

Abstract

This thesis explores teacher's feedback, its definition, types, and is specifically focused on feedback moves in context of teaching Czech as a foreign language. The aim of this thesis is to present current research on the feedback in the context of teaching a second/foreign language and describe how the feedback is used in Czech language courses for foreigners and what instruments teachers use for such purpose. The first part is focusing on the feedback as part of the educational dialogue and communication in the language classroom; introducing some concepts and hypotheses of second language acquisition in which feedback figures. We also provide a description of feedback, both positive and corrective, and we present current studies concerning feedback within language learning. The empirical part carries out conversational analysis of transcribed recordings of participant observation in Czech courses for foreigners, in which we focus on feedback moves of lecturers. The thesis includes glossary explaining relevant terms translated into Czech.

Key words:

Feedback, positive feedback, corrective feedback, communication in the language classroom, error correction, Czech for foreigners, conversation analysis