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School Self-evaluation
-
Focus on ELT

Diplomová práce

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Thesis

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**Autoevaluace školy
z pohledu učitele anglického jazyka**

Diplomová práce

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ABSTRACT

The school self-evaluation is the requirement of every Basic school in the Czech Republic. It is a new development on the Czech educational field. Each school should set self-evaluation criteria and choose the appropriate evaluation tools, according to specific school's needs. The whole work should lead to the Self-evaluation report. Setting the criteria and choosing the tools depend on areas selected for the self-evaluation. The process of the self-evaluation should be divided into an investigation within each school subject. The evaluation areas may differ according to the subject. All the educational participants should take place in it – teachers, pupils, parents, and other relevant workers. The main emphasis is given to the content of the ELT self-evaluation in this work. Relevant evaluating criteria for ELT are formulated here. The criteria are the outcome of the analysis and the synthesis of the appropriate documents. The stress is put on the ELT curriculum, a teacher, pupils, and a coursebook. Possible tools are introduced and six of them are adapted to the ELT needs. Their practical application is presented as well as the results arising from the ELT self-evaluation investigation. The results are commented and the development plan is set. This thesis may work as an instruction for other schools. The process of the school self-evaluation creates space for cooperation, finding new ideas, and thinking about self-reflection. The process is time-consuming but it offers the opportunity to make the views to be heard. It may also get the better understanding of some aspects of schoolwork, and open communication about the data gained.

ABSTRAKT

Tato diplomová práce se věnuje oblasti autoevaluace anglického jazyka na základní škole. Autoevaluace školy je novinkou českého vzdělávacího systému. Každá škola by měla stanovit autoevaluační kritéria a vybrat si vhodné hodnotící nástroje podle svých konkrétních potřeb. Celý autoevaluační proces by měl vyústit sepsáním autoevaluační zprávy, která má být uložena u vedení školy. Vytvoření kritérií a výběr vhodných nástrojů záleží na vybraných oblastech autoevaluace. Ta by měla být rozdělena do skupin podle jednotlivých vyučovacích předmětů, tak zvaných předmětových sekcí. Na autoevaluaci by měli participovat všichni zúčastnění – učitelé, žáci, rodiče, případně další osoby, které mají něco společného s výukou. Kritéria pro sekci anglického jazyka byla vytvořena po důkladné analýze všech dostupných nadřazených dokumentů. Z nich vyplývá, že důraz by měl být kladen především na učivo anglického jazyka, na učitele, žáka a učebnici. Ve diplomové práci jsou představeny různé autoevaluační nástroje, z nichž je vybráno šest konkrétních, které byly adaptovány a použity v konkrétní případové studii. Prezentováno je nejen praktické použití těchto nástrojů, ale jsou zde také analyzovány výsledky zkoumání. Na základě těchto výsledků je dále stanoven plán, díky kterému by se mohlo v příštím období předejít zjištěným nedostatkům. Celý autoevaluační proces je časově náročný, avšak nabízí příležitost k otevřené komunikaci mezi zúčastněnými stranami a k vyslyšení různých zajímavých názorů týkajících se vzdělávání, což může vést k dalšímu zkvalitňování výuky. Tato diplomová práce nabízí pomoc týkající se výběru kritérií a vhodných autoevaluačních nástrojů v procesu autoevaluace anglické sekce.

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Introduction

The topic of self-evaluation becomes the requirement of every Basic school in the Czech Republic. The school self-evaluation is specified in the s. 9 Notice 15/2005 of the Ministry of Education of the Czech Republic (see www.msmt.cz). The main aim of the school self-evaluation is the assessment of educational outcomes that were reached during the appointed time. The following thesis presents the topic of school self-evaluation with the focus on English language teaching. The thesis will be written in the prospective of a teacher of English at a basic school¹. The aim of the thesis is to set the self-evaluating criteria, choose the appropriate tools and analyze the results of the ELT self-evaluation.

The Theoretical part will focus on the definition of evaluation and self-evaluation. The topic will be introduced from the point of view of curricular reform in the Czech Republic schools. The main emphasis will be given to areas chosen for the ELT self-evaluation purpose. The stress will be put on an ELT curriculum, a coursebook, a teacher and a pupil evaluation/self-evaluation. The concept of communicative competence, and two normative documents, such as Framework Educational Programme and Common European Framework of Reference for Languages, will be discussed. Relevant evaluation criteria for ELT will be formulated according to the previous theoretical investigation. Finally, tools that can be used for the needs of ELT self-evaluation will be introduced here.

The Practical part will present results of the concrete research investigation. At first, case study components will be summarized and the background of the research will be introduced. Another step will be the account of the process of data collection. Again, the emphasis will be put on the chosen evaluation tools – diary, portfolio, video recording, interview, questionnaire and observation. Then findings will be commented and analyzed and a development plan relating to the research will be presented.

¹ According to ISCED (International Standard Classification of Education 1997) presented on http://www.czso.cz/csu/klasifik.nsf/i/mezinarodni_standardni_klasifikace_vzdelavani_isced Basic school means 1 Primary education + 2 Lower secondary education.

To sum up, the theses will deal with the new development on the Czech educational field. The self-evaluation is the must and this work will try to help those teachers, who are called to elaborate the self-evaluation report of the ELT section at a basic school. Admittedly, the aim will be to assess self-evaluation tools of the authors own construction adapted accurately to the needs of the English section² of a specific basic school.

² The term 'section' used in this document means each educational department aimed at each school subject.

THEORETICAL PART

1. Definition of evaluation

This chapter will highlight the definition of the key concept of the thesis. The widely applied terminology uses two expressions for valuation - evaluation and assessment. In the words of Rýdl, “There does not exist unified terminology for their usage. Very often, they are used as synonyms.” However, there appear various definitions of evaluation (self-evaluation) and assessment and here we will represent some of them.

Concrete evaluation is affected by the context and it relates to appointed goals. Evaluation is a useful tool, a means of control and an instrument of necessary innovation that creates new contexts. In fact, educational evaluation confirms the validity of what we do in the classroom and furthermore it develops ways to understand better the processes of the lesson – types of materials, particular methods, learner involvement, etc. When evaluating in the field of school educational matter, we involve information from teachers, pupils, and other participants connected with the process of teaching. In general, it gathers data from different people over a period of time. According to the dictionary interpretation:

“Educational evaluation is the evaluation process of characterizing and appraising some aspect/s of an educational process. There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavouring to facilitate.” (www.reference.com)

Wikipedia online dictionary also offers a summary of evaluation methods and techniques. Among the methods we classify qualitative methods and quantitative methods (including case studies, survey research, statistical analysis, and model building among others). A more detailed list of methods, techniques and approaches for conducting evaluations is presented in the appendix.

We distinguish among many types of evaluation and one of them is the division into the formative and summative evaluation. Clarke has the easiest interpretation of these two – “formative evaluation describes processes of teaching and learning, whereas summative evaluation takes place after the teaching and learning.” Other explanations are as follows:

“Formative evaluation – concerned mainly with gathering data over time with a view to raising awareness and, through decisions made by teachers at a local level, bringing about improvements of classroom practice. They are essentially developmental in their focus. Formative outputs are an ongoing attempt to describe learners’ abilities.” (Rea-Dickins and Germanie, 1992:26)

We can say that evaluation for curriculum development is characterized as formative evaluation. It is ongoing and it surveys all aspects of teaching and learning, either of the strengths or weaknesses. Its results may be used as the basis for future planning and development of all the evaluated aspects. More specific definition can be found in the Reference dictionary:

“A common form of formative evaluation is diagnostic evaluation. Diagnostic evaluation measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning.” (www.reference.com)

There are also other types of evaluation: objective and subjective, formal and informal and criterion-referenced and norm-referenced evaluation. Either summative or formative evaluation can be objective or subjective. A form of questioning which has a single correct answer is objective evaluation. On the other hand, more possible answers mean dealing with subjective evaluation. Criterion-referenced and norm-referenced evaluation is explained in this way:

“Criterion-referenced evaluation, typically using a criterion-referenced test, as the name implies, occurs when candidates are measured against defined (and objective) criteria. It does not vary from year to year (unless the criteria change). Norm-referenced evaluation, typically using a norm-referenced test, is not measured against defined criteria. It is effectively a way of comparing students. It may vary from year to year, depending on the quality of the cohort.” (www.reference.com)

The last two types of evaluation are informal and formal evaluation. Formal evaluation appears as a written document (test, quiz) and gives the particular mark or grade according to a student's performance. On the contrary, informal evaluation occurs in observations, discussion, self-evaluation, and other more casual manners.

“Self-evaluation is a form of diagnostic evaluation which involves students evaluating themselves.” (www.reference.com) Self-evaluation may confirm existing procedures, obtain feedback, justify existing practice. “Running a class without evaluating its effectiveness is bad management practice.” (Rea-Dickens and Germaine, 1992:15) Moreover it can monitor the effectiveness of the materials, timing, motivation of the learners and teacher's own performance.

Results of self-evaluation may help with learning how to restrict the shortcomings, to find out what worked well, to identify the process that lead to successful/unsuccessful learning. It can also detect and name the cause that may lead to choose new and more effective procedures.

The second mentioned term is assessment. “Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.” (www.reference.com) Assessment division is presented in like manner as evaluation division in the dictionary. It can be said that it serves as a synonym. Nevertheless, some practitioners say that evaluation is broader and it makes judgements about the evaluating feature. On the other hand, assessment determinates of merit and/or worth. “Merit involves judgments about generalized value. Worth involves judgments about instrumental value.” (www.reference.com)

There are many more different citations of the terms of evaluation and assessment but their explanations may be beyond the scope of this thesis. To summarize all the definitions we can use Slavík's words that “Evaluation is a feedback giving us the evidence whether the work at school reaches its goals or not.” The thesis uses the term evaluation rather than assessment. The reason is that the researched basic school uses the Czech expression ‘evaluace’ so we will stick with it.

2. Curricular reform in the Czech Republic

Since the year 2005 the Education Act in the Czech Republic has produced some striking changes. Foremost, each basic school has to prepare its own School educational framework that results from the Framework Educational Programme submitted by the Ministry of Education of the Czech Republic. Apart from this, another way to provide quality education is the process of self-evaluation as it is said in s. 9 Notice 15/2005 of the Ministry of Education of the Czech Republic. The school self-evaluation report had to be written since the school year 2005/2006, either one or maximum two years backwards. The purpose of school self-evaluation is the identification of quality in education.

“The actual process of managing evaluation is also central to the effectiveness of this innovative approach if there is to be a successful change to a culture of self-evaluation. If it is not clear that the underlying purpose of the evaluation is for the benefit of teachers and/or learners, and indeed if there are doubts as to the exact use to which the findings are going to be put, then the expectations of neither the institution’s leaders and managers nor its teachers and students will be met.” (Williams, 2004:179)

Many schools started with the whole feature of self-evaluation during the school year 2006/2007. But there are some pilot schools that participated in the project Bridges Across Boundaries: crossdisseminating quality development practices for schools in southern & eastern Europe. It is “a project sponsored by the European Union through the Socrates Accompanying Measures Programme. It relates to the problems encountered in the cross-cultural delivery of certain key concepts in self-evaluation and school improvement.” (www.phil.muni.cz/ped/selfevaluation) The project started in spring 2004 and continued to the end of 2005. Seven EU countries, including the Czech Republic, and Switzerland participated in this project. The results of the project can also be helpful and are to be found on www.phil.muni.cz/ped/selfevaluation.

Speaking generally, the topic of school self-evaluation is new and not really a well known strategy in Czech education. Recently, it has been introduced as an obligation for every Czech school. As Vašátková says, for most of the schools self-evaluation is a ‘must’. On the other hand, when reading Bridges Across Boundaries

reports self-evaluation shows one of the possible ways how to achieve general objectives as well as specific aims. And it might help pupils and teachers, too.

The limitation of the school self-evaluation in the s. 9 Notice 15/2005 of the Ministry of Education of the Czech Republic is the following:

The subject of the school self-evaluation:

- aims of a school designed in a school educational programme; their objectivity and importance level
- examination of standing to aims
- successful areas of a concrete school, areas that should be improved as well as the precaution for these areas
- effectivity of previous precaution

Areas of self-evaluation:

- educational conditions
- process of education
- support of pupils, cooperation with parents, cross relationship among school, pupils, parents, and other persons
- educational results
- school management, personal and work quality
- educational conditions and economical sources

Rules and timing of self-evaluation:

- the school self-evaluation is completed once every one or two school years
- headmaster discusses proposal structure of self-evaluation with other pedagogical workers at the latest of September of the new school year in which the self-evaluation takes place
- actual self-evaluation is discussed within the pedagogical council until 31st October at the latest of the following school year

The Notice is valid from 11th January, 2005. (www.rvp.cz)

There are many important factors when self-evaluating a school such as support of the school management, majority of teachers, supportive school culture, enthusiasm, involvement of pupils/parents and strong will of all participants. We can imagine school self-evaluation as a mosaic put together with many self-evaluating pieces. Among these pieces we include each educational section's self-evaluation, in our case it is ELT self-evaluation. The next chapter will look closer at areas of ELT self-evaluation. It will be too ambitious to evaluate all the given areas, so we will decide only on those ones that are the most important for English language teaching.

3. Evaluating areas of ELT

As it was mentioned in the previous chapter, there are given areas of self-evaluation at basic schools. Thanks to them, we are able to summarize the evaluation framework, where framework is a concrete area of language teaching and learning. To sum up, the noticed areas are educational conditions, process of education, support of pupils, cooperation with parents, cross relationship within school and its educational participants, educational results, school management, personal and work quality, and result standards according to educational conditions and economical sources. These are general areas and we have to distinguish among those, that will be investigated within the whole school system and those that will be relevant for ELT self-evaluation.

We can look at educational conditions, educational results, school management, and result standards as at general areas that may be in the interest of the principalship. It means that we will not tend to search within them. What is important for our investigation will be the process of education where ELT curriculum and coursebooks belong, then the support of pupils, cross relationship among teachers, pupils and their parents, and personal and work quality of teachers.

Later research will reveal educational processes and prove suggestions in practice. Findings should be improved through experience. According to Serena, “self-evaluation supplies democratization, because all the participants discuss the quality of educational processes.” According to all mentioned facts, we will stick to the chosen areas - they will be ELT curriculum content, a coursebook, a teacher, and a pupil. Firstly, these four areas will be analyzed below.

3. 1. ELT curriculum evaluation

ELT curriculum refers to the content of what is taught and goals accomplished within English subject at a basic school. In the opinion of Hirst, “Curriculum may be viewed as the programme of activities.” (White, 1988:4) It is one of the key areas to evaluate in the ELT. Evaluation in the field of ELT will bring actual outcomes “that can be compared and appropriate remedial action taken to repair failures or deficits” (White, 1988:4). ELT curriculum makes up single facilities within the structure of English lesson. It includes abilities that are learned and developed during English lessons, among others. There are four skills: receptive – reading and listening, and productive - writing and speaking, and four components of knowledge so called sub-skills: spelling, pronunciation, grammar and vocabulary; or sociocultural studies among others.

ELT curriculum evaluation should result from the structure of individual School Educational Programme. Unfortunately, it has not been completed on the concrete researched school yet. That is the reason why three superior elements will be introduced in this chapter. So under those circumstances, we will deal with the aims of the ELT curriculum from the aspect of the communicative competence, and two normative documents - Framework Educational Programme (RVP ZV), and Common European Framework of Reference for Languages.

The aim in English language teaching is to develop communicative competence in learners. Communicative competence is that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. One of the latest theoretical concepts of communicative competence is the one in the words of Bachman. He states, that communicative language ability consists of language competence, strategic competence, and psychophysiological mechanisms. He also remarks, that recent frameworks of communicative competence have included several different components associated within language competence. (Bachman, 1990:84) Here, language competence is divided into organizational on one side and pragmatic competence on the other side.

Organizational competence controls two types of abilities – grammatical and textual. “Grammatical competence governs the choice of words to express specific significations, their forms, arrangement in utterances to express propositions, and their physical realizations.” (Bachman, 1990:87) In other words it includes morphology, syntax, phonology/graphology, and the knowledge of vocabulary. Textual competence, on the other hand, forms a text. It does not mind, whether it is spoken or written text. Two main components of textual competence are cohesion that includes the linguistic elements that make a discourse semantically coherent, and rhetorical organization.

On the other hand, pragmatic competence covers “The organization of the linguistic signals that are used in communication, and how these signals are used to refer to persons, objects, ideas, and feelings.” (Bachman, 1990:89) Competencies included here are illocutionary and sociolinguistic. Sociolinguistic competence includes abilities such as “Sensitivity to differences in dialect or variety, to differences in register and to naturalness, and the ability to interpret cultural references and figures of speech.” (Bachman, 1990:95) Illocutionary competence illustrates different speech acts. It describes four language functions: ideational, manipulative, heuristic, and imaginative. In the words of Bachman:

“The ideational function shows information about knowledge or feelings...The manipulative functions are those in which the primary purpose is to affect the world around us. It involves the instrumental, regulatory, and interactional functions of language...The heuristic function uses the language to extend the knowledge of the world around us, and occurs commonly in teaching, learning, problem solving, and conscious memorizing...The imaginative function is used for humorous or esthetic purposes.” (Bachman, 1990:92-94)

Communicative competence is a framework of the knowledge of language as well as the knowledge in communicative language use. It is a theoretical concept that should be fulfilled within an ELT curriculum. Apart from this, let’s have a look at a closer characterization of the two normative documents – RVP ZV and Common European Framework of Reference for Languages. We will start with the second one because it is, according to the article by Tůmová, superior to RVP ZV (www.rvp.cz/clanek/45). Common European Framework of Reference for Languages

(CEFRL) offers the bases for elaboration of language documents in the whole of Europe. It presents a chart of descriptors – A1, A2, B1, B2, C1, C2 – in order to compare language levels throughout the world. These are defined there and language abilities and skills are depicted in the cultural context. A levels show basic, B levels intermediate, and C advanced usage. The whole table can be seen on the following internet pages of the Council of Europe.

At basic school it means that the School educational framework has some specific outcomes that are reached by all pupils. According to Baladová, the obligatory level of basic schools outcomes is A2. However, it can be moved to A2+ or B1. A school can also offer two English level groups. One, that will reach A2 and another, that will reach B1 level. And it opens as many groups of these English lessons as there are applicants. Or, another possibility is to open extra lessons for more ambitious pupils. The table of A2 and B1 levels can be found in the appendix. CEFRL also offers a European Language Portfolio that leads to pupils' self-evaluation and will be described in chapter 3. 4. Pupil self-evaluation.

The specific aims of RVP ZV should consequently go from the two materials mentioned above. RVP ZV document summarizes that English education at basic school should develop conditions for practical usage of the language, such as contextual appropriacy, communicative needs, discourse, grammatical competence, knowledge of sociocultural structures, and assuming effective learning principles. Concrete goals are divided into three main outcomes according to the time period: aims acquired at the end of the first grade³ (end of the fifth class), aims acquired at the end of the seventh class and the last one at the end of the second grade (end of the ninth class). The first time period is furthermore divided into two other terms. The first one covers the third class – English is taught from the third class in the Czech Republic - and the second term covers the fourth and the fifth class. Furthermore, the basic outcomes can be more deeply modified within each individual school educational programme. The goals of RVP ZV are described in the appendix.

³ There are two grades at Czech basic schools. The first one consists of the classes 1 to 5 and the second one consists of the classes 6 to 9.

As Tůmová has said, “RVP ZV is a document that results from the CEFRL. They both struggle for active engagement of their users.” (www.rvp.cz/clanek/45) On the contrary, RVP ZV further says that CEFRL only limits communicative and general strategies as the objective competences in the language education. (RVP ZV, 2005:21) RVP ZV has a detailed development of an object within each basic school. Furthermore, its outcomes can be deeply developed according to individual needs of an individual School Educational Programme. These two documents also try to fulfil the theoretical concept of communicative competence. After studying RVP ZV aims deeply we can see, that it clearly includes language competence. The widest substitution has grammatical, illocutionary, and sociolinguistic competence. Behind stays textual competence. The field of discourse development is a bit marginalized. Strategic competence is mentioned in the third time period. There is no mention of psychophysiological mechanisms there. Speaking generally, later implementation of these documents into the individual School Education Programme depends on the knowledge and experience of teachers who assemble it.

3. 2. Coursebook evaluation

“The coursebook provides a clear framework; it takes the role of the syllabus; it contains texts and tasks; it is very economical – each student has his/her own material for studying; it is convenient – it is bound so that it does not fall to pieces; it supports and guides inexperienced teachers and, at the same time, allows students to study and review on their own. The major purpose of the evaluation of coursebooks is the intention to find a suitable coursebook for a particular group of students. The evaluation is a demanding process as it requires a lot of professional judgement and personal experience. The evaluation is always subjective. The teachers’ task is to find the best coursebook available and make the most of its good points and compensate or neutralize the bad points.” (Ingrová, 2004:131)

The reason why students learn English might be one of the most important criteria when selecting the textbook. Students have various reasons for learning the English language. They want to learn English for use as a tourist, or for a specific

purpose, such as studying, culture or literature, some want to pass various examinations, or they might learn English because it is in their school curriculum. This case is called 'TENOR situation'. "Such an anagram has been formulated for students that learn English because they are required to do so by their educational system, however they have no specific reason for it. That is why TENOR – Teaching English for No Obvious Reason." (Grant, 1991) Other students may learn English as a means of survival – it is the aim of immigrants under certain circumstances. According to these reasons a teacher should choose the coursebook and methods within an appropriate level, the style of the coursebook, type of activities, pictures, the way new grammar structures are presented, and authenticity of texts and topics – all these features are very important.

When evaluating a textbook we look for its strengths and weaknesses and for how well it matches our requirements. We can also explore how far it lends itself to adaptation and if it offered possibilities of further development. Many coursebooks contain a lot of good ideas for teaching, but the actual examples contained in the book may not be quite appropriate for a particular user. The textbook can then take on a new role, as an ideas bank, a source of practical examples of ideas for teaching and an inspiration stimulating teachers' creative potential.

Grant (1991) applies the 'Catalyst test' - "a coursebook should act as a catalyst in the classroom. Like the catalyst in a chemistry laboratory, it should facilitate change." The eight letters represent the eight criteria by which the teacher decides whether a coursebook is suitable for his/her classroom. These are the key questions of the test:

- C – Communicative? Will the students be able to use the language to communicate as a result of using the book? This question is very important because most of teachers think that students will communicate in any case.
- A – Aims? Does it fit with the aims and objectives? These may be laid down by the authorities, or devised by teachers.
- T – Teachable? Does the course seem teachable? Does it seem to be reasonably easy to use, well organized, easy for the teacher to find their way round?

- A – Available additions? Are there any useful additional materials such as teacher’s book, tapes, workbook, etc.?
- L – Level? Does the level seem about right?
- Y – Your impression? What is the teacher’s impression of the course?
- S – Student’s interest? Is the student likely to find the book interesting?
- T – Tried and tested? Has the course been tried and tested in real classrooms? Where? By whom? What were the results? (Grant, 1991)

A coursebook is a part of the process of education. The perfect coursebook does not exist; but the best book available for the teacher and his/her pupils certainly does. Such a book should satisfy three conditions: it should suit the needs, interests and abilities of pupils. In the same way, it should suit a teacher as well. Last but not least a coursebook must fulfil the needs of an official educational syllabus.

3. 3. Teacher evaluation

With regard to the Notice 15/2005, school self-evaluation should be concentrated on the teacher. Teachers should work in a personal and creative way, with confidence and originality. They are participants of evaluation/self-evaluation that can affect its process the most. The subject teachers – in our case the teachers of English - are involved in the section evaluation. They should know the proficiency level of the evaluated pupils (they are the ones, who spend the most of the time with them) and their response to immediate needs of effective study. As well as this a teacher can examine whether the syllabus does what it sets out to do. As a result teachers may discuss the syllabus design, content and methodology used.

From the point of view of school evaluation, a teacher can evaluate him/herself, or can be evaluated by other participants of educational processes. This chapter will deal with these two possible ways of evaluation. Firstly, we will have a look at evaluation viewed by other participants of education, such as colleagues, pupils, and their parents.

The typology of Zimpher and Howey distinguishes among four kinds of teaching competences:

“Personal competence includes awareness of one’s own personality profile, concepts such as self-evaluation, self-concept, self-reflection and self-management. The emphasis is also put on the teacher’s social competence and communication skills.

Technical competence is a broad concept, defined by the authors as the effective use of day-to-day teaching skills employed in classroom instruction and the employment of craft knowledge in teaching strategies.

Clinical competence includes the ability to make judgements about problematic situations, and to solve problems, through reflective action and inquiry.

Critical competence concerns educational values, beliefs and ideologies, and incorporates the capacity to engage in the critique of social institutions, social structures.” (Píšová, 1999:15)

On a teacher we also monitor his/her ability to establish suitability of materials and methods, use of aids, given feedback, own progress, and improving teacher’s techniques. Shulman’s (1987) categories of pedagogical knowledge base are:

- content knowledge
- general pedagogical knowledge
- curriculum knowledge
- pedagogical content knowledge
- knowledge of learners and their characteristics
- knowledge of educational contexts
- knowledge of educational ends, purposes, and values, and their philosophical and historical grounds (Píšová, 1999)

Based on the findings it seems that a good teacher is a person who to his expertise adds other qualities including “good will”. It appears that a good teacher is one who has contented pupils. Not contented because he places hardly any demands on them, but because his demands are not only in accord with the regulations but also with general human principles and with the natures of the pupils. In evaluation we should be aware of their influence on the present and future of the pupil. (Jílková, 2004:139)

Another concept of evaluation is from the teacher’s own point of view. As Rýdl has said, “The self-evaluation is a tool that can uphold good self-confidence of a

teacher, influences his/her feelings, and helps to build faith as well as positively emotional relations to children.” However, when self-evaluating the first step of a teacher is to be able to be self-critical of him/herself and the reason might be misgiving. Teachers need to know that frankness will help them and not to prejudice them.” We also cannot omit that the quality of teaching rises the benefit of the learners, and that for teachers self-evaluation presents one of the important forms how to qualify their own work. Moreover, only teachers who can self-evaluate themselves can teach it to their pupils.

A teacher’s self-evaluation is a reflection of the lesson performance. Apart from observations, a teacher can for example write a brief note immediately after the lesson, use a video recording of the lesson, have an oral report with somebody else, or use a checklist, and those have a formative value. (An example of a checklist can be found in the appendix.) A practical use of the elements mentioned above should lead to a teacher’s self-development

According to Vašátková “Asking self-reflective questions (what did pupils really do during the lesson, what should be done again the next lesson, etc.) leads to better meeting of the style of pupils learning and as a result a teacher might better modify a curriculum to their needs.” Besides, team teaching is another valuable means of professional development. These can also help to improve teacher’s qualities.

Professional development leads to obtaining new skills and knowledge. In general, these can be learning some new methods or techniques, upgrading ones skills, learning some educational novelties, and many others. Bailey (2001) pointed out that, “Skills are ‘the how teaching’ and knowledge ‘the what teaching’.” Among skills we can insert methods, techniques, activities, and teaching aids and knowledge covers subject matter, knowledge of students, and sociocultural context. And admittedly, teacher evaluation/self-evaluation is one of the forced means of professional self-development.

Reflection is the act of contemplating what happens. In our study it deals with school background and it is called reflective teaching. According to Zeichner and Liston (1996), a reflective teacher:

- examines, frames, and attempts to solve the dilemmas of classroom practice;
- is aware of and questions the assumptions and values he or she brings to teaching;
- is attentive to the institutional and cultural contexts in which he or she teaches;
- takes part in curriculum development and is involved in school change efforts;
- and takes responsibility for his or her own professional development. (Bailey et al., 2001)

To sum up, “A teacher is a manager and he/she should have particular qualities such as: personal self-awareness, professional integrity, welfare, organized planning, openness and naturalness with a sense of humour, personal presence and authority.” (Germaine, 1989; Rea–Dickins and Germanie, 1992:14). There exist certain important instruments of teacher’s self-evaluation such as portfolio, diary, checklist, or field notes. We will look at them in chapter 5. Tools of ELT self-evaluation. Reflection in education operates not only within teaching but learning as well, so now we will move to the pupil self-evaluation.

3. 4. Pupil self-evaluation

Support of pupils, cooperation with parents, cross relationship within the school, pupils, parents, and other persons, educational results – these areas of self-evaluation all we put together into a pupil self-evaluation. When remembering the past we probably did not get into touch with the term ‘pupil self-evaluation’. It is the area that has been looked over. Nevertheless, letting pupils evaluate themselves in the process of learning might be very helpful both for a teacher and for a pupil, as well.

Blue considers the feasibility of the teacher's formal assessment being replaced by learners' self-assessment, which would consequently free teachers from the tiresome task of assessment. (Blue, 1988; Perclová, 2004:162) On the other hand pupil self-evaluation leads to pupils' progress. According to Perclová, "The central role of self-evaluation is seen in making learners responsible for their own learning, i.e. in helping them to become autonomous."

Expected outcomes of the educational process need not be identical to the reached ones. If pupils really understand curriculum aims and given feedback gives them clear information about the distinction between their work and set goals, then they are able to evaluate themselves. Pupils' involvement in self-evaluations increases their need to move forward. Self-evaluation is an important condition of effective learning and raises the efficiency of pupils' own work examination and moreover, it is a part of RVP ZV personal competence as well.

Pupil self-evaluation, is according to RVP ZV, contained in the self-reflective competence. Pupils' own knowledge and skill self-evaluation can develop their own work responsibility, which is very important for their future work experience. As Vašátková says: "The support of pupils' self-reflection, for example within foreign language lessons, can significantly help in the development of their competencies."

There exist many various strategies of pupil self-evaluation. For illustration, we will introduce some of them below.

One very important thing a teacher can do for children is to create the success criteria 'How will we know we have achieved this?' Clarke gives us the summary steps:

- Clarify learning intentions at planning stage.
- Make it an expectation for children.
- Explain the learning intention, in 'child-speak' if necessary.
- Invite children to say how we will know this has been done.
- Write the success criterion or criteria.
- The 'aside': say why this is an important thing to learn.

- Get the children to read out the learning intention and success criteria. (Clarke, 2001:25)

The list of the success criteria can be written on a large sheet of paper in a classroom or can be stuck on the first page of pupils' exercise-books. The example of the possible success criteria questions is shown in the appendix.

Clarke also presents research of pupils' self-evaluation on allowing them a rise in their self-esteem. Teachers have been particularly excited by the evidence of this, saying that children are:

- able to say where they need help without any sense of failure;
- working towards being in control of their own learning;
- beginning to set their own targets and goals;
- now able to speak about their learning when they would not have done before;
- aware of what they have learnt and feel confident that they can talk about it;
- more inclined to talk about their own learning in general. (Clarke, 2001:44)

Another self-evaluating tool for pupils is a portfolio. A portfolio is a unit of pupil's treasured works. It supplies several pieces of information about one's outcomes and experience, and shows one's progress. A portfolio can have various forms. As an example we can mention the European Language Portfolio that was developed by the Modern Languages Project Group of the Council of Europe for the Common European Framework of Reference.

These descriptors have been designed for all levels of language proficiency, forming learners' checklists. The checklists are a result of profound scientific research. When using the checklists, even learners in the early stages of language learning are able to assess that they can communicate and at what level of proficiency they can do it. The checklists may serve both as instruments for assessment and for setting learning objectives. All the descriptors are phrased positively. (Perclová, 2004:166)

Alternatively, it appears to be a common practice for pupils to keep diaries. There are some coursebooks (for example Chit Chat or Project series) that offer diaries relating to their contents. "It is an excellent way of obtaining honest feedback,

particularly when the pupils retain the right to decide whether the teacher has access to the diary.” says Hopkins.

To conclude this chapter, let’s use Nunan’s words, “in order for pupils to assess their own performance, they must know what it is they are being taught”. Due to this statement, teachers should formulate objectives in a way pupils can understand. And this is the most helpful when teaching pupils self-evaluation.

4. ELT criteria for self-evaluation

We cannot evaluate without setting the appropriate criteria. In the opinion of Slavík, it is very difficult work. He also explains, that the educational criteria represent particular competence, the value that should be reached within lessons. Last but not least, Slavík mentions, that we have to distinguish between the criteria and educational standards. “Educational standards include rules and obligations. On the contrary, criteria are any measurement. Only, if they are formalized and if there are rules for their use, they become standards.” Our concrete ELT criteria should keep to the definitions of the chosen areas above. Hopkins also suggests “to make certain that the evaluation questions are important to the staff. Evaluation is so time-consuming that its results should not be gratuitous, but feed real need and be able to provide useful and pertinent information.”

4. 1. ELT curriculum criteria

The aim of the ELT curriculum self-evaluation is to find out whether it fulfils the specific School Educational Programme. Whence it follows that the main emphases should be given to the acceptable usage of the skills and sub-skills, and other basic principles of the communicative competence. As it was mentioned in chapter 3. 1. ELT curriculum evaluation, the school where the ELT self-evaluation takes place has not got the document of School Educational Programme ready yet, so our research can not result from it. For our purposes we analyzed aims of the concept of communicative competence, RVP ZV, and CEFRL. As a consequence, the criteria are the outcome of the synthesis of these three components and they have been selected subsequently:

- Is there skills/subskills representation?
- Are learners taught to basic sociocultural knowledge of English speaking countries?

- Are learners able to orientate themselves in practical ‘real-life’ situations?
- Is any crosscurricular connection used?
- Do learners have any opportunity to meet authentic language?

4. 2. Criteria for coursebook evaluation

The range of coursebooks used in basic schools is quite narrow. Whereas the grammar items presented in coursebooks, range of vocabulary and language functions pupils should attain are almost the same, with certain exceptions, the style of coursebooks as a whole is usually quite different. For example, exercises for practising grammatical items and for developing speaking vary in each coursebook. These are some of the most important and obvious criteria:

- Are topics suitable for the age group?
- What is the attitude towards the use of the mother tongue?
- Is practice in all four skills included?
- How authentic are the texts?
- Is new vocabulary recycled adequately?
- Is the phonetic alphabet used?
- Is grammar presented in small enough units for easy learning?
- Is there sufficient provision made for tests and revision?
- What components does the course content?

4. 3. Criteria for teacher self-evaluation

Teacher self-evaluation is an instrument that leads to improving a teacher’s performance, monitor his/her progress, understand the changing needs of the classroom, and considers on relevant angles of teaching. It also provides information about their

teaching development. As Rea-Dickins and Germaine have said, “Evaluation in a broad sense is an important part of teacher education which teachers can use throughout their careers.” Teacher self-evaluation is based on classroom events with a view to advance their performance and abilities.

After summarizing chapter 3. 3. Teacher self-evaluation, there ensue two aspects of self-evaluation. One of them is viewed by the ambient and works as an appraisal of teachers. It judges the process of teaching and teacher’s performance and monitors, how is the theory put into practice. The second one develops teacher’s skills. This distinguishing can be evidenced by the words of Rea-Dickins and Germanie:

“There are two perspectives on the nature of teacher evaluation. The first is associated with evaluation of teachers, primarily for purposes of appraisal. According to this view, evaluation is used as a means to examine teachers. The second perspective takes up the formative nature of evaluation where evaluation is used as a means to develop teachers skills.” (Rea-Dickins and Germanie, 1992)

When setting the criteria we also have to think about all four competences according to the typology of Zimpher and Howey. They are personal, technical, clinical and critical competences. As a general rule, all of these areas should be also included in the criteria. Our decision concerning rules for evaluating is as follows:

- What are the teacher’s personal qualities?
- Does he/she use a great range of materials and teaching strategies?
- What is the teacher’s approach to solving problems?
- Does he/she have communicative skills?
- How does he/she see him/herself?
- Does he/she develop his/her qualification?
- Does he/she use some self-evaluating techniques?
- Is there offered support of pupils’ creative work, individual and group work?

Teacher development must be intensely employed. Teachers themselves should look for various opportunities and take active steps to do so.

4. 4. Pupil self-evaluation criteria

According to RVP the process of pupils' self-evaluation should be supported as late as in the third time period. On the contrary, many other sources mentioned in chapter 3. 4. Pupil self-evaluation say that pupils, who are able to self-evaluate themselves (with no reference to their age, or class), learn more effectively. Whence it follows that in our case of self-evaluation investigation we will involve all learners of English.

The most important aspect of pupil self-evaluation is the teacher's real interest in pupil self-development. It can be seen as a means of effective communication and cooperation. Especially at the beginning, a teacher has the main role on pupil self-evaluation. He/she elaborates the skill of self-evaluation, consults and gives advice about means of self-evaluation, suggests success criteria, and so on.

Clear understanding of the curriculum objectives and what is happening in the lesson makes pupils ready to initiate the process of self-evaluation. Self-evaluation also deepens the responsibility of their own learning. As RVP ZV remarks, "Pupils master learning procedures needed to effective study of foreign languages" where we can also include the process of self-evaluation. In this thesis we do not evaluate pupils' learning results or performance during the lesson. We investigate to what measure they are able to evaluate themselves. The resulting ELT criteria for pupil self-evaluation are these:

- Have pupils set their own targets and goals?
- Does the teacher get pupils familiar with lesson goals?
- Do pupils have the opportunity to self-evaluate themselves? (Has any self-evaluating tool been offered to them?)
- Is there any feedback resulting from self-evaluation outcomes?
- Is there any time slot of the lesson applied to oral evaluation?
- Are parents involved somehow in the self-evaluation?/Do they know anything about it?

5. Tools of self-evaluation

Self-evaluation tools help us to control running processes. This chapter will refer to those means of self-evaluation that can be used for the needs of ELT self-evaluation. We will start with naming some of them: observation, interview, questionnaire, field notes, video recording, essay, documentary evidence, sociometry, mapping techniques, swot analysis, workshop, brainstorming, diagnostical test, didactical test, and many others. And now we will have a look closer at some of them:

First, let's talk about an observation. It has a formative value. It looks over the process of the interaction of teaching and learning. The observer should examine the time management of the lesson, content and formal (grammatical, spelling, phonological, etc.) errors, the way teacher/pupils deal with it and the manner of correction, teacher/pupils involvement in the lesson, class organization, a topic of discourse and language activity. It can be done using the checklist during the lesson and discussed with the observed teacher after the lesson. In like manner the observer can use a questionnaire, or rather it can be video recorded and analyzed later.

Basic conditions for a successful observation are shown in the following list:

- Observer and teacher need to agree on the focus, terms and nature of what is to be observed.
- Only key points should be recorded by the observer.
- Short feedback should follow on the same day.
- Observer should first ask the teacher how the session went.
- Observer should sum up discussion and offer suggestions.
- Both should keep a copy of the final summary and action, for follow-up use. (Clarke, 2001:107)

Hopkins mentions the three phase observation cycle – planning meeting, classroom observation, and feedback discussion.

“The planning meeting provides the observer and teacher with an opportunity to reflect on the proposed lesson. During the classroom observation phase, the observer collects objective data on that aspect of the teaching or learning they agreed upon earlier. It is during the feedback discussion that the observer and teacher share the information gathered, decide upon appropriate action, agree a

record of the discussion, and often plan another round of observations.” (Hopkins, 2002)

An observation can be open, focused, structured, or systematic. Open observation uses a blank sheet of paper to record the lesson. Hopkins pointed that the aim is usually to enable subsequent reconstruction of the lesson. Focused observation means, that the focus was set down before the observation. When using structured observation a data are collected by either using a tally system or a diagram. As Hopkins has said, “with a tally system, an observer puts down a tally or tick every time a particular event occurs. The resulting record is factual rather than judgemental. This approach lends itself to a factual or a descriptive record.” The last one is systematic observation that relies entirely on the use of observation scales.

Unfortunately, many teachers feel threatened by the idea of an outsider observing their classroom performance. “This is unfortunate, as it is one of the most useful means of obtaining information about what is working and what is not.” (Nunan, 1992:130) The possible solution might be a mutual observation of two teachers who trust each other, or its usage as a regular ongoing activity.

When evaluating the whole section, it is important to observe all participated teachers and as many classes as possible. In Serena’s opinion, it is good to target the concrete problem, because the more we want to monitor, the less we can see. However, the usage of observation is instrumental to a basis for future action.

Another possible way of gathering information about teaching is writing field notes. It should be done as soon as possible after a lesson or during a lesson. “Keeping a record in this way is not very time-consuming and provides surprisingly frank information that is built up over time.” (Hopkins, 2002) But imagine the situation that there is a classroom full of pupils. In such a case it is not possible to use a tool like this correctly because of time-consumption.

Video recording is one of the most popular research methods. It very successfully monitors both, pupil and teacher development. As a general rule, a

classroom recording may serve to purpose for a teacher self-evaluation as well as a pupil self-evaluation. “The advantage of video recording is also the fact that its participants do not have to answer predefined questions.” (Serena, 2006:165) There is also the possibility to watch someone else’s video.

The disadvantage of video recording can be the fact, that there is a camera operator in the classroom, who might be an intrusive element for a teacher and/or pupils. And, even if we can say that video recording is more accurate than audio recording because it records silent activities too and an origin of problems can be diagnosed more clearly, behaviour of all participants can be affected by a recording – they know somebody is monitoring them and they optimize their performance to it.

The next tool is an interview. It is an oral method of evaluation which means that the main source of information presents a spoken word. It can be recorded and then analyzed. An interview can be lead in a group or individually and respondents can be school employees, including a headmaster, pupils, their parents, or social service workers. The advantage of this type of research is that we can modify questions to the originated situation. On the other hand it can be time-consuming.

“Teacher-pupil interviews are very time-consuming so it may be more profitable to devote that time to general classroom meetings. On the other hand, individual interviews are often very productive sources of information for a participant observer. There are three uses of the interview in classroom research:

- to focus on a specific aspect of teaching or classroom life in detail
- teacher-pupil classroom discussion can provide general diagnostic information, and
- to improve the classroom climate.” (Hopkins, 2002)

We can use various types of interviews. They are open and closed, according to rate of freedom when answering. On the contrary, structured and unstructured are dependent on the freedom of an interviewer. The last two types are quantitative and qualitative. They are affected by the sequential analysis.

Now, we will characterize a questionnaire. “A questionnaire is a specific form of a structured interview without personal contact with respondents.” (Bělecký, 2006) It is

probably the most usual method of research. We differ among three groups of respondents - pupils, parents and school staff. Questions in a questionnaire should be set according to chosen criteria. Hopkins says that “the main use of the questionnaire in classroom research is to obtain quantitative responses to specific predetermined questions”. He lists the main advantages and disadvantages of the questionnaire:

“Advantages:

- easy to administer, quick to fill in
- easy to follow up
- provides direct comparison of groups and individuals
- provides feedback on attitudes, adequacy of resources, adequacy of teacher help, preparation for next session, and conclusions at the end of term
- data are quantifiable

Disadvantages:

- analysis is time-consuming
- extensive preparation to get clear and relevant questions
- difficult to get questions that explore in depth
- effectiveness depends very much on reading ability and comprehension of the child
- children may be fearful of answering candidly
- children will try to produce ‘right’ answer” (Hopkins, 2002)

Very important is also the fact, that a questionnaire is an anonymous means of research. Consequently, respondents can answer confidently with no fear of a result. Besides, it might be helpful to explain that no answer is the ‘right’ one. When questioning children, it is possible to use some clipart pictures instead of written text to express closed answers (for example yes/no answers). “A questionnaire can also be composed of complementary (What is the climate of your school?) or finishing questions (I had troubles with...).” (Serena, 2006:130) It is important to do pilot research when using a questionnaire to find out, how the questions fit to a target group of respondents.

A diary is a summary of information written within an appropriate time and dealing with educational processes. It can monitor time management of pupils or teachers, express their emotions or feelings, and “leads to writing up important events in their own words” (Serena, 2005:138). A diary can have either a secret or a public form. In the case of the public form, the result of a research flows from confrontation of pupil

or teacher with others and the later analysis. Serena further said, “diary is an important form of self-reflection and it helps to monitor personal and social development of its writer.” We can add Hopkins’ suggestion to a pupil’s diary, too:

“A diary provides feedback from pupil’s perspective. It can be a part of a lesson and relates to the general classroom climate. A diary helps to identify individual pupil problems and involves pupil in improving the quality of the class.” (Hopkins, 2002)

The disadvantage of a diary is its time-consumption. However, in the opinion of Bailey (2001), there are also some benefits: “articulating puzzles and problems, and leading to clarification and possibly to realization, which can result in ones development.”

Another tool to mention is a portfolio. It is an individual unit that shows a context of work done and outlines abilities of an owner. A portfolio includes various documents which the owner chooses on the basis of her/his findings. A portfolio can be used as a self-reflection of both –teacher and pupil.

“An effective portfolio should be structured (organized, complete, and creative in its presentation), representative (comprehensive, representing the scope of one's work and achievements across time), and selective (avoid the natural tendency to document everything, give careful attention to conciseness and selectivity in order to appropriately document one's work). The key functions of a portfolio can be allowing for self-reflection, or the process of creating, that is generally much more important and meaningful than the end product.” (Pířová, 2006)

However we can add one remarkable tip of Serena’s – “Self-reflection can be strengthened by a short summary of each included document”. That is to say why does it include complementing information, and caution about some interesting parts of a document? In terms of what a preservice teacher’s portfolio might contain, Johnson (1996) has identified four types of documentation:

- artifacts, which are produced during the normal course work of the teacher education program;
- reproductions, which relate to typical events in the work of preservice teachers that are not captured in artifacts;

- attestations about the work of the novice teacher prepared by someone else; and
- productions, which are prepared especially for the portfolio. (Bailey et al., 2001:227)

Inservice teachers can definitely use this list as well. Correspondingly, when compiling a learner's portfolio, a teacher should advise what to put in and should lead it as a collaborative implementation. Learners themselves can hardly identify possible items for inclusion.

Finally, we can include a characteristic of a checklist. It is a list of items that are to be remembered, checked or consulted. It is a very flexible tool used to provide data about teaching and to make a settlement to teaching conditions.

To sum up, several procedures were introduced that help researchers to get needed information. There are many differences in their usage. When preparing an ELT self-evaluation we have to choose those instruments that will judge the appointed criteria and offer different benefits.

PRACTICAL PART

6. Case study

Firstly, the methodology chapter will introduce applied techniques. A research of the present state of ELT self-evaluating process is the goal of the thesis. The strategy used in this investigation is called a case study. It is a technique that investigates an event within its real-life context, in our situation a self-evaluation context. Richards (1998) feels that “Case studies are useful precisely because they can provide a rich source of teacher-generated information that is both descriptive and reflective.” (Bailey et al., 2001:78) Furthermore, the use of cases can be very useful for professional development.

Theoretical data are used to broaden a research approach. There is a wide range of techniques that can be used to facilitate analysis. They are flowcharts, data displays, matrix of categories, using means, cross tabulations, or graphs. The case studies are assumed as references – except of describing a problem situation they also include the chosen solution and its developmental plan. The developmental plan should include concrete recommendations that will be able to solve identified problems, a timetable and suggestion about who should be responsible for doing that.

In the area of the definition of evaluation, the case study will deal with the formative rather than summative evaluation, because of searching within the chosen aspects of teaching and learning. It will aim to strengthen and improve the ELT section. The ELT self-evaluation may be largely descriptive and qualitative, and - to be more specific – informal. Lastly, because we will measure the obtained data against a range of explicit criteria, we will use the criterion-referenced evaluation. And now we will move to the particular case study that reveals concrete ELT self-evaluation.

7. Survey introduction

This chapter presents the institutional background of the investigation. The case study took place at a basic school situated in a suburb of a city in the east of the Czech Republic. The curriculum development started to be mentioned here in autumn 2005. The whole process of the transition of RVP ZV into their specific School Educational Framework got under way in May 2006 – the first objectives were presented to teachers to think about. In February 2007, teachers had to finish the subject's programmes that will be put together later by all the teachers' staff. The competencies will be gained to it and further development will be done. School self-evaluation has been mentioned only slightly and until now, there are no specific rules, aims, areas or criteria set down. The case study will follow the Notice 15/2005, RVP ZV instead of the School Educational Framework, criteria and tools for self-evaluation of the own construction.

English language has been taught for seventeen years here. A new English classroom was opened here in May 2006. There are many educational aids – posters, maps, games, magazines, dictionaries, PCs with English educational programmes, HI-FI stereo, tape, CD, video and DVD data mediums, and a library that consists of easy readers, fiction as well as non fiction and many types of textbooks, all in English. Each class visits this classroom at least once a week. Pupils and their parents can borrow the library items, if they want.

Since the school year 2006/2007 pupils have learnt English from the third class, 3 lessons per week. Pupils from the first and second classes have the possibility to attend extra lessons of English, but these were omitted from the ELT self-evaluation. There are approximately 320 obligatory learners of the English language. No extra lessons (for example communicational) were offered to them.

There are four teachers of English language. One teacher has only a part time, the others have a full time of English. Only two of them have finished their academic education. Each teacher is able to attend training seminars approximately two times during a school year. English teachers do not share one staff room.

‘Chit Chat’ and ‘Project’ coursebooks are used in English lessons. Both coursebooks consist of a students’ book and a workbook. The third and fourth classes use ‘Chit Chats’ and from the fifth class learners use ‘Projects’. Pupils are also given the opportunity to buy magazines ‘Kid’s News’, ‘Click’, ‘Crown’ and ‘Team’. When most of the class have magazines, a teacher works with them as if they were a coursebooks. Usage of other supportive materials, such as copied files and so on, depends on each teacher.

Teachers prepare a school lap of English Olympics every year. There are two categories – the first one for sixth and seventh classes and the second one for the eighth and ninth classes. Pupils who are placed from the first to the third position get English aimed prizes (books, grammar maps, tourist guides). Winners of each category advance to a district level. Some of the English teachers also participate in various short-term international projects within their lessons.

Four areas within the ELT section of the basic school will be evaluated. They are a syllabus, a teacher, a pupil and a coursebook. The reason of ELT self-evaluation is to find out limitations in the noticed areas within an English lesson and to qualify and develop English section on the particular basic school. The impuls for this process is Notice number 15/2005 of the Ministry of Education that says that every school must design its self-evaluating report. The criteria for the ELT self-evaluation are set by one of the English teachers at the particular basic school as well as the means of self-evaluation. The self-evaluation process should last six months, procedures used to obtain the data will be video recording, diary, portfolio, interview, observation, and questionnaire. The information will be picked up from the English teachers, English learners, and their parents. The investigated facts will be processed by the teacher of English into an ELT self-evaluation report and will be given to other English teachers and the headmaster too. The detailed findings from the research are presented below.

8. Data collection

The main objective of this case study is to determine in-depth analysis of the concrete ELT self-evaluation and to examine some of the tools used. The procedures for specific purposes used to collect data will be introduced here. Those purposes are the criteria set in the Theoretical part of this thesis that are dealing with four ELT categories – ELT curriculum, coursebook, teacher and pupil. “In the process of self-evaluation, it is important to select a small number of areas, carefully select aims of research and choose appropriate tools.” (Serena, 2005:110)

When choosing the appropriate tools for ELT self-evaluation, the most important indices were selected criteria and the background facilities. The following Hopkin’s statement was also important:

“The teachers’ primary job is to teach, and any research method should not interfere with or disrupt the teaching commitment. The method of data collection must not be too demanding on the teacher’s time. That means, that a teacher needs to be certain about the data collection technique before using it.” (Hopkins, 2002)

After further theoretical investigation, the following tools were chosen: video recording, diary, portfolio, interview, observation, and questionnaire. An interview and questionnaire were tested in two lessons with different teachers. The work went fine, no difficulties were found, so the tools were used for the rest of the research, too. Nonetheless, most of the chosen tools somehow broke the privacy rules of the lessons. Neither teachers nor pupils are used to being under some observation or research. Now, we will look closer at the chosen means of self-evaluation.

First, there was mentioned a video recording. Its advantage is its visual and comprehensive character. Only two lessons of one of the teachers were recorded. Other teachers did not feel familiar with being recorded. They felt they would be disturbed by the camera. The recordings were used for three reasons. The first two reasons are teacher and pupil self-evaluation in general. The third reason was to answer one of the teacher self-evaluation criteria: What is the teacher’s knowledge of teaching strategies? because a video recording can focus on a particular aspect of the teaching. When the

recordings were completed, the teacher was asked to watch the recordings to see herself during the lesson. The teacher analyzed both recordings in a written form and discussed them with a critical friend (a person that does not work at school so he/she can be positive or negative without other effects). Later on, the recordings were shown to the learners to let them see themselves during the English lesson. Their attitudes were discussed together.

A diary and a portfolio are other tools that were applied to the pupils. The pupils were asked to start filling out these documents at the beginning of the school year 2006/2007. Coursebooks that are worked with ('Chit Chats', 'Projects'), offer a diary and a portfolio on the Oxford University Press internet pages, so these were printed and copied for each pupil. Diaries and portfolios were set as two opportunities to self-evaluate themselves, to gather pupils' feedback, and to monitor the development of their writers. Diary provides pupils' perspective, but on the other hand it is subjective. These tools will be evaluated after the year of their usage to avoid an error of bias.

Another tool used was an interview. Interviews were carried out individually with all the English teachers. They were recorded and then analyzed. Interviews were focused on classroom life in detail and on teacher self-evaluation. They were structured, closed and most of the questions were qualitative. The interviewer was always one of the teachers who acted upon the set list of questions.

Observations were focused mainly on the teacher's ability to solve problems, offered support to pupils' work, application of oral evaluation, and teaching strategies. In other words, it concerned focused observations. An observer used a yes/no questionnaire during the process of observation. A feedback discussion took place always on the same day as the observation. Experts claimed that "It is important to use observation to provide information that teachers can use as a basis for future action." (Rea-Dickins and Germanie, 1992:37) Each English teacher was observed twice after the initial planning stage. The observer was the critical friend again.

Finally, four different questionnaires were created to find out how competent is the ELT section. Questionnaires were easy to administer, however, it was time-consuming to analyze all of them. They gathered specific information. Three groups of respondents were chosen – English teachers, pupils that were further divided into two groups, and parents. Those from the first grade, and those from the second grade. All the respondents were assured of the fact that no answer is the right one. All the questionnaires used yes/no questions, multiple choice (with more possible answers) and complementary questions. The questions were formulated in the sentences adapted to the individual group of respondents. A questionnaire for teachers focused on coursebook evaluation only. All four teachers took part here. A parents' questionnaire tried to find out the level of parents knowledge of an English lesson climate and a coursebook, targeted the attitude towards the use of the native language in the coursebook, detecting their cooperation with the school on the ELT stage, their attitudes towards oral evaluation, their support in pupils' self-evaluation, and opinion towards teacher's qualities. Parents were asked not to consult their answers with their children, because it could influence the whole research. They were also assured that there is no right answer. This type of questionnaire was given to 256 parents and they had one week to fill it in. After the week, 29 filled out questionnaires were returned. The last two types of questionnaire were handed out to learners. Both questionnaires had the same content, only the form of questions was different according to the group's age. The aim was to cover all the areas of ELT self-evaluation. The questions followed carefully one topic after another. The teachers were asked to assist during the filling out of questionnaires, so all 284 distributed ones returned. Pupils took it seriously, because it was something new for them. The questionnaires were anonymous, so they felt confident and it was also one of the first opportunities to express themselves in such a wide field.

To sum it up, six means of evaluation were used for the data collection in the case study. Two of them, a diary and a portfolio, are still in the process of production because their application is long-lasting. The results of the investigation by help of another four tools – video recording, interview, observation and questionnaire will be analyzed in the next chapter.

9. Research findings

Here, the research findings will be presented. Firstly, the results of the self-evaluation research will be discussed. The data from the parents' and pupils' questionnaires will be ranked according to ELT topics chosen – curriculum, coursebook, teacher, and pupil in a casual sequence. Objectives of other means of evaluation will be presented according to the previous study. As it was mentioned above, a diary and a portfolio will not be analysed here as the work on them is still in progress. Secondly, the applied means of evaluation will be commented.

Video recording was a new experience for both, teacher and pupils. The teacher felt quite nervous, which can also be seen on the recording. A stiff expression on her face is one piece of the evidence. On the contrary, pupils were free and easy. After seeing the video for the first time, both the teacher and the pupils took notice of their appearance, mainly. The second time they saw it, they concentrated on the aspect of teaching/learning. The teacher commented on shortcomings only – as the biggest problem she suggested the use of the Czech language (she did not use Czech so much but she would like to minimize it more) and little opportunity to let everyone speak in the class. The teacher was reminded that self-evaluation can be positive, too, during the discussion. As a good point pleasant cooperation with pupils was pointed out. She was not used to praising herself which was striking. After the discussion, she was asked to write the analysis of the recordings. You can find one of them in the appendix. Pupils were, on the other hand, airy, and commented their behaviour as well as the teacher's approach. Some of them were so proud that they borrowed the recording to show it to their parents.

The third aim was to answer the following question: What is the teacher's knowledge of teaching strategies? As she mentioned during the discussion and later on in the analysis as well, she was disappointed with little chance given to some of the pupils to express themselves. Those who did not put their hand up just did not speak. However, there were many organizational techniques used during the lessons. Pupils alternated in individual work, pair work and group work. Also the activities running

within each group varied and at the same time the class climate was still very friendly, free and easy. At the beginning of the lessons the aim was introduced. Attention should be paid to better conclusion. There was a summary at the end of the lessons but only a very short one. Pupils had no chance for self-evaluation.

Secondly, we will turn to the interview. As a matter of fact that interviews are very time-consuming, they were led with teachers and not with pupils. The first series of questions was dedicated to teacher self-evaluation and their cooperation with each other. Teachers should characterize themselves as professionals, talk about developing their qualification, summarize their self-evaluating techniques, and describe their cooperation with each other. All four replies were very similar. As personal qualities they mentioned dominancy, friendly approach to children, good knowledge of English; consistency was noted by two of them. They develop their qualification by reading books, watching films, participating in seminars, and studying English at home. The question about how the school supports the development of their professional qualification always had the same answer: "There is no support on the part of the school management." Except from one of them, they did not understand the term 'self-evaluation'. After the explanation of this word to them, they agreed on the fact that they use field notes only. They follow observation as a must led by the principalship. The most surprising outcome was that teachers do not cooperate with each other. Only two of them do on the field of crosscurriculum connection, concretely on English/Art relations. But there was no note mentioned about cooperation within English subject at all.

The second area of questions dealt with pupils – their support in the lesson, knowledge of their needs and cooperation with their parents. In this field teachers were asked to say how they motivate pupils, their attitudes to pupils' discipline, whether they give the opportunity to pupils' self-evaluation, their opinion about what do pupils need the most within English lessons, and how is it with parents' cooperation with them. The results were again quite interesting. Teachers motivate their pupils by talking with them about their hobbies, explaining them the importance of English language knowledge and by using other teaching aids than a coursebook, such as magazines or videos.

Procedures applied to pupils' discipline were the same in all four answers. Teachers set the rules at the beginning of the school year, so every pupil knows, what will come next when breaking the rules. Three from four teachers stated that they sometimes give the opportunity to pupils for self-evaluation. However, firstly they asked the interviewer what the question means. The fourth teacher has admitted, that she is working on improving this area. She gives that chance to pupils, nevertheless not every lesson. The most different answers were those about pupils' needs. Two of the teachers claimed that pupils need to be praised and they need an individual approach. On the contrary, the other two were concerning the ideas that should be deepened by pupils themselves. They mentioned intensifying their knowledge of English and learning how to learn. The last of these questions concerned the cooperation with parents. All the teachers agreed on the fact that they cooperate with parents if the parents need more information, but in their words, it is not very often.

The last area of questions coped with teaching strategies. Here the lessons aim, given feedback, and teaching strategies were commented on. All four teachers confirmed that they say the aim of the lesson at the very beginning of the lesson. They also agreed that they revise at the end of every lesson and as the most usual feedback they use homework, too. Greater revision in the form of a test they do after each coursebook lesson. Teaching strategies varied. For one of the teachers the most important is the use of a coursebook. All the activities done within a lesson are concerned with it. The second teacher mentioned as the most remarkable support for pupils is finding information themselves, using various aids, such as dictionaries or the Internet. The last two teachers talked about the classroom management and its organizational form. They uphold pair/group work, vary activities as much as possible, and have an individual approach to pupils.

Observations had very unequal outcomes. They were dependent mainly on the age of pupils, time when the lesson took place (morning – afternoon), and on each the teacher's way of the teaching. All six observations confirmed that teachers talk about the aim of the lesson with pupils. They changed activities every 11 – 15 minutes during the observation, and all the time tried to monitor all the learners. 80% of pupils were

actively involved in the lesson and the feedback was supported. Teachers' ability of solving problems hinged on the 'freshness' of each teacher and also on pupils' age and attitudes towards the lesson (and probably to the teacher, too). Oral evaluation and support of pupils occurred only in the lessons with no discipline problems. There was visible connection between pupils' and teacher's approach.

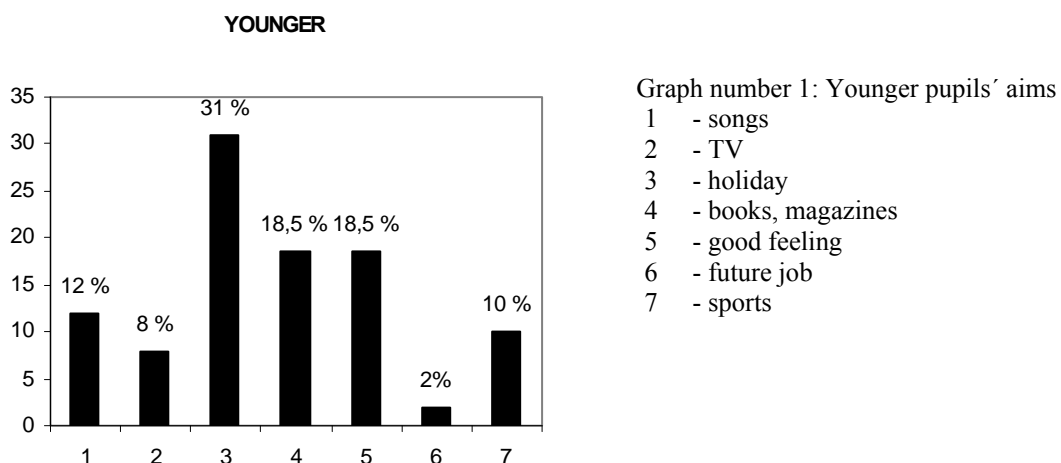
Questionnaire for teachers concentrated on coursebook evaluation only. All four teachers took view here. Their attitudes were in the most questions the same. Nevertheless, some interesting suggestions appeared, too. Firstly, we will summarize the agreed elements. Teachers use two types of the coursebooks according to the age of pupils. Both of the coursebooks consist of a student's book and a workbook. The course also contains a teacher's book and audio recordings available at the school. Publishers also offer a diary (for younger children) and a portfolio (for older children) that are worked with. The topics implied in the coursebooks are suitable for age groups of learners and their authenticity is performed well. The coursebooks can be used without deeper preparation. New grammar is presented in small enough units for easy learning and the sufficient provision for tests and revision is made at the end of each unit. New vocabulary is recycled adequately, the only problem is their pronunciation. Nonetheless it is practiced within lessons with the teachers and also with the support of audio recordings. Both coursebooks use the phonetic alphabet that was explained by the mentors at the beginning of the course. The important is also the fact, that the coursebooks do not use the native language at all.

Now we will turn to the areas that were evaluated in different ways. One from four English teachers does not agree with the fact, that the coursebooks fill every requirement of the superior documents. One of them also thinks that there is not sufficient space paid to the culture of English speaking countries. Different opinion is also in the field of recycling new subject matter. Two teachers believe that it is presented well, other two do not agree and wish it was developed. All four skills are involved in the coursebooks, however, three mentors would embrace more space for discourse. The new vocabulary is presented on the lists at the end of the coursebooks. The coursebook used by younger learners also contains pictorial dictionary. One mentor

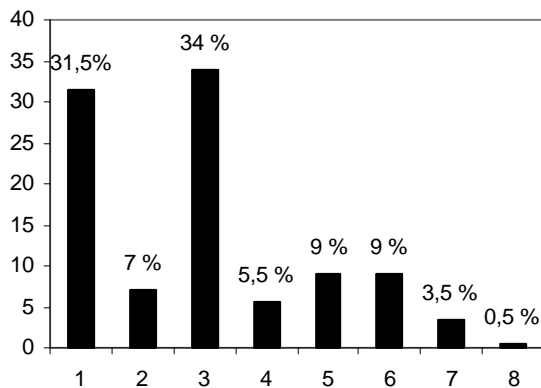
is satisfied with this state, other three would prefer more innovative ways, such as topic differentiation, pictures, or vocabulary spiders for older learners, too. The last question was applied to other teachers' reminders. Two of them agreed on the idea, that the coursebook should include more entertainment and interesting topics. Other suggestions were more grammar activities, adding extra activities for efficient pupils, and improving the portfolio. The last wish was to add a video among the coursebook components.

The results of the questionnaires for pupils and parents gave us a huge amount of information. The results will be presented either in percentual answers, or in graphs. Firstly, we will comment learner questionnaire's outcomes. Two age groups of learners were involved in filling the questionnaire. We will call the first one the younger, pupils here are 9 – 11 years old, and the second one the older with the age of learners from 12 to 15 years. When not commented at all, the result comes from both groups of learners.

80 % of pupils chose English by themselves. 70 % have met authentic English at least once in their life. Two thirds of them felt well, the rest felt poorly or nervous. Learners were asked, why do they learn English – what are their aims in terms of English language. The reasons were numerous. Two graphs were designed, according to the age group:



OLDER



Graph number 2: Older pupils' aims

- 1 - speak fluently
- 2 - know something
- 3 - travelling
- 4 - sports
- 5 - future job
- 6 - future study
- 7 - don't know
- 8 - any

As we can see, aims differ according to the age of learners. Most similar seem to be a number of those, who learn English to be able to speak and understand when travelling. Other objects are unlike.

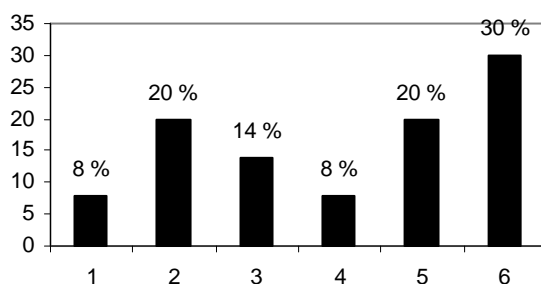
The second range of questions was concerned with a teacher. Learners were asked, what qualities does their teacher have. It was interesting because whereas the youngsters suggested friendly or nice in the most cases, the olders turned to visual qualities such as pretty and so on. As the most important, pupils submitted the sense of humour and friendliness. Only 9,5 % noticed the authority and 15,5 % strict. 80 % of learners confirmed teacher's interest in their hobbies. Teachers implicate pupils' interests into conversations, project works, or various reports. Only 6 % of pupils worry to ask when they do not understand something. The rest of them are convinced of teacher's help. The olders were also asked, whether the teacher talks with them about their successes or problems and apply self-evaluation during English lessons. 58 % states that there is no or little opportunity for pupils' self-evaluation. The aim of the lesson is said according to 88 % of pupils.

At the beginning of the school year, pupils were asked to fulfill the diary or the portfolio. Six months later they were asked, whether they like it and why do they think is it important. We can remarkably see the difference between two age groups. The youngsters like it. 38,5 % say it helps them to find out shortcomings, 36,5 % noted

summarizing acquired knowledge, and 25 % appreciates expressing oneself. On the contrary, only 18 % of the olders suggest the importance of the portfolio as influential. Others comment it as the waste of time.

The most common aid applied within the English lesson is a coursebook. Others are HI-FI, magazines, and copied materials. 12 % of pupils are unsatisfied with mainly the coursebook usage, 9 % wishes to use PC programmes and 12 % video recordings more. The best things included in the coursebook are in the opinion of the olders comics and texts, and according to the youngers songs. The olders were also asked about the importance of learning cultural studies. 39,5 % do not know, why is it significant. Others appreciate it because they can make use of it later (11,5 %) or they just like getting interesting information. Among the favourite activities pupils included reading, listening, conversation, singing, working on PC, playing games, and filling tasks. The outcomes again differ according to pupils' age:

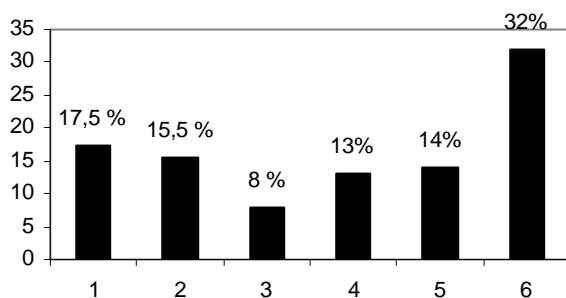
YOUNGER



Graph number 3: Favourite activities of the youngers

- 1 - reading
- 2 - listening
- 3 - filling tasks
- 4 - conversation
- 5 - singing
- 6 - playing games

OLDER



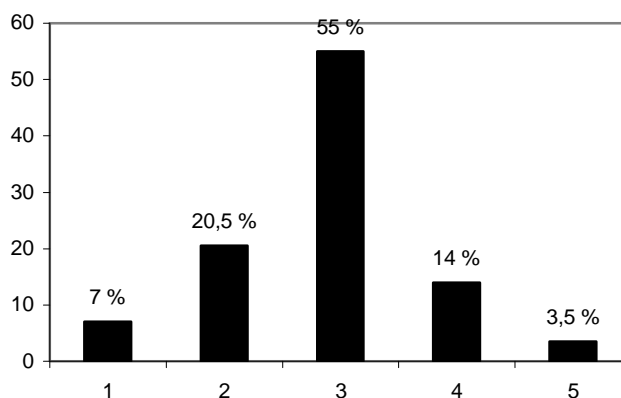
Graph number 4: Favourite activities of the olders

- 1 - reading
- 2 - listening
- 3 - filling tasks
- 4 - conversation
- 5 - PC activities
- 6 - songs, games

Lastly, the research disclosed 60,5 % of those, who speak about English lessons with their parents. Parents also influenced the question of the preference of either oral evaluation or a mark. 73 % of pupils favour marks mainly because of their parents. Pupils literally wrote, that parents ask them about marks only.

As it was mentioned above, the questionnaire for parents investigated parents' knowledge of an English lesson climate and also a knowledge of the coursebook, the attitude towards the use of mother tongue in the coursebook, parents' cooperation with the school on the ELT stage, opinion on teacher's qualities, attitudes towards oral evaluation, and parental support in pupils' self-evaluation. Unfortunately, only 11 percent of questionnaires returned back.

Now let's have a look at the research results. Lesson atmosphere was one of the most often discussed question. Parents have the following feelings:



Graph number 5: Lesson atmosphere

1 – messy, 2 – don't know, 3 – friendly, 4 – 'has guts', 4 – teacher endeavours

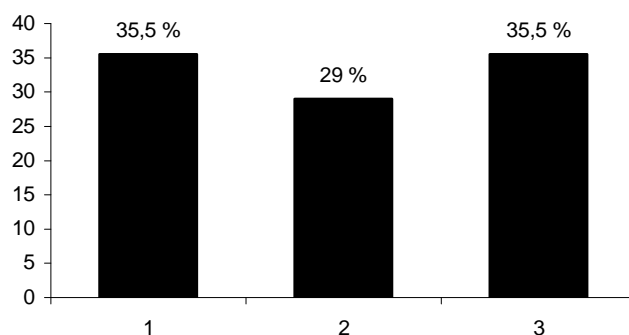
As it is seen in the graph 5, the most parents think positively about the lesson atmosphere. On the other hand, 7% of those, who think that lessons are messy, is a high number.

Another detection is that according to parents, 79,5 % of learners are looking forward to the subject English. An 'I don't know' answer appeared in 17 %. 79 % of parents talk about English lessons with their children at home. The most usual topics are new subject matter, tests, funny situations, and a teacher. In the opinion of parents, children like English conversation the most, the second place belongs to playing games and singing. On the contrary, children are said to not like tests, writing new vocabulary, and listening activities. 10 % of parents do not know what their children like or dislike.

Teacher – parent cooperation is judged as good in 54 %. Other opinions differ. Some parents think that it works through marks only (8 %), and on parent-teacher associations (8%). The rest of the parents notes, that it does not work. The parents appreciate teachers' good relationship to children, patience, interesting form of instructing, and readiness for lessons. There are 7,5 % of parents who think that teachers are too little strict and on the contrary 10 % of those who think that teachers are too demanding.

One of the questions was investigating, whether they think that their children have the opportunity to meet the authentic language at school. Here, 74 % suggests that there is no opportunity to do so. With regard to the language usage, 70 % of parents have taken advantage from their children's knowledge. Usually it was on holiday, when solving the crosswords, and when translating songs, instructions, or other texts. On the contrary, there are 61,5 % of parents who help their children to get ready for English lessons.

Now, we are turning to evaluation. Parents were asked what do they prefer, whether marks or oral evaluation. The graph number 6 shows the results:



Graph number 6: Marks versus oral evaluation
 1 – prefer marks, 2 – prefer oral evaluation, 3 – both

According to the pupils' answers, there may be the hypothesis that parents fancy marks only. However, the outcome reveals the balance between those who prefer marks and those who appreciate oral evaluation. The most of the parents also confirmed their support of children's self-evaluation. Worthy of note are those parents, who admit not doing it. They fill up 10,5 %.

The last area of questions was searching the coursebooks' attitude towards the use of the Czech language and the overall contentment with the coursebooks. 55,5 % of parents are satisfied with the usage of the mother tongue within the coursebooks. 41 % wishes there was more Czech, for example when explaining new grammar items, or in tasks. 3,5 % do not know. Unlike, there are 19 % of parents who acknowledge that they do not know anything about the coursebooks. 58 % of parents think the books are modified reasonably, have nice illustrations, and interesting texts. Those who are dissatisfied mention mainly poor usage of Czech, as it was mentioned above.

The second part of this chapter will comment on the self-evaluation tools applied in the research. We can distinguish between two ranges – materials taken from other sources and those of the own construction. The portfolio and the diary were used in the investigation. The questionnaires, the interview, the video recording, and the observation were designed according to the criteria and the research background and adapted to fit the specific school needs in the area of ELT.

To comment the first group of the tools, the best designed is the diary. It is appropriate to the age of learners, full of pictures and the mother tongue is used as well, so the pupils are not confused with many unfamiliar terms. Pupils write into the diary at the end of each unit. The portfolio could be more carefully worked-out. It is designed to be filled once a year only, to summarize the whole school year progress. It is a bit unfortunate, because learners hardly focus on the topics six or more months old. All the pupils were also asked to share projects and other important works to put it in as evidence. It might help them not to forget some significant features. A video recording can be used for various reasons. It was a new interesting work for the teacher who was recorded. The area of self-evaluation that underwent it was chosen well, there were no difficulties or problems with it. What more, it turned a good account to pupils, too.

The second group of the applied means of ELT self-evaluation offers deeper discussion. To sum it up, this field concludes an interview, questionnaires, and an observation of the own construction. When talking about the interview, wider space for the respondent could be offered. The teachers were also a bit surprised by recording them while answering. There were no difficulties with observations. Yes/no questionnaires were used to simplify the process of the filling. However, it was a bit time-consuming for the observer to read all the questions before the observations took place.

The questionnaire for teachers worked well. Nevertheless, the next time it can be namely divided into two columns, each to correspond to one coursebook. Teachers were commented on both of them, so they understood they were asked about both, but this was not quite clearly written. The questionnaire for pupils was designed carefully not to be taken personally or show any possibility of the right answer. There were no comments on the part of parents, which may mean, that it turned out well. Pupil's questionnaires were supplemented by cliparts to make them more attractive for children. There were some terms, such as phonetic alphabet, or cultural studies, that were not clear for the learners. Some of the questions offered the multiple choice answer, which can be changed, because they could be found as the leading questions. As an example can be noticed the question 'What are the qualities of your teacher?'

To sum up, the means of evaluation/self-evaluation proved competent. There were found only little shortcomings that will be modified until the next ELT self-evaluation. The diaries and portfolios are still in the process of filling and they will be analyzed at the end of the school year, when we will have them completely supplemented. Little space was given to the question of the teachers' ability to solve problems, and to the usage of crosscurricular connection. It will be beyond the extent of this thesis to write the summarizing ELT self-evaluation report. The deficiencies of the ELT self-evaluation will be commented in the next chapter.

10. Development plan

The last step is to set a development plan. Checking and analyzing the data collected through different tools during the case study research notified some interesting findings, which will be discussed in this chapter. The information elicited by the evaluation cannot be seen in isolation.

There is a lack of teachers' cooperation with each other. They miss the awareness to innovate or change things. The evidence is taken not only from the interviews, but also from the unwillingness against the ELT self-evaluation research process. So the teachers should be more collaborative. The teachers should also develop the opportunity for pupils to meet the authentic language. One of the possible ways is to visit the Internet pages of the British Council and find some foreign partnership there. When talking about the coursebook, teachers need to take into account the fact, that the most of the parents do not speak English, so the grammar and other important issues should be explained and practiced carefully. Some complications may be written down in learners' exercise books. The reason for this is the fact that many parents want to check new subject matter at home with their children and they do not have any feedback from the coursebook. Other materials and teaching aids should appear more in the lessons, too. Apart from this, teachers should avoid parents' opinion, that lessons have messy atmosphere.

Another shortage researched is the fact, that the teachers would like to advance their professional development but they have no support to do so. The need for formulation of the teacher training possibilities should be set by the principalship. The leader of the English section should visit the headmaster and ask for the rules or a time plan for visiting English seminars.

An opportunity for parents to express their ideas was built up in the research. As it was seen in the numbers mentioned, only a very little number of parents participated. On one hand, they are not used to communicate with other than a class teacher. Cooperation with a subject teacher happens in some cases only when a problem appears. On the other hand, the answers included in the questionnaire have shown, that they wish

teachers would cooperate more, too. Suggestion can be to think about that kind of activities that will draw parents in the English classwork.

The last issue to be developed is the self-evaluation itself. As it has been investigated, neither teachers, nor pupils have the clear idea of what the self-evaluation is and what is its importance. Firstly, the teachers should get familiar with the reasons for self-evaluation and with various means for practicing and controlling it. Then they should start to apply it on the learners and support them in this area. Self-evaluation will bring more opportunities to make their views heard, and supply a chance to reflect their own approach to the English subject. To rise the oral evaluation may be one of the most important things, too.

All the suggestions should be discussed within the English section in one month. Then, the realization of the development should come true. The next year's ELT self-evaluation research will show whether the progress succeed.

Conclusion

This thesis offers one of the many possible ways to evaluate ELT area. Recently, there is not much available information on this field in the Czech Republic. This diploma paper may work as an instruction for other schools.

Firstly, four ELT evaluating areas were set after analyzing the appropriate documents. To sum up, those areas are ELT curriculum, coursebook, teacher, and pupil. The most important information referring to those areas were offered, argued, and explained. As the synthesis of all the information and documents mentioned, the criteria for ELT self-evaluation were chosen.

The main aim of this diploma paper was to create a means of ELT self-evaluation. For this reason various evaluating tools were introduced and their advantages and disadvantages were remarked. Upon the findings, six evaluating tools were picked and elaborated for the in the field of English language teaching. Preferred tools were video recording, portfolio, diary, interview, observation, and questionnaire. The suitability of the questionnaire was tested in two lessons led by different teachers. Because the work went well, they were used for the next ELT self-evaluation, too.

It should be stressed that the area of self-evaluation is a new, obligatory action in the Czech educational field. Reflection of this fact was seen in each piece of the ELT self-evaluation at the chosen basic school. At the beginning all the participants behaved restrained but on the other hand wondering what to expect. The teachers tended to stand back from various evaluating techniques, such as observations or video recordings. The research found that parents are not used to cooperating with the school. The only ones who did not have problems to help with the process of self-evaluation were the learners. For them, it was the opportunity to participate in the process of open communication, to cooperate with other pupils and teachers, and to have a chance to make their views heard.

The findings revealed both positive and negative matters. For the most part these were also commented on. Then, the development plan was set to improve negative

matters. It was introduced to all four teachers and they promised to think about it and to work on its development. The ELT self-evaluation report was written and given to the principalship where it is to be seen by those who are interested. And those should mainly be the parents.

Finally, it can be said that the process of ELT self-evaluation proceeded without any greater difficulties. The chosen tools worked well, nevertheless some of the questions have to be further modified. Another type of interview can be tried the next time, too. The teachers were explained the importance of the self-evaluating process and better cooperation from their side was promised.

RESUMÉ

Autoevaluace, neboli sebehodnocení, je novinkou v oblasti českého vzdělávacího systému. Její pravidla jsou upravena vyhláškou číslo 15/2005 vydanou Ministerstvem školství, mládeže a tělovýchovy České republiky. Hlavním cílem autoevaluace je zjistit výsledky dosažené během určitého časového úseku a tím zajistit kvalitu v rámci různých oblastí českého školství. Tato tematika nyní v České republice prochází kurikulární reformou. I z tohoto důvodu by mohla být tato diplomová práce v procesu autoevaluace oporou základním školám.

Každá škola by měla stanovit autoevaluační kritéria a vybrat si vhodné hodnotící nástroje dle svých potřeb. Celý autoevaluační proces vyústí sepsáním autoevaluační zprávy, která má být uložena u vedení školy. Vytvoření kritérií a výběr vhodných nástrojů záleží na vybraných oblastech autoevaluace. Proces autoevaluace by měl být rozdělen do skupin podle jednotlivých vyučovacích předmětů, tak zvaných předmětových sekcí. Na autoevaluaci by měli participovat všichni zúčastnění – učitelé, žáci, rodiče, případně další osoby, které mají něco společného s výukou. Tato diplomová práce se věnuje oblasti autoevaluace anglického jazyka na základní škole. Jejím cílem je vytvořit vlastní autoevaluační nástroje, aplikovat je v konkrétní případové studii a následně je spolu se zjištěnými výsledky zkoumání vyhodnotit.

Teoretická část se zabývá zvolenou problematikou v obecné rovině. Nejprve jsou definovány klíčové koncepty autoevaluace, evaluace a hodnocení. Některé prameny označují evaluaci a hodnocení za synonyma, jiné je rozlišují z pohledu hloubky hodnocení. Z tohoto důvodu jsou zde uvedeny různé příklady definic. Práce nebude používat termín hodnocení, nýbrž evaluace. K tomuto rozhodnutí vedl především fakt, že konkrétní škola figurující v případové studii také tento výraz používá.

Obsah autoevaluace anglického jazyka na základní škole je ovlivněn různými dokumenty, které ústí ve Školní vzdělávací program. Ten je individualitou každé základní školy a z něj by měly vycházet i požadované oblasti zahrnuté do

autoevaluačního procesu. Vzhledem k analýze vyhlášky 15/2005 MŠMT byly pro anglický jazyk vybrány následující oblasti: učivo, učitel, žák a učebnice, jako hlavní výukový materiál. Kritéria pro autoevaluaci anglického jazyka na základní škole tedy musí obsahovat požadavky na zjištění kvality v rámci těchto čtyř zvolených oblastí.

Autoevaluační kritéria by měla podléhat nejen zmíněným oblastem, ale i dokumentu konkrétního Školního vzdělávacího programu. Základní škola, která hraje hlavní roli v naší příkladové studii, však ještě na svém Školním vzdělávacím programu pracuje, proto se při výběru našich kritérií pro učivo anglického jazyka muselo přihlídnout k dokumentům nadřazeným Školnímu vzdělávacímu programu. Kritéria pro oblast učiva anglického jazyka byla tedy vytvořena po důkladné analýze následujících dostupných nadřazených dokumentů: Rámcového vzdělávacího programu základního vzdělávání, Společného evropského referenčního rámce pro jazyky a teoretického konceptu komunikativní kompetence. Kritéria pro ostatní tři skupiny, kterými jsou učitel, žák a učebnice, byla zvolena po prostudování různé metodické literatury s přihlédnutím na konkrétní potřeby a pozadí výzkumu na konkrétní základní škole.

Ve studii jsou také představeny různé autoevaluační nástroje, které je možné k sebehodnocení anglického jazyka použít. Autoevaluační nástroje nám pomáhají při výzkumu kvality. Při výběru je nutné brát v úvahu nejen způsob jejich použití, ale i náročnost jejich vyhodnocování, časovou náročnost a kvalitu a relevanci zjištěných informací. V této diplomové práci jsou analyzovány různé autoevaluační nástroje a jejich výhody a nevýhody jsou okomentovány. Na základě získaných poznatků je vybráno šest konkrétních nástrojů, které jsou adaptovány a použity v konkrétní případové studii. Těmito nástroji jsou video nahrávka, deníček, portfolio, rozhovor, observace a dotazník.

Praktická část se zabývá konkrétní případovou studií. Celá případová studie se odehrávala na jedné ze základních škol, kterou navštěvuje přibližně 320 žáků studujících anglický jazyk pod vedením čtyř učitelů anglického jazyka. Cílem výzkumu autoevaluace anglického jazyka bylo najít mezery ve čtyřech základních oblastech (učivo anglického jazyka, učitel, žák, učebnice), zajistit jejich nápravu a tím zkvalitnit

výuku anglického jazyka na této škole. Zkoumání probíhalo v období šesti měsíců a bylo k němu použito všech šest vybraných autoevaluačních nástrojů. Informace byly zjišťovány od učitelů anglického jazyka, od žáků a jejich rodičů. Na základě výsledků průzkumu byl dále stanoven plán, jímž by se mohlo v příštím období předejít zjištěným nedostatkům. S tímto plánem byli seznámeni všichni vyučující anglického jazyka a dále také vedení školy. Celý autoevaluační proces byl časově náročný, avšak nabídl příležitost k otevřené komunikaci mezi zúčastněnými stranami a k vyslyšení různých zajímavých názorů týkajících se vzdělávání v oblasti anglického jazyka.

Hlavním cílem této práce bylo vyhodnotit autoevaluační nástroje vlastní konstrukce, vytvořené pro potřeby anglické sekce konkrétní základní školy. Bohužel, jak již bylo zmíněno výše, autoevaluace je novinkou a učitelé nejsou zvyklí participovat v podobných výzkumech. Všechny nástroje totiž narušují soukromí vyučovací hodiny, neboť jejich používání je novinkou i pro žáky. S video nahrávkou souhlasil pouze jeden vyučující anglického jazyka, pro ostatní by to podle jejich slov byl přílišný zásah do soukromí hodiny anglického jazyka. Nicméně celý nahrávací proces dopadl velmi dobře, stal se zpětnou vazbou nejen pro učitele, ale i pro žáky. Z důvodu časové náročnosti byly vedeny rozhovory pouze s učiteli anglického jazyka. Rozhovor se zaměřoval na autoevaluaci učitele a na celkové dění ve třídě během vyučovací hodiny. Observace zjišťovaly podporu žáků, aplikaci slovního hodnocení, učitelovu schopnost řešení problémů a použití různých vyučovacích technik. K jejich zaznamenávání sloužil dotazník, který obsahoval pouze otázky s odpověďmi typu ano/ne. Deníček a portfolio se zatím vyhodnotit nepodařilo. Byly totiž svým nakladatelstvím připraveny pro minimálně roční používání a v případě, že by se jejich vyplňování přerušilo po šesti měsících, mohlo by dojít ke zkreslení zjištěných informací. Jsou tedy nadále v procesu vyplňování a budou vyhodnoceny později. Posledním nástrojem použitým v případové studii byl dotazník. Aby pojal co největší oblast zvolených kritérií, byl vytvořen v několika vydáních dle cílové skupiny dotazovaných. Dotazník pro učitele se zaměřil na zjištění kvality používaných učebnic, dotazník pro rodiče na oblasti spolupráce se školou, podporu autoevaluace u jejich dětí, názor na kvality učitele anglického jazyka a poslední oblastí byla jejich znalost učebního materiálu a použití mateřského jazyka v něm. Poslední skupinou respondentů byli žáci. Pro ně byly vytvořeny dotazníky dva.

Jejich obsah se nijak zásadně neměnil, jen formulace otázek byla uzpůsobena jejich věku. Dotazníky pro žáky se snažily pojmut všechny oblasti autoevaluace.

Použití všech zmíněných nástrojů proběhlo bez zjištěných komplikací. Vybranými autoevaluačními nástroji jsou zjištěny zajímavé okolnosti týkající se oblasti anglického jazyka. Shledány jsou i určité nedostatky týkající se právě autoevaluačních nástrojů, například malý prostor pro otázku učitelovy schopnosti řešit problémy, formulace některých otázek nebo nutnost rozšíření portfolia.

Posledním krokem výzkumu bylo vytvořit plán pro nápravu zjištěných skutečností. Společně s návrhy řešení byl stanoven i jeho časový harmonogram. Za zmínku stojí fakt, že největším problémem se ukázala být samotaná autoevaluace. Ani žáci ani učitelé se s tímto pojmem v minulosti běžně neseťkávali, proto byly nedostatky shledané v této oblasti nejvíce markantní.

Závěrem vyzdvihneme důležitost autoevaluace na školách. Je to cesta, která vede nejen ke zkvalitnění výuky a k vyvarování se nedostatků, ale i ke sblížení všech zúčastněných stran a k prohloubení důvěry mezi nimi. Výsledky autoevaluace nemusejí být vždy jen pozitivní a naopak je potřeba naučit se vážit si i těch negativních. Tato diplomová práce nabízí jednu z mnoha cest, jak vybrat kritéria a vytvořit nástroje pro autoevaluaci anglické sekce.

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APPENDIX

1. Global scale
2. RVP ZV objectives
3. List of Evaluation methods and techniques
4. Pictorial questionnaire
5. Analysis of the video recording
6. Questionnaire for younger children
7. Questionnaire for older children
8. Questionnaire for teachers
9. Interview with teacher – list of questions
10. Questionnaire for observation
11. Questionnaire for parents
12. Example of Diary page
13. Example of Portfolio page
14. Success criteria

ROZHOVOR S UČITELEM

1. Které tři hlavní věci Vás charakterizují jako profesionála?
2. Které své profesní kompetence a obecně lidské vlastnosti považujete za hodně důležité pro svou práci?
3. Používáte sama nějaké autoevaluační techniky?
4. Jak pečujete o rozvoj a zlepšování Vaší profesionální úrovně?
5. Jak je to školou podporováno?
6. Jaké postupy nejčastěji užíváte, abyste žáky motivovala a jak si myslíte, že jsou tyto postupy úspěšné?
7. Jaké postupy nejčastěji užíváte, aby cílily ke kázni žáků a jak si myslíte, že jsou tyto postupy efektivní?
8. Spolupracujete na plánech pro aj s kolegy? Jak konkrétně?
9. Jak hodnotíte úroveň spolupráce mezi Vámi a rodiči?
10. V čem konkrétně s rodiči svých žáků spolupracujete?
11. Sdělujete žákům na začátku hodiny její cíl?
12. Charakterizujte metody a způsoby práce se žáky, které převládají při výuce aj.

13. Co si myslíte, že Vaši žáci nejvíce potřebují?
14. Jaké procento vyučování ve třídě zahrnují následující vyučovací strategie: individuální výuka (přednáška) – skupinová práce – hry – žáci se učí navzájem – samostudium - jiné.....
15. Jak zjistíte, že Vámi dodané informace nebo vyučovací hodina byli úspěšné?
16. Jaký druh zpětné vazby pro žáky pravidelně používáte?
17. Dáváte možnost autoevaluace žákům?



DOTAZNÍK PRO DĚTI VE VĚKU 9 - 11 LET

1. Co je pro Tebe nejdůležitější, když se učíš angličtinu? Jaké jsou Tvé cíle:
 - a) rozumět písničkám,
 - b) rozumět programům v angličtině v kabelové televizi,
 - c) domluvit se na dovolené v cizině,
 - d) umět si přečíst anglickou knihu nebo časopis,
 - e) mít zkrátka jen dobrý pocit, že umíš cizí řeč,
 - f) jiný cíl:.....

2. Jaká je Tvoje paní učitelka angličtiny:

a) přísná	e) hodně křičí
b) kamarádká	f) zamračená
c) důsledná	g) jde ji přemluvit
d) je s ní legrace	i)

3. Když něčemu nerozumíš:
- a) můžeš to říci a paní učitelka Ti to vysvětlí,
 - b) nemá cenu to říkat, byl(a) bys napomenut(a), že nedáváš pozor.

4. Jsi rád(a), když Ti dá paní učitelka najevo, že:
- a) učivo dobře zvládáš,
 - b) jsi udělal chybu

5. Co se Ti nejvíce líbí ve Tvé učebnici angličtiny:
- a) obrázky,
 - b) písničky a básničky,
 - c) doplňovací cvičení,
 - d) jiné.....

6. Říká vám paní učitelka na začátku hodiny, co budete dělat?
- ANO NE

7. Používáte v učebnici fonetickou abecedu?

Vysvětlila vám ji paní učitelka?

8. Co Tě z následujících aktivit, které děláte při hodině, nejvíce baví:
- a) čtení,
 - b) poslech rádia,
 - c) doplňování cvičení v učebnici,
 - d) konverzace, rozhovory,
 - e) zpívání písniček,
 - f) hry a soutěže.

11. Baví Tě, když vyplňujete Deníček? ANO NE

12. Nejvíce se Ti líbí to, že:

- a) můžeš shrnout, co už všechno umíš,
- b) se můžeš sám/sama vyjádřit o tom, co Ti šlo nejlépe
- c) zjistíš, že by ses měl ještě něco doučit,
- d)



DOTAZNÍK PRO DĚTI VE VĚKU 12 – 15 LET



1. Jaký je Tvůj osobní cíl v rámci anglického jazyka?
2. Už jsi se někdy v životě setkal(a) s ‚živou‘ angličtinou? Jestliže ano, jak jsi se cítil?
3. Jaká je Tvoje paní učitelka angličtiny:
 - a) hodná
 - b) přísná
 - c) kamarádká
 - d) důsledná
 - e) má smysl pro humor
 - f) má přirozenou autoritu
 - g)
4. Zajímá se vaše paní učitelka o vaše zájmy? Můžete je při hodině angličtiny využít? Jak?

5. Jsi rád(a), když Ti dá paní učitelka najevo, že:
- učivo dobře zvládáš,
 - jsi udělal chybu.
6. Když něčemu nerozumíš:
- můžeš to říci a paní učitelka Ti to vysvětlí,
 - nemá cenu to říkat, byl(a) bys napomenut(a), že nedáváš pozor.
7. Máš během výuky možnost ohodnotit sám sebe, případně své spolužáky?
- ANO NE
8. Hovoříte s paní učitelkou o tom, co se vám povedlo/nepovedlo?
- ANO NE
9. Říká vám paní učitelka na začátku hodiny, co budete dělat? ANO NE
10. Co Tě z následujících aktivit, které děláte při hodině, nejvíce baví:
- čtení,
 - poslech rádia,
 - doplňování cvičení v učebnici,
 - konverzace, rozhovory,
 - využívání multimédií,
 - písničky, hry a soutěže.
11. V hodinách angličtiny k výuce používáte:
- multimédia,
 - cd přehrávač,
 - tv, video, dvd,
 - časopisy, jiné materiály,
 - převážně učebnice, což mi vyhovuje,
 - převážně učebnice, což mi nevyhovuje.
12. Co se Ti nejvíce líbí ve Tvé učebnici angličtiny:
- zajímavé články,

- b) písničky,
- c) doplňovací cvičení,
- d) české pozadí gramatických jevů,
- e) komiksy
- f) jiné.....



13. Učíte se při angličtině reálie?

Je to pro tebe důležité? Proč?

14. Povídáš si doma s rodiči o tom, co se dělo při hodině angličtiny a jak Ti to šlo?

15. Je pro Tebe důležitější pochvala/poznámka (třeba i ústní) nebo známka? Proč?

16. Zdá se Ti být důležité vyplňování portfolia? Proč?

DOTAZNÍK PRO RODIČE

1. Jaká je podle vašeho názoru atmosféra ve třídě Vašeho dítěte při hodině anglického jazyka (dále jen AJ)?
2. Těší se Vaše dítě na AJ? Proč?
3. Mluví Vaše dítě o tom, co se děje při výuce AJ? O čem mluví nejčastěji?
4. Jak hodnotíte úroveň spolupráce mezi učitelem AJ a rodiči?
5. Čeho si na vyučujícím AJ nejvíce vážíte a co Vám naopak nejvíce vadí?
6. Co Vaše dítě při výuce AJ nejvíce baví?
7. Co Vaše dítě při výuce AJ nejvíce nebaví?
8. Myslíte si, že Vaše dítě má možnost setkat se v rámci školy s „živým“ jazykem? (rodilý mluvčí, výlety, filmy, spolupráce se zahraničními školami, knihovna...)
9. Co se vám líbí – nelíbí na učebnici AJ?
10. Jak hodnotíte využití českého jazyka v učebnici AJ? (zatrhněte)

neuspokojivé, málo ČJ – uspokojivé – zbytečně moc ČJ

11. Pomohlo vám už někdy Vaše dítě svou znalostí AJ? Jak?
12. Pomáháte doma svému dítěti s přípravou na AJ? Jak?
13. Je pro vás důležitější známka nebo pochvala/poznámka?
14. Podporujete Vaše dítě v sebehodnocení? (Dáváte mu otázky typu: Jak Ti to dnes šlo? Co si myslíš o svém výkonu?.....)

DOTAZNÍK PRO UČITELE

1. Jak velké procento Vaší výuky závisí na učebnici jako systému dodávání informací?
2. Splňuje učebnice požadavky nadřazených dokumentů (ŠVP...)? ANO NE
3. Obsahuje učebnice audio nahrávky, pracovní sešit či jiné komponenty? Které?
4. Obsahuje učebnice příručku pro učitele? ANO NE
5. Lze podle učebnice učit i bez větších příprav? ANO NE
6. Jsou témata použitá v učebnici úměrná věku žáků? ANO NE
7. Obsahuje učebnice dostatek autentických materiálů z anglicky mluvících zemí? ANO NE
8. Jsou v učebnici vyváženy všechny dovednosti (čtení, poslech, psaní, mluvený projev) a komponenty vědomostí (spelling, výslovnost, gramatika, slovní zásoba)? Napište prosím svůj komentář:

9. Nabaluje se v učebnici učivo tak, aby se učivo stále opakovalo? ANO NE

10. Jak je prezentována nová slovní zásoba? Myslíte si, že je to pro žáky vyhovující?

11. Musíte žákům nějak s novou slovní zásobou pomáhat? Jak?

12. Je objem nové gramatiky úměrný úrovni žáků? ANO NE

13. Je v učebnici vyhraněn prostor pro opakování a testy? ANO NE

14. Jaké jiné materiály během výuky používáte?

- a) časopisy,
- b) ofocené materiály,
- c) jiné.....

15. Kdybyste mohl, co v učebnici změníte?

Global Scale

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Success criteria

What really made you think/did you find difficult while you were learning to...?

What helped you (a friend, the teacher, new equipment, a book, your own thinking) when something got tricky about learning to...?

What do you need more help with about learning to...?

What are you most pleased with about learning to...?

What have you learnt that is new about... (quote learning intention)?

How would you change this activity for another group/class who were learning to...?

Have you learnt anything new? (Clarke)

