing about past events: the past tense. (Diary_feedforward, Pos. 5) Please use a dictionary to correct your spelling mistakes. They are highlighted in purple. (Diary_feedforward, Pos. 13)	For your revised text, try to focus on the verb forms – past tense! (Ireland_feedforward, Pos. 28) Furthermore, think about the beginning and ending of each sentence – where to put a full stop, a comma, ... (Ireland_feedforward, Pos. 37)
Task achievement	In your revised text, try to include more feelings, as you should do in a diary entry. (Diary_feedforward, Pos. 8) In addition, give reasons for your feelings and thoughts. (Diary_feedforward, Pos. 20)	Now, for your revised text, have a closer look at pictures one, two and three again and figure out what happened at the beginning of the story. (Ireland_feedforward, Pos. 11) Also, the “plot twist” should get more attention, so try to describe it as detailed as you described the beginning. (Ireland_feedforward, Pos. 30)

	Diary entry	Picture story
Range	Now, you can use more difficult words and phrases for your revised text. Try to incorporate: [...]. (Diary_feedforward, Pos. 17-18) Now, for your revised text, try to vary your expressions, so you don't use "told" for example that often. (Diary_feedforward, Pos. 79)	Put some more effort into your choice of words. (Ireland_feedforward, Pos. 33) Also, use the vocabulary of the story to help you. (Ireland_feedforward, Pos. 53)
Other		Also, please don't use green but a blue or black pen, thank you ... (Ireland_feedforward, Pos. 28) For your revised text, try to balance out the amount of sentences per picture. (Ireland_feedforward, Pos. 30)

As shown in the examples (cf. Table 15), advice-giving does not only include diverse content-aspects but also phrases. To analyse these in more detail, the code **(5) feedforward-phrasing** including the subcode **comparisons** was assigned. When providing students with information on what could be, the words *revised text* were applied 45 times within the 74 feedforward letters. It predominantly collocated with *for your revised text*, therefore introducing the advice in more than half of the comments. Another frequently used phrase was *try to*, as it was applied in 51 letters. The most common collocations in these feedforward comments, listed according to their frequency of occurrence, were *try to use*, *try to include*, *try to incorporate*, *try to use more*, and *try to link*. *Please* was used a total of 23 times when providing advice in contexts such as *please use*, *please make paragraphs*, and *please try to*. Frequently applied verbs were *use* (42 instances), *include* (13 instances), and *make* (seven instances). During the inductive-coding process, it was noted that comparatives were employed repeatedly; therefore, a subcode was defined. Especially *more* appeared 48 times when advice was phrased; it predominantly collocated with *more linking words*, *(use) even more*, and *some more* while *better* was applied only seven times, primarily in the context of *even better by*.

There are two types of segments coded **(6) examples**: precise suggestions of words, phrases, or sentences as part of giving *advice*, and references to student's texts as aspect of *praise*. The latter occurs in one fourth of the examples (ten occurrences) of feedforward letters regarding only the picture story. Simultaneously, about 60 per cent of the coded advice sections, i.e. 45 out of 74 feedforward letters (21 diary entries and 24 picture stories), included examples. Regarding the picture stories, these examples were primarily linking words such as *because* (25 instances), *but* (20 instances), and *so* (17 instances). Furthermore, phrases including *while* (18 instances) in for example *after a while* and *a while later* as well as *day* (eleven instances) in

later that day and *on the next day* occurred in examples concerning the diary entries. Four examples suggested complete sentences such as, “As skiing is quite exhausting, we got hungry and went to get something to eat” (Diary_feedforward, Pos. 18). The three most frequently used words within the example code were *because*, *later*, and *but*.

The seventh code which emerged was **(7) criticism**. There were 15 instances of this code in total: Ten occurred in feedforward letters regarding the diary entry; these were primarily instructions to “correct your spelling mistakes” (Diary_feedforward, Pos. 3). Regarding the picture story, the use of the word *however* was coded *criticism* if it linked *praise* and *advice* codes; this occurred four times whereas the phrase “please don’t use” (Ireland_feedforward, Pos. 28) was applied once.

Lastly, the code **(8) closing** covered segments which occurred at the end of the feedforward letters, which were not part of other codes, and which sole purpose it was to appropriately end the letter. There were 16 sections coded *closing*, 15 of them in picture-story related letters. 13 of them included statements such as “I’m looking forward to your revised text. / I’m looking forward to reading your revised text.” Other examples were, “[...] and then your text will be perfect” (Diary_feedforward, Pos. 28), or “please try to make these changes in your revised text” (Ireland_feedforward, Pos. 17). Moreover, *closing* was not applied in feedforward letters on the diary entry, but only in those on the picture story. Only about half of these feedforward letters included a closing phrase.

6.3.2. Code Relations

An overview of all top-level codes, as provided in Table 16, provides insight into the different moves of the feedforward letters and the differences between the first set of these letters (diary entries) and the second set (picture stories).

Table 16. *Top-Level Codes Distribution Feedforward Letters*

Code	Diary entry	Picture story	Total
Greeting	4 %	4 %	4 %
Response to content	11 %	0 %	5 %
Praise (what is)	10 %	37 %	24 %
Advice (what could be)	66 %	53 %	59 %
Feedforward phrasing	16 %	15 %	15 %
Examples	17 %	5 %	10 %
Criticism	2 %	0 %	1 %
Closing	0 %	6 %	3 %
Not coded	7 %	2 %	4 %
Total of coded text	93 %	98 %	96 %

Note. Table 16 shows the relative amount (percentage) one code covered within the whole coded text; thus, overlaps are possible. The numbers are rounded to enhance comprehensibility.

About 60 per cent of all coded text was made up by *advice*; therefore, the feedforward letters predominantly outlined what could be for students. The second-largest code coverage regarding the picture story was *praise*, whereas findings differed concerning the diary entry. Its *greeting* was mainly followed by *response to content* and/ or *praise*. As *response to content* refers to students' memories and experiences, this category could solely be coded for the diary entry but not the picture story. Phrases used to provide advice made up about the same percentage in both data sets. Analysing the percentages concerning the *example* code might suggest that considerably more examples were used in the diary entry; however, as has been presented in section 6.3.1., about the same amount of code occurrences were found for the two individual feedforward sets. Yet, while primarily words were suggested as examples in the picture stories' feedforward, phrases and sentences were identified as examples in feedforward on the diary entries. Therefore, it is not the number of examples that is greater in the diary entries' feedforward letters but the length of these examples. No instances of *criticism* were identified after the second cycle of the action research, i.e. the diary entry cycle, and the aspect of *closing* was added.

6.4. Teacher's Journal

The teacher's journal was continuously kept during all stages of this action research; therefore, three top-level codes emerged from the inductive coding of this data set: pre-feedforward, while-feedforward, and post-feedforward. For each of these three codes, multiple sublevel codes were defined which will be further elaborated on in the following sections.

6.4.1. Pre-Feedforward

The first sublevel code of the pre-feedforward section is *reflection on research findings* which includes the further separation of feedforward and corrective feedback. These coded segments include thoughts and considerations I had while doing the necessary reading for this action research project. Table 17 draws parallels between the literature review (cf. section 3.2.) and the reflection in the teacher's journal.

Table 17. *Excerpts from the Teacher's Journal Drawing Parallels Between Prior Research Findings (cf. Section 3.2.) and this Action Research's Feedforward-Letter Model*

Research Findings: Feedforward	Reflections: Feedforward
The key aspect [...], according to Dowrick (2012b), is to recognise not only a certain behaviour but also “one’s potential to reach a valued goal” (p. 31); therefore, [...] the recipient of feedforward is confronted with their own potential future behaviour in order to acquire this specifically targeted structure.	I want to base my comments on the key principle of feedforward: highlighting the next aim (the future) (Teacher's journal, Pos. 19).
Firstly, interviews [...] focus on <i>discovering</i> and appreciating the existing positive resources. (Whitney & Trosten-Bloom, 2010, p. 6).	First, I plan to evaluate the current state by analysing a text using an assessment scale which focuses on four aspects of text writing (Teacher's journal, Pos. 19). I discover what resources there are already (Teacher's journal, Pos. 19).
Choosing <i>particular</i> aspects to comment on and not providing feedback on everything at once is [...] significant. (Hirsch, 2017, Chapter 2, <i>Particular</i>).	So I will try to identify one or two areas that the student should work on (Teacher's journal, Pos. 19).
Secondly, people should be inspired to <i>dream</i> about “what could be” before, thirdly, <i>designing</i> “what should be” (Whitney & Trosten-Bloom, 2010, p. 6).	So I will try to identify one or two areas that the student should work on and, using the assessment scale, define the target structure/ the next aim (Teacher's journal, Pos. 19).
[...] while <i>expanding</i> describes the act of criticising through making suggestions for change (Hirsch, 2017, Chapter 2, <i>Expanding</i>).	I discover what resources there are already and what the next aim should be (Teacher's journal, Pos. 19).
Eventually, actions are taken to craft an individual’s or an organisation’s <i>destiny</i> (Whitney & Trosten-Bloom, 2010, p. 6).	Then I plan to provide concrete advice or an example of how to reach this goal, this is the <i>destiny</i> (Teacher's journal, Pos. 23).

These text passages show an undeniable connection between prior research findings and the development of this action research’s concept of feedforward. Parallels between considerations and research on corrective feedback can also be drawn, as shown in Table 18.

Table 18. *Excerpts from the Teacher's Journal Showing the Parallels Between Prior Research Findings (cf. Section 3.2.) and this Action Research's Corrective-Feedback Model*

Research Findings: Corrective Feedback	Reflections: Corrective Feedback
Beginners hardly benefitted from written CF, whereas intermediate and advanced students did (Kang & Han, 2015, p. 9). Learners cannot produce a target form if it is “beyond [their] current production abilities” (Lyster, 2004, p. 404).	As the proficiency levels of my students vary greatly within just one grade and one class, I will need to provide individualised feedback for each one of them. I am not only planning on providing the better students with indirect feedback and the lower-achieving ones with direct feedback, I will try to decide for each student, each mistake, and each error if learners could and should be able to self-correct or not (Teacher's journal, Pos. 16).
Ellis (2009) points out that students in fact favour direct feedback [...] (p. 7).	Ellis (2009) points out that students favour direct feedback (p. 7) which makes sense as it is less work for them to revise their texts. Therefore, I need to consider how motivated a student is to really bring about change and put in the extra effort to improve their skills (Teacher's journal, Pos. 18).
Direct feedback, as defined by Ferris (2006), is the correct linguistic form provided by the teacher [...] (p. 83). When giving indirect feedback, however, the teacher only “indicates that an error has been made, but does not provide the correct form”, [...] (Ferris, 2006, p. 83). In addition to [...] underlining [...] an error, when providing indirect CF, teachers might also use an “error-coding system to signal the general category of an error” (Ellis, 2009, p. 7).	Therefore, I always indicate a mistake or an error by underlining or highlighting it; however, when giving direct feedback, I additionally provide the correct form next to or above the mistake. When giving indirect feedback, I only provide the metalinguistic coding in addition to underlining a mistake (Teacher's journal, Pos. 15).

These sample excerpts indicate that different research findings regarding feedback were considered when crafting the plan for the corrective feedback and influenced the decision-making in this action research. Even if it accounts for 60 per cent of the coded segments regarding pre-feedforward, *reflection on research findings*, as presented in Table 16 and Table 17, was not the only subcode. *Learner motivation* (18 per cent), *learning aim* (18 per cent), and *phrasing* (5 per cent) were aspects considered before writing the feedforward letters as well.

Students' motivation was considered regarding the amount of indirect feedback: “If my experience tells me that a student is unwilling to work hard, I will need to reduce the amount of indirect feedback to an – in my opinion – manageable workload for this student, so they do not completely refuse to revise the text” (Teacher's journal, Pos. 18). This decision also

influenced the amount of feedforward: “Therefore, [...] I have to take into account the motivation they have shown in their prior work and develop the feedforward accordingly. For instance, I could only include one (major) aspect that needs to be revised instead of two” (Teacher's journal, Pos. 21). Furthermore, the factor of motivation was mentioned when developing the idea of using students’ own sentences as examples: “This could motivate them even more than me providing examples, as they have proof that they can do it; they simply need to refine this skill even further” (Teacher's journal, Pos. 24). These examples show that student motivation was considered when creating a plan for the implementation of feedforward.

Thoughts regarding the influence of learning aims on the feedforward are not extensive. However, this aspect is, for instance, mentioned in the following passage of the teacher’s journal: “Every English lesson and every classroom activity has a defined learning aim; therefore, I have to take this particular aim into consideration when writing the feedforward letter in order to decide on meaningful aspects to highlight” (Teacher's journal, Pos. 20). Consequently, not only the student’s performance but also the lesson aim was considered when choosing an aspect for the feedforward.

Lastly, the letter’s language was another object of the feedforward preparation. Aspects such as learner language, positive phrasing and hypothetical advice were discussed in the teacher’s journal. First, students’ individual receptive skills were considered regarding my own word choice: “I need to choose language they can process. Therefore, I will have to vary the structure and vocabulary of my language depending on the student I am writing to” (Teacher's journal, Pos. 22). Another feature of feedforward is the absence of criticism; hence, positive expressions were chosen as for example in: “I want to use phrases such as ‘in your next text use/ try to ...’ and then formulate the goal” (Teacher's journal, Pos. 23). Not only the aspect of avoiding criticism in the phrasing but also what concrete advice could look like was considered: “Then I plan to provide concrete advice or an example of how to reach this goal, this is the *destiny*. For example, the aim is to use more cohesive devices and the path to achieving this is to use *but*, *because* and *so* in the revised text each twice” (Teacher's journal, Pos. 23). This quote indicates how I prepared myself for providing the first round of feedforward letters.

To conclude, research on feedforward and corrective feedback was consulted and conclusions were drawn from it. Furthermore, the influence of learner motivation and the lesson aim was considered before providing feedforward and corrective feedback. Additionally, the process of providing suggestions for improvement that are comprehensible without criticising learners work was reflected on regarding the phrasing of the feedforward letter. After the crafting of the

feedforward letter concept and the corrective feedback, my thoughts and considerations while writing the feedforward were coded as *while-feedforward*.

6.4.2. While-Feedforward

The code *while-feedforward* refers to entries of the teacher's journal made when reflecting on classroom observations during pre-writing stages and while the students were writing their first drafts. Furthermore, considerations regarding the actual writing of the feedforward letters were also included in this coding. Six subcodes emerged from this analysis, which will be further elaborated on in the following. Out of all *while-feedforward*-coded passages, about 40 per cent were concerned with choosing the *content* and 25 per cent with the appropriate *phrasing* of the feedforward letter, followed by foci on *lesson observations* (20 per cent), *motivation* (6 per cent), *learner proficiency* (5 per cent), and *corrective feedback* (4 per cent). The detailed explanation of these subcodes will show that these occasionally overlap.

The observations of the pre-writing lessons on the diary entry showed that some students seemingly struggled with deciding on the text's content. Therefore, learners required encouragement as well as ideas. Students' struggles did not only challenge them but also me, the teacher, as I experienced difficulties when trying to decide on the areas for the feedforward in poorly written texts. An account of these difficulties is provided in the two following passages from the teacher's journal:

Less successfully written texts scored poorly in all four categories. As task achievement is the most important (and only veto-category), I focused my feedforward on this aspect. (Teacher's journal, Pos. 49)

It was difficult to decide on an aspect for my feedforward for students who seemingly struggled with the text and who had reached their limit already (in terms of overall structure and sentence structure as well as content due to difficulties in expressing themselves in English). In these cases, I decided to focus on vocabulary range and suggested nicer phrases and vocabulary they could use instead of their word choice. My thought was that this way they could focus on correct sentence structure and accuracy in their revised texts but still easily improve the quality of their text. (Teacher's journal, Pos. 53)

When deciding on the feedforward on unsatisfactory performances, two strategies were mentioned: focusing on the most important area which is task achievement and realising a student's limits, i.e. focusing on feedforward that is perceived to be simple to implement.

Diary entries which, for the most part, scored well did so in the areas of task achievement, range, and accuracy. In these cases, an aspect of cohesion was chosen as an area for improvement. This decision is supported by the argument that "by simply adding *because* and *but*, arguments, statements, and stories gain depth and become more interesting. In addition,

students' structural range increases as well" (Teacher's journal, Pos. 48). While difficulties were mentioned regarding finding the appropriate aspect to base the feedforward on regarding the diary entries, the opposite is true for the picture story. For this text type, the content was mostly given and students generally scored high in the area of task achievement. Moreover, the task itself proposed a focus on coherence and cohesion: "As the overall aim of this writing invention was leading students toward using cohesive devices, this time I focused my feedforward mainly on the aspect of coherence and cohesion" (Teacher's journal, Pos. 89).

Moreover, it was observed that students generally did not ask for support while writing. Those who did were rather strong writers interested in feedback regarding what they had written at that stage.

Segments of the teacher's journal coded *phrasing* primarily reported on the challenge of finding the appropriate words: "I really struggled finding the 'right' words to express what I wanted to say, so the students would understand" (Teacher's journal, Pos. 57). Dissatisfaction was voiced regarding the frequent repetitions in phrasing: "Adapting my language to the learners' receptive language understanding was a challenge and led to many repetitions and using the same phrases again and again" (Teacher's journal, Pos. 57). The avoidance of any critically sounding phrases was additionally challenging, as elaborated on in another passage: "Phrasing only positive feedforward without any criticism was challenging, as by simply saying *add more linking words*, I am implying that there are not enough in the current text and therefore voicing a negative comment regarding the first draft" (Teacher's journal, Pos. 57). Consequently, adapting the language of the feedforward to the learners' receptive skills, finding a variety of expressions to use, and avoiding negatively connoted words were mentioned to be difficult.

Corrective feedback could be provided according to the previously set guidelines, as "I did provide more direct feedback for less motivated students and generally lower proficient learners, while high achieving students received more indirect feedback" (Teacher's journal, Pos. 51). Simultaneously, adaptations to the feedforward were made. *Praise* and *advice* were not necessarily given in different categories of text assessment, as is evident in the following passage of the teacher's journal: "If students were required to include three aspects in their texts (past events, feelings and wishes), and they wrote about one of these well but left out the other two, I focused my feedforward only on the aspect of task achievement and did not try to incorporate a second aspect" (Teacher's journal, Pos. 53). This change became evident again when writing the feedforward on the picture stories: "I can praise the use of sentence starters but encourage students to use more linking devices at the same time" (Teacher's journal, Pos.

89). There is no mention of changing other aspects of the feedforward concept while writing the letters.

Lastly, the point of keeping students motivated was mentioned in the teacher's journal. Uneasiness was voiced regarding students who generally scored high in all assessment categories but lexical accuracy, since the effort they put into a wider range of vocabulary resulted in a high number of mistakes. Even though I reflected on the fact that I needed to indicate these mistakes, it led to the first impression of the corrected text not being in line with the actual assessment of it. The above considerations provide insight into my thoughts while providing the feedforward letters on the diary entries and picture stories. In the following section, reflections in the teacher's journal regarding the distribution of the feedforward letters as well as their perceived success will be presented.

6.4.3. Post-Feedforward

Journal entries concerned with the period after providing the feedforward letter, i.e. the distribution of it as well as the evaluation of students' revised texts, were divided into three main subcodes: *lesson observations*, *revised texts*, and *implications*. Out of all instances coded *post-feedforward*, *lesson observations* made up one fifth, *revised texts* one fourth, and *implications* almost half of the coded data (40 per cent).

When reflecting on the lesson in which students had received their first feedforward, I noted down that they seemed annoyed to have to revise their texts on the one hand and confused about the meaning of the feedforward on the other, "as they asked me if their text was good or bad" (Teacher's journal, Pos. 62). The reaction was different regarding the second feedforward letter, since students seemed comfortable and did not ask many questions but started revising independently. In both lessons, I was surprised that students generally did not seek much help while writing the second draft of their texts.

Text segments coded as *revised texts* explain how I evaluated the implementation of the feedforward in students' second draft, i.e. by comparing the aspects mentioned in the feedforward in the first and second version of the diary entries (cf. section 5.4.2.). While I mentioned a general improvement of the texts, dissatisfaction with the implementation of the feedforward comment was raised, as "some students seemed to only revise their texts in terms of the corrective feedback not the feedforward comment" (Teacher's journal, Pos. 69). Therefore, the students' understanding of the feedforward was questioned. Even though I mentioned that it is my impression that more students incorporated the feedforward regarding the picture story, it can be said that "most students focused on accuracy only and did not

consider the comments I made regarding structure, organisation, or content” (Teacher's journal, Pos. 107). Overall, most students only incorporated the corrective feedback, and only few focused on the feedforward in their revised texts as well.

Possible reasons were hypothesised from which two more subcodes emerged. First, the aspect of *language proficiency* was raised, as I observed that “especially lower proficient students seemed to struggle with understanding my comments and asked what exactly they should do/ change” (Teacher's journal, Pos. 62) while “higher achieving students could work with my feedforward comment and did incorporate it” (Teacher's journal, Pos. 69). Therefore, a possible connection between the feedforward’s success and students’ language skills was voiced. Moreover, the influence of *motivation* was reflected on, as “clearly, revising the content and overall structure of a text is more work than simply correcting spelling mistakes” (Teacher's journal, Pos. 69).

Implications for further feedforward such as providing more precise advice as well as clearer examples were mentioned. Furthermore, uncertainty concerning the appropriate length to be informative but keep up students’ motivation was voiced. Simultaneously, the benefit of providing advice and praise in the same category was highlighted. The most prominent considerations concerned possible reasons for unsuccessful feedforward comments and how to change those.

To make meaning of these insights into my reflections, in the next chapter, they will be discussed in combination with the results from the previously mentioned data sets in light of the research questions (cf. section 4.).

7. Discussion

The action research project at hand explores the feedforward letter as a teaching tool providing an individualised response to students’ written performances. The feedforward letter concept developed as part of the present research can be considered a response to the criticism voiced regarding the error-focused nature of feedback (Jäger & Kovic, 2022, p. 249). Findings, however, showed that eliminating all forms of criticism was proven to be more challenging than expected, as instances of negatively phrased advice were found (cf. section 6.3.1.). This result supports Ellis’ (2009) claim that positive feedback is seldomly found on its own but frequently followed by negative comments (p. 3). Furthermore, students’ responses to as well as their implementation of the feedforward letter varied greatly. This result aligns with Ferris’ (2006) findings showing significant differences in the progress of learners (p. 91); therefore, it is concluded that the aspect of individual students’ needs to be considered when analysing the

effectiveness of feedback. Reflections in the teacher's journal support this claim further, as the influence of aspects such as motivation and individual language proficiency were frequently raised. The following subsections provide a detailed discussion of the obtained results in the present action research in light of the research questions (cf. section 4.) and the previously stated hypotheses before implications as well as limitations of the action research at hand will be considered.

7.1. Research Question 1

The first research question was concerned with which considerations I base the introduction, the monitoring, and the adaptation of the individual written corrective feedforward to my learners on. The analysis of the teacher's journal shows that as I drafted the concept of the feedforward letter and the corrective feedback of this action research project, I based my ideas on prior research findings (cf. section 6.4.1.). When journaling, I reflected on the scholars' positions I had read up on and drew conclusions for my own research. The obtained data therefore supports hypothesis H_{1A} which states: When deciding on the principles for the feedforward letter and the corrective feedback method of this action research, prior research findings are considered to create a concept for the feedforward and corrective feedback. The concept of the feedforward letter developed after consulting prior research in this field includes the following principles: discovering and appreciating existing resources, defining new learning aims, and providing advice as well as examples on how to reach these aims. In the following paragraph, an example feedforward letter following this structure is provided.

Dear student,

in your diary entry, you describe the events of your holidays well. In addition, you mention your feelings about what happened and voice understandable hopes for the next weeks of school – well done.

In your revised text, try to include phrases to structure the sequence of your holiday events. Start your sentences with phrases such as: First, Then, After a while, On the next day, One week later, and Finally. These expressions help the reader to understand your descriptions even better.

I'm looking forward to reading your revised text.

This example feedforward letter starts with addressing the student directly by their name. Then it highlights the aspect of task achievement as a positive aspect. Phrases to structure chronologic events are identified as an area of improvement; therefore, advice is provided on which phrases

to include before ending the letter. The main difference to feedback, as suggested by Hitchcock et al. (2003, p. 37), is that I do not criticise students' performance but focus on aspects they have already accomplished well and give advice on further improvement. The compilation of the feedforward letter presents the planning stage of this action research (cf. section 5.1.; Burns, 2010, p. 8).

After putting the plan into action, its effects needed to be observed and documented (Burns, 2010, p. 8). While observations were noted down in the teacher's journal (cf. section 6.4.2., 6.4.3.), the effect of the feedforward comment was monitored by analysing (a) students' implementation of the given advice in their revised texts (cf. section 5.4., 6.1.), (b) the feedforward letters (cf. section 6.3.), and (c) students' responses (cf. section 6.2.) to the feedforward. Therefore, the method carried out in this action research supports hypothesis H_{1B}, i.e. The feedforward is monitored and adapted by evaluating students' implementation of it in their revised texts, reflecting on the teacher's observations regarding student understanding, qualitatively analysing the feedforward letters, and eliciting students' responses to it. Furthermore, it reflects the third and fourth step of the action research cycle as proposed by Banegas and Cosoli (2020, p. 181), i.e. observing and reflecting. The reflection on the action depicted in the journal and the evaluation of students' implementation of the feedforward was carried out between the second and third research cycle. The analyses of the feedforward letters as well as the questionnaires, however, was carried out after the third cycle. Consequently, some observations and findings already influenced the second cycle, whereas others can be regarded as inspiration for future research. The more-coherent move structure and the higher amount of advice of feedforward comments on the picture story (cf. Table 16) are considered attempts to improve the concept after the relatively low success rate of learners' implementation in the second cycle (cf. Table 8). This assumption is supported by the dissatisfaction voiced in the teacher's journal after the second cycle (cf. section 6.4.2.). While the first research question was concerned with the methodology applied in this action research, the second one focused on the effectiveness of the actual intervention carried out.

7.2. Research Question 2

The second research question asked how EFL learners perceive the value of individual written corrective feedforward for their development of writing skills. Hypothesis H₂, i.e. EFL learners value an individual written feedforward comment and believe it beneficial to their writing skills, was supported by findings from the questionnaire and the teacher's journal. My Austrian EFL students, who participated in this action research, predominantly agreed or strongly agreed that

they believed in the usefulness and value of the feedforward letter. These findings were supported by the mean values of the according questionnaire items (1.63 and 1.78). Furthermore, about 90 per cent of the learners stated that they believed the feedforward to be phrased appreciatively. The overall positive reaction to the feedforward confirms Kluger and Nir's (2010) findings that feedforward results in positive emotions (p. 241). Further questionnaire results indicated that students who understand the feedforward well appreciate it more. This is supported by observations noted in the teacher's journal mentioning that students with better language and writing skills tended to incorporate the feedforward effortlessly while others seemed annoyed and confused by it. In addition, the considerable standard deviation points towards diverse student responses. This is not surprising considering that students' intellectual, emotional, social, and motoric potential may differ greatly (Kuty, 2012, p. 49), and the heterogeneity of this particular group of learners was already highlighted before the start of the intervention (cf. section 5.2.2.). From the findings of the present research project, one could conclude that while the individually written feedforward letter was valued by the majority of the participants in this action research, it might not be an appropriate strategy for all of them. This claim is further supported by prior publications stating that (a) learner differences are valued in an individualised classroom, (b) that they should thus not be aimed to be eliminated (Kuty, 2012, p. 45), and (c) that teaching needs to be based on the individuality of students (Ur, 2012, p. 274).

7.3. Research Question 3

The third research question was concerned with how the individual written corrective feedforward learners receive is mirrored in their following writing performances. Findings from the analysis of students' implementation of the feedforward and the teacher's journal only partially confirmed hypothesis H₃ which states: The students' revised texts show changes made based on the precise suggestions for improvement in the feedforward letter. While the general impression identified in the teacher's journal was that the majority of students only revised their text according to the corrective feedback and not the feedforward letter, the analysis of students' written performances showed that about one third of the learners revised their texts fully, one third did so sufficiently, and one third integrated the feedforward poorly. Furthermore, a relatively high number of students did not write a second, i.e. a revised, copy of their text after having received a feedforward comment. My observations in the journal can therefore not be entirely supported by the second data set as the majority of the students did somewhat change their texts according to the feedforward. However, a significant number of students did not manage to follow the feedforward's advice; therefore, my findings did not sufficiently confirm

hypothesis H₃. However, they align with Hedge's (2019) argument that while proficient learners revise their writing performances regarding meaning, less advanced learners usually primarily regard accuracy (p. 306). This point of view is further supported by Zamel (1983) who noticed a focus on mistakes and lexical questions in less skilled writers (p. 175). Simultaneously, Cumming (1989) points out that language proficiency and successful writing skills are two different aspects to consider (p. 118). As the present action research did not include the aspect of prior writing expertise and overall language skills in the data collection and analysis, the observations in the teacher's journal were the sole indication that the successful implementation of the feedforward could be connected to the learners' writing and language skills. Further research is necessary to investigate this aspect of feedforward. In addition, a change of the research design could be considered. It is suggested by Brown (2001) not to provide information on accuracy with the first draft of a text but to focus on other aspects solely before indicating lexical and structural mistakes in the final draft (p. 355). Hyland (2003a) supports this position (p. 12). While this would require a more extensive research design and a minimum of three drafts, students could focus on the feedforward exclusively without being distracted by the corrective feedback.

7.4. Research Question 4

The fourth research question asked what aspects of the intervention could be considered effective. The established method of providing corrective feedback and a feedforward letter was considered successful regarding the aspect of crafting a teaching concept based on a theoretical framework and careful considerations. However, it was found that the actual concept and its implementation require further improvement to be fully effective. Therefore, the hypothesis H₄, i.e. The development of a more theoretically-guided and structured approach to providing feedback on students' texts is considered effective, is only partially supported by the findings of the action research at hand. An analysis of the teacher's journal showed that the feedforward comment as well as the corrective feedback provided was based on prior research findings and careful considerations (cf. section 6.4.1.). Guidelines and principles were set; therefore, a theoretically-guided and structured response to students' texts could be delivered. However, an evaluation of the obtained data showed considerable potential for growth in the area of successfully implementing said concept as well as developing it further.

Regarding the implementation of the feedforward letter, the analysis of the written comments suggested a consistent method of providing an outline for the future (advice); yet, the actual phrasing was repetitive, which was noted in the teacher's journal as well. Furthermore,

instances of negatively phrased feedforward were found. This observation highlights Ellis' (2009) argument stating that positive remarks tend to only introduce criticism (p. 3). However, as only one per cent of coded text in the feedforward letters was marked as criticism, and students perceived the feedforward's tone as appreciative, a general success of positive phrasing can be concluded. Nevertheless, a collection of words and phrases should be assembled and evaluated to create a more reliable framework for feedforward letters.

Moreover, the quality of advice strongly relies on the next learning aim defined by the teacher. According to scholars, there is doubt in how far teachers are able to recognise students' current interlanguage and consequently choose the most efficient feedback (Ellis et al. 2008, p. 355). Therefore, a different setting could be beneficial to evaluate the appropriate next goal. It is proposed, for instance, that learners are included in defining their next objectives (Kuty, 2012, p. 48; Tönshoff, 2004, p. 229). Involving the receiver of feedforward in the process is not only suggested in the field of pedagogy, but it is a key aspect of Hirsch's (2017) feedforward concept for CEOs. Elaborating on this concept, he points out the importance of an active recipient of feedforward. He proposes that by avoiding an authoritative tone and looking for answers collaboratively, feedforward can be more influential. He explains that because there is no hierarchy with the recipient at the bottom, the feeling of having no choice other than to succumb is avoided (Chapter 2, *Refines*). To include learners in defining the next aim, written feedforward letters, however, are not as suitable as other feedforward formats, such as one-to-one interviews or group discussions (Whitney & Trosten-Bloom, 2010, p. 6). Hyland (2003a) also suggests teacher-student-conferences and discussions, so teachers can support students in this endeavour (p. 12).

Furthermore, as part of giving advice, the amount and quality of examples provided could be increased. Examples in Dowrick's (2012a) video-self-modelling approach are positive future images of one's skills which have not yet been shown (p. 220), so the participant can identify themselves with the drafted behaviour. Inspired by this concept, it was my intention to use positive examples of students' texts, as has been reflected on in the teacher's journal. However, the analysis of the feedforward suggests that this was only partly achieved in the majority of feedforward letters. One explanation might be the impossibility of finding examples of skills that have not been developed yet. Instead, the teacher could slightly adapt a student's sentence or phrase to create such an example out of their writing. Additional research into providing helpful examples needs to be carried out to enhance the quality of the overall feedforward letter. The importance of high-quality examples is further underlined by Glass (2003) who defines

positive evidence as modelled language input (p. 225). Therefore, the linguistic aspect of the feedforward letter should be given further considerations in EFL research.

A slight inconsistency regarding the execution of the feedforward concept can additionally be viewed critically: While *greeting*, *advice*, and *examples* (cf. Table 16) were consistent moves of the feedforward letter throughout the action research, *praise* was sometimes substituted by *response to content* in the second cycle and a systematic *closing* was only added in the third cycle. One probable cause for the mentioned disparity is my own, the teacher's and researcher's, learning process and continuous development of the feedforward concept throughout the action research at hand. Expanding this action research by adding more cycles to the intervention would presumably increase the feedforward letter's consistency, as I would become more confident and skilled in its composition.

In addition, the appropriate length of the feedforward might be reconsidered. The analysis of the teacher's journal indicated that comments which were too extensive were feared to be demotivating. Simultaneously, students might need a detailed, i.e. extensive, explanation of the advice. As suggested by Hirsch (2017), I planned on mentioning only one or two aspects of advice (cf. teacher's journal; Table 17). However, I ended up pointing out three in some instances (cf. Table 13). Therefore, minimising the number of aspects while increasing their explanation might be a necessary step to support students' understanding. Hirsch (2017) explains that prioritising only some aspects of feedback does not mean being unaware of the sum of possible improvements. However, offering too much advice may require the receiver to make decisions, which in turn holds back progress (Chapter 2, *Particular*). Therefore, drawing the learners' attention to just one area of improvement might be sufficient and eventually more successful.

While these changes might improve the quality of the feedforward letter itself, further measures have to be considered to enhance student understanding of the comment and improve the rate of successful implementation. Findings from the present research project showed that while students valued the feedforward, only one third successfully changed their texts according to the provided input. Even though the majority of the participants stated that they understood my remarks (95 per cent), the low implementation score suggested otherwise. Students might not sufficiently understand the feedforward, not know how to make the proposed changes, or lack the willingness to do so. To enhance students' engagement with the feedforward letter, additional classroom activities might therefore be beneficial. As individual teaching and learning aims at students taking on responsibility for their own development (Tönshoff, 2004,

p. 229; Vogt, 2018, p. 6), students could underline the changes they made in their texts themselves and therefore self-check their implementation of the feedforward. This step might support their development of a metacognitive understanding of their writing process, which is an important skill according to Hyland (2003a, p. 12). If students understand the advice given but experience difficulties in how to adapt their revised texts, more support by peers or by the teacher might be necessary in the revision phase. Varying the amount of support is, after all, one aspect of individualised teaching and learning mentioned by Vogt (2018, p. 6). However, guided classroom activities might be necessary to offer this support, as the observations in the teacher's journal show that students generally did not actively seek assistance (cf. section 6.4.3.) even though they mentioned some uncertainties in the questionnaire (cf. Table 11).

Students' responses from the questionnaire (mean value 2.28) and the number of not-submitted texts indicate that a considerable number of my learners does not enjoy writing English texts. Therefore, it can be assumed that some do not enjoy writing a second version of their texts either. A more authentic writing setting might encourage learners to put more effort into their texts, which is the fifth principle of teaching writing suggested by Brown (2001, p. 347). Further research into motivating young learners to write texts in a foreign language should be explored to improve future interventions in this regard.

To conclude, while the design of positive feedback in the form of a feedforward letter can be considered successful in general, the only moderate effect on my students' performances indicates that further improvement of this teaching tool is required for its future implementation in my teaching practice.

7.5. Limitations and Implications

The action research project at hand proposes a start of research into the field of feedforward comments to gain a deeper understanding of supporting learners' writing processes. Moreover, the obtained research findings show possibilities for adaptations of the applied concept to further improve the feedforward letter. First, consistent moves, such as applied in the third cycle, need to be ensured: These may include greeting, praise, advice, example, and closing. Second, the actual phrasing of advice and the provision of examples should be refined (cf. section 7.4.). Third, classroom activities should be adapted to design a more collaborative feedforward setting and to encourage student participation.

Further insights into the effectiveness of feedforward might be gained by including the aspect of general language proficiency into the research design. Furthermore, the action research at hand yielded fewer results than expected due to student absences and disciplinary issues.

Therefore, a larger sample size might improve the reliability of its findings. In general, more research into the topic of feedforward in pedagogical contexts is needed. Due to a lack of empirical evidence, the present action research was predominantly based on handbooks when designing the feedforward letter. Future research might include testing the effect of feedforward on learners' overall language skills. This would require a longitudinal study design, as the comparison of different drafts of a text does not provide sufficient insight into learners' overall skill development (Truscott, 2007, p. 257). To summarise, future empirical research and adapted research designs might yield a more conclusive insight into the matter of feedforward in an educational context.

Nevertheless, the main aim of this research was to improve my personal feedback-giving skill as it is a part of my professional development as a novice teacher. My research findings allowed me to identify strengths and weaknesses regarding my teaching of writing and providing feedforward. While I am confident that feedforward is a tool I want to apply in the future, I learned that I will need to be more consistent in its development and devote even more classroom time to it in order to fully exploit its potential.

8. Conclusion

To conclude, the action research at hand showed that a feedforward letter focusing only on positive aspects regarding students' written performances can be crafted. However, careful considerations regarding its phrasing are necessary to avoid all instances of criticism. Therefore, the results support prior research findings reporting challenges in composing purely positive feedback (Ellis, 2009, p. 3). Furthermore, the impact of well-chosen examples should be considered thoroughly when drafting feedforward letters. While students generally appreciate the teacher's effort of providing feedforward and state that they understand the verbal remarks on their texts, the implementation of the feedforward's advice in students' subsequent writing performances was not considered satisfactory. Even though findings show that about two thirds made changes to their text in reaction to the feedforward comment, one third did not revise their writing accordingly. Since learners generally did not seek the teachers' support actively, possible reasons for poor or non-implementation were not shared with the teacher and could only be assumed. While management handbooks promote the positive effects of feedforward, the results of the present action research align with prior ambiguous research findings in the field of feedback in educational settings (e.g. Lalande, 1982 in comparison to Kang & Han, 2015). The additionally provided corrective feedback, however, was found to be sufficiently integrated in students' revised texts. This observation supports former research stating that less

skilled writers focus primarily on accuracy while more skilled ones consider other aspects of writing as well (Hedge, 2019, p. 306; Zamel, 1983, p. 175). In conclusion, in order to reach my goal of implementing a tool for individualised teaching and learning that addresses all of my learners, the mentioned adaptations regarding the phrasing and provision of examples in the feedforward letter as well as the separation of CF and feedforward need to be explored.

Word count: 29, 991

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10. Appendix

10.1. Abstract

The aim of this thesis is to develop, monitor, and evaluate a positive written feedback concept, the feedforward, in an educational setting to reflect on the practices of an Austrian novice English teacher. Previous research suggests ambiguous effects of feedback due to its focus on the negative, the past, errors, and mistakes. Feedforward, however, concentrates on existing resources and future aims. Even though its effect in the foreign language classroom remains an under-researched topic, a written feedforward letter concept aiming at facilitating Austrian third-grade foreign language students' writing skills could be developed in the present action research project. The concept was monitored and evaluated by analysing students' written products, the feedforward letters, the teacher's reflections, and a student questionnaire. Statistical analyses of these qualitative and quantitative data sets revealed that a feedforward letter, based on a theoretical background and teacher's considerations, was successfully conceptualised. While students generally valued the feedforward letters, only a modest effect on their subsequent written products was noticed. It is proposed to adapt the design of the feedforward letter for its future use in two aspects: firstly, by creating a collection of positive phrases teachers can draw from and, secondly, by completely separating the enhancement of accuracy from the feedforward. Overall, the present action research provides valuable insights into the feedback practices of a novice teacher, shining a light on possible future investigations in the field of English language teaching.

10.2. Zusammenfassung

Das Ziel der vorliegenden Arbeit ist es, das Konzept eines positiv formulierten Feedbacks, des Feedforwards, zu erstellen, dessen Einführung zu betreuen und dessen Effekt zu evaluieren, um die Praktiken einer österreichischen Junglehrerin im Unterrichtsfach Englisch zu reflektieren. Vergangene Studien signalisieren einen ambivalenten Effekt von Feedback, da sich dieses vorwiegend auf Negatives, Vergangenes und Fehler konzentriert. Im Gegenteil dazu beschäftigt sich Feedforward mit bereits existierenden Fähigkeiten und zukunftsorientierten Zielen. Empirische Forschungsergebnisse zu dieser Methode sind jedoch noch ausständig. Daher widmet sich die gegenwärtige Aktionsforschung der Entwicklung eines schriftlichen Feedforward-Briefes zur Förderung der Schreibkompetenzen im Fremdsprachenunterricht österreichischer Schülerinnen und Schüler der siebten Schulstufe. Die Einführung und Evaluation des Konzepts wurde anhand mehrerer Datensets begleitet und überprüft. Diese schließen die Schreibperformanzen der Lernenden, die Feedforward-Briefe, die Beobachtungen und Reflexionen der Lehrperson sowie einen von Schülerinnen und Schülern ausgefüllten Fragebogen ein. Statistische Analysen dieser qualitativen und quantitativen Daten ergaben, dass die Konzepterstellung des Feedforward-Briefes basierend auf der aktuellen Forschungslage und den Abwägungen der Lehrperson als erfolgreich anzusehen ist. Diese positive Art von Feedback wurde von den Lernenden wertgeschätzt, wenngleich der Effekt auf ihre folgenden Schreibprodukte marginal war. Daher wird eine Weiterentwicklung des Feedforward-Briefes propagiert, welche eine Sammlung von positiven Formulierungen, auf die Lehrpersonen zurückgreifen können, beinhaltet. Darüber hinaus wird eine vollständige Abkoppelung des Feedforwards von Rückmeldungen bezüglich der Schreibrichtigkeit empfohlen. Die vorliegende Aktionsforschung liefert wertvolle Einblicke in die Feedback-Kultur einer Junglehrerin und bietet Anregungen für zukünftige Forschung mit dem Fokus auf Feedforward-Briefe.

10.3. Teacher's Journal

1st Cycle

Previous Feedback

(1) How did I previously provide feedback on students' texts?

While theoretical knowledge is crucial for novice teachers, one needs to figure out on one's own how to put this knowledge into practice - this is what I tried to do in my first years as a teacher. In regard to feedback, it is important to differentiate between the corrective feedback provided on mistakes and errors directly in a student's text and the verbal feedback written below it. As this thesis focuses on the latter, this is what I would like to start with.

There had not been one coherent method of providing feedback on students' texts before starting this thesis. In challenging and overwhelming times, I simply wrote short phrases such as *well done*, *try again* or *great job*. While it was difficult to figure out what further advice I should write for well-written texts, I struggled even more with formulating encouraging feedback on badly written ones. Therefore, I tended to use the phrase *Well done, but* frequently. Following the *but*, I did not apply one strategy; however, depending on the text, I wrote *do not*, *try to* or *use more/ less*. This could even vary between the different feedbacks on the same writing task for one class.

My feedback-strategy was as incoherent as the written one. Sometimes I only underlined mistakes, other times I corrected them. Sometimes I labelled the mistakes and errors, other times I did not. Sometimes I suggested a different phrasing, other times I did not. While I was aware of the various methods of providing feedback, I felt there were too many options, and I tried different ones without a systematic analysis and guided reflection.

(2) Why did I feel a need for change?

As it is important for me as a teacher to have a plan and to base my actions on carefully made considerations, I decided it was time for a change. While trying different feedback methods is important, these tries need to be evaluated and systematically reflected on to gain a reliable insight and to learn from the attempts. Therefore, I settled upon one method which I wanted to research further to improve my feedback-giving. It was my thesis advisor who suggested the concept of feedforward.

The Feedforward Concept

(3) How is the concept of feedforward explained in literature?

While working on the literature review, I deepened my understanding of feedforward. Interestingly, I did not find my answers on how such an approach could work in pedagogic literature but in management guidebooks. In the following, I want to briefly reflect on the scholars I read up upon and highlight the most important findings for my concept of feedforward. The general criticism on feedback is that it focuses on the past and the negative instead of on a positive, successful future. Therefore, showing/ drafting one's future in which one can apply a certain target structure is the key principle of feedforward (Dowrick, 2012b, p. 31). To figure out which target structure this is, the actual structure/ the current skills need to be analysed. Kluger and Nir (2010) argue that this should be done by guided feedforward questions to not discourage one from developing (p. 239). Whitney and Trosten-Bloom (2010) propose a four-step cycle of feedforward: discovery, dream, design and destiny (p. 6). Interviews or group meetings which focus on *discovering* and appreciating the existing positive resources make up the first step. Next, people should be inspired to *dream* about "what could be" before *designing* "what should be". Eventually, actions are taken to craft an individual's or an organisation's *destiny*. Hirsch (2017) introduces a six-step plan: regenerates, expands, particular, authentic, impact, refines (Introduction). *Regenerating* refers to further developing one's talent through sharing it with others while *expanding* describes the act of criticizing through making suggestions for change (Hirsch, 2017, Chapter 2, *Regenerating, Expanding*). Choosing *particular* aspects to comment on and not providing feedback on everything at once is equally significant as being *authentic* and not afraid to tell the truth (Hirsch, Chapter 2, *Particular, Authentic*). Hirsch (2017) advises setting long-term goals broken down into achievable steps and including employees in this process, which is referred to as *impact* (Chapter 2, *Impact*). Lastly, *refines* draws attention to the active role of employees in the feedforward procedure (Hirsch, 2017, Chapter 2, *Refines*). These two concepts form the base of my own feedforward. However, the problem with these ideas on how feedforward should work is that the feedforward is never provided in written form. It is an interview, video self-modelling, or group discussions; therefore, there is an interaction between the provider and the recipient of the feedforward. This is not only impractical but impossible to implement in a daily school setting. So I need to develop my own written feedforward based on the ideas and research findings of different settings. Another discrepancy between my setting and the feedforward business setting is the age and already acquired skillset of the recipients. It is difficult to compare the needs of adults who have worked in a certain field for some time and have gained

certain knowledge already to a 10-year-old student who has just started learning English. Therefore, my feedforward needs to be different.

(4) Based on which theoretical framework do I create my concept of feedforward?

Even though it is a high amount of work, I enjoyed discovering prior research findings on the general term feedback. While I have come across most findings during my studies of teaching English, reading up on them again almost organised my confused thoughts regarding the topic. It became evident that I will have to separate my *feedback* into corrective feedback and the feedforward letter.

Regarding CF, the question is not so much if to incorporate CF but how to; therefore, the distinction between direct and indirect feedback seems crucial. Direct feedback, as defined by Ferris (2006), is the correct linguistic form provided by the teacher as a response to an error made by a learner (p. 83). When giving indirect feedback, however, the teacher only “indicates that an error has been made, but does not provide the correct form”, so the learners have to figure out how to correct the errors themselves (Ferris, 2006, p. 83). In addition to highlighting, underlining or circling an error, when providing indirect CF, teachers might also use “an error-coding system to signal the general category of an error” (Ellis, 2009, p. 7). Therefore, I always indicate a mistake or an error by underlining or highlighting it; however, when giving direct feedback, I additionally provide the correct form next to or above the mistake. When giving indirect feedback, I only provide the metalinguistic coding in addition to underlining a mistake.

As indirect feedback requires the learner to be an active problem-solver, it is argued to enhance language acquisition better than direct CF (Lytser, 2004, p. 425). However, Lyster (2004) also suggests that learners cannot produce a target form if it is “beyond [their] current production abilities” (p. 404). This claim is supported by Ellis (2009) who states that students who do not possess the linguistic knowledge to self-correct an error will not profit from indirect feedback, as the targeted forms might not be part of their interlanguage yet (p. 7). Therefore, students’ proficiency level is crucial when considering this aspect. As the proficiency levels of my students vary greatly within just one grade and one class, I will need to provide individualised feedback for each one of them. I am not only planning on providing the better students with indirect feedback and the lower-achieving ones with direct feedback, I will try to decide for each student, each mistake, and each error if learners could and should be able to self-correct or not. Therefore, I will attempt to analyse their interlanguage based on the input I provided before the writing and the prior language output I have experienced the learner producing.

In terms of providing corrective feedback, Kang and Han (2015) observed that beginners hardly benefitted from written CF, whereas intermediate and advanced students do (p. 9). However, it seems clear to me that working with feedback has to be learned (and taught) – not only the teachers have to learn it, but the students too. Therefore, the purpose of providing lower proficient students with corrective feedback could be to familiarise them with it, so they can learn to implement it at a later stage. Based on these considerations, I decided to include metalinguistic coding in addition to providing the correct form when giving direct feedback, so students get used to the coding system.

Student motivation is another factor I considered. Ellis (2009) points out that students favour direct feedback (p. 7) which makes sense as it is less work for them to revise their texts. Therefore, I need to consider how motivated a student is to really bring about change and put in the extra effort to improve their skills. If my experience tells me that a student is unwilling to work hard, I will need to reduce the amount of indirect feedback to an – in my opinion – manageable workload for this student, so they do not completely refuse to revise the text. My indirect feedback is underlining the mistake and providing an error-coding. My direct feedback is underlining the mistake, providing the error-coding and providing the correct form. When suggesting completely revised phrases, I aim at the phrase being in the learner's zone of proximal development (Vygotsky 1978), as I want them to be able to understand the phrase and implement it in possible future writings.

Regarding the written feedforward, I want to base my comments on the key principle of feedforward: highlighting the next aim (the future). First, I plan to evaluate the current state by analysing a text using an assessment scale which focuses on four aspects of text writing: task achievement, coherence and cohesion, vocabulary, and grammar. It is highlighted throughout literature that one or a maximum of two areas are sufficient, and learners cannot focus on more. So I will try to identify one or two areas that the student should work on and, using the assessment scale, define the target structure/ the next aim. This could be considered the step of *discovery* and *dreaming/ designing*. I *discover* what resources there are already and what the next aim should be.

When doing so, I not only have to consider the learner's skillset and resources, but also the task and the learning aim of the particular lesson. Every English lesson and every classroom activity has a defined learning aim; therefore, I have to take this particular aim into consideration when writing the feedforward letter to decide on meaningful aspects to highlight. If various pre-

teaching activities focus on building the correct past simple tense form and a student still uses the present simple tense in the following text, I simply have to mention tense in the comment.

Moreover, the aspect of student motivation is not only relevant regarding the corrective feedback but also the feedforward. While I know that some students are desperate to receive feedforward to improve their skills, others fear the amount of work that writing a revised copy of their text is. Therefore, when thinking about a learner's needs, I have to take into account the motivation they have shown in their prior work and develop the feedforward accordingly. For instance, I could only include one (major) aspect that needs to be revised instead of two.

Not only students' motivation influences how I write the feedforward letter but also their general language proficiency. As my goal is that the students implement and therefore understand the comment, I need to choose language they can process. Therefore, I will have to vary the structure and vocabulary of my language depending on the student I am writing to.

When writing my feedforward comment, I want to use phrases such as *in your next text use/ try to* and then formulate the goal. Then I plan to provide concrete advice or an example of how to reach this goal, this is the *destiny*. For example, the aim is to use more cohesive devices and the path to achieving this is to use *but*, *because* and *so* in the revised text each twice. While in other feedforward settings, the goal and how to reach it is discussed between the recipient and the provider of the feedforward, due to the written format of my feedforward, I have to set the goal, and I tell my students how they could reach it.

When providing advice, I should try to include at least one example as well, as modelled language is also an aspect of feedforward. However, as a key aspect of the video self-modelling approach to feedforward is that the learner models the target behaviour themselves, I could use students' own examples e.g. a sentence in which they used *because* instead of providing my example. This is a positive reinforcement of already successful behaviour, as students can feel proud that they have done something right but are still encouraged to use this target structure more often. This could motivate them even more than me providing examples, as they have proof that they can do it; they simply need to refine this skill even further.

Lastly, as learners receive the written feedforward during the lesson, there is the opportunity for students to ask questions about these set goals and the instructions.

2nd Cycle

Lesson Planning

(1) Based on which considerations do I choose the tasks and activities for the lesson on diary-writing?

When creating the lesson for this first intervention and choosing the tasks, some aspects were completely clear to me. I knew that I wanted to introduce the new book to my third grade classes. We only finished the MORE 2 (*More! Student's Book 2*, 2009) before Christmas and I ordered the easy 3 (*easy 3. Book*, 2022) for this year. Therefore, it wasn't only a new textbook, it was a different publisher, a different layout and fundamentally a different concept. The easy series is built around a witch called Mira. Normally, students would get introduced to her, her family, and her friends in first grade. As we had worked with different books the years before, I knew I had to introduce them to Mira before anything else. Especially, as the first unit was about a dilemma that Mira has. Furthermore, I knew that the next grammar topic was going to be the first and second conditional, as the book starts with it.

So, when examining the tasks of the textbook, I came across a diary entry the children should write. I knew that they had covered this text type the year before in their German class, so I thought this fairly easy and familiar text type would be suitable to force them to use a process-oriented approach to writing.

This process-oriented approach is important to me for some reasons. Firstly, I truly believe that writing is a process and that the best texts need to be revised various times, especially to be structured reader friendly. I teach an upper secondary class as well and I still need to tell these 17-year-olds that they should take notes before writing and that their first draft is only a draft and not their final text. Therefore, I believe it is important to raise awareness to this writing process in lower-secondary classes already. Secondly, taking notes before writing can improve the structure of a text significantly, as one knows how stories/ arguments will develop.

Moreover, this writing task is the first one to follow the three-bullet-points-structure. It is almost the second semester of the third grade, so the students need to get familiar with this task format, as all writing tasks in upper secondary classes follow this structure.

When introducing a text type, I often work with example texts because text types are at first a highly abstract concept. Only through providing an example, some students understand the target structure. As the English textbook provides example diary entries, it just makes sense to

choose this genre. Furthermore, I realised when further thinking about the learning goals that diary writing is even mentioned in the CEFR (*CEFR* 2001, *CEFR Comp. Vol.* 2020).

When designing the precise activities for the lesson, as it is a new topic, I like to start with getting the students interested. Furthermore, I like to point out the relevance for their actual life. Therefore, highlighting why and when to use a diary entry is part of the lesson. As the overall topic of the unit is dilemmas, I decided to start with the topic and aim at eliciting the solution on how to solve a dilemma, namely through self-reflection which can be done through diary writing, from the students. By showing them a seemingly private diary, I hope that they are more interested in the following text than if they knew it is in their textbooks. Therefore, I am going to read the diary entry to them. I decided to incorporate the grammar task, as it is already provided by the textbook and a revision of the past simple tense is never a mistake. Especially, as a diary entry requires the students to use this tense. Prompted by the grammar task, I decided to include some inductive grammar teaching by letting the students underline all verbs and figure out the tenses they need in a diary entry themselves. As there always is a purpose to using a specific tense, the discussion of tenses used in the diary entry leads to the content of this genre. Next the structure is discussed to identify the logic sequence of the text and address the importance of following a task. These lesson activities follow a genre-approach to writing, while the next tasks – thinking about one's content, taking notes and discussing these – are aspects of a process approach. For me it is important to combine approaches, as each one has its strengths and weaknesses. While I would normally have insisted on writing the text in the English class, the study period of the all-day class offers a guided writing setting as well; therefore, writing the diary entry is an assignment. Many students struggle with the writing process; therefore, I like to be present to assist and help them. Furthermore, it is one possible way to avoid texts written by parents, tutors, or artificial intelligence.

Lesson Reflection

(2) In how far did the learners reach the set learning aims of the pre-writing activities?

On Monday, 9th January I first taught 3F for two lessons. Right afterwards it was 3E's turn for a double lesson of English. I had to start the lesson with some unfortunate news, namely that my colleague, who would normally team-teach these lessons with me, will not be in school for the next two months, as she was injured during a ski trip. In 3F the students were sad, but they didn't seem too agitated. However, one could feel the excitement on this first day back in school, as students were chatting more than usual. In 3E, the class my colleague is the main

teacher in, students were more concerned but seemed to adapt to the new teaching situation smoothly.

As planned, I first showed them the new textbook and we talked about Mira. However, I didn't dress up as Mira in that moment because even though I had planned it that way, it didn't feel right after being the bearer of bad news. This might have led to me talking more than I wanted to/ I had planned to.

The students figured out the topic of diary entries quickly. However, even though the tenses used in a diary entry are closely linked to the topics, they had difficulties defining the different tenses. This did not surprise me, as it was a difficult task and required metalinguistic knowledge.

While in 3F we just finished all that was planned for the lesson in time, 3E finished about 10 min. early, so I had them start writing their diary entries already. In addition, I had time to look at all the notes individually and give them oral feedback on them.

(2) In how far do the learners' notes in the pre-writing stage represent the content and structure of the actual text?

Interestingly, some students had problems writing keywords only. They wrote whole sentences first. Others had too less keywords or chose words that did not describe the events in great detail. Therefore, they struggled to use these notes for their texts.

As the students talked to their neighbours already quite a lot during the taking notes phase, I did not let them discuss their notes in pairs but had one student share their notes with the class while writing them down for everyone to provide and discuss one example.

(3) How much support did the learners seek while writing?

Higher proficiency students did not seek a lot of support. They asked for specific words or expressions. Lower proficiency students struggled with starting the writing process. They needed encouragement as well as concrete suggestions on how to start the text before they could start their writing. Furthermore, these students did not finish the short text within one study period of fifty minutes while it took others only about twenty minutes.

Preparing the Feedforward

(4) Based on which considerations do I choose the sub-categories I base my feedforward on?

Well-written texts scored high in the categories of task achievement and accuracy. However, even the best texts did not include a variety of different linking words. Therefore, I often decided to point out including more cohesive devices in the feedforward letter. By simply

adding *because* and *but*, arguments, statements, and stories gain depth and become more interesting. In addition, students' structural range increases as well.

Less successfully written texts scored poorly in all four categories. As task achievement is the most important (and only veto-category), I focused my feedforward on this aspect. Furthermore, if accuracy seemed to be a major problem, I tried to focus my feedforward on this aspect by providing strategies students can apply while writing to improve their overall language of the text (for example underlining all verbs to check if their tense fits the context and if they are formed correctly). Especially if frequent language mistakes prohibited the understanding of a text, this aspect was made a priority.

As preparing notes was one of the pre-writing stages, I could already see who struggled with the task when looking at the notes, as these students could not come up with ideas for the content for instance. The more struggle I thought I see in a learner's text, the more precise feedforward I tried to formulate.

Considering the corrective feedback, I did provide direct and indirect feedback according to the considerations above. I realised that I could use indirect feedback for spelling mistakes easily; however, I almost always used direct feedback for structural mistakes, as students cannot seek a dictionary's help to correct them themselves. I did provide more direct feedback for less motivated students and generally lower proficient learners, while high achieving students received more indirect feedback.

(5) Which difficulties and challenges do I encounter when choosing these sub-categories?

It was difficult to decide on an aspect for my feedforward for students who seemingly struggled with the text and who had reached their limit already (in terms of overall structure and sentence structure as well as content due to difficulties in expressing themselves in English). In these cases, I decided to focus on vocabulary range and suggested nicer phrases and vocabulary they could use instead of their word choice. My thought was that this way they could focus on correct sentence structure and accuracy in their revised texts but still easily improve the quality of their text. In addition, if students used the dictionary frequently while writing to incorporate more difficult vocabulary, it often led to many mistakes and incorrect word choices. Even though the text was fine, I had to indicate many mistakes. This led to me worrying that the student's motivation would suffer. Also, I struggled to identify a focus for the feedforward. Furthermore, in some cases it seems more useful to praise and provide advice on the same aspect. If students were required to include three aspects in their texts (past events, feelings and wishes), and they wrote about one of these well but left out the other two, I focused my feedforward only on the

aspect of task achievement and did not try to incorporate a second aspect, as in my opinion task achievement is the most essential dimension of a text.

(6) How do I decide on the phrasing for my feedforward?

When writing the feedforward, I tried to focus on using positive phrases only. In addition, I referred to the revised text more than to the first draft in order to design a possible future text. Therefore, I used phrases such as *try to, in your revised text use*. I aimed at avoiding phrases like *use more linking words* but rather *use many different linking words* in order to not add any criticism of the current text to my feedforward.

(7) Which difficulties and challenges do I encounter when phrasing the feedforwards?

I did not think about the phrasing for my feedforward too much before writing it. However, this was a mistake, as I really struggled finding the “right” words to express what I wanted to say, so the students would understand. Therefore, adapting my language to the learners’ receptive language understanding was a challenge and led to many repetitions and using the same phrases again and again. Especially with lower proficient students I had to consider my own language carefully. Moreover, phrasing only positive feedforward without any criticism was challenging, as by simply saying *add more linking words*, I am implying that there are not enough in the current text and therefore voicing a negative comment regarding the first draft.

Text Revising

(8) How do the students react to my feedforward in class?

In general, students reacted neutrally to the feedforward. They did not seem happy about the prospect of revising their texts and therefore having to write a text this lesson again. However, they also seemed interested in the feedforward, read it and compared comments with their neighbours’.

(9) What can I observe regarding their understanding of the feedforward?

Some students seemed to be confused about the overall quality of their text, as they asked me if their text was good or bad. Furthermore, I had to answer quite few follow-up questions regarding the feedforward. Especially lower proficient students seemed to struggle with understanding my comments and asked what exactly they should do/ change.

(10) How much assistance do they require when writing their revised text?

Even though students did ask questions about the feedforward, they did not seek a lot of assistance while writing the revised text but worked mostly on their own.

Comment on Revised Text

(11) How do I evaluate if my feedforward was implemented successfully?

Before reading the revised texts, I read the first drafts and my feedforward comment again to know what I have to look for in the revised text. Depending on the feedforward comment, I looked specifically for the aspects mentioned. For example, if I advised to incorporate more cohesive devices, I compared the number and variety of linking words in the first and final draft. If the number and variety showed a significant increase, the feedforward was successfully implemented. Other comments were to elaborate on a specific aspect of the content. Again, I compared if the students further explained this content point or if they did not. In order to statistically analyse the success of the feedforward, I decided to rate the implementation of the feedforward in each text. A text is labelled “1” if the feedforward is fully integrated, “2” if the feedforward is sufficiently integrated and “3” if it is poorly or not at all integrated. As each text and each feedforward comment is different, I could not define completely straight forward categories such as “ten linking words means fully integrated”. I had to consider each text individually and work with the verbal description of the categories, like when using the standardised grid to grade a text.

(12) How effective does my feedforward seem in light of the revised texts?

My first impression when reading the revised texts was that they were much better in general, but some students seemed to only revise their texts in terms of the corrective feedback not the feedforward comment. They seemed to especially struggle with content-related feedforward. Furthermore, my impression was that higher achieving students could work with my feedforward comment and did incorporate it while low achieving learners did not. I wondered in how far the learner’s motivation is to consider when looking for factors that contribute to the successful integration of the feedforward. Clearly, revising the content and overall structure of a text is more work than simply correcting spelling mistakes. In addition, students need to learn that there is more to revise about a text than accuracy, as in the first two year of learning a foreign language this often is the only aspect highlighted by teachers, as the “texts” at first are a sequence of sentences and not an actual text. Moreover, some students might have failed to understand what they should change and therefore did not make any change.

(13) How could I improve or change my feedforward?

Considering these possible reasons for poorly integrated feedforward, I need to make the following changes: I have to be more precise in my instructions of how to reach the set goal and provide more and/ or clearer examples. Furthermore, I want to talk about the importance

of changing the content, structure and range with my students in order to draw their attention to revising these aspects as well. Lastly, I should shorten my comments for weaker and/ or less motivated students, so they feel it's achievable and not incredibly much work.

3rd Cycle

Lesson Planning

(1) Based on which considerations do I choose the tasks and activities for the lesson on story-writing?

I did not plan the intervention of the third cycle simultaneously to that of the second cycle because I wanted to take on step at a time and draw my conclusions from the second cycle first. In addition, I have come to realise that planning is important when teaching; however, planning more than two weeks in advance often leads to an adaptation in plans because of unforeseen events and students needing more or less time than estimated. Therefore, I simply waited for the next good opportunity to present itself in order to start the 3rd intervention cycle.

This opportunity presented itself after the students wrote a short story-ending to a video we watched in class. While reading these texts, I recognised a dramatic lack in sentence starters guiding the reader through the sequence of events of a story as well as a lack of linking words introducing reasons and elaborations regarding the plot of the story. Therefore, I decided to start another writing intervention and therefore the 3rd cycle of my research.

As the genre the students had difficulties with was a story, I wanted to further work on story-writing. However, I thought that if I could eliminate the factor of the plot, students might be able to focus on cohesive devices and range in more detail; therefore, I chose to plan this intervention around a picture story. As the next textbook topic was Ireland and travelling, it became a story about travelling through Ireland. Students already learned about this country in the preceding periods, so they were familiar with it when we started the intervention. I wanted them to be perfectly prepared for the topic, so they would not have to think too hard about what to write but focus their attention on how to write it.

As pre-writing tasks, I chose suitable tasks of the textbook including a blog post with a similar content. Therefore, the first lesson is about familiarising the students with the content of the picture story without using the picture story itself. We are going to talk about Irish sights and possible adventures one encounters on a road trip. Students will brainstorm ideas in pairs first, so everyone actually needs to make up their mind and think about the topic. Discussing these ideas together is equally important, as I can already structure their ideas on the board and

provide useful vocabulary. Furthermore, I plan to add important vocabulary, and we will discuss the meaning as well as examples of usage. Only then students read the travel blog and do the reading comprehension task. Even though this lesson sequence focuses on learners' writing skills, as the example blog post is designed as reading task, I want to make most of it and require the students to use reading strategies when completing it (underlining the sentence which contains the answer and correcting false statements). I want my students to intuitively use reading strategies; therefore, it is crucial to always use them when completing a reading task even if the actual aim of the lesson is a different one.

Next, students will be presented with the picture story that I drew myself. I searched for the ideal picture story, but as I could not find one, I had to draw one myself even though I am not an artist. This picture story is based on the plot of the example blog post. I decided that the first picture should set the scene. A man and a girl enjoying the sunset at a coast while looking at a map of Ireland. In the second picture, the two are driving in a car; the moon and stars are on the sky signalling the late hour. However, one of the tyres is flat. In the third picture, there is a closed mechanic and a B&B. The man and the girl go into the B&B. Next, the sun has risen and there is the open mechanic. In the fourth picture, they are depicted at the Cliffs of Moher before sitting in the car again and passing a sign saying "Dublin" in the fifth picture. Below each picture there is important vocabulary, and the worksheet contains an extra box with sentence starters and linking words.

After giving the students some time to look at the story, to make sense of it, and to discuss it in pairs, I want to make sure that every single student understands the plot, so we will discuss it altogether. After that I am going to highlight the importance of sentence starters and linking words and we group them according to their position in a story and meaning (*one day* could start the story while *after a while*, *on the next day*, *then*, *after some time* introduces an event in the middle of the story and *finally*, *eventually*, *in the end* signals the ending. Furthermore, I draw their attention to the important of *because* to provide reasons for events or give an insight into a character's thoughts and *but* to introduce contradicting information such as: *They arrived at the mechanic, but it was closed*. The third linking word I decided to discuss is *so*, so the students can express consequences e.g. *so they spend the night at a B&B*. Moreover, using these linking words leads to more complex sentence structures as well. While all students have to use sentence starters, it might be difficult for all of them to use linking words. Therefore, I do not set that as a requirement but recommend linking words for confident writers while using sentence starters is a definite requirement.

Students again will start writing in the English lesson and continue in the preceding study period, in which I am present as well.

Lesson Reflection

(2) In how far do the learners' notes in the pre-writing stage represent the content and structure of the actual text?

In this 3rd cycle, the learners did not take notes before writing, as the picture story and its discussion functioned as notes and pre-writing stage. While one cannot compare two as different genres as the diary entry and the picture story, I need to recognise that, opposed to the diary entry, there were significantly less content-related revision remarks regarding the picture story. Obviously not only the genre of the two texts is different but also the writing tasks. The diary entry followed the structure of a three-bullet-point writing task including operating verbs which required the students to invent a dilemma and their feeling as well as thinking about their hopes and wishes for the future. The picture story, on the other hand, provided all the content and therefore eliminated the factor of creativity in regard to this aspect to a certain extent. It is to mention, however, that students who did not include elaborations and reasons did not meet the set length requirements of the text. Therefore, I can conclude that the invention of own content seems to be difficult for students, so teachers need to plan sufficient assisted pre-writing activities to support learners.

(3) How much support did the learners seek while writing?

Students did not seek support while writing but worked independently. As most of the necessary vocabulary was provided, this was not surprising. In addition, again the motivational factor is in question. I observed that it is rather high achieving students who ask for support and feedback while writing. This raises the questions: Are the others afraid of asking for help? Do they struggle with figuring out what exactly they need from the teacher? Do they not seek a perfect text but simply a finished text? Are they overwhelmed and do not want to draw my attention to this fact?

Preparing Feedforward

(4) Based on which considerations do I choose the sub-categories I base my feedforward on?

As the overall aim of this writing invention was leading students toward using cohesive devices, this time I focused my feedforward mainly on the aspect of coherence and cohesion. As the content and most of the vocabulary was provided by the writing task, it is difficult to identify what students could have done without the support. Therefore, as already reflected after the

diary entries, it is not necessary to choose two different areas for my feedforward, I can praise the use of sentence starters but encourage students to use more linking devices at the same time.

(5) Which difficulties and challenges do I encounter when choosing these sub-categories?

I did not encounter difficulties when choosing this sub-category as it had already been chosen by the lesson's aim. In addition, as the content was provided by the picture story, most students did well in reproducing it; therefore, it was fairly easy to identify an aspect of success in each student's text.

(6) How do I decide on the phrasing for my feedforward?

I used the phrase *in your revised text* often again to highlight the future rather than the present or the past. Even if there are not sufficient cohesive devices, I instructed the student to use more in the future rather than pointing out that they did not use enough in the first draft. Furthermore, I underlined the sentence starters and linking words in the text, so they students could see which ones and how many they used, and I could refer back the these in my feedforward comment. If someone incorporated the sentence starters satisfyingly but did not use linking words, I defined that as the next goal. I intuitively divided my feedforward into three parts: First, I highlighted an aspect that the student accomplished well, in this third circle that aspect often was content. Then I pointed out a positive example of including cohesive devices and encouraged students to use even more of them by telling them precisely which ones they should incorporate int their revised text.

(7) Which difficulties and challenges do I encounter when phrasing the feedforwards?

When providing feedforward in the same category for each student, it is even more difficult to not be redundant in what I am saying. Furthermore, I thought it was difficult to provide further concrete instruction on how to incorporate even more cohesive devices in the revised text as the given picture story and cohesive devices were already quite extensive and concrete. Therefore, my advice sometimes seemed like a repetition of the set task instruction.

Text Revising

(8) How do the students react to my feedforward in class?

The students seemed more comfortable with the feedforward letter the second time they received it, as their facial expressions were not as surprised and shocked by the amount of my writing below their text.

(9) What can I observe regarding their understanding of the feedforward?

In general, there were not a lot of questions about the feedforward comments but students started revising their texts immediately. I assumed that meant they knew how to work with it. I actively asked students who did not incorporate the feedforward well in the last text if they had any questions and let them tell me what they should revise.

(10) How much assistance do they require when writing their revised text?

Students did not seek much assistance when writing the revised text. When I asked them if they needed any help, they generally declined.

Comment on Revised Text

(11) How do I evaluate if my feedforward was implemented successfully?

In order to decide if the feedforward was implemented successfully, I used the same coding strategy I used for the diary entry. I compared the first and second draft and decided if “1” if the feedforward is fully integrated, “2” if the feedforward is sufficiently integrated or “3” if it is poorly or not at all integrated.

(12) How effective does my feedforward seem in light of the revised texts?

My first impression was that more students incorporated the feedforward sufficiently even though it still was mostly higher achieving students who did so. Lower achieving students still seemed to struggle with changing more than the aspect of accuracy when revising their texts. However, I still got the impression that most students focused on accuracy only and did not consider the comments I made regarding structure, organisation, or content.

(13) How could I improve or change my feedforward?

I am wondering if the feedforward comment can be successful with lower achieving students or if it simply is too challenging. If it really is too challenging, how can I get them to revise their texts? Would they maybe need feedforward interviews? These are the questions I am asking myself; however, I could only speculate about the answers.

When thinking back to my first feedforward letter draft, I definitely made a few changes: I do not see a necessity to choose at least two different categories of text writing for my comment but rather believe that sometimes it makes more sense to focus on just one. Furthermore, the length of the comment should be considered. While some students seemed to prefer shorter comments, it is difficult to provide meaningful feedforward in under one hundred words. In addition, I am wondering how to get the students to really read my comments, as some of them

seemed to ignore it completely. Is reading and understanding the problem? Is changing the text the problem? Or do some students simply lack the motivation to put more effort into their revised text? If the latter is true, how can I motivate them?

10.4. Sample of Feedforward Comments

The names of students are omitted due to data protection.

10.4.1. Feedforward on Diary Entries

Dear _____,

you managed to retell the events of your holidays very well. As it is a diary entry, try to include even more of your feelings and thoughts in the revised text. In addition, when linking your sentences, try to use many different words and phrases such as: later that day, in the afternoon, then, the following evening, on another day.

Please use a dictionary to correct your spelling mistakes. They are highlighted in purple.

Dear _____,

you wrote quite a long diary entry; it seems you had a lot to say. For your revised text, remember the tense you need when writing about past events: the past tense. In your next text, underline all verbs and think about the tense they should be in. Then, check if you chose the correct tense.

Please use a dictionary to correct your spelling mistakes. They are highlighted in purple.

Dear _____,

writing this text was a lot of work, I can see that. You tried to use many different words and looked up all the expressions you didn't know, well done. For your revised text, try to think about the tense needed to express different points in time: past tense, will future. Underline all the verbs with a pencil and check if they are in the correct tense.

Dear _____,

it seems like you had a wonderful New Year's Eve celebration. When revising your text, try to include some more details to make it more interesting: what did you buy? Who exactly came to the party? What movie did they watch?

Please use a dictionary to correct your spelling mistakes. They are highlighted in purple.

Dear _____,

you explained what you did in your holidays well, included your feelings and your plans for the future. Now, you can use more difficult words and phrases for your revised text. Try to incorporate:

It was my first/ second time on ski | As skiing is quite exhausting, we got hungry and went to get something to eat. | After lunch, we were tired, so we didn't continue skiing. Only my uncle had some energy left and spend some more time skiing.

Dear _____,

I can see that you put a lot of work into your diary entry. For your revised text, try to use more linking words to say which event happened when, for example after a while, in the afternoon, during the game I shot ...

In addition, explain in more detail how you felt during the game: excited, nervous, determined to win and explain why you felt these feelings.

Dear _____,

I am happy that you could see your aunt and cousin in the Christmas holidays. For your revised text, please include more of your feelings and your wishes for the future, for example that you wish to see your aunt again soon.

In addition, be careful not to mix up the past simple tense (had) with the past progressive (was having). You only use the latter when comparing two events, a long and a shorter one. Incorporate some more linking devices and then your text will be perfect.

Dear _____,

what an interesting lunchbreak you reported on 😊. In your diary entry, you mention many different events. Try to include some more details such as the reason for dancing randomly for example. Keep up your good work linking your sentences through after a while, later that day, in the evening, ...

Dear _____,

for your revised diary entry, try to include all aspect of the task: explaining a past event, describing your feelings and talking about your wishes. You might want to write one more sentence about why or how the breakup happened. Then, you can delete one or two sentences about your feelings but add two sentences about your plan to win him back. Try to have simple, well structures sentences:

I want him back. Maybe, I will write him a letter.

Dear _____,

you surely did a lot of ice skating in your holidays. For your revised text, try to use a more straight forward sentence structure such as:

In my holidays, I went to the cinema with my friends. On the next day, we went ice skating. Even though it was quite cold outside, we had a lot of fun.

Person + Aktivität + Ort + Zeit + mit wem

10.4.2. Feedforward on Picture Stories

Dear _____,

you told the story well and used some sentence starters. In your fair copy, use even more sentence starters and some more linking words such as “so”, “because”, “but”, too.

Don’t forget about the paragraphs. Leave empty lines. I’m looking forward to reading your revised text.

Dear _____,

you used many different sentence starters and some nice phrases, well done! For your revised text, please make paragraphs and use even more linking words such as “because” and “but”. I’m looking forward to reading your text.

Dear _____,

what a great use of paragraphs and sentence starters. You even used some more complex sentence structures correctly - great (see 1 and 2). To show off your language skills, use even more complex structures in your revised text. These happen naturally when using expressions such as “because, but so, when, while, ...”.

Dear _____,

you managed to have one paragraph per picture and got the ending of the story correct. In addition, you used some of the sentence starters.

Now, for your revised text, have a closer look at pictures one, two and three again and figure out what happened at the beginning of the story. Revise your text accordingly.

Dear _____,

you structured your story into paragraphs and used some sentence starters and linking words – well done!

Now, for your revised text, try to use even more linking words “because, but, so, when, while” to 1) have more complex sentence structures and 2) explain the connection of the events in your story even better. Show off your language skills! 😊

Dear _____,

you structured your text into paragraphs and used some of the linking words and sentence starters. In addition, I like your vocabulary!

I believe, however, that you can use even more sentence starters and linking words (because, so, but, when, while) to explain in more detail what happened, how and when. Please try to make these changes in your revised text.

Dear _____,

you structured your story well (paragraphs) and used some of the sentence starters as well as linking words. For your revised text use even more sentence starters and linking words to explain the plot in more detail (give reasons), for instance “because, but, ...”.

Dear _____,

you didn't make many mistakes, and I really like your paragraph structure. In addition, you used various sentence starters. To make your story even more interesting to read, try to use more linking words “because, but, so, when, while”. These help you to give reasons and explain the plot in more detail too. I'm looking forward to your revised text.

Dear _____,

you did a great job structuring your story into paragraphs and using sentence starters as well as linking words correctly – great!

To improve your language skills even further, try to add 2 – 3 sentences (sentence halves) using “when” or “while”.

I'm looking forward to your revised text.

Dear _____,

you did a good job using different sentence starters and linking words – great! (underlined them in pink 😊)

For your revised text, try to focus on the verb forms – past tense! Also, please don't use green but a blue or black pen, thank you ...

Dear _____,

you did a good job using the sentence starters and linking words. In addition, you already use more complex structures like the sentences underlined in green. This shows your language proficiency, so let me see more of it. I love how you invent aspects of a story; however, for your revised text, try to balance out the amount of sentences per picture. Also, the “plot twist” should get more attention, so try to describe it as detailed as you described the beginning. Then your story is perfect.

10.5. Questionnaire

What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher gewissenhaft aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.				
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.				
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.				
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.				
5	Mir ist klar, was ich an meinem Text verbessern soll.				
6	Mir bereitet das Schreiben von Texten in Englisch Freude.				
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.				
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.				
9	Was ich noch sagen wollte:				

10.6. Sample Filled-In Questionnaires

13. April 2023

What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.		☒		
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.	☒			
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.	☒			
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.	☒			
5	Mir ist klar, was ich an meinem Text verbessern soll.		☒		
6	Mir bereitet das Schreiben von Texten in Englisch Freude.		☒		
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.	☒			
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.	☒			

9	Was ich noch sagen wollte: Ich finde es sehr toll, dass meine Lehrerin Anmerkungen schreibt, da ich so weiß, was ich besser machen kann und was ich schon gut mache. Ich finde es auch sehr toll, dass sie überhaupt Anmerkungen schreibt und sich die Mühe macht, sich bei jedem Schüler/jeder Schülerin zu überlegen, was schon super klappt und was man noch besser machen könnte.
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What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.		X		
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.	X			
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.		X		
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.	X			
5	Mir ist klar, was ich an meinem Text verbessern soll.	X	/		
6	Mir bereitet das Schreiben von Texten in Englisch Freude.		X		
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.			X	
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.		X		

9	Was ich noch sagen wollte: <i>Nicht alles super</i>
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What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.	☒	☐	☐	☐
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.	☐	☒	☐	☐
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.	☐	☒	☐	☐
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.	☐	☒	☐	☐
5	Mir ist klar, was ich an meinem Text verbessern soll.	☒	☐	☐	☐
6	Mir bereitet das Schreiben von Texten in Englisch Freude.	☐	☐	☒	☐
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.	☒	☐	☐	☐
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.	☐	☒	☐	☐

9	Was ich noch sagen wollte: Ihr Feedback ist sehr hilfreich. Ich kann selber nie so viele Fehler finden.
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What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.			☒	
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.		☒		
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.	☒			
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.		☒		
5	Mir ist klar, was ich an meinem Text verbessern soll.	☒			
6	Mir bereitet das Schreiben von Texten in Englisch Freude.		☒		
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.	☒			
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.	☒			

9	Was ich noch sagen wollte: Danke das sie uns Feedback geben so fällt es mir leichter den Text ein anderes mal besser zu schreiben.
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What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.	X			
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.	~~X~~	X		
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.	X			
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.	X			
5	Mir ist klar, was ich an meinem Text verbessern soll.	X			
6	Mir bereitet das Schreiben von Texten in Englisch Freude.	X			
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.	X			
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.	X			

9	Was ich noch sagen wollte: Ich liebe es Englisch zu reden und will mich verbessern, deswegen finde ich ihr feedback sehr gut!
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What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.			X	
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.			X	
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.		X		
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.			X	
5	Mir ist klar, was ich an meinem Text verbessern soll.		X		
6	Mir bereitet das Schreiben von Texten in Englisch Freude.			X	
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.		X		
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.		X		

9	Was ich noch sagen wollte: Geben sie mir bitte eine gute Note 😊
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What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.		☒		
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.		☒		
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.	☒			
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.	☒			
5	Mir ist klar, was ich an meinem Text verbessern soll.	☒			
6	Mir bereitet das Schreiben von Texten in Englisch Freude.			☒	
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.		☒		
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.			☒	

9	Was ich noch sagen wollte: <i>Ich finde es sehr nett, dass sie sich so viel Mühe geben</i>
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What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.		X		
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.	X			
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.	X			
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.	X			
5	Mir ist klar, was ich an meinem Text verbessern soll.		X		
6	Mir bereitet das Schreiben von Texten in Englisch Freude.		X		
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.	X			
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.	X			

9	Was ich noch sagen wollte:  Ich mag Englisch.  (I like English.)
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What do you think about your English teacher's feedback?

Liebe 3E und 3F!

Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.		X		
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.			X	
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.		X		
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.	X			
5	Mir ist klar, was ich an meinem Text verbessern soll.		X		
6	Mir bereitet das Schreiben von Texten in Englisch Freude.		X	X	
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.		X		
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.		X		
9	Was ich noch sagen wollte: Manchmal verstehe ich nicht die Buchstaben bei der Seite wenn wir ein Text schreiben				

What do you think about your English teacher's feedback?

Liebe 3E und 3F!

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Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.				X
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.				X
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.			X	
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.				X
5	Mir ist klar, was ich an meinem Text verbessern soll.		X		
6	Mir bereitet das Schreiben von Texten in Englisch Freude.				X
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.			X	
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.			X	

9	Was ich noch sagen wollte: Sie machen das sehr gut 😊
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13. Mai
20. April 2023

What do you think about your English teacher's feedback?

Liebe 3E und 3F!

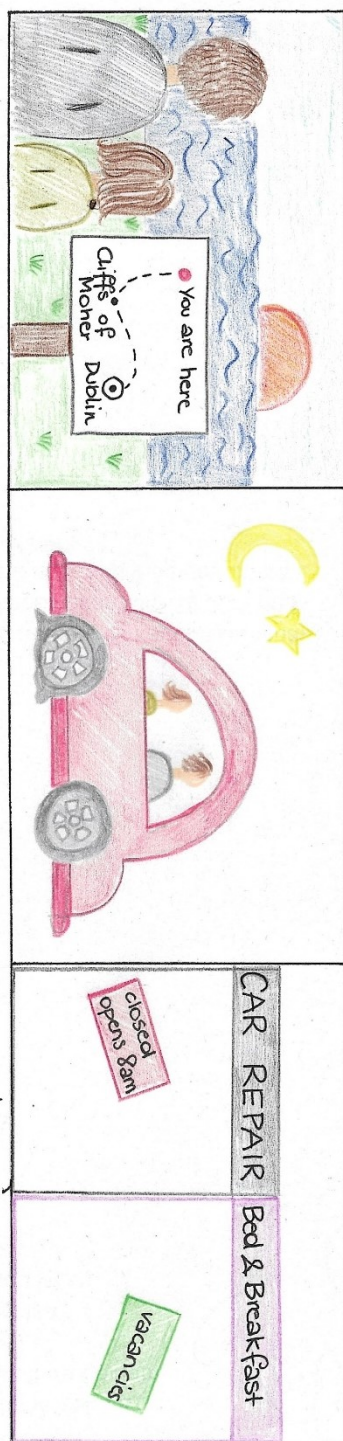
Da auch wir Lehrpersonen uns ständig verbessern wollen, bitte ich euch um euer Feedback zu den Anmerkungen, die ihr auf eure Geschichte „My trip to Ireland“ erhalten habt. Dieser Fragebogen ist anonym und eure Möglichkeit, mir zu sagen, was ich bereits gut mache sowie was ich verbessern könnte. Bitte füllt den Fragebogen daher ehrlich aus. **Danke!**

Hannah Wolffhardt

Bitte kreuze pro Satz jeweils eine der vier Optionen an.

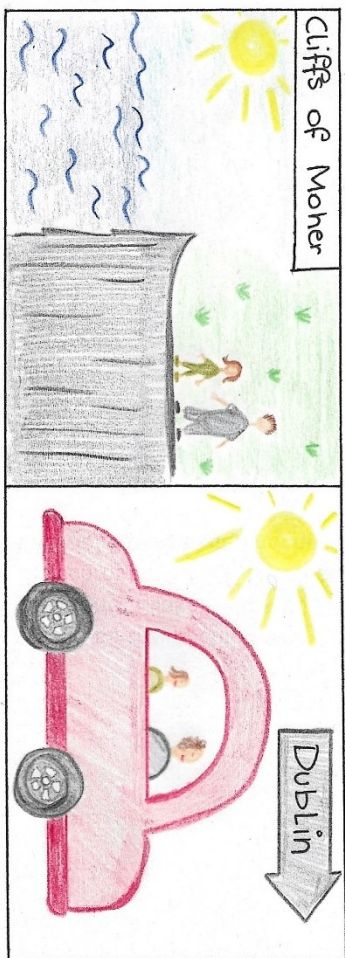
		Ich stimme vollkommen zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme überhaupt nicht zu
1	Mir fällt es leicht, Texte in Englisch zu verfassen.		X		
2	Ich verstehe die Anmerkungen zu meinen Texten, die meine Englischlehrerin schreibt.	X			
3	Ich weiß durch das Kommentar meiner Englischlehrerin, worauf ich beim Verfassen des überarbeiteten Textes achten soll.		X		
4	Ich finde die Kommentare meiner Englischlehrerin unter Texten wertschätzend.	X			
5	Mir ist klar, was ich an meinem Text verbessern soll.			X	
6	Mir bereitet das Schreiben von Texten in Englisch Freude.	X			
7	Ich glaube, dass ich durch die Anmerkungen meiner Englischlehrerin meine Texte deutlich verbessern kann.	X			
8	Eventuell helfen mir die Kommentare meiner Englischlehrerin dabei, meine persönlichen Schreibfähigkeiten in Englisch zu verbessern.		X		
9	Was ich noch sagen wollte: Manchmal verstehe ich nicht was ich verbessern soll. Also was genau ich dazu schreiben soll.				

10.7. Picture Story



sunset | map | sea | beautiful

back tyre | lose air | flat tyre
dark too late | mechanic left | stay for the night



time to visit the cliffs

back on the road towards
Dublin

One day...
Suddenly...
The next day...
After some time...
At that moment...
Eventually...
but
because
so

Use these phrases