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**VZTAH MEZI HODNOCENÍM A MOTIVACÍ ŽÁKA
DIPLOMOVÁ PRÁCE**

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**THE RELATIONSHIP BETWEEN EVALUATION AND MOTIVATION
OF THE STUDENT
DIPLOMA THESIS**

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

Diplomová práce si klade za cíl postihnout vztah mezi hodnocením žáka a jeho motivací k učení ve výuce anglického jazyka v prostředí školní třídy; zohledněny přitom budou principy a cíle probíhající kurikulární reformy. V teoretické části práce budou nejprve vymezeny základní koncepty, tj. hodnocení a motivace; dále budou analyzovány různé teorie motivace na základě relevantních psychologických myšlenkových škol (tj. zejména behavioristická, humanistická a kognitivní psychologie, zvláště pak konstruktivistické a sociálně konstruktivistické směry), a to s ohledem na specifika motivace v cizojazyčné výuce. Rovněž bude diskutována úloha hodnocení cizojazyčné komunikativní kompetence a její nástroje. Praktická část diplomové práce bude prezentovat vlastní výzkumnou sondu, zaměřenou na vzájemný vztah mezi motivací a výsledků hodnocení žáka a jeho motivace k učení. Využita bude smíšená metodologie (analýza dokumentů, dotazníkové šetření, případně rozhovor atp.).

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ANNOTATION

The theoretical part of this diploma thesis presents the concept of evaluation, including the definition, types, forms, functions and tools of evaluation, which focus on testing and different types of tests. Further, the concept and evaluation of communicative competence are discussed.

Hereafter, the definition of motivation is introduced, followed with the essential approaches that underlie motivation, types of motivation and basic tips how to evoke and maintain motivation among students. Finally, the theoretical part offers an opinion on the link that exists between evaluation and motivation, based on the theory of both concepts.

The practical part contains a research which provides an insight into reality of evaluation and motivation, from the points of view of the students, teachers and the author of this diploma thesis. To the above mentioned purpose, observations, questionnaires with open question for the teachers and questionnaires with multiple choice for the students were chosen.

KEY WORDS: evaluation, types, forms and functions of evaluation, tools of evaluation, motivation, various approaches to motivation, types of motivation, the connection between evaluation and motivation

ANOTACE

Teoretická část diplomové práce představuje celkový koncept hodnocení, zahrnující definice, typy, funkce a prostředky hodnocení, zde zejména soustředí na testování a různé typy testů. Dále je uvedena definice motivace, následují podstatné přístupy k teorii motivace, typy motivace a základní typy, které slouží k vyvolání a udržení motivace u studentů. V závěru teoretické části je nabídnut názor na spojení, které se nachází mezi hodnocením a motivací, podložen teorií týkající se obou konceptů.

Praktická část obsahuje výzkum, který poskytuje vhled do reality hodnocení a motivace, ať už z hlediska studentů, učitelů či pozorovatele (autora diplomové práce). K výše zmíněnému účelu byly zvoleny observace, dotazníky s otevřenými otázkami pro učitele a dotazníky s výběrem z několika možností pro žáky.

KLÍČOVÁ SLOVA: hodnocení, typy, formy a funkce hodnocení, nástroje hodnocení, motivace, různé přístupy k motivaci, typy motivace, vztah mezi hodnocením a motivací

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1 INTRODUCTION

Both evaluation and motivation represent an important component of human life. Each man has experienced how it feels to be evaluated for his work or performance and depending on the nature of the evaluation, he felt motivated or discouraged from further work. The ability to evaluate adequately is one of the key skills of every teacher. Teachers express evaluation constantly, even without realizing it. They nod, smile or frown at their students, they talk for a long time about their students' results or, on the contrary, remain completely silent. Either subconscious or purposeful, evaluation constitutes an essential part of the educational process. The frequency of use of evaluation represents one of the reasons why the teachers should pay attention to the way in which they articulate evaluation. Moreover, they shall be aware of the broad theory, forms, types and functions of evaluation, to be able to express such evaluation that would be for the benefit of the students and their future learning efforts.

While evaluation is an important component of the educational process and a key skill every teacher should possess, motivation denotes a crucial condition not only for the educational process, but almost for every human behavior. The aim of this diploma thesis is to carry out a case study the objective of which is to identify which forms and types of evaluation the teachers of English use in different pedagogical situations and whether they consider the motivational factor of individual forms and types of evaluation. Consequently, the case study will analyse preferences of the students, particularly, which forms or types of evaluation they find the most or least motivating. To achieve the above stated, the semi-structured interviews were held with two selected teachers. The data obtained from this source will be triangulated and contrasted with the information retrieved from the questionnaires completed by the students and the results of observations. If the case study is executed correctly, it will show how teachers evaluate their students consciously, whether they use subconscious evaluation and, last but not the least, whether they manage to choose such forms and types of evaluation that motivate their students to work harder. After being provided to the teachers, the results of the case study can serve them as a starting point for continual improvement of their performance.

The practical part of the thesis is based on the theoretical section, which provides all the necessary background information. In three main sections, the theoretical part of the thesis details the phenomena of evaluation, as well as motivation and the last section offers an opinion on the relationship between these two.

The first section gradually analyses evaluation in greater detail, including its definition, forms, types and functions, trying to take the motivational point of view with the evaluative forms and types. The inclusion of this part is important because forms and types of evaluation form one of the key pillars of the case study. The case study will later reveal which of the forms and types of evaluation introduced in the theoretical part of the thesis the teachers actually use (consciously and subconsciously) in their daily practice. Other important features of each evaluation, namely its validity and reliability are discussed in the thesis, in order to make the view of evaluation as complex as possible.

Moreover, the first section of the thesis shortly describes the concept of communicative competence and its evaluation, as communicative competence represents an inevitable component of the English language teaching. Further, due to its extent, a larger part is dedicated to the formal evaluation, focusing on various types of testing and test, considering their influence on the students regarding motivation. It was essential to introduce the formal evaluation, as well as the informal one, because the research tried to observe both of them.

Lastly, various pedagogical situations had to be mentioned, in order to help the reader to understand the situations which are incorporated into the research. The author of the thesis chose only the major ones, being aware that to observe all of the situations would be impracticable.

The second large section of the diploma thesis features motivation including its definition, and an analysis of major approaches to this field, highlighting the social-constructivist model, which was chosen due to the provided complexity of views. The theory of motivation, similarly as theory of evaluation, had to be covered in the thesis, in order to be able to deal with the relationship that exists between the two concepts and to be able to conduct the case study. Furthermore, basic categorization, diversity of motivation, along with students' individual specifics (among other intelligence, interest in the subject, character, temperament or attributive style etc.) are highlighted. This part

of diploma thesis also deals with few conditions for creating initial motivation and tips on how to maintain it. On the contrary, several hints concerning factors that could decrease students' motivation are introduced. Outputs from this section of the thesis will be used as a foundation for the case study, which will aim at the forms and types of evaluation that the students find the most or least motivating.

Last part of theory offers a view on the connection between evaluation and motivation, stressing the motivational function of evaluation, the fact that the nature of this connection differs from student to student, from distinct time to time and from one context, pedagogical, social or cultural, to another. Moreover, taking the instability and changeability of the link, that lies between the two phenomena, into account. This part of the thesis further introduces the main mistakes that the teacher might make while she is evaluating, connected mainly with her attributive and perception style. It is essential that the teacher understands that due to these mistakes, the motivational function of evaluation can be damaged severely.

The practical part of the thesis includes a case study, which deals with evaluation and motivation in a particular school environment. Based on the theory covered in the theoretical part of the thesis, the aim of the case study is to identify the forms and types of evaluation which the teachers use in their lessons and to learn whether they choose the forms any types of evaluation effectively as regards the motivation of the students. To allow for triangulation, data were collected from 3 different sources – the questionnaires completed by the students, semi-structured interviews (recorded and transcribed) led with the teachers and, lastly, the observations carried out by the author of the thesis. For the research purposes, two students of English (a 5th and 8th grader) and their (two) teachers were asked to participate.

Generally, the research can be characterized as an individual case study, because it aims to examine only four persons' attitudes and views on evaluation and motivation, not group(s) of teachers and students, as for instance Hendl characterizes it (2005, p.103-104). The nature of the research was chosen in order to gain the insight of the researched phenomena. Results of the research were presented to the teachers of the particular primary school, in a hope that the outputs will provide them with an interesting and useful feedback and, perhaps, will encourage the teachers to try and

bring about some improvement(s) in the field of evaluation and motivation in their teaching practice.

Moreover, a unifying term evaluation is being used throughout the entire thesis to make the terminology more comprehensible for the reader. Naturally, the author of this thesis is aware of the difference that exists between the terms evaluation and assessment and does not want to remove this distinction. Therefore, this divergence is clarified in the part concerned with evaluation.

Lastly, the author of the thesis chose to refer to the teacher as a she and to the student as a he in the theoretical part of the thesis, for the sake of simplifying the text itself. By this, the author does not want to indicate any gender prejudices. However, in some sections of the practical part, the gender of students had to be mentioned, in order to provide as detailed characteristics of the researched persons as possible. Thus, to both of the students, the author of the thesis refers correctly according to their gender.

2 EVALUATION

Before starting the discussion, the terms evaluation and assessment have to be clarified, because there seems to be a lot of confusion in terms of using them. As Harris and McCann articulate (1994, p.2), assessment represents continual measurement of student's performance and progress. It helps the teacher to diagnose student's problematic areas in language and provides him with useful feedback. Assessment, as such, offers the teacher information concerning the learning environment, as well. On the other hand, the term evaluation denotes the process during which the teacher looks at all the factors that influence the learning process (e.g. syllabus objectives, methodology, materials, teacher's own performance etc.) and takes them into account, as Harris and McCann conclude the matter (1994, p.2).

From this distinction, one can assume that assessment can be considered a part of the broad concept of evaluation, thus, the term evaluation is somehow superior to the term assessment. This implies that the terms are connected with each other, not separated. However, the author of this thesis named it the relationship between evaluation and motivation of the student. This title should demonstrate that the thesis shall deal with many dimensions of evaluation, including assessment itself. However, to avoid constant changing of the terms, the author chose to use a unifying term evaluation, which covers the whole evaluative process, including assessment.

According to Kolář and Šikulová (2009, p.10), people express their opinions almost permanently and subconsciously, because they tend to evaluate things around them. Furthermore, as Rea-Dickins and Germaine (1992, p.4) say, it is natural to evaluate and very much part of a daily human existence. Therefore, one can experience evaluation not only in the pedagogical, but also in real life context.

This part of the thesis will deal with types, functions and forms of how to formulate evaluation. Further on, validity and reliability of evaluation, various pedagogical situations, testing with basic types of tests and testing, as well as marking shall be discussed. Finally, a section dedicated to evaluation of communicative competence and its tools is provided.

Evaluation with its types, forms, functions or many other features are described in such detail to be able to connect it with the concept of motivation, which

represents the topic of the second main section of the thesis, and to depict the impact that evaluation can have on student's motivation. Without having basic knowledge about both evaluation and motivation, one can hardly attempt to grasp and describe the connection that lies between these two concepts, which in fact represents the aim of the third part of the thesis and the thesis itself.

2.1 FUNCTIONS OF EVALUATION

Some of the students and even their parents can often ask themselves whether evaluation is really a necessary element of the educational process. To answer this question, the functions of evaluation have to be stated to grasp how many reasons are there to keep the evaluation as one of the key elements of the educational process.

Evaluation serves mainly to two sides of the educational process, to the teacher and the student, and through him to his parents, as well. For each of the sides, evaluation has got slightly different benefits. Firstly, there is the point of view of the teacher.

2.2 Functions of evaluation from teacher's point of view (the most important ones)

2.2.1 Feedback function

There exist, as Rea-Dickins and Germaine claim (1992, p.8), several functions of evaluation. Firstly, evaluation in a way provides feedback about the educational process in the classroom. It gives the teacher a chance to discover the reason why a certain procedure or feature of classroom practice is working in the educational process.

However, not every evaluation may offer such feedback that would fulfil its potential regarding information. Brophy and Good (Brophy and Good in Dörnyei and Ushioda, 2011, p.127) present a distinction between informative and controlling feedback. The former describes such feedback, by which the teacher provides maximum information regarding the student's abilities, knowledge or progress. The latter in fact reflects the student's performance with external evaluation standards and does not articulate the information about the student's problematic areas that he shall try to improve in the future.

Knowing the above stated, it would be advisable that the teacher includes as much beneficial and relevant information as possible, in order that the students get the chance to learn from it and to improve their own performance accordingly.

Though the authors attribute the feedback function mainly to the teacher, it obviously brings benefits to the student, as well. He, via the feedback function, receives the message of the nature and level of his performance and can, if the information in the feedback fulfills condition of being as detailed as possible, act according to it and might try to improve his performance in the future.

2.2.2 Informative function

Further, as Rea-Dickins and Germaine wisely point out (1992, p.8), evaluation represents a tool to gather information, either about the student or the educational process, which are necessary to bring about improvement, innovation or change (meaning both more or less significant innovation or change, such as textbook change, or suggesting a different procedure for developing student's skills).

2.2.3 Regulative function

According to Kolář and Šikulová (2009, p.50), evaluation represents a very important tool to control the educational process, although it contains a certain degree of risk in itself, as Kolář and Šikulová continue (2009, p.53). The teacher can not use evaluation only as a means how to maintain discipline in the classroom, but as a tool for improvement for the learner.

2.2.4 Diagnostic function

One of the most important functions of evaluation for the teacher represents the diagnostic one. As the term suggests, this function enables the teacher to diagnose especially the difficulties or problems that the student had when he was acquiring new subject matter. Diagnostic function helps the teacher to grasp whether and to what extent did the student manage to learn and understand the given content, which may have influence on the future of student's educational process.

2.2.5 Differentiative function

Evaluation also serves, as Kolář and Šikulová add (2009, p.54), to differentiate the students into certain groups of the same or very similar level of

performance level. This is what the authors call the differentiative function of evaluation.

However, the teacher has to be aware of the fact that not only the student's performance can give her all the information necessary to evaluate the student. Thorough knowledge of the student's personality and abilities should be incorporated in every evaluation.

2.2.6 Prognostic function

To present all the major benefits (or functions) that evaluation offers to the teacher, prognostic function cannot be omitted. Based on this function, the teacher can, after a longer period of time and after thorough getting to know the student's abilities and knowledge, with a certain probability, predict his future educational perspective, as Kolář and Šikulová claim (2009, p.53).

Every teacher can see the benefits in a different function of evaluation, but she should pay attention to all of them, because due to them, evaluation does not only serve to express the results, but also as a helpful tool to maintain effectiveness of the teaching and learning process.

2.2.7 Functions of evaluation from the student's point of view (the major ones)

Divergent classifications of the functions of evaluation were presented in scientific texts. Very accurate is the one written by Slavík (1999, p.16-17) who distinguishes the motivational, cognitive and conative function of evaluation. Another classification, according to Kusák and Dařílek (2002, p.141), adds the educational function to the three above mentioned ones. Via this function, the student's personality, emotions etc. are formed and modified. Košťálová, Miková and Stang (2008, p.45) call this function the personality-development function. The same authors also mention a so called correctively-conative function. In this thesis, only the most important functions will be dealt with.

2.2.8 Motivational function

If the teacher thinks that evaluation will encourage the student to further learning effort, as Košťálová et al. claim (2008, p.45), she has got motivational function of evaluation in mind. Kolář and Šikulová point out (2009, p.46-47) that motivational is

one of the most used functions of evaluation, because it touches, among others, also the emotional component of the student's personality. Motivational function can be utilized also while expressing a praise or punishment. That is the reason why, according to Slavík (1999, p.17), the teacher should pay attention to this function of evaluation and stay particularly careful while performing it. Motivational function of evaluation represents the focal point of the whole thesis, thus, it was touched, repeatedly in the previous parts of the thesis and will be connected with the following parts to the possible extent, as well.

2.2.9 Cognitive function

Slavík classifies (1999, p.17) the cognitive function of evaluation in a way that it enables the student to get to know the meaning and importance of the incentives around him. This function is related to the intellectual component of the student's personality. Or, as Košťálová et al. (2008, p.45) perhaps more clearly explain, cognitive function tells the student whether and to what extent he met the given criteria.

2.2.10 Conative function

To explain the conative function of evaluation, Slavík properly writes (1999, p.18) that it is linked to the human will to act in order to improve personal abilities or to maintain their current level. A good example of the conative function, according to Slavík (1999, p.18), would be a situation in which the student encourages himself to acquire vocabulary to achieve a better performance in the following lesson.

To conclude the matter of functions shortly, one might declare that evaluation offers a lot of functions to both the teacher and the students. Each of the functions may come in handy in dissimilar situation, depending on what the particular pedagogical situation demands. Still, to utilize the provided functions of evaluation properly, while bearing the best interest of the students in mind, remains mainly the task for the teacher, because she represents the person who manages the educational process. The following section of the thesis will focus on various forms that the evaluation may take.

2.3 TYPES OF EVALUATION

This chapter builds on the first one which introduced evaluation in a general way. It summarizes various types of evaluation that may be seen in pedagogical environment – subconscious vs. purposeful evaluation, formative vs. summative one, positive vs. negative, holistic vs. analytic, evaluation based on the individual progress norm or the one based on the social progress norm, internal vs. external evaluation, self-evaluation and other types (evaluation of textbooks, teachers or educational process). However, an individual chapter had to be assigned to formal evaluation, to be able to cover the extent of the topic, describing the types of testing and tests.

Types of evaluation are featured in this thesis, firstly, in order that the reader gets a complex view regarding evaluation and its types and, secondly, to lay the theoretical background for the research which will deal with types of evaluation, as well.

If one tries to take the motivational point of view, it would be shortsighted to claim that there is one right and universally usable type of evaluation which would keep the students motivated. The teacher's duty is to observe the student, the pedagogical situation and other variables that influence the teaching and learning process carefully, in order to make an informed and instructive decision about the suitable type of evaluation. Based on all these preconditions, she might construct an evaluative system, which consists of formal, informal and self-evaluation and which will bring benefits to the student. However, thorough knowledge of the evaluative types constitutes an essential precondition to creating such system. Thus, the types of evaluation are introduced below.

2.3.1 Subconscious and purposeful evaluation

Subconscious evaluation represents one of the trickiest types of evaluation. While being expressed unintentionally, as the term suggests, particularly this type of evaluation could cause, according to Kusák and Dařílek (2002, p.136), a deterioration of students's positive attitude towards school. This could happen if evaluation is performed by a teacher who is not aware of the fact that also non-verbal

communication, such as nodding, facial expression or posture of the body, represents a means of evaluation.

Therefore, the subconscious type of evaluation might represent a potential threat to the motivational function of evaluation. The task for the teacher who does not wish to disrupt this function is to acknowledge this type as a significant one, to try to think about it and the impact that it may have on the student's motivation. It would be however an impracticable task to master one's subconscious evaluation entirely, because, as Slavík writes (1999, p.34), it cannot be totally under control of the teacher, as it is impossible to plan it totally beforehand, for it may represent spontaneous reactions to the current pedagogical situation.

Purposeful evaluation, if compared with the subconscious one, should be systematic and gradually proceeding to an aim, as Slavík claims (1999, p.34). Moreover, all types of evaluation that are prepared and thought through beforehand can be considered intentional evaluation.

2.3.2 Subjective and objective evaluation

In majority of situations, the teacher is the one who evaluates the student. Although the teacher should try and remain objective, her attitudes, personality or beliefs may, to some extent, project into the evaluation. However, in certain situations, the subjective evaluation and the impact that the teacher projects in it might be even desirable. McCann and Harris (1994, p.55) characterize it as such evaluation that utilizes teacher's personal opinion, not a total sum of points gained from certain prepared evaluative scale. However, the teacher should definitely possess the expertise in the subject matter to be able to provide a valuable opinion.

Almost an opposite to the subjective way of evaluation constitutes the objective one which, according to McCann and Harris (1994, p.55) can be theoretically administered by anybody who knows how to apply the prepared evaluative scale, by which the correct answers are stated and thus, such evaluation cannot be negotiated. These conditions leave no space for personal opinion of the teacher.

Each teacher should recognize, whether the situation requires either subjective or objective type of evaluation and whether, if at all, the student would prefer, regarding his motivation, one of the types. However, evaluation cannot constantly

remain strictly black and white, regarding its objectivity or subjectivity. The teachers sometimes cannot avoid adding certain amount of subjectivity to it, based on the nature of their relationship with the particular student, even when the evaluation has already been determined by the scale. Whether it is to the benefit or to detriment of the student depends on the particular situation.

2.3.3 Formal and informal evaluation

As McCann and Harris (1994, p.5) characterize it, informal evaluation takes place in the normal classroom conditions, not in special ones, like testing. Such special conditions involve special seating arrangements and certain behavioral rules, for example. While evaluating in an informal way, the teacher, however, does not evaluate students' work which is done in the classroom, only, but also homework tasks. Moreover, informal evaluation can be called continuous, because of its nature which is based on regularity of evaluation (e.g. the teacher evaluates her students informally repeatedly in every lesson).

The same authors further recommend (1994, p.30) that formal evaluation should be done systematically, based on an evaluative program established at the beginning of the school year. In order to do so, the teacher is to think about the objectives of the course and, based on that, to choose the appropriate test/testing type. Finally, after doing so, she must use the output of the test in a way that is beneficial and motivational for the students, which could not be done without having thorough knowledge of the students' individual differences. Thus, systematic observation on the side of the teacher is an indispensable presupposition for carrying out both, informal and formal evaluation, as McCann and Harris reiterate (1994, p.5).

It would be wrong to say that the teacher should prefer one of the above described types of evaluation, because, they work in the best way combined together, along with the teacher's encouragement towards students' self-evaluation, as well. Such evaluative system, consisting of three powerful types of evaluation has the chance of capturing and maintaining students' motivation, if used in an informed and well-advised way.

2.3.4 Summative and formative evaluation

Summative evaluation is also known as final evaluation. Slavík writes (1999, p.37) that the word summative came from a Latin term *summa*, which means a whole or the main content of an element and this origin explains what is the main purpose of this type of evaluation. He further says (1999, p.37) that the aim of summative evaluation is to gain an overview about student's performance. Moreover, Kolář and Šikulová (2009, p.33) point out that summative evaluation states a level of student's knowledge at a particular period of time. Lastly, according to Čáp and Mareš (2001, p.390), summative evaluation has got a final character and contains the decision whether and to what extent the student succeeded or failed to meet the given criteria.

As obvious from the definitions listed above, summative evaluation is considered beneficial especially for the teacher (i.e. the person who evaluates). Great examples of such an evaluation would be, as Slavík offers it (1999, p.37) the entrance exams at universities, work interview tests and also the report at the end of a semester or year at school.

Evidently, summative evaluation can cause certain amount of nervousness, fear or changes in the motivation on the side of the student. This possibility has to be taken into account and therefore, one can but agree with Slavík who claims (1999, p.38) that summative evaluation has to be performed only in a very careful way and in close connection with the formative type. Pleasant school environment, respect towards student's characteristics and consideration of effort undertaken by the student while studying should accompany every summative evaluation, in order to reduce the anxiety and motivation decrease to minimum. On the other hand, one cannot forget that this scheme is not a generally valid one, some students might feel motivated by the summative type of evaluation, which again, depends on their individual differences.

Slavík also clarifies the formative type of evaluation (1999, p.38) with stating that the Latin word *formo* stands for shaping or correcting a person or thing. Therefore, the aim of formative evaluation is to help the student with useful feedback while he is still performing a particular activity, not to evaluate him only at the end of the activity.

Thus, as Čáp and Mareš state (2001, p.390), formative evaluation is not final, as the summative one, and, via it, the student is given an opportunity to improve his

performance. Therefore, formative evaluation should bring him mainly benefits. Or to express it similarly, one may rephrase Kyriacou (1996, p.123) who postulates that formative evaluation should support the efficiency of the learning process and provide advice to the student.

Another distinction adds Slavík (1999, p.38) who thinks that the formative evaluation should ideally take place as a dialogue between the teacher and the student. He further off points out (1999, p.38) that to ensure that the dialogue remains beneficial for the student, he should not hide his weaknesses or the difficulties that accompany his work on the task. If one considers this, such dialogue might be to the benefit of student's motivation, because he would not perceive evaluation as something unchangeable that cannot be affected by himself.

2.3.5 Positive and negative evaluation

Skalková claims (2007, p.177-178) that the positive evaluation works as a catalyst, i.e. a motivator for further learning. The student can experience pleasant emotions while receiving such an evaluation and via these emotions he can be motivated to study further. On the contrary, when the student gets negative evaluation (or warning, reprimand, punishment) frequently, undesirable effects like the feelings of defiance, inferiority, frustration or anxiety can arise, as Skalková correctly warns (2007, p.177-178). Therefore, it is crucial for the teacher to pay attention to this classification of evaluation, if she wants to maintain an affirmative classroom climate, which would encourage positive relationship with her students and their motivation, as well. The teacher should try to provide an opportunity to experience success to every student, regardless his knowledge level.

However, positive and negative evaluation may be perceived in a distinct way by the teacher and the student, i.e. it is the question to each teacher and student what they consider positive or negative in terms of evaluation. Some students may see only a mark 1 as positive evaluation, whereas the other would appreciate a 3 as a pleasant evaluation. Moreover, each student can be influenced by negative or positive evaluation differently, based on his individual characteristics. Therefore, one cannot draw an universal conclusion regarding motivation in this distinction of evaluation.

2.3.6 Holistic and analytic evaluation

According to Slavík (1999, p.35), holistic evaluation has got its foundations in an overall perception of a person, object or phenomenon. On the other hand, analytic evaluation, if considered almost an opposite to the holistic, observes particular skills or abilities of the student. These abilities are afterwards evaluated according to the criteria which were established beforehand.

One cannot say which of these two types is purely bad or good in terms of motivation; both become handy in particular pedagogical situations (e.g. evaluation of an essay or speaking exercise usually requires holistic evaluation, whereas test is often evaluated in an analytic way) and with some students. The choice depends on the teacher's decision which should flexibly react to the pedagogical context and student's individual characteristics.

2.3.7 Evaluation based on the individual progress norm (IPN based) and evaluation based on the social progress norm (SPN based)

The former type of evaluation is based on a comparison of student's previous results with his current ones, while the latter one compares the students' performances to each other at a certain time. However, though the IPN based evaluation brings undeniable benefits to the students, each student's requirements have to be taken into account. Motivation of some students is encouraged by competition with other peers, whereas some students dislike being compared to others. It is, repeatedly, the task for the teacher to choose a beneficial form of evaluation for the students.

2.3.8 Internal and external evaluation

As the terms suggest, internal evaluation is carried out by the teacher currently present in the evaluated classroom who has thorough knowledge of the students. Consequentially, a person who does not take part in the teaching and learning process of the particular class and does not possess detailed knowledge about the students is articulating the external evaluation (e.g. a visiting pedagogical inspector). One cannot articulate a conclusion regarding motivation in the distinction of these two evaluation

types, because of the lack of information and the diversity of the situations in which both of the types of evaluation may happen.

2.3.9 Self-evaluation

The teacher can, besides formal and informal evaluation, implement a so called self-evaluation among her students, because, as Harris and McCann point out (1994, p.63), students themselves represent a basic source of information about their strengths or problematic areas.

Thus, self-evaluation is a desirable component of the system of evaluation, which complements the formal and informal one and, if used properly and coherently, completes the system of good and motivational evaluation. This thesis touches the topic only briefly, however, realizing the great importance of the matter.

Slavík explains (1999, p.134) self-evaluation more with stating that it brings the student a higher level of responsibility for his own learning and its results. The student should understand the evaluation to necessary extent and, moreover, should be able to explain its nature and reasons to his parents or peers. Accepting responsibility for his own learning activities might positively affect the level of student's motivation, as the same author adds (1999, p.134).

Therefore, the teacher should encourage the students to think about their learning and performance, as they can learn from their own mistakes. Understandably, the students have to be carefully prepared for implementation of self-evaluation. Slavík (1999, p.136) offers common usage of formative evaluation, which will enable the students to see their own learning procedures and results critically, as the essential preparatory step. Followingly, Harris and McCann advise to establish the basic goals of the course together with the students (1994, p.69). Afterwards, as Slavík continues (1999, p.136), the teacher may offer the students regular opportunities to evaluate their performance in an informed manner.

There exist numerous techniques that can be utilized for self-evaluation. Among others, the teacher may exploit students' diaries, profiles, both concerning their English learning, or the questionnaires, surveys, even tape-recording of students' performance with following evaluation from the particular student and many more, as Harris and McCann enlist them (1994, p.66-67).

Lastly, as a crucial point for self-evaluation, as well for the concept of evaluation as a whole, the students have to understand that mistakes cannot be perceived as a wrong element, determined for elimination, but as an opportunity to grasp the subject matter deeper and thoroughly, as Slavík precisely articulates this issue (1999, p.137).

Though some teachers may object that self-evaluation might be too time-consuming to implement in every lesson, they should surely incorporate it into their own evaluation system, because it may impact students' motivation to learn in a positive way.

2.3.10 Other types of evaluation (of textbooks, teachers, educational process etc.)

Many things may be evaluated in the educational process, among those the teacher, the whole course or textbooks may be mentioned. However, this thesis is aimed at evaluation that comes from the teacher and is directed to the student, thus the other typer of evaluation shall not be discussed.

2.4 FORMS OF EVALUATION

The teacher possesses several ways in which she can articulate evaluation of her students. This part of the thesis will briefly introduce the main means of formulating evaluation, because in the practical part the research tools, mainly the observations, are also aimed to notice the ways in which the teacher states evaluation. The teacher can mainly utilize verbal, non-verbal or written evaluation (which may include evaluation by commentaries, marks, percentage etc.)

2.4.1 Verbally expressed evaluation

Evaluation expressed by words can have many variants. As Kolář and Šikulová enlist them (2009, p.77), from a simple 'yes' or 'correct yourself', verbal evaluation can also take the form of long sentences such as 'you managed to finish all the tasks, even the last one, which was very difficult'. When talking about verbally expressed evaluation, register that the teacher uses is really crucial, the so called

evaluative language. Košťálová, Miková and Stang even distinguish (2008, p.46-47) labeling and descriptive language.

The former could be illustrated on the following example, as Košťálová et al. continue (2008, p.46-47). The teacher praises the student for his nice handwriting and fails to notice mistakes in the text. The student has been labeled. Consequentially, he can get a wrong impression that only the form of the task is important and evaluated, not the task itself. That is the reason why the student is in danger of completing a task only to be praised, not because he is interested in the task. Because of this risk, Košťálová et al. wisely recommend (2008, p.46-47) careful usage of labeling language and suggest its elision in the first phases of the evaluative process.

According to the same authors (2008, p.48), the latter evaluative language seems to have more benefits for the formative function of evaluation. The teacher tries to accurately describe the student's performance, behavior or situation in which the student is, and via this she provides a so called descriptive feedback to the student.

Consequentially, due to the feedback on his performance, the student has the chance to get to know mistakes in his performance and to improve them. The teacher, while trying to express evaluation, should be as detailed as she can and should try to avoid pure labeling, because giving a label does not help to elicit mistakes in student's performance, it can only evoke student's positive feeling. However, though this form of evaluation seems to have many advantages, such as being accurate, precise and informative, it shall be noted that it is completely up to the teacher, whether she utilizes these positive sides to the maximum. It may very likely happen that she does not recognize the possibilities that verbal evaluation offers her and instead of providing informative and motivational feedback to her students ('Very good. You mastered the past tense! However, next time, try and pay more attention to the word order of your sentences. It was not completely correct in sentences 2 and 5. '), the teacher may cause damage to students' motivation by articulating evaluation in a wrong way ('Again, you did not study enough. How can you think this is sufficient for learning the past tense?'). The latter example does not provide the student with any particular information that he could learn from to improve his performance in upcoming lessons.

From the examples above, one can grasp that the teacher should express evaluation carefully and in a coherent manner if she wants to maintain not only

motivation among her students, but also a positive relationship of her student towards her, because an incorrectly formulated evaluation may disturb this, as well.

2.4.2 Evaluation expressed non-verbally

One may include evaluation via body language or written evaluation among the non-verbally expressed means of evaluation. The two types however differ a lot from each other. Firstly, the former will be mentioned shortly. Secondly, the latter one shall be discussed, focusing mainly on the role of marks in the teaching-learning process.

2.4.3 Evaluation expressed by body language

A significant share of non-verbal evaluation can be connected with subconscious type of evaluation. Very often the teacher, while nodding, smiling, gesturing with her hands or standing in a certain way, does not even realize that she is evaluation just now and therefore evoking feelings among her students and touching their motivation in some way, as well. That is the reason why the teacher should pay attention to her body language and the message her body sends to the students during lessons.

2.4.4 Written evaluation

While it can seem that the orally articulated evaluation may bring more benefits to both, the teacher and the student, evaluation by written commentaries or shortenings (Sp. for spelling, Voc. for vocabulary etc.) can contain the same positives (the teacher can simply transform what she wanted to say into writing at the end of the evaluated students' work) and, additionally, offer the opportunity to think the evaluation through to meet individual students' specific needs and not to disturb their motivation with unpremeditated and crude evaluation. Repeatedly, this responsibility lies with the teacher.

2.4.5 Evaluation by marks

Marks represent quite a controversial topic in the pedagogical environment. Some experts, such as Dörnyei (2001, p.131) point out that being evaluated only by

numbers or letters may judge and pigeon-hole the students in their eyes and consequentially in the eyes of their parents and peers. This may influence students' motivation to learn in a certain way.

Moreover, marks usually lack information from which the students may be able to learn and improve in upcoming lessons. Some students will not be able to gain all the necessary feedback from a single letter or number. However, marks remain very important for the students and their parents, as well, as they may constitute a single most important outcome of students' learning effort. Such focus on the outcomes can put the reason of the learning process back, because some students may work only for good grades, not to obtain new and interesting content. Students usually desire good grades (1, 2 or A, B), because with some of them, a positive mark is connected with their feelings of self-worthiness, i.e. when receiving a bad mark (4, 5 or D, F) the sensation of unworthiness can arise in the student. Such feelings are unlikely to keep the students motivated into further work, as several authors, such as Covington (Covington in Dörnyei and Ushioda, 2011, p.128-129) notice.

As a bad mark contains the risk of de-motivating some students, based on their personal characteristics, understandably, a good mark can increase self-confidence and amusement coming from work on the tasks of certain students. It may even increase motivation into further work. The duty to observe students' reactions to marks and to develop marking into beneficial form of evaluation belongs to the teacher. However, several hints that may help students to perceive marks as a positive element shall be mentioned below.

To overcome the disadvantages that marking may have, Dörnyei rightly suggests (2001, p.132) making the rating system completely transparent, i.e. to familiarize the students with the evaluating criteria beforehand, to accompany marks with written commentaries for the student to be able to recognize his problematic areas or to enable him to correct his performance in the upcoming lesson when he failed, currently.

These tips shall help to see marking also in a positive way, nevertheless, they cannot work universally. It always remains as the task for the teacher to develop such marking scheme that will suit her students the most. Every teacher should decide

whether she will use marks or another form of evaluation (while paying attention to the particular school and Framework Program demands).

To summarize various means of stating evaluation, the importance of individual students' specifics and needs has to be highlighted, as it will be, repeatedly, through the whole thesis. The teacher should carefully observe her students and adjust her evaluation according to their needs and according the current pedagogical situation, to the feasible extent. The diversity of pedagogical situations connected with evaluation will be dealt with in the following section, taking only the major situations into account.

2.5 PEDAGOGICAL SITUATIONS AND EVALUATION

The teacher does not have to alter only the form or type of evaluation according to student's motivational needs, but she has to account also the particular pedagogical situation. Because not all pedagogical situations are identical, they consequentially require different forms and types of evaluation.

Therefore, in this thesis, for the purposes of the research, major pedagogical situations will be listed. Firstly, a pedagogical context of a lesson with non-special conditions shall be mentioned. Such case does not involve any testing, examination or special arrangements connected with that and, therefore, the teacher is utilizing the informal evaluation. The level of anxiety, which can be sometimes caused by testing, may be reduced to minimum or zero. One may say that the students' motivation should not be limited by the above mentioned anxiety.

Secondly, a situation of oral examination, when the teacher utilizes formal evaluation, may not offer such low level of nervousity or fear, because it also involves public (in front of the peers) display of student's abilities and knowledge. Some students might, based on their personal characteristics, consider such state as a stressful one.

Thirdly, testing conditions where formal evaluation takes place, have to be noted. The level of stress among the students may reach even higher than during the oral examination, depending, repeatedly, on student's characteristics. Students usually take their seats as separately as possible, so that they cannot deceive during the test, which denotes the special conditions.

Naturally, there exist more pedagogical situations than the above listed. However, the research part of this thesis deals only with the above stated, because it would not be feasible to describe and observe all the pedagogical situations and evaluation which is connected with it in the research of this extent. Much deeper, larger and more detailed research than the one of this thesis would be required to intake all pedagogical situations and the related evaluation.

2.6 VALIDITY AND RELIABILITY OF EVALUATION

Both validity and reliability are the tools, as Slavík says, to push the teacher to evaluate as objectively as possible (1999, p.62). The teacher, if she wants to achieve an effective evaluation, should try to maintain both validity and reliability. In the following part, both features will be briefly introduced to highlight their importance for such evaluation that would keep its motivational function and remain beneficial for the student.

2.6.1 Validity

Validity represents such a feature of evaluation which should ensure the concentration of evaluation only on the desirable information and on nothing else, as Slavík explains (1999, p.64). He continues (1999, p.63) with a great example of invalid evaluation when the teacher evaluates a mathematic test and she is also concerned with the student's handwriting, while she should concentrate only on the correct procedure and results of student's work.

The above mentioned evaluation can be seen as undesirable, because it distracts the teacher's concentration from the phenomena she should be focusing on and, therefore, such evaluation may fail to fulfill its true function, i.e. being as informative as possible and, consequentially, motivational.

2.6.2 Reliability

Slavík writes (1999, p.66) that reliability of evaluation is linked with the consistency of student's results in time. However, Slavík further explains (1999, p.66) that it is not always possible to get the same results from evaluation of a certain type, because students's performance can be influenced by many factors, such as his physical

or psychological condition, and therefore can not stay identical all the time. Consequentially, reliability should be wanted by the teacher, but it may not be always possible to ensure it at 100% rate while evaluating.

2.6.2.1 Inter-rater and intra-rater reliability

The person who evaluates, i.e. the rater (usually the teacher) plays a very significant role in the process of evaluation. Besides validity and reliability of evaluation which are connected to the rater, as well, the matter of inter- and intra-rater reliability shall be given attention among the teachers. When several teachers use and apply the identical rating scale, they should do so in the same way, not to utilize it differently. In other words, they shall maintain inter-rater reliability, as McCann and Harris remind (1994, p.55).

Additionally, the teacher has to be capable of applying the very same rating scale in the same way, even if different times of the day or days of the week are involved. She should exploit identical rating scale in equal manner, regardless time or day on which the evaluation happens. She may try to re-rate the already evaluated students' work, applying identical scale. If the results appear to be the same, the intra-rater reliability seems to be on a satisfactory level, according to Harris and McCann (1994, p.55, 59). Naturally, the teachers may be trained to master both reliability skills which are desirable for effective evaluation.

This thesis already demonstrated that evaluation possesses motivational function. Therefore, the teacher, to preserve students' motivation, should try to fulfill conditions for a beneficial evaluation. Among these conditions, reliability and validity certainly fall.

2.7 EVALUATION OF THE COMMUNICATIVE COMPETENCE

To be able to briefly specify the tools that might be used to evaluate communicative competence in ELT, one has to understand the concept of communicative competence, fully. The origin of this concept goes back to Noam Chomsky and, more importantly, to a critique of Chomsky's work, Dell Hymes. Hymes, according to Byram (1997, p.7), pointed out the importance of the ability to use

language in an appropriate way, in the process of language acquisition. To use the language appropriately one has to master all the levels (or parts) of the communicative competence. They are, according to van Ek in Byram (1997, p.10), the following six levels.

- Linguistic competence which denotes the ability of the speaker to create and understand meaningful expressions that are in accordance with the rules of the particular language
- Sociolinguistic competence represents the ability of the speaker to choose appropriate words for the specific situation and to be able to pay attention to the relationship between himself and the communicative partner/s
- Discourse competence denotes that the speaker is able to employ adequate strategies while creating or interpreting a text
- Strategic competence is the capability to find the way of expressing or understanding the communication in the situation when the communication in question is not clear or comprehensible, e.g. the speaker has to rephrase his utterance etc.
- Socio-cultural competence means the awareness of different socio-cultural environment that exists for every language. The speaker should be familiar with the specifics of each environment, at least to a certain degree.
- Social competence constitutes the willingness and finesse of the speaker to interact with others.

It is however also the non-verbal communication that, although often forgotten by the teachers, undeniably belongs to every language and consequentially to communicative competence as such, as Byram points out (1997, p.12). Communicative competence has been elaborated into the Educational Framework Program for Elementary Schools in Czech Republic among other key competences; therefore teachers of English should take it as a relevant element of the English language education.

Evaluation of communicative competence mainly focuses on four skills that should the students master in terms of second language learning: listening, reading, speaking and writing, as Corbett writes (2003, p.193) The former two skills are

considered as receptive, the latter productive ones. To this, Harris and McCann correctly add (1994, p.19-20) evaluation of the subskills, i.e. grammar and vocabulary. To these two the remaining subskills of pronunciation and spelling should be added, to illustrate all linguistic factors that the teacher might evaluate in an English lesson

Generally speaking, Bělecký et al. wisely point out (2007, p.17) that evaluation of communicative competence can become rather demanding and hardly ever allows the teacher to express evaluation by marks, only. Harris and McCann offer the assumption (1994, p.10) that evaluation of both, skills and subskills, should be primarily based on careful and consistent observation of the student while he performs the given tasks, during which the teacher gains fundamental notions concerning student's abilities. The same authors also strongly favor the use of pre-prepared evaluative scales which may help the teacher to articulate evaluation that is more specific and detailed (1994, p.10). Furthermore, evaluation of communicative competence should be based on the criteria that basically describe to what extent does the student master the required communicative skill, as Bělecký et al. explain (2007, p. 17). Therefore, as the same authors recommend (2007, p.15), evaluation based on the individual progress norm should be applied, because the student's previous level of skills is compared to their current level. Verbally expressed evaluation seems to be the best way here, because a mark cannot really articulate the real complexity of student's abilities and skills accurately.

The author of this paper chose not to enlist all the tools that can be used by teachers of English, because there exist numerous tools and it is not with accordance with the extent of the thesis to discuss them all. The teacher may use any kind of test she needs if one considers the formal testing. However, to illustrate the informal tools suitable for evaluating the already mentioned productive skills, namely for speaking, Harris and McCann point out (1994, p.10) the importance of not interrupting the student's speaking performance after each mistake, for the student might easily become discouraged to speak in the future. With evaluation of writing, the same authors rightly highlight the analytic and holistic scoring which the teacher might utilize. Finally, as the receptive skills regards, Harris and McCann correctly exemplify (1994, p.17-19) checking whether the students understood the by simple questions (true or false, reproducing what they have heard or read etc.)

2.8 FORMAL EVALUATION

The distinction between formal and informal evaluation has been already drawn in the beginning of the thesis (see Types of evaluation). However, since formal evaluation encompasses a very large topic of testing and tests, more attention is to be paid to this matter in the following section. Further, tests and testing, as a tool of evaluation, have clear connection to students' motivation and may affect it in various manner.

Harris and McCann rightly say (1994, p.26) that the teachers test their students to find out their progress in particular topic and to realize their problematic areas. To this purpose, the teachers have got many tools at their hands. Each teacher can modify her way of testing (which basis, understandably, comes out of the curriculum), but she can exploit the general categorization of testing.

As Hughes sorts it (2003, p.11), the teacher can use direct or indirect testing, discrete point or integrative, norm-referenced or criterion-referenced and, finally, objective or subjective one. This distinction should serve as a quick overview concerning the ways of testing.

2.8.1 Direct and indirect testing

Direct testing should be created in order that the students have to perform exactly the skill which was intended to be tested, as Hughes puts it (2003, p.11). So, if the teacher wants to test how her students can write a composition, she will give them the task to create a composition, as the same author clarifies (2003, p.17). Harmer complements (2007, p.382, 384) that direct and indirect testing understandably refers to the individual test items, which can also be categorized as direct and indirect. A typical example of the indirect test item would be a multiple-choice question, whereas to replicate a real-life situation in a writing exercise should exemplify indirect test item. On the other hand, if the teacher has indirect testing in mind, she will test the abilities underlying those skills that she wanted to be tested, as Hughes writes (2003, p.18).

2.8.2 Discrete point and integrative testing

By this type of testing, the teacher tests only one element of language at a time, as Hughes claims (2003, p.19). Such quality might be considered simplifying for the student and practical for the teacher, because discrete point tests does not usually require a lot of time to evaluate.

Integrative testing, according to Hughes (2003, p.19), on the contrary, demands a combination of language elements to be used by the student while he is completing a task. Moreover, Harris and McCann elaborate (1994, p. 34) that tests encompassing such items, along with open-ended ones (an example of such test would be a composition), might have a positive effect on the students, because while combining the required language elements, the students will realize the importance of communication as such. On the contrary, these tests might place higher demands on teacher's time in terms of evaluation.

2.8.3 Norm-referenced and criterion-referenced testing

Norm-referenced testing provides the comparison of student's result with the results achieved by his peers, as Hughes explains (2003, p.20) He further elaborates (2003, p.20) that due to the criterion-referenced testing the teacher can get to know what abilities his/her students actually have in the language (e.g. speaking fluently etc.).

2.8.4 Objective and subjective testing

The last categorization of testing seems quite clear. The objective testing should strictly stick to the criteria that were designated prior to the testing, either by teacher herself or by a group of experts (in case of standardized tests). Perceived as quite an opposite to the first one, subjective testing requires a certain degree of teacher's personal opinion. Via this, the teacher's values, attitudes or even her character features might project into the evaluation, to a certain extent. A good example of the subjective testing would be evaluation of an essay. Naturally, the teacher must possess certain expertise in the language which represents the essential precondition for being able and, more importantly, authorized to perform such evaluation.

2.9 TYPES OF TESTS

To continue the possibilities which exist for the teacher in the field of formal evaluation, Hughes provides (2003, p.12-14) an efficient categorization of tests according to the type of information which they provide. He recognizes proficiency tests, achievement tests, as well as diagnostic and placement tests.

2.9.1 Proficiency tests

Hughes explains (2003, p.12) that proficiency tests are intended to establish the level of students' abilities in language. A characteristic example of such a test may represent the Cambridge First Certificate in English examination. The students who pass this gain a certificate which somehow guarantees their language niveau.

2.9.2 Achievement tests

Unlike proficiency tests, which are not related to the content of a particular language course, achievement test are, as Hughes elucidates (2003, p.13), and they serve to find out whether the students achieved the objectives of the language course in question. Hughes further adds (2003, p.14) the distinction between final and progress achievement tests, where the former sums up the whole language course or its major parts and the latter should detect the progress of the students repeatedly during the course.

2.9.3 Diagnostic tests

As the term suggests, these tests serve to identify the particular problems or imperfections that the students have in language. Due to diagnostic tests, the problems are discovered and the student, after acknowledging them, can gradually start to eliminate them, with help of the teacher.

2.9.4 Placement tests

Placement tests should help the teacher to somehow distinguish the level on which the students' knowledge and language skills currently are. According to the gained data, students can be placed into groups or classes of similarly skilled peers.

To complete the categorization, Harris and McCann distinguish (1994, p.28) also the progress and summative tests.

2.9.5 Progress and summative tests

The former type of test takes place regularly during the school year/term to check the level of student's knowledge, i.e. whether the student reached some progress in it. The teacher may place it, according to her decision, at the end of each week, after several lessons, at the end of each month etc. Regularity constitutes the main advantage in this case, as well as the possibility of informative feedback does, giving the student the opportunity to realize his own mistakes and improve his future performance.

On the other hand, summative test recapitulates the knowledge of the whole course and usually takes place at the end of it, only once, checking whether the students mastered the objectives of the course. The uniqueness of it may place a lot of pressure on the students, not to mention that there might not be any other possibility to fix the results, if they happen to be negative ones, as Harris and McCann righteously argue (1994, p. 28).

2.10 TESTING, TESTS AND MOTIVATION

The most important question concerned with this issue is how not to demotivate the students with testing and tests. Harris and McCann suggest (1994, p.26) that it largely depends on how the teacher uses the test results. The test shall definitely not be taken as a competition, which may discourage some of the students, it must be seen, by both the teacher and the student, as an opportunity to find out student's progress in particular area. The test shall, furthermore, encourage the students to think about their problematic area and suggest that they might do something to improve their performance.

Before administering the test, the teacher has to explain to the students and, consequentially, to their parents, in what way is she going to test and, more importantly, why did she chose such way, as Harris and McCann wisely highlight (1994, p.28). They continue (1994, p.49-51) with an essential condition that every teacher must satisfy, namely minimum of ambiguity and maximum of clarity of the test, as well that the test should not contain any knowledge concerning a specific culture, i.e. the teacher

should not ask the students what is the patron saint of Portugal in a test regarding grammar. Reliability and validity of the test are highly desirable features, too.

Moreover Harris and McCann elaborate (1994, p.27) with reminding that each test, regardless its type or results, influences the students, the teacher and the syllabus with a so called washback effect. A positive washback effect, indicating also a good quality of the test itself, impacts all the mentioned subjects in an affirmative way. With each test, the students should have enough time to complete it without hurry. Dörnyei thinks (2001, p.94) that the pace of the slowest student should help to determine the required time period.

Harris and McCann add (1994, p.31) that the students very often consider the tests and exams as divorced from learning itself, because many other features than hard work interest and enthusiasm play their role during the test. Among such elements luck, bad health condition or slow writing can be listed.

The student should, however, not attach too much importance to these factors and rely more on his knowledge and abilities. This issue touches the attribution style of the student which will be elaborated in the part concerned with student's individual characteristics.

Dörnyei (2001, p.94) wisely provides another advice regarding testing and motivation by writing that the teacher might give the students an advance warning and information concerning the test and specify the evaluation criteria beforehand, in order to reduce anxiety regarding testing among the students. Another good tip for the teacher would be to offer the students the possibility to discuss and negotiate their results if they are not sure about the righteousness of it, as Dörnyei writes (2001, p.94)

To conclude the topic above, one can say that here is no purely ideal way of testing and construing tests, because each of the type has its own different benefits and situations in which they are required. However, one may suggest, in the distinction between indirect and direct testing, the latter one, because it is more clear for both the students and the teacher. Further, one may say that it seems better to test the students' knowledge repeatedly during a period of time, as progress achievement test does, rather than to put pressure on the students with only seldom testing.

Each of the test types also serves to another purpose and situation, in some of them, the student and the one who tests him simply have no other choice than to

administer and take the particular type of test (e.g. placement test at the entrance exams etc.), because no other type of test would provide the necessary information. Nevertheless, a universally valid statement might be used here, saying that each student is slightly different, with distinct needs, characteristics, interests etc. and might, thus, be motivated by dissimilar type of test or testing.

3 MOTIVATION

Čáp and Mareš write (2001, p.92) that the term motivation came from a Latin word *movere*, which denotes movement. Therefore, according to Průcha, Walterová and Mareš (1995, p.122), motivation can be seen as a sum of certain factors (the ones that come from outside or from inside of humans), which promotes and evokes the energy to act. In other words, motivation can be regarded as one of the key reasons for human behaviour and it is unlikely that humans will exert some activity without having a motivating factor.

To characterize motivation in greater detail, Dörnyei rightly perceives (2001, p.13) motivation as a complicated and multi-facial phenomenon, which has to be regarded from multiple perspectives (the one of the teacher, the student and the relationships within the classroom etc.). Simply said, many things happen in the classroom and, therefore, no universal and permanently valid motivational principle might be articulated and used by the teachers.

Further, motivation cannot be perceived as a permanent and unchanging matter. Dörnyei specifies this (2001, p.19-21) with writing that it is not a single event, but a process with many levels. Its presence is vital through the whole teaching-learning process, not only at the beginning of it.

One can only agree with the same author who says (2001, p.31-46) that certain conditions have to met before the motivation might be initiated, encompassing the teacher, student and the classroom environment. Firstly, the teacher must be enthusiastic, committed to student's learning, as well as having expectations for it, shall have good relationship with the student and his parents, too. The student should form a cohesive group with its own suitable norms to be followed by the teacher and themselves. Finally, the classroom climate should remain supportive, tolerant and full of humour, as Dörnyei concludes (2001, p.31-46).

After meeting such criteria, the motivation might be initiated. To evoke it, Dörnyei offers (2001, p.51-56) that the teacher works with either the intrinsic sources of motivation (coming from student himself, e.g. student's interest and enjoyment of the foreign language learning), the integrative ones (due to them the student desires to become a valuable member of a foreign language speaking culture) or the instrumental factors (a prospect of having a better job owing to the foreign language knowledge

would represent a typical example, here). The teacher should be capable of determining the strongest of the above mentioned motivational incentives for every student, if she desires them to be motivated, and try to accommodate her teaching according to it, if possible.

However, the most difficult task for the teacher consists of maintaining the student's motivation. To this matter, the part linking motivation and evaluation together should serve, offering essential do's and don'ts regarding motivational function of evaluation.

To continue the matter of motivation, before specifying its types, the terms demotivation and amotivation have to be clarified, because some of the teachers might not realize the distinction that exists between them. Dörnyei and Ushioda define (2011, p.138) demotivation with stating that it denotes such situation in which various negative influences cancel out the already existing motivation. On the other hand, according to Deci and Ryan (Deci and Ryan in Dörnyei and Ushioda, 2011, p.140), amotivation represents a state with lack of motivation, which was caused by student's personal feelings of incompetence or helplessness towards the current activity.

To conclude this matter shortly, one may exploit the view of Dörnyei and Ushioda (2011, p.157) who correctly claim that demotivation, similarly as motivation, shall be perceived as a complex and multi-facial issue, its causes different with every student.

To approximate the concept of motivation to English language learning environment, the model of second language motivation shall be presented, the one by Williams and Burden being of social constructive nature, (Williams and Burden in Dörnyei and Ushioda, 2011, p.54) chosen for its complexity, all the same highlighting the significance of the role of evaluation in student's motivation. The model has been simplified by the author of this thesis for the sake of intelligibility, however, preserving the original ideas and their meaning intact.

Internal factors

External factors

Intrinsic interest (curiosity, appropriate level of challenge)	Significant others (teacher, peers, parents, others)
Value of the activity for the student	The nature of interaction with significant others (mediated learning experience, rewards, sanctions, praise, the nature and amount of feedback)
Sense of agency (locus of causality, locus of control of processes and outcomes, ability to set suitable goals)	The learning environment with its comfort resources, time of day, week or year, size and character of the class and school)
Mastery (student's feelings of competence and self-efficacy, development of skills)	Broader context (family networks, local educational system, conflicting interests cultural and societal norms, attitudes and expectations)
Self-concept (realistic view of own strengths and weaknesses, self-worth concern, learned helplessness)	
Attitudes (to the language learning, language in particular and its community and culture)	
Other affective states (confidence, fear etc.)	
Developmental age and stage	
Gender	

Understandably, many other models might regard this issue differently. However, this particular one reconfirms the already stated complexity and multifacility of motivation, illustrating large number of factors that might influence the onset or existence of student's motivation in the second language learning.

To explain the social constructivist view on motivation in greater detail, Williams and Burden say (2010, p.120) that it, most importantly, stresses the fact that each student might be motivated by dissimilar incentives and, consequentially, in a different way. In other words, the students creates his own sense of the external

incentives that surround him and, accordingly, based on his internal dispositions, behaves in his special way. A simple example of this diversity would represent a student who enjoys and tends to be motivated by competition, whereas his peer dislikes it and feels discouraged by it.

However, to grasp the background of the social constructivist approach to motivation, one has to go back and explain the principles which begin with the idea of pedagogical constructivism. Průcha, Walterová and Mareš offer (1995, p.102) two possible explanations to it. The former says that the constructivist pedagogy emphasizes the importance of solving every-day issues in the educational process and promotes creative thinking and group work. It further tries to lessen the amount of theory and drill in the educational process. The latter explanation, a so called cognitive constructivism, leads to Jean Piaget and his genetic epistemology which studies cognitive abilities of humans, as Průcha et al. enlight. According to them, Piaget claimed that cognition happens when the fragments of information about the surrounding environment are connected together in a meaningful whole. The importance of this process and the mental operations that follow is prominent in this theory, whereas didactic principles have secondary relevance. Thus, the students are asked to create their own new cognition.

Pedagogical constructivism can be generally characterised in the following 10 point, as Činčera puts them (2007, p.23):

- One cannot get to know objective reality completely, humans create their vision of the world of the language and the social and cultural context.
- The process of cognition means active creation of the vision of the world.
- Intrinsic motivation to create a vision of the world is natural with children.
- Learning is an outcome of the cognitive operations that a student carries out when a new piece of information that was presented to him.
- Every student builds his own certain vision of a random topic. The vision is called a pre-concept.
- Pre-concepts are useful only until the moment when they help to give an understandable explanation of the world.
- Therefore, learning, as constructivism sees it, means in fact questioning the pre-concepts and motivating the students towards creation of new pre-concepts.

- Moreover, the nature of learning in constructivist pedagogy is not the transmission of objective reality of the world, but guidance of the student towards a constant re-evaluation of their understanding of the world.
- Constructivism further emphasizes the role of social interaction between the students and the role of real-life situations during learning activities.

As Činčera continues (2007, p.24), the teacher who is committed to the constructivist pedagogy tries to employ the confrontation of pre-concepts and new information among her students and therefore, she pushes the students to re-evaluate their already completed vision. Through the above described process becomes obvious, the role of the student's own opinion is crucial. The confrontation between the pre-concept and new information should attract students' attention and activate their motivation towards creation of their own fresh cognition. To conclude this characteristic, as Palmer articulates (2005, p.1855) motivation, as both constructivist theories regard it, represents an essential prerequisite and co-requisite for the learning process.

Further, the social constructivist model of motivation described by Williams and Burden (2010, p.43) attributes great importance to the influence of social and culture-related factors on motivation (the already mentioned teacher, peers, parents and interactions with them, as well as social background or culture-related specifics), Kalhous and Obst agree with them (2002, p.55).

The social constructivist view of motivation even distinguishes, as Duveck and Wortmann describe it (Duveck and Wortmann in Williams and Burden, 2010, p.130), a so called motivational style, meaning a certain paradigm that characterizes motivation of individual students. They categorize, for instance, a learned helplessness that denotes such style due to which the student thinks his failure stems from the lack of his abilities and, moreover, the student feels that he has no control over the situation. These cases would mostly end in demotivation, anxiety or resignation on attempts to improve the performance. On the other hand, as Williams and Burden add (2010, p.130), a representative of a mastery motivational style would consider his failure as an output of his own effort deficit.

As this division suggests, each student might perceive the cause of his failure/success in dissimilar matter. It remains, repeatedly, the job for the teacher to recognize it and to help the student to understand that he and no one else has the main word and influence when it comes to his results and their nature.

In accordance with the topic of this thesis, one may say that majority of the models (for instance the one by Dörnyei (Dörnyei and Ushioda, 2011, p.52), including the social constructivist one, usher evaluation as a very significant, teacher-related factor, whose effect on student's motivation cannot be disregarded. Thus, its influence on motivation cannot be doubted any longer.

3.1 TYPES OF MOTIVATION

Many authors categorize motivation into the intrinsic and extrinsic. According to Fontana (2003, p.153), the motivating factor of intrinsic motivation comes from the person himself. Cangelosi adds (2006, p.141) that the student can start to feel the intrinsic motivation towards learning activities when the learning activities in question focus on the problems that the student is having and he needs the solution for these problems.

So, if a student has got trouble with recognizing in which cases to use the definite article, he should feel the urge to learn the rules that apply to the usage of definite article. Furthermore, according to Spaulding (1992, p.4), the student in question will probably seek the opportunities to practise his knowledge of the definite article, because he is driven by inner desire to acquire the rules for using the definite article successfully. Spaulding continues (1992, p.4) with admitting that he can even lose track of time, being consumed by the activity that allows him to practise. Such an activity will probably deepen the student's attention to his problem (the definite article). That is, naturally, the best possible scenario.

Spaulding goes even further (1992, p.53) with another very interesting thought. She claims that, based on results of various researchers' work, the students who feel intrinsically motivated will not really fully appreciate extrinsic reward as a desirable result of their effort. Exemplifying this, she says that if a teacher tells to a group of kindergarten children that they will receive a sticker if they sit quietly in a circle, the

children will not think that they themselves chose to sit quietly. They will believe that they sat quietly because they wanted to receive the sticker.

On this example one can very briefly see that intrinsic motivation can be quite fragile and therefore demanding regarding the demands it places on the teacher. It would be highly advisable that the teacher is aware of this type of motivation, as it represents the most desirable type of motivation, coming directly from the student.

On the other hand, the characteristic feature of extrinsic motivation is that its source lies in the environment that surrounds the student, as Fontana clarifies (2003, p.153). Typical sources of extrinsic motivation can be, in the school environment, evaluation in general, grading or notifications for the parents. Or Spaulding writes (1992, p.5) that the longing to avoid punishment represents a clear example of extrinsic motivation. A student will probably learn harder not to receive a bad mark.

To grasp the extrinsic motivation more clearly, Spaulding elaborates that usually the source of such motivation does not have to be related to the activity in which the student is engaged. Spaulding illustrates this nicely (1992, p.4) on a child who is cleaning his room, because if he/she will complete the tidying, he/she will be going to the movies. So, the child is doing an activity that has nothing to do with the desired goal.

To sum up both extrinsic and intrinsic motivation, one can say that intrinsic motivation can be considered the preferable one for students and their teachers, as well. It is always better to learn because one wants to, then to be learning because one has to (either to receive good marks or to avoid parents' negative remarks etc.). Although, as Spaulding points out (1992, p.5), contemporary teachers rely too heavily on extrinsic motivation, using mainly rewards and punishment to manage their classes.

But creating and maintaining a motivated classroom atmosphere is considered very hard indeed, because it places higher demands on the teachers. They have to spend their time trying to get to know the interests and likes (motivating factors) of their students, have to come up with innovative ideas to make their lessons attractive enough for the students to stay motivated. To illustrate several tips how to initiate and keep extrinsic and intrinsic motivation, the following 7 motivating factors according to Petty (1996, p.40-41), which touch the classification of motivating factors by Dörnyei provided above, can be used:

- The student can use things that he acquires (a child wants to learn English, because he will be travelling to England in the summer and has to be able to understand English speaking people during his stay etc.)
- The student might utilize the qualification that he gained by learning the language (a masters degree and knowledge connected to it can open the door to better job in the future etc.)
- Often experienced good results of learning can heighten student's self-esteem
- Good results of student's learning will evoke positive reaction on the side of the teacher, peers or parents
- Insufficient learning effort will have unpleasant consequences (e.g. a bad mark etc.)
- The subject matter can be interesting and stimulate one's inquisitiveness
- One can find the educational process entertaining (the teacher should familiarize herself with student's interests and incorporate them into the lesson plan etc.)

To categorize motivation further, one might follow the opinion of Kusák and Dařílek (2002, p.60) who claim that it can be generally classified in 2 basic ways, according to the time when motivation works and according to the location of motivating factor. Referring to the first way, authors distinguish the initial, a continuous and a resultative type of motivation, where the first one should provoke activity and should show a direction towards the desired goal, the second one should help maintaining the sufficient level of motivation during the activity that leads to the goal. The last resultative type of motivation appears usually only after the goal is reached.

Moreover, according to Kusák and Dařílek (2002, p.61), one can perceive positive and negative motivation, where the former pushes humans to reach the desired goal and the latter, on the contrary, directs humans to avoid something unpleasant or negative (e.g. a bad evaluation, in the school environment). Further, from the distinction that Dörnyei makes regarding the motivating factors, another categorization into instrumental and integrative motivation can be drawn, each of the types already described above.

Lastly, another division by Dörnyei can be provided. He distinguishes (2001, p.21) so called choice motivation (which has to be generated at the initial stage, leading to the choice of goal to be achieved), the executive one (that is to be maintained during the whole process of pursuing the particular goal) and, lastly, a motivational retrospection (student's own evaluation on how the process of goal-achievement went).

To sum up, motivation can be classified in many ways, not only in those above mentioned. There are many theories that created the background for motivation, which help to grasp the process of motivation as such. These theories will be discussed in the following section of this paper to reflect the intricacy of motivation and the necessity of its occurrence in the educational process, from various points of view.

3.2 OTHER APPROACHES TO MOTIVATION

There exist many approaches to motivation, besides the already mentioned social constructivist one, but it is not the purpose of this thesis to enlist them all, therefore only the most significant ones were chosen to be briefly described in the following sections.

3.2.1 Cognitive approaches to motivation

Cognitive approaches to motivation regard it from one main point of view, the point of cognition. They focus on the fact that some behaviour is evoked by rational, purposeful and deliberated motives, as Petri explains (1996, p.236). Chambers further claims (2001, p.3) that such cognitive motives are usually unobservable and invisible, as Chambers claims.

To get a complex understanding of these approaches, cognition as such should be defined. For instance, as Průcha, Walterová and Mareš write (1995, p.99), cognition constitutes a process of perception and recognition with people. Petri further elucidates this matter (1996, p.236) with stating that cognitively motivated behaviour leads to a certain goal (or away from it) and is usually persistent until the goal is reached (or avoided). Very often, the shortest or easiest way to the above mentioned goal is selected. From the above mentioned definition, one might regard the need for achievement or for success represent typical examples of cognitively motivated behaviour.

The expectancy-value theory, which Petri explains (1996, p.245) with writing that it articulates human belief that certain behaviour will result in reaching certain goals, in fact contains three individual theories, attribution theory, the theory of self-efficacy and the one concerned with self-worthiness. The first one expresses the belief that different students seek the causes of their success/failure in various matter, which differentiates them from one another, as for instance Graham explains (Graham in Dörnyei and Ushioda, 2011, p.15). The second theory was developed by Albert Bandura who claims (Bandura in Dörnyei and Ushioda, 2011, p.16) that student's judgement of their capabilities to perform particular tasks, along with their sense of efficacy, will determine the choice of activities which the students will try to attempt. He continues by explaining that students with low sense of self-efficacy might consider difficult task as threats, whereas the ones having a strong sense of self-efficacy are more likely to sustain the effort and complete even the troublesome tasks.

Lastly, the self-worthy theory, as Covington characterizes it (Covington in Dörnyei and Ushioda, 2011, p.17), believes that the students are highly motivated to preserve their basic sense of personal value and worth, particularly in situations that involve competitions, failure or negative feedback. In other words, the student would maintain his level of effort to be able to attribute the failure to some other cause than lack of ability, to save his sense of self-worthiness.

To finalize the matter, the goal theories and self-determination theories might be involved among the cognitive approaches to motivation. The former one replaced the earlier concept of needs or drives with the concept of goal being the decisive reason and direction of motivated action, as Dörnyei and Ushioda elucidate (2011, p.19). The latter is connected with the extrinsic and intrinsic division of motivation which was already explained in this thesis.

To summarize, cognitively motivated behaviour is based on deliberate thinking about the goal and the ways of reaching it, therefore, cognitively based theories do not regard the effect of subconscious and emotional influences on student's motivation. Moreover, the power of a person to influence his own behaviour is highlighted and the influence of external factors on human motivation is diminished. Need for achievement or for success represent typical examples of cognitively motivated behaviour.

3.2.2 Biological approaches to motivation

Biological approaches to motivation have their beginning in the evolution theory developed by Darwin and in the parental investment model. As Petri explains (1996, p.28), a parental investment model claims that men should be motivated to behave in a way that displays their resources (cars, money, house etc.), whereas women usually behave in a way that attracts men with numerous resources.

From the description above, one can grasp that motivation can differ from the point of view of sex, because women and men may desire dissimilar goal. This distinction applies, naturally, to the school environment and, consequentially, plays a significant role in characteristics of the students.

Basically, biological approaches to motivation state, as Petri writes (1996, p.25), that some motivated behaviour can be aroused by instinct. He further states (1996, p.28) that instincts can be regarded as genetically programmed bit of behaviour that appears with appropriate circumstances and therefore there is no need to learn this behaviour.

Therefore, biological approaches see motivation as a process that is provoked by instincts, i.e. something nature-based. Thus, according to this approach, motivation as a process that cannot be learned in some way, because it is very much part of every student's personality.

3.2.3 Behaviouristic approaches to motivation

To be able to deal with this particular approach, the concept of behaviourism has to be clarified. According to Průcha, Walterová and Mareš (1995, p.29) behaviourism sees a distinguishable and measurable behaviour of the organism as the only object for scientific research. One can observe a very strong influence of external motives (incentives) and the surrounding environment in behaviouristic approaches to motivation.

To grasp the complexity of behavioural approach to motivation more accurately, one must start with Sprinthall's and Sprinthall's classification of a motive. Motivation, as it is obvious, is evoked by a certain motive. A motive, as Sprinthall and Sprinthall state (1996, p.521), can be divided into 2 parts – a need and a drive. The first part of the motive represents a human emotion of deficit, either physiological,

psychological or acquired (entirely learned). Among physiological needs water, food, sleep can be named. For illustration of psychological needs, one can enumerate the need for approval or affection. On the other hand, a drive can be regarded as an activated need. A drive implies an observable change in human behaviour. Simply, a drive is an activated need that provokes humans to behave towards the desired goal.

Very significant base for behaviouristic approaches to motivation, according to Korman (1974, p.13), gave Pavlov with his theory of conditioning (simplified version of the theory illustrates the scheme below):

Stage One

Stimulus----->Response

Food----->Salivation

B. F. Skinner, as Chambers puts it (2001, p.2-3), further extended this theory by discovering that the response can become stronger when it is reinforced by a suitable action (reward). Equally, the response can be reduced by a punishment. Skinner believed that in this way, desirable behaviour can be supported and unwanted behaviour will gradually disappear. However, Skinner's theory does count with a free human will, since the experiments that Skinner constructed were carried out on rats, as Chambers correctly points out (2001, p.2).

In his instinct theory, which nicely exemplifies behaviouristic theories of motivation, Freud defined the drive as a moving force and categorized it into two types. The former, a life force (eros), contains reproductive or sexual force, whereas the latter, a death force (thanatos), constitutes a complete opposite to the life force and demonstrates itself in aggression, as Petri states (1996, p.137). Petri furthermore continues that the drive theory, associates with a homeostasis, which constitutes a process of human body due to which the body is kept at a certain optimal level. As an example Petri introduces (1996, p.137) a case when a person does not have anything to drink for a longer period of time, he will feel the thirst drive until a proper amount of water will be drank, after that the thirst drive will be deactivated.

Behaviouristic theories of motivation represent another interesting view of motivation, stressing the importance of human behaviour. This view only complements the other ones and, consequentially, completes the multilateral concept that motivation as such definitely represents.

3.2.4 Humanistic approaches to motivation

To engage further in motivation, humanistic approaches have their base in humanistic psychology. Čáp and Mareš name (2001, p.95) C. R. Rodgers and Abraham Maslow as the founders of humanistic psychology, which highlights the importance of instincts and needs in the process of motivation. Moreover, Maslow worked with the concepts of needs and created a very accurate hierarchy of needs, from the basic ones to the most complex ones. The below put scheme, according to Čáp and Mareš (2001, p.133), was used in a simplified way.

Physiological needs (for human survival) ----> Need for security----> Need for belonging and for love ----> Need for respect and self-respect----> Need for self-fulfilment ----> Need for cognition ----> Esthetical need

To conclude the humanistic approaches to motivation, one can only say that the influence of human needs on motivation is crucial and the teachers should definitely pay attention to the basic needs of their students and ensure them basic conditions for the successful educational process.

3.2.5 Emotions as a motivating factor

Petri writes (1996, p.337) that the word emotions formerly meant to move. To illustrate the impact that emotions may have on student's motivation, one might exploit the opinion of Sprinthall and Sprinthall (1996, p.523) who think that emotions (their various types and levels) affect motivation very strongly.

However, due to their unavoidable diversity, changeability and unpredictability, emotions do not represent a stable and consistent influence on motivation, but rather a volatile and inconstant effect. Thus, the teachers should not rely on emotions too heavily while trying to evoke motivation among their students.

3.3 CONCLUSION TO MOTIVATION

As presented above, many theories have examined the field of motivation. However, one cannot reduce the complexity of motivational process to instincts or needs. To conclude the topic of motivation, one can use the words of Chambers (2001, p. 3), according to whom the nature of the process of motivation is multidimensional and tends to change repeatedly.

Therefore, the presence and level of motivation are permanently affected by many factors. Among others the social context, current physiological and psychological condition of the individual in question, and the living conditions can be listed. Further, one can only repeatedly highlight the role of students' different interests, their heterogeneous personal characteristics and the distinctions that lie in their temperament and intellectual potential. Furthermore, the sex seems to have influence on motivation, because, as the parental investment model explained, men tend to be motivated by divergent factors than women.

Lastly, age plays a very significant role in the process of motivation. For instance, as the subjective clinical year observing experience of the author of the thesis indicated, younger children might be motivated by dissimilar things than the older ones, the older students appreciating for example the latest technological fads being incorporated into the lessons etc. Thus, these students might be motivated, for instance, by the use of the over-head projector or a DVD player. The teacher might think about the use of such equipment and to attempt to incorporate it in her evaluative system in some way, as well, in order to caption the student's attention and, possibly, motivation.

For the all mentioned reasons, motivation has to be seen as a complex and intricate process that would be very difficult to master even in the ideal teaching and learning conditions, which basically do not exist. The contemporary teacher seems to be immersed into maintaining discipline and covering the subject matter. Only the teachers, who do have the empathy and goodwill, can look at the educational process from the point of view of the student and their motivation.

4 EVALUATION AND MOTIVATION

The previous chapters tried to outline the basic characteristics, types, forms and functions of evaluation, in order to summarize the topic to such extent that would enable to indicate the motivational use of evaluation. In other words, this chapter should help the teachers to create such evaluation that may not only disturb student's motivation, but also, in a way, may help to keep it. It is not necessary to point out that this should be the goal to be mastered by every good teacher. Further, this section will also suggest the most common mistakes in evaluation, which may also have certain effect on student's motivation.

Kolář and Šikulová see (2009, p.46) the motivational function as the most frequently used among the other functions that evaluation offers. Čáp and Mareš (Čáp and Mareš in Kolář and Šikulová, 2009, p.46) justify the frequency of use with saying that this function is directly connected with satisfying the needs of the student, needs like the one for success, for being appreciated by the peers, respected by them or evaluated and accepted in a positive way. Evaluation possesses the power of meeting these needs.

Ideally, the student is motivated to learn by intrinsic (inner) motivation. If so, the evaluation has to be administered in a careful way, not to disturb the already existing intrinsic motivating factors. However, if the student lacks intrinsic motivation, then evaluation, as an extrinsic motivator, may constitute a tool of initializing motivation. In both situations, the teacher must pay attention to student's personal characteristics and needs and formulate the evaluation in accordance with them.

The existence of the relationship between evaluation and motivation has been confirmed in previous parts of the thesis (see motivational function of evaluation). Nevertheless, this relationship cannot be regarded as a stable or permanent one, because the conditions in which the evaluation is articulate change constantly. It encompasses external conditions, such as social climate of the class with the peers and the teacher, or internal factors based on the student, like personality, attitudes, values, current mental conditions, age, sex etc. All these modifying elements have to be taken into account by the teacher while evaluating the student.

Evaluation may be perceived as some form of communication, because via evaluation the teacher sends a message with information of certain nature to the student,

and the student, on the other side, reacts to the message and provides the teacher with a feedback. To rephrase this, evaluation can be seen as a two-sided communication and the teacher has to be aware of its influence on the student and consider mainly the individual needs of each student to be able to motivate him by evaluation. To the already listed factors which distinguish one student from the other, the preferred learning styles have to be added, which might be also reflected in the choice of evaluation. The student who benefits from visual incentives while learning might appreciate for instance use of smile or frown faces (for expressing the wrong or right answer) etc.

In order that the teacher is able to determine the most motivational evaluation for particular student, she has to realize a long-term and constant observation, focusing on student's reaction to various forms and types of evaluation and the level of effort in the following tasks.

In a general way, evaluation has to fulfill the following conditions of being effective and targeted, as for instance Slavík (1999, p.88-89) summarizes. He further correctly recommends (1999, p.113) the formative type of evaluation, if reflected with the summative one, due to its benefit of providing the student informative feedback about their performance and, thus, instructions what to improve in the future.

Further, the motivational evaluation has to fulfill the condition of providing informative feedback which is more likely to strengthen student's motivation to a certain task than the controlling feedback, as Lepper and Hoddell remind (Lepper and Hoddell in Williams and Burden, 2010, p. 135-136). Naturally, the teacher has to understand that when she says 'well done' she is not providing informational feedback.

Moreover, the teacher might familiarize her students with the topic that will be evaluated and with the criteria which will serve to the evaluation, as well as make the output available to a dialogue, i.e. give the student the opportunity to improve or correct his performance in the future, so that he does not consider the situation hopeless and final.

Otherwise, it would be shortsighted to recommend only one type, form or way of evaluation as generally applicable in every situation and for each student, in terms of motivation. It seems obvious that certain situations call for a particular type, form or way of evaluation, such as for holistic evaluation in case of a writing composition etc.

Similarly, one cannot label some purely wrong type or form of evaluation, it is completely up to the teacher to realize which evaluation will be the most suitable one in a particular case and to utilize it to its maximum. As an example, Petty highlights (Petty in Slavík, 1996, p.127) that marking can be enhanced with the use of criteria which makes it more informative and specific than an ordinary rating scale. Or if the teacher takes a look at the evaluation based on individual or social progress norm, she can realize that some of her students are of competitive nature and thus, comparison with their peers may support their motivation.

As it was already stated, the teacher can go wrong in many ways while articulating evaluation. Thus, if the teacher desires to motivate her students with evaluation, she should avoid the actions described below. Firstly, the teacher has to be aware of the fact that she, although possibly subconsciously, she projects her relationship towards the student into the evaluation, to a certain extent, as for instance Kolář and Šikulová stress (2009, p.38). Thus, Slavík explains (1999, p.67) that such evaluation may lack validity, because it does not take only the student's performance into account, but also the teacher's personal feelings towards the student. In order to evade this undesirable influence, the teacher may exploit standardized tests which offer the possibility of being evaluated without including the nature of the relationship between the teacher and the student or, as the author of the thesis would preferably recommend, to incline towards self-evaluation and to make the evaluation a part of an open dialogue with the students, so that they consider the relationship between them and the teacher as a natural part of the teaching and learning process.

Further, Kolář and Šikulová correctly remind (2009, p. 39-40) that the way in which the teacher perceives the student does not represent a true copy of reality, it is altered by number of distortions coming most often from the teacher's personality. A so called selectivity of perception makes the teacher pick only those incentives that enable to confirm her previously created opinion on the student and disregard the other. As an opposite to this tendency represents the holistic perception which does not take particular details concerning the student into account and gives value only to one overall impression. Such situation in which the basic impression prevails the other completely is called the halo effect, according to Kolář and Šikulová (2009, p.40-41).

Teacher's expectations regarding the student's performance may also significantly influence the following evaluation and, because of that, can have definite impact on student's motivation. Kolář and Šikulová name (2009, p.41-42) two major phenomena that are related to the teacher's expectations regarding the student and his performance, i.e. the Pygmalion and the Golem effect. The first one denoting a situation in which the teacher, based on the positive nature of her expectations, tends to provide such conditions that support the student to achieve good results. The teacher, influenced by the Golem effect, behaves dismissively and critically towards the student about whom she has negative expectations.

Such behaviour of the teacher seems unlikely to evoke and maintain student's motivation, because it might touch his feelings of self-esteem and capability which, if disturbed, may even cause discouragement into further learning on the side of the student.

Generally speaking, based on the given characteristics, the teacher might preferably want the Pygmalion effect, if she wishes to maintain student's motivation. However, the above outlined scheme cannot be seen as completely true with all students, one can see the possibility that a student of competitive nature might be encouraged to disprove the teacher's negative opinion on him and try even harder in future tasks.

To continue with the factors that may alter teacher's evaluation, Slavík includes (1999, p.68) the psychological features of the teacher among undesirable influences on evaluation. He rightly names a black and white perception of the world due to which the teacher tends to make either good or bad judgements, a halo-effect that gives too much power to one evaluation which affects all the following ones or the attributional style of the teacher which helps the teacher to interpret the motifs and causes of students behavior or results. Making an attributional error can have a significant influence on the teacher's relationship towards the student, namely in terms of evaluation, as Slavík wisely points out (1999, p.69). He further describes (1999, p.69) two basic types of teacher's attribution, the activating and de-activating one. The former sees the cause of student's success in internal factors, such as, his abilities, skills and talent, on the other hand the reason for failure attributes to external changeable causes like luck which creates the vision of a gifted student who is capable of

developing and overcoming any failure, though sometimes lacking effort. The teacher acts according to such vision and sends the student this message which, understandably, motivates the student to learn.

Thus, the activating attribution should be a desirable phenomenon, from point of view of both, the teacher and the student. It may promote motivation which remains the target characteristics of every valuable evaluation. On the other, if the teacher evaluates based on the deactivating attribution, she may cause damage in student's motivation and self-confidence, because she perceives student's success as result of external factors like overly simple tasks or luck, and lets such impression to be understood by the student. The reasons for failure are of permanent, internal nature, mainly the absence of student's abilities. Thus, the student feels demotivated and does not trust his abilities any more, as Helus concludes (Helus in Slavík, 1999, p.70).

Consequentially, making attribution mistakes may have effect not only on student's motivation, but also on his self-confidence. Both phenomena may impact student's present and future, too, hence the teacher has to be aware of having such power with her evaluation.

To continue the features of evaluation that might disturb student's motivation Slavík reminds (1999, p.146) that the teacher should definitely evade labeling the students with her evaluation or, even worse, to ridicule them via evaluation. To commit such evaluative errors may have negative effect not only on student's motivation, but also on his self-confidence which is essential in many other areas of life, not only at school.

To add the final point to the evaluation which should not disturb, but preserve and maintain student's motivation, regardless the form or type chosen by the teacher, Stiggins et al. (2004, p.12) rightly highlight the coherence of evaluation with appropriate, predetermined and clearly articulated achievement targets. Stiggins et al. further stress (2004, p.12, 18) the importance of communicating the evaluation effectively and of students' involvement in evaluation, as well as of encouragement towards self-evaluation belong to the main rules that the teacher shall keep. More particularly, it is suitable that the teacher includes the students into the communication about their own learning, moreover in evaluating, tracking and setting the goals for their own learning, as Stiggins et al. correctly conclude (2004, p.27).

This approximation of evaluation to the student might help him to consider the evaluation as a transparent and natural part of the learning process, not as a stressful and inevitable element which has to be feared. Only the evaluation freed from such negatives may possess the motivational function, as well.

To summarize this part of the thesis, one may say that the choice of type or form of evaluation does not seem to represent the most decisive factor which is in connection to student's motivation. The main condition for motivational evaluation might be articulated with saying that such evaluation should work as a completely transparent system (transparent for all the sides that participate in the evaluative process, i.e. the teacher, the student and, consequentially, his parents) of formal, informal and self-evaluation which was developed from careful premeditation considering the particular student's difference. Although to some teachers it may seem too time consuming to incorporate the self-evaluation into the lessons, the existence of it in the complete evaluative system seems implicit and more than necessary. Further, the possibility of discussing the evaluation with the teacher and not perceiving it as an element of final nature should be highlighted, as it may greatly contribute to the level of student's motivation towards learning in the future. Similarly, and most importantly, the teacher should not fear to account individual student's distinctions and needs to the possible amount when developing her system of evaluation, as it has been repeatedly stressed through the theoretical part of the thesis. Finally, the teacher should try and avoid the above described evaluative mistakes which certainly violate the quality of a good and motivational evaluation. An essential precondition to this constitutes the theoretical knowledge of the possible mistakes.

This section concludes the theoretical part of the thesis, expressing the gist of the whole thesis, to which the necessary foundation of theory was laid in the previous chapters concerned with characteristics of the two phenomena, the evaluation and motivation. Thus, the following chapters are dedicated to the research which remains, similarly as the theoretical part, focused on the motivational function of evaluation and attempts to investigate it in greater detail, using the below described case study with its research instruments.

5 INTRODUCTION, STRUCTURE AND AIM OF THE RESEARCH

The research of this diploma thesis builds on the results presented in the theoretical part, which proved that the relationship between student's evaluation and motivation exists. However, it was pointed out that each student may be motivated by a different form and type of evaluation, even by a distinct way of expressing it, depending on his individual differences. The author of the thesis described the differences in the extent that is sufficient for the purposes of this thesis.

Taking these outputs into account, the purpose of the research is to find answers to the following research questions:

- a. Which form and type of evaluation motivates the students in a positive way the most?
- b. Which form and type of evaluation decreases students' motivation the most?
- c. How is the particular student evaluated by his teacher in a specific pedagogical situation and how does he respond to the evaluation?

To make it more understandable, the research consists of the following phases:

- introduction
- preparations
- the researched subjects
- research instruments and piloting
- summary of data gained from the research instruments
- data analysis
- summary and interpretation of the results

5.1 PREPARATIONS

To present the research more closely, it shall be stated that it utilized the following three research instruments, all of them prepared by the author of the thesis: observations (using the observation sheets), questionnaires for the students and semi-structured interviews with the teachers. All the research instruments will be described in greater detail in the following section.

The research itself may be characterised as a case study, which, as Hendl describes it (2005, p.103-104), represents a research focused on thoroughly studying and analysing a specific case. This research aims at two students of a primary school and their (two) teachers of English. Therefore, unlike other types of case studies, such as community case study, social group studies or event, roles and relations case studies, as Hendl presents it (2005, p.104-105), the study utilised in this thesis meets the criteria of the personal case studies category.

To specify this personal case study even further, Stakes offers (Stakes in Hendl, 2005, p.107) yet another division, the one of intrinsic, instrumental or collective case studies. According to this distinction, this case study may be considered intrinsic, because it focuses on a particular case, not taking issues of general nature into account.

As it has been already mentioned, its focus lies on two particular students and their (two) English teachers, i.e. four persons altogether. Such limited focus was chosen because it provided the possibility of more intense concentration on both, the observed subjects and phenomena. To finalise the characterisation of this case study, one may note that the case study of this diploma thesis belongs, according to Yin's description (2002, p.5), to the single descriptive case study category, which puts a single case to the fore and focuses on detailing a particular phenomenon in its natural context (in this case, the phenomenon is the relationship between a student's evaluation and motivation).

As a case study provides a detailed insight into a particular case and phenomenon, its results may not be easily generalised. Stakes explains this issue accurately (1995, p.4) when stating that what seems to be valid in a particular case may not really illustrate the outlook of the situation in other cases.

The output of this case study may serve as an aid for development for both teachers, but certainly cannot be generalised and one should not derive generally

applicable rules from it, thus even the author of this thesis will not do so. For obtaining such rules, realization of much deeper research would be a necessary precondition for being able to articulate generally usable results.

5.2 RESEARCHED SUBJECTS

It seems essential to explain that the reason the research was conducted in Primary School Vlašim-Sídliště is that I spent my clinical year as an assistant there and thus, have had knowledge of the English teachers and of some students, from point of view of both teaching and observing. Such preconditions were to the benefit of the research. Through its results, which were handed over to the English teachers, the research provided interesting and informative output that might be useful for the English language teaching and learning process.

For the purposes of this research, two teachers of English were included, based on the knowledge that was gained during the observations within the clinical year. The first teacher has got less than five years of teaching experience. The second teacher may be characterised as an experienced one, having more than fifteen years of experience. To ensure their confidentiality, the teachers will be labelled TEACHER 1 and TEACHER 2.

The choice of the students was well-prepared and thought-out, based on the knowledge gained during the clinical year teaching and observations. However, this knowledge is, naturally, influenced by the observer's individual characteristics and therefore, cannot be taken as absolutely valid and true.

STUDENT 1 is a boy, age 11 who attends the 5th grade. From the temperament point of view, he might be classified as an introvert. According to careful observation, as learning style goes, his preferences are among visual incentives. He takes interest in computers and science, enjoys reading fantasy books. In English lessons, he prefers reading activities and individual work, during which he seems hard-working and thoughtful. On the contrary, he dislikes competition of any kind or public display of his success or failure. Outside school, he finds pleasure in playing chess; he is a member of an amateur chess club.

STUDENT 2 is a 14 year old girl who finishes 8th grade. In some ways, she may be perceived as an opposite to STUDENT 1, because she seems to be an extrovert. Her learning style can mostly be seen as a kinaesthetic one, she benefits from body movements. In English lessons, she prefers competitions, games, role-playing or group work; she might be described as quite impatient and inattentive when the task does not capture her attention. Furthermore, she savours public attention and company. Her leisure time activities encompass dancing or running, she even represents her school regularly at running events.

To summarise the information gained from the clinical year and observations, it should be, repeatedly, noted that the validity of such perceptions is, to some extent, distorted by the observer and her individual characteristics, attitudes and beliefs concerning not only the observed subjects in particular, but also the educational process and environment as a whole. Therefore, the point of view of observer is a subjective one, for a more detailed and thorough knowledge concerning the personalities and characteristics of the students one would have to realize a deeper and larger research, which would, however, greatly exceed the possible extent and opportunities of this thesis. For the purposes of this cases study, the author of the thesis considers the characteristics of both, students and teachers, based on her own experience and observations as sufficient.

The above presented chapters briefly outlined the chosen research methods, as well as the target group, the following chapter deals with much broader specification of the methods by which the research was conducted, as well as with the description of the piloting of the research.

5.3 RESEARCH INSTRUMENTS AND PILOTING

The research was realized utilizing the following instruments:

- a) questionnaire for the students
- b) a semi-structured interview with the teachers
- c) observations (via observation sheet)

Due to the number, the three research instruments fulfill the condition of the triangulation of distinct methods of data collection. Triangulation of different research methods is an essential precondition for at least basic quality of the research, as many authors, for instance Hendl (2005, p.146-150), articulate.

Firstly, the observations were conducted with help of a structured observation sheets (see Appendix 1). The sheet focused mainly on the form and type of evaluation articulated by the teacher, on students' reaction to it and on the increase or decrease or seemingly same level of effort in activities that immediately follow the evaluation. To rephrase it, motivational function of evaluation represented the target of observations. Characteristic of the pedagogical situation, evaluated area, the topic of the lesson, disruptive factors along with date, time, number of students and teacher identification (T1 or T2) were incorporated into the sheet.

It was not feasible to include all the categorizations of evaluation which were introduced in the theoretical part of the thesis simply because to observe and focus on such a large sum of phenomena would be impossible for the observer and a task for a research of much deeper, larger and more complicated nature. Thus, only the selected categorizations were incorporated into the observation sheet.

In order to bring valuable output, the observation should maintain certain level of validity, i.e. shall observe only the predetermined phenomena (evaluation and motivation), as Chráska reminds (2007, p.152), and should keep some reliability level, as well. Reliable observation, according to Chráska (2007, p.152-154), shall depict the observed issues precisely, without being influenced by common mistakes made during observations, such as stereotyping, making analogies or such situations when the observer is affected by the halo effect. In order to avoid making stereotypes, as Chráska explains (2007, p.153), the observer should not succumb to making certain personality schemes, which he applies on students who behave in similar way. To evade the halo effect, the first impression about the student shall not violate perception of future actions of the observed person.

While observing, the doer cannot help apprehends the reality with his own subjective filter, which is shaped by his personality, attitudes, beliefs and many other factors. Or, as Chráska adds (2007, p.154), even the current mental condition (feelings of sadness or happiness, etc.) may have some effect on the observations.

Considering all the above described limitations, the observations were realized from November 2011 to February 2012, including the piloting phase. With each student and teacher in question, 10 observations were made, which rounded the total number of observations to 20. To complete the necessary information, it shall be stated that TEACHER 1 teaches STUDENT 1 and, similarly, STUDENT 2 is being taught by TEACHER 2.

Further, to the research of teachers, semi-structured interview was selected, because by its nature, such interview brings the researcher the opportunity to dig deeper into any matter which opens up during the interview, as Chráska sees the advantage of it (2007, p.183), and, thus, to gain more specific insight of the researched phenomena by asking additional questions concerning the phenomena.

Finally, questionnaires helped to collect the data from the students. Gavora characterizes a questionnaire (Gavora in Chráska, 2007, p.163) with stating that it represents a system of well-prepared and carefully formulated questions concerning the researched issues. Nevertheless, as every instrument of data collection, a questionnaire may also contain several problematic areas, such as that the respondents usually answer according to their own perception of reality and do not see the genuine state of it, as Chráska reminds (2007, p.163-164).

To specify the questionnaire of this thesis more, majority of the questionnaire items may be seen as structured ones, i.e. with the choice of several pre-prepared answers, as Chráska describes (2007, p.166). Last two items can be perceived as open-ended, because they do not offer any ready-made answer to the student. To conclude the description of all research instruments, the author of this thesis tried to formulate them in a clear and understandable way for both the researched subjects and the readers.

Regarding the procedure according to which the research went, each student completed the questionnaire separately, in a non-disruptive environment of an empty language classroom, not exceeding 20 minute per the questionnaire. The researcher carefully explained every questionnaire item, answered their queries and was present through the time necessary for completion of the questionnaire. Further, semi-structured interviews with the teachers were conducted in their offices, recorded and transcribed afterwards. For each of the interviews, no more than 30 minutes was needful to finish.

With observations, it was essential to offer the students and the teachers the possibility to accommodate to the researcher's presence during the lessons. Thus, trial (piloting) observations were realized in each of the particular student's class. The number of such observations was two in every class, because the students and teachers were familiar with both teaching and observing activities of the researcher from her clinical year stay. The observer was seated at the back of the classrooms to disturb the run of the lessons as little as possible.

As this chapter summarized the research instruments and procedure of the research, the next section will focus on the collected data, taking each of the three sources one by one. The tables which served to the purpose of clarity of the data gained by the observations are, due to their extent, placed in the Appendix 4.

5.4 DATA SUMMARY

5.4.1 Data gained from the semi-structured interviews with the teachers

The below presented results of interviews with the teachers should reflect their opinions on evaluation and motivation, however, the output may not depict the reality of their lessons most accurately. To get the insight into reality, teachers' answers will be contrasted with data gained from the students' questionnaires and observations, in the interpretation part of the thesis.

TEACHER 1 claims that she utilizes mostly verbal evaluation in her lessons. Where a mark is necessary, she accompanies it with commentary and attempts to discuss the problematic areas with the student. Moreover, she uses stars and dots for evaluation of homework. As regards nonverbal evaluation, she admits usage of body language and facial expressions, however, declares that she has control over such evaluation.

On the other hand, TEACHER 2 evaluates her students mainly with marks, with an explanation if it is required. This choice comes from her belief that majority of the students unfortunately learn for marks, only, and their parents are interested in them, too. For regular classroom tasks, she evaluates shortly, in a verbal form, and she declares not to be aware of using any nonverbal evaluation, because she does not perceive it as a significant form of evaluation. For evaluation of activities during the lessons (exercises, answers to teacher's question etc.), TEACHER 1 prefers verbal evaluation, with facial expressions or gestures. TEACHER 2 sees most benefits in short verbal evaluation in such situations.

Further, TEACHER 1 articulates results of regular oral evaluation with help of a mark and verbal commentary, the output of a periodic test is being expressed by a mark with written commentary and, in most situations, a verbal comment is added. On the other hand, TEACHER 2 does not alter her evaluation in these two distinct situations, she utilizes a mark in both cases, only if the student requests some detail, she amends an explanation.

Finally, a test at the end of a bigger course unit (or a quarterly written test) is being evaluated by a mark with both written and verbal commentary by TEACHER 1, adding a personal interview with the student, if the situation demands it. TEACHER 2

repeatedly prefers a mark in such context, she offers the opportunity of explaining it when the student does not understand the evaluation.

As the matter of motivation regards, TEACHER 1 grasps the influence that evaluation may have on students' motivation and, moreover, considers this effect as a quite large one. However, she feels that the older the student, the less he might be influenced by evaluation, except for situations when the mark decides whether the student may alter the results of the entrance exams to the chosen high school. TEACHER 1 also declares to have tried to accommodate evaluation to each student's needs in the beginning of her teaching practice, nevertheless, currently she sees most benefits in verbal evaluation, as it was already mentioned.

To express the view of TEACHER 2 on these issues, she believes that the power of evaluation does not reach such high limits, if compared with the other teacher. TEACHER 2 considers the subject itself (i.e. English) as the greatest motivating factor, not the evaluation as such. However, she is of the same opinion as the first teacher and confirms that motivation of younger children may be affected by evaluation to greater extent than with the older ones. To conclude both teachers' opinions on the influence of evaluation on motivation, TEACHER 1 sees high power of both negative and positive nature of evaluation on motivation by attributing a number 4 to both of them on the interview scale, whereas TEACHER 2 perceives the positive evaluation as a medium-level influence (number 3) and evaluation of negative nature as a low effect influence factor (number 2).

5.4.2 Data gained from the questionnaires filled-in by the students

This output will provide interesting view on the evaluation and motivation problematics from the point of view of the students. Along with the results of observations, this data will be compared with the output from the teachers in the interpretation, as it has been mentioned previously.

STUDENT 1 believes that his teacher evaluates him mostly by a combination of written and verbal evaluation and, also, by using stars and dots for good or bad homework evaluation. To the same question, STUDENT 2 answered that her teacher mainly utilizes written evaluation (a mark) and a combination of verbal and nonverbal one, mostly frowns or shaking of the head, as student further specifies.

STUDENT 1 feels to be motivated by positive evaluation, he increases his effort in the following task, according to his questionnaire. Followingly, STUDENT 2 does not seem to be affected by positive evaluation to great extent, she maintains the same level of effort in the next task.

Regarding negative evaluation, it, surprisingly, motivates STUDENT 1 to make greater effort and to correct the achieved negative results, as he describes. STUDENT 2, similarly as in the previous question, she does not consider herself to be affected by evaluation of negative nature, there appears to be no change in her learning effort.

To touch the various pedagogical situations, STUDENT 1 usually receives a mark with verbal commentary and STUDENT 2 a mark for regular oral examination or a test. In a situation of a quarterly written test (or a test summarizing a larger course unit), STUDENT 1 receives a combination of written and verbal evaluation, which his teacher accompanies with nonverbal evaluation, as well (STUDENT 1 writes that his teacher smiles a lot), STUDENT 2 gets a combination of written (usually a mark) and verbal evaluation.

As the preferences connected with evaluation go, STUDENT 1 likes to get a good mark (1-2), a star or being praised by his teacher, whereas STUDENT 2 enjoys a good mark, only (1-3). On the contrary, to receive a bad mark (3-5), a frown or if his failure is being expressed in front of the whole class does not make STUDENT 1 happy. Finally, STUDENT 2 does not appreciate constant negative evaluation, regardless the form or type of it.

Finally, according to his answer to the last question, the first student feels that in most situations his teacher utilizes formative evaluation, while trying to explain and eliminate the problematic areas of the student, whereas the second student receives the summative type most often.

5.4.3 Data collected from the observations

Data from the observations seem to be the most difficult to analyse, mainly because of the nature of observed phenomenon, i.e. motivation. Motivation as such cannot be observed directly, one may only recognize its manifestation, such as increased or decreased learning/working effort or interest in the task. Additionally, observations are

always, to a certain extent, influenced by the observer's personality, as it has been stated previously in the characteristics of the research instruments. Bearing all these issues in mind, the author of the thesis offers the tables placed in Appendix 4 as the most efficient tool to depict the results of observations.

5.5 SUMMARY AND INTERPRETATION OF THE RESULTS

This chapter is targeted at summary and interpretation of the data collected by observations, semi-structured interviews and questionnaires, in accordance with the research questions. In the theoretical part of the thesis, the existence of relationships between evaluation and motivation was confirmed (e.g. the motivational function of evaluation etc.). Furthermore, the data from all of the three research tools mainly support the relation's existence. Before immersing into the summary and interpretation of the data, it has to be noted that the output regarding evaluation of skills and subskills would have been very difficult to interpret, seeing that in reality the evaluated tasks encompassed more than one skill/subskill. Thus, the author of the thesis chose not to interpret the given data, to avoid inaccurate results. Disregarding this issue, the following summary and interpretation of the gained data is offered, to find answers to the research questions presented earlier in the thesis.

As regards the nature of evaluation, STUDENT 1, in his questionnaire, claimed that he feels encouraged by both negative and positive evaluation to increase his work efforts. The results of the observations confirmed the motivational function of positive evaluation in five out of seven cases, i.e. in majority of situations. However, the observations undermined the declaration of the student that negative evaluation encourages him as well, because in two out of three situations, STUDENT 1 responded in a negative manner to such evaluation, he even decreased his efforts in the following activity. To summarize the influence of evaluation on STUDENT 1, he is highly motivated by evaluation of positive nature, but, despite his own belief, he is discouraged by a negative evaluation.

On the other hand, STUDENT 2 claimed that she does not feel any change to her effort caused by evaluation, regardless of its nature. The output of observations was able to confirm this statement, with three reactions of no change out of total five to positive evaluation and with the same share belonging to reaction to a negative

evaluation. All in all, STUDENT 2 does not seem to be as impressible by the nature of evaluation as the first student, therefore, the motivational function does not seem to have such a high level if compared with STUDENT 1.

To determine the most motivating and motivation decreasing form or type of evaluation, only the observations served in the end, because both of the students, in their questionnaires, revealed that not the form, but the nature of evaluation seems to be the important factor that influences motivation. If one disregards the nature of evaluation being the decisive factor that causes either increase or decrease in motivation, by which the reality suffers a substantial distortion, the following findings may be presented as answers.

As regards STUDENT 1, a combination of verbal and nonverbal evaluation, along with verbal evaluation seemed to motivate him the most (both having 20% of positive reactions). On the other hand, negative reactions and decrease of effort was spotted after a combination of written and verbal evaluation (10%) and, additionally, after a conjunction of verbal and nonverbal evaluation (10%).

Next, STUDENT 2 seemed to reduce her efforts after receiving written evaluation, i.e. a mark, and after a nonverbal evaluation (a frown). Repeatedly, it should be noted that the nature of evaluation may not be overlooked, for the previously listed reasons. Therefore, with both students, the conclusions considering the motivating/demotivating form of evaluation cannot be taken as full, if isolated from the influence of the nature of evaluation.

As regards the evaluation of particular pedagogical situations, for STUDENT 1, activities during the lesson were mostly followed by a combination of verbal and nonverbal evaluation from TEACHER 1. Verbal form of evaluation succeeded the regular oral examination of STUDENT 1 most often, as a combination of written and verbal followed the periodically written test. A test closing-up a larger course unit, which took place only once during the observed period, was evaluated by a mark accompanied with a written commentary by TEACHER 1.

In the interview, TEACHER 1 reminded that she utilizes a conjunction of verbal and nonverbal evaluation to assess efforts during classroom activities, in majority of cases, which was confirmed by the data gained from observations. To such evaluation, TEACHER 1 received two positive reactions out of three from STUDENT

1. TEACHER 1 also claimed that for regular oral/written examination, she uses a combination of written (a mark) and oral evaluation. This information was acknowledged by her student and, mainly, by the observations. STUDENT 1 reacted positively to both verbal evaluation of the oral exam and had 1 negative reaction, as well as one reaction of no change to a combination of written and verbal evaluation of oral examination or regularly written test.

Lastly, according to the interview, TEACHER 1 is aware of utilising mostly written evaluation, i.e. a mark with both written and verbal commentary (the latter one only if necessary) for articulating evaluation of an important test. To this evaluation, STUDENT 1 responded positively. Data from the observations were of the same nature, but STUDENT 1, having more experience with his teacher than the observer, urged in his questionnaire that she accompanies written and verbal evaluation also with the nonverbal one. This offers an interesting insight and indicates that TEACHER 1 may not have majority of her nonverbal evaluation under control, as she maintained in the interview, i.e. that she expresses evaluation with her face and body, subconsciously, not in a controlled way, in some situations.

As regards the type of evaluation, TEACHER 1 performed formative type in 6 out of 10 observed situations, which indicates her inclination to such type. Her student reacted positively three times, which makes this type of evaluation the most motivating for STUDENT 1.

To sum up the TEACHER 1 and STUDENT 1 case, one might conclude that observations reconfirmed the statements of both observed persons. One may also say that the previously stated data partly confirmed this teacher's preferences in verbal evaluation, i.e. that she tries to use it in majority of situations. Lastly, with STUDENT 1, the motivational function of evaluation seemed to play a very significant role which confirmed the premise from the theoretical part of the thesis.

TEACHER 2 said that to evaluate her students for regular classroom activities, she utilises short verbal comments (fine, well done, once more etc.). However, STUDENT 2 complemented this information with declaring that her teacher uses mostly written evaluation (a mark) or a conjunction of verbal and nonverbal one for such situations. The observer had to incline to the student's view, perceiving the linking of verbal and nonverbal evaluation most often. To such evaluation, the student

responded with no remarkable change in her efforts (all three cases). Thus, similarly, as with the first teacher scenario, TEACHER 2 does not seem to master her nonverbal evaluation, but, unlike the first teacher, who is aware of it and uses this form of evaluation, TEACHER 2 expressed an opinion that she does not use it at all. Therefore, this teacher's case clearly demonstrates underestimation of a form of evaluation. Both of the teachers, especially the second one, may consider paying more attention to this matter.

Evaluation of oral examination was, according to the observations, expressed by TEACHER 2 in two equally common forms – written, i.e. mark only, and a combination of verbal and nonverbal one. The student's reaction to the former one was negative, to the latter a positive one. A regular test is usually assessed by a mark or mark with a verbal commentary with this teacher, her student responded positively to the first evaluation and with no change to efforts to the second one. The explanation provided by the teacher during the interview and answers of her student in the questionnaire reinforce this data, revealing that TEACHER 2 inclines to the written form of evaluation, mainly marks, in such cases.

Finally, a test concluding a larger course unit was assessed by combination of written (a mark) and verbal evaluation, as both the teacher and the student stated. The observations agreed with this matter, however, pinpointing a very limited length of verbal commentary, which did not bring informative feedback to the student and, thus, did not fulfil the nature of formative evaluation. The student did not alter her efforts in any significant way after such evaluation.

As quite a contrast to the first teacher, TEACHER 2 utilised summative type of evaluation in 7 out of 10 situations, which suggests this type to be the most used by this teacher. In the interview the teacher however insisted that she does not follow this categorization of evaluation which might be to the detriment of her evaluative system and, consequentially, to the student. However, her student seemed to favour neither of the types in connection with motivation, answering with the same share of positive and negative reactions.

As a conclusive statement, one may claim that the differences between both teachers are quite significant ones, as are the differences between both students. TEACHER 1 attempts to formulate majority of her evaluation towards STUDENT 1

with the help of verbal form, whereas TEACHER 2 prefers written forms of evaluation when it comes to assessing STUDENT 2. Additionally, the observer noticed that this scheme does not apply to STUDENT 1 and STUDENT 2 only, but almost the entire class, merely suggesting characteristics of each teacher's educational preferences.

To conclude, this case study found answers to the research questions, though with some distortion regarding the important influence of the nature of evaluation. As these results may, in a way, seem incomplete, on the other hand, they revealed a very interesting phenomenon, i.e. the importance of nature of evaluation for students' motivation. This area offers an opportunity for improvement and development for the teachers. It is important that they keep an eye on the nature of their evaluation and whether they propose positive evaluation even in cases that constantly call for a purely negative one. As both teachers described themselves to be aware of the influential power that evaluation has on the motivation of their students, they might consider giving a chance to experience success to all students, once in a while, not only to the excellent ones, but also to the students with performance among average or worse. Lastly, the research outputs confirmed the premise that each student might be motivated by dissimilar factors, based on his individual differences, and partly confirmed the presupposition from the theoretical part of the thesis, i.e. the motivational function of evaluation, which was perceived as quite a strong one with STUDENT 1, however, not so significant with the second student.

Besides finding the answers to the research questions, the research revealed other interesting issues regarding both teachers. The observer was able to pay attention to the fact whether both teachers try to encourage their students to self-evaluation which would be desirable for both sides. However, such attempts were noted only twice with TEACHER 1. TEACHER 2 did not utilize such evaluation at all. This phenomenon is to the detriment of students, teachers and of the whole teaching-learning process, as well, because due to self-evaluation, more responsibility is handed over to the students and evaluation becomes a complete system, encompassing the formal and informal evaluation, along with the self-evaluation.

The output and ideas of this case study were offered to both participating teachers in a hope that they will find them useful and inspiring for their personal

development and also, for the effectiveness of the teaching-learning process as a whole. It is only up to them whether and how are they going to use the provided material.

6 RÉSUMÉ

Hodnocení a motivace jsou nezbytnou součástí života každého člověka. Bez motivace, ať už vnitřní či vnější, se neobejde téměř žádná lidská činnost. A stejně tak téměř každá lidská činnost je určitým způsobem ohodnocována člověkem samým nebo jeho okolím. Významnost hodnocení a motivace se stává ještě větší při tak smysluplných aktivitách, jaké představují učení a vyučování. Proto je nezbytné se této problematice věnovat také z hlediska výuky anglického jazyka.

Cílem práce je prezentovat důležitost a charakteristiku vztahu, který spojuje hodnocení a motivaci ve školním prostředí. Za tímto účelem jsou postupně v potřebné míře představeny oba hlavní koncepty. Nejprve je zohledněn a vysvětlen rozdíl, v souladu s kterým jsou v anglické terminologii používány odborné výrazy *assessment* a *evaluation*. Část pojednávající o hodnocení pak zprvu definuje obsah samotného pojmu, který přirozeně spojuje s hodnotami. Dále se věnuje jednotlivým typům hodnocení, jak je vymezují odborníci: záměrné a bezděčné, objektivní a subjektivní, sumativní a formativní, pozitivní a negativní, holistické a analytické, interní a externí, v neposlední řadě též hodnocení založené na individuální a sociálně-vztahové normě, stejně tak jako sebehodnocení žáků a hodnocení formální a neformální, jemuž je, vzhledem k rozsahu tématu věnována delší sekce. Zdůrazněno je hledisko, na základě kterého by učitel neměl nepreferovat žádný z uvedených typů, ale využívat všechny adekvátně v příslušných pedagogických situacích, zohledňujíc co nejvíce individuální potřeby, preference a rozdíly žáků.

V následující části jsou popsány jednotlivé funkce, které může hodnocení poskytovat, ať už z učitelova nebo žákova hlediska. Do první skupiny lze zařadit funkci zpětnovazební, informační, regulační, diagnostickou, diferenciací a prognostickou. Každá z nich může být učiteli velmi prospěšná. Na druhé straně žák může těžit taktéž ze zpětnovazební funkce, jakžto i z té kognitivní a konativní.

Část věnovaná hodnocení nemohla necharakterizovat formy, v nichž může učitel hodnocení vyjadřovat. Mezi ně bezpochyby náleží slovní a písemné hodnocení, stejně tak jako to neverbální, které nebývá učiteli často bráno příliš vážně, jak ukázala

praktická část práce. Důležité je říci, že práce neupřednostňuje ani jednu z forem jako tu nejlepší a univerzálně použitelnou, nicméně zdůrazňuje výhody slovního hodnocení, které, pokud je použito správně, může žákovi přinést dostatečně informativní zpětnou vazbu týkající se jeho výkonu.

Pro potřeby výzkumu bylo také třeba krátce vysvětlit a popsat, jaké mohou být rozličné pedagogické situace v hodinách anglického jazyka a že učitel může v těchto situacích využít odlišné formy či typy hodnocení, samozřejmě po zohlednění studentových charakteristik.

Validita a reliabilita (spolehlivost) představují velmi důležité podmínky, které by se měl učitel pokusit dodržet v rámci hodnocení žáka. Oběma těmito charakteristikám hodnocení je proto věnována následující část práce, uvědomujíc si také významnost tzv. intra- a inter-rater reliability (spolehlivosti u jednoho hodnotitele v různém čase a spolehlivosti v rámci více hodnotitelů).

Hodnocení v hodinách anglického jazyka se nemůže nedotknout oblasti, která se nazývá komunikativní kompetence, neboť tato je jednou z klíčových kompetencí potřebných ve vzdělávacím procesu. Na základě této premisy je uveden vybraný model komunikativní kompetence a dále jsou krátce diskutovány nástroje, jimiž lze tuto kompetenci hodnotit.

Vzhledem k rozsáhlosti daného tématu se následující část vrací k jednomu z již uvedených typů hodnocení a sice tomu formálnímu. Tento typ v sobě zahrnuje širokou problematiku testování a testů, jejichž typy jsou postupně stručně popsány. Mezi typy testování jsou to zejména přímé a nepřímé, discrete-point a integrační, testování založené na normě či kriteriích, stejně tak i to objektivní a subjektivní. K typům testů práce uvádí testy jazykových znalostí (proficiency), testy úspěšnosti (achievement), diagnostické, umíst'ovací (placement), progresivní (testy pokroku studenta) či sumativní (souhrné). Nicméně práce se snaží opět nepreferovat žádný z výše uvedených typů, což by mohlo být ke škodě jak učitele, tak žáka, naopak, vyjadřuje názor, že každý z těchto typů může být prospěšný v určité pedagogické situaci a pro určitého žáka. Autorka si nicméně uvědomuje, že v některých případech si nelze vybrat typ testu, například v případě přijímacích zkoušek na vysokou školu.

Další část se snaží o propojení tohoto širokého tématu s motivací, zdůrazňujíc především studentovu percepci testů a testování, která může být velmi subjektivní,

bezpochyby ovlivněna individuálními rozdíly mezi studenty, kterým je věnována jedna ze sekcí práce. Mezi tyto faktory, které odlišují jednoho studenta od druhého byly zařazeny ty hlavní, a to různorodé rysy studentovy osobnosti, jeho temperament, charakter, inteligence, se všemi jejími dimenzemi, stejně tak jeho jedinečný učební či atribuční styl. V neposlední řadě je zmíněn sociální a kulturní kontext jeho života jako další z faktorů majících vliv na odlišnosti jednotlivých studentů.

Druhá velká sekce práce byla soustředěna na fenomén motivace, za účelem jeho spojení a hodnocením v poslední teoretické části práce. Tato část vymezuje pojem motivace dle dostupných zdrojů, nabízí preferovaný socio-konstruktivistický model motivace v kontextu výuky cizího jazyka a definuje rozdíl mezi pojmy demotivace a amotivace, jichž si často učitelé nejsou vědomi. V následující kapitole jsou popsány jednotlivé typy motivace, mezi nimiž mají svou důležitost vnitřní a vnější motivace, vedle té počáteční, kontinuální a resultativní či instrumentální a intergrativní.

Nezbytné pro pochopení motivace jako takové bylo uvedení různých hlavních přístupů k motivaci, vedle preferovaného socio-konstruktivistického. Postupně jsou tak stručně představeny přístupy kognitivní, behaviorální či humanistické, zohledněno bylo také hledisko emoční.

Těžištěm práce se stala část propojující hodnocení s motivací. Jejím hlavním úkolem bylo toto spojení charakterizovat a dále také navrhnout, co by mohl učitel do svého hodnocení zahrnout či naopak co z něj vyloučit, aby zachoval motivační funkci hodnocení. Jsou diskutovány možné vlivy učitele na hodnocení, díky jimž se může dopustit zkreslení či chyb hodnocení. Mezi těmito hrají důležitou roli způsoby učitelovi percepce žáka, zahrnujíc tzv. Golemův či Pygmalionův efekt, neméně však učitelova očekávání týkající se žáka, projevujíc se například tzv. halo efektem. Dále pak jsou uvedeny vlivy učitelových atribucí, na základě nichž se může dopustit atribuční chyb. Tato část práce formuluje hledisko, na základě dostupných zdrojů, které podporuje hodnocení jako komplexní systém složený z formálního a neformálního hodnocení, ve spojení se sebehodnocením student, díky němuž by se mohlo podařit přiblížit hodnocení jako takové ke studentům samým, ale i přesun zodpovědnosti za učení a jeho výsledky více ke studentovi. Dále se autorka drží názoru, že je třeba hodnocení zprůhlednit směrem ke studentům tak, aby rozuměli tomu, za co a jak jsou hodnoceni a aby učitel vždy poskytl studentovi možnost své výsledky diskutovat a zlepšit. Tím by

bylo možné docílit, aby se studenti přestali hodnocení obávat. Jako velmi vhodné se zdá být obohacení či rozšíření známkovacích kritérií tak, aby známka dosahovala větší informační úrovně, kterou má jinak poměrně limitovanou. Závěrem je doporučeno přizpůsobení hodnocení studentům, především jejich individuálním rozdílům, pokud je to pro učitele proveditelné. Nezbytný předpokladem pro takovéto přizpůsobení je důkladná znalost studentových výše zmíněných specific, kterou může učitel získat pouze dlouhodobým soustředěným pozorováním studenta a vzájemnou komunikací.

Praktická část práce prezentuje výzkumnou sondu ve formě případové studie, která byla vybrána jako nejvhodnější z mnoha typů výzkumů proto, že její výsledky mohou sloužit jako další námět ke studiu a z něho odvozeného zlepšování konkrétního prostředí vybrané školy. Tato případová studie cílila na porovnání výstupů ze tří zdrojů – pozorování, polo-strukturovaných rozhovorů a dotazníků – a na ověření, zda jsou si vybraní učitelé vědomi motivační funkce hodnocení a pokud ano, zda zachování této funkce své hodnocení nějakým způsobem přizpůsobují, dále pak zda jsou samotní žáci hodnocením nějak motivováni a pokud ano, pak jaká forma či typ hodnocení má na ně nejčastěji pozitivní a negativní vliv.

Výzkum nakonec poskytl zajímavé výsledky, které ve většině (hlavně v případě prvního studenta) potvrdily existenci vztahu mezi hodnocením a motivací žáka. Nicméně výzkum také přinesl původně neočekávaný závěr, který byl zjištěn pomocí dotazníků vyplněných studenty, a sice že nikoliv určitý typ či forma hodnocení, ale právě jeho povaha (pozitivní či negativní) má největší vliv na motivaci zkoumaných studentů. Tímto se daly výsledky získané pozorováním, týkající se nejvíce motivující nebo demotivující formy či typu hodnocení považovat za pouze částečně platné. Na základě takového zjištění by bylo velmi vhodné, aby si oba učitelé uvědomili, jak je pro studentovu motivaci důležité poskytnout mu příležitost zažít pozitivní hodnocení, bez ohledu na úroveň jeho znalostí.

Ke stručnému shrnutí dalších výsledků výzkumu by se dalo říci, že u prvního učitele byla výzkumnými nástroji zjištěna preference slovního hodnocení a formativního typu hodnocení, zatímco u druhého pedagoga se v největší míře vyskytovalo hodnocení v psané formě, zahrnující známky či psané komentáře, ruku v ruce se sumativním typem hodnocení.

Pozorování přineslo také neplánované a neočekávané závěry. V případech obou učitelů bylo zpozorováno, že nepřikládají dostatečný význam neverbálnímu hodnocení, druhý pedagog dokonce v rozhovoru popřel, že by toto hodnocení ve svých hodinách užíval, což bylo vyvráceno jak v tvrzení druhého žáka, tak pomocí observací. Tato zjištění upozorňují na fakt, že neverbální hodnocení není těmito učiteli považováno za příliš důležité či vlivné, což je chybný předpoklad.

Neméně neočekávaným výstupem výzkumu se stal fakt, že oba dva pedagogové jen minimálně (první ve dvou sledovaných případech, druhý vůbec) pobízejí své studenty k sebehodnocení, což představuje poměrně smutné zjištění, které je jistě ke škodě jak učitelů, tak žáků samotných.

K uzavření výsledků výzkumu je nezbytné uvést hledisko týkající se žáků, v rámci kterého se motivace prvního studenta ukázala být značně ovlivnitelnou učitelovým hodnocením. V tomto případě student tvrdil, že se cítí být motivován k většímu úsilí jak pozitivním tak negativním hodnocením, což ovšem vyvrátily výsledky pozorování, všímajíc si faktu, že po negativním hodnocení student spíše snížil své pracovní či učební úsilí. Pokud bychom odhlédli od důležitosti vlivu povahy hodnocení, pak se zdál student nejvíce motivován kladně kombinací slovního a neverbálního hodnocení a naopak demotivován kombinací psaného se slovním a slovního s neverbálním. Nicméně u posledního výsledku se jednalo o malou procentuelní hodnotu, na jejímž základě nelze vyvodit obecně platný závěr.

Druhý student se projevil jako ne příliš ovlivnitelný, z hlediska vlivu hodnocení na motivaci, ve většině případů neměnil své úsilí, ať už mu předcházelo hodnocení negativní či pozitivní povahy. V tomto případě nebyla motivační funkce potvrzena do takové míry jako v případě prvního studenta. Pokud však vybereme z těch několika reakcí tohoto studenta, pak negativní reakce byla pomocí pozorování zaznamenána jako následek známky či neverbálního hodnocení, nicméně, stejně jako u prvního studenta, by nebylo správné považovat tyto výstupy za kompletně platné, neboť největší vliv na motivaci obou studentů měla povaha hodnocení.

Výstupy případové studie lze ohodnotit jako přínosné, díky tomu, že byly identifikovány zajímavé trendy, ať už záporné (nepodporování sebehodnocení, podceňování neverbálního hodnocení či převaha sumativního typu hodnocení u druhého pedagoga, ač si této klasifikace hodnocení není vědom) či kladné (mezi nimi

například časté užití formativního či slovního hodnocení prvním učitelem). Pokud se učitelé rozhodnou s poskytnutými výsledky dále pracovat, je možné že jim tyto závěry umožní zlepšení systému jejich hodnocení z hlediska motivace studentů.

7 APPENDICES

APPENDIX 1

OBSERVATION SHEET

ŽÁK 1

Datum: 10.12.2011

Začátek hodiny: 10⁰⁰ 1045

Vyučující: UČITEL 1

Počet žáků: 12

Hlavní téma hodiny: PRÍTOMNÝ ČAS PROSTÝ

Prostředí třídy: LAVICE DO U, OKNA PO LEVÉ STRANĚ, POZOROVATEL POSAZEN DO ROHU KE ZBYVAJÍCÍMU STOLU

Rušivé elementy apod.: KROMĚ OBČASNÉHO TICHEHO POVĚDÁNÍ SE SOUSEDNÍM KLID (PŘÍPAD 2 ŽÁKŮ)

SOUTĚŽ NA 2 TÝMY - KDO RYCHLEJI NATABULI ŠKRTNĚ SPRÁVNĚ SLOVĚSO

1. Způsob práce žáka před vyvoláním / podáním výkonu (popis; např.: pracuje na zadaném úkolu)

PŘIPRAVUJE SE VE SKUPINĚ, NEVYPADA PŘÍLIŠ ZANÍMATÝ, AKTIVITOU, ŽE SE, ŽE HO NEBAVÍ, OPAKOVANĚ SE DIVÁ Z OKNA

2. Žák odpověděl (nehodící se škrtná)

~~SPRÁVNĚ~~

ŠPATNĚ

(ALE PRAVDĚPODOBNE BY VEDEL, JEN NEBAVÍ RYCHLEJSÍ NEŽ SOUPEŘ Z DRUHÉHO TÝMU)

3. Forma či typ hodnocení učitele (přesný popis + kategorizace: slovně, písemně, kombinací obou, neverbálně, jiná forma atd.)

SLOVNÍ KOMENTÁŘ: "NEVADÍ, PŘÍŠTĚ BUDEŠ URČITĚ PRVNÍ!" + ÚSMĚV => kombinace slovního a neverbálního; nutakim?!

4. Reakce žáka (přesný popis; např.: úsměv + pokračuje v práci NEBO úsměv + dále nepracuje, zakládá si ruce atd.)

JDE NA KONEC SVÉ FRONTY, NEUSMÍVA SE PO UČITELOVĚ REAKCI, SLEĐ SPOLUŽÁKŮ PŘÍLIŠ NEVIMÁ, DOKONCE PUSTÍ TOHO, KT. SE OCTNĚ ZA NIM PŘED SEBE) KDYŽ SE UČ. NEVÍVA (NEGATIVNÍ REAKCE)

DÁLE SE TATO ŠTRUKTURA OPAKUJE PO CELOU HODINU

OBSERVATION SHEET

ŽÁK 2

Datum:

Začátek hodiny:

Vyučující:

Počet žáků:

Hlavní téma hodiny:

Prostředí třídy:

Rušivé elementy apod.:

1. **Způsob práce žáka před vyvoláním / podáním výkonu** (*popis; např.: pracuje na zadaném úkolu*)

2. **Žák odpověděl** (*nehodící se škrta*) **SPRÁVNĚŠPATNĚ**

3. **Forma či typ hodnocení učitele** (*přesný popis + kategorizace: slovně, písemně, kombinací obou, neverbálně, jiná forma atd.*)

4. **Reakce žáka** (*přesný popis; např.: úsměv + pokračuje v práci NEBO úsměv + dále nepracuje, zakládá si ruce atd.*)

DÁLE SE TATO STRUKTURA OPAKUJE PO CELOU HODINU

APPENDIX 2

Semi-structured interview

Interviewer: Markéta Krejčová

Interviewee: TEACHER 1

Date: 29.11.2011

NOTE: transcription from a tape

1. Jaké formy či typy hodnocení používáte pro hodnocení žáků v hodinách AJ?

Řekla bych, že se snažím o co největší počet slovního hodnocení. Pokud je známka nezbytná, pak se snažím ji žákovi vysvětlit a chci mu také pomoci, aby pochopil, proč ji dostal a co by měl do příště zlepšit. Používám také hvězdičky a puntíky pro hodnocení pěkně vypracovaného nebo naopak odflinknutého domácího úkolu. Neverbální hodnocení používám, jsem si téhle formy vědoma, ale řekla bych, že ho mám během hodiny pod kontrolou. Ve většině případů usiluji o to, aby hodnocení splňovalo formativní funkci, kvůli žákovi.

a. Proč právě tyto?

Řekla bych, že slovní hodnocení je výstižné, žákovi řekne víc než známka. Formativní je bez debat vhodnější než to sumativní.

b. Proč nepoužíváte ty ostatní?

2. Jakou formou či typem hodnotíte žáky v případě běžné práce v hodině AJ (tj. např. rychlá odpověď na otázku, cvičení z učebnice atd.)?

Jak jsem řekla, většinou slovní hodnocení, někdy spojené s neverbálním, snažím se o formativitu. To platí i u otázek níže, samozřejmě, pokud mi to situace, především čas, dovolí.

3. Jakou formou či typem žáky hodnotíte v případě testu nebo ústního zkoušení v hodině AJ, které provádíte pravidelně několikrát do měsíce (tzn. v případě testu – test pokroku – progress test)?

U ústního zkoušení se nevyhnu známce, ve většině případů ji žákovi okomentuji s tím, že zdůrazním, kde je potřeba více zapracovat. U testu jsou také vyžadovány známky, já k ní vždycky připojím psaný a hodně často i slovní komentář, aby žák věděl, kde má mezery.

4. Jakou formou či typem žáky hodnotíte v případě čtvrtletní písemné práce v hodině AJ?

U takto důležitého testu ke známce vždycky připojím obsáhlý písemný komentář a žákům, kteří nedosáhli takového výsledku, jaký si představovali, nabízím možnost osobního pohovoru, kde se řešíme slabé stránky a možnosti, jak je řešit (popř. i doučování apod.)

5. Máte dojem, že Vaše hodnocení nějak ovlivňuje motivaci žáků?

Ano, to určitě ovlivňuje, řekla bych, že hodně, co tak vnímám u žáků. Hlavně u těch mladších se to dá vysledovat velmi často. Starší už se hodnocením tak ovlivnit nedají, samozřejmě jsou situace, kdy je motivuje velice, například když jim jde o výsledky, které jdou na přijímačky na střední školu, to se pak snaží o dobré výsledky až moc☺

6. Pomocí škály od 1 do 5 (5 = velmi intenzivně, 1 = velmi málo), prosím, vyjádřete, do jaké míry si myslíte, že motivaci žáků ovlivňuje, když jsou Vámi předtím kladně ohodnoceni.

Vidím to jako intenzivní vliv, dala bych tak 4.

7. Pomocí škály od 1 do 5 (5 = velmi intenzivně, 1 = velmi málo), prosím, vyjádřete, do jaké míry si myslíte, že motivaci žáků ovlivňuje, když jsou Vámi předtím negativně ohodnoceni.

Řekla bych, že má taky veliký dopad, taky 4.

Semi-structured interview

Interviewer: Markéta Krejčová

Interviewee: TEACHER 2

Date: 15.12.2011

NOTE: transcription from a tape

1. Jaké formy či typy hodnocení používáte pro hodnocení žáků v hodinách AJ?

Já používám hlavně známky. Pokud to žák nebo situace vyžadují, tak dovysvětlím.

a. Proč právě tyto?

Známky používám proto, že většina žáků se stejně učí pro ně a ne pro znalosti. Stejně tak rodiče se nejvíce zajímají o známky svého dítěte.

b. Proč nepoužíváte ty ostatní?

Nevyžadují je vedení ani rodiče, známky považují za rozhodující. Proto ostatní formy nemají moc smysl, učitel už takhle nemá příliš času v hodině. Rozdělení mezi sumativním a formativním hodnocení je pro mě celkem nové, neřekla bych, že se jím v hodině nějak zvlášť řídím. Neverbální hodnocení ve svých hodinách neužívám, nepovažuji ho za důležitou formu hodnocení.

2. Jakou formou či typem žáky hodnotíte v případě běžné práce v hodině AJ (rychlá odpověď na otázku, cvičení z učebnice atd.)?

V takových případech hodnotím velmi krátce ústně.

3. Jakou formou či typem žáky hodnotíte v případě testu nebo ústního zkoušení v hodině AJ, které provádíte pravidelně několikrát do měsíce (tzn. v případě testu – test pokroku – progress test)?

V obou případech používám známku. Pokud student nerozumí tomu, proč dostal takovou známku, tak mu to samozřejmě vysvětlím.

4. Jakou formou či typem žáky hodnotíte v případě čtvrtletní písemné práce?

Stejně jako v předchozím případě, tj. známku, když je potřeba, vysvětlím.

5. Máte dojem, že Vaše hodnocení nějak ovlivňuje motivaci žáků?

Podle mě není až tak důležité. Za největší motivaci považuji to, jestli žáka daný předmět skutečně baví, protože pokud ne, tak to hodnocení příliš nevylepší, co se motivace týká. Je jasné, že starší na známky dají obecně méně než ti mladší, tam je ještě hodně kontrolují rodiče, takže je chtějí potěšit.

6. Pomocí škály od 1 do 5 (5 = velmi intenzivně, 1 = velmi málo), prosím, vyjádřete, do jaké míry si myslíte, že motivaci žáků ovlivňuje, když jsou Vámi předtím kladně ohodnoceni.

Tak tady bych volila zlatou střední cestu, čili 3, střední vliv. Kvůli důvodům popsaným v předchozí odpovědi.

7. Pomocí škály od 1 do 5 (5 = velmi intenzivně, 1 = velmi málo), prosím, vyjádřete, do jaké míry si myslíte, že motivaci žáků ovlivňuje, když jsou Vámi předtím negativně ohodnoceni.

V tomhle případě bych řekla, že to je ještě menší, tak 2. Předmět prostě považuji za rozhodující motivační prvek.

APPENDIX 3

Questionnaire with the student STUDENT 1

Je možné zakroužkovat i více odpovědí najednou, pokud potřebuješ.

1. Jak Tě paní učitelka/pan učitel angličtiny při práci v hodině obvykle hodnotí?
 - a. Ústně (pochvala, souhlas / nesouhlas atd.)
 - b. Písemně (známkou, procenty, hvězdičkou, obrázkem, např. smajlíkem, jiným písemným hodnocením)
 - c. Kombinací – známkou s komentářem
 - d. Výrazem tváře, gesty, postojem těla (úsměv, zamračení, mrknutí, zdvižený palec atd.)
 - e. Jinou formou – jakou?: *paní učitelka také hodnotí domácí úkoly hvězdičkami a nebo puntíky*
2. Jak se cítíš, když tě paní učitelka AJ hodnotí kladně (pochvala, pěkná známka apod.)
 - a. Mám větší chuť pracovat dále a více se snažit
 - b. Moje snaha spíše opadá, dále pracuji s menším nasazením
 - c. Kladné hodnocení mě neovlivňuje, pracuji pořád stejně
3. Jak se cítíš, když tě paní učitelka AJ hodnotí negativně (napomenutí, nesouhlas, špatná známka)
 - a. Mám větší chuť pracovat dále a více se snažit
 - b. Moje snaha spíše opadá, dále pracuji s menším nasazením
 - c. Negativní hodnocení mě neovlivňuje, pracuji pořád stejně
4. Jak Tě pan učitel/paní učitelka AJ hodnotí za test nebo ústní zkoušení, které probíhá několikrát měsíčně?
 - a. Slovně (delší komentář k tomu, kde jsi měl/a problémy)
 - b. Písemně (známkou za práci v hodině, udělá si poznámku, hvězdičku, smajlíka atd.)
 - c. Kombinací – známkou s komentářem
 - d. Výrazem tváře, gesty, postojem těla (úsměv, zamračení, mrknutí, zdvižený palec atd.)
 - e. Jinou formou – jakou?:
5. Jak Tě pan učitel/paní učitelka AJ hodnotí za čtvrtletní písemnou práci?
 - a. Slovně (delší komentář k tomu, kde jsi měl/a problémy)
 - b. Písemně (známkou za práci v hodině, udělá si poznámku, hvězdičku, smajlíka atd.)
 - c. Kombinací – známkou s komentářem
 - d. Výrazem tváře, gesty, postojem těla (úsměv, zamračení, mrknutí, zdvižený palec atd.)
 - e. Jinou formou – jakou?: *da' mi známku, ke které mám pak ještě něco vysvětluje, abych věděl, co bylo špatně a co se mám učit dále. Také se hodně usmívá.*
6. Nejraději mám, když mě pan učitel/paní učitelka za můj výkon v hodinách AJ hodnotí.....
raději dostávám známku, jedničku nebo dvojku, mám rad hvězdičky a Dů nebo pochvaly.....(doplň)
7. Nejméně se mi líbí, když mě pan učitel/paní učitelka za můj výkon v hodinách AJ hodnotí.....
nerad dostávám špatné známky, da' si jazyk.....(doplň)
nelíbí se mi když se paní učitelka mluví nebo když říká moje známky před celou třídou.
8. Jak Tě paní učitelka v hodinách AJ nejčastěji hodnotí?
 - a) řekne mi známku nebo výsledek, dále ho nevysvětluje
 - b) snaží se mi ukázat, kde jsem měl chybu a co a jak mám zlepšit
spíše takle

STUDENT 2

17.11.2019
11:11:11

Je možné zakroužkovat i více odpovědí najednou, pokud potřebuješ.

1. Jak Tě paní učitelka/pan učitel angličtiny při práci v hodině obvykle hodnotí?
 - a. Ústně (pochvala, souhlas / nesouhlas atd.)
 - b. Písemně (známkou) procenty, hvězdičkou, obrázkem, např. smajlíkem, jiným písemným hodnocením
 - c. Kombinací – známkou s komentářem
 - d. Výrazem tváře, gesty, postojem těla (úsměv, zamračení, mrknutí, zdvižený palec atd.)
 - e. Jinou formou – jakou?: *HOJNE ČASTO TAKY KOMBINACI SLOVNÍHO A VÝRAZU TVÁŘE – ZÁMRAČENÍ SE, VRTÍ HLAVOU A.T.D.*
2. Jak se cítíš, když tě paní učitelka AJ hodnotí kladně (pochvala, pěkná známka apod.)
 - a. Mám větší chuť pracovat dále a více se snažit
 - b. Moje snaha spíše opadá, dále pracuji s menším nasazením
 - c. Kladné hodnocení mě neovlivňuje, pracuji pořád stejně
3. Jak se cítíš, když tě paní učitelka AJ hodnotí negativně (napomenutí, nesouhlas, špatná známka)
 - a. Mám větší chuť pracovat dále a více se snažit
 - b. Moje snaha spíše opadá, dále pracuji s menším nasazením
 - c. Negativní hodnocení mě neovlivňuje, pracuji pořád stejně
4. Jak Tě pan učitel/paní učitelka AJ hodnotí za test nebo ústní zkoušení, které probíhá několikrát měsíčně?
 - a. Slovně (delší komentář k tomu, kde jsi měl/a problémy)
 - b. Písemně (známkou/za práci v hodině, udělá si poznámku, hvězdičku, smajlíka atd.)
 - c. Kombinací – známkou s komentářem
 - d. Výrazem tváře, gesty, postojem těla (úsměv, zamračení, mrknutí, zdvižený palec atd.)
 - e. Jinou formou – jakou?:
5. Jak Tě pan učitel/paní učitelka AJ hodnotí za čtvrtletní písemnou práci?
 - a. Slovně (delší komentář k tomu, kde jsi měl/a problémy)
 - b. Písemně (známkou za práci v hodině, udělá si poznámku, hvězdičku, smajlíka atd.)
 - c. Kombinací – známkou s komentářem
 - d. Výrazem tváře, gesty, postojem těla (úsměv, zamračení, mrknutí, zdvižený palec atd.)
 - e. Jinou formou – jakou?:
6. Nejráději mám, když mě pan učitel/paní učitelka za můj výkon v hodinách AJ hodnotí. *KDYŽ DOSTANU DOBRU ZNAMKU, 1-3*.....(doplň)
7. Nejméně se mi líbí, když mě pan učitel/paní učitelka za můj výkon v hodinách AJ hodnotí. *KDYŽ MĚ P. UČITELKA POKAŽ HODNOTÍ NEGATIVNĚ*.....(doplň)
8. Jak Tě paní učitelka v hodinách AJ nejčastěji hodnotí?
 - a) řekne mi známku nebo výsledek, dále ho neovlivňuje
 - b) snaží se mi ukázat, kde jsem měl chybu a co a jak mám zlepšit

APPENDIX 4

TABLES FROM OBSERVATIONS – DATA SUMMARY

TEACHER 1 – 10 observations in total

FORMS of EVALUATION

Combination of verbal and nonverbal	3 out of 10, (30%)
Verbal	2 out of 10, (20%)
Combination of written and verbal	2 out of 10, (20%)
Written (mark and written commentary)	1 out of 10, (10%)
Nonverbal (smile and nod)	1 out of 10, (10%)
Other form	1 out of 10, (10%)

NATURE of EVALUATION

Positive evaluation	7 out of 10, (70%)
Negative evaluation	3 out of 10, (30%)

PEDAGOGICAL SITUATIONS vs. MOST COMMON FORM of EVALUATION

5 activities during the lesson	3 cases of combination of verbal and nonverbal out of 5	60%
2 regular oral examinations	2 cases of verbal out of 2	100%
2 regular tests	2 cases of combination of written and verbal out of 2	100%
1 test closing-up a larger course unit	Written, i.e. mark with written commentary	100%

EVALUATION of SKILLS AND SUBSKILLS vs. TYPE vs. THE MOST COMMON FORM of EVALUATION

1 case of listening	1 formative	Combination of verbal and nonverbal
2 cases of writing	1 formative, 1 summative	1 verbal, 1 written (mark and written commentary)
1 case of speaking	1 formative	Combination of verbal and nonverbal
5 cases of vocabulary	2 formative, 3 summative	Combination of verbal and nonverbal
3 cases of grammar	1 formative, 2 summative	Combination of written and verbal

(some tasks encompassed more skills/subskills at the same time)

STUDENT 1

FORM of EVALUATION vs. STUDENT 1's REACTION

Written (mark with written commentary)	1 situation	1 positive		
Combination of written (mark) and verbal	2 situations		1 no change	1 negative
Verbal	2 situations	2 positive		
Combination of verbal and nonverbal	3 situations	2 positive		1 negative
Nonverbal	1 situation		1 no change	
Other form (stars and dots)	1 situation		1 no change	

TYPE of EVALUATION vs. STUDENT 1's REACTION

Formative	6 out of 10, 60%	4 positive	1 no change	1 negative
Summative	4 out of 10, 40%	2 positive	1 no change	1 negative

NATURE of EVALUATION vs. STUDENT 1's REACTION

Positive	5 positive	2 no change	0 negative
Negative	0 positive	1 no change	2 negative

PED. SITUATION vs. MOST OFTEN USED FORM of evaluation vs. STUDENT 1's reaction

Activities in the classroom	3 cases of combination of verbal and nonverbal	2 positive		1 negative
Regular oral examination	2 cases of verbal	2 positive		
Regular test	2 cases of combination of written commentary and verbal		1 no change	1 negative
Test closing-up a larger course unit	1 case of written (mark and written commentary)	1 positive		

TEACHER 2 – 10 observations

MOST COMMON FORMS of EVALUATION

Written=mark	2 out of 10, 20%
Written=mark with written commentary	1 out of 10, 10%

Combination of written and verbal	1 out of 10, 10%
Verbal	1 out of 10, 10%
Combination of verbal and nonverbal	4 out of 10, 40%
Nonverbal	1 out of 10, 10%
Other form	0

NATURE of EVALUATION

Positive	5 out of 10, 50%
Negative	5 out of 10, 50%

PEDAGOGICAL SITUATION vs. MOST COMMON USED FORM of EVALUATION

5 cases of activities during the lesson	Combination of verbal and nonverbal (3 out of 5)
2 cases of regular oral examination	1 case of written=mark only, 1 case of combination of verbal and nonverbal
2 regular tests	1 case of written=mark only, 1 case of written and verbal (mark and verbal commentary)
1 test closing-up a larger course unit	Written=mark with written commentary

EVALUATION of SKILLS and SUBSKILLS vs. MOST COMMON TYPE vs. FORM

1 case of listening	summative	Combination of verbal and nonverbal
1 case of writing	formative	Written=mark with written commentary
1 case of speaking	summative	Combination of verbal and nonverbal
6 cases of vocabulary	summative	Combination of verbal and nonverbal
3 cases of grammar	formative	Written=mark only

(some tasks combined more than one skill at the same time)

PED. SITUATION vs. FORM of EVALUATION vs. STUDENT 2' s REACTION

Activities in the classroom	Combination of verbal and nonverbal		5 no change	
Regular oral examination	Same share for written=mark and combination of verbal and nonverbal	1 positive		1 negative
Regular test	Same share for written=mark and combination of written and verbal	1 positive	1 no change	
Test closing-up a larger course unit	Combination of written and verbal		1 no change	

MOST COMMON USED TYPE of EVALUATION vs. STUDENT 2 's REACTION

3 cases of formative	1 positive	2 no change	0 negative
7 cases of summative	1 positive	5 no change	1 negative

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