

## Summary

This thesis focuses on the investigation of the skill of setting short- and long-term goals as well as reflection (critical thinking) on one's own learning process in the group of the Polish primary school students (grades 6-8) who learn English as a foreign language. Both skills are very important in the effective foreign language learning and their occurrence should be yet observed in the participants of this research (A2 level of proficiency). Critical thinking and self-evaluation made by the student aim at transforming learning process into more conscious and mature, because these skills are parts of autonomous and the so-called *good language learner*, hence they should be taught at the compulsory school level. To make both learning and teaching process meaningful, there should be goals set both by the student and the teacher. Hence, in order to maintain the orientation and motivation focused on goal-achieving throughout the whole learning process, the critical self-evaluation of one's own learning should be done regularly by naming what was done well and what needs to be improved. Additionally, the student should draw conclusions both from successes and failures and name causes of both. In case of failure he or she should also deal with such situations when they occur in the future. This research had a goal in observing the possible occurrence and analyzing such instances. The study was conducted in two groups of students, where both the Experimental and Control Group consisted of 30 learners each. At the beginning of the research, the participants filled short questionnaires on the skill of goal-setting in the past in order to find out if the students set some goals and if they achieved them. And if it happened, when it occurred. Furthermore the students of the Experimental Group set their own goals at the end of the semester and they started to fill the questionnaires about their strengths and weaknesses of their learning process. They also commented on their possible learning successes and failures of the week. The Control Group had the regular classes and they neither set any goals nor do reflection. After the semester the groups swapped their roles, the Experimental Group became the Control Group and vice versa.

The results showed that the students eagerly set their goals and reflect on their learning process, however, some participants have problems achieving goals and drawing conclusions from failures. The goals set by the students are focused mainly on their grades and developing the language skills without specific orientation on their use outside the school. The differences among the complexity of the goals were also observed. Some participants set more peculiar goals, for example, get the grade 5. On the other hand, some students set less

specific goals, for example, improving language level, however, without adding what exactly has to be upgraded. It may be correlated to the insufficient skills or giving up such actions in favour of comfort. It may be due to the fact that setting and achieving less specific goals may appear easier and that such actions lower the responsibility for the learning process.

An analysis of the results shows that the students at this level of education should be taught the reflection and goal-setting techniques understood as the learning strategies helping them improving the learning process qualitatively at school and outside it. On the other hand, the research shows that there were students who set their goals and reflected on their learning eagerly. The T-test results confirmed the accuracy of the instruments applied, because both Experimental Groups (hence where reflection and goal-setting were conducted) scored significantly higher than the Control Groups where there were no such measurements administered.

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