

University of Pardubice
Faculty of Arts and Philosophy

Evaluation in ELT

Lucie Matějková

Thesis

2008

Univerzita Pardubice
Fakulta filozofická
Katedra anglistiky a amerikanistiky
Akademický rok: 2007/2008

ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Lucie MATĚJKOVÁ**
Studijní program: **M7503 Učitelství pro základní školy**
Studijní obor: **Učitelství anglického jazyka**

Název tématu: **Evaluation in ELT**

Z á s a d y p r o v y p r a c o v á n í :

Diplomandka se bude ve své práci zabývat problematikou hodnocení ve výuce anglického jazyka. V teoretické části práce nejprve vysvětlí základní pojmy: hodnocení a jeho funkce, vztahové normy, hodnocení ve výuce angličtiny. Diplomandka zaměří pozornost především na využívání individuální vztahové normy, bude diskutovat možnosti jejího využívání i potenciální problémy s tím spojené. Vlastní empirické šetření bude provedeno na základní škole. Diplomandka realizuje sérii strukturovaných rozhovorů s cílem zjistit, zda a do jaké míry učitelé anglického jazyka individuální vztahovou normu využívají.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: **tištěná/elektronická**

Seznam odborné literatury:

BYRAM, Michael. Routledge Encyclopedia of Language Teaching and Learning. London : Routledge, 2004. ISBN 0-415-33286-9.

KOLÁŘ, Zdeněk, ŠIKULOVÁ, Renata. Hodnocení žáků. Havlíčkův Brod : Grada, 2005. ISBN 80-247-0885-X.

REA-DICKINS, Pauline, GERMAINE, Kevin P. Evaluation. Oxford : Oxford UP, 1993. ISBN 0-19-437138-7.

SLAVÍK, Jan. Hodnocení v současné škole. Praha : Portál, 1999. ISBN 80-7178-262-9.

TUDOR, Ian. Learner-centeredness as Language Education. Cambridge : CUP, 1996. ISBN 0-521-48097-3.

VALIŠOVÁ, Alena, KASÍKOVÁ, Hana et al. Pedagogika pro učitele. Havlíčkův Brod : Grada, 2007. ISBN 978-80-247-1734-0.

Vedoucí diplomové práce:

PaedDr. Monika Černá, Ph.D.
Katedra anglistiky a amerikanistiky

Datum zadání diplomové práce:

30. dubna 2007

Termín odevzdání diplomové práce:

31. března 2008



prof. PhDr. Petr Vorel, CSc.

děkan

L.S.



PaedDr. Monika Černá, Ph.D.

vedoucí katedry

V Pardubicích dne 30. listopadu 2007

Acknowledgements

I would like to thank to PaedDr. Monika Černá, Ph.D., who provided me with valuable support, constructive feedback and reflection on my progress.

Moreover, I would like to thank to the teachers who participated in the research. Without their co-operation and willingness to share with me their views on evaluation, the research could not have been conducted.

Abstract

This thesis is dealing with the evaluation in ELT and the attention is focused on the individual progress norm. At the beginning, the term 'evaluation' is explained and its functions as well as the types of evaluation are mentioned. The main part of this work is dedicated to the already mentioned individual progress norm and its use in ELT. After mentioning the main characteristics of the individual as well as social progress norm, the individual progress norm and its benefits and limitations are further discussed.

Furthermore, the practical part of this thesis is describing a small scale qualitative research, which was carried out in an elementary school. The aim of the research is to find out whether and to what extent do the teachers of English use the individual progress norm when they evaluate their pupils. The research also answers the questions about how do teachers use the individual norm and if they use it, how do they decide in particular situations to use it and what do teachers hold for benefits and limitations of the individual progress norm when used.

Key-words:

ELT – evaluation - types of evaluation - individual progress norm - social progress norm – individualization – differentiation.

Abstrakt

Tato diplomová práce se zabývá evaluací ve výuce anglického jazyka a zaměřuje se především na individuální vztahovou normu. Nejprve je vysvětlen pojem evaluace a popisuje její funkce a typy evaluace. Hlavní část práce se potom věnuje individuální vztahové normě a jejímu využití v hodinách anglického jazyka. Poté, co bude charakterizována nejen individuální, ale i sociální vztahová norma, bude pozornost zaměřena na individuální vztahovou normu a její výhody, stejně tak jako na problémy spojené s jejím uplatňováním.

Výzkumná část práce popisuje kvalitativní výzkum, který proběhl na základní škole. Hlavním cílem výzkumu bylo zjistit, zda a do jaké míry učitelé anglického jazyka individuální vztahovou normu využívají. Výzkum také odpovídá na otázky, jak učitelé tuto normu používají, jak se v konkrétních situacích rozhodují, co učitelé vidí jako výhody individuální vztahové normy a jaké problémy spojují s jejím uplatněním.

Klíčová slova:

Výuka anglického jazyka – evaluace – hodnocení - individuální vztahová norma - sociální vztahová norma – individualizace – diferenciacie.

TABLE OF CONTENTS

I. THEORETICAL PART

<u>1. INTRODUCTION.....</u>	<u>1</u>
<u>2. DEFINITION OF EVALUATION.....</u>	<u>3</u>
2.1. EVALUATION.....	3
2.2. EVALUATION IN ELT.....	4
2.2.1. DEFINING EVALUATION	4
2.2.2. PURPOSES FOR EVALUATION.....	5
2.2.3. EVALUATION IN CONNECTION TO MANAGEMENT AND CONTEXT	6
2.2.4. EVALUATION OF PUPILS.....	7
<u>3. FUNCTIONS OF EVALUATION.....</u>	<u>9</u>
3.1. GENERAL FUNCTIONS OF EVALUATION.....	10
3.1.1. INFORMATIVE FUNCTION OF EVALUATION	10
3.1.2. FORMATIVE FUNCTION OF EVALUATION	10
3.1.3. SUMMATIVE FUNCTION OF EVALUATION.....	10
3.2. FUNCTIONS OF EVALUATION RELATED TO THE LEARNER.....	11
3.2.1. MOTIVATIONAL FUNCTION OF EVALUATION	11
3.2.2. INFORMATIVE FUNCTION OF EVALUATION	12
3.2.3. CONATIVE FUNCTION OF EVALUATION.....	13
<u>4. TYPES OF EVALUATION.....</u>	<u>14</u>
<u>5. THE INDIVIDUAL PROGRESS NORM.....</u>	<u>17</u>
5.1. DEFINITION OF A NORM.....	17
5.2. DEFINING INDIVIDUAL AND SOCIAL PROGRESS NORM.....	18
5.3. INDIVIDUAL PROGRESS NORM AND ITS USE	20
5.3.1. INDIVIDUALIZATION AND DIFFERENTIATION	20
5.3.2. MOTIVATION	23
5.3.3. SELF-ESTEEM AND SELF-EVALUATION	26

5.3.4. FAIRNESS	29
5.3.5. INDIVIDUAL PROGRESS NORM AND PUPILS WITH SPECIFIC LEARNING DISORDERS	31
5.3.6. TEACHER.....	31
5.4. CONCLUSION.....	33

II. PRACTICAL PART

<u>6. INTRODUCTION OF THE RESEARCH</u>	<u>35</u>
6.1. AIM OF THE RESEARCH.....	35
6.2. RESEARCH METHODOLOGY	35
6.3. CONTEXT OF THE RESEARCH.....	37
<u>7. PRESENTATION OF THE OBTAINED DATA.....</u>	<u>39</u>
7.1. PRESENTATIONS OF THE INTERVIEW STRUCTURE.....	39
7.2. PRESENTATION OF THE OBTAINED DATA.....	41
7.2.1. THE USE OF INDIVIDUAL PROGRESS NORM	42
7.2.2. PUPILS.....	43
7.2.3. BENEFITS AND LIMITATIONS OF INDIVIDUAL AND SOCIAL PROGRESS NORM	45
7.2.4. MOTIVATION	46
7.2.5. FAIRNESS	48
7.2.6. INDIVIDUALIZATION AND DIFFERENTIATION	49
<u>8. INTERPRETATION OF THE OBTAINED DATA.....</u>	<u>51</u>
<u>9. CONCLUSION</u>	<u>55</u>
<u>10. RESUMÉ.....</u>	<u>57</u>
<u>11. BIBLIOGRAPHY</u>	<u>61</u>
<u>APPENDIX 1 – INTERVIEW STRUCTURE.....</u>	<u>64</u>
<u>APPENDIX 2 – EXAMPE OF TRANSCRIBED INTERVIEW.....</u>	<u>68</u>

1. Introduction

The term individual and individuality is being stressed more and more nowadays in schools but not only there. Everyone is different and everyone is unique. To respect all the individual differences of others and to be able to appreciate them, individualization should begin already in the school, where children are taught many other things. Teachers should show to their pupils how this can be done. Individualization as well as differentiation of lessons is already being discussed. On the other hand, is it enough to concentrate on pupils' differences when teaching them? What about evaluating? As it will be explained further on, we evaluate all the time, not only on purpose but also when walking on the street, for example, noticing things around us. Mostly when we evaluate, we have the chance to appreciate individuality and differences between people. Therefore, teachers have an opportunity to try to influence the way pupils evaluate things and people around them. And thus to show them that individual differences can be appreciated and respected when evaluating. There are two norms used for evaluation of pupils, it is the individual and social progress norm. The individual progress norm, which takes individual differences of pupils into consideration, could be an ideal chance to do so.

This thesis does not attempt to cover the issue of evaluation of pupils in its complexity. After the introduction and explanation of the term evaluation, it will concentrate on evaluation in ELT and will discuss mostly the individual progress norm and its use. The aim of my thesis is to provide a theoretical background, explain what the individual progress norm is and point out benefits and limitations connected to the use of this norm. Not only will the individual progress norm be explained, but also its impact on pupils will be discussed. This norm will also be compared to the social progress norm and the main differences and benefits as well as problems connected to their use will be mentioned.

The research part of this paper will be focused on the use of individual progress norm as well. The aim of this research is to find out whether and to what extent do the teachers of English use the individual progress norm when they evaluate pupils. The

research will be carried out in an elementary school. Later on, the data obtained in the research will be put into connection with the theory and a conclusion will be drawn about the use of individual progress norm in the researched elementary school.

2. Definition of evaluation

This chapter is set to define what evaluation is. Evaluation is not only an important part of educational process but also an integral part of our everyday life. We evaluate every day and during every activity in almost every situation. It is a process we cope with in our everyday life. As Rea-Dickins and Germaine point out, evaluation is being put into context with education and school but it is a natural activity we do every day. (1993, p. 3) To gain a better insight into what evaluation is, I will start with the definition of evaluation in our everyday life and then I will try to define evaluation used in educational context.

2.1. Evaluation

The Oxford English Dictionary explains evaluation as “the action of appraising or valuing (goods, etc.) simply as a calculation or statement of value”; or an “action of evaluating or determining the value of (a mathematical expression, a physical quantity, etc.), or of estimating the force of (probabilities, evidence, etc.)” (Oxford English Dictionary). The word evaluation is derived from the word evaluate. Pedagogical literature also discusses evaluation not in connection to education. Kolář and Šikulová explain the whole process of human’s actions and the role of evaluation in it. First, there is always a need, wish or an idea. After these, the aim is formulated, sometimes very accurately, sometimes not. In the major number of activities, human being has always an idea of an aim which means he/she knows what he/she wants to achieve. The other step is realizing the conditions under which the activity will be carried out. The important phase is planning how to reach the aim and finding out the most effective way. Finally, the activity is being carried out and the result is being analyzed. The main part of this analysis is evaluation. That means that the result is being compared to the intended aim. Kolář and Šikulová assume that evaluation is an organic part of everyday life. (2005, p. 9-12) They use Slavík’s definition of evaluation which explains evaluation as a:

skill intellectually highly demanding, which on the basis of subjective approach enables a person to differentiate in the outer world phenomenon important from unimportant and between the important ones to distinguish

between the good and bad ones. Evaluation inseparably relates to values, connects to getting aware of them, revealing them, raising them, confirming or infirming them and criticizing them (Slavík, 1999, p. 22 - my translation).

Kolář and Šikulová summarize this definition and claim evaluation to be entering a judgement, value a phenomenon based on getting to know it and analyzing it. (2005, p. 10)

As it was said before, evaluation is an organic part of everyday life, it is carried out almost permanently and sometimes the process is subconscious which means the person evaluating does not realize it. We evaluate for example when we talk about the weather. Just saying a simple sentence ‘What a beautiful day!’ we already evaluate in an informal way. (Rea-Dickins, Germaine, 1993, p. 3) The process of evaluation can be formal or informal, also conscious or unconscious. We make judgements about almost everything we see or hear around us. Compared to evaluation in education, which will be described further on, this kind of evaluation does not necessarily have to be systematic or principled. (Rea-Dickins, Germaine, 1993, p. 4) Evaluation is to a certain extent subjective. The evaluator can try to avoid this, but evaluation is connected to personal values and based on criteria, which can be his/her own benefit, belief or experience. Kolář and Šikulová claim evaluation to be one of the processes how to fulfil needs, most of all to be successful, valued positively by others and the need of self-realization. (2005, p. 12)

2.2. Evaluation in ELT

2.2.1. Defining evaluation

As in everyday life, evaluation is used also in ELT. In comparison to the general term, ELT literature sees this term in a wider sense tied to measuring in the process of teaching and learning. The Routledge Encyclopaedia of Language Teaching and Learning defines evaluation as “investigation of merit and worth, the first being measured against professional standards and the second against institutional and societal needs” (Byram, 2004, p. 206). To evaluate, the descriptive and/or judgemental information about the entity of interest must be systematically collected a

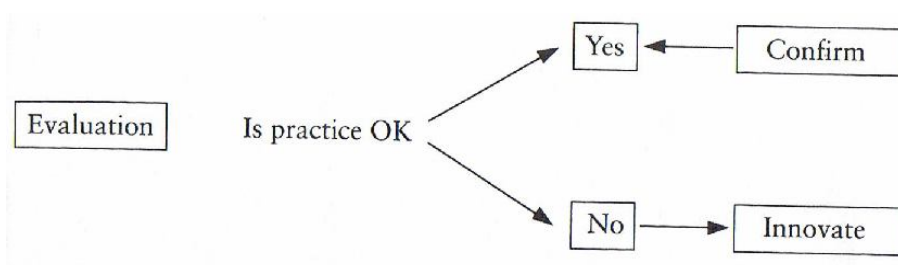
communicated. Evaluation is being explained in several major dimensions: purposes for evaluation, audience of an evaluation, evaluators, approaches, objects of evaluation, kinds of evaluative information, methods of data collection and criteria for judging. (Byram, 2004, p. 206)

In terms of education, evaluation has a great importance. Evaluation is used to provide teachers with information important for next teaching, planning the lessons and for preparing and choosing exercises for pupils. In this way, it significantly influences the quality of educational process. When teacher evaluates he/she decides what grade will the pupils get and whether they will get further in their studies. Rea-Dickins and Germaine, for example, consider evaluation to be intrinsic part of teaching and learning. (1993, p. 3) But in the educational context, there are many things evaluation can be aimed at. We evaluate many different aspects of teaching and learning processes, it can be the already mentioned performance of pupils, teaching of a teacher, a textbook, a whole course, teaching methods a teacher uses and so on. Based on evaluation, it can be decided whether a teacher will be promoted or whether a given textbook will be used. “The implications of evaluation in an educational setting are potentially far more powerful than those we make in informal social settings” (Rea-Dickins, Germaine, 1993, p. 4). For this reason, it “becomes crucial that careful thought is given to make explicit what it is we are evaluating , and the criteria by which we judge whether something is ‘very good’, ‘adequate’, or ‘inadequate’ must be clearly identified” (Rea-Dickins, Germaine, 1993, p. 4). The whole process should be systematic and the evaluator should know exactly what is being evaluated.

2.2.2. Purposes for evaluation

Rea-Dickins and Germaine claim that there are two main reasons for evaluation to be carried out. First, it can be used to explain and confirm existing procedures, to obtain feedback about classroom practise. Evaluation is used to confirm the validity of features of classroom context. A second motivation for evaluation can be to gain information and bring about innovation or change. Evaluation in this case is “forming a basis for a subsequent change or modification within the curriculum” (Rea-Dickins,

Germaine, 1993, p. 8). Evaluation can raise awareness of the need for change and also where change can take place. (Rea-Dickins, Germaine, 1993, p. 20)



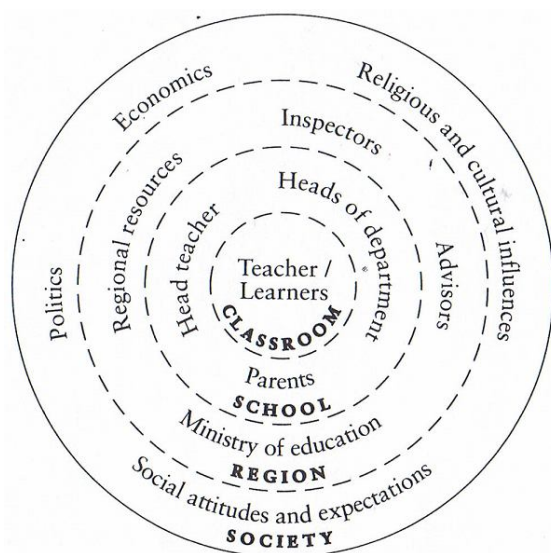
Reasons for evaluation (Rea-Dickins, Germaine, 1993, p. 10)

As Rea-Dickins and Germaine remark, changes can of course take place without an evaluation preceding them, but evaluation can bring useful and helpful information. A teacher can be aware of a problem with a textbook or about the nature of learner participation in the class but information obtained from systematic evaluation can help to bring in a plan for improvement or a solution. (1993, p. 8)

2.2.3. Evaluation in connection to management and context

As it was said, evaluation is used by teachers as a tool to make his/her teaching more effective and by learners to improve his/her learning strategies or techniques or learning results. “Evaluation contributes to the good management of teaching and learning” (Rea-Dickins, Germaine, 1993, p. 14). Teacher plays a role of a manager in educational process and evaluation is crucial for good management. Rea-Dickins and Germaine consider running a class without evaluating its effectiveness for a bad management practise. (1993, p. 15) Teacher can evaluate in an informal or formal way. Informal evaluation means for example when teacher evaluates the way he/she manages his/her own classroom and formal can be in form of extensively planned evaluation and involve school or project management. (Rea-Dickins, Germaine, 1993, p. 19) The way in which teacher evaluates is influenced by the context in which he/she is teaching. Rea-Dickins and Germaine claim the context in which evaluation is being carried out to be of a fundamental importance. Context is formed by many

aspects such as socio-cultural environment and political considerations including the politics of the educational system, moving through to those involved in the process of education. The context is illustrated in the following scheme.



A context for evaluation (Rea-Dickins, Germaine, 1993, p. 19)

School as an institution has its own organizational culture and the classroom itself is context influenced by all individuals in it. This directly and indirectly influences how language is taught, learned, and evaluated in the classroom. (Rea-Dickins, Germaine, 1993, p. 20) Rea-Dickins and Germaine explain the connection between evaluation, context and innovation. Evaluation is connected to the context because it helps teachers to realize parameters in which they are working, and analyzing these helps teachers to evaluate possible approaches for their classroom.

2.2.4. Evaluation of pupils

Evaluation can, among others, mean measuring the knowledge and skills of pupils. Evaluation of pupils by their teachers will further on be the main concern of this thesis. It was said that when evaluating our action, result is being compared to an intended aim. During evaluation in school the performance and results of a learner are being compared to the intended aim of a teacher, a set norm which should be reached.

The term evaluation is being put into context with marks and tests and has rather a negative connotation for pupils and teachers. Tudor claims that this word brings up images of stress, marks and words like 'pass' or 'fail'. (1996, p. 161) This idea is supported by Rea-Dickins and Germaine who write that it is being held for just testing students. (1993, p. 3) Evaluation, if carried out in a proper way, should be inspiring for pupils, motivate them and give them feedback to build on. These are not easy to fulfil and that might be why a research of Bendel (1997) showed that teachers of higher grades in elementary schools place evaluation of pupils between five most difficult activities teachers have to deal with. They consider it to be more difficult than for example dealing with misbehaviour or motivating pupils, which among others come after evaluation. (Slavík, 1999, p. 13) Slavík also mentions another study by Veenman, who came to similar conclusions. Veenman found out that evaluation is one of four most frequently mentioned problems of beginning teachers in Western Europe and the USA.

3. Functions of evaluation

Evaluation, as well as almost all human activities, is aimed at reaching goals. That means it has functions which are tried to be fulfilled. Evaluation in education has several different functions. “The character of evaluation as well as its consequences differ according to the function which is dominant at the moment” (Kolář and Šikulová, p. 16 - my translation). When evaluating pupils, the impact on pupils’ psyche also depends on the function and can differ. This is the reason for a teacher to differentiate between the functions of evaluation and adjust the evaluation according to that or choose an appropriate approach in evaluation before he/she starts to evaluate.

Evaluation is an important condition for successful teaching. Jurčo stresses that evaluation has an impact on many things in the educational process. Evaluation influences the performance of pupils in terms of motivation and performance of both pupils and teachers because it provides feedback and influences psychological processes. Evaluation also evokes physiological changes and has an effect on the following learning and behaviour of pupils, for example the level of aspiration or pupils’ attitude. In other words, evaluation has a backwash effect, which can be either positive or negative. Moreover, evaluation has an impact on the characteristics of the personality of pupils like self-confidence or relationships to people. Evaluation also provides information about pupils and about the learning process in a group. These show that evaluation is not only significant for the educational process itself but also influences the personality of pupils and their further learning. (Jurčo in Kolář, Šikulová, p. 44)

Literature dealing with evaluation uses different terminology to describe the functions of evaluation. For the purposes of this thesis the functions will be divided into two main groups. One is the general functions of evaluation. The other, more significant as far as the topic of this thesis is concerned, is functions of evaluation in connection to pupils. The same division is used by Slavík, although he uses different terms for the general functions.

3.1. General functions of evaluation

3.1.1. Informative function of evaluation

Evaluation has an informative function which means it should bring information about pupils' results. This is for pupils themselves, for teachers, for parents and other institutions like future school the pupils want to study. Evaluation also serves as a control of the educational process to check whether the educational aims have been reached. Based on evaluation, teacher can find out the level and quality of his teaching. The performance of pupils is for a teacher a "mirror of how he worked with pupils" (Kolář, Šikulová, 2005, p. 48 - my translation). Informative function also contains diagnostic function which tells about the learning styles of pupils and reasons of possible non-success. (Vališová, Kasíková, 2007, p. 244)

Slavík introduces in his publication three other functions of evaluation. One of them is the orientation function which can also be seen as the informative function. Slavík defines orientation function as helping teachers to get oriented in social atmosphere of the class and bring information about the personality of the learner. (1999, p. 20)

3.1.2. Formative function of evaluation

On the other hand, there is a formative function which means that evaluation does not only work with what was done but also influences and forms the future performance of pupils and the development of pupils' personality and also the future planning and teaching of teachers. This means that based on given information, the teacher has from evaluating, he/she should try to support future effective learning of the pupil. Again one of Slavík's functions could be put into connection with formative function. It is the didactic function, meaning evaluation provides important feedback to teachers and enables them to choose the educational content, plan teaching. (1999, p. 20)

3.1.3. Summative function of evaluation

To make the list of functions of evaluation complete, the summative function should be mentioned. It is often being mentioned in opposition to the formative function.

The summative function means that evaluation summarizes what was done. The function of evaluation to somehow sum up what was done and achieved is evident. To measure what was done in the process of teaching and learning and provide useful information for future teaching or learning, the evaluator has to go through what was done and thus summarize it before drawing any conclusion. The last of functions Slavík introduces is the official function which can be compared to summative function. This means, for example, writing official evaluation of pupils concerning their achievements and behaviour. These are used for example by schools of higher level during entrance exams. (1999, p. 20) There is an overlap between this function and the two functions stated above because the teachers can summarize either to inform (informative function) or improve their teaching (formative function).

3.2. Functions of evaluation related to the learner

Evaluation includes the two main parties – the one who evaluates, i.e. the teacher, and the one who is being evaluated, i.e. the pupil. In relationship to the learner and the teacher there are three functions: motivational, informative and conative. All these functions are always part of the evaluation, they only differ in the proportions they are present. (Slavík, 1999, p. 18) Sometimes conative function prevails; sometimes it is motivational or informative function. It is a benefit for the teacher and his/her teaching if he/she realizes the differences between these functions and is able to influence the proportions of them in evaluation.

3.2.1. Motivational function of evaluation

On the basis of the evaluation learner experiences success or failure and that has an effect on his/her future learning. “To be successful, praised by the teacher, meet expectations of the teacher but also to avoid trouble” (Kolář, Šikulová, 2005, p. 45 - my translation), those are some of learners’ needs that influence their behaviour and performance. Motivation is based on human needs and these needs are directly connected to evaluation in school. Teacher’s evaluation can motivate pupil or on the other hand also demotivate. A teacher can encourage and stimulate learning process of his/her pupils but if he/she is not careful enough, he/she can achieve the opposite,

pupils could get discouraged in the given subject, towards the teacher or even towards the whole learning process. Evaluation can also be a source of pupils' frustration. The effectiveness of evaluation and its use for a learner depends on how much the teacher knows the learner and knows about his/her needs. A teacher should be aware of the needs that are prior to his/her learner and have it in mind when evaluating.

Motivational function of evaluation is most frequently used but can also be misused in the classroom, sometimes teachers use it to prevent or deal with misbehaviour. (Kolář, Šikulová, 2005, p. 45) Motivational function of evaluation is connected to feelings and experience of both the one who is evaluating and who is being evaluated. (Slavík, p. 17) Sometimes teacher unfortunately sees this function of motivation as the only one and also sees evaluation as the only way of motivating pupils. But in an ideal case evaluation should be seen as a tool for enabling learners to achieve more effectively more objectives which correspond to their needs. Motivational function of evaluation should also point learner's attention at certain values. (Slavík, 1999, p. 18) Motivation is into greater detail discussed in chapter 5.

3.2.2. Informative function of evaluation

Although this function of evaluation was already mentioned among the general functions, I consider it necessary to describe it in greater detail in connection to the learner. Evaluation serves as a feedback in the learning process of learners. It provides learners with information about their learning. It is a "feedback about learner's performance, his/her learning and about the effort he/she made" (Kolář, Šikulová, 2005, p. 47 - my translation). Evaluation expresses how close did a pupil get to a set norm, how is his/her performance in comparison to other pupils and what is the level of his/her learning, it is a message about his/her correct or incorrect performance. Evaluation provides information not only to learners but also to their parents and others (the leadership of the school, other schools). It also tells to a teacher a lot about his work. It is not only important that the teacher can give feedback to pupils but also that the pupils know how to cope with it and how to use it for their future learning.

The extent of information that evaluation can contain also depends on its form. Just a grade will not tell enough to a pupil. The aim of evaluation connected to this function is to make pupils differentiate values and meaning and point out their connection. (Slavík, 1999, p. 18)

3.2.3. Conative function of evaluation

Conative function means that evaluation is pointed at active influence of the reality and its change towards the values a person has. (Slavík, 1999, p. 18) It is connected mainly to the will to act. In terms of conative function, evaluation should activate pupils and form or keep their values. (Slavík, 1999, p. 18) Evaluation is slowly forming and twisting learner's system of values and based on that, the learner sees things as important or less important. (Kolář, Šikulová, 2005, p. 46) Based on evaluation, teachers can regulate pace and direction of the teaching and learning process. (Kolář, Šikulová, 2005, p. 48)

Teachers' evaluation of pupils is closely tied to self-evaluation of pupils. It is an important skill to be able to evaluate the world around us but also ourselves. "A child is not born with this skill though, it is built gradually as his/her cognitive processes are evolving and self-ego is being built under the influence of internal and external factors" (Kolář, Šikulová, 2005, p. 122). The influence and effects that evaluation has on self-evaluation are discussed into greater detail in chapter 5.

4. Types of evaluation

Evaluation can be classified according to various aspects or criteria. These can be, for example, the source of evaluation, level of formality, progress norm used when evaluating or whether the evaluation is carried out at the end of the school year or during the lessons. In the literature, among others, the following types of evaluation are distinguished:

- Formative and summative evaluation

Formative evaluation is being carried out during the school year to give information to the teacher and pupils about what should be done in terms of further teaching and learning and should be aimed at support of further effective learning of pupils. On the other hand summative evaluation takes place at the end of the school year to sum up how have the pupils worked during the evaluated period. Therefore, summative evaluation has no direct impact on learning.

- Formal and informal evaluation

The difference between formal and informal evaluation is that when the pupils are being evaluated formally, they are informed about it by the teacher in advance so they have a chance to prepare for it. But teachers also evaluate pupils by means of simply observing them during the lessons when working. This is informal evaluation.

- Norm-referenced and criterion-referenced evaluation

When a norm-referenced evaluation is used, teacher compares each pupil with his/her classmates. Kolář and Šikulová explain this on an example. The best grade can be defined for example as the achievement of best ten percent of the pupils, that means that the best ten percent of pupils will always be evaluated by the best grade. (2005, p. 32) In comparison to the norm-referenced evaluation, the criterion-referenced evaluation “rates students against certain standards, regardless of how other students do” (Madsen, 1983, p. 9). Other pupils’ results are not taken into consideration and the standards are set before the evaluation is carried out. In the same example that

Kolář and Šikulová used, this would not necessarily mean that those ten percent of pupils would have the best grade. They are the best compared to others but they might not reach the set standard for the best grade.

- Subconscious and purposeful evaluation

Teachers are evaluating either purposefully or subconsciously. Teachers are expected to evaluate pupils, it is one of their aims, they plan the evaluation and think it through in advance and have a purpose for it. But in addition they evaluate also subconsciously, for example only by nodding or smile. Rea-Dickins and Germaine claim that evaluation may be undertaken unconsciously and “we are constantly making evaluations of one kind or another and modifying our behaviour accordingly” (1993. p. 4). This can be applied not only in everyday situations but also to teachers in the classroom.

- Autonomous and heteronomous evaluation

According to Kosová, another criterion to classify evaluation can also be the source of evaluation. That means that in heteronomous evaluation the source of evaluation lies outside the evaluated object whereas in autonomous evaluation the source of evaluation is the evaluated object itself. (Kosová in Kolář, Šikulová, p. 31)

- Subjective and objective evaluation

Teachers should always try to evaluate as objectively as possible which means using the same criteria for evaluating all pupils. But, for example, when evaluating written performance or essay, the evaluation is subjective to a certain extent because those are graded subjectively. Also different teachers can evaluate the same differently. On the other hand, for example, in multiple choice tests there is no space for subjectivity and two different teachers would grade it identically.

- Internal and external evaluation

Internal evaluation is carried out by the teacher who is teaching in the class which is being evaluated. On the contrary, external evaluation is being carried out by a person outside the school, who does not know the pupils.

- Holistic and analytical evaluation

These two types differ in the criteria based on which the teachers evaluate. Holistic evaluation is based on impression as a whole. On the other hand, during the analytical evaluation, there is a scale for evaluation, for example, each fragment is being evaluated separately and then the evaluation is based on those minor parts.

- Evaluation based on individual progress norm and social progress norm

This division takes into consideration the progress norm that is used when evaluating. It can be either individual progress norm which means that teachers compare the performance of a pupil to his/her previous results or social progress norm which does not take the previous results into consideration and compares the pupils' performance to each other at a given time. These two types of evaluation will be discussed in greater detail in the following chapter.

5. The individual progress norm

This chapter will be dealing with the individual progress norm and its use. First of all, the definition of a norm will be given to explain the term and after that, the individual as well as social progress norm will be defined. Further on, the use of individual progress norm will be discussed.

5.1. Definition of a norm

To fully understand the individual and social progress norm, the term norm and its connection to evaluation should be explained. The Oxford English Dictionary gives a general definition of a norm and explains it as a “required or acceptable standard” (Compact Oxford English Dictionary). Slavík also defines a norm. He claims that norm is a “defined and obligatory measure, according to which we judge certain phenomenon as acceptable, therefore normal, i.e. in accordance with a norm and others as unacceptable, immoral, exceeding the norm” (Slavík, 1999, p. 53 - my translation). Further on, he claims norm to be important for evaluation. The explanation follows. During evaluation, teacher is required to compare qualities. And for comparing the qualities, he uses a norm. (1999, p. 53) Mareš explains the necessity of a norm for evaluation in educational process. He claims that teacher needs to know whether a pupil is ‘getting better’, ‘getting worse’ or ‘keeps a good level’ in the time. (1998, p. 112) A norm can be, for example, pupil’s previous work or other pupils’ work. “A norm defines, within the scope of a criterion or set of criteria, a zone or an interval in which the concrete acquired data have to fall to be considered for normal” (Slavík, 1999, p. 53). According to Průcha, Walterová and Mareš, to be considered normal, phenomenon has to match with an appropriate expectation which is stated in advance or generally accepted. (Průcha, Walterová, Mareš, 1995, p. 131,132) They characterize normal as “expected and correct” and abnormal as “unacceptable, undesirable, uncharted” (Průcha, Walterová, Mareš, 1995, p. 132 - my translation). According to Slavík it is important to realize when evaluating, what group or population the norm relates to. It makes a fundamental difference whether we take into consideration a pupil, a class or a whole population of

children of certain age, when setting the norm. In school, attention is paid to what does not fall in the norm and thus is evaluated as abnormal. Teachers try to support the return to the norm, alternatively to positively overcome the norm and become better than the norm. (Slavík, 1999, p. 53)

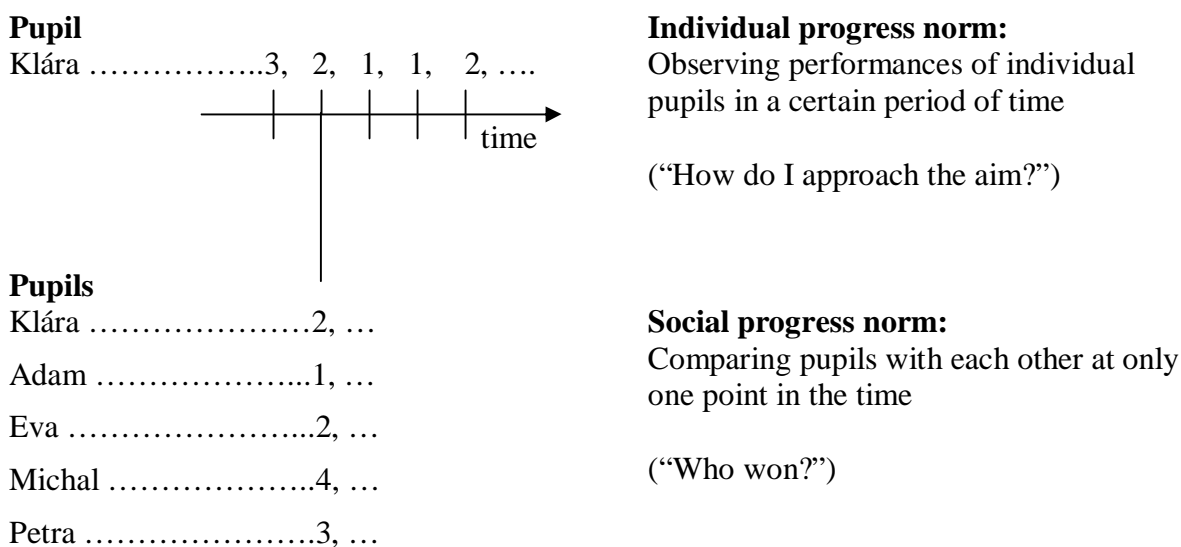
5.2. Defining individual and social progress norm

Evaluation, as explained above, means comparing the evaluated subject to a norm. In the case of educational process, the subject that is being evaluated is a pupil. In the classroom, the one who evaluates pupils is a teacher. Before the actual evaluation, the teacher should think the whole process through and make a decision on many aspects of evaluation. One of them is also the norm he/she will use to compare his/her pupils' progress. As it was mentioned above, the teacher can choose from the individual and social progress norm. It is important that the teacher is aware of these two norms and realizes the differences because, as Slavík stresses, the evaluation can differ according to what is considered to be the norm for evaluating. (Slavík, 1999, p. 53)

When the teacher makes a decision whether to use individual or social progress norm, he/she decides whether the progress that the pupil's performance shows is compared to performance of other pupils at the same time or his/her previous performance and achievements. If the teacher chooses to compare the pupil's performance to other pupils', he/she is using the social progress norm. Slavík explains this as a comparison of "performances of different pupils at the same moment – as if we evaluated the results of several athletes in the same race and wanted to determine winners and losers" (Novák in Slavík, 1999, p. 60 - my translation). Kolář and Šikulová point out that this progress norm "enables the teacher to use the same measure for all pupils and therefore also comparability of the performances" (2005, p. 31). As an effect, they point out, a part of pupils is permanently successful compared to some pupils who are almost every time non-successful. (2005, p. 31) Moreover, teacher is able to be relatively objective in his/her evaluation on the scale of the particular class, but there are differences between classes. A pupil with his/her studying results can be on the top in one class, nevertheless, if he would be in another class, he would be a pupil with average results, because there will be pupils with even better results in that class.

On the other hand, in case the teacher compares the pupils' performance to their previous performances, he/she is applying the individual progress norm. Slavík defines evaluation based on this norm as evaluation when “the teacher observes a single pupil and compares quality of his/her performance in different times” (Slavík, 1999, p. 59 - my translation). Further on, he again uses an example from a sports field and a pupil is being compared to a racer, whose results during the athletic preparation are compared. From these results the excellent is chosen, even though it can be seen as bad in comparison with others' results. (Slavík, 1999, p. 59) Kolář and Šikulová claim that this “enables a teacher, as well as the pupils themselves, to observe the quality of partial performance and notice even slight progress towards the stated aim” (2005, p. 32 - my translation).

The main difference between the individual and social progress norm is explained in the following chart.



Evaluation based on individual and social progress norm (Slavík, 1999, p. 60)

Publications that mention these two progress norms agree that teachers can combine these norms in the process of evaluation and one can supplement the other very well.

5.3. Individual progress norm and its use

The following subchapters concentrate on the use of individual progress norm and discuss benefits and problems it can bring along. These can be found both for a pupil, a subject of evaluation, and for a teacher, who evaluates.

5.3.1. Individualization and differentiation

Based on the term, the connection between individuality, individual differences and individual progress norm is evident. The connection between individuality, individualization and differentiation and individual progress norm will be explained in this subchapter.

The term individual and individuality in connection with learners is often used in educational context and the individuality of pupils is being stressed. Sprinthall and Sprinthall, for example, write that “no one is exactly like anyone else” and two individuals are never guided by the exact mixture of motives, attitudes and feelings. (1990, p. 405) Whitehall is another author discussing this issue. He claims that “every human being is more complex than any social system he/she belongs to” (Whitehall in Fisher, 1997, p. 123 - my translation). Convery and Coyle pay attention to individuality of pupils and come to a similar conclusion:

Any group of learners, whether it be a set, a stream, a band or a mixed ability class, is made up of a number of very different individuals. As teachers, our job is to get to know these individuals very well in order to be able to match work as closely as possible to their needs and abilities. [...] As teachers, it is important to be aware of our students as individuals, and to tailor out teaching, as far as possible, to their wants and needs (1999, p. 1).

From psychological point of view, there are differences in the psychological processes of pupils, also involved in learning; the same type of psychological process shows individual differences among different pupils. (Čáp, 1980, p. 27)

Naturally, these individual aspects are also reflected in learning, progress and results of individual pupils. The task of a teacher is not easy. Fisher writes that this complexity, multilayer functioning and diversity of reactions of an individual makes

the task of a teacher, to teach individual pupils and provide them with appropriate level of support, so difficult. (Fisher, 1997, p. 123) Evaluation, as an inseparable part of education, should also take individuality of pupils into account. Vališová and Kasíková state that teacher's evaluation should "seek out and accent positive attributes of pupil's personality and develop and deepen them further and based on them, create conditions for pupil's self-fulfilment and contribute to the formation of successful pupil" (2007, p. 248 – my translation). Another similar opinion is expressed by Brown who says student-centred learning and teaching should be included in teaching "to allow students to set some – not all, perhaps – of their own learning goals and to individualize lessons and activities as much as possible" (1994, p. 41).

Skalková explains the principles of individualization as follows: "The principle of individualization lies in the work adjusted to every pupil based on his/her possibilities" (1999, p. 212 - my translation). Individualization is closely connected to differentiation. "Its purpose is to create such situations that enable each pupil to find optimal possibilities for his/her own learning and education" (Skalková, 1999, p. 212). Tomlinson defines differentiation as "adapting content, process, and product in response to student readiness, interest, and/or learning profile" (Bafile, 2006).

According to Choděra, "everyone is able to learn a foreign language unless language acquisition handicapped" (2001, p. 152 - my translation). But he also adds that the presumptions for learning a foreign language differ very much so the ways how to manage are supposed to be different. (2001, p. 152) Part of the way to pupil's 'managing' is also a feedback from the teacher given when evaluation. The use of individual progress norm ensures that these ways can differ. Teachers together with pupils are able to set objectives that will step by step lead to pupil's 'managing'.

The fact that there are individual differences between pupils and the teacher should differentiate, leads to high demands on the teachers who should try to get to know their pupils and based on that they would be able to see the individual differences and needs and apply the individual progress norm better when evaluating. Convery and Coyle claim that "it is only as teachers begin to get to know their students, their

individual needs and preferred learning styles, that one can really begin to build up quality relationships and create a differentiated learning environment” (1999, p. 48).

Convery and Coyle identify several ways how to differentiate and one of them is differentiation by outcome. A connection can be made between the individual progress norm and this type of differentiation. When a teacher builds his/her evaluation on the individual norm, he/she differentiates learners’ outcome and takes individual presumptions and progress of pupils into account. Convery and Coyle consider individual target setting for an effective way of differentiating by outcome. (1999, p. 57) Individual progress norm enables pupils to set individualized objectives on his/her way towards the overall aim of learning.

Evaluation should give a feedback to pupils so they could build their further learning on it. Fisher discusses feedback and claims that effort arises from praise. He explains that children need feedback on their past attempts and also feedforward to help them to recognize, what brings them to success and more praise in future. This can also be very well done through the use of individual progress norm. Giving feedback on pupil’s performance can, according to Fisher, be a good help in learning. Feedback, though, has to be built on the criteria of evaluation, has to be given continuously and has to be linked to pupil’s performance. One of the principles Fisher states in giving feedback is that pupils should not perceive the achievement of aim to be too easy or on the other hand too difficult. (1997, p. 137) Individual progress norm enables teacher to set reachable aims to ‘weaker’ pupils and encourage them towards future learning. Moreover, pupils whose results are very good can be motivated by evaluation to reach even better results even though their previous results belong to the best in the class. Feedback is very closely tied to motivation, which will be discussed in the following subchapter.

As it was said before, every pupil should be perceived individually. But then it also should be said that every situation, every classroom and every evaluation are also unique and individuality of students mirrors in them. The use of individual progress norm, although it takes individuality of pupils into consideration to greater extent,

should be combined with social progress norm because individual students can in a different way benefit from both of them. Vágnerová claims that comparing the results of pupils can be more considered in specialized cases (for example classes for pupils with learning disorders) where the “concurrence in the class is adequate to pupils’ potential and offers relatively softer comparing criterion” (1997, p. 77). The same can be said about classes with pupils selected based on their abilities, where the level of pupils’ performance should be approximately the same and the differences are not that great. Then the social progress norm and comparison of pupils might not mean such a big potential frustration. On the other hand even there the individual differences should be taken into account.

5.3.2. Motivation

As it was noted in chapter 3, motivation is one of the functions of evaluation. This means that a teacher can by evaluating increase but also decrease motivation of the pupils. Motivation is being discussed in connection to the individual progress norm very often and the use of individual progress norm is considered to increase motivation. Sprinthall and Sprinthall emphasize the role of a teacher in motivating pupils. According to them teacher is in an “especially advantageous position regarding a child’s motivational conflict” because he/she spends with the pupils a long time and is able to observe him/her in various situations. (1990. p. 538)

Pupils’ motivation can be divided into extrinsic and intrinsic. Brown defines intrinsically motivated activities as “ones for which there is no apparent reward except the activity itself” (1994, p. 38). Extrinsically motivated behaviours are defined as “carried out in anticipation of a reward from outside and beyond the self” (1994, p. 38). Although the intrinsic motivation is stronger, both these motivations are needed. (Sprinthall, Sprinthall, 1990, p. 523) Motivation is formed by motives and those are based on needs. Maslow’s Need Hierarchy states, among others, two needs that are very closely connected to motivation. It is the need for social approval and the need for achievement.

Extrinsic motivation is built on rewards and motives from outside and according to Kohn's research (1990), extrinsic motivation can also have an effect on the intrinsic one.

Interestingly enough, the research shows one type of extrinsic reward that can indeed have an effect on intrinsic motivation: positive feedback that learners perceive as a boost to their feelings of competence and self-determination. No other externally administered set of rewards has a lasting effect (Brown, 1994, p. 39).

Brown continues that sincerely delivered positive feedback in a classroom is seen by students as a validation of their own personal autonomy, critical thinking ability and self-fulfilment. (1994, p. 39)

This idea is discussed also in Sprinthall and Sprinthall, who talk about the need of social approval. This need can motivate pupils to improve in the subject to get this positive feedback. Sprinthall and Sprinthall claim that "one of the most potent acquired motives is for social approval – from one's parents, one's teachers and one's peer group" and "skilled teacher takes advantage of this need and uses it to help nourish a genuine love of learning in his or her students" (1990. p. 539).

To put these findings into connection with individual progress norm, by using this norm teacher has a bigger opportunity to give positive feedback to every pupil, even to a pupil whose results are worse than results of his classmates. When the evaluation concentrates on comparing the pupil's individual results, progress can be found although seen as minor or almost none in comparison to other pupils' results. When using the social progress norm, this minor progress could stay unappreciated.

Pupils' intrinsic motives, as it was said, motivate stronger so teachers should try to support it. Researches showed that pupils with prevailing intrinsic motivation to learn are more successful at school, like going to school more and prepare for lessons better than pupils with prevailing extrinsic motivation. (Lokšová, Lokša, 1999, p. 15) The other mentioned need, the need for achievement, is an intrinsic motive. Brown considers intrinsic motivation for one of the determiners for a language learner. He gives advice to teachers:

If learners in your classroom are given an opportunity to 'do' language for their own personal reasons of achieving competence and autonomy, surely those learners will have a better chance of achievement than if they become dependent on external rewards for their motivation (1994, p. 24).

The individual progress norm appreciates individual progress and the need for achievement can be satisfied easier. That way, pupils are motivated for the future learning because they see that they can achieve success or progress. In an extreme case, pupils can lose their motivation to learn. This possibility is discussed by Mareš who talks about learned helplessness. That means that a pupil who is not successful in learning and his/her results are not good for a period of time can get used to this situation and starts to think that he/she can not influence the bad results of his/her learning and his/her action does not change this. (Mareš, 1998, p. 160) By using the individual progress norm the teacher can be able to prevent this extreme situation.

When pupils have to learn, it represents a challenge for them. Jean Piaget found out that "incongruity, uncertainty and disequilibrium" (Brown, 1994, p. 38) can function as motivating for human beings. Krashen called this 'i+1' which "presents enough of a possibility of being resolved that we will go after that resolution" (Brown, 1994, p. 39). In educational context, this means that pupils' aims should be reasonable enough for pupils to be able to achieve them. Individual progress norm enables teachers to set individual minor goals reasonable for individual pupils and the 'weaker' pupils do not have to be compared to the 'excellent' ones and can have their own goals set in their learning.

Kolář and Šikulová state that evaluation based on the social progress norm forces pupils, in a symbolic as well as factual way, to play the role of competitors. (2005, p. 31)

Social psychologists have been concerned, however, that competitive grading may in fact have several harmful side effects. For example negative attitudes, both toward the teacher and school in general, may result from too high a competitive level. Competition also engenders a general hostility, which causes many students to be highly critical of each other (Sprinthall, Sprinthall, 1990, p. 533).

Sprinthall and Sprinthall also present in their publication findings of Morton Dutch, who studied competitiveness. He found out that competitive group atmosphere tended to create students with higher levels of anxiety, students who think less of themselves and their work, students with less favourable attitudes toward their classmates and with lowered feeling of responsibility toward others. (Sprinthall, Sprinthall, 1990, p. 533-534)

Brown also comments on the situation and claims that parents' and society's values are being passed on pupils and concludes that "the glorification of content, product, correctness and competitiveness has failed to bring the learner into a collaborative process of competence building" (Brown, 1994, p. 40). All that was mentioned above about competition can lead to the conclusion that individual progress norm is less harmful when evaluating pupils.

On the other hand every pupil has to be approached individually as well as his/her needs and motives. Every pupil can be motivated in a different way. Motivation is a very complex phenomenon and most of those, who study educational process, believe that motivating pupils is one of the most difficult tasks teachers at schools have to cope with. (Gagné, 1975, p. 197) Some pupils need competition to be 'pushed' to their best performance, others are demotivated by competition. Slavík gives a very good reason to include social progress norm in motivation. According to him it is not good to refuse social comparison because in a real life everyone will have to cope with that. (1999, p. 61) As Brown indicates, competitiveness, which means also social comparison, is rooted in our society and it is not wise to keep pupils in completely uncompetitive environment because the consequences after they have to join the competitive environment might be worse than if competition would to some extent be included in the classroom.

5.3.3. Self-esteem and self-evaluation

Fisher quotes a twelve-year-old child who said: "When I think I can manage, I usually do. When I do not think I can accomplish something, I usually do not succeed" (1997, p. 140 - my translation). In my opinion, this quotation describes the importance of

pupils' self-esteem and self-evaluation for school success. Vágnerová explains the connection between evaluation and self-evaluation.

Evaluation in school has a very specific and long-term character. Also because of that, it is understandable that it influences self-evaluation of a child (and also its identity) in general and more permanently than it could be visible from the current behaviour of the child (1997, p. 76 - my translation).

According to Brown, "at the heart of all learning is the condition that a person believes in his or her own ability to accomplish the task" (1994, p. 23). Vágnerová agrees and explains that "a child needs to have a positive picture of itself" (1997, p. 78 - my translation). This connects to self-esteem. Kyriacou writes that many authors proved in their works how much can a teacher damage his/her pupils' self-esteem and their belief in their own learning abilities. This can happen when teachers stress the relative non-success of some pupils compared to excellent pupils. These pupils feel that they failed although they performed the best they could. (1996, p. 87) Moreover, the lack of self-esteem can lead to learned helplessness that was already discussed in connection to motivation.

Fisher describes self-esteem as "quiet inner knowing, that we are good, we are of a certain value and others know that value" and as "experiencing own value, knowing who we are and what we can accomplish" (1997, p. 141 - my translation). He recognizes three sources of this experience. These are confirmation of one's positive qualities by teachers, parents or other significant people in one's life; secondly it is acknowledgement by peers, siblings and other children and also belief in one's self based on experience with one's qualities and achievements. (Fisher, 1997, p. 141) All these three basically mean evaluation and can be connected to educational environment. Either it is evaluation by teachers, classmates or self evaluation. Teachers using individual progress norm should more easily be able to find a positive or a minor success of a pupil to build their self-evaluation on, to encourage the perception of pupil's self in connection to his/her learning. As Brown puts it, "the eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task" (1994, p. 23). When a teacher sees and appreciates individual progress of a pupil, other pupils in the class witness that and they are more likely to see this progress as well. By getting positive

feedback from the teacher when at least a little progress was done, pupil's self-esteem is also influenced. This is supported by Fisher who claims that "for teachers it is important to realize, that children evaluate themselves as pupils based on their evaluation" (Fisher, 1997, p. 141 - my translation). Also Brown, who connects self-esteem with self-confidence, writes about this and claims that teachers are supposed to "sustain self-confidence where it already exists and to build it where it does not" (1994, p. 24).

Fisher claims that "long-term profit from education is not what people are being taught in the concrete but what influence does it have on their attitude towards learning, on their self-esteem and their attitude towards tasks" (1997, p. 143 - my translation). As a help in this, he introduces three ways. Among personalization of teaching and self-evaluation there is also evaluation of achievement. And mostly the evaluation of achievement is connected to the use of individual progress norm. As examples of evaluation of achievement, Fisher mentions to comment positively on what pupils can do, to focus on what pupils are successful in and help to see what they are not successful in and how to improve that. This requires evaluating individually because each pupil has different strong and weak points in learning. What Fisher sees as evaluation of achievement can very well be accomplished by teacher when using individual progress norm.

On the other hand, social progress norm means comparison of pupils and according to Vágnerová,

parallel comparison is disadvantageous for children, who are due to some reason worse equipped. For them, this criterion becomes an unreachable goal and because it is stable, it gives a long-term negative feedback. It confirms the failure as a permanent characteristic of identity (1997, p. 77).

Not getting any positive feedback or evaluation of any improvement, even though a pupil makes an effort, can lead to low self-esteem or negative self-evaluation and that can cause negative attitude towards school and fear from school. But it is not always and only dependent on school performance. Moreover, as Vágnerová points out, the fear from school does not have to have only negative effects and some pupils can be

stimulated by it to succeed. (1997, p. 80) This again proves that every single pupil, class and situation has to be viewed individually and the norms for evaluating should both be used and combined. This is supported by Božovič, who writes that self perception is formed “by contact with people, under the influence of how other people evaluate me and in comparison with others, their behaviour and results of their action” (Božovič in Čáp, 1980, p. 329 - my translation). This means that to build self-esteem, pupils not only need to experience success but need to be able to compare themselves to others. It is not healthy to support pupils’ confidence not based on their real potential. Fisher stresses the importance of experiencing success and being praised but it has to be realistic and objective because pupils need to evaluate their own strengths and weaknesses objectively. (1997, p. 142)

5.3.4. Fairness

In our culture nowadays, as it was mentioned before, comparing and competition are rooted. But that does not mean that school should adapt and use only these. As it was stressed before, individuality of each pupil plays an important role in the learning process and in pupil’s attitude towards school and learning. The question might be how to introduce individual measure during evaluation to pupils. Fisher was concerned with this and asked a few pupils what the achievement in teaching is according to them. The answers he got from the pupils were:

- something he/she can be proud of;
- something he/she never managed before;
- something he/she managed even though it was difficult;
- something that demanded a big effort to be finish;
- something he/she did and teacher said it was correct.

(Fisher, 1997, p. 146)

These views on achievement, that pupils gave, imply individualization. What is it that is difficult for pupils when learning? There is no doubt that if a teacher asks his/her pupils this question, he/she will not get only one answer. For a pupil who usually makes twenty mistakes in a test it is a big success to make only fifteen, but for another pupil who has usually one or two, the success is to make no mistake at all. If the

teacher uses time in the lesson to discuss this matter with pupils, it will become easier for pupils to understand this and might lead them to the conclusion that comparing each other's results is not the only right way in evaluation. According to Vališová and Kasíková, the ideal aim of teaching is “every pupil to reach his/her personal maximum and to have the opportunity to test his/her own abilities and develop them in various activities” (2007, p. 256). Vališová and Kasíková write about differentiated work and ask how this differentiated work should be evaluated.

Some pupils finish only the basic task, others manage to do extra tasks. Actually everyone who was working according to his own abilities, tried and fulfilled the task, has his/her right to get his/her own ‘one’ (2007, p. 251 - my translation).

They realize that this vision is not easy to fulfil. “Nevertheless, pupils compare themselves to others and they are sensitive about a fair attitude from the teacher” (2007, p. 251). Tomlinson also discusses this and claims that “we often define fair in a classroom as treating everyone alike” (Tomlinson, 2001, p. 23). But he points out that in a differentiated classroom “fair means trying to make sure each student gets what she needs in order to grow and succeed” (Tomlinson, 2001, p. 23). Furthermore, Tomlinson gives the definition of fair. Fair means that “all of us live by the class rules, all of us must work hard, all of us must respect one another and encourage one another. It does not mean that we’ll all have to do the same things at the same time” (2001, p. 40).

It can not be said that one of the two norms is fairer than the other. In the previous paragraph it was said that the individual progress norm should not be seen as unfair by pupils. On the other hand, neither should the social progress norm. Comparing belongs to life and the task of education among others is to prepare pupils for life. As Alfred Adler says, keeping a child in a ‘psychological greenhouse’ where he/she is not able to adapt the techniques of coping with stressful situations leads only to later neurotic development of his/her personality. (Slavík, 1999, p. 61)

5.3.5. Individual progress norm and pupils with specific learning disorders

The use of individual progress norm is closely connected to evaluation of pupils with specific learning disorder. As Slavík claims, the use of individual progress norm when evaluating these pupils should go without saying. (1999, p. 61) Zelinková also discusses this and does not see a definite answer to the question which norm should in these cases be used. Even with pupils with specific learning disorder she claims the necessity to individualize.

It depends on the age, situation and so on. If parents are considering their child to study high school or grammar school, then the objective comparison of knowledge and acquirements to the child's peers is necessary. In the case of distinct difficulties it is advantageous to compare performance of a pupil in connection to himself (getting worse, getting better in connection to previous period) (Zelinková, 1994, p. 152 - my translation).

To conclude, she quotes one teacher who said: "The aim of school is not to fairly evaluate pupils. It is supposed to teach them something" (1994, p. 152 – my translation).

5.3.6. Teacher

All the above discussed issues do not make evaluation easy for teachers. When evaluating they have to keep in mind to motivate, individualize, be fair and also to give some positive feedback for pupils to build on.

Vágnerová writes that teacher's evaluation is based on expectations. For a teacher, in comparison to, for example, parents, it is only important how a child expresses itself in school. Teacher is judging pupils based in accordance with the school requirements and based on to what extent pupils adapt to a certain situation. Such pupil would meet his/her expectations, who is fulfilling every task and does not disrupt. (Vágnerová, 1997, p. 69) On the contrary, there may be external factors that influence pupils and can complicate his/her way to success which teacher can not see at school. Therefore, it helps to have a general idea about pupil's background and keep that in mind when evaluating. As Helus reminds:

A pupil is defined in his/her development not only by an aim, external factors which are adapted from school and culture, not even by human relations.

He/she is defined also by his/her own inner presumptions, psychological constitution of his/her individuality, by his/her personality (1982, p. 109 - my translation).

The fact that teacher influences how children see themselves as pupils was already mentioned. Vágnerová claims that

during the first few years of school attendance, pupils are differentiated and based on that, their own personal standards of school results and behaviour are formed. A pupil reacts in this way to teacher's evaluation, which means a base for forming this standard and by that also for pupil's expectations in the future. The space for change is becoming smaller and smaller because the child has accepted certain role and behaves according to that (Vágnerová, 1997, p.72 - my translation).

Teachers need to be careful when evaluating because it has a major impact on their pupils' self-esteem and self-evaluation. Kyriacou adds that it is important to create a positive climate in the classroom and that pupils will work most effectively in an atmosphere build on mutual respect. He writes that one of the necessities for building mutual respect is that pupils can see that teacher cares about their progress. (1996, p. 85) He gives an advice to teachers: "You can express the personal interest in a pupil's individual improvement by giving the comments to every pupil and your reactions to their progress to connection with their concrete needs and previous work" (1996, p. 89 - my translation). When teachers include individual progress norm in their evaluation, they are already doing this and it shows the pupils that teacher can see his/her progress and is not indifferent to it.

As Vágnerová claims, the non-success of pupils can frustrate not only pupils but also teachers. It can evoke feelings of uncertainty and professional failure. (1997, p. 72) From this point of view it is not only pupils who benefit from the use of individual progress norm. It is always nice for a teacher to see the positive results of his/her effort he/she dedicated to teach pupils and help them to succeed. And when the 'weakest' pupil in the class after weeks of teacher's patience improves from twenty mistakes to eighteen or seventeen, individual progress norm helps teacher to see it, not give up on the pupil and keep on trying.

5.4. Conclusion

Arguments can be found to support the use of individual as well as social progress norm. Although the list of benefits or positives connected with the use of individual progress norm that has been drawn out in this chapter might seem to be longer than the list of arguments to support the use of social progress norm, that does not mean that individual progress norm can be considered more effective or better than the social one. As it was mentioned above, these norms can and should be combined when evaluating pupils to complete each other, and enable the teacher to use the strong points of both of them. Each of them provides pupils with needed. The individual progress norm gives pupils feedback on their own improvement and its appreciation which is a necessary support in further learning. On the other hand, social progress norm enables pupils to experience comparison and competition, which they have to face in the real life anyway. There is no point in keeping pupils in vacuum – one of the roles of education is to prepare pupils for real life. This is very well captured in an old Chinese saying: “Ships are safest in the harbour – but that is not what they were built for” (Slavík, 1999, p. 61 - my translation).

The choice stays up to the teacher and his/her opinion and judgement on the matter of evaluation and each individual situation. Slavík claims that both these norms are being used; the individual norm though is not used systematically although teachers do not hesitate to apply it in various situations. (1999, p. 59) He adds that in practise these norms can very well supplement each other.

Sensitive and systematic use of individual progress norm is also a welcomed support of the social climate in a classroom because it is focusing pupils' attention, in a non-violent way, on the joy of individual progress of each one of them (Slavík, 1999, p. 61 - my translation).

Slavík adds that when using the social progress norm, it is only up to teachers' pedagogical skills and social tact and abilities to build an atmosphere of cooperation in the classroom and eliminate the problems connected to its use. (1999, p. 61) Unfortunately, the literature does not discuss this matter into greater detail and so it can be difficult for teachers to build their opinions and views on a theoretical base. Most publications concerned with evaluation state the existence of two progress norms

for evaluation and briefly describe the differences. Further discussion on how to decide between the social and individual progress norm or how to use each norm is missing. It is not possible to promote one norm to be better than the other or write a list of situations when one norm is necessarily more effective. On the other hand these two norms, as it was mentioned above, can make a difference in both the result of evaluation and pupils' attitude towards learning so it would be fair to dedicate more space in the literature to this issue. The fact that this is missing leaves the formation of arguments to support each norm and the decision making process completely up to teachers. That could result in the teacher choosing the easiest alternative for him/her or not knowing about the existence of progress norms at all and using just experience and intuition in these matters. Yet due to the importance of this matter and its impact on pupils, their decisions should be based on theory.

6. Introduction of the research

As it was explained before, teachers, when evaluating can choose from two norms to measure pupils' progress. In the previous chapter, the attention was paid to the individual progress norm and its use. The use of individual progress norm is connected to current learner-centered tendencies in education and the attempts to individualize and differentiate when teaching. The research part of this thesis will be dealing with the use of individual progress norm and its use as well. In this chapter, the research will be introduced and its aim will be stated as well as the research method used and the context of the research.

6.1. Aim of the research

The aim of this research was to find out whether and to what extent do teachers of English use the individual progress norm when they evaluate pupils. Every teacher has his/her own experience with teaching, pupils and evaluation of pupils and this experience to a certain extent influences the evaluation they carry out. Every teacher has his/her own individual way how he/she evaluates and other questions the research tried to answer were how do the teachers use the individual norm and if they use it, how do they decide in particular situations to use it, if there is some pattern for it and what teachers hold for benefits and limitations of the individual progress norm when used. Since not discussed in the literature that widely, I also tried to find out what do the teachers build their decisions on, if they rely on experience and intuition or also try to search for theory.

6.2. Research methodology

The research is qualitatively oriented and the method involved is interviews with individual teachers. Since I interviewed six teachers of English, it was a small scale research.

Qualitative research in the humanities indicates various approaches (methods, techniques) to research pedagogical phenomenon, when the quantification of

empirical data does not come to the fore but it is a detailed qualitative analysis (Maňák, Švec, 2004, p. 22).

Gavora sees the main aim of a qualitative research in understanding a person and understanding his/her own viewpoint, how he/she looks at things and how he/she judges them. (2000, p. 32) In case of this research, the aim was to find out whether teachers use the individual progress norm and how, which meant getting to understand their point of view on evaluation in general which is to a great extent connected to the use of the individual progress norm.

For my research I chose to use semi-structured interviews with the teachers as an elicitation technique. I decided to use interview for its advantages compared, for example, to questionnaires because the researcher is able to ask specifying questions to get to the answers he/she is looking for. Sometimes respondents might not understand the question and need further explanation and specification. Švec mentions the disadvantage of questionnaires which do not let the respondent express him/herself. (Maňák, Švec, 2004, p. 21) In contrary, during the interview the respondent is free to mention anything that is according to him/her relevant. “A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do” (Bell, 1993, p. 91). The aim was to find out teachers’ views on evaluation and individual progress norm which is easier to obtain in a dialogue, when the researcher can avoid ambiguity by asking further questions. With the help of these questions, responses can be developed and clarified. Bell sees the major advantage of interviews in its adaptability (1993, p. 91), which was also what I needed for my research. Because evaluation differs from teacher to teacher, the questions prepared as the structure can elicit many different answers and lead to discussion of many different topics.

The interviews were not completely structured but the outline of the areas that would be touched was prepared as well as questions that should be answered. These were interconnected to a certain extent and that was why I was aware of the fact that many of them could be answered in connection with some other discussed problem so I

might not have to ask them. Semi-structured interviews provided me with the space for discussion needed.

As a means of recording the responses I chose tape-recording. A tape with the interview is a very useful tool for analysing it later on. Bell claims that “tape recordings can be useful to check the wording of any statement you might wish to quote” (Bell, 1993, p. 96). Before analysing the data, each of the recorded interviews was transcribed. Each respondent was asked for permission to be recorded beforehand. The scheme for the interview is enclosed as Appendix 1.

Before the actual interviews I conducted one pilot interview. I asked one teacher who is teaching in lower grades for an interview to find out whether she will understand my questions and will be able to answer them and whether I will be able to elicit the answers I am looking for with the help of these questions. I was also concerned about the sequence of the questions. The questionnaire is divided into six parts but they are all interconnected, therefore I wanted to see whether it would not be easier for the teachers to answer them in different order and to find out whether one question would automatically lead to answering some other. The structure for the interview and the questions prepared proved to be suitable to base a further discussion on them. After this pilot interview only a few minor changes were made in the sequence of questions.

At the beginning of each interview, before I started to ask questions about the use of individual progress norm, the aim of my thesis and research were explained as well as the terms individual progress norm and social progress norm. The interviews were carried out in Czech language which was preferred by teachers also due to terminology they knew mostly in Czech and to prevent misunderstanding.

6.3. Context of the research

The research was carried out in an elementary school in Western Moravia, it is an ordinary housing estate school. The town, where the school is, has approximately forty thousand inhabitants. The school has approximately 500 pupils and 6 English teachers. The research was carried out for a period of one and half week, from 3

March, 2008 till 12 March, 2008, with 6 teachers of English. The teachers were chosen non-randomly. All the interviewed teachers were women aged between 26 and 55 years. Two teachers teach English only to lower grades, which means pupils aged 6 to 10 years, two teach higher grades pupils aged 10 to 15 years and 2 teach all grades, which means 1st to 9th and their pupils are 6 to 15 years old.

This particular elementary school is teaching according to the programme Step by Step, which basically means teaching in projects and tries to lead pupils to search for information themselves, to be able to present it and to work independently. The lessons are organized in centres, when each centre is working on a different subject. Attention is also paid to evaluation and self-evaluation. Parents come to school once a month to be informed about their child's results and progress. These meetings are led in a form of individual consultations with the teacher, the pupil is usually also present. Teachers are obliged to shortly evaluate pupils once a month in a written verbal form and write an extensive letter of evaluation on each pupil twice in a school year, this is added to the school report with their grades. As far as English is concerned, due to this programme it is being taught from the very beginning of the school attendance, i.e. from the first grade. The school introduced the programme Step by Step three years ago, which means that 4th, 5th, 8th and 9th grades are not using this programme.

I decided to choose this school because I have spent my first teaching practise there, and got to know the teachers, which was an advantage for my research. It was easier to carry out the interviews due to relaxed atmosphere and willingness of the teachers to share with me their approach to evaluation and give me a detailed description of their view on the individual progress norm and all the connected topics.

7. Presentation of the obtained data

The data was collected during interviews with six teachers of English. These interviews were semi-structured, as mentioned before, and the reason for this choice was the possibility to ask specifying questions and discuss topics the teachers held for important for this issue. Each interview took approximately 15 to 20 minutes and was tape-recorded. The records were transcribed to make the analyses of the obtained data easier and more precise. At the beginning of this chapter I would like to describe and explain the areas the interview touched and questions that were prepared. The complete structure is included as appendix 1. Next, I will present the data obtained during the interviews.

7.1. Presentations of the interview structure

The first and for the interview fundamental question, which was asked, was whether the responding teacher uses the individual progress norm when evaluating pupils in the lessons of English. Before asking this question, both terms, i.e. individual progress norm and social progress norm, were explained to the teachers to prevent misunderstanding and any hesitation the teachers might have as far as these terms are concerned. The following questions and course of the interview were decided based on the answer teachers gave to this first question. That means that I prepared two sets of questions I would like to ask the teachers, one set used if the answer was yes, the other in the case of negative answer. The following questions were divided into six areas: use of the individual progress norm, pupils, benefits and problems connected to the use of the norm, motivation, fairness, differentiation and individualization. The areas discussed were the same for both sets of questions. It should be noted that all these areas are very closely connected to each other and sometimes their sequence changed during the interview.

The first area I wanted to discuss was the use of individual progress norm. The objective was to find out why do teachers use it, how did they decide, where they got information concerning these norms. As it was stated in the theoretical part of this

thesis, individual progress norm is in practise used in combination with the norm social. So it was also important to ask about the frequency of the use of this norm, and how do the teachers decide when to use the norm. Because I knew about the extensive evaluating letter teachers have to write for pupils twice a year, I tried to ask about any connection between this verbal evaluation and individual progress norm.

The second area that followed was naturally the pupils. I tried to find out whether the individual norm is used for all pupils, or only for pupils with, for example, specific learning disorder or 'weaker pupils'. The objective was not only this but also to find out how do the teachers explain their evaluation to pupils if they do. Whether this is discussed at the beginning of a school year or only after some problems arise.

The next part of the interview dealt with benefits and problems connected to the use of individual progress norm. The objective was to find out what do the teachers see as the main limitations and advantages of both individual and social progress norm. In the theoretical part a whole list of these was drawn out, and my objective was to find out whether the teachers see them all and which others could they name based on their practise in evaluation of pupils.

The fourth part of the interview was concerned with motivation. I expected motivation to be mentioned in connection with the previous area discussed. In the publications dealing with evaluation, motivation is always mentioned as its important function. The objective that tried to be fulfilled through these questions was to see to what extent do teachers connect motivation to the individual progress norm and also with evaluation in general. The teachers were also asked to compare the motivation achieved by the individual and social progress norm.

The next topic I wanted to bring up was the issue of fairness. It is always difficult to say what is fair and certain answers in connection to fair education and evaluation were given in the theoretical part, but I was interested in the point of view of the teachers and also their pupils. The objective was to discover what do the teachers consider fair as far as evaluation is concerned. Of course the questions were

connected with individual progress norm. I also asked about teachers' experience with pupils' perception of evaluation with individual progress norm.

The last part of the interview was dealing with individualization and differentiation. In the theoretical part I tried to explain that there are individual differences between pupils and because of that they learn differently, therefore, attention should be paid to these individual differences in the educational process. The objective of this part of the interview was to find out whether teachers use individualization and differentiation in their lessons and take the individual differences into consideration when evaluating. This part of the interview was included only to make sure these terms will be mentioned and discussed. Due to their close connection to individual progress norm I supposed they will be mentioned by the teachers at some point during the interview, but in case it would not happen, I included them into the structure.

7.2. Presentation of the obtained data

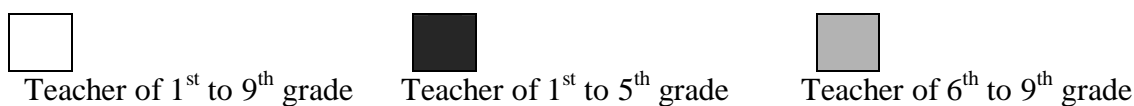
In this subchapter I will present the data obtained during all six interviews with the teachers. These data will be further interpreted in the following chapter and the questions stated in the introduction will be answered. The findings and conclusion will also be put into connection with the theory and conclusion from the theoretical part. I did not consider it necessary to include transcripts of all the interviews I carried out, one such transcript is included as an example (Appendix 2).

The first and crucial question, which I asked all teachers, was whether they use individual progress norm in their English lessons to evaluate pupils. All six responding teachers answered they do use this norm. All six teachers though do use it only sometimes. This means that all teachers were answering and discussing the first set of questions prepared. To make the presentation and data more lucid, I will present it in the six already mentioned areas although during the interviews sometimes they were not discussed in this order. In the following subchapters, I will go through these areas and provide the answers I got.

7.2.1. The use of individual progress norm

As it was stated before none of the teachers is using the individual progress norm all the time in English lessons. Their answers differed though as far as the reason for using it is concerned. The chart with the reasons follows.

Teachers	Reasons that lead to the use the individual progress norm
T1	Motivation of pupils Individual differences between pupils
T2	Working with problematic children, children with specific learning disorders, socially deprived children) 'Weaker pupils'
T3	Different level of pupils' English in the class Pupils who were absent for certain time and got behind
T4	Experience in teaching Discussions with colleagues
T5	Experience in teaching The need to motivate pupils and monitor their progress and potential problems Motivation of 'good' pupils
T6	Differences between pupils with specific learning disorders and other pupils



Another interesting topic was the source of teachers' information about the individual progress norm. First, I would like to mention, that none of the interviewed teachers were familiar with the terms individual and social progress norm. At the beginning of the interview, when I was introducing the research and my thesis, I explained both terms and the teachers were aware of the existence of differences between these two types of evaluation but they did not know this terminology. That means that my question concerning information about individual progress norm was asking about the principle of this evaluation, not the exact term as I knew they have not heard it before. One teacher (T3) did not come across any information concerning evaluation based on individual differences and stated that she uses it only based on her intuition and teaching experience. The rest of the teachers came across this topic in articles and publications but rely more on their own intuition and experience rather than on theory.

Only two teachers (T2, T6) saw a connection between the programme Step by Step used by school and the individual progress norm. Teacher 2 explained that “basically the programme Step by Step, it is one of the main, one of the main principles that we in fact do not compete, but everyone should be judged individually and the progress of individual pupils should be evaluated and not in the comparison to the collective” (my translation).




To describe the frequency of the use of individual progress norm, it could be said that teachers use it sometimes, not all the time. They all find it easier to apply the individual progress norm when evaluating some conversation or oral performance not for tests or written performance of pupils. Teacher 5 comments on tests: “Well, tests are given, it is according to the points so there it can not be done” (my translation). Also teacher 3 has a similar opinion: “Well, for the oral one it is of course easier. But for the written exam, actually when I give a written exam, it is the same for everyone and then I consider the pupils with specific learning disorders” (my translation).

My last concern in this part of the interview was the connection between the individual progress norm and verbal evaluation. All the teachers stated that they comment on marks the pupils get and mostly in this comment they try to stress the progress the pupils did to motivate them. Teachers find it easier to use the individual progress norm when not giving a mark but evaluating with words nevertheless they try to use it for both. Teacher 2 explained why: “In the verbal evaluation, it can be said “before you did not know this, here you made a progress, in this and that you need to, in fact it does not have to be compared to any grade” (my translation).

7.2.2. Pupils

The important information obviously was, whether teachers differentiate and use the individual progress norm only for some or for all pupils. The chart that follows shows the obtained data.

Teachers	Pupils who are evaluated by individual progress norm
T1	All pupils, more for pupils with specific learning disorders
T2	All pupils, for pupils with specific learning disorders all the time
T3	Beginners (because there is different level of English sometimes, some pupils have some knowledge already and some do not) Pupils who were absent – temporarily (when they come to school after) Pupils with specific learning disorders
T4	All pupils based on the need to motivate of praise Pupils with specific learning disorders
T5	All pupils
T6	Mostly pupils with specific learning disorders Also all other pupils to motivate them or when they are temporarily not ‘performing well’ to help them get to normal

 Teacher of 1st to 9th grade
  Teacher of 1st to 5th grade
  Teacher of 6th to 9th grade

From this chart it is obvious that almost all the teachers (except T3) use the norm for all pupils sometimes. The individual progress norm is used for pupils with specific learning disorders without exceptions.

The next question discussed in this area was how the teachers explain the use of individual norm, or actually the system of their evaluation to the pupils. Except for teacher 5, all teachers stated that they do talk about this before the actual evaluation. “Yes, we talk about it at the beginning of a school year, when we go through the rules for evaluation, we demonstrate how we will evaluate” (T1 - my translation). All the teachers agreed that although problems can and do arise with the evaluation, they discuss and talk about it and they are able to explain this to pupils. “It can be prevented by the explanation, that teacher discusses it with the pupils. Or also during, I mean when they ask” (T1 – my translation). As far as the specific learning disorders are concerned, pupils are aware of who has the learning disorders in the class and accept their different evaluation. Teacher 2 and 5 comment on this as follows. “Yeah, we explain that, yeah, basically also children, not only with learning disorders, but who really need to hear it more times. That it is not a shame, that we are all different” (T2 - my translation).

Sure, for sure just yeah, that that one has, I don't know some paper from the psychological centre, that we have to approach him/her, not only me but they also should, approach him/her in a different way. Yeah, so they know this for sure (T5 - my translation).

7.2.3. Benefits and limitations of individual and social progress norm

To make the orientation in the pros and cons that teachers see in the individual progress norm easier, they are summarized in a chart.

The use of individual progress norm

Teachers	Benefits	Limitations
T1	Motivation	If the principle is not explained properly, some pupils can perceive it as unfair
T2	Motivation	The society – still wants just grades and parents often compare and want comparing when evaluating
T3	Motivation Its use means benefit for pupils Avoids permanent stress and frustration of pupils	Its application means complication for teacher It is not generally used and everything that is different causes problems
T4	Evaluation of individual achievement or on the other hand setback	None
T5	Motivation Individual approach	None
T6	Motivation Improves the pupils' attitude towards work – know it pays off Pupils encourage the 'weaker' ones and do not laugh at their mistakes	Sometimes can be misused by parents to get moderate classification for their children



Teacher of 1st to 9th grade



Teacher of 1st to 5th grade



Teacher of 6th to 9th grade

The use of social progress norm

Teachers	Benefits	Limitations
T1	Motivation – some pupils do not want to be only average	Can frustrate ‘weaker’ pupils who come as last all the time when evaluated
T2	Can compare in the society to certain extent	Only relatively objective, each teacher evaluates differently, it is not objective to compare between classes anyway although it might seem It draws back ‘weaker’ or hard working pupils It also does not push very intelligent pupils any further
T3	None	Every time the individual differences should be taken into consideration
T4	Comparison in the class – to what extent was certain aim achieved	Some pupils do not take good to be the last ones in the collective
T5	Motivation by comparison in some cases	Comparison in the class – can be that all pupils are ‘good’ then it is more strict than when all are ‘weaker’, not same in every class
T6	Comparison is necessary, it is the real life	The impact on pupils when comparing them – some want to be the best in the collective, can also cheat just to be the best



Teacher of 1st to 9th grade



Teacher of 1st to 5th grade



Teacher of 6th to 9th grade

7.2.4. Motivation

All the interviewed teachers put motivation in connection with the individual norm. If it was not mentioned between the benefits, they agreed later on when we were discussing it separately that it plays an important role (T4). They see the importance of motivation and positive impact of evaluating individually. When the teachers were asked to compare motivation by individual and social progress norm, their answers showed almost full agreement again. Most of the teachers said that the motivation is bigger with the use of individual progress norm. Only teachers 2 and 6 did not give definite answer. They both claimed that for ‘weaker’ pupils it is definitely better to motivate with individual norm. T2 explained why social progress norm is not suitable

for very intelligent children, according to her they can just evolve minimal or no effort and still are on the top. They

do not need to do anything, they have those 'ones' for free. They also do not move anywhere. Neither socially, nor to try to create something. Just based on the norm (social) they get the one without any effort. It does not force them to do anything extra (T2 - my translation).

On the contrary, she described some cases in which the social norm can get pupils motivated.

Well, maybe for those who get 'twos', those yes. They know they can have 'one' when they increase their effort, so they, like, do, and it is a motivation for them. Maybe also for those best ones, that they get used to being the best and then want to keep this. Well and those 'bad' ones, they are just afraid not to fail, that is in my opinion such an inappropriate motivation, such negative one (my translation).

Teacher 6 claims that some pupils want to be the best in the class and those can also get motivated by social comparing of the progress.

Some teachers try to explain why does the individual norm motivate pupils.

- “Some (pupils) need some encouragement; to some it might not help so much, but to some it simply helps more” (T4 - my translation).
- “Simply when the pupil does something, he/she always moves forward, and always with the evaluation some, for example, positive can be stressed, or that encourages him/her to something, to a better performance” (T2 - my translation).
- “I have a feeling that a pupil wants to succeed, get appreciation and tries even though the results are not always the best (when the individual norm is used) ” (T6 - my translation).

7.2.5. Fairness

In the question of fairness, the opinions of the responding teachers differed. Half of them (T2, T3, T6) hold the individual norm for fairer, though their reasoning differed.

Teacher 2 says:

If we want to compare in the collective, it is fair to have some unified measure for everyone. But again, what is fair, you know. And, like, we are a school so we should allow everybody to develop in a way, they can. Actually when we classify someone and do not motivate him/her, we actually do not give him/her the space. I think that fair for the society is to evaluate the individual progress. Because for society the pupils, who are not the best, they simply know, for example, that they will do this, they are, simply, skilful, or they can work in a team or so. So, basically, it helps more for the future to the society and to him/her as well. ...Then to have, I don't know, one third of children who don't care, how they progress, what they do (when using the social progress norm) (my translation).

Moreover, teacher 2 noted that in her opinion, the social progress norm is, uselessly, a cause for the search whether the teacher is fair and the important thing, to teach the pupils something, fades away.

Teacher 3 claims that if the pupils are on the same level, it is fair to have the same measure, but if a child has some kind of handicap, then it's obvious that it has to be taken into consideration and concludes that according to her the individual norm is fairer. Teacher 6 also claims that the individual norm is fairer, definitely to the pupil. But she is concerned about the opinion of other pupils.

Whether, after all, when they do not succeed themselves are able to say, that they failed in it and won't have the feeling that their classmate has a better grade for the same results. That it why it is easier, in my opinion, to use it not for tests where the comparison is made easily and they could think that (my translation).

The rest of the teachers (T1, T4, T5) said it is not possible to say which one is fairer and they both have to be used according to the situation. Their opinion can be explained and resumed by the statement of teacher 5.

Ehm, well, ehm – that can not be divided, like nothing is black, white. It is then always somehow grey. Like it's put together, yeah, and sometimes one is better, sometimes the other, and simply it has to be sensitively combined (my translation).

In this part of the interview, responding teachers were asked about some problems with individual progress norm and if pupils ever held their evaluation as unfair. Teachers 3 and 1 did not have any problems with pupils taking their evaluation as unfair. All the other teachers agreed that if that happens they just explain it to their pupils and pupils understand.

7.2.6. Individualization and differentiation

The last area that was covered during the interviews was individualization and differentiation. Already during the interview it was obvious that the teachers do take individual differences between their pupils into consideration when they evaluate. But to sum this all up, in the end there were a few questions asked to specify this. All the teachers see and take into account the individual differences. They also consider them when evaluating. In relation to this, teacher 5 and 6 mentioned the conditions pupils live in and have for learning at home. “I try to take individual differences into consideration because I think that some pupils have better conditions for learning at home and some pupils, especially those socially deprived children, have it more complicated at home” (T6 - my translation). Teacher 5 answered the question, whether she takes the individual differences of not only pupils with specific learning disorders into consideration, as follows:

Well, partly those with learning disorders, but one also partly has to take into consideration the conditions the kids have at home for learning. That someone has perfect conditions, and somehow he/she is not trying so hard and the results are more or less ok, yeah. Someone has the conditions very bad and tries more than someone who has the conditions, so one has to take into consideration that the effort for example... That he/she has nowhere to write the homework or that no one cares if he/she has it. Well somehow the combination (my translation).

On the other hand, for example, when the teachers were asked whether they use extra work or exercises for faster pupils they all answered yes but when I asked them whether this is somehow reflected in the evaluation they all answered without exception that the main and basic in the tests is evaluated and the rest is just something extra. In some cases (T1, T4 and T6), teachers said they somehow appreciate the effort. For example teacher 1 gives pupils plus or some symbol like smiley to show

pupils that they have done something more. Teacher 2 explains why she does not use the individual norm for written tests. She says that when she gives pupils ten sentences to write down, she knows that some are able to write ten and for some it is enough to write just three because they are not able to write more. “When I do not grade it, it doesn’t matter to anyone, but as soon as I start to give grades, the running will start, why he has ten and..., it is difficult to connect this with evaluation” (T2 - my translation).

8. Interpretation of the obtained data

The research provided already presented qualitative data and in this chapter the data will be further interpreted and connected with the theory and the results will be stated in connection to the aim of the research.

The aim of this qualitative small scale research was to find out whether and to what extent do the teachers of English use the individual progress norm when they evaluate pupils. The research showed that all participating teachers use the individual progress norm, although they do not use it all the time but only in combination with the other type, i.e. the social progress norm. Teacher, 2 as the only one, would like to use only the individual progress norm for her pupils but she mentioned the need to classify pupils with grades and thus the need to use the social one. Moreover, some of the teachers do not use the evaluation based on individual progress for all pupils but only for some. The teachers, though, agreed on one thing and thus that they use the norm for pupils with specific learning disorders. That means that the finding is in agreement with what Slavík and Zelinková claim. These are presented in subchapter 5.3.1. which also deals with individualization and pupils with specific learning disorders.

As far as any pattern or rule for the use of individual progress norm is concerned, the teachers did not provide many concrete answers. They all agreed that they use the norm based on their experience and intuition. The norm is used sometimes, for some pupils and depending on situation. Slavík claims the use of individual progress norm is not systematic although teachers do use it in various situations without hesitating. This statement proved to be true for the researched teachers. I would like to stress the word systematically, because in some cases my impression was that the teachers do not have any system or as I called it pattern. For example, in the beginning all the teachers stated that they use the individual norm for also written tasks but in the end many of them (T3, T4 and T5) stated that in written tests only the basic, same for all pupils, is evaluated. All the teachers agreed that it is difficult to apply the individualized evaluation for tests, when it is very easy to compare the performances of pupils and therefore disagreement would follow from pupils as well as parents. In

contrary, for conversation or speaking they consider it for more applicable. Even though teachers do not evaluate using individual progress norm all the time, they try to encourage pupils at least by commenting on their improvement.

My objective was not only to find out whether teachers rely on experience and intuition but also whether they came across this somewhere in the literature. Most of the teachers did come across this in literature but for most of them it was more important to use intuition and experience and based on that judge the individual pupils and individual situations. The fact that they did not know the terms individual and social progress norm also shows that this issue is not that widely discussed among teachers. One of the possible causes can be seen in the literature which does not pay much attention to discuss it. It is definitely beneficial for pupils that teachers do use individual progress norm despite that. It would not be correct to suppose that knowing all the theory would make them use this norm better. Although, as it was said before when concluding the theoretical part of this thesis, building decisions, although intuitive, on some theoretical basis would make the deciding more informed and easier for the teachers. As far as the use of verbal evaluation is concerned, most of the teachers claimed to use the norm for both grading and verbal evaluation. At the same time, some of them admitted it might be easier to use the norm when they would not need to give a grade.

The other question, that I tried to search answer for, was what do the teachers hold for benefits and limitations of the individual progress norm when used. In the theoretical part there were named several benefits. It was increasing motivation, increasing self-esteem of pupils, respecting individual differences and needs of pupils as the most important ones. All the teachers, except for one, mentioned motivation as an important benefit of individual progress norm. The individual differences were also stressed during the interviews but the terms self-esteem and self-evaluation were left out of consideration. The encouragement towards future learning was mentioned for example by teacher 2 or 4 but this was never put into connection with self-evaluation and self-esteem, teachers mentioned it rather in connection with motivation. On the other hand, these two, motivation and self-esteem, are very closely connected.

Moreover, the important fact, that individual progress norm can help pupils to move forward in their learning, was mentioned.

On the other hand, teachers added problems connected to the use of individual progress norm or its limitations which were not mentioned in the preceding theory. Teacher 6 mentioned the problem with parents wanting better marks for their pupils. Teacher 3 came up with the opinion that individual progress norm makes evaluation more difficult for teachers. This was also mentioned in the theoretical part of this paper, although this was not seen as a disadvantage of the individual norm which should lead to its non-use. Moreover, an argument for this teacher can be that if any job should be done effectively and with results, an effort has to be put in always. Furthermore, the cause for this opinion can also be the lack of information to build on. If she would know exactly how the norm could be used and how to deal with problems that might arise, it could be easier to imagine its use. Fairness was also mentioned as a potential limitation but only if the teacher does not explain the principle properly.

The social progress norm was discussed mostly in the context of 'weaker' pupils and their motivation and of comparing in a group. In agreement with the theory, teachers stated that comparing one pupil to others should not be avoided completely, because the life will bring this to pupils anyway, so it is better to get them to know it also. They are all aware, though, of the negative effect it might have on pupils who are the last ones all the time and by comparing reminded of this.

When presenting the data in charts, I also included the information about the grades each teacher teaches. Nevertheless I did not notice any major differences between the opinions of teachers of lower grades compared to teachers of higher grades. It is only worth mentioning the fact, that teachers from lower grades (T2, T6) implied that they consider it easier to explain the use of individual progress norm to younger pupils. But the teachers of higher grades did not state any major problems with this either. In general teachers do not see problems with explaining evaluation to pupils and they do so in their lessons.

During the interviews and following analysis of the obtained data I came to the conclusion that as far as fairness is concerned, the teachers do not think that social progress norm is fairer. One half said that individual norm is fairer and the other half, in accordance with the conclusion made in the theoretical part of this thesis, did not claim any of the norms to be fairer. One teacher (T2) stated, in accordance with what literature says, that comparing is rooted in our society and parents still want to compare their children to other pupils.

To sum up, my research confirmed what Slavík writes in his publication. And thus that individual progress norm is used although not systematically. (1999, p. 59) Moreover the teachers see this norm as beneficial for their pupils. The use of social progress norm, though, still prevails. Teachers are aware of individual differences of their pupils and take these into consideration, during evaluation though it is not always so.

To make the research more valid and get complete insight into the situation, it would be beneficial to include pupils into the research and by means of, for example, a simple questionnaire or interview to ask them about their point of view. It would be interesting to discuss the question of fairness with them and get the opinion from the other side. The self-esteem and motivation could also be touched and then their view compared to the one teachers provided. Furthermore, observations could provide interesting data for analyses and interpretation. The interaction of teachers and pupils could be observed and the way teachers comment on progress of pupils. Unfortunately, these research methods could not have been used due to time shortage in which the research was carried out.

9. Conclusion

This thesis was dealing with evaluation in ELT. In the beginning, the term 'evaluation' was explained both in general meaning and in connection with ELT. Afterwards, the functions of evaluation were described and in the following chapter the types of evaluation briefly mentioned. The main part of this thesis is dealing with the individual progress norm and its use by teachers of English. This thesis attempted to provide an insight into the evaluation using individual progress norm and compared it also to the social progress norm. The benefits and problems connected to their use were mentioned.

Moreover, in the practical part, after a small scale research was carried out, an insight into current practise and views on the individual progress norm were provided. The aim of the research was to find out whether and to what extent do teachers of English use the individual progress norm when they evaluate pupils. What was described from the theoretical point of view in the theoretical part was later on also researched in an elementary school.

The results of the research confirmed what the theory says. The individual progress norm is used in practise but the use is not systematic. All the teachers participating in the research confirmed the use of this norm in combination with the social progress norm, which prevailed. Teachers were able to name benefits as well as limitations in the use of these norms. In the case of the individual norm, teachers mostly stated that they use the norm only sometimes, for some pupils and in some situations. This conclusion sketches out a picture about the use of individual progress norm. All the teachers are aware of the differences between pupils that need to be respected but it seems like they do not know how to incorporate the individual norm which would do so. This is illustrated on the following example. They all stated the use of the norm for tests as hardly possible. Some of them felt limited by the society that is used to social comparison and thus this individual measures would not be accepted. Others, without even thinking about applying it, refused it. It might be said that they are part of the society used to comparing and not making differences between pupils. The fact

is that all pupils can benefit from the use of individual progress norm and something should be done to change the way teachers and the whole society is thinking about this to make the individualized evaluation possible.

At the very end of this thesis, I would like to repeat the conclusion already stated before and thus that arguments can be found to support both individual and social progress norm and it is up to teachers to decide which norm to use for evaluation of their pupils. There are reasons for using not only the individual progress norm, which is stressing the individuality of pupils, but also to use the social progress norm. The individual progress norm is respecting the individuality of pupils and enables teachers to appreciate the progress each pupil makes independently from the performance of the other pupils in the class. Its use also increases self-esteem of pupils and has an effect on their self-evaluation. Basically, the individual progress norm helps pupils to see that they can make progress if they work which is sometimes not possible through the social norm. It can motivate pupils in further learning if their effort and progress, no matter if big or small, is appreciated. On the contrary, social comparison is an integral part of everyday life and it is not good to keep pupils in the bubble not comparing them and getting them to know this. For sure, this topic should be taken seriously because as Vágnerová claims, the overall attitude towards school can be connected to performance and evaluation. (1997, p. 77) The social progress norm should not be replaced with the individual but these two should be used in combination and teachers should sensitively decide when to use which. These decisions, though, should not be built only on intuition and experience, as the research showed it to be, but there should be some knowledge that teachers can build their decisions on.

10. Resumé

Tato diplomová práce s názvem *Evaluace ve výuce anglického jazyka* se zabývá problematikou hodnocení v hodinách anglického jazyka a soustředí se na individuální vztahovou normu a problémy s jejím uplatňováním. Nejprve je vysvětlen pojem evaluace a popsány jeho funkce a také typy evaluace. Hlavní část práce se potom věnuje individuální vztahové normě a jejímu využití v hodinách anglického jazyka. Po tom, co bude charakterizována nejen individuální, ale i sociální vztahová norma, pozornost bude zaměřena na individuální vztahovou normu a její výhody stejně tak jako na problémy spojené s jejím uplatňováním.

V druhé kapitole je definován pojem evaluace, nejprve v obecném slova smyslu. Evaluace je zde popsána jako běžná součást života, které se nelze vyhnout. Ve druhé části této kapitoly je evaluace definována ve spojitosti s vyučováním a školou. Jsou nastíněny důvody hodnocení ve škole. Je zde také popsáno spojení mezi řízením vyučovacího procesu a evaluací a zdůrazněn vliv prostředí, ve kterém hodnocení probíhá. V závěru této kapitoly je pojem evaluace zúžen na evaluaci žáků, které se práce bude v dalších kapitolách věnovat.

Třetí kapitola je věnována funkcím hodnocení. Hodnocení je jako každá lidská činnost zaměřena na splnění určitého cíle, proto má funkce, které se ten, kdo hodnotí snaží splnit. Funkce jsou rozděleny do dvou skupin. První skupinou jsou obecné funkce hodnocení, tedy funkce informativní, formativní a sumativní. Tyto funkce jsou dány do souvislosti s terminologií, kterou používá Slavík ve své publikaci, tedy funkce orientační, didaktická a oficiální.

Druhá část třetí kapitoly se věnuje funkcím hodnocení ve vztahu k žákovi. Těmi jsou funkce motivační, poznávací a konativní. Všechny tři funkce jsou v hodnocení přítomny, mění se pouze poměr jejich zastoupení.

Ve čtvrté kapitole jsou uvedeny a stručně popsány jednotlivé typy hodnocení. Hodnocení je možné rozdělit na různé typy podle mnoha hledisek. Jedním z hledisek

pro toto rozdělení je vztahová norma, kterou učitel využívá k hodnocení žáků. Jde pak buď o hodnocení sociálně normované nebo individuálně normované. Dalšími zmíněnými typy hodnocení jsou hodnocení formativní a sumativní, hodnocení formální a neformální, normativní a kriteriální hodnocení, záměrné a bezděčné hodnocení a v neposlední řadě autonomní a heteronomní hodnocení. Není opomenuto ani subjektivní a objektivní hodnocení, externí a interní hodnocení a nakonec i holistické a analytické.

Následující kapitola se již podrobně věnuje jednomu konkrétnímu typu hodnocení, a to hodnocení podle individuální vztahové normy. Nejprve je za pomoci definic z Oxford English Dictionary a Pedagogického slovníku vysvětlen pojem norma, a potom je dán do souvislosti s hodnocením a vysvětlen tak, jak jej vidí Slavík.

V další části této kapitoly je již pojem norma dán do souvislosti s individuální a sociální vztahovou normou, které se používají při hodnocení žákova výkonu. Následně je podrobně popsána jak individuální, tak i sociální vztahová norma, nastíněny jsou základní rozdíly mezi nimi. V závěru této podkapitoly je zdůrazněno, že učitelé mohou při hodnocení obě normy kombinovat a využívání jedné normy může být velmi dobře doplněno normou druhou.

Třetí část páté kapitoly se již plně věnuje individuální vztahové normě a jejímu využití. Tato podkapitola je dále rozdělena do menších celků, které postupně uvádí hlavní témata spojená s jejím využíváním.

Nejprve je pozornost věnována individualizaci a diferenciaci, které je nutno spojit s individuální vztahovou normou, toto spojení je vysvětleno hned zpočátku, stejně jako pojmy individualizace a diferenciaci. Je zde zdůrazněno, že je nutné, aby učitelé poznávali své žáky a podle toho potom mohli individualizovat hodnocení. Pozornost je také věnována zpětné vazbě, která při hodnocení vzniká. S pojmy individualizace a diferenciaci je dána do souvislosti i sociální vztahová norma. V závěru je zmíněno hodnocení žáků se specifickými poruchami učení a využití individuální vztahové normy při něm.

V následující části podkapitoly je dopodrobna rozebrána motivace a její vliv na učení žáků. Motivace, jako jedna z hlavních funkcí hodnocení, hraje v tomto velkou roli. Motivace je rozdělena na vnitřní a vnější a v práci je popsán význam obou ve vztahu k žákovi a jeho hodnocení. Je zmíněna Maslowova hierarchie lidských potřeb a především potřeba uznání a potřeba seberealizace. I motivace je nakonec spojena také s využíváním sociální vztahové normy.

Jako další téma spojené s individuální vztahovou normou práce uvádí sebeúctu a sebehodnocení. V této části práce je vysvětlena sebeúcta i její spojení s evaluací. Je zdůrazněna důležitost pozitivní zpětné vazby nebo hodnocení pro to, aby si žák vytvořil kladný obrázek o sobě a o svých kvalitách, který ho podpoří v další učební činnosti. Je však také poukázáno na potřebu žáků srovnávat se mezi sebou.

Předposledním tématem v této podkapitole je spravedlnost. Práce se snaží podložit spravedlnost obou norem, jak sociální, tak i individuální. Co znamená být spravedlivý a spravedlivě přistupovat k žákům je vysvětleno slovy Tomlinsonové.

Jako poslední se tato podkapitola věnuje učitelům. Je zde zdůrazněn vliv, jaký hodnocení učitele má na žáky stejně jako to, že hodnocení pomocí individuální vztahové normy může být pro učitele náročné, může z něj však i těžit.

Po tom, co je uvedená teorie shrnuta v závěru páté kapitoly, práce popisuje výzkum, který byl proveden na základní škole. Výzkum se, stejně jako teoretická část práce, zabývá individuální vztahovou normou jejím využitím.

V kapitole šest je celý výzkum představen, je stanoven cíl výzkumu, popsána metodologie výzkumu a na závěr uvedena všechna relevantní data o škole, ve které byl výzkum proveden a o učitelích, kteří se výzkumu zúčastnili. Hlavním cílem výzkumu bylo zjistit, zda a do jaké míry učitelé anglického jazyka individuální vztahovou normu využívají. Výzkum také odpovídá na otázky, jak učitelé tuto normu používají, jak se v konkrétních situacích rozhodují, co učitelé vidí jako výhody individuální vztahové normy a jaké problémy spojují s jejím uplatněním. Nástrojem,

pro sběr dat byl polostrukturovaný rozhovor s učiteli. Výzkumu se zúčastnilo šest učitelek základní školy, s nimiž bylo provedeno interview, které bylo zaznamenáno na diktafonu a poté přepsáno pro ulehčení práce se sesbíranými daty.

V kapitole číslo sedm je nejprve prezentována struktura rozhovorů s učiteli, která byla dopředu vypracována. Jako první byla učitelkám položena otázka o tom, zda individuální normu používají. Následují otázky jsou uspořádány do skupin podle tématu, kterého se týkají. Těmi jsou: použití, žáci, problémy spojené s uplatňováním obou norem, motivace, spravedlnost a individualizace a diferenciaci. Druhou část této kapitoly tvoří prezentace dat, která byla během interview získána. Data jsou prezentována ve stejném pořadí, jako jsou uvedena ve struktuře interview.

V kapitole osm jsou data interpretována a dána do souvislosti s teorií. Jsou také zodpovězeny otázky, které byly na začátku výzkumu položeny. Výsledkem výzkumu je, že individuální vztahová norma je používána všemi dotázanými učiteli, není však používána systematicky, ale pouze v některých situacích. Učitelé se snaží individuální normu používat při hodnocení všech žáků, pro žáky se specifickými poruchami učení ji používají všichni bez výjimky. Mezi výhodami individuální vztahové normy byla uváděna motivace, individualizace, vyhnutí se permanentní frustraci žáků a zlepšení k přístupu žáků k práci. Naopak jako nevýhoda byly zmíněna společnost navyknutá na srovnávání, komplikace pro učitele, které použití individuální normy může přinést, její zneužití rodiči, a to, že pokud nebude princip hodnocení žákům vysvětlen, mohli by ji vnímat jako nespravedlivou.

V samotném závěru práce jsou veškeré poznatky uvedené v předchozích kapitolách shrnuty a je konstatováno, že výsledky výzkumu se do značné míry shodují s teorií, která výzkumné části práce předchází. Potvrdilo se především Slavíkovo tvrzení, že individuální norma není ve školách systematicky používána, ale učitelé ji v rozmanitých příležitostech uplatňují. Na závěr je zdůrazněna potřeba užívat při hodnocení obě výše uvedené normy a poukázáno na malý teoretický základ, na kterém učitelé své rozhodování o uplatňování těchto norem staví.

11. Bibliography

- BEL, Judith. *Doing Your Research Project : A guide for First-Time Researchers in Education and Social Science*. Buckingham : Open UP, 1993. ISBN 0-335-19094-4.
- BROWN, Douglas, H.. *Teaching by Principles : An Interactive Approach to Language Pedagogy*. Upper Saddle River : Prentice Hall Regents, 1994. ISBN 0-13-328220-1.
- BYRAM, Michael. *Routledge Encyclopedia of Language Teaching and Learning*. London : Routledge, 2004. ISBN 0-415-33286-9.
- CHODĚRA, Radomír. *Didaktika cizích jazyků na přelomu staletí : (metadidaktika, humanizace, alternativní metody, počítače)*. Rudná u Prahy : Editpress, 2001. ISBN 80-238-7482-9.
- CONVERY, Anne, COYE, Do. *Differentiation and individual learners : A guide for classroom practice*. London : CILT, 1999. ISBN 1-902031-10-5.
- ČÁP, Jan. *Psychologie pro učitele*. Praha : Státní pedagogické nakladatelství, 1980. ISBN not available.
- FISHER, Robert. *Učíme děti myslet a učit se : praktický průvodce strategiemi vyučování*. Praha : Portál, 1997. ISBN 80-7178-966-6.
- GAGNÉ, Robert, M.. *Podmínky učení*. Praha : Státní pedagogické nakladatelství, 1975. ISBN not available.
- GAVORA, Petr. *Úvod do pedagogického výzkumu*. Brno : Paido, 2000. ISBN 80-85931-79-6.
- HELUS, Zdeněk. *Pojetí žáka a perspektivy osobnosti*. Praha : Státní pedagogické nakladatelství, 1982. ISBN not available.
- HRABAL, Vladimír, MAN, František, PAVELKOVÁ, Isabella. *Psychologické otázky motivace ve škole*. Praha : Státní pedagogické nakladatelství, 1989. ISBN 80-04-23487-9.
- KOLÁŘ, Zdeněk, ŠIKULOVÁ, Renata. *Hodnocení žáků*. Havlíčkův Brod : Grada, 2005. ISBN 80-247-0885-X.
- KYRIACOU, Chris. *Klíčové dovednosti učitele : cesty k lepšímu vyučování*. Praha : Portál, 1996. ISBN 80-7178-022-7.

- LOKŠOVÁ, Irena, LOKŠA, Jozef. *Pozornost, motivace, relaxace a tvořivost dětí ve škole : teoretická východiska a praktické postupy, hry a cvičení*. Praha : Portál, 1999. ISBN 80-7178-205-X.
- MADSEN, Harold, S.. *Techniques in testing*. Oxford : OUP, 1983. ISBN 0-19-434132-1.
- MAŇÁK, Josef, ŠVEC, Vlastimil. *Cesty pedagogického výzkumu*. Brno : Paido, 2004. ISBN 80-7315-078-6.
- MAREŠ, Jiří. *Styly učení žáků a studentů*. Praha : Portál, 1998. ISBN 80-7178-246-7.
- PRŮCHA, Jan, WALTEROVÁ, Eliška, MAREŠ, Jiří. *Pedagogický slovník*. Praha : Portál, 1995. ISBN 80-7178-029-4.
- REA-DICKINS, Pauline, GERMAINE, Kevin, P.. *Evaluation*. Oxford, OUP, 1993. ISBN 0-19-437138-7.
- SKALKOVÁ, Jarmila. *Obecná didaktika*. Praha : ISV, 1999. ISBN 80-85866-33-1.
- SLAVÍK, Jan. *Hodnocení v současné škole*. Praha : Portál, 1999. ISBN 80-7178-262-9.
- SPRINTHALL, Norman, A., SPRINTHALL, Richard, C.. *Educational psychology : A Developmental Approach*. New York : McGraw-Hill, 1990. ISBN 0-07-060541-6.
- TOMLINSON, Carol, A.. *How To Differentiate Instruction In Mixed-Ability Classroom*. Alexandria : ASCD, 2001. ISBN 0-87120-512-2.
- VALIŠOVÁ, Alena, KASÍKOVÁ, Hana and col. *Pedagogika pro učitele*. Havlíčkův Brod : Grada, 2007. ISBN 978-80-247-1734-0.
- VÁGNEROVÁ, Marie. *Psychologie školního dítěte*. Praha : Karolinum, 1997. ISBN 80-7184-487-X.
- TUDOR, Ian. *Learner-centeredness as Language Education*. Cambridge : CUP, 1996. ISBN 0-521-48097-3.
- ZELINKOVÁ, Olga. *Poruchy učení*. Praha : Portál, 1994. ISBN 80-7178-481-8.

Internet sources

- BAFILE, Cara. *Different Strokes for Little Folks : Carol Ann Tomlinson on "Differentiated Instruction"* [online]. 2006, 5.3.2006 [cit. 2008-2-27]. Accessed WWW: <http://www.education-world.com/a_issues/chat/chat107.shtml>.
- Compact Oxford English Dictionary* [online]. [cit. 2008-2-22]. Accessed WWW: <http://www.askoxford.com/concise_oed/norm?view=uk>.
- Oxford English Dictionary* [online]. [cit. 2008-1-10]. Accessed WWW: <<http://www.dalton.org/philosophy/plan/>>.

Appendix 1 – Interview structure

Evaluation in ELT / Use of individual progress norm

Interview structure

1. Používáte při výuce angličtiny při hodnocení žáků individuální vztahovou normu?



ANO



NE

ANO

2. Použití

- 2a. Jaké důvody Vás vedly k jejímu používání?
- 2b. Četla jste o ní v odborné publikaci nebo článcích? Nebo jste k jejímu používání došla díky zkušenostem nebo intuici?
- 2c. Jak často ji používáte?
 - 2d. Pokud ji používáte pouze někdy, podle čeho se rozhodujete kdy ji použijete? Liší se například hodnocení písemného testu od ústního zkoušení (rozhovory, konverzace)?
- 2e. Používáte mimo známek také slovní hodnocení?
 - 2f. Pokud ano, při kterém používáte individuální vztahovou normu?

3. Žáci

- 3a. Jak její používání vysvětlujete žákům?
- 3b. Měla jste s tím někdy problémy?
- 3c. Používáte ji při hodnocení všech žáků nebo pouze některých? Například pro žáky s SPU.
 - 3d. Pokud pouze u některých žáků, můžete vysvětlit proč?
 - 3e. Pokud pouze u některých žáků, vysvětlíte žákům proč? Mluvíte o tom společně se všemi žáky, nebo pouze s těmi, které hodnotíte pomocí individuální vztahové normy?

4. Problémy spojené s uplatňováním obou norem

- 4a. Co považujete za výhody individuální vztahové normy?
- 4b. Jaké jsou podle Vás problémy spojené s uplatňováním individuální vztahové normy?
- 4c. Setkala jste se někdy s nějakými problémy při použití této normy?
- 4d. Jaké jsou podle Vás výhody a naopak problémy spojené s uplatňováním sociální vztahové normy?

5. Motivace

- 5a. Má podle Vás individuální vztahová norma vliv na motivaci žáků a jejich přístup k učení?
 - 5b. Pokud ano, jaký?
- 5c. Dá se podle Vás stejné motivace dosáhnout při používání sociální vztahové normy?

6. Spravedlnost

- 6a. Považujete jednu z norem za spravedlivější?
- 6b. Proč?
- 6c. Vnímali někdy Vaši žáci, že je Vaše hodnocení nespravedlivé, když jste tuto normu použila?
 - 6d. Pokud ano, jak jste jim to vysvětlila?

7. Individualizace a diferenciaci

- 7a. Snažíte se při výuce přihlížet k individuálním rozdílům mezi žáky? Souvisí s tím podle Vás i hodnocení?
- 7b. Používáte diferenciaci při vyučování – připravujete různě obtížné úkoly pro ‚slabší‘ a ‚silnější‘ žáky? Promítne se toto nějakým způsobem do hodnocení?

NE

2. Použití

- 2a. Jaké důvody Vás vedly k tomu, že požíváte pouze sociální vztahovou normu a ne individuální?
- 2b. Uvažovala jste někdy o tom, že použijete i normu individuální?
 - 2c. Pokud ano, proč jste se rozhodla, že ji nepoužijete?
- 2d. Četla jste někdy o této problematice v odborné publikaci nebo článkách? (nebo pouze intuice, zkušenost)
- 2e. Přemýšlela jste o tom, že byste ji použila pouze někdy? Liší se například hodnocení písemného testu od ústního zkoušení (rozhovory, konverzace)?
- 2f. Používáte mimo známek také slovní hodnocení?
 - 2g. Pokud ano, tak kdy?

3. Žáci

- 3a. Pokud byste chtěla individuální normu požit, hovořila byste o tom se žáky?
- 3b. Přemýšlela jste o tom, že tuto normu použijete pouze u některých žáků? Například pro žáky s SPU.
 - 3c. Pokud ano, proč jste se rozhodla ji nepoužít?
 - 3d. Pokud pouze u některých žáků, vysvětlila byste žákům proč? Mluvila byste o tom společně se všemi žáky, nebo pouze s těmi, kteří by byli hodnoceni pomocí individuální vztahové normy?

4. Problémy spojené s uplatňováním norem

- 4a. Co považujete za výhody sociální vztahové normy?
- 4b. Jaké jsou podle Vás problémy spojené s uplatňováním sociální vztahové normy?
- 4c. S jakými problémy jste se setkala při hodnocení?
- 4d. Jaké jsou podle Vás výhody a naopak problémy spojené s uplatňováním individuální vztahové normy?
- 4e. Myslíte si, že byste se při používání individuální vztahové normy setkala s nějakými problémy?
 - 4f. Pokud ano, s jakými?

5. Motivace

5a. Jaký vliv má hodnocení pomocí sociální normy na motivaci žáků?

5b. Má podle Vás individuální vztahová norma vliv na motivaci žáků a jejich přístup k učení?

5c. Pokud ano, jaký?

6. Spravedlnost

6a. Považujete jednu z těchto norem za spravedlivější?

6b. Proč?

6c. Myslíte si, že by Vaši žáci mohli vnímat Vaše hodnocení jako nespravedlivé, když byste jste tuto normu použila?

6d. Víte, jak byste jim to vysvětlila?

7. Individualizace a diferenciaci

7a. Snažíte se při výuce přihlížet k individuálním rozdílům mezi žáky? Souvisí s tím podle Vás i hodnocení?

7b. Používáte diferenciaci při vyučování – připravujete různě obtížné úkoly pro „slabší“ a „silnější“ žáky? Promítne se toto nějakým způsobem do hodnocení?

Appendix 2 – Exampe of transcribed interview

Interview 5

I (Interviewer): Používáte při hodnocení v hodinách angličtiny individuální vztahovou normu?

T5 (Teacher 5): No samozřejmě používám.

I: A co Vás k tomu vedlo? Dozvěděla jste se třeba v literatuře nebo jste na to narazila v člancích nebo intuice, zkušenosti.

T5: Tak ty odborný články sou ve všech možných formách ale tady sem spíš došla teda z praxe, protože je třeba ty děti motivovat a sledovat teda jak se vyvíjí. Jednak můžou mít nějaký problémy třeba doma, nějakou dobu neprospívají, jo, nebo z nějakých jiných důvodů prostě. Jde na ně puberta takže člověk musí mapovat jak zrovna sou na tom, a jak je povzbudit, třeba aby se vylepšili a brát v úvahu nějaký problémy, který mají. Nebo zase motivovat dál ty dobrý žáky.

I: A jak často ji používáte? Používáte ji pořád nebo třeba jenom někdy nebo v kombinaci? Podle čeho to rozlišujete?

T5: V kombinaci...?

I: S tou sociální vztahovou normou.

T5: Samozřejmě, že obě a kombinují se podle potřeby.

I: A podle potřeby, můžete to nějak třeba upřesnit?

T5: No, tak určitě vždycky se píšou nějaký srovnávací testy, tam se teda srovnávají ty vědomosti těch jednotlivých žáků, no a kontinuálně se musí hodnotit ty jednotlivý žáci a jak se zlepšují, zhoršují, zjišťovat se vlastně proč, proč se zhoršili, jak jim pomoci. Pokud se zlepšují, tak je povzbudit, že jo. Tak by to mělo být.

I: Takže takhle k tomu tu individuální vztahovou normu používáte.

T5: No...

I: Když používáte tu individuální normu jenom někdy, dá se třeba říct, že třeba jen u ústního zkoušení nebo jen u konverzace nebo u rozhovoru ji používáte víc, než u písemných testů, který pak opravujete?

T5: No jako testy sou daný, že jo jako podle počtu bodů, takže tam to tak nejde.

I: Takže to neděláte, že byla prostě ...

T5: Ne u těch testů dávám jednotnou stupnici. U toho ústního projevu spíš, ale potom vlastně ta celková.

I: Takže na to přihlížíte u celkový známky?

T5: No, no.

I: Používáte taky slovní hodnocení? Ke známkám nebo jenom slovní hodnocení.

T5: No určitě. Tím, že to člověk okomentuje: Dneska se ti dařilo, nebo takle by to mělo být. Vidím, že ses učil, třeba. Takle se vlastně můžou povzbudit.

I: A používáte tu individuální normu k jednomu, nebo ke druhému nebo k oběma. Vlastně to hodnocení slovní nebo známky.

T5: No, vzhledem k tomu, že na vysvědčení máme známky, tak asi nejde to obejít. A to slovní hodnocení, to je spíš jako motivační, že jo.

I: A když používáte tu normu individuální, tak jestli spíš v tom slovním hodnocení a nebo spíš v tom známkováným projevu.

T5: No v obojím, v obojím, určitě. Třeba řeknu, já nevím, v pololetí, tak, těch známek je málo. Ta škála známkovací je vlastně malá, tak třeba řeknu, máš horší dvojku, ale vidím, že se snažíš, tak dostaneš teď dvojku uvidíme, jak to bude dál. Pokud jako to takhle bude pokračovat, tak určitě tu dvojku budeš mít na konci roku. Když se zhoršíš, tak prostě vezmu v úvahu to, že prostě teď sem ti přidala. A takhle no.

I: A vysvětlujete třeba žákům to hodnocení?

T5: Ne, dopředu ani ne.

I: A stalo se Vám někdy, že ste měla problémy, že právě ste někomu dala horší dvojku, a někdo, kdo měl taky dvojku, tak si třeba stěžoval, nebo...

T5: No tak to se čas od času tady to se vyskytne, ale člověk jako si za tím musí stát a musí si to zdůvodnit, jo. Nedělám to tak, že na mě někdo udělá voči a nebo řekne já nevím, já z ničeho jiného nebudu mít takovouhle známku, někomu zkazím vysvědčení, ale člověk buď si musí říct, tak opravdu možná je tak mezi, tak to s ním zkusím, dám mu tu lepší, ale příště třeba zase od toho odhlídnu. Nebo dyž to není prostě na té hranici, aby, že jo, opravdu teda je na tu horší známku no tak...

I: Mně de právě spíš o to, jestli teda – jak se na to dívají ostatní. Na to, že hodnotíte někoho – jako že to není stejný.

T5: No tak samozřejmě, že se někdy najdou takoví šťouralové, ale prostě když jim to člověk vysvětlí, tak si myslím, že tím jako nějaký ty pochybnosti vymizí.

I: emhm. A používáte tu individuální vztahovou normu u všech žáků, nebo třeba jenom u některých? Třeba s těma specifickýma poruchama učení...

T5: U všech.

I: Teď jestli mi můžete říct, jestli vidíte nějaký problémy nebo naopak výhody s tím spojený.

T5: Tak já vidím spíš ty výhody.

I: Ano.

T5: Problémy, - to ne.

I: ehm. A jaký teda jestli Vás napadají konkrétně?

T5: Přistupuji individuálně, tam vlastně problémy nejsou. No vidím to, že když ty děcka sou motivovaný, když se to chytí, tak se třeba snaží. Když se pochválí, tak že jim to pomůže, jo. No já vidím v tom ty výhody.

I: Takže jenom ta motivace?

T5: ehm.

I: Takže ta sociální vztahová norma, myslíte si, že to má taky svoje problémy a výhody? Nebo určitě ...

T5: Určitě, no.

I: Jestli můžete nějaké třeba říct.

T5: mm, sociální, to je nutný, že jo, jakoby srovnávat děti a taky nemůžeme ty děcka srovnávat jenom jaký byly a jaký budou, ale porovnávat je taky s ostatníma. To tak jako vždycky v životě to bude, že jo. Budou se srovnávat s ostatníma, takže to má určitě taky svůj smysl. Nevýhody, no, já nevím když sou slabší skupiny, lepší skupiny, že může třeba dojít k nějaký disproporci v hodnocení. Třeba ty jedny skupiny, druhý, že jo. Ale to tak je vždycky.

I: Takže záleží, jaká je laťka nastavená třeba v tý skupině..?

T5: Nó, vždycky to tak je, že se třeba porovnává i třeba v tý menší skupině. Ne úplně v tom celým, vono by se to jinak ani nedalo, protože když ty děcka by tam měli samý špatný známky, tak voni pak nic nedělaj. Jo, když by bylo vidět, že když se budou

snažit, tak některým z nich třeba to vytáhne víc, tak.. Někteří sou ctižádostivý, některý ne, že jo. Na některý to nepůsobí tak.

I: A myslíte si, že to třeba souvisí i ze soutěživosti, nebo s tím, že vlastně když je porovnáváte podle sociální normy, tak to vede k tomu, že třeba chtějí dosáhnout jedničky, protože ten má taky jedničku a soutěží mezi sebou, jestli je to taky s tím spojený.

T5: No, já bych ani neřekla soutěživost, spíš to porovnávání. Ale to zas je strašně individuální. Některý sou ctižádostivý a chtějí mít třeba tu známku lepší než ten druhý. Někomu je to naprosto jedno.

I: Ehm, takže to podle Vás taky může pomoci ta sociální norma v tomhle tom?

T5: Ehm.

I: Teď tu motivaci, to už jsme řekli, že to má vliv na motivaci ta individuální norma. A myslíte si, že velkej? Že tou sociální normou se nedá dosáhnout takový motivace jako individuální?

T5: Hm, myslím, že tou individuální větší.

I: Větší?

T5: Hm. Bezesporu.

I: Hm, a považujete jednu normu za spravedlivější? Nebo přijde Vám třeba, jestli se to podle Vás dá tak říct?

T5: ehm, takhle, ehm – to se asi nedá oddělovat, jako nic není černý, bílý. Vono vždycky je to pak takový šedivý. Že se to dá dohromady jo a někdy je lepší to, někdy je lepší to a musí se to prostě nějak citlivě kombinovat.

I: A vnímali někdy žáci to hodnocení nespravedlivě, třeba když jste použila tu individuální normu, jestli přímo třeba si...

T5: Ne.

I: Nebo rodiče můžou někdy se do toho vložit a stěžovat si...

T5: - Možná takový případy byly, ale vždycky se to nějak vysvětlí. Spíš, spíš třeba když sou úlevy, když to dítě má nějak ty dysfunkce nebo tak a má vlastně tu známku jakoby s úlevou. Tak možná pak ty ostatní na to ukazují, že třeba sou lepší nebo nejsou horší a tu známku takovou nemají, ale to se zdůvodní tím, že to dítě má na to papír od doktora a ...

I: A probíráte to třeba i na začátku roku, že si řeknete: Tady ten a ten má úlevu, takže ho budeme hodnotit jinak.

T5: No tak my, právě ve škole se dělá na začátku roku seznam. Děti, co maj problémy jakýkoliv, zdravotní anebo prostě i s tím učením. Takže každé učitel dostane seznam všech těch žáků, takže to má k dispozici.

I: Ale spíš jestli žáky s tím seznamujete, jestli byli dopředu připravený, aby nedocházelo k tomu, že si stěžují pak ...

T5: No asi jim ten seznam nečtu, ale...

I: Ne, ne, ne, jenom prostě jestli si ty podmínky proč někdo je hodnocen jinak...

T5: Jasně, určitě prostě že jo, ten má já nevím, nákej ten papír z tý psychologický poradny, že musíme k němu přistupovat, nejen já, ale i oni by k němu měli přistupovat jinak. Jo takže oni to určitě vědí, kteří to sou a vědí ty pravidla.

I: Přihlížíte při výuce k individuálním rozdílům mezi žáky? Mm.Souvisí to is tím, vlastně s těma specifickýma poruchama, ale i tak celkově?

T5: No jednak s těma poruchama, jednak člověk musí brát v úvahu ty podmínky, třeba co ty děcka maj doma pro výuku. Že někdo má podmínky perfektní, a tak nějak se třeba moc nesnaží a ty výsledky sou jakž takž, jo. Někdo ty podmínky má velice špatný a

snaží se víc, než ten, kdo má ty podmínky, no tak člověk musí vzít v úvahu, že ta snaha třeba.. Že nemá ty úlohy kde psát třeba, nebo že nikoho to třeba nezajímá jestli je má.. Zase taková kombinace no.

I: A souvisí to teda podle Vás i s hodnocením, když víte ty podmínky, tak to zohledňujete?

T5: Zohledňuju.

I: A používáte diferenciaci ve vyučování? Třeba, že dáváte různý úkoly navíc nebo

T5: No jasně, když máme třeba pracovat v pracovním sešitě úlohy, tak někdo udělá jednu, někdo udělá třeba tři. Tak si třeba řekneme, tak tenhle úkol uděláme, pokud ti lepší budou to už mít hotový, budou dělat tenhle. A třeba těm druhým to dám za domácí úkol.

I: A zohledňujete to pak i při hodnocení? Nebo hodnotíte jenom to základní, co všichni musí umět a to hodnotíte?

T5: No, asi to hodnotím jen to základní.

I: Tak jo, to je všechno, děkuju Vám.

T5: Nemáte zač.