An investigation on the correlation between feedback, students' self-regulated learning and their English self-concept in the context of English shadow education

By

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Abstract

Current research studies indicate that Shadow Education reinforces students' passivity in learning, hampering ones' self-regulated learning. At the same time, there is also a lack of research that investigate the correlation among three crucial variables in ones' language learning, namely feedback, use of self-regulated learning, and English self-concept. Given the prevalence of English shadow education among Hong Kong secondary students, this research aims to gain insight in students' perception towards feedback, use of self-regulated learning, and English self-concept under the context of English shadow education. This research reports finding on 62 ESL learners in Band 1 EMI school's perception towards feedback, use of self-regulated learning, and English self-concept. The result shows a positive correlation among three variables, usage of self-regulated learning, feedback, and English self-concept, regardless of the context of English mainstream education or English shadow education. Meanwhile, relatively lower feedback receptivity, usage of self-regulated learning and level of English self-concept, which are three fundamental elements in ones' language learning process, in the context of English mainstream education, compared to those in the context of English shadow education, are observed. The findings are analyzed and further discussed based on two research questions to highlight the issues in current mainstream English education. It then followed by providing suggestion in a bid to enhance students' usage of self-regulated learning, feedback quality, and students' English self-concept in hopes of bettering students' language learning experience.

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Chapter 1 Introduction

1.1 Research background and significance

The prevalence of shadow education in Hong Kong and its possible drawbacks:

Shadow education, which refers to a spectrum of educational activities that takes place outside formal schooling and destined to enhance students' chance of university enrollment, is prevalent among Hong Kong secondary students (Buchmann et al., 2010). According to a survey conducted by Community and Higher Education Service in 2010 (as cited in Mark and Lykins, 2012), among 898 participants, the proportion of students who received shadow education are 72.5%, 81.9% and 85.5% in lower, middle and senior secondary populations respectively. Moreover, there was a tremendous market size for Hong Kong shadow education, which had a total worth of HK$1,984 million, as recorded in 2010 (Synovate limited, 2011).

Given its high prevalence among Hong Kong secondary students, the impacts of shadow education on local secondary students are significant, such as its washback effects upon mainstream education. On the credit side, shadow education appeases students' utilitarian learning orientation (e.g. drilling on exam-taking strategies), provides customized remedial learning for the mainstream curriculum, and caters individual's unique learning needs (Yung, 2019).

To the contrary, shadow education brings about students' distorted perspectives towards ideal education, the increased disparities among students' academic achievement and decline in interest for attending mainstream lessons (Yung, 2019). According to the autobiographical narrative conducted by Yung (2019), shadow education endorses not only students' utilitarian learning orientation, but also tutor-dependent, passive learning.

Meanwhile, both student-centred, self-directed and independent learning and teaching English for purposeful communication are the focuses in the blueprint of mainstream English curriculum (The Curriculum Development Council, 2017). The discordance in the interpretation of ideal education by shadow education and mainstream English curriculum may cause shifts in students' learning attitude and mode. It is suggested that the prevalence of shadow education reinforces students' passivity in learning,

which may handicap students' creativity and self-regulated learning (Yung, 2019; Yung & Bray, 2017).

The significance of self-regulated learning (SRL) in English learning:

Self-regulated English learning occurs when students independently employ a repertoire of metacognitive, cognitive and motivational strategies to regulate their language learning in pursuit of enhancement in English language skills (Oxford & Schramm, 2007; Zimmerman, B. J., & Schunk, 1989). Self-regulated learning is considered as a paramount component of the ultimate achievement in mainstream English education (The Curriculum Development Council, 2017). Teaching approaches like "Flipped classroom" and "Literature circle" are advocated to be implemented in local language classrooms to promote students' self-regulated learning in out-of-classroom time.

Moreover, there is a direct positive correlation among one's self-regulated learning ability and one's language skills. (Zimmerman & Risemberg, 1997; Lau & Ho, 2016; Zeng & Goh, 2018). There are four main skills, which are reading, listening, speaking, and writing skills, and two sub-skills, which are vocabulary and grammar knowledge, involved when one is learning English as a second language (Ur, 2012). According to a research on Hong Kong's students' reading performance in PISA 2009 and their self-regulated learning skills, the application of motivational strategies, which is a prime constituent in SRL, accounts for students' high reading performance in the test (Lau & Ho, 2016). On the other hand, English listening proficiency after six-month of independent self-regulated learning, ones with stronger metacognitive awareness and better self-regulated learning skills can attain a higher listening proficiency in English (Zeng & Goh, 2018). To conclude, SRL is vital in promoting English language skills and conducting life-long dependent language learning.

The significance of English self-concept in English learning:

English self-concept, which refers to students' perception towards their English abilities and attainment, has been identified as a significant factor in determining ones' English achievement (Marsh, 1990; Hattie, 1986). According to Zimmerman & Risemberg (1997), there is a reciprocal liaison among students' self-regulated learning, self-efficacy for effective writing and literary attainment. On the other hand, English self-concept has a positive correlation with ones' English academic achievement (Meshkat & Hosseini, 2015; Awan, Noureen & Naz, 2011). To conclude, English self-concept is an intangible contributing factor for one's English academic achievement.

The significance of feedback in English learning:

Feedback, which is regarded as salient information offered by agents (e.g. teachers, peers and self) concerning one's task performance, has been extensively introduced in local English language classrooms (Kluger and DeNisi, 1996, p.235; The Curriculum Development Council, 2017). One of the perfect illustrations of the prevalence of feedback is that feedback has been considered as an inherent component in a wide spectrum of assessments, such as formative assessment and summative assessment, in English learning in recent years (The Curriculum Development Council, 2017).

Apart from its wide application in local language classroom, recent researches have pinpointed how contributive external feedback is to one's English learning. According to the meta-analysis on the effect of corrective feedbacks on ESL students' L2 development, corrective feedback is proved to be beneficial to ESL students' overall L2 development (Lyster & Saito, 2010). On the other hand, according to a research on the effect of feedback upon 53 post-intermediate ESOL learners' writing skill over 12 weeks, feedback is indispensable for improving ESL learners' writing skills (Bitchener et al., 2005). Furthermore, according to a research on the effectiveness of oral corrective feedback in ESL listening and speaking classrooms in New Zealand and Canada, feedback plays a significant role in enhancing ESL students' English oral proficiency (Sheen, 2004). To conclude, feedback is an important agency in promoting ESL students' English proficiency.

The correlation between shadow education and self-regulated learning:

Current researches on the correlation among private tutoring and self-regulated learning are inconclusive and are in its infancy (Jung & Seo, 2019). Moreover, there is a scarcity of empirical research which investigates how ones' level of self-regulated learning will be affected after attending shadow education in the local context of learning English as a second language. The majority of local research studies students' attitudes towards shadow education and the academic attainment brought by shadow education. (e.g., Yung, 2019; Lau & Ho, 2016; Yung & Chiu, 2020; Yung, 2020).

There have been conflicting views on whether private tutoring, a form of shadow education, benefits students' self-regulated learning. Some studies suggest that shadow education has a negative impact on students' self-regulated learning. For instance, according to Ho & Kwong (2008), the study suggests that a heavy dependency on private tutors may discourage students' self-regulated learning. Moreover, Do's research found that high achievers in middle students who did not rely on private tutoring showed a proactive usage of metacognitive strategies from SRL in their learning (as cited in Jung & Seo, 2019).

Meanwhile, some studies suggest a positive causal relation among shadow education and students' self-regulated learning skills. For example, according to On (2012) and Sang & Baek (2005), there is an enhancement in SRL skills when students attend private tutoring for a long period of time (as cited in Jung & Seo, 2019). Furthermore, according to Sang & Baek (2005), students who participate in private tutoring continuously or at irregular intervals show a higher level of SRL skills than those who have never received any private tutoring (as cited in Jung & Seo, 2019).

The conflict in views may be explained by the variation in definitions towards SRL adopted and endogenous factors (e.g. participants are from different academic backgrounds) in different researches. Considerably little research has been done on studying the influence of shadow education upon students' self-regulated learning for a specific subject in Hong Kong context. Also, English shadow education is prevalent

among students and self-regulated learning is of great significance to language performance in English. It's worthwhile studying the level of students' self-regulated learning in the context of English shadow education in Hong Kong.

The correlation between feedback and self-regulated learning:

Currently, there are a myriad of proposed theoretical frameworks concerning the relationship between feedback received and ones' self-regulated learning. One of the most well-known frameworks is the one proposed by Hattie and Timperley. According to the model of feedback proposed by Hattie and Timperley (2007), feedback can be classified into four levels, which are task performance level, process level, regulatory level and the self level. As for the feedback targeted at self-regulated level, they are claimed to help promote students' self-evaluation skills, which is a critical constitute in the self-evaluation stage in the SRL model, and to provide students with assistance on how to further engage themselves with the task through self-regulated learning. Reciprocally, students with higher self-regulated learning skills will have more efficient usage of feedback to close the gap between their current learning and their targeted learning goals.

Meanwhile, current researches on the correlation among feedback and self-regulated learning are inconclusive and scarce. According to a research conducted by Ion and Maite (2017) on how written feedback in higher education promote students' self-regulated learning, the student participants acknowledge the importance of feedback towards their self-regulated learning. However, the correlation between feedback and ones' self-regulated learning has not been well-established. It is worthwhile studying how feedback affects the level of students' self-regulated learning in the context of English shadow education in Hong Kong and how students act upon the feedback received in English shadow education.

The construct of English self-concept through feedback

English self-concept, ones' self-evaluation and self-perception for their own English proficiency, is under strong influence of judgements from others and individual

experience (Marsh, 2003; Hattie, 1986). Therefore, feedback, which is regarded as a subtype of judgement, can pose impacts on ones' English self-concept. Different researches conducted support this theory. According to the research conducted by Amiryousefi (2016) on the influence of teacher's feedback to EFL learners' English self-concept, confirmatory feedback can have positive influence on learners' English self-concept. Also, according to research conducted by Yang and Watkins (2013) on the impacts of feedback intervention on English self-concept, it manifests that internally focused performance feedback promotes ones' English self-concept. To conclude, feedback is a significant influential variable to ones' English self-concept.

1.2 Purpose

This study aims to provide insights about the correlation between feedback, students' self-regulated learning and their English self-concept in the context of English shadow education, which is still inconclusive. The majority of local research investigate students' attitudes towards shadow education and the academic attainment brought by shadow education. (e.g., Yung, 2019; Lau & Ho, 2016; Yung & Chiu, 2020; Yung, 2020). This study aims to extend the scope of research on shadow education under local context. Also, given the high prevalence of shadow education among Hong Kong Secondary students nowadays, it is worthwhile investigating how shadow education makes impact on their self-regulated skills and English self-concept, which are crucial constitutes in ones' language learning, and how students perceive feedback received in shadow education. The data collected would help Secondary teachers gain insights about students' perception towards different kinds of feedback received at shadow education in respond to two main concerns, which are "what criteria does effective feedback have from students' perspective?" and "which kinds of feedback provided promote students' self-regulated learning?". With a more thorough understanding towards students' perception towards feedback, Secondary teachers can provide feedback which cater for students' learning needs, facilitate students' language learning and promote students' self-regulated learning.

This chapter will first describe the influence and characteristics of shadow education, followed by the nature and framework of SRL. Then, it will introduce the nature of feedback, a model of feedback and a model of English self-concept.

1) English language learning and shadow education

a) The influence of English shadow education

Under the strong influence of Confucian-heritage culture, Hong Kong secondary students develop a narrowing sense of success, for instance, to score high in HKDSE (Roy et al., 2018). The emphasis on performativity in HKDSE, a form of high stake testing , plus the importance of English advocated by the Biliteracy and Trilingualism policy, motivate secondary students to take part in English shadow education (Yung, 2020; Yung & Bray, 2017). According to a study carried out by Bay et al. (2014), the demand for English shadow education in secondary education, which first emerged in the 1980s, is the highest among different academic subjects. 65.2% of participants reported having received English private tutoring in the span of a year.

b) Characteristics of shadow education:

English shadow education is characterized by its privateness, the provision of fee-based English tutorial services by individuals or organisations, its supplementation towards English mainstream curriculum outside school hours, and its mimicry nature, framing English mainstream education as guidance (Yung & Bray, 2017; Bray, 1999).

Meanwhile, there are three common modes of shadow education in Hong Kong, which are:

I. One-on-one tutoring: Tutor, either self-employed or worked under learning centres, focuses on teaching a student each time for the sake of catering individual specific learning needs (Zhan et al, 2013).

II. Group tutoring: Tutor focuses on providing homework checking and revision of learning materials in mainstream education to a small group of students (Zhan et al, 2013).

III. Lecture-type tutoring: Lessons are delivered unidirectionally by tutorial "kings and queens" in either video-recorded or live forms, with the help of teaching assistants. Tutorial "kings and queens" refers to tutors who are advertised with a sumptuous amount of publicity (e.g. billboard advertisements in which tutors dress smartly and tutors' teaching efficacy is interpreted statistically) as celebrities (Coniam, D, 2014). It's renowned for its "cram school" nature, which involves repetitively drilling students to develop examination skills and to perform rote-memorization on marking schemes with practice papers for the sake of preparing for HKDSE (Koh & Benson, 2011). Also, the focus of teaching lies on the "one-size-fits-all" exam-taking techniques and exam-focused content (Yung, 2015; Au, 2009). It accounts for 54% of secondary tutoring (Bray & Lykins, 2012).

Moreover, teachers normally act as "the authority of knowledge" in shadow education. For instance, according to the participants' reflection towards shadow education in Yung's research (2020), students experienced low learning autonomy and perceived reciting the exemplars provided by tutors as a must. Students even showed a sense of "self-depreciation" in a way that they distrusted themselves for being capable of doing revision without the assistance of tutors. It may result in low self-efficacy. The concept of "teacher being the authority of knowledge" is further reinforced by the advertisements on tutorial "kings and queens" (Yung, 2020).

Furthermore, according to Yung's research (2020), shadow education concerns training students to conform to the "standard". Students are encouraged to perform surface learning through memorizing and reproducing in a "standard" format. There is a devaluation of creativity, learning English for communicative purposes and SRL in shadow education.

2) Self-regulated learning in English language learning

a) Nature of self-regulated learning:

Self-regulated learning refers to a productive, self-initiated, critical and adaptive process which involves learner's goal-setting and subsequent monitoring, regulation, and control over their cognition, behaviors and motivations (Paintrich, 2000). Also, according to the social cognitive theory proposed by Bandura (1986), there is reciprocal interaction among three factors, personal, behavioral, and environmental, influencing learners' performance. For instance, a possible personal-behavioral link is the reciprocal interaction between one's self-efficacy on achieving an instrumental learning goal and one's studying effort. Therefore, self-regulated learning is a complex process where one's self-regulated learning behaviors are guided and constrained by personal factors (e.g. motivational orientation and sources of motivation) and environmental factors (e.g. the availability of learning resources); meanwhile, the use of self-regulated strategies can improve personal and environmental factors.

b) The framework of SRL:

(i) SRL cyclical model

According to the cyclical model suggested by Zimmerman & Campillo (2003), SRL involves three stages, which are the forethought phase, performance phase and self-reflection phase. Forethought stage includes goal-setting and planning under the influence of ones' self-motivational belief (e.g. self-efficacy). Meanwhile, performance phase is when students employ self-control strategies (e.g. task strategies) and self-observation strategies (e.g. monitoring and metacognitive strategies). And self-reflection phase is when learners use self-evaluation strategies to reflect upon and judge performance, and subsequently leads to self-reaction, when learners take adaptive and defensive decisions (e.g. determination in employing SRL strategies in the future). Self-reaction furthers influence the forethought phase and performance phase in future tasks. It reinforces the intercorrelation among learners' belief, the use of SRL strategies, and environment factors.
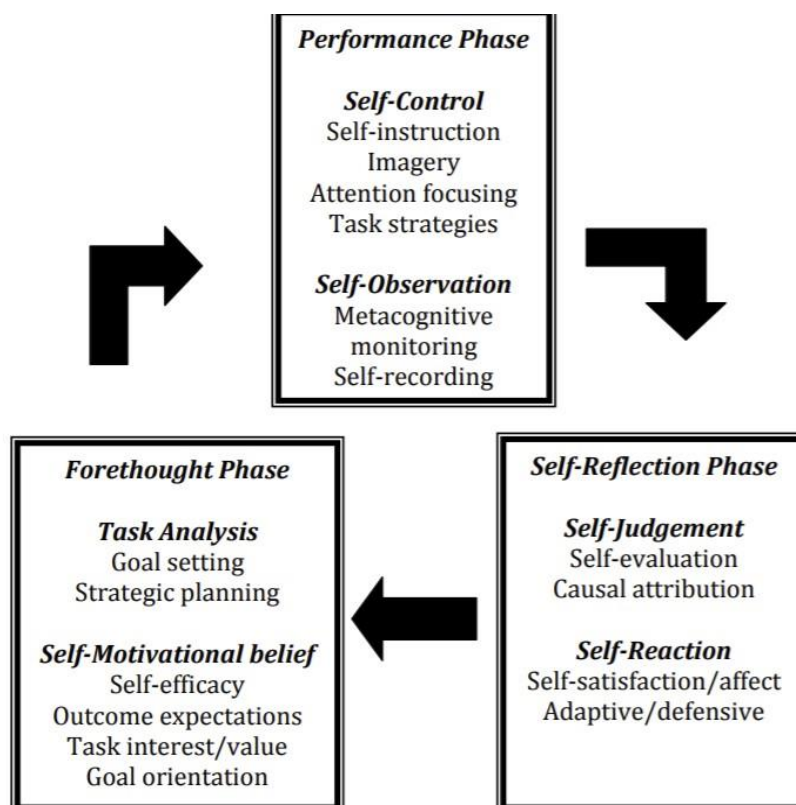
Figure 2.1: Phases and sub-process of self-regulation. Adapted from Zimmerman and Campillo (2003, p.29)

(ii) The importance of external feedback in SRL

In Butler and Winnie's model of self-regulated learning (1995), it also suggests that self-regulated leaning involves a cyclical process of goal-setting through utilizing their knowledge and values to identify the task's criteria, applying SRL strategies, and monitoring of the SRL process, which generates internal feedback that provides salient information for reviewing the task and ones' effort in the task and triggers subsequent involvement in the task. At the same time, this model suggests that apart from internal feedback generated in the monitoring process having significant influence on ones' subsequent involvement in the task, external feedback (e.g. teacher's remark on the essay) would exert great influence on ones' engagement in SRL process.

External feedback, acting as the built-in catalyst in the SRL process, motivates students' involvement in their SRL. External feedback, which will be interpretated,

constructed, and internalised by students, has critical influence on students' evaluation of current progress against the target goal, revising their motivational belief or domain knowledge (Nicol and Macfarlane-Dick, 2006). It therefore influences students' subsequent SRL.
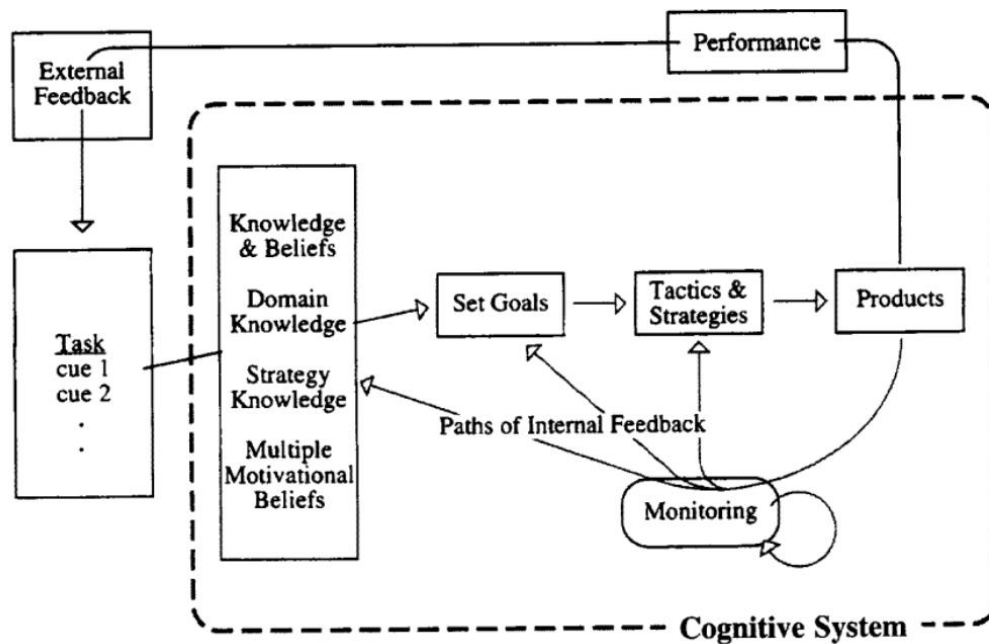
Figure 2.2: A model of self-regulated learning. Adapted from Bulter and Winnie (1995, p.248)

To conclude, SRL is a cyclical process where learners constantly monitor their application of different cognitive strategies, strategies to learn new knowledge, and metacognitive strategies, strategies to monitor and regulate learning procedures (Schraw, Crippen, and Hartley, 2006). In the monitoring process, learner's motivational belief, concerns different sources of motivation (e.g. self-efficacy, self-concept, etc.) and different motivational orientation (e.g. intrinsic motivation), would shift with respond to the internal and external feedback generated.

3) Feedback

a) Nature of feedback

Feedback provides learners with particulars that ones can confirm to, reorganize, modify or tune ones' domain knowledge, meta-cognitive knowledge, values about self and task or cognitive strategies, contributing to bridge the gap between the current learning and the targeted learning goal (Sadler, 1989; Winnie & Bulter, 1994). Moreover, feedback can be done in different forms. For instance, there are external feedback (such as, written feedback, oral feedback and peer feedback) and internal feedback.

Apart from its diversified forms, how students interpret and act in regard to feedback are complex (Kulhavy and Stock, 1989). According to Nicol & Macfarlane-Dick (2006), external feedback can supplement, concur, or clash with learners' evaluation towards the task and process of learning, which is subject to students' interpretation of feedback. Moreover, according to Winnie & Bulter (1995), there are six common ways in which students regard external feedback as ineffective and have minimal effect in narrowing the learning gap. For instance, there is the devaluation of external feedback (e.g. students may think the feedback is irrelevant and ignore it).

b) A model of feedback

According to the model of feedback proposed by Hattie and Timperley (2007), the main purpose of providing feedback is to reduce the divergence between current performance and the learning goal. It is proposed that an effective feedback should respond to three major questions from learners' perspectives, which are "How am I going? (feeding back)", "Where am I going? (feeding up)", and "Where to next (feeding forward)". Each of them has different functions, which are:

a) "How am I going? (feeding back)": This process-oriented feedback aims to provide learners with particulars on their current progress towards the target learning goal and suggestion for how to achieve the goal. This type of information is crucial in prompting students' use of self-regulated learning since students can recognise what they need to do in their self-regulated learning (e.g. Suggestion like what kind of self-

regulated learning strategies that are effective for closing the gap between the learning goal and current learning may be provided).

b) "Where am I going?" (feeding up): This type of feedback aims to lay a foundation for ones' self-regulated learning, setting an explicit learning goal. For instance, goal performance or "success criteria" will be explicitly informed.

c) "Where to next (feeding forward)": This type of feedback helps learners identify the possibility in future improvement. According to Boud & Molloy (2012), more significant improvement will be witnessed through gradually increasing the difficulty of the goal performance distributed, which is one of the distinctive elements in giving feeding forward feedback.

According to Hattie (2009)'s proposed concept of visible learning, through providing feedback which responds to these three questions, learners will be well acquainted with the learning objectives and the success criteria, empowering learners to take a more proactive role in their own learning. Effective feedback can also be provided at four levels, ranging from task level to self-level, catering for diversified learners' needs in a dynamic learning environment.

First, it is feedback operated at the level of task level, informing learners the correctness for the specific task attempt (e.g. dispelling the incorrect interpretation towards the task). Second, it is feedback operated the level of process level, focusing on facilitating learners' more proper usage of learning strategies and more accurate information search in the progress of ones' learning. Third, it is feedback provided at the level of self-regulation, which aims to foster students' skills and to enhance their confidence for conducting self-regulated learning. Yet, the effectiveness of feedback will vary among different learners. Factors like the tendency to seek help and capability to create internal feedback will have strong influence on the effectiveness of feedback. Fourth, it is feedback provided at the self-level, which is regarded as the least effective type of feedback. It mainly concerns evaluation towards individuals (e.g. it may take form in praises).

Purpose
To reduce discrepancies between current understandings/performance and a desired goal

The discrepancy can be reduced by:
Students
• Increased effort and employment of more effective strategies *OR*
• Abandoning, blurring, or lowering the goals
Teachers
• Providing appropriate challenging and specific goals
• Assisting students to reach them through effective learning strategies and feedback

Effective feedback answers three questions
Where am I going? (the goals)   Feed Up
How am I going?   Feed Back
Where to next?   Feed Forward

Each feedback question works at four levels:

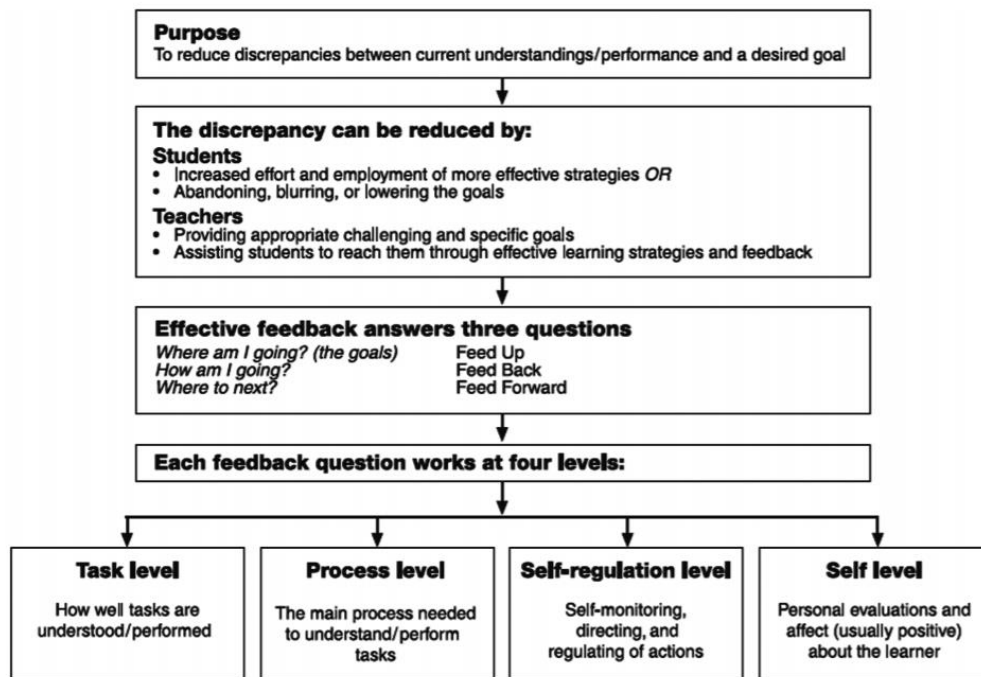| **Task level** | **Process level** | **Self-regulation level** | **Self level** |
| How well tasks are understood/performed | The main process needed to understand/perform tasks | Self-monitoring, directing, and regulating of actions | Personal evaluations and affect (usually positive) about the learner |

FIGURE 1. *A model of feedback to enhance learning.*

Figure 2.3: Hattie & Timperley's (2007) Model of feedback. Adapted from Hattie & Timperley (2007, P.87)

4) English self-concept

English concept, ones' perception towards his English competency, correlates with ones' academic achievement (Helmke & Van Aken, 1995). Meanwhile, according to an internal mediating process model proposed by Craven et al. (1991), it proposes a cyclical process of students receiving performance feedback from teacher, students internalizing the comment, and making self-talk to establish their academic self-concept. It depicts the influential power of teacher feedback on students' English self-concept.
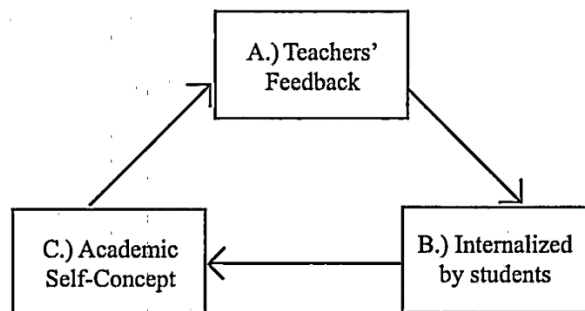
Figure 2.4: Craven, Marsh and Debus' (1991) model of the internal mediating process. (as cited in Burnett, (2003), p.3)

Chapter 3 Methodology

3.1 Research Questions

Based on the literature review on feedback, English self-concept, self-regulated learning under the context of shadow education and it's evident that there are gaps in current studies. Two research questions are proposed to address this:

I.   How does attending English shadow education affect students' use of self-regulated strategies in English and students' English self-concept?

This question aims to understand the impacts of attending English shadow education towards students' use of self-regulated strategies in English and students' English self-concept. For instance, attending English shadow education causes a positive, negative, or null effect on students' usage of self-regulated strategies in English and their self-concept.

II.   To what extent does the feedback students received in English shadow education affect students' use of self-regulated strategies in English?

This question aims to gain insights on how students interpret and make use of the feedback received in English shadow education. Also, it aims to discover the effect the feedback students received in English shadow education has over the students' usage of self-regulated strategies in English.

3.2 Methodology

3.2.1 Research Design

In order to gain deep insights on the correlation between self-regulated learning, feedback and students' English self-concept in the context of English shadow education, this research aims to employ a mixed research method, which includes a quantitative approach of self-report questionnaire (Appendix IV) and a qualitative approach of semi-structured interview (Appendix V). According to Creswell (2003), a sequential explanatory model, the collection and analysis of qualitative data follows the collection and analysis of quantitative data, facilitates the interpretation and reasoning of quantitative data.

For acquiring an overall view of students' usage of self-regulated learning, feedback orientation, and level of English self-concept, a self-report questionnaire, a quantitative approach, is distributed to students for indicating their peference. According to Perry and Rahim (2011), when the research's focus lays on students' perspective towards their self-regulation ability, self-report questionnaire is an excellent instrument in providing insight and acting as a starting point for the research. It is followed by a qualitative approach, a semi-structured interview, aiming to gain deep insight on rationale behind their feedback orientation, usage of self-regulated learning and students' English self-concept, and the impacts that each factor influences another.

3.2.2 Setting and Participants

The study is taken place in a local Secondary school named Shatin Tsung Tsin Secondary school where I conducted my 3-month long teaching practicum in the first semester of this academic year. This school adopts English as its medium of instruction. Participants involved in this research comes from Band 1 EMI school. Half of them are high achievers in the form and half of them are low achievers in the form.

In order to ensure the internal validity of the research, the effect of confounding variables will be minimized through research design. Students from the same ESL classroom, who share similar educational background, are selected in order to

minimize the effect of mainstream English lessons upon students' tendency of performing self-regulated learning.

This research employs a purposive sampling method. Very little research has investigated the difference in secondary students' tendency to perform English self-regulated learning under the influence of external feedback, students' feedback orientation and students' level of English self-concept among students who receive English shadow education and do not receive English shadow. 62 ESL learners from local ESL classrooms that I taught in school placement were chosen to take a self-report questionnaire. Among those 62 participants, 23 ESL learners who receive English shadow education (the experimental group) and 39 ESL learners who haven't received any form of English shadow education (the control group) were selected. It ensures a significant comparison of current self-regulated learning's tendencies, the overall feedback orientation, and the level of English self-concept among students who receive English shadow education and of those who do not. Therefore, it helps construct understanding towards the correlation between overall feedback orientation, level of English self-concept and tendencies to perform self-regulated learning under the context of English shadow education.

Then, participants who participated in the self-report questionnaire were invited to attend a follow-up semi-structured interview, which adopts purposive sampling. 4 of them agreed to participate in the follow-up semi-structured interview. 2 of them were ESL learners who receive English shadow education and 2 of them were ESL learners who have not received any form of English shadow education. It helps construct understanding towards students' feedback orientation in the context of English mainstream education and English shadow education and how does the perception of feedback affect students' level of English self-concept and usage of self-regulated learning in two contexts. It helps gain a deep insight in the correlation between overall feedback orientation, level of English self-concept and tendencies to perform self-regulated learning under the context of English shadow education, through comparing that in the context of English mainstream education.

The profile of the student interviewees is summarized as follows:

Students	Form	Attend English shadow education?	Types of English Shadow education attended	Hours of self-regulated learning per week
S1	F5	Yes	One-on-one tutoring, small group tutoring, lecture-type tutoring	6-10 hours
S2	F5	Yes	Lecture-type tutoring	3-5 hours
S3	F5	No	/	1-2 hours
S4	F5	No	/	1-2 hours

Figure 3.2.2 Profile of student interviewees

3.2.3 Data Collection and Analysis

The study was conducted under the approval of the Research Ethnic Committee of the Faculty of Curriculum and Instruction of the Education University of Hong Kong. Prior to distributing self-report questionnaire and conducting interview with student participants, consent forms were distributed to principal of the participant school, student participants and their parents to seek permission.

As regards self-report questionnaire conducted with student participants, a total of 40 statements, which include 20 items from Feedback Orientation Scale (FOS) (Yang, 2014), 12 items from Motivated strategies for learning questionnaire (MSLQ) (Duncan, Pintrich & Smith, 2015), and 8 items testing upon ESL learners' English self-concept adopted from self-description questionnaire (Marsh, 1988), were provided to participants. The Feedback Orientation Scale (Yang, 2014) which measures ones' Feedback Utility, Feedback Accountability, Feedback Social

Awareness, and Feedback Self-Efficacy has been classified as a valid instrument to assesses individual's overall receptivity to feedback (Yang et al, 2014). Meanwhile, the MSLQ has been classified as a valid instrument to assesses the tendency of students to be involved in self-regulated learning in specific contexts (Jackson, 2018). Participants need to rate the statement on a four points Likert scale from "not at all true of me" to "very true of me" with respect English. Then, scales are computed through taking the mean of the rating of items per aspect.

In order to gain insight about the correlation between feedback receptivity, tendencies to perform self-regulated learning and level of English self-concept under the context of English shadow education and English main stream education, Pearson correlation's coefficient were applied to measure the association among a) feedback receptivity and tendencies to perform self-regulated learning, b) feedback receptivity and level of English self-concept, and c) tendencies to perform self-regulated learning and level of English self-concept using SPSS Statistic 26.
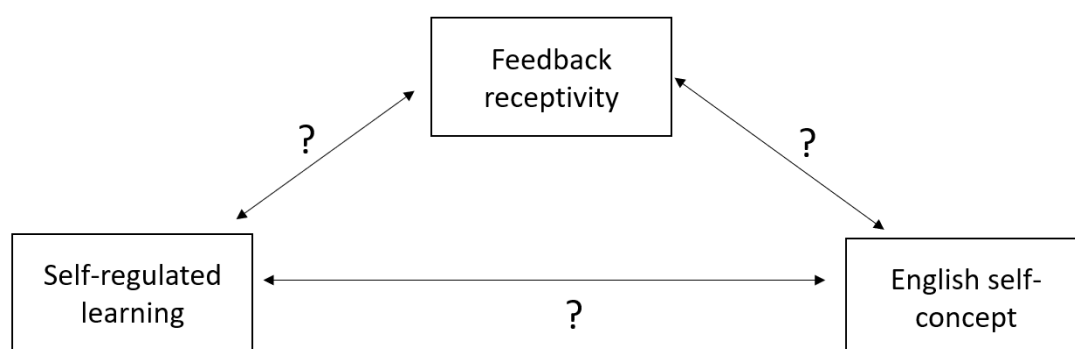

Figure 3.2.3 The hypothetical correlation model between feedback receptivity, English self-concept, and usage of self-regulated learning

In order to compare the means on the three aspects, Feedback Orientation, Usage of self-regulated learning, and English self-concept, of the participants of the control group (those who have not attended any form of English shadow education) and that of the experimental group (those who attend English shadow education), an independent t-test, using SPSS Statistic 26, is adopted. Therefore, it compare the situation of feedback receptivity, usage of self-regulated learning and level of English self-concept among two groups of students, the control group (those who have not

attended any form of English shadow education) and the experimental group (those who attend English shadow education).

As regards the interview conducted with student participants, a set of sample interview questions, which include general information, the application of self-regulated learning strategies, the receptivity of feedback, and the perception towards English self-concept, were adopted. The adoption of semi-structured interview allows students' participants to provide insightful elaboration on the questions. After the interview, the interview contents were transcribed. The transcript data were grouped, categorized and analyzed to classify differences and similarities in the perception of the participants' interviewee of the control and experimental group.

Chapter 4 Findings

This chapter delineates the findings of the research with a view to illustrates the correlation between feedback receptivity, English self-concept, and tendencies to use self-regulated learning from students' perspectives in the context of English shadow education and English mainstream education. Also, it aims to make use of the findings to investigate students' rationale behind their feedback receptivity in different context.

4.1 Characteristics for different types of shadow education

According to the response of S1 and S2, they identified distinctive differences among three types of English Shadow Education, one-on-one tutoring, group tutoring, and lecture-type tutoring. S1 pinpointed that tutor from one-on-one tutoring acts as a facilitator in her learning and "*does not confine her to work by certain ways*", allowing her to take up a proactive role in her language learning. S1 also pinpointed that tutor of lecture-type teacher *"provides less individualized tutoring and (feedback)"*, compared to that of one-on-one tutoring and group-tutoring. Moreover, Both S1 and S2 suggested that lecture-type tutoring, especially those in video mode, is characterized with its unidirectional skill-based teaching and unidirectional provision of general feedback.

4.2 Feedback

4.2.1 Feedback receptivity

Independent t-test was adopted to compare mean of the Feedback Receptivity among the control group and the experimental group. As regards to the mean for Feedback Orientation among the control group and experimental group, student participants who attend English Shadow Education has a slightly higher mean score of 2.965, compared to 2.887 reported by student participants who have not attended any form of English shadow education. Meanwhile, with reference to the p-value (p=.477), it manifests that the variance may not be significantly different and mean on Feedback Receptivity among two groups may not be significantly enough.

Participant_1	N	Mean	Levene's Test for Equality of Variances				
			F	Sig.	t	df	Sig. (2-tailed)
Shadow_education	39	2.96538	.034	.855	.715	60	.477
no_shadow_education	23	2.88696			.718	46.809	.476

Figure 4.2.1.1 Result for independent t-test for Feedback receptivity of the experimental group (upper row) and that of the control group (lower row)

Four participants involved in the semi-structured interview show different levels of feedback receptivity.

As for S1, she claimed feedback provided by tutor of one-on-one tutoring has a greater influential power on her study (scoring ten out of ten), compared to that provided by school English teacher (scoring six out of ten) and that provided by tutor of English shadow education (scoring four out of ten). She suggests the divergence in feedback receptivity for different types of teaching can be explained by the following reasons.

First, it is **higher feedback clarity** in feedback provided by tutor of one-on-one tutoring, compared to those feedback provided by tutor from mainstream English education. S1 attributed a higher feedback clarity in the feedback provided by tutor of one-on-one tutoring, compared to those feedback provided by tutor from mainstream English education, as the reason for why feedback provided by tutor of one-on-one

tutor had a greater influential power on her language learning: *"(teacher of one-on-one tutoring) will have more time to elaborate on her feedback (instead of) providing the score only (S1)"* and *"(teacher of mainstream English education) uses symbols to indicate what kinds of grammatical mistakes (she has). But, he won't have time to explain to me (S1)"*.

Second, it is **the authoritative role of teacher** to students. S1 attributed her higher feedback receptivity towards feedback provided by tutor of one-on-one tutoring to tutor's relatively higher authority: *"(she can) choose a teacher whose has a high education professionality and rich education experience (as her one-on-one tutoring's tutor)…(his) authority will be relatively larger (than that of the school English teacher) (S1)"*. At the same time, S3 who rated six out of ten for her feedback receptivity towards feedback provided by mainstream English teachers suggests that "*teacher is more authoritative that he knows more about the exam system and more knowledgeable (S3)*". Therefore, she was willing to make changes according to English school's teacher feedback. It suggests that students' perception towards teacher authority is a determining factor to students' feedback receptivity.

Third, it is the provision of **individualized feedback**. S1 attributed her higher feedback receptivity towards feedback provided by tutor of one-on-one tutoring and group tutoring, compared to those provided by tutors of lecture-type tutoring and mainstream English education, to the provision of individualized feedback from tutor of one-on-one tutoring. In contrast to the individualized feedback offered by the tutor of one-on-one tutoring and group tutoring, there is a lack of individualized feedback in lecture-type tutoring and mainstream English education: *"feedback provided by the tutor (of lecture-type of tutoring) cannot facilitate (her) learning…(she) would only receive an overall comment of (her) class's performance, (which is not applicable for her situation) (S1)."* and S2 suggested that individualized feedback was only given to writing tasks.

4.2.2 Features of feedback in different types of education

4.2.2.1 Direction of feedback

There is the provision of unidirectional feedback from tutor to students in lecture-type tutoring: *"tutor (of lecture-type tutoring) would make an overall comment on the whole class's performance…(she) has no chance to ask questions (about the feedback) (S1)"*. Meanwhile, S1 claimed that she would be given time to interact with tutor of one-on-one tutoring and group tutoring based on the feedback given (e.g. asking for clarification on the feedback). It indicates that the interactive feedback is provided in one-on-one tutoring and group tutoring. Moreover, S1 stated that feedback from school English teacher is "*rather one-way feedback*", which manifests its unidirectional nature.

4.2.2.2 Amount of feedback

S1 indicated that more detailed feedbacks are provided by tutors of one-on-one tutoring and group tutoring. S2 indicated that a few feedbacks are provided by school English teacher and tutor of lecture-type tutoring.

4.2.2.3 Directed at which language skill

S1 indicated that feedback provided by tutor of one-on-one tutoring and group tutoring concern four language skills, which are reading, listening, writing and speaking. For example, it is feedback about ones' reading skill, like *"guiding (S1) to locate the correct answer in (reading comprehension through giving feedback)"*, which is rarely seen in lecture-type of tutoring and English mainstream education. S1 and S2 manifested that tutors of lecture-type tutoring and school English teachers usually provided feedbacks mainly on writing such as "*(school English teachers) (crossing) out the extra meaningless sentence that (she) write in writing or suggest (her) to use a more complex sentence to substitute the original one (S1)"*.

4.2.2.4 Catering for individual learning needs

As suggested in the previous section, individualized feedbacks are provided by tutor of one-on-one tutoring and group tutoring. Meanwhile, S1 indicates that *"there is a great decline in (feedbacks) catering for individual's needs"* as seen in feedbacks provided by tutor of lecture-type tutoring and school English teacher.

4.2.2.5 Level that feedback operated at

As for feedback provided by school English teachers, feeding-back corrective feedback which operated at task level are frequently seen: *"(her) teacher would tell what kind of grammatical mistake (she has) (S3)"*. Meanwhile, S2 stated that feedback at feeding-back feedback targeted at task level are provided by tutor of lecture-type tutoring. Moreover, there is a lack of feeding-up and feeding-forward feedback directed at self-regulated level provided by tutors in lecture-type tutoring*: "(her) teacher (of lecture-type of tutoring and in school) rarely provides (her) with feedback which pinpoints (her) weakness and suggests (her) to make progress in that particular aspect. (She does not) know what to self-learn or to improve (S2)"*.

Furthermore, feeding-up, feeding-back and feeding-forward feedback that targeted at task-level, process-level and self-regulated level are provided in both one-on-one tutoring and group tutoring : *"Teacher (of one-on-one tutoring and group tutoring) will give some feedback and recommendations. (she) knows in which aspect (she) performs worse and (she) need to make progress through drilling. (The tutor) would give (her) recommendations on methods and what kind of learning materials, books, exercises (S1)"*.

4.2.2.6 Feedback clarity

As suggested in the previous section, feedback provided by tutors of group-tutoring and one-on-one tutoring carry high feedback clarity. Meanwhile, feedback provided by tutors of lecture-type tutoring and teacher carry lower feedback clarity.

	English shadow education	*English mainstream education*
Direction of feedback	a) One-on-one tutoring: interactive b) Group tutoring: interactive c) Lecture-type tutoring: unidirectional	Unidirectional
Amount of feedback	a) One-on-one tutoring: detailed and more b) Group tutoring: detailed and more c) Lecture-type tutoring: a few	A few
Directed at which language skills	a) One-on-one tutoring: reading, listening, writing and speaking b) Group tutoring: reading, listening, writing and speaking c) Lecture-type tutoring: writing	Writing
Catering for individual learning needs	a) One-on-one tutoring: Yes (individualized and timely feedback) b) Group tutoring: Yes (individualized and timely feedback) c) Lecture-type tutoring: No	No (Only individualized feedbacks are provided for writing tasks)

Level that feedback operated at	a) One-on-one tutoring: targeted at task-level, process-level and self-regulated level (feeding-back, feeding-up and feeding-forward) b) Group tutoring: targeted at task-level, process-level and self-regulated level (feeding-back, feeding-up and feeding-forward) c) Lecture-type tutoring: At task level	At task level (mainly feeding-back corrective feedback)
Feedback clarity	a) One-on-one tutoring: high b) Group tutoring: high c) Lecture-type tutoring: low	Low

Fig 4.2.2.1 A summary table for features of feedback in different types of English education

4.3 Usage of self-regulated learning

Independent t-test was adopted to compare mean of ten among the control group and the experimental group. As regards to the mean for usage of self-regulated learning among the control group and experimental group, student participants who attend English Shadow Education has a slightly higher mean score of 2.604, compared to 2.559 reported by student participants who have not attended any form of English shadow education. Meanwhile, with reference to the p-value (p=.710), it manifests

that the variance may not be significantly different and mean on usage of self-regulated learning among two groups may not be significantly enough.

Participant_1	N	Mean		Levene's Test for Equality of Variances				
				F	Sig.	t	df	Sig. (2-tailed)
Shadow_education	39	2.60418		1.046	.310	.374	60	.710
no_shadow_education	23	2.55804				.402	56.312	.689

Figure 4.3.1.1 Result for independent t-test for usage of self-regulated learning of the experimental group (upper row) and that of the control group (lower row)

4.3.2 Teacher's role in supporting students' usage of self-regulated learning

S1 reported a surge in the usage of self-regulated learning after attending English shadow education, from two out of ten to seven out of ten. S2 reported a slight increase in the usage of self-regulated learning after attending English shadow education, from five out ten to seven out of ten. On the other hand, there was a low self-report of self-regulated learning (three out of ten) for S3, who does not attend any form of English shadow education. S3 claimed that *"teacher seldom teaches and advocate the use of self-regulated learning strategies explicitly in class.".* It suggests that the absence of teacher's supports in students' self-regulated learning may be the leading cause for S3's little usage of self-regulated learning.

Meanwhile, S1 and S2's increase in the usage of self-regulated learning after attending English shadow education can be explained by the following factors.

First, it is **the provision of ample chances for students to practice self-regulated learning**. S1 recalled that her tutor of one-on-one tutoring assigned her with numerous self-regulated learning task, such as *"learning new vocabs from the reading comprehension (through searching the words up on dictionary)".*

Second, it is **the continuous monitoring and the provision of feedback by teachers**. S1 claimed that *"(tutor of one-on-one tutoring) required (her) to search for the meaning of the words and review those words whenever (she) (had) time. He then would bring a new reading passage with those words in it and test (her) understanding towards those new vocabs.",* which shows continuous monitoring on

her vocabulary acquisition process from the tutor. S1 added that "*(the tutor) provided guidance on how to learn English like using which kind of learning materials and what kinds of learning means so as to maximize (her) learning efficiency.",* which suggests feeding-forward feedback like identifying possible future improvement are being provided by teacher in students' self-regulated learning.

Third, it is **the strategic supports provided by the teacher**. S2 recalled that *"(tutor of lecture-type tutoring taught her) a lot of different English exam skill. (She) would self-monitor (her) own usage of those skills when completing the mock papers by (herself)."*. It shows the significance of strategic support like exam skill teaching provided by the tutors in students' self-regulated learning process.

To conclude, it manifests that teachers have a crucial role in students' self-regulated learning. More support received from tutors from English shadow education accounts for the higher level of usage of self-regulated learning in participants who attend English shadow education, compared to those who don't.

4.4 English self-concept

Independent t-test was adopted to compare mean of ten among the control group and the experimental group. As regards to the mean for usage of self-regulated learning among the control group and experimental group, student participants who attend English Shadow Education has a higher mean score of 2.692, compared to 2.500 reported by student participants who have not attended any form of English shadow education. Meanwhile, with reference to the p-value (p=.710), it manifests that the variance may not be significantly different and mean on English self-concept among two groups may not be significantly enough.

Participant_1	N	Mean		F	Sig.	t	df	Sig. (2-tailed)
			Levene's Test for Equality of Variances					
Shadow_education	39	2.69174		.650	.423	1.262	60	.212
no_shadow_education	23	2.50000				1.307	51.289	.197

Figure 4.4.1 Result for independent t-test for English self-concept of the experimental group (upper row) and that of the control group (lower row)

4.4.1 Factors that affect ones' level of English self-concept

Both S1 and S2 reported an increase in the level of English self-concept after participating in English shadow education. S1 stated that positive feedback enhanced her English self-concept. Upon receiving positive feedback, she claimed that positive feedback (e.g. praising) reinforced her positive English self-concept. To the contrary, S4 claimed that *"the negative feedback from (her) teacher would (constantly) makes (her) feel inferior about (her) English language proficiency"*. It suggests that **positive feedback would better ones' English self-concept while negative feedback does the opposite**. *S1 also claimed that "the feedback provided by (her school teacher) are normally negative".* It suggests that **a high occurrence of negative feedback** in mainstream English education.

Meanwhile, S2 claimed that *"skill-based teaching made (her) feel more confident in handling with exam.",* which suggests that **skill-based teaching in English shadow education enhances her English self-concept**. It may be a possible reason for the increase in the level of English self-concept for S2.

Moreover, S2 claimed that *"(her) teacher (in school) would try to classify the scores (her) class get into three groups, low-achiever, moderate, and high-achiever. (Her) teacher would let (them) know the score ranges. Therefore, (She) would know that (she) belongs to the low-achiever and it makes (her) sad",* suggesting that **comparison among peers based on academic result** influences ones' English self-concept.

To conclude, the higher means in English self-concept for the student participants who attend English shadow education can be explained by skill-based teaching

provided in English shadow education, which participants who do not attend any form of English shadow education do not receive, and higher occurrence of negative feedback in mainstream English classroom. Meanwhile, comparison among peers based on academic result and feedback are crucial factors that affect ones' level of English self-concept.

4.5 The correlation between English self-concept, tendencies to use self-regulated learning and feedback receptivity from students' perspectives:

For students participants who have not participated in any form of English Shadow Education:

According to the result obtained from running Pearson Correlation Coefficient, a statistically significant positive correlation between Feedback Receptivity and usage

Variables	Pearson Correlation (r)	P-value (2-tailed)
Feedback Receptivity and Usage of self-regulated learning	.496	.001[*]
Feedback Receptivity and English self-concept	.571	.000[*]
English self-concept and Usage of self-regulated learning	.166	.312

of self-regulated learning (r=.496, p <.001) of students who have not attended any form of English shadow education. Also, a strong, statistically significant positive correlation between Feedback Receptivity and English self-concept (r=.571, p <.001) of the control group. Meanwhile, a weak positive correlation between English self-concept and usage of self-regulated learning (r=.166, p>.005) of the control group.

Fig 4.5.1.1 Correlation among three variables (For the control group)

For students participants who participate in English Shadow Education:

According to the result obtained from running Pearson Correlation Coefficient, a positive correlation between Feedback Receptivity and usage of self-regulated

learning (r=.340, p>.005) of students who attend English shadow education. Also, a weak positive correlation between Feedback Receptivity and English self-concept (r=.162, p>.005) of the control group. Meanwhile, a weak positive correlation between English self-concept and usage of self-regulated learning (r=.123, p>.005) of the control group. The relatively higher p-value may be explained by the small sample size of 23, which makes the outcome less statistically significant (These et al, 2016).

Variables	Pearson correlation (r)	P-value (2-tailed)
Feedback Receptivity and Usage of self-regulated learning	.340	.122
Feedback Receptivity and English self-concept	.162	.459
English self-concept and Usage of self-regulated learning	.123	.576

Fig 4.5.1.2 Correlation among three variables (For the experimental group)

Under the context of both mainstream English Education and English Shadow Education, it is reported that there is positive correlation among Feedback receptivity and self-regulated learning, among self-regulated learning and English self-concept, and among English self-concept and Feedback receptivity.
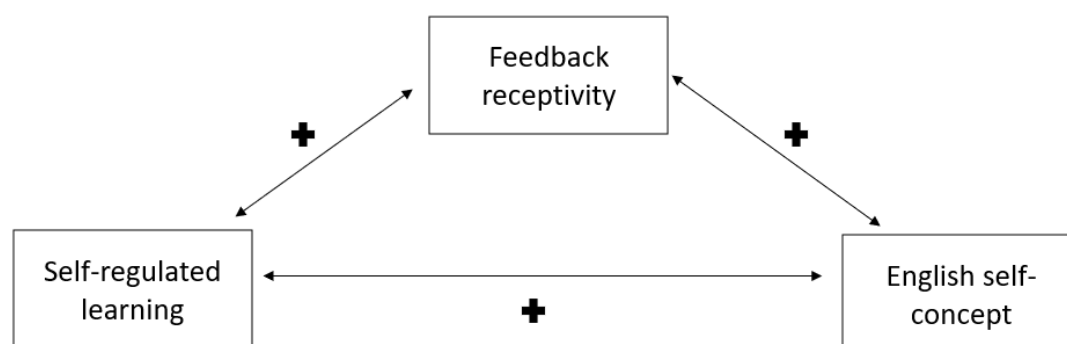

Fig 4.5.1.3 Correlation among feedback receptivity, English self-concept and self-regulated learning in the context of English mainstream education and English shadow education

In the following, data from the semi-structured interview would be applied to perform a close investigation into students' perception and rationale behind the correlation among three variables, feedback receptivity, English self-concept, and usage of self-regulated leaning in the context of English shadow education and English mainstream education.

4.5.2 Correlation between feedback and usage of self-regulated learning

S1 who attended English shadow education stated that *"if (her) (tutor of one-on-one tutoring) praised (her) for the good usage of vocabs and sentence patterns, (she) would be motivated to use those vocabs again and try to learn more through reading magazines and newspaper out of class time so as to expand (her) vocab bank."*, showing that positive feedback received reinforces ones' self-regulated learning. S3 also shared similar perception with S1, she claimed that *"feedback provided by (her) school teacher is the only channel that (she) can get information about which area should (she) improve or what's (she) potential English improvement".* It suggests that feeding-forward and feeding-up feedback which directed at self-regulated level would be beneficial for ones' self-regulated learning.

On the contrary, S2 stated that *"(her English school teacher) rarely provides (her) with feedback which pinpoints (her) weakness and suggests (her) to make progress in that particular aspect. (She) don't know what to self-learn or to improve.".* It further reinforces the importance of teachers' feedback in students' self-regulated learning.

S1 stated that *"the feedback provided by (her school teacher) are normally negative… (it makes her) demotivated to learn English out of class time (by herself)",* manifesting that negative feedback may discourage students' usage of self-regulated learning.

These evidences manifest that positive feedback catalyses ones' self-regulated learning and supports the positive correlation among feedback receptivity and self-regulated learning in the context of English mainstream education and English shadow education tested in the Pearson Correlation Coefficient test.

4.5.3 Correlation between Feedback and English self-concept

Positive confirmatory feedback helps reinforce ones' English self-concept: *"the (positive feedback) from (tutor of one-on-one tutoring" can act as a clear indicator for correct usage of certain English skills (S1)."*. Also, S1 who self-reported a high feedback receptivity on feedback provided by her tutor of one-on-one tutoring also suggested that *"positive feedback contributes the most to better (her) English self-concept. Meanwhile, for the negative feedback from (tutor of one-on-one tutoring), if those can tell (her) the underlined problems that (she) can make improvement, those can also help (her) learn better in English."*. It suggests that high feedback receptivity contributes to ones' high level of English self-concept, regardless of the nature of feedback (positive or negative). This concept is further proved by S4's statement, *"the negative feedback from (her school English teacher) would make (her) feel inferior about (her) English language proficiency."* and S2's statement, *"(feedback from English school teacher makes her know that she) belongs to the low-achiever and it makes (her) sad."*.

To conclude, ones' feedback receptivity positively correlates with ones' English self-concept. Positive confirmatory feedback benefits ones' English self-concept while negative feeding-forward and feeding-up feedbacks provide salient information for learners to perform further improvement, making students be motivated to perform self-regulated learning.

4.5.4 The correlation between usage of self-regulated learning and English self-concept

First, frequent usage of self-regulated learning benefits ones' English self-concept. S2 supports this idea by claiming that through putting exam skills learnt from lecture-type tutoring into her practice of self-regulated learning, she had a higher confidence in using English. Second, ones' positive English self-concept influence ones' usage of self-regulated learning. S1 reported that negative feedback received from school English teacher lowers her English self-concept, making her demotivated to invest time in self-regulated learning. These support the positive correlation between ones' usage of self-regulated learning and ones' English self-concept.

Chapter 5 Discussion

5.1 Do all kinds of English shadow education hampers students' usage of self-regulated learning?

According to Yung's autobiographical narrative inquiry on Shadow Education in Hong Kong (2019), it is suggested that shadow education reinforces students' passivity in learning regardless of types of shadow education, contributing to a diminishing importance of self-regulated learning in students' learning. Also, Ho & Kwong (2008)'s research accords with Yung's idea and reinforces that dependency on private tutors may hamper ones' ability of self-regulated learning.

On the other hand, comparing the means on the score for the usage of self-regulated learning among student participants who attend English shadow education and those who do not in the self-report questionnaire, it manifests that those who attend English shadow education scores higher in the usage of self-regulated learning, which contradicts to Yung's and Ho & Kwong's claims. Also, interviewee S1 and S2 who reported a surge in usage of self-regulated learning after attending English shadow education (in the forms of one-on-one tutoring and group tutoring) attributes the increase in usage of self-regulated learning to teachers' continuous support in her self-regulated learning process, which are the provision of ample chances for students to practice self-regulated learning, the continuous monitoring and the provision of feedback by teachers, and the strategic supports provided by the teacher. It suggests that attending English shadow education does not necessarily hamper ones' usage of self-regulated learning.

According to studies on teachers' perspectives on promoting students' self-regulated learning (Spruce & Bol, 2005; Donker et al., 2014; Karabenick & Zusho, 2015; Klug et al, 2014; Vandevelde, 2012) throughout the decades, teachers have an important role in promoting students' self-regulated learning. Meanwhile, teachers' knowledge towards self-regulated learning, teachers' instructional pedagogies on self-regulated learning, focus on particular SRL components, age of teachers, size of the class and teachers' belief over SRL are critical factors that contributes to different levels of assistance and instruction on students' SRL. It explains the contradiction among Yung (2019)'s research, which reinforces the detrimental effect that shadow education brings to ones' self-regulated learning ability, and the result in this study which

suggests a more active usage of self-regulated learning for ones who participate in one-on-one tutoring and group tutoring, compared to those attend in lecture-type tutoring and mainstream English education. The possible rationale for the contradiction would be the divergence in teaching individuals' approaches on students' SRL under the same learning context (e.g. English mainstream education). Yung's experience may differ from those of the students participants involved in this study due to the divergence in teaching individuals' approaches on students' SRL.

This study adopts a mixed research approach to gain deeper insights on different students' usage of self-regulated learning under the context of English shadow education and mainstream English education. It comes with a conclusion that English shadow education, especially those in forms of one-on-one tutoring and group tutoring, does not necessarily hampers students' usage of self-regulated learning. It may be explained by more individualized instruction on SRL due to the small class size in one-on-one tutoring and group tutoring as suggested by interviewee S1. According to Subedi (2018)'s research, it is reported that immediate individualized feedback at different level is provided in private tutoring. It further supports interviewee S1's claim. It lays the foundation of future research on students' level of SRL in different forms of English shadow education. Research of a larger data size on students' level of SRL in different forms of English shadow education is needed to confirm the findings of this research.

5.2 Criteria of effective feedback in language learning from students' perspectives

Effective feedback is an intangible element for promoting students' language learning, which provides students with salient information concerning one's performance (Black & William, 1998; Kluger and DeNisi, 1996, p.235; The Curriculum Development Council, 2017). As regards to the comparison on the mean scores for feedback receptivity among student participants who attend English shadow education and those who do not in the self-report questionnaire, it manifests that those who attend English shadow education scores higher on feedback receptivity.

In order to gain a better insight on students' rationale for their difference in effective receptivity for feedbacks provided in different forms of education, a summary table which depicts the features of feedback in different forms of education is constructed as follows:

	English shadow education	English mainstream education
Direction of feedback	a) One-on-one tutoring: interactive b) Group tutoring: interactive c) Lecture-type tutoring: unidirectional	Unidirectional
Amount of feedback	a) One-on-one tutoring: detailed and more b) Group tutoring: detailed and more c) Lecture-type tutoring: a few	A few
Directed at which language skills	a) One-on-one tutoring: reading, listening, writing and speaking b) Group tutoring: reading, listening, writing and speaking c) Lecture-type tutoring: writing	Writing
Catering for individual learning needs	a) One-on-one tutoring: Yes (individualized and timely feedback) b) Group tutoring: Yes (individualized and timely feedback) c) Lecture-type tutoring: No	No (Only individualized feedbacks are provided for writing tasks)

Level that feedback operated at	a) One-on-one tutoring: targeted at task-level, process-level and self-regulated level (feeding-back, feeding-up and feeding-forward) b) Group tutoring: targeted at task-level, process-level and self-regulated level (feeding-back, feeding-up and feeding-forward) c) Lecture-type tutoring: At task level	At task level (mainly feeding-back corrective feedback)
Feedback clarity	a) One-on-one tutoring: high b) Group tutoring: high c) Lecture-type tutoring: low	Low

Fig 5.2.1 A summary table for features of feedback in different types of English education

According to the study's finding, student participants regard feedback with the following criteria as effective feedback and have a higher feedback receptivity over feedback with the following features:

Criteria of effective feedback for language learning:

1) **Direction of feedback**: interactive
2) **Amount of feedback:** detailed
3) **Directed at which language skill**: reading, listening, speaking and writing
4) **Catering for individual learning needs:** Yes
5) **Level that feedback operated at:** At task-level, process-level, and self-regulated-level (feeding-back, feeding-up, and feeding-forward)
6) **Feedback clarity:** high
7) **Teacher authority**: high

Fig 5.2.2 Criteria of effective feedback for language learning

These criteria of effective feedback also accord with the findings of previous research (Rucker & Thompson, 2003; Hattie & Timperley, 2007; Murphy, 2010; Méndez & Cruz, 2012). According to the feedback model proposed by Hattie & Timperley (2007), effective feedback should be directed at four levels, task level, process-level, self-regulated level and self-level. Also, effective feedback should be feeding-back, feeding-up, and feeding-forward. Moreover, according to Rucker & Thompson (2003), effective feedback should be provided timely, explicitly outlines students' strengths and areas for improvement, delivered with sensitivity towards students' learning needs and learning style, and motivating. Furthermore, Murphy (2010)'s research delineates that fundamental to students' high feedback receptivity and utilisation of feedback is an interactive, two-way communication process among teacher and learner in the process of providing feedback. Last but not least, according to Méndez & Cruz (2012)'s research, students' perception towards the authority of the agent that provide feedback is a determining factor for high feedback receptivity.

Meanwhile, according to the student participants' report of feedback provided by school English teacher, the feedback received in school are *"rather one-way",* little in quantity, directed at writing skill, low consideration towards individuals' learning needs, mainly feeding-back corrective feedback (which targeted at task level), and of

low feedback clarity. According to Lee (2008)'s research, teacher tends to focus on providing corrective feedback targeted at writing skill with a heavy focus on the accuracy of language, which is reinforced by exam-oriented culture. With a tight teaching schedule, teacher can only afford providing one-way feedback targeted mainly at task level. Therefore, the characteristics of feedback offered in mainstream English education contradicts to those received in one-on-one tutoring and group tutoring. It probably explains the relatively lower feedback receptivity of students who have not attended any form of English shadow education, compared to those who attend English shadow education.

Given the high importance of effective feedback in ones' language learning, school English teachers should be more considerate with the quality of feedback given. School English teachers may take reference of the criteria of effective feedback suggested above in Fig 5.2.2 when giving feedback to language learners.

5.3 How feedback from teachers influence students' self-regulated learning?

According to the model of self-regulated learning proposed by Bulter & Winnie (1995), external feedback is a built-on catalyst for ones' SRL process and motivates students' involvement in their SRL. External feedback, which will be interpretated, constructed, and internalised by students, has critical influence on students' evaluation of current progress against the target goal, revising their motivational belief or domain knowledge (Nicol and Macfarlane-Dick, 2006). It therefore influences students' subsequent SRL. Meanwhile, one of the important sources of external feedback that promotes students' self-regulated learning is from teacher who is regarded as an authoritative source of feedback (Kramarski, 2018).

As regards the result of Pearson Correlation Coefficient test, feedback receptivity positively correlates with students' usage of self-regulated learning in the context of English shadow education and Mainstream English education. Meanwhile, student participants S1 involved in semi-structured interview suggested that positive feedback received reinforces ones' self-regulated learning while negative feedback may discourage students' usage of self-regulated learning. This accords with the theoretical model proposed by Hattie & Timperley (2007). According to Hattie & Timperley (2007)'s theoretical model, negative external feedback may temporarily elicit ones' interest in performing self-regulated learning, but will eventually lead to

negligence towards feedback. Meanwhile, positive external feedback increases feedback receptivity, encourages a proactive incorporation of feedback into ones' SRL learning process and boosts learners' self-efficacy (Furnborough and Truman, 2009). On the other hand, our student interviewees reported that negative corrective feedback is often received in the context of mainstream education. School English teacher may consider provide more positive feedback to students in order to promote students' usage of self-regulated learning.

As suggested by student interviewee S2, *"(her English school teacher) rarely provides (her) with feedback which pinpoints (her) weakness and suggests (her) to make progress in that particular aspect. (She) don't know what to self-learn or to improve."*. It manifests the importance of the provision of feedback at self-regulated level, which aims to foster students' skills and to enhance their confidence for conducting self-regulated learning (e.g. self-monitoring and directing), in ones' self-regulated learning. Students with higher feedback receptivity would internalize those feedbacks and be willing to conduct subsequent self-regulated learning. It is vital that teacher provide students with feedback targeted at self-regulated level, promoting students' self-regulated learning.

As for effective feedback that targeted at self-regulated level, they should fit the following criteria, which are the provision of explicit performance goal, encouraging positive self-esteem and learning motivation, prompting interaction around learning, beneficial to ones' self-reflection and self-assessment in learning and the provision of good quality feedback that permits students to self-correct (Ferrel, 2012).

5.4 Teacher's role in students' self-regulated learning

Teacher has an important role in promoting students self-regulated learning (Kramarski, 2018; Stevenson, 2017). According to the social cognitive theory proposed by Bandura (1986), there is reciprocal interaction among three factors, personal, behavioral, and environmental, influencing learners' self-regulated learning process. One of the important environmental factors that influence learners' self-regulated learning is the available of learning resources (e.g. strategic support from teachers).

The integrative, ecological model of SRL-in-context proposed by Effat & Robyn (2020) illustrates the interactive environment involved in teachers providing support to students' SRL process. From the model, there are three linked and mutually independent systems that exerts direct influences on students' SRL process, namely (a) microsystem, which is teachers' core belief towards SRL and pedagogical practices of SRL, (b) exosystem, which involves school culture, school curriculum and teaching resources, and (c) macrosystem which refers to society (e.g. government educational policy), culture (e.g. exam-oriented culture), and community and home.

As in the microsystem, teacher's core belief towards SRL determine their amount of effort invested into supporting SRL through the application of different teaching approaches. When teachers have a strong belief in the effectiveness of SRL towards students' language development, they would be more motivated to apply appropriate teaching pedagogies to promote students' self-regulated learning. A series of variables influence the effectiveness of teaching approaches on SRL such as teachers' knowledge on SRL teaching pedagogies and students' learning motivation in self-regulated learning.

According to Effat & Robyn (2020)'s research, seven major categories of SRL-supportive teaching pedagogies are identified, which are: a) Instructional support in the area of metacognitive and cognitive, b) behavioral and motivational support, c) strategic support, d) Prompting students' critical and independent think, e) persistent monitoring and feedback, f) recreational support, and g) building an involving community.

Meanwhile, exosystem exerts influence on microsystem. For instance, the school curriculum influences teachers' teaching approaches for SRL. If the school curriculum focuses only on the instruction of exam-related skills and academic knowledge, but not on developing students' self-regulated learning ability. It is difficult for teachers to squeeze time out of the limited class time to provide support on students' SRL.

On the other hand, the macrosystem exerts influence on microsystem. For instance, the exam-oriented learning culture impacts school's design for the curriculum. With a heavy focus on exam-oriented learning, school prioritize the instilling of exam-skills and subject knowledge over the teaching of SRL skills.
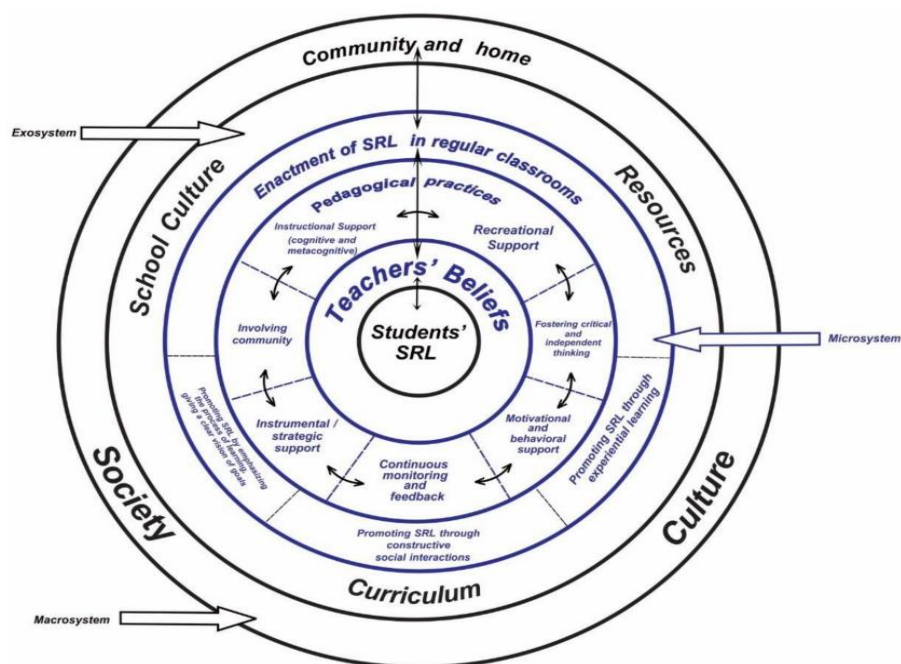
Figure 1. An integrative, ecological model of SRL-in-context from the teachers' perspectives.

Figure 5.4.1 an integrative, ecological model of SRL-in-context. Adapted from Effat & Robyn (2020, p.12)

Categories	Examples
Instructional support (cognitive and meta-cognitive)	" … in the beginning you are more structured and you give them [students] lots of examples of what they need to do and then they go away and do it themselves." (T2)
Motivational and behavioral support	" … motivate them [students] by giving them a stimulating introduction, or giving them equipment that might help them." (T4)
Instrumental/strategic support	"[teach] them a lot of strategies, you know mathematical strategies … everybody can do things differently, that works for one person may not work for that person. So, instead of me taking up and saying, this is how you do a sum, you know let's all look at different ways we can do it." (T3)"By me being able to show them [students] the variety of ways that the one task can be done." (T6)
Fostering critical and independent thinking	"You know let the kids come to you and ask you for what they need, rather than you just forcing it all the times—I think that's the way to encourage independence." (T5)

Categories	Examples
Continuous monitoring and feedback	"They [students] normally have a criterion, they normally have a task sheet for anything that we do … so that they know where they are at, and ultimately what they have to produce … I like me to see what they are doing when they are doing it … [because] you are looking at the whole range of things. [such as] how well did they do their research? … It's all that background information … to be able to assess a lot more … rather than only specific things." (T6)
Recreational support	"Hmm. Games work really well … I just think—that learning doesn't come from two games … sometimes, you know, you could have three games all based on the same concept." (T1)
Involving community	"So, it's you know getting the parents on board … so, once we have got them on board, it's certainly goes in the long way to help the children getting organized." (T1)

Fig 5.4.2 SRL-supportive practices. Adapted from Effat & Robyn (2020, p.9-10)

As stated in previous section 4.3.2, it manifests that teachers have a crucial role in students' self-regulated learning. More support received from tutors from English shadow education accounts for the higher level of usage of self-regulated learning in participants who attend English shadow education, compared to those who don't. There are some common SRL-supportive practices adopted by tutors of one-on-one tutoring and group-tutoring, which are: a) the provision of ample chances for students to perform self-regulated, b) the continuous monitoring and the provision of feedback by teachers, and c) the strategic supports provided by the teacher. Yet, these SRL-supportive practices are not seen in mainstream English classroom, as reported by student interviewees. These can be explained by limited class time and low confidence in applying different teaching pedagogies in face of students of diversified learning abilities and different instructional contexts, as suggested in Xu & Ko (2019)'s research on local primary teachers' perception towards teaching SRL in classroom. Also, with a heavy focus on exam-oriented learning in Hong Kong, school may prioritize the instilling of exam-skills and subject knowledge over the teaching of SRL skills in senior form's English education , contributing the undermined status of self-regulated learning.

Therefore, it is important that different stakeholders, Education Bureau, school and parents, join force to establish a SRL-friendly learning environment for Hong Kong secondary students.

5.5 Feedback and its impact on ones' English self-concept

English self-concept is an intangible contributing factor for one's English academic achievement (Meshkat & Hosseini, 2015; Awan, Noureen & Naz, 2011). It is important for teacher help students construct a high level of English self-concept.

According to the previous section 4.5.3, the study's result shows that ones' feedback receptivity positively correlates with ones' English self-concept. Positive confirmatory feedback benefits ones' English self-concept while negative feeding-forward and feeding-up feedbacks provide salient information for learners to perform further improvement, making students be motivated to perform self-regulated learning. It accords with Amiryousefi (2016)'s research that confirmatory feedback

can have positive influence on learners' English self-concept and Yang and Watkins (2013)'s research that internally focused performance feedback promotes ones' English self-concept. It is important that teacher in mainstream education provide more confirmatory feedback, feeding-forward and feeding-up feedbacks to promote learners' self-concept, leading to a higher motivation in performing self-regulated learning.

6. Implication

In this research, it manifests the there is positive correlation among three variables, usage of self-regulated learning, feedback, and English self-concept, regardless of the context of English mainstream education or English shadow education. Yet, according to the findings of the research, there is relatively lower feedback receptivity, usage of self-regulated learning and level of English self-concept, which are three fundamental elements in ones' language learning process, in the context of English mainstream education, compared to those in the context of English shadow education. It is important that different stakeholders, including Education Bureau, school, and teacher, contribute to make changes in enhancing students' usage of self-regulated learning, feedback receptivity, and level of English self-concept in order to promote students' language learning. Also,

6.1 Teachers

In order to increase students' feedback receptivity, secondary teachers can modify their way of giving feedback through giving effective feedback which fulfills the criteria stated in Fig 5.2.2. Therefore, students would be more ready to act upon those feedback and to conduct self-regulated learning. Also, teacher should provide feedback targeted at different language skills, not just at writing skill. With detailed feedback targeted at different language skills, students can attain a holistic language development in the domains of four language skills. Moreover, secondary teacher should provide more effective feedback targeted at self-regulated level, helping them monitor SRL process and making students more confidence in conducting self-regulated learning. It prompts students to conduct self-regulated learning, which is a critical skill for life-long language learners. Furthermore, feedback provided should

be of high feedback clarity and interactive. Therefore, students can develop a clearer understanding towards what to make improvements (the learning gaps) and current progress. Students would then be motivated to do self-regulated learning to seek improvement.

In order to promote students' self-regulated learning, teacher should make good use of different SRL-supportive practices to support students' SRL process. Teacher can try to incorporate more different SRL-supportive practices in self-directed language-learning activities which take place in flipped classroom. For instance, teacher can incorporate games (e.g. Kahoot and Wordup!) to create an enjoyable flipped classroom for students' to perform self-regulated language learning. Thereby, students' self-regulated learning would be promoted without sacrificing class time on instruction of the knowledge of compulsory syllabus. Also, teacher should take up courses to learn more SRL teaching pedagogies and be more confidence to implement different SRL-supportive practices to support students' SRL process. Moreover, teacher can provide more effective feedback targeted at self-regulated level, not just merely on task level and process level. Therefore, students can make use of those feedback to better their SRL process.

In order to enhance students' English self-concept, teacher can try to give more confirmatory feedback instead of giving many negative feedback to students. Also, teachers should give more internally focused feedback to students.

6.2 School

In order to prompt students' self-regulated learning, school can modify the school curriculum and provide more resources for students to perform self-regulated learning (e.g. explicit instruction of self-regulated learning strategies are included in the teaching schedule). Also, school can provide an enjoyable learning environment for students to do SRL process, such as providing more strategic support and greater freedom to perform self-directed learning. Moreover, school can hold regular colleague meeting which permits teachers to share their SRL teaching approaches with each other. Therefore, better instruction that facilitate students' SRL can be provided.

In order to promote the provision of effective feedback by teachers, regular colleague meeting which permits teachers to share their experiences on giving effective feedback can be held. Also, school can invite expertise in the area of giving effective feedback to provide insights on how to give effective feedback regularly in order to maintain high-quality, effective feedback being delivered to students by teacher.

6.3 Education Bureau

In order to prompt students' self-regulated learning, Education Bureau can grant more subsidy to subsize teachers to attend enhancement courses that increase their knowledge on SRL teaching pedagogies, enhancing the quality of SRL teaching pedagogies of teachers and increasing teachers' confidence in conducting self-regulated teaching approaches' instruction. Also, Education Bureau can introduce more assessment which requires students to perform self-regulated learning (e.g. Independent Enquiry Study Exemplars of the Structured Enquiry Approach) and provide ample chances for students to conduct self-regulated learning.

In order to promote the provision of effective feedback by teachers, Education Bureau can grant more subsidy to subsize teachers to attend enhancement courses that teach them how to give effective feedback, enhancing the quality of feedback provided.

6.4 Suggestion of list of self-regulated learning strategies in second language acquisition

A proactive self-regulated English learner should engage in goal-setting, the implementation and adjustment of learning strategies (e.g. note-taking, organization, etc.) in regards to different scenarios, seeking assistance, being persistent in achieving language learning goals, establishing a productive learning environment and regulating learning progress. (Zimmerman & Schunk, 2008; Oxford & Griffiths, 2016).Taking Zimmerman (2000)'s cyclical process of SRL and the nature of L2 learning strategies into considerations, Oxford (2011) proposed an array of metastrategies and strategies which are crucial in language learners' SRL. There is an inseparable correlation between the constant application of those strategies in SRL and being a proactive self-regulated L2 learner.

There are three branches of meta-strategies involved in L2 self-regulated learning, which are metacognitive strategies, meta-affective strategies, and meta-si strategies:
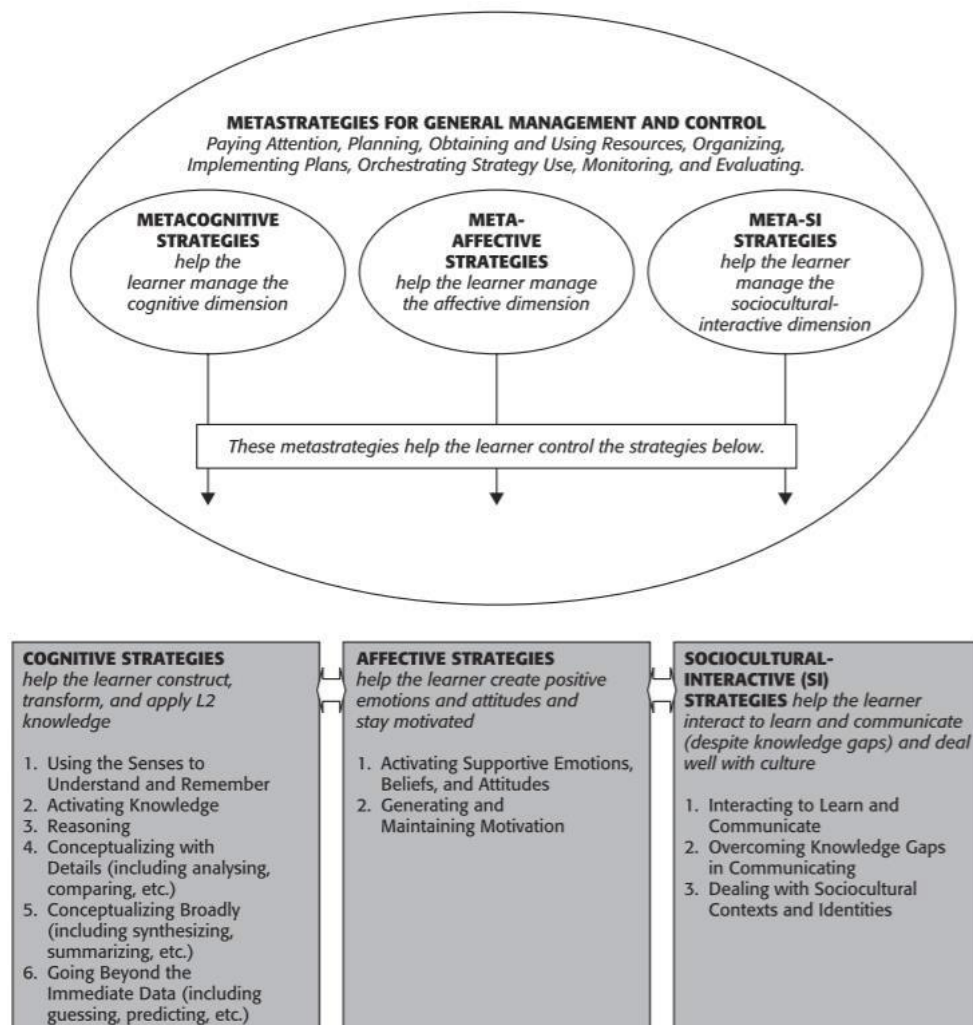

Figure 2.4: Meta-strategies and strategies in L2 self-regulated learning. Adapted from Oxford (2013, p.24)

These meta-strategies aim to help learners develop cognitive strategies, motivation in learning, and sociocultural-interactive skills, which facilitate L2 learners' SRL in and outside language class.

STRATEGY OR METASTRATEGY	TACTIC REPRESENTING THE STRATEGY OR METASTRATEGY IN ACTION FOR A GIVEN LEARNER IN A GIVEN SITUATION
Going Beyond the Immediate Data	Quang guesses English meanings from the context of the reading. Specifically, he uses headings, familiar vocabulary, and topic sentences to guess the meaning from the context. (Each of these – using headings, familiar vocabulary, and topic sentences – can be considered a tactic.)
Obtaining and Using Resources	If Quang still does not understand a given structure that is essential for understanding the reading, he goes to the online dictionary or the pocket dictionary for help.
	Seven-year-old Sunitha practises her English using CALLA's (Cognitive Academic Language Learning Approach, Chamot and O'Malley, 1986) strategic stuffed animals, like Planning Panda, Monitoring Monkey, Checking Chick, and Researching Racoon.
Planning	To help her rebuild schools in the war zone, Betty Lou plans to review her knowledge of Arabic dialects and grammar at night so she can know exactly what to say and how to say it.
	Mark plans his schedule carefully so he has time for distance university French lessons, despite his hectic job and raising two children.
	Ileana decides to review her new Slovak vocabulary in carefully spaced intervals.
Conceptualizing Broadly	Ashraf draws "semantic maps" with lines and arrows pictorially showing the linkages between words or concepts while learning Portuguese.
Conceptualizing with Details	Yoshinori learns Albanian words by breaking them down into their components.
Paying Attention	Amy pays close attention to the Korean language's politeness features so she can appropriately address Koreans of different ages.
	Vicky listens attentively to the speech of Bantu speakers so that she can use the correct expressions in ceremonial situations.
Interacting to Learn and Communicate	Omneya and Maia study German together, particularly before a major test.
Activating Supportive Emotions, Beliefs, and Attitudes	Charles gives himself encouragement through positive self-talk while preparing to give a presentation in Swahili about Tanzanian education.
Reasoning	Marco makes deductions about English based on grammar rules he already knows.
Activating Knowledge	Jing and Irina brainstorm the technical English vocabulary and the examples they need when making a presentation on international conflict resolution.
Overcoming Knowledge Gaps in Communicating	While Irina presents what she is supposed to say, she cannot remember the term *bilateral negotiation*, so she "talks around" it, saying, "Both sides come together to talk about what they want," and thus she continues gaining speaking practice instead of stopping.

Figure 2.5: Examples of Meta-strategies and strategies in L2 self-regulated learning. Adapted from Oxford (2013, p.33)

Chapter 7 Limitation

The result of the research may not be statistically significant given its small sample size of 62 ESL learners in Band one local school. Also, the number of participants who attend English shadow education involved in this research are only 23. It is a relatively small sample size. It cannot ensure a fair comparison on the means of three variables, feedback orientation, self-regulated learning, and English self-concept, for the control group and experimental group. Moreover, limited scope qualitative data is received with only S5 students being the interviewees. Students from different forms may have different perspectives.

Chapter 8 Conclusion

This study has explored the correlation between three variables, feedback orientation, self-regulated learning, and English self-concept, under the context of English shadow education and Mainstream English education. This study has identified a positive correlation among three variables, usage of self-regulated learning, feedback, and English self-concept, regardless of the context of English mainstream education or English shadow education. Meanwhile, relatively lower feedback receptivity, usage of self-regulated learning and level of English self-concept, which are three fundamental elements in ones' language learning process, in the context of English mainstream education, compared to those in the context of English shadow education, are observed. This research dismisses the idea of English shadow education necessarily hampering students' usage of self-regulated learning. Also, this research provides insight in criteria of effective feedback in language learning from students' perspectives. Moreover, this research explains how feedback from teachers influence students' self-regulated learning. Furthermore, this research suggests the important teacher's role in students' self-regulated learning. Last but not least, this research gives insight in how feedback makes impact on ones' English self-concept. This research calls for joint efforts from the teacher, school and Education Bureau to promote students' usage of self-regulate learning, students' English self-concept, and the provision of effective feedback.

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Appendix: I. School consent form

Consent Form and Information Sheet for SCHOOLS

THE EDUCATION UNIVERSITY OF HONG KONG

the Department of English Language Education

CONSENT TO PARTICIPATE IN RESEARCH (FOR SCHOOL)

"Research topic: An investigation on the correlation between feedback, students' self-regulated learning and their English achievement in the context of English shadow education"

My school hereby consents to participate in the captioned project supervised by Dr. Yang Lan and conducted by Kwong Yin Lam, who are staff / students of the Department of English Language Education in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, our right to privacy will be retained, i.e., the personal details of my students'/teachers' will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand NO benefits and risks involved. My students'/teachers' participation in the project are voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Signature:

Name of Principal/Delegate*:   (Prof/Dr/Mr/Mrs/Ms/Miss*)

Post:

Name of School:

Date:

(* please delete as appropriate)

"Research topic: An investigation on the correlation between feedback, students' self-regulated learning and their English achievement in the context of English shadow education"

Your school is invited to participate in a project supervised by Dr. Yang Lan and conducted by Kwong Yin Lam, who are ~~staff~~ / students of the Department of English Language Education in The Education University of Hong Kong.

The introduction of the research

This research aims to gain insights on the correlation between feedback, students' self-regulated learning and their English achievement in the context of English shadow education. Meanwhile, in regard to the high prevalence of attending English tutorials among secondary students (Bay et al., 2014), this research will focus on local secondary ESL students who should be under great impact of shadow education. A total of 35 ESL learners who receive English shadow education (as the experimental group) and 35 ESL learners who has not received any form of English shadow education (as the control group) will be invited to take part in the research.

The methodology of the research

Procedure	Instruments	Estimated time taken
1st phase: Pre-test: Collect 70 ESL learners' writing assessment (school English writing assessment) as the initial assessment for students' English achievement Post-test: Collect 70 ESL learners' writing	ESL learners' writing assessment (with grading) -How are ESL learners' writing assessment (with grading) interpreted for data analysis? The corresponding scores for the following grading: 	Grade	A	B	C	D
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Score	4	3	2	1		/

assessment (school English writing assessment) as the assessment for students' English achievement **Participants:** a) **Experimental group:** 35 ESL learners who receive English shadow education b) **Control group:** 35 ESL learners who never receive English shadow education	First, 70 ESL learners' scores in the written assessment will be collected. The mean of the scores obtained by the experimental group and that obtained by the control group will be calculated. Then, after 50 days, 70 ESL learners' scores in the written assessment will be collected again. The mean of the scores obtained by the experimental group and that obtained by the control group will be calculated. T-test will be conducted to compare the mean score among two groups. Therefore, it helps to gain insights on ESL learners' change in English achievement with self-regulated learning and feedback received.	
2nd phase: Distribute self-report questionnaire to 70 ESL secondary students in the same ESL classrooms **Participants:** a) **Experimental group:** 35 ESL learners who receive English shadow education b) **Control group:** 35 ESL learners who never receive	-Self-report questionnaire (see Appendix1) which adapts 20 items from Feedback Orientation Scale (FOS) (Yang, 2014), 12 items from Motivated strategies for learning questionnaire (MSLQ) (Duncan, Pintrich & Smith, 2015), and 8 items testing upon ESL learners' English self-concept adopted from self-description questionnaire (Marsh, 1988). Items in questionnaire: 1) Feedback Orientation Scale (Feedback Utility, Feedback Accountability, Feedback Social Awareness, and Feedback Self-Efficacy)	Around 20 mins for completing one set of self-report questionnaire

English shadow education	2) Motivated strategies for English learning	
	3) English self-concept (competence and Interest)	
	-How are questionnaire data interpreted for data analysis?	
	Participants rate the statement on a five point Likert scale from "not at all true of me" to "very true of me." Then, scales are computed through taking the mean of the rating of items per aspect.	
	-It helps to gain insights on students' receptivity to feedback, students' usage of self-regulated learning skills in English learning and the level of English self-concept.	
3rd phase: Conduct a semi-structured interview with 10 participants are randomly selected from the experimental group	-Semi-structured interview questions set (Appendix II) → There are three sections, general information, the application of self-regulated learning strategies, and the receptivity of feedback	15-30 mins per session of interview

Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher. All the data collected will **only** be used for the research purpose. Meanwhile, the research result will be released in the research presentation session which takes place in April at EdUHK.

If you would like to obtain more information about this study, please contact Kwong Yin Lam at telephone number   or their supervisor Dr. Yang at telephone number

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Kwong Yin Lam

Principal Investigator

香港教育大學

英語教育學系

參與研究同意書(學校)

< 研究題目：英文影子教育背景下的反饋、學生自律學習與英語成績之間的相關性>

本校同意參加由楊蘭博士負責監督，鄺彥霖負責執行的研究計劃。她/他們是香港教育大學學生/教員。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護本校學生/教師的隱私,其個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。<mark>本人理解本研究不涉及任何風險與利益</mark>。本人是自願讓本校學生/教師參與這項研究。

本人理解本人及本校學生/教師皆有權在研究過程中提出問題,並在任何時候決定退出研究,更不會因此而對研究工作產生的影響負有任何責任。

簽署:

校長/ 學校代表*姓名: _____   (教授/博士/先生/女士/小姐*)

_____

職位: _____

學校名稱: _____

日期: _____

_____

(*請刪去不適用者*)

有關資料

< 研究題目：英文影子教育背景下的反饋、學生自律學習與英語成績之間的相關性>

誠邀閣下參加楊蘭博士負責監督，鄺彥霖負責執行的研究計劃。她/~~他們~~是香港教育大學英語教育學系的學生/~~教員~~。

<u>研究計劃簡介：</u>

本研究旨在深入瞭解在英文影子教育背景下，反饋、學生的自律學習和其英語成績之間的相關性。同時，有見及中學生參加英語補習班的普偏性，本研究的目標研究對象定為本地以英語為第二語言的中學生。本研究將邀請 35 名接受英文影子教育的本地以英語為第二語言的中學生(為實驗組)和 35 名沒有接受過任何形式的英文影子教育的本地以英語為第二語言的中學生(作為對照組)參與研究。

<u>研究方法：</u>

程序	研究工具	預期所需的時間
<u>第一階段：</u> 前測：	本地以英語為第二語言的中學生的寫作功課(含評分)	/

收集 70 名本地以英語為第二語言的中學生的寫作

功課（學校英語寫作功課）作為學生英語成績的初步評估。

後測：

收集 70 名本地以英語為第二語言的中學生的寫作功課（學校英語寫作功課），作為學生英語成績的評估。

目標研究對象：

1）35 名接受英文影子教育的本地以英語為第二語言的中學生 （實驗組)

2）35 名沒有接受過任何形式的英文影子教育的本地以英語為第二語言的中學生(作為對照組)

如何對本地以英語為第二語言的中學生的寫作功課(含評分)進行數據分析？

以下評級的相應分數如下：

評級	A	B	C	D
分數	4	3	2	1

首先，收集 70 名本地以英語為第二語言的中學生的筆試成績，計算實驗組與對照組的平均分。在 50 天后，再次收集 70 名本地以英語為第二語言的中學生的筆試成績，計算出實驗組和對照組的分數。以實驗組與對照組的平均分進行 T 檢驗，比較兩組的平均分。這有助於了解以英語為第二語言的中學生在運用自律學習技巧和反饋的情況下，英語成績的變化。

第二階段： 向 70 名本地以英語為第二語言的中學生(同一組)放自陳問卷。 **目標研究對象：** 1）35 名接受英文影子教育的本地以英語為第二語言的中學生 (實驗組) 2）35 名沒有接受過任何形式的英文影子教育的本地以英語為第二語言的中學生(作為對照組)	自陳問卷（改編自：1）反饋取向量表(FOS)(Yang，2014) 2）學習動機與策略問卷(MSLQ)中的 12 個項目(Duncan，Pintrich & Smith，2015）以及 3）自我描述量表中的 8 個項目）旨在測試本地以英語為第二語言的中學生的英語自我概念。 問卷項目： 1）反饋取向量表（反饋實用性、反饋責任性、反饋社會意識和反饋自我效能)。 2）英語學習的自律學習技巧 3）英語自我概念（能力和興趣）。 **如何對問卷數據進行數據分析？** 研究對象須對自陳問卷中的陳述進行評分，而問卷採用五點李克特量表（1 代	完成一組所需時間為20 分鐘

	表陳述「對我來說完全不正確」，而 5 代表陳述「對我來說非常正確」）。然後，通過取每個方面的項目評分的平均值來計算研究對象在各個方面的自我評分。 這有助深入了解學生對反饋的接受程度、學生的英語學習内的自律學習技能的運用情況以及英語自我概念的水平。	
第三階段: 10 名接受英文影子教育的本地以英語為第二語言的中學生 （實驗組）將會被 隨機抽取，並獲邀請參與半結構化面試	半結構化面試問題集： 該半結構化面試問題集分為三個部分，分別為個人基本資料、英語學習的自律學習技巧的應用、反饋的接受能力）	每一面試訪談時間約花 15 至 30 分鐘

貴校學生/教師的參與純屬自願性質。所有參加者皆享有充分的權利在研究開始前或後決定退出這項研究，更不會因此引致任何不良後果。凡

有關 貴校學生/教師的資料將會保密,一切資料的編碼只有研究人員得悉。其次,所有收集到的數據將只用於研究目的。再者,研究結果將在4月的香港教育大學研究報告會上公佈。

如 閣 下 想 獲 得 更 多 有 關 這 項 研 究 的 資 料 , 請 電 郵 與 本 人 或本人的導師楊蘭博士 聯絡。

如閣下對這項研究的操守有任何意見,可隨時與香港教育大學人類實驗對象操守委員會聯絡(電郵:hrec@eduhk.hk;地址:香港教育大學研究與發展事務處)。

謝謝閣下有興趣參與這項研究。

鄺彥霖

首席研究員

Appendix: II. Parents' consent form

THE EDUCATION UNIVERSITY OF HONG KONG

The Department of English Language Education

CONSENT TO PARTICIPATE IN RESEARCH

"Research topic: An investigation on the correlation between feedback, students' self-regulated learning and their English achievement in the context of English shadow education"

I _____ hereby consent to my child participating in the captioned research supervised by Dr. Yang Lan and conducted by Kwong Yin Lam, who are staff / students of the Department of English Language Education in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, our right to privacy will be retained, i.e., the personal details of my child will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My child's participation in the project is voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Name of Parent or Guardian

Signature of Parent or Guardian

Date

INFORMATION SHEET

"Research topic: An investigation on the correlation between feedback, students' self-regulated learning and their English achievement in the context of English shadow education"

You are invited to participate with your child in a project supervised by Dr. Yang Lan and conducted by Kwong Yin Lam who are students of the Department of English Language Education in The Education University of Hong Kong.

The introduction of the research

This research aims to gain insights on the correlation between feedback, students' self-regulated learning and their English achievement in the context of English shadow education. Meanwhile, in regard to the high prevalence of attending English tutorials among secondary students (Bay et al., 2014), this research will focus on local secondary ESL students who should be under great impact of shadow education. A total of 35 ESL learners who receive English shadow education (as the experimental group) and 35 ESL learners who has not received any form of English shadow education (as the control group) will be invited to take part in the research.

The methodology of the research

Procedure	Instruments	Estimated time taken
1st phase: Pre-test: Collect 70 ESL learners' writing assessment (school English writing assessment) as the initial assessment for students' English achievement Post-test: Collect 70 ESL learners' writing assessment (school	ESL learners' writing assessment (with grading) -How are ESL learners' writing assessment (with grading) interpreted for data analysis? The corresponding scores for the following grading: | Grade	A	B	C	D
---	---	---	---	---
Score	4	3	2	1 | First, 70 ESL learners' scores in the written assessment will be collected.	/

English writing assessment) as the assessment for students' English achievement **Participants:** a) **Experimental group:** 35 ESL learners who receive English shadow education b) **Control group:** 35 ESL learners who never receive English shadow education	The mean of the scores obtained by the experimental group and that obtained by the control group will be calculated. Then, after 50 days, 70 ESL learners' scores in the written assessment will be collected again. The mean of the scores obtained by the experimental group and that obtained by the control group will be calculated. T-test will be conducted to compare the mean score among two groups. Therefore, it helps to gain insights on ESL learners' change in English achievement with self-regulated learning and feedback received.	
2nd phase: Distribute self-report questionnaire to 70 ESL secondary students in the same ESL classrooms **Participants:** a) **Experimental group:** 35 ESL learners who receive English shadow education b) **Control group:** 35 ESL learners who never receive English shadow education	-Self-report questionnaire (see Appendix1) which adapts 20 items from Feedback Orientation Scale (FOS) (Yang, 2014), 12 items from Motivated strategies for learning questionnaire (MSLQ) (Duncan, Pintrich & Smith, 2015), and 8 items testing upon ESL learners' English self-concept adopted from self-description questionnaire (Marsh, 1988). Items in questionnaire: 1) Feedback Orientation Scale (Feedback Utility, Feedback Accountability, Feedback Social Awareness, and Feedback Self-Efficacy) 2) Motivated strategies for English learning 3) English self-concept (competence and Interest)	Around 20 mins for completing one set of self-report questionnaire

	-How are questionnaire data interpreted for data analysis? Participants rate the statement on a five point Likert scale from "not at all true of me" to "very true of me." Then, scales are computed through taking the mean of the rating of items per aspect. -It helps to gain insights on students' receptivity to feedback, students' usage of self-regulated learning skills in English learning and the level of English self-concept.	
3rd phase: Conduct a semi-structured interview with 10 participants are randomly selected from the experimental group	-Semi-structured interview questions set (Appendix II) → There are three sections, general information, the application of self-regulated learning strategies, and the receptivity of feedback	15-30 mins per session of interview

Your child's participation in the project is voluntary. You and your child have every right to withdraw from the study at any time without negative consequences. All information related to your child will remain confidential, and will be identifiable by codes known only to the researcher. All the data collected will **only** be used for the research purpose. Meanwhile, the research result will be released in the research presentation session which takes place in April at EdUHK.

If you would like to obtain more information about this study, please contact Kwong Yin Lam at telephone number   or their supervisor Dr. Yang at telephone number

If you or your child have/ has any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Kwong Yin Lam

Principal Investigator

香港教育大學

英語教育學系

參與研究同意書

< 研究題目：英文影子教育背景下的反饋、學生自律學習與英語成績之間的相關性>

茲同意敝子弟＿＿＿＿＿＿＿＿＿參加由由楊蘭博士負責監督，鄺彥霖執行的研究項目。她/~~他們~~是香港教育大學香港教育大學英語教育學系的學生/~~教員~~。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護敝子弟的隱私，其個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願讓敝子弟參與這項研究。

本人理解本人及敝子弟皆有權在研究過程中提出問題，並在任何時候決定退出研究，更不會因此而對研究工作產生的影響負有任何責任。

參加者姓名:

參加者簽名:
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

父母姓名或監護人姓名:
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

父母或監護人簽名:
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

日期:
＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

有關資料

< 研究題目：英文影子教育背景下的反饋、學生自律學習與英語成績之間的相關性>

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本研究旨在深入瞭解在英文影子教育背景下，反饋、學生的自律學習和其英語成績之間的相關性。同時，有見及中學生參加英語補習班的普遍性，本研究的目標研究對象定為本地以英語為第二語言的中學生。本研究將邀請 35 名接受英文影子教育的本地以英語為第二語言的中學生(為實驗組)和 35 名沒有接受過任何形式的英文影子教育的本地以英語為第二語言的中學生(作為對照組)參與研究。

研究方法：

程序	研究工具	預期所需的時間
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	A	B	C	D
評級				
分數	4	3	2	1

後測： 收集 70 名本地以英語為第二語言的中學生的寫作功課（學校英語寫作功課），作為學生英語成績的評估。 **目標研究對象：** 1）35 名接受英文影子教育的本地以英語為第二語言的中學生 （實驗組） 2）35 名沒有接受過任何形式的英文影子教育的本地以英語為第二語言的中學生(作為對照組)	首先，收集 70 名本地以英語為第二語言的中學生的筆試成績，計算實驗組與對照組的平均分。在 50 天後，再次收集 70 名本地以英語為第二語言的中學生的筆試成績，計算出實驗組和對照組的分數。以實驗組與對照組的平均分進行 T 檢驗，比較兩組的平均分。這有助於了解以英語為第二語言的中學生在運用自律學習技巧和反饋的情況下，英語成績的變化。	
第二階段： 向 70 名本地以英語為第二語言的中學生(同一組)放自陳問卷。 **目標研究對象：**	自陳問卷（改編自：1）反饋取向量表(FOS)(Yang，2014) 2）學習動機與策略問卷(MSLQ)中的 12 個項目(Duncan，Pintrich & Smith，2015）以及 3）自我描述量表中的 8 個項目）旨在測試本	完成一組所需時間為 20 分鐘

１）35 名接受英文影子教育的本地以英語為第二語言的中學生　(實驗組) ２）35 名沒有接受過任何形式的英文影子教育的本地以英語為第二語言的中學生(作為對照組)	地以英語為第二語言的中學生的英語自我概念。 問卷項目：１）反饋取向量表（反饋實用性、反饋責任性、反饋社會意識和反饋自我效能)。 ２）英語學習的自律學習技巧 ３）英語自我概念（能力和興趣）。 **如何對問卷數據進行數據分析？** 研究對象須對自陳問卷中的陳述進行評分，而問卷採用五點李克特量表（1 代表陳述「對我來說完全不正確」，而 5 代表陳述「對我來說非常正確」）。然後，通過取每個方面的項目評分的平均值來計算研究對象在各個方面的自我評分。 這有助深入了解學生對反饋的接受程度、學生的英語學習內的自律學習技能的運用	

	情況以及英語自我概念的水平。	
第三階段: 10 名接受英文影子教育的本地以英語為第二語言的中學生 (實驗組) 將會被隨機抽取, 並獲邀請參與半結構化面試	半結構化面試問題集: 該半結構化面試問題集分為三個部分,分別為個人基本資料、英語學習的自律學習技巧的應用、反饋的接受能力)	每一面試訪談時間約花 15 至 30 分鐘

閣下及 貴子女的參與純屬自願性質。閣下及 貴子女享有充分的權利在任何時候決定退出這項研究,更不會因此引致任何不良後果。凡有關 貴子女的資料將會保密,一切資料的編碼只有研究人員得悉。其次,所有收集到的數據將只用於研究目的。 再者,研究結果將在4月的香港教育大學研究報告會上公佈。

如閣下想獲得更多有關這項研究的資料,請與鄺彥霖聯絡　　　　　　或聯絡她/他們的導師楊蘭博士

如閣下或 貴子女對這項研究的操守有任何意見,可隨時與香港教育大學人類實驗對象操守委員會聯絡(電郵:hrec@eduhk.hk ; 地址:香港教育大學研究與發展事務處)。

謝謝閣下有興趣參與這項研究。

鄺彥霖

首席研究員

Appendix III: Participants' consent form

THE EDUCATION UNIVERSITY OF HONG KONG

the Department of English Language Education

CONSENT TO PARTICIPATE IN RESEARCH

"Research topic: An investigation on the correlation between feedback, students' self-regulated learning and their English achievement in the context of English shadow education"

I _____ hereby consent to participate in the captioned research supervised by Dr. Yang Lan and conducted by Kwong Yin Lam, who are students of the Department of English Language Education in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand NO benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Date

Information sheet

You are invited to participate in a project supervised by Dr. Yang Lan and conducted by Kwong Yin Lam who are students of the Department of English Language Education in The Education University of Hong Kong.

The introduction of the research

This research aims to gain insights on the correlation between feedback, students' self-regulated learning and their English achievement in the context of English shadow education. Meanwhile, in regard to the high prevalence of attending English tutorials among secondary students (Bay et al., 2014), this research will focus on local secondary ESL students who should be under great impact of shadow education. A total of 35 ESL learners who receive English shadow education (as the experimental group) and 35 ESL learners who has not received any form of English shadow education (as the control group) will be invited to take part in the research.

The methodology of the research

Procedure	Instruments	Estimated time taken
1st phase: Pre-test: Collect 70 ESL learners' writing assessment (school English writing assessment) as the initial assessment for students' English achievement Post-test:	ESL learners' writing assessment (with grading) -How are ESL learners' writing assessment (with grading) interpreted for data analysis? The corresponding scores for the following grading: 	Grade	A	B	C	D
---	---	---	---	---
Score	4	3	2	1		/

Collect 70 ESL learners' writing assessment (school English writing assessment) as the assessment for students' English achievement **Participants:** a) **Experimental group:** 35 ESL learners who receive English shadow education b) **Control group:** 35 ESL learners who never receive English shadow education	First, 70 ESL learners' scores in the written assessment will be collected. The mean of the scores obtained by the experimental group and that obtained by the control group will be calculated. Then, after 50 days, 70 ESL learners' scores in the written assessment will be collected again. The mean of the scores obtained by the experimental group and that obtained by the control group will be calculated. T-test will be conducted to compare the mean score among two groups. Therefore, it helps to gain insights on ESL learners' change in English achievement with self-regulated learning and feedback received.	
2nd phase: Distribute self-report questionnaire to 70 ESL secondary students in the same ESL classrooms **Participants:** a) **Experimental group:** 35 ESL learners who receive English shadow education b) **Control group:**	-Self-report questionnaire (see Appendix1) which adapts 20 items from Feedback Orientation Scale (FOS) (Yang, 2014), 12 items from Motivated strategies for learning questionnaire (MSLQ) (Duncan, Pintrich & Smith, 2015), and 8 items testing upon ESL learners' English self-concept adopted from self-description questionnaire (Marsh, 1988). Items in questionnaire: 1) Feedback Orientation Scale (Feedback Utility, Feedback Accountability, Feedback Social Awareness, and Feedback Self-Efficacy) 2) Motivated strategies for English learning	Around 20 mins for completing one set of self-report questionnaire

35 ESL learners who never receive English shadow education	3) English self-concept (competence and Interest) -How are questionnaire data interpreted for data analysis? Participants rate the statement on a five point Likert scale from "not at all true of me" to "very true of me." Then, scales are computed through taking the mean of the rating of items per aspect. -It helps to gain insights on students' receptivity to feedback, students' usage of self-regulated learning skills in English learning and the level of English self-concept.	
3rd phase: Conduct a semi-structured interview with 10 participants are randomly selected from the experimental group	-Semi-structured interview questions set (Appendix II) → There are three sections, general information, the application of self-regulated learning strategies, and the receptivity of feedback	15-30 mins per session of interview

Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher. All the data collected will **only** be used for the research purpose. Meanwhile, the research result will be released in the research presentation session which takes place in April at EdUHK.

If you would like to obtain more information about this study, please contact Kwong Yin Lam at telephone number   or their supervisor Dr. Yang at telephone number

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Kwong Yin Lam

Principal Investigator

香港教育大學

英語教育學系

參與研究同意書

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參加者姓名:

參加者簽名:

日期:

有關資料

< 研究題目：英文影子教育背景下的反饋、學生自律學習與英語成績之間的相關性>

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分數	4	3	2	1

後測： 收集 70 名本地以英語為第二語言的中學生的寫作功課（學校英語寫作功課），作為學生英語成績的評估。 **目標研究對象：** 1）35 名接受英文影子教育的本地以英語為第二語言的中學生　（實驗組） 2）35 名沒有接受過任何形式的英文影子教育的本地以英語為第二語言的中學生(作為對照組)	首先，收集 70 名本地以英語為第二語言的中學生的筆試成績，計算實驗組與對照組的平均分。在 50 天後，再次收集 70 名本地以英語為第二語言的中學生的筆試成績，計算出實驗組和對照組的分數。以實驗組與對照組的平均分進行 T 檢驗，比較兩組的平均分。這有助於了解以英語為第二語言的中學生在運用自律學習技巧和反饋的情況下，英語成績的變化。	
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1）35 名接受英文影子教育的本地以英語為第二語言的中學生 （實驗組） 2）35 名沒有接受過任何形式的英文影子教育的本地以英語為第二語言的中學生(作為對照組)	地以英語為第二語言的中學生的英語自我概念。 問卷項目： 1）反饋取向量表（反饋實用性、反饋責任性、反饋社會意識和反饋自我效能)。 2）英語學習的自律學習技巧 3）英語自我概念（能力和興趣）。 **如何對問卷數據進行數據分析？** 研究對象須對自陳問卷中的陳述進行評分，而問卷採用五點李克特量表（1 代表陳述「對我來說完全不正確 」，而 5 代表陳述「對我來說非常正確」）。然後，通過取每個方面的項目評分的平均值來計算研究對象在各個方面的自我評分。 這有助深入了解學生對反饋的接受程度、學生的英語學習內的自律學習技能的運用	

	情況以及英語自我概念的水平。	
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貴校學生/教師的參與純屬自願性質。所有參加者皆享有充分的權利在研究開始前或後決定退出這項研究，更不會因此引致任何不良後果。凡有關 貴校學生/教師的資料將會保密,一切資料的編碼只有研究人員得悉。其次,所有收集到的數據將只用於研究目的。再者,研究結果將在4月的香港教育大學研究報告會上公佈。

如 閣 下 想 獲 得 更 多 有 關 這 項 研 究 的 資 料 ， 請 電 郵 與 本 人 或本人的導師楊蘭博士 聯絡。

如閣下對這項研究的操守有任何意見,可隨時與香港教育大學人類實驗對象操守委員會聯絡(電郵:hrec@eduhk.hk;地址:香港教育大學研究與發展事務處)。

謝謝閣下有興趣參與這項研究。

鄺彥霖

首席研究員

Appendix IV: Self-report questionnaire

Set1: Self-report questionnaire (for students who doesn't attend shadow education)

A) Demographic information 個人資料:

1) Gender 性別 (circle as appropriate) (請圈出合適的選項):　　　Male 男　　Female 女

2) Class level 年級(circle as appropriate) (請圈出合適的選項):　junior secondary 初中(S1-3)　　　Senior secondary 高中(S4-6)

3) Have you ever attended any form of English shadow education? 你曾否參加任何形式的英語影子教育？

 (circle as appropriate) (請圈出合適的選項)

(Note: shadow education includes one-to-one private tutoring, video-recorded or live lessons in learning centre and small-group private tutoring.)

（注：影子教育包括一對一私人輔導、學習中心的錄播或直播課程以及小班私人補習。）

Yes 有 No 沒有 (If no, please jump to question no.6) （如果選擇「沒有」，請跳到問題 6。）

4) How long have you attended English shadow education? 你參加英語影子教育多久了？ (circle as appropriate) (請圈出合適的選項)

Less than 3 months 少於 3 個月　　3 months to 6 months　3 個月至 6 個月

More than 6 months　超過 6 個月

5) How many hours of English shadow education do you attend every week? 你每週參加多少小時的英語影子教育？ (circle as appropriate) (請圈出合適的選項)

1 hour to 3 hours　1 小時至 3 小時　　3 hours to 6 hours　3 小時至 6 小時　　more than 6 hours 超過 6 小時

6) How many hours do you put into self-learning in English per week?
你每週在英語自學上投入多少小時？ (circle as appropriate) (請圈出合適的選項)

Less than 1 hour 少於 1 小時　　1 hour to 5 hours 1 小時至 5 小時

6 hours to 10 hours 6 小時至 10 小時　　　10 hours or above 10 小時或以上

7) Please put down your contact information if you are willing to participate in the further research activities (e.g. interview).

如果您願意參加進一步的研究活動（如訪談），請留下您的聯繫方式。

Mobile number / e-mail address 手機號碼/電子郵件地址:

_____

Name 姓名:_____

Part A: Feedback Orientation 回饋取向

(i) Feedback Utility 回饋效用

This part is about Feedback Utility, which is the receivers' perception of the effectiveness of feedback that helps them reach English learning goals. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這一部分是關於回饋效用，即受訪者對回饋的有效性的看法，幫助他們達到英語學習目標。記住，答案沒有對錯，只要如實回答就可以了。使用下面的量表來回答問題。如果您認為這句話對您來說非常真確，請圈出 4；如果一句話對您來說完全不真確，請圈出 1。請根據實際情況，在 1 和 4 之間圈出最能描述您的數字。

1	2	3	4
Not at all true for me 一點都不真確			Very true of me 十分真確

Items	English 英語				English reading comprehension 英文閱讀理解			
1) Feedback contributes to my success at schoolwork of _____. 回饋幫助我在校內_____功課上取得成功。	1	2	3	4	1	2	3	4
2) To develop my skills at schoolwork of _____, I rely on feedback. 我依賴回饋去培養我在校內_____功課上的技巧。	1	2	3	4	1	2	3	4
3) Feedback is critical for improving my _____ performance. 回饋對於提高我的_____成績起了十分重要的作用。	1	2	3	4	1	2	3	4
4) Feedback from teachers can help me advance in _____. 老師的回饋可以幫助我在_____學習中進步。	1	2	3	4	1	2	3	4
5) I find that feedback is critical for reaching my goals of learning _____. 回饋在協助我達成學習_____的目標起了十分重要的作用。	1	2	3	4	1	2	3	4

(ii) Feedback Accountability 回饋責任制

This part is about Feedback Accountability, which is the eagerness to take follow-up actions in English learning to respond to feedback. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a

statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這部分內容是關於回饋責任制，也就是學生會否針對英文堂中獲得的回饋，採取後續行動。記住，答案沒有對錯，只要如實回答就可以了。使用下面的量表來回答問題。如果您認為這句話對您來說非常真確，請圈出 4；如果一句話對您來說完全不真確，請圈出 1。請根據實際情況，在 1 和 4 之間圈出最能描述您的數字。

| 1 | 2 | 3 | 4 |

| Not at all true for me 一點都不真確 | Very true of me 十分真確 |

Items	English 英語	English reading comprehension 英文閱讀理解
1) It is my responsibility to apply feedback to improve my academic performance in _____. 我有責任運用回饋來提高我的_____學習成績。	1　2　3　4	1　2　3　4
2) I hold myself accountable to respond to feedback on_____ appropriately. 我有責任對_____方面的回饋作出適當的回應。	1　2　3　4	1　2　3　4
3) I don't feel a sense of closure until I respond to feedback and take action accordingly in my learning of _____.	1　2　3　4	1　2　3　4

直到我在英語學習中對回饋做出回應並作出相應的改善，我才會結束是次_____的學習。		
4) If my English teacher gives me feedback towards _____, it is my responsibility to respond to it. 如果我的英語老師對我的_____學習作出回饋，我有責任回應。	1　　2　　3　　4	1　　2　　3　　4
5) I feel obligated to make changes based on feedback on _____. 我覺得自己有義務針對_____方面的回饋，作出改變。	1　　2　　3　　4	1　　2　　3　　4

(iii) Feedback Social Awareness 回饋社會意識

This part is about Feedback Social Awareness, which is the individual perceptions of external influences on reacting to feedback. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這一部分是關於回饋社會意識，也就是個人對外界回饋的看法。記住，答案沒有對錯，只要盡可能準確地回答就可以了。使用下面的量表來回答問題。如果你認為這句話對你來說非常真實，請圈出 4；如果一句話對你來說完全不真實，請圈出 1。如果這句話對您的真實性較高，請在 1 和 4 之間找出最能描述您的數字。

1	2	3	4
Not at all true for me 一點都不真確			Very true of me 十分真確

Items	English 英語				English reading comprehension 英文閱讀理解			
1) I try to be aware of what my English teachers think of me on the aspect of _____ . 我留意英語老師在_____方面對我的看法。	1	2	3	4	1	2	3	4
2) Using feedback towards _____ , I am more aware of what my English teachers think of me. 籍着針對_____方面的回饋，我更能察覺英語老師對我的看法。	1	2	3	4	1	2	3	4
3) Feedback towards _____ helps me manage the impression I make on English teachers. 針對_____方面的回饋能幫助我管理英語老師對我的印象。	1	2	3	4	1	2	3	4
4) Feedback towards _____ lets me know how I am perceived by English teachers. 針對_____方面的回饋使我了解英語老師對我的看法。	1	2	3	4	1	2	3	4
5) I rely on feedback towards _____ to help me make a good impression in English teachers. 我依賴針對_____方面的回饋來幫助我在英語老師心中留下良好的印象。	1	2	3	4	1	2	3	4

(iv) Feedback Self-Efficacy 回饋自我效能

This part is about Feedback Self-Efficacy, which is a personal perceived competence to interpret and respond to feedback appropriately. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a

statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 4 that best describes you.

這一部分是關於回饋自我效能，即個人對自身就回饋進行適當解釋和回應的能力預測。記住，答案沒有對錯，只要盡可能準確地回答就可以了。使用下面的量表來回答問題。如果你認為這句話對你來說非常真實，請圈出 4；如果一句話對你來說完全不真實，請圈出 1。如果這句話對您的真實性較高，請在 1 和 4 之間找出最能描述您的數字。

1	2	3	4

Not at all true for me
一點都不真確

Very true of me
十分真確

Items	English 英語	English reading comprehension 英文閱讀理解
1) I feel self-assured when dealing with feedback towards _____ given by my English teacher. 面對英語老師針對_____方面的回饋時，我感到很自信。	1　2　3　4	1　2　3　4
2) Compared to others, I am more competent at handling feedback towards _____ given by my English teacher. 我比其他人更能處理英語老師給針對_____方面的回饋。	1　2　3　4	1　2　3　4
3) I believe that I have the ability to deal with feedback towards _____ given by my English teacher effectively. 我相信自己有能力處理英語老師給針對_____方面的回饋。	1　2　3　4	1　2　3　4
4) I feel confident when responding to both positive and negative feedback towards _____ given by my English teacher effectively.	1　2　3　4	1　2　3　4

當我有效地就英語老師給出針對_____方面的正面和負面回饋作出改善時，我感到很自信。		
5) I know that I can handle the feedback towards _____that I receive in English education. 我可以運用英語教育中針對_____方面的的回饋。	1 2 3 4	1 2 3 4

Part B: Self-regulated learning skills 自律學習技巧

This part is about Self-regulated learning skills, a productive and self-initiated process which involves learner's goal-setting and subsequent monitoring, regulation, and control over their cognition, behaviors and motivations (Paintrich, 2000). Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 4 that best describes you.

本部分內容是關於自律學習技巧，是一個具生產力、自發性的過程，它包括學習者的學習目標設定、隨後的監測、調節和對自己的認知、行為和動機的控制 (Paintrich，2000)。記住，答案沒有對錯，只要盡可能準確地回答就可以了。使用下面的量表來回答問題。如果你認為這句話對你來說非常真實，請圈出 4；如果一句話對你來說完全不真實，請圈出 1。如果這句話對您的真實性較高，請在 1 和 4 之間找出最能描述您的數字。

1	2	3	
Not at all true for me			Very true of me

Items	English 英語	English reading comprehension 英文閱讀理解

	1 2 3 4	1 2 3 4
1) During class time I often miss important points (e.g. _____ knowledge) because I'm thinking of other things. 上課時我常因想其它事情而錯過學習重點。(比如_____知識)。	1 2 3 4	1 2 3 4
2) When reading for _____ lessons, I make up questions to help focus my reading. 閱讀_____材料時，我用提問自己的方式說明我集中注意力。	1 2 3 4	1 2 3 4
3. When I become confused about something I'm reading for _____ lessons, I go back and try to figure it out. 閱讀_____材料遇到困惑的地方時，我會重讀直到自己弄明白。	1 2 3 4	1 2 3 4
4. If the learning materials in _____ lessons are difficult to understand, I change the way I read the material. 當我難以理解_____的學習材料，我會改變閱讀方式促進理解。	1 2 3 4	1 2 3 4
5. Before I study new learning materials in _____lesson thoroughly, I often skim it to see how it is organized. 在學習新的_____ 內容時，我常快速閱讀先瞭解其整體結構。	1 2 3 4	1 2 3 4
6. I ask myself questions to make sure I understand the _____ material I have been studying in English lessons. 我常通過提問自己的方式以確定對_____所學內容的理解。	1 2 3 4	1 2 3 4
7. I try to change the way I study in _____ in order to fit the English	1 2 3 4	1 2 3 4

lesson requirements and English teachers' teaching style. 我嘗試改變我的_____方面的學習方式以適應課程需要和教師的教學方式。		
8. I often find that I have been reading for _____ lessons but don't know what it was all about. 我常發現我雖然讀完了_____學習材料但卻沒真正理解內容。	1 2 3 4	1 2 3 4
9. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying _____. 學習_____時，我仔細考慮一個主題並決定我要從中學什麼，而非簡單讀一遍。	1 2 3 4	1 2 3 4
10. When studying for _____lessons I try to determine which concepts I don't understand well. 學習_____的時候我會弄清楚哪些概念我沒有充分理解需要深入學習。	1 2 3 4	1 2 3 4
11. When I study for _____, I set goals for myself in order to direct my activities in each study period. 學習每門_____課過程中我都會設立具體的學習目標說明自己安排相應的學習活動實現目標。	1 2 3 4	1 2 3 4
12. If I get confused taking _____notes in English class, I make sure I sort it out afterwards. 如果在課上做_____筆記時對老師所講的內容還有困惑的地方，我確保在課下自己也要弄明白。	1 2 3 4	1 2 3 4

Part C: English self-concept 英語自我概念

This part is about English self-concept, ones' self-evaluation and self-perception for their own English proficiency. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這一部分是關於英語自我概念，是自己對自己英語水平的自我評價和自我認知。記住，答案沒有對錯，只要盡可能準確地回答就可以了。使用下面的量表來回答問題。如果你認為這句話對你來說非常真實，請圈出 4；如果一句話對你來說完全不真實，請圈出 1。如果這句話對您的真實性較高，請在 1 和 4 之間找出最能描述您的數字。

1   2   3

Not at all true for me   Very true of me

Items	English 英語	English reading comprehension 英文閱讀理解
1) I get good marks in _____. 我的_____成績不錯。	1 2 3 4	1 2 3 4
2) I am good at _____. 我擅長_____.	1 2 3 4	1 2 3 4

3) Work in _____ is easy for me. 以英文作授課語言，學_____課題對我來說很容易。	1　2　3　4	1　2　3　4
4) I learn _____ quickly in English. 我能很快地以英文作授課語言學習 _____知識。	1　2　3　4	1　2　3　4
5) I enjoy doing _____work. 我享受做_____習作。	1　2　3　4	1　2　3　4
6) I like _____. 我喜歡_____。	1　2　3　4	1　2　3　4
7) I look forward to _____. 我期待進行與_____相關的活動。	1　2　3　4	1　2　3　4
8) I am interested in _____. 我對_____感興趣。	1　2　3　4	1　2　3　4

This is the end of sample questionnaire, thankyou.
樣本調查到此結束，謝謝。

Set 2: Self-report questionnaire (for students who has attended shadow education)

A) Demographic information 個人資料:

1) Gender 性別 (circle as appropriate) (請圈出合適的選項):　　　Male 男　　Female 女

2) Class level 年級(circle as appropriate) (請圈出合適的選項):　junior secondary 初中(S1-3)　　　Senior secondary 高中(S4-6)

3) Have you ever attended any form of English shadow education? 你曾否參加任何形式的英語影子教育？
 (circle as appropriate) (請圈出合適的選項)

(Note: shadow education includes one-to-one private tutoring, video-recorded or live lessons in learning centre and small-group private tutoring.)

（注：影子教育包括一對一私人輔導、學習中心的錄播或直播課程以及小班私人補習。）

Yes 有 No 沒有 (If no, please jump to question no.6) （如果選擇「沒有」，請跳到問題 6。）

4) How long have you attended English shadow education? 你參加英語影子教育多久了？ (circle as appropriate) (請圈出合適的選項)
Less than 3 months 少於 3 個月　　3 months to 6 months　3 個月至 6 個月
More than 6 months　超過 6 個月

5) How many hours of English shadow education do you attend every week? 你每週參加多少小時的英語影子教育？ (circle as appropriate) (請圈出合適的選項)

1 hour to 3 hours　1 小時至 3 小時　　3 hours to 6 hours　3 小時至 6 小時　　more than 6 hours 超過 6 小時

6) How many hours do you put into self-learning in English per week? 你每週在英語自學上投入多少小時？ (circle as appropriate) (請圈出合適的選項)

Less than 1 hour 少於 1 小時　　1 hour to 5 hours 1 小時至 5 小時
6 hours to 10 hours　6 小時至 10 小時　　　　10 hours or above　10 小時或以上

7) Please put down your contact information if you are willing to participate in the further research activities (e.g. interview).

如果您願意參加進一步的研究活動（如訪談），請留下您的聯繫方式。

Mobile number / e-mail address 手機號碼/電子郵件地址:

_____

Name 姓名:_____

(i) Feedback Utility 回饋效用

This part is about Feedback Utility, which is the receivers' perception of the effectiveness of feedback that helps them reach English learning goals. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這一部分是關於回饋效用，即受訪者對回饋的有效性的看法，幫助他們達到英

語學習目標。記住，答案沒有對錯，只要如實回答就可以了。使用下面的量表

來回答問題。如果您認為這句話對您來說非常真確，請圈出 4；如果一句話對

您來說完全不真確，請圈出 1。請根據實際情況，在 1 和 4 之間圈出最能描述

您的數字。

1   2   3
4

| Not at all true for me 一點都不 真確 |

| Very true of me 十分真 確 |

Items	English 英語	English reading comprehension 英文閱 讀理解
1) Feedback received from the tutor of English shadow education contributes to my success at schoolwork of _____. 英語影子教育導師给予的回饋幫助我在校內 _____功課上取得成功。	1　　2　　3　　4	1　　2　　3　　4

	1 2 3 4	1 2 3 4
2) To develop my skills in _____, I rely on feedback received from the tutor of English shadow education. 我依賴英語影子教育導師給予的回饋去培養我在校內英語功課上的_____技巧。	1 2 3 4	1 2 3 4
3) Feedback received from the tutor of English shadow education is critical for improving my _____ performance. 英語影子教育導師給予的回饋對於提高我的_____成績起了十分重要的作用。	1 2 3 4	1 2 3 4
4) Feedback received from the tutor of English shadow education can help me advance in _____ . 英語影子教育導師給予的回饋可以幫助我在_____學習中進步。	1 2 3 4	1 2 3 4
5) I find that feedback received from the tutor of English shadow education is critical for reaching my goals of learning _____. 英語影子教育導師給予的回饋在協助我達成學習_____的目標起了十分重要的作用。	1 2 3 4	1 2 3 4

ii) Feedback Accountability 回饋責任制

This part is about Feedback Accountability, which is the eagerness to take follow-up actions in English learning to respond to feedback. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這部分內容是關於回饋責任制，也就是學生會否針對英文堂中獲得的

回饋，採取後續行動。記住，答案沒有對錯，只要如實回答就可以了。使用下面的量表來回答問題。如果您認為這句話對您來說非常真確，請圈出 4；如果一句話對您來說完全不真確，請圈出 1。請根據實際情況，在 1 和 4 之間圈出最能描述您的數字。

1   2   3   4

Not at all true for me
一點都不真確

Very true of me
十分真確

Items	English 英語				English reading comprehension 英文閱讀理解			
1) It is my responsibility to apply feedback provided received from the tutor of English shadow education to improve my academic performance in _____. 我有責任運用英語影子教育導師给予的回饋來提高我的_____學習成績。	1	2	3	4	1	2	3	4
2) . I hold myself accountable to respond to feedback towards _____ received from the tutor of English shadow education appropriately. 我有責任對英語影子教育導師给予_____方面的的回饋作出適當的回應。	1	2	3	4	1	2	3	4
3) I don't feel a sense of closure until I respond to feedback received from the tutor of English shadow education and take action accordingly in my learning of _____. 直到我在學習中對英語影子教育導師给予的回饋做出回應並作出相應的改善，我才會结束是次_____的學習。	1	2	3	4	1	2	3	4
4) If my tutor of English shadow education gives me feedback towards _____, it is my responsibility to respond to it.	1	2	3	4	1	2	3	4

如果我的英語影子教育導師對我的 ＿＿＿＿＿學習作出回饋，我有責任回應。		
5) I feel obligated to make changes based on feedback on _____ received from the tutor of English shadow education. 我覺得自己有義務針對英語影子教育導師给予＿＿＿＿＿方面回饋，作出改變。	1　2　3　4	1　2　3　4

(iii) Feedback Social Awareness 回饋社會意識

This part is about Feedback Social Awareness, which is the individual perceptions of external influences on reacting to feedback. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這一部分是關於回饋社會意識，也就是個人對外界回饋的看法。記住，答案沒有對錯，只要盡可能準確地回答就可以了。使用下面的量表來回答問題。如果你認為這句話對你來說非常真實，請圈出 4；如果一句話對你來說完全不真實，請圈出 1。如果這句話對您的真實性較高，請在 1 和 4 之間找出最能描述您的數字。

1	2	3
4		

Not at all true for me 一點都不真確		Very true of me 十分真確

Items	English 英語	English reading comprehension 英文閱讀理解
1) I try to be aware of what my tutor of English shadow education of me on the aspect of _____.	1　2　3　4	1　2　3　4

	1	2	3	4		1	2	3	4	
我留意我的英語影子教育導師在_____方面對我的看法。										
2) Using feedback towards _____, I am more aware of what my tutor of English shadow education think of me. 籍着針對_____方面的回饋，我更能察覺我的英語影子教育導師對我的看法。	1	2	3	4		1	2	3	4	
3) Feedback towards _____ helps me manage the impression I make my tutor of English shadow education. 針對_____方面的回饋能幫助我管理我的英語影子教育導師對我的印象。	1	2	3	4		1	2	3	4	
4) Feedback towards _____ lets me know how I am perceived by my tutor of English shadow education. 針對_____方面的回饋使我了解我的英語影子教育導師對我的看法。	1	2	3	4		1	2	3	4	
5) I rely on feedback towards _____ to help me make a good impression in my tutor of English shadow education. 我依賴針對_____方面的回饋來幫助我在我的英語影子教育導師心中留下良好的印象。	1	2	3	4		1	2	3	4	

(iv) Feedback Self-Efficacy 回饋自我效能

This part is about Feedback Self-Efficacy, which is a personal perceived competence to interpret and respond to feedback appropriately. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這一部分是關於回饋自我效能，即個人對自身就回饋進行適當解釋和回應的能力預測。記住，答案沒有對錯，只要盡可能準確地回答就可以了。使用下面的量表來回答問題。如果你認為這句話對你來說非常真實，請圈出 4；如果一句話對你來說完全不真實，請圈出1。如果這句話對您的真實性較高，請在1和4之

間找出最能描述您的數字。

1   2   3

4

| Not at all true
for me
一點都不真確 |

| Very true of me
十分真確 |

Items	English 英語				English reading comprehension 英文閱讀理解			
1) I feel self-assured when dealing with feedback towards _____ given by my tutor of English shadow education.
面對我的英語影子教育導師给予的針對_____方面的回饋，我感到很自信。	1	2	3	4	1	2	3	4
2) Compared to others, I am more competent at handling feedback towards _____ given by my tutor of English shadow education.
我比其他人更能處理英語影子教育導師給針對_____方面的回饋。	1	2	3	4	1	2	3	4
3) I believe that I have the ability to deal with feedback towards _____ given by my tutor of English shadow education effectively.
我相信自己有能力處理英語影子教育導師給針對_____方面的回饋。	1	2	3	4	1	2	3	4
4) I feel confident when responding to both positive and negative feedback towards _____given by my tutor of English shadow education effectively.
當我有效地就英語影子教育導師給出針對_____方面的正面和負面回饋作出改善時，我感到很自信。	1	2	3	4	1	2	3	4
5) I know that I can handle the feedback towards _____ that I receive in English shadow education.	1	2	3	4	1	2	3	4

我可以運用英語影子教育中針對 _____方面的的回饋。		

Part B: Self-regulated learning skills 自律學習技巧

This part is about Self-regulated learning skills, a productive and self-initiated process which involves learner's goal-setting and subsequent monitoring, regulation, and control over their cognition, behaviors and motivations (Paintrich, 2000). Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 4 that best describes you.

本部分內容是關於自律學習技巧，是一個具生產力、自發性的過程，它包括學習者的學習目標設定、隨後的監測、調節和對自己的認知、行為和動機的控制 (Paintrich，2000)。記住，答案沒有對錯，只要盡可能準確地回答就可以了。使用下面的量表來回答問題。如果你認為這句話對你來說非常真實，請圈出 4；如果一句話對你來說完全不真實，請圈出 1。如果這句話對您的真實性較高，請在 1 和 4 之間找出最能描述您的數字。

1   2   3
| Not at all true for me | | Very true of me |

Items	English 英語	English reading comprehension 英文閱讀理解
1) During class time I often miss important points (e.g. _____ knowledge) because I'm thinking of other things. 上課時我常因想其它事情而錯過學習重點。(比如 _____ 知識)。	1 2 3 4	1 2 3 4

	1	2	3	4		1	2	3	4	
2) When reading for _____ lessons, I make up questions to help focus my reading. 閱讀_____材料時，我用提問自己的方式説明我集中注意力。	1	2	3	4		1	2	3	4	
3. When I become confused about something I'm reading for _____ lessons, I go back and try to figure it out. 閱讀_____材料遇到困惑的地方時，我會重讀直到自己弄明白。	1	2	3	4		1	2	3	4	
4. If the learning materials in _____ lessons are difficult to understand, I change the way I read the material. 當我難以理解_____的學習材料，我會改變閱讀方式促進理解。	1	2	3	4		1	2	3	4	
5. Before I study new learning materials in _____lesson thoroughly, I often skim it to see how it is organized. 在學習新的_____內容時，我常快速閱讀先瞭解其整體結構。	1	2	3	4		1	2	3	4	
6. I ask myself questions to make sure I understand the _____ material I	1	2	3	4		1	2	3	4	

have been studying in English lessons. 我常通過提問自己的方式以確定對_____所學內容的理解。		
7. I try to change the way I study in _____ in order to fit the English lesson requirements and English teachers' teaching style. 我嘗試改變我的_____方面的學習方式以適應課程需要和教師的教學方式。	1 2 3 4	1 2 3 4
8. I often find that I have been reading for _____ lessons but don't know what it was all about. 我常發現我雖然讀完了_____學習材料但卻沒真正理解內容。	1 2 3 4	1 2 3 4
9. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying _____. 學習_____時，我仔細考慮一個主題並決定我要從中學什麼，而非簡單讀一遍。	1 2 3 4	1 2 3 4
10. When studying for _____lessons I try to determine which concepts I don't understand well. 學習_____的時候我	1 2 3 4	1 2 3 4

會弄清楚哪些概念我沒有充分理解需要深入學習。		
11. When I study for _____, I set goals for myself in order to direct my activities in each study period. 學習每門_____課過程中我都會設立具體的學習目標説明自己安排相應的學習活動實現目標。	1　2　3　4	1　2　3　4
12. If I get confused taking _____notes in English class, I make sure I sort it out afterwards. 如果在課上做_____筆記時對老師所講的內容還有困惑的地方，我確保在課下自己也要弄明白。	1　2　3　4	1　2　3　4

Part C: English self-concept 英語自我概念

This part is about English self-concept, ones' self-evaluation and self-perception for their own English proficiency. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 4; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1and 4 that best describes you.

這一部分是關於英語自我概念，是自己對自己英語水平的自我評價和自我認知。記住，答案沒有對錯，只要盡可能準確地回答就可以了。使用下面的量表來回答問題。如果你認為這句話對你來說非常真實，請圈出 4；如果一句話對你來說完全不真實，請圈出 1。如果這句話對您的真實性較高，請在 1 和 4 之間找出最能描述您的數字。

1	2	3
Not at all true for me		Very true of me

Items	English 英語	English reading comprehension 英文閱讀理解
1) I get good marks in _____. 我的_____成績不錯。	1 2 3 4	1 2 3 4
2) I am good at _____. 我擅長_____.	1 2 3 4	1 2 3 4
3) Work in _____ is easy for me. 以英文作授課語言，學_____課題對我來說很容易。	1 2 3 4	/
4) I learn _____ quickly in English. 我能很快地以英文作授課語言學習_____知識。	1 2 3 4	1 2 3 4
5) I enjoy doing _____work. 我享受做_____習作。	1 2 3 4	1 2 3 4
6) I like _____. 我喜歡_____。	1 2 3 4	1 2 3 4
7) I look forward to _____. 我期待進行與_____相關的活動。	1 2 3 4	1 2 3 4

8) I am interested in _____. 我對_____感興趣。	1	2	3	4	1	2	3	4

This is the end of sample questionnaire, thankyou.
樣本調查到此結束，謝謝。

Appendix V: List of interview questions

Set A: Sample Interview question:

(For students who participate in English shadow education)

Part 1: General information

1.When did you start attending English private-tutorials?

2. How often do you have your English tutorials?

3. What mode of English private tutorial do you attend?

Part 2: The application of self-regulated learning strategies

4. Do your English private tutor explicitly teach you any learning strategies to regulate your own learning during the lesson? If do, what are they?

5. How often do you apply learning strategies to regulate your study for English as a subject before attending English tutorial lessons?

6. Please recall learning strategies you have used to regulate your study for English as a subject before attending English tutorial lessons.

7. How often do you apply learning strategies to regulate your study for English as a subject after attending tutorial lessons?

8. Please recall learning strategies you have used to regulate your study for English as a subject after attending English tutorial lessons.

9. What causes you to recognize the importance of applying learning strategies to regulate you study for English as a subject?

10. Where do you learn learning strategies to regulate your study for English as a subject?

11. What motivates you to apply learning strategies to regulate your study for English as a subject?

Part 3: Feedback

12. What kinds of feedback is usually made by your tutor of English shadow education? Give some examples.

13. On a scale of 10, how do you perceive the usefulness of the feedback made by your tutor of English shadow education on constructing your English self-concept? (1 as the lowest; 10 as the highest)

14. How often do you respond to the feedback made by your tutor of English shadow education? (on a scale of 7: 7 (very likely to respond to feedback) ; 1 (never respond to feedback))

15. How would you respond to the feedback made by your tutor of English shadow education? Please recall responses you made in response to the feedback made by your tutor of English shadow education.

Part 4: English self-concept

16. On a scale of 10, how do you perceive your level of English self-concept before attending English shadow education? (1 as the lowest; 10 as the highest)

17. On a scale of 10, how do you perceive your level of English self-concept after attending English shadow education? (1 as the lowest; 10 as the highest)

18. What causes the difference in the level of English self-concept?

This is the end of the interview. Thank you!

Set B: Sample Interview question:

(For students who do not participate in English shadow education)

Part 1: The application of self-regulated learning strategies

1. Do your English teacher explicitly teach you any learning strategies to regulate your own learning during the lesson? If do, what are they?

2. How often do you apply learning strategies to regulate your study for English as a subject before attending lessons?

3. Please recall learning strategies you have used to regulate your study for English as a subject.

4. How often do you apply learning strategies to regulate your study for English as a subject?

5. What causes you to recognize the importance of applying learning strategies to regulate you study for English as a subject?

6. Where do you learn learning strategies to regulate your study for English as a subject?

7. What motivates you to apply learning strategies to regulate your study for English as a subject?

Part 2: Feedback

8. What kinds of feedback is usually made by your English teacher? Give some examples.

9. On a scale of 10, how do you perceive the usefulness of the feedback made by your tutor of English shadow education on constructing your English self-concept? (1 as the lowest; 10 as the highest)

10. How often do you respond to the feedback made by your teacher? (on a scale of 7: 7 (very likely to respond to feedback) ; 1 (never respond to feedback))

11. How would you respond to the feedback made by teacher? Please recall responses you made in response to the feedback made by your teacher.

Part 3: English self-concept

12. On a scale of 10, how do you perceive your level of English self-concept? (1 as the lowest; 10 as the highest)

13. What causes the level of English self-concept?

This is the end of the interview. Thank you!

Appendix (VI): Interview transcript

Participants attending English shadow education:

Interview transcript with S1:

Interviewer = I ; S1

I: Have you ever attended any form of shadow education?

S1: Yes.

I: What are the types of shadow education that you have attended?

S1: Three types. One-on-one tutoring, group tutoring, and Lecture-type tutoring.

I: When did you start having English shadow education courses?

S1: Group tutoring from secondary one up til now. One-on-one tutoring starting from the beginning of secondary 5. Lecture-type tutoring since secondary 4.

I: Before attending English shadow education, how would you rank your English self-concept on a scale of 10? 1 being extremely low while 10 being extremely high. First of all, let's me introduce what is English self-concept in details. For example, whether you have a high confidence in using English in daily conversation. If you have a high confidence in doing so, you should rank 10 in the scale. Or vice versa.

S1: 5. After attending English shadow education, it is like 7 in scale. There's   .

I: What makes a rise in English self-concept? Like in the process of attending English shadow education, what have you gained?

(silence)

 For example, any self-regulated learning skills? Gain in knowledge? Or it is shown through the change in your English exam score? What contributes the increase in English self-concept?

S1: (After attending English Shadow education, there are) The increase in vocabulary bank, (the increase in) the English learning skills. Secondly, I have more chances to use English to make conversation with classmates and teachers when I am having English shadow education. Thirdly, teacher will give some feedback and

recommendations. Therefore, I know in which aspect I perform worse and I need to make progress through drilling. (Better self-understanding) Throughout time, my English improves and becomes better.

I: Mentioning the fact that those feedback provided by teachers of English shadow education contribute to a surge in your English self-concept, can you elaborate on how are the feedback provided by teachers of English shadow education in terms of its quality and quantity compared to that provided by teachers of your school?

S1: In one-on-one tutoring or group tutoring, teacher will have more time to elaborate on her feedback, not only providing the score. Plus, she would give me recommendations on methods and what kind of learning materials, books, exercises… It will be more detailed. I can have more time to ask her about how I should improve to be better. Meanwhile, in school, I will have fewer time to ask. Or the teacher will only use symbols to indicate what kinds of grammatical mistakes I have. But, he won't have time to explain to me.

I: Understood. I would like to ask how does feedback provided by teacher affect your learning. Before attending any form of English shadow education, what kind of feedback did you receive in school? For example, did they tell you how to improve or just pinpoint the mistake in the task? Can you share your experience with me?

S1: I received a lot of feedback for my English writing. When I handed in the essay, he would marked down which type of grammatical mistake I had and cross out the word that I have written wrong. For example, he crossed out the word "is" and substitute it with "are". Grammatical corrections are more frequently seen. Whether I have used the correct adjective. What's more, when I have written down some sentences with unclear meaning, he would write a question next to it and ask whether it is the meaning that I want to make. Sentence structure error and he would make correction for me.

I: On a scale of 1 to 10, how do rank the influential power that feedback provided by your school teacher have over your English learning? 1 being not at all influential while 10 being having extremely huge influential power.

S1: I think it will be 6.

I: Why do you have this ranking? What makes you believe in and motivate you to act upon the feedback provided by your teacher?

S1: I think it is because my understanding towards the English proficiency of my school English teacher. This come from… For example, when he teaches some English knowledge in class, he seems very professional. When I read some English textbooks or other learning materials, I realize his feedback, and his marking like grammatical correction are correct. Therefore, my evaluation towards his (marking) … For example, when he tells me the sentence pattern that I use is incorrect and he suggests an alternative. I would believe in him and thinks the modification he makes is better than mine. In expressing the meaning.

I: Understood. So, the authority and trustworthiness of the teacher makes you believe in him.

I: Upon receiving the feedback from school's teacher, on what degree are you willing to make change based on the feedback provided by the teacher? 10 being I would definitely make changes in correspondence to teacher's feedback while 1 being I am not willing to change. How would you rank?

S1: 9. I am willing to make changes.

I: Can you please tell me what kinds of feedback do your school teacher provide your with? How would you make changes with the given feedback?

S1: He provides feedback for English writing, the most. Because… because … we seldom have speaking exercise. For the most of the time, It would be writing. After the first writing is finished, the teacher will give us feedback, like spelling mistake, error made in the sentences, or the incorrect separation of paragraphs, or errors in punctuation. He would make correction and return the writing back to us. We need to rewrite according to the comment provided by the teacher, for the same essay.

I: The feedback provided mainly focuses on the task itself, the essay itself, but, rarely, will be on telling you how to improve in the future? Or does he recommend you any book to read in order to achieve a higher English proficiency in the future?

S1: No. He seldom does that and he doesn't recommend book for us to read in order to achieve a higher English proficiency.

I: For the situation in the sector of English shadow education, does the teacher provides a lot of feedback to you?

S1: For teachers of one-on-one tutoring, teachers give a lot of feedbacks to me. For example, in a single session of tutorial, which lasts for around one and a half hour, he would ask me to spend half an hour for completing the speaking exercise and he would give a lot of corresponding feedback for my speaking performance. And for the rest of the lesson, he would ask me to complete reading comprehension exercises, he would check the answer with me and provide me with feedbacks. If I completed the questions wrong, he would guide me on how to locate the correct answer in the passage. Also, I would write a passage before class and he make some comments towards my writing performance. He would elaborate on his feedback. He would use some time to talk about which aspect of the writing I perform relatively weaker and which aspect of writing I perform relatively better in a more detailed way, (compared to those feedback I received from my school teacher.

I: On a scale of 1 to 10, how do rank the influential power that feedback provided by your teacher of English shadow education have over your English learning? 1 being not at all influential while 10 being having extremely huge influential power.

S1: 10. And they are very useful.

I: Upon receiving the feedback from teacher of shadow education, how often do you make changes based on the feedback provided by the teacher? 10 being I would always make changes in correspondence to teacher's feedback while 1 being I never

make changes according to the feedback provided. How would you rank? For example, how often do you make plans to initiate changes in your English learning.

S1: Around 9.

I: Overall speaking, I observe that the impact that feedback provided by teacher of shadow education is slightly larger than that provide by school teacher. Can I ask what's the reason behind this tendency?

S1: I think, one of the reason is that, when I have some doubts towards the feedback provided by the teacher of the shadow education, I can ask him and he will explain the reason behind to me. I sometimes don't understand why do the school teacher gives this kind of recommendation. Therefore, I may not be very willing to make changes according to his advices. Second, because I, as a student, can choose my own private tutoring teacher. I will choose a teacher whose has high education professionality and rich education experience. Therefore, his authority will be relatively larger (compared to that of the school teacher). As a result, I would be more willing to make changes with accordance to his advices.

I: Well understood. Now, I would like to ask you more about your self-regulated English learning skills. First, let me define self-regulated English learning once again for you. It involves three stages. First, it is the planning stage, such as planning for the schedule or progress or means of learning English on your own. Second, it is the execution stage, which refers to how you use different methods to help yourself self-learn English. For instance, you may use the self-regulated learning strategies that you learn from local English classroom to manage your study outside classroom. For example, they are locating keywords in the reading passage and using mind map to help you memorize the vocabulary items. Last, it is the evaluation stage, which is about make some evaluation towards your learning progress or achievement. For example, you may use some simple evaluation forms or diary entry to make record of your learning progress. Comparing the record with your initial learning plan, it helps you to realize whether you accomplish the learning goal. Before attending English shadow education, how often do you use these self-regulated learning strategies?

S1: Before attending English shadow education, I seldom use…

I: To put it as a scale, on a scale of 1 to 10, 1 being never using these self-regulated learning strategies to manage my study out of class time and 10 being using these self-regulated learning strategies to manage my study out of class time frequently. Which number would best represent your situation.

S1: 2.

I: I see. So, you seldom put these self-regulated learning strategies into practice before attending English shadow education. So, how about after attending English shadow education? Does the situation change?

S1: I think, there, certainly, is an increase in the usage of self-regulated learning strategies. It would rise to the level of 7.

I: Interesting. There is a significant rise in that. I would like to ask the reason behind the significant rise in the usage of self-regulated learning strategies.

(silence)

What motivates you to use more self-regulate learning strategies?

S1: I think the teacher of English shadow education is a really good supervisor (for that). Because in one-on-one tutoring and group-tutoring, I would have a lot of time to communicate him. For instance, I attended the lesson once per week. He would ask me every single lesson whether you have learnt some new vocabs or whether I have completed a reading comprehension on my own using skills taught. My tutor, being the supervisor, keeps me motivated in learning English. Second, the tutor would ask me, after reading the reading passage, to find ten vocabs that I don't know in the passage and copy them down. He requires me to search for the meaning of the words and review those words whenever I have time. He then would bring a new reading passage with those words in it and test my understanding towards those new vocabs. Therefore, it improves my English proficiency.

I: In another word, those assignments provided by your tutor contain the element of self-regulated learning. For example, you don't know those words and would need to search for the meaning of the word, which is also a subtype of self-regulated learning strategies. Can I put it in the way that he provides more chances or tasks for you to apply those self-regulated learning strategies?

S1: Yes.

I: Have you learnt any self-regulated learning strategies in class and apply them after class?

(silence)

I: There are different types of self-regulated learning strategies. Apart from searching the meaning of the words from online, you can guess the meaning of dome difficult words from the context of the passage and making mind map to help you memorize different part of speech of a word. To put it short, it refers to when people try to learn and progress to the next level by themselves. It does not necessarily require us to complete the whole progress, completing the three stages in self-regulated learning. You can involve in only one stage of self-regulated learning.

S1: My tutor has recommended me to make a learning schedule and I have tried to make one. He also advices me to read some suggested learning materials out of class time. I tried to plan for the schedule for learning theses extra learning materials. For example, I arrange one to two hours per week to complete these readings. I would also use more dictionaries to search for words that I don't know. He recommends me to write down the meaning of the words on a notebook and make a sentence using that word. Therefore, I can use the word and memorize the meaning of the word.

I: Next, I would like to move on and ask you about the correlation between English self-concept, self-regulated learning strategies' usage, feedback, and achievement. First of all, I would like to ask what motivates you to learn English?

S1:   It is because of the school exam. I like to achieve higher, so I would try harder in learning English. Also, English is an international language. I believe that my future job and further study would require me to use English. Therefore, I would like

to learn better and use English more efficiently to communicate with other students and teachers.

I: So, you have external factors motivating you to learn English. Next, I would like to ask you, which of following factors, increased amount of self-regulated learning strategies you had after attending English shadow education or the useful feedback that your private tutor gave, would exert a larger influence on your English self-concept? For instance, you believe that you have better self-regulated learning skills and are more able to learn by yourself. Hence, you believe you would be more capable to use English through time. Or large amount of good feedback provided by the teacher make you feel good about your own English proficiency. Or the fact that the great amount of feedback teaches me how to improve my English, making yourself believe that you would improve throughout time or have greater confidence in yourself.

S1: I think that the feedback from my teacher is more important. Even though I have learnt a lot of self-regulated learning strategies and used those self-regulated learning strategies to assist my learning out of class time or at leisure time, I can't really assess whether I have made improvement. The feedback from teacher can act as a clear indicator for correct usage of certain English skills and for whether I have made progress. Therefore, I would have a higher motivation to continue to learn English.

I: Understood. Therefore, the feedback from teachers contribute more to your increase in English self-concept. Is it only those positive feedback that make your English self-concept better? What about those negative feedback? How do they construct your sense of English self-concept?

S1: Positive feedback contributes the most to better my English self-concept. Meanwhile, for the negative feedback from teacher, if those can tell me the underlined problems that I can make improvement, those can also help me learn better in English.

I: Understood. Thereby, feedback from others, especially teachers, are important to make you feel motivated about your English proficiency. Meanwhile, the amount of self-regulated learning strategies that you possess do not do much to better your English self-concept.

S1: Indeed.

I: I would like to ask, for feedback provided by the tutor from the English shadow education, what are the types of feedbacks being given? Telling you your progress on the journey of learning English and providing you with advice on how to better your English? Or Telling you the criteria of success for the task? Or telling you the future possible means of improvement?

S1: I think it is the future possible means of improvement.

I: Some may think that their confidence in using English on their own increases after attending English shadow education while some may think that students would rely more on the tutor of the English shadow education more and hamper their faith in their own abilities of performing tasks on their own. Or some think that there would not be a significant change in the confidence in using English on their own after attending English shadow education. Which would best describe your condition?

S1: I would it make me feel more confidence when it comes to using English. It's because, comparing to other students that do not attend English shadow education courses, I invest more time in learning English. Also, I would have more time to practice my English. I would have greater confidence in using English. Moreover, I don't think I would be more dependent on the tutor because his main duty is to provide me with chances to use English like more chances to write, to read and to speak. He does not force to make a sentence in a certain way or use some specific words in an essay. He is not pushy. He only provides guidance on how to learn English like using which kind of learning materials and what kinds of learning means so as to maximize my learning efficiency. He does not confine me to work by certain ways.

I: Therefore, the tutor of one-on-one tutoring is very flexible. Do you want to make any further comment?

S1: I think, if the English shadow education course is conducted in forms of group tutoring or lecture-type tutoring, I think the number of students in class would make huge impact to students' confidence in their English learning. Because learning in a large group like learning in a group with thirty students, students would receive less individualized tutoring and encouragements. Tutor would make an overall comment on the whole class's performance and he would be in a rush to leave the class after lesson. There would also be a lot of students who want to ask him questions. In return, there would a great decline in catering for individual's needs, (comparing to that of one-on-one tutoring). But, for small group tutoring like one to five small group tutoring, students would have higher motivation in learning (upon receiving more feedback from teacher) and teacher would spend more time to teach student more self-regulated learning strategies.

I: Since you have mentioned about attending public-type tutoring and two other types of tutoring, can you please share more about your experience in public-type tutoring for receiving feedback from tutors. Do you think the amount of feedback received are equal to, more than or less than that received in one-on-one tutoring?

S1: For the amount of individual feedback received, I receive fewer from lecture-type tutoring, which is similar to the situation in school. I only receive feedback in writing. For example, I hand in a writing to the tutor and he gives me some feedback in return. And there would be a speaking practice once a year. In a small group discussion, with an assistant teacher and others students, I would receive some feedback from the tutor. It is very rare. So, I think the mode of public-type tutoring, whether it is in video mode or live mode, would make certain difference as well in the amount of feedback students received. For me, the course that I attend are in mixed mode of three video lesson and one live lesson per month. In those video lessons, I have no chance to ask questions, let alone receiving feedback. Even in the live lesson, I would only receive an overall comment of our class's performance on some tasks like performance in a reading comprehension, but would not receive an individualized guidance or feedback.

I: I see. So, you claimed that you can only receive an overall comment on how class perform on a task in lecture-type tutoring. How's your level of acceptance towards these kinds of feedback?

S1: I would have a lower level of acceptance towards the comment provided by the tutor (of lecture-type tutoring) because, for most of the time, the feedback provided by the tutor cannot facilitate my learning. For example, the teacher would say a lot of students chose this incorrect answer and he would use some time to explain that. But, I might have gotten the correct answer for the question. The feedback he gives is not beneficial for my learning.

I: Upon receiving the feedback from the tutor (of lecture-type tutoring), on what degree are you willing to listen and make change based on the feedback provided by the teacher? 10 being I would definitely make changes in correspondence to teacher's feedback while 1 being I am not willing to change. How would you rank?

S1: 4.

I: As regards self-regulated learning strategies, does the tutor of lecture-type tutoring teach you self-regulated learning strategies?

S1: He usually provides me with the sample sentences and advanced vocabulary bank and asks me to study it at home on my own. There would word-to-word translation in Chinese. Relatively speaking, he teaches me fewer self-regulated learning strategies, (compared to that taught by the teacher of one-on-one tutoring).

I: As a follow-up question, does the feedback given by your teacher of English shadow education affect your usage of self-regulated learning strategies? On a scale of 1 to 10, how would you rank its influential power on your usage of self-regulated learning strategies? 1 being not at all influential while 10 being extremely influential.

S1: Around 7. If my teacher says my vocab diversity is low and keeps using similar words in my writing, I would be motivated to initiate learning by myself to learn more new vocabs. For instance, I would read newspaper and magazines in order to look up for words that I don't know. Then, I would look up in the dictionaries and write them down. Next time, I can use those vocabs in my writing. Another example is that I can, through reading these magazines and newspaper, learn some new sentence patterns to express the meaning more accurately and beautifully. No matter positive or negative feedback are given by my tutor, I would be motivated to learn more by myself. For instance, if my teacher praises me for the good usage of vocabs and sentence patterns, I would be motivated to use those vocabs again and try to learn more through reading magazines and newspaper out of class time so as to expand my vocab bank.

I: How about the feedback provided by the teacher in your school? does the feedback given by your school teacher affect your usage of self-regulated learning strategies? On a scale of 1 to 10, how would you rank its influential power on your usage of self-regulated learning strategies? 1 being not at all influential while 10 being extremely influential.

S1: Around 5. The feedback that school's teacher gives me is rather one-way feedback. I have low to no chance to ask her about the reason behind the feedback. Therefore, there's a lower influential power on my usage of self-regulated strategies. For example, my school teacher gives feedback in the form of corrective feedback. He would cross out the extra meaningless sentence that I write in writing or suggest me to use a more complex sentence to substitute the original one. Yet, he would not suggest me to use any self-regulated learning strategies to make further study. As a result, I

would spend less time to learn English by myself out of class time. Apart from that, the feedback provided by my teacher are normally negative. For instance, he would pinpoint the spelling mistake I have and incorrect usage of collocation. He seldom gives me positive feedback. I am demotivated to learn English out of class time since I always receive negative feedback from my school teacher. I would rather invest time in studying other subject by myself out of class time.

Interview transcript with S2:

Interviewer = I ; S2

I: Before attending English shadow education, on a scale of 1 to 10, 1 being never using these self-regulated learning strategies to manage my study out of class time and 10 being using these self-regulated learning strategies to manage my study out of class time frequently. Which number would best represent your situation.

S2: Around 5 and 6.

I: Does the school's teacher teach or inspire you to use any self-regulation strategies over your study out of class time?

S2: Seldom. She would recommend me to use some online learning platform like Breaking news. Therefore, I would know where to acquire more knowledge online.

I: I see. After attending English shadow education, on a scale of 1 to 10, 1 being never using these self-regulated learning strategies to manage my study out of class time and 10 being using these self-regulated learning strategies to manage my study out of class time frequently. Which number would best represent your situation.

S2: Around 7 and 8.

I: Why would there be a surge in the usage of self-regulated strategies?

S2: My tutor of shadow education would teach me a lot of different English exam skills. Acquiring those skills, I would monitor my usage of those exam skills during the process of completing the mock exam papers. I would be constantly aware of whether I have used those skills effectively to achieve higher in those mock papers.

I: I see. Would you plan your study ahead after recognizing some of your weakness in certain areas?

S2: No.

I: As for feedback, how would you rank the amount of feedback provided by your school teacher on a scale of 10? One refers to no feedback while ten refers to a lot of feedbacks.

S2: Around 3 to 4. We normally marked the reading and listening mock paper on our own without receiving any feedback from the teacher. There are some feedbacks provided for writing. Plus, we seldom train for speaking, (which teacher would provide more feedback).

I: For your perception for teacher's feedback, on what degree do you regard teacher's feedback as effective? 10 represents very effective feedback while 1 represents ineffective feedback. How would you rank?

S2: Around 4 to 5.

I: What type of feedback do you receive from your teacher? About grammatical mistake? About how to make progress in your future English learning?

S2: Content. Talking about what kind of content points we should cover in the writing. Sometimes about common grammatical error made in the task. Teacher would sometime invite us to correct out own common grammatical error.

I: What types of English shadow education course, one-on-one tutoring, group tutoring or lecture-type tutoring?

S2: Lecture-type tutoring.

I: What kind of feedback do you normally receive from lecture-type tutoring.

S2: I haven't received any individualized feedback from my tutor (of lecture-type tutoring).

I: Do you attend video mode or live mode lecture?

S2: Video mode. But, sometimes, we can hand-in some writings and the assistant teacher would do some marking for us. From what I heard from my classmates, they would receive feedback as well. But, I am too lazy to do that.

I: For feedback provided by school teacher, do feedback provide affect your usage of self-regulated learning strategies?

S2: Not really. My teacher rarely provides me with feedback which pinpoints my weakness and suggests me to make progress in that particular aspect. I don't know what to self-learn or to improve.

I: How would you rank your level of English self-concept on a scale of 10? One refers to extremely low English self-concept while ten refers to extremely high English self-concept.

S2: 3 to 4.

I: Why? What is the reason behind this score?

S2: I think it is the academic result determines my level of English self-concept. Also, teacher's feedback would affect my English self-concept.

I: Any example?

S2: For example, my teacher would try to classify the scores our class get into three groups, low-achiever, moderate, and high-achiever. Our teacher would let us know the score ranges. Therefore, I would know that I belong to the low-achiever and it makes me sad.

I: After attending English shadow education, how would you rank your English self-concept on a scale of 10?

S2: Around 5 to 6.

I: Why is there an increase in the score of English self-concept?

S2: Skill-based teaching makes me feel more confident in handling with exam. For instance, he would teach me how to nominalize the sentence to make it look more advanced. Also, he would teach me how to break the sentences into fragments and it helps me better understand the meaning of the sentence in reading comprehension. As a result, I feel like my English has improved. In addition, after knowing various English skills, I try to put them in practice in my self-regulated learning. With more practice, I have a higher confidence in using English.

I: What motivates you to learn English out of class time?

S2: It's its usefulness, interest like watching foreign drama and want to improve my English academic result.

Participants that don't attend English shadow education:

Interview transcript with S3:

I: What types of feedback does your teacher give you?

S3: Feedback concerning the task. For example, when I handed in a writing, my teacher would tell what kind of phrases I use are good. Also, my teacher would tell what kind of grammatical mistake I have.

I: Would the teacher give any recommendation on which aspect should you work harder or recommend you to read any kinds of self-learning materials?

S3: Not really.

I: : Upon receiving the feedback from school's teacher, on what degree are you willing to make change based on the feedback provided by the teacher? 10 being I would definitely make changes in correspondence to teacher's feedback while 1 being I am not willing to change. How would you rank?

S3: 6.

I: Why would you give this score?

S3: Feedback provided by my school teacher is the only channel that I can get information about which area should I improve or what's my potential English improvement. I don't really regard teacher's feedback as very important in my studying. I think that as long as I finish all the course reading and all the required tasks, I should be fine with learning English.

I: Do you regard self-feedback or feedback provided by your school teacher as more important?

S3: Feedback provided by teacher. Teacher is more authoritative that he knows more about the exam system and more knowledgeable. I would evaluate my own performance based on the scores gave by my teacher. Through teacher's feedback, I can evaluate my English proficiency.

I: Moving on, I would like to ask about your English self-concept. How would you rank your English self-concept on a scale of 10? 1 being extremely low while 10 being extremely high.

S3: 7.

I: What makes you give this score?

S3: My ability to memorize the spelling of a word is good since a very young age. I can spell the word out whenever I know how to read out the word. I have good reading skill and communication skill. But, I have a lack of training received from English shadow education. I don't attain a high fluency when it comes to speaking English. Also, I have some accent issue. I take more time to understand what those foreigners are saying.

I: What compose your English self-concept? Some may say it is their self-evaluation that makes up their English self-concept while some may say it is their academic result reflect their actual L2 self. Or it may even about the amount of self-regulated learning strategies you have. Which are the most important factors that constitute your English self-concept.

S3: I think it is academic result and the comparison among peers. First, the academic result can reflect my language proficiency. Second, taking spelling ability into account, spelling is comparatively easier for me, compared to the performance that my peers showcase. As a result, I would regard my language proficiency as above the average.

I: I would like to ask what motivate you to learn English?

S3: It's the exam system. Also, interests like watching foreign movie motivate me to learn English.

I: About teaching how to use self-regulated learning strategies, how would you rank the amount of self-regulated learning strategies your school teacher purposefully teaches you? One being never while ten being always. For instance, would teacher teach you how to search for words on dictionary or assist you to plan for learning schedule?

S3: 3.

I: Can you give me some examples?

S3: Teacher seldom teaches us self-regulated learning strategies explicitly. But, my teacher would provide me with some additional reading materials which should be helpful for my language learning activities.

I: Then, do you develop your own self-regulated learning strategies? How often do you apply self-regulated learning strategies in your revision time on a scale of 10?

S3: Yes. I do use self-regulated learning strategies. For instance, when I come across words that I don't know, I would search the word online.

I: Would you acquire any self-regulated learning strategies on your own at your leisure time?

S3: Yes, I would acquire them at my leisure time through watching some YouTube video. For instance, I have been recently immersed in watching a YouTube channel called "A-di English" and learnt how to self-learnt English.

I: On a scale of 10, how would you value the impact that self-regulated learning strategies affect your English academic achievement? One refers to an insignificant impact while ten refers to a very significant impact.

S3: 7. Whether or not we can absorb the knowledge of the course materials and other extra learning materials distributed by our school teacher is dependent on our own self-regulated learning abilities. It is important to have good self-regulated learning abilities when you are a secondary five student. You need to be motivated to learn English and you will adopt self-regulated learning strategies purposefully in your study to regulate your own learning. You will also dig deeper into the subject matter with good self-regulated learning ability. Therefore, you can score higher in academic exam and have a higher English self-concept.

I: On a scale of 10, on what degree do teacher's feedback affect your academic achievement? One refers to an insignificant impact while ten refers to a significant impact.

S3: 7.

I: Therefore, you regard teacher's feedback and ability to adopt self-regulated learning strategies are equally important when it comes to their impact on your academic result?

S3: Yes. It's because teacher's feedback would promote me to continue to learn and to improve more.

I: Does the feedback given by your school teacher affect your usage of self-regulated learning strategies? On a scale of 1 to 10, how would you rank its influential power on your usage of self-regulated learning strategies? 1 being not at all influential while 10 being extremely influential.

S3: 3. I am not highly motivated to learn English. When my teacher tells me that I have a lack of vocabulary diversity, I would watch some English movie at my spare and to mark down those useful words. I would try to adopt them into my writing and practice the usage. Moreover, when my teacher claims that my speaking is not fluent enough in speaking practice, I would try to practice more with my students. And see if I can Improve through practices.

Interview transcript with S4:

Interviewer = I ; S4

I: Upon receiving the feedback from school's teacher, on what degree are you willing to make change based on the feedback provided by the teacher? 10 being I would definitely make changes in correspondence to teacher's feedback while 1 being I am not willing to change. How would you rank?

S4: 7.

I: What is the reason for the score?

S4: I think the feedback provided by school teacher is very practical and useful for improving my performance in the examination. Therefore, I would consider their advice as important.

I: What kind of feedback do you usually receive from your teacher? Feedback about grammatical mistake or feedback about how to learn English better in the future?

S4: It is more about how to change the grammatical mistake and mistakes made in the sentence.

I: Do you think these types of feedback are useful?

S4: It's quite useful. I can apply them in exam.

I: On a scale of 10, how would the feedback from teacher affect your usage of self-regulated learning? One refers to insignificant impact while ten refers to very insignificant impact.

S4: Insignificant impact.

I: What motivates you to perform self-regulated learning?

S4: Interest like watching foreign movie and wanting to achieve a higher English academic result.

I: On a scale of 10, how frequent do you apply self-regulated learning strategies in your English study? 1 refers to rarely while 10 refers to frequently.

S4: 4.

I: Can you tell me some examples of self-regulated learning strategies that you have applied in your study?

S4: Download some self-learnt English apps from apps store and look up for some new English words from reading passage of mock paper.

I: On a scale of 10, how would you rank your English self-concept? One refers to a extremely low English self-concept while ten refers to a extremely high English self-concept.

S4: 3.

I: Why would you give this score? Is it from teacher's feedback or from your abilities to perform self-regulated learning or your internal appraisal of your abilities?

S4: It's from my daily conversation with some NET teachers. I would usually feel inferior in English language proficiency when talking with them. I feel that I can barely make in-depth conversation with them. Through these conversations, I would reflect on my English language proficiency. Also, the negative feedback from my teacher would make me feel inferior about my English language proficiency.

I: What's the most important factor to motivate you to learn English?

S4: Academic result.

I: On a scale of 10, how do your self-regulated learning abilities affect your English academic result? 1 refers to very small impact while 10 refers to very large impact?

S4: 5. Out-of-class English exposure is important for a senior secondary student. You don't have enough time to learn and practice English in class. You need to spend out-of-class to revise and practice using English. For instance, it is important to listen to English podcast out of class time to acquire a higher English listening competency.

I: On a scale of 10, how do feedback from teachers affect your English academic result? 1 refers to very small impact while 10 refers to very large impact?

S4: 7. Teacher's feedback is very important. It's because teacher's feedback is extremely crucial for making improvement and achieving higher in English exams. Teacher helps me to recognize what grammatical mistake I have.