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**Supporting English Language Learners with Formative Assessment in
Primary Schools**

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

Studentka se bude ve své bakalářské práci zabývat formativním hodnocením poskytovaným učitelem při hodinách anglického jazyka na základní škole, zaměří se také na sebehodnocení a hodnocení žáků navzájem. V teoretické části vydefiniuje základní termíny a bude se zabývat rolí, funkcemi a strategiemi hodnocení a dále charakterizuje výzkumný vzorek žáků. V praktické části bude pak pomocí vhodně zvolených výzkumných nástrojů zjišťovat, zda a jak učitelé a žáci používají formativní hodnocení v hodinách anglického jazyka.

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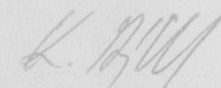
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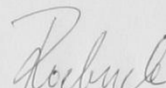
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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

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ABSTRACT

This bachelor thesis is concerned with supporting English language learners with formative assessment in primary schools. In the theoretical part, the terms evaluation and assessment are clarified and differentiated. Subsequently, summative evaluation and formative assessment is explained and also the term feedback as a base of formative assessment is stated. Then, the role of assessment in second language acquisition is defined. Thirdly, functions and strategies of formative assessment are mentioned and finally, attitudes, motivational factors and influence of assessment on young learners are characterized.

The practical part probes whether teachers and learners in a primary school assess formatively or not. If yes, how they undertake the assessment and how learners perceive formative assessment during English language lessons. For the purpose of the research, fully structured interviews with two English language teachers were conducted and an observation sheet was designed in order to observe 10 English language lessons and eventually be able to answer 3 research questions.

KEY WORDS: Formative assessment, English language learners, primary school, observation, interview

ABSTRAKT

Bakalářská práce se zabývá podporou žáků anglického jazyka na prvním stupni základní školy pomocí formativního hodnocení. Nejprve jsou vydefinované základní termíny, jako je evaluace a hodnocení, sumativní evaluace a formativní hodnocení a také zpětná vazba jako základ formativního hodnocení. Následně je objasněná role hodnocení v procesu učení druhého jazyka. Poté jsou popsány funkce a strategie formativního hodnocení a v neposlední řadě je vydefinovaný zkoumaný vzorek žáků a vliv hodnocení.

Praktická část zkoumá, zdali a jak učitelé a žáci na základní škole na prvním stupni hodnotí při hodinách anglického jazyka formativně. Další zkoumaný aspekt je, jak žáci vnímají formativní hodnocení. Pro účel výzkumu byly realizované dva strukturované rozhovory se dvěma učiteli anglického jazyka. Také byl vytvořen observační list a absolvováno 10 observací angličtiny.

KLÍČOVÁ SLOVÁ: formativní hodnocení, anglický jazyk, strukturovaný rozhovor, observance, první stupeň základní školy

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I. INTRODUCTION

The bachelor thesis deals with formative assessment that enables learners to improve their learning outcomes. However, summative evaluation still prevails over formative assessment during learning and teaching processes in the Czech schools. The problem is not in grades that create the base of summative evaluation. The problem arises at the moment when a grade is considered to be an outer motivational factor and does not carry enough information about learners' outcomes. In contrast, formative assessment depends on learners' inner motivation. Consequently, they do their best to improve their outcomes, are active and undertake self-assessment (Slavík 1999 in Starý et al. 2016, 128). To keep this in mind, the bachelor thesis provides insight into implementation of formative assessment into English language lessons and clarifies supporting English language learners with the assessment. After the theoretical part, the practical part follows. This section is based on a research that reveals if learners and teachers assess formatively in a primary school and how.

To start with, the first chapter of the theoretical part deals with a choice of terminology and provides readers with an explanation of the terms assessment, evaluation, formative assessment, summative evaluation, and lastly feedback and its types. In the following chapter a role of assessment in second language acquisition is stated. After that, the chapter three focuses on formative assessment and on two important steps when implementing formative assessment into English language learning and teaching processes. The implementation is defined as doing "pre-assessment" that is based on stating clear assessing criteria and taking into account learning objectives. The second step is a realization of formative assessment through providing formative feedback by the teacher or by doing self-assessment and/or peer-assessment during lessons. The last chapter of the theoretical part focuses on assessing young learners. To demonstrate the influence and importance of formative assessment when assessing young learners, their attitudes toward a school, the teacher and assessment itself is described and motivational factors are mentioned.

The second part of the thesis is a practical part. In order to investigate the current issue of a rare occurrence of formative assessment in primary schools, a research is conducted and presented in the practical part. After an introduction, the research questions and the overall aim of the practical part are stated. Then, the second chapter describes the choice of

methodology used for conducting the research, which is an interview and observation as two types of data collection methods. The purpose of the practical part is to find out whether the teacher and learners in a primary school assess formatively during English language lessons and how they do the assessment. According to the theoretical part, formative assessment is based on two main steps when implementing the assessment into learning and teaching processes. In order to investigate the two mentioned steps during English language lessons, it is necessary to create an observation sheet and take part in the lessons. In the designed observation sheet there are two tables, one dealing with formative assessment provided by the teacher and the second one concerning with formative assessment undertaken by learners during the lessons. The tables are designed based on the theory provided in the theoretical part. The tables consist of a few criteria according to them formative assessment carried out by the teacher and by learners is investigated. Another aspect that is in focus within the research is how learners perceive formative assessment during English language lessons, if they are active or passive during lessons and how they are affected by formative assessment or summative evaluation.

In addition, one step of realization of formative assessment is doing pre-assessment that does not necessarily have to appear during English language lessons. For this reason, interviews with two English language teachers are conducted. Therefore, the role of assessment and the teachers' attitude to formative assessment is also partly revealed and consequently, implementation of formative assessment into their teaching practices is in focus. Finally, in the third chapter of the practical part, findings of the interviews and observations are evaluated and the research questions are eventually answered.

II. THEORETICAL PART

1. Terms definition

In this chapter, a few terms will be explained. Evaluation is compared with assessment, summative evaluation and formative assessment with each other and finally feedback as a base of formative assessment is defined.

1.1 Assessment and Evaluation

To start with, for purposes of the bachelor thesis the terms assessment and evaluation are used with different meanings. According to Slavík (1999, 35), assessment and evaluation are two different terms. Evaluation is explained as the final grade, diploma. To push it further, Průcha et al. clarify the term evaluation as “finding out, comparing and explaining of the data that characterise a state, quality, effectiveness of an educational framework” (1995, 146-147). According to Průcha (1996) in Slavík (1999, 36), the aim of evaluation is to compare several educational activities (quality of teachers’ work, curriculums and school educational programmes) that are related to general educational objectives. On the contrary, there is assessment. As Slavík (1999, 35) claims, assessment is also called “classroom assessment”, which means that assessment is related to specific educational goals and it partakes in teaching, it is focused on the process of students’ learning that covers observing, providing feedback, giving advices about what is necessary to be done to get better results, etc. As White agrees “An assessment refers to a specific tool used to measure and document learning within a specific context in relation to a goal.” (White 1999, 15) Similarly, Angelo and Cross (1988, 22) explain the term classroom assessment as “an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach is learner-centred¹, formative, and ongoing.”

Conversely, some authors (Rea-Dickins and Germaine, Benjamin S. Bloom) use those two terms interchangeably. For instance, in the book *Managing Evaluation and Innovation in Language Teaching: Building Bridges* authors use the term “formative evaluation” that may actually refer to the classroom assessment (1998, 90). Similarly, Crockett and Churches (2017, 18) point out that for instance Benjamin S. Bloom (1956) called formative assessment

¹ As Weimer describes, “I saw evaluation [assessment in learner-centred approach] as something much more meaningful than the mechanism whereby grades are generated. It became a potent venue for promoting learning and developing self- and peer assessment skills.” (Weimer 2002, 35)

“formative evaluation”, even though Bloom actually deals with providing feedback and making corrections if needed during learning processes.

In conclusion, on one hand, the purpose of assessment (classroom assessment) is formative². The base of assessment is to provide a learner with feedback that will assess his³ learning processes and help him to enhance the processes where necessary for better outcomes in the future. On the other hand, the aim of evaluation is summative one – to summarize and judge students’ learning outcomes based on certain standards in a certain time period.

To avoid any misunderstanding, throughout the whole thesis those terms will be used with different meanings. Therefore, other terms that appear within the work are “peer-assessment” and “self-assessment” that are based on formative assessment. As it has been already mentioned, the function of evaluation is summative one. Consequently, throughout the whole thesis, the term summative evaluation will be used so that it is differentiated from formative assessment. In order to observe the process of English language acquisition within a classroom in a primary school, formative assessment during English language lessons will be investigated by a research.

1.2 Formative assessment and summative evaluation

First of all, it is important to make the term formative assessment clear. According to Starý et al. (2016, 11), formative assessment is based on humanism and the idea of a positive human development in learning. He claims that assessment is formative if the assessment gives learners valuable announcement that informs about their current state of gained knowledge and advises them how to get better in the future. Similarly, Slavík agrees (1999, 38) that formative assessment is based on looking for a better way of accomplishing particular learning objectives. Additionally, Kolář (2005, 32) states that in order to make learning efficient and support learners, teachers should give them feedback. Consequently, their mistakes will be revealed and therefore, students will know how to work in a different way to avoid making the same mistake again, so that they will get better. Moreover, Black and William (1998, 7-8) in White clarify the meaning of formative assessment as “all those activities undertaken by teachers, and/or students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (White 2017, 15-16). Furthermore, Crockett and Churches (2017, 12) call formative assessment as

² Formative assessment will be explained in the following chapter.

³In the whole work, the pronouns he/his/him/himself will be used to refer back to a learner.

“assessment as learning”. They explain the term as “focusing on constructive feedback from the teacher and on developing students’ capacity to self-assess and to reflect on their learning to improve their future learning and understanding”. In addition, Brown clarifies the term formative assessment as “evaluating students in the process of “forming”⁴ their competencies and skills with the goal of helping them to continue that growth process” (Brown 2004, 6). In conclusion, teachers or/and learners themselves should provide ongoing feedback that conveys important information about learners’ learning processes and supports them to work better in the future in order to gain stated learning objectives.

On the other hand, there is summative evaluation that varies in many perspectives from formative assessment. According to Mareš (1989, 13) in Slavík (1999, 38), summative evaluation is often given by outer evaluators that usually do not participate directly in teaching of the evaluated learners. Supervisors, an examination board and control authorities are typical examples of outer evaluators. Similarly, Brown points out that its purpose is to summarize what learners has already learned at the end of a certain time period, such as the end of a semester or a course (2004, 6). Moreover, Slavík (1999, 38) claims that summative evaluation is usually made at the end of a semester or a school year. The aim is to summarize and find out, what learners have already learned and how they behaved during a particular time period. He also adds that summative evaluation is frequently identified as getting grades. However, summative evaluation might be also provided orally. To push it further, Stiggins and colleagues (2004, 31) in White assert that “summative evaluation is designed to measure student learning and is used to make statements of student learning status at a point in time to those outside the classroom” (White 2017, 16). According to White, the statements must reflect feedback, hard work and engagement, otherwise, summative evaluation might become unclear and thus cause the fact that a learner seeks for good grades and keens on averaging and weighting to say whether he is proficient or not (White 2017, 16). In addition, Slavík (1999, 38) mentions that summative evaluation gives learners information about their knowledge that might be measured in a scale - accepted/ not accepted, well – average – bad, for instance. In conclusion, summative evaluation appears usually at the end of a certain time period, summative evaluation includes exams, tests and writing essays and it is based on giving grades to measure learners’ proficiency according to learning standards.

⁴In this quotation by Brown (2004, 6), there is evident that he describes formative assessment (“forming”), even though he uses the term “evaluating”.

To compare formative assessment and summative evaluation, Jan Slavík declares (1999, 37) that the main difference between summative evaluation and formative assessment is the final impact on learners in terms of the way of receiving the evaluation/assessment. Summative evaluation is based more on final results – on the product of learning⁵. On the other hand formative assessment focuses more on the process of learning⁶ in order to gain the stated learning aims. Similarly, Starý et al. (2016, 19) say that summative evaluation is called final evaluation, whose aim is to inform about what learners manage to learn at the end of a certain time period and it is mainly intended for parents or for other school institution for admission procedures. On the contrary, formative assessment is called ongoing assessment that is primarily designed for learners and is carried out in the classroom. Furthermore, Wren and Cotton (2008) in Starý et al. (2016, 19) consider the aim of formative assessment and summative evaluation as the crucial difference between them. Formative assessment is about finding out what learners know and understand and also what they might do so that they know more. In comparison, evaluators want to find out with summative evaluation, whether learners know and understand a particular field of study or a task at all. Similarly, Petty (2006, 354) claims that the aim of summative evaluation is to summarize what a learner has already learned. The summary is usually carried out by testing and subsequently by classification that should reveal the proficiency of each learner. Moreover, Crockett and Churches point out that it is not possible to condense learners' knowledge and learning experience into a final number. Therefore, summative evaluation is not supporting enough and it does not give learners an opportunity to get better (Crockett and Churches 2017, 3).

Important to realize, Starý et al. (2016, 19) also declare that formative assessment and summative evaluation have both different characteristics and functions, however, it is not accurate to use only formative assessment or only summative evaluation. Formative assessment and summative evaluation have certain aims within English language learning, so it is important to wisely work with both of them. To sum up, summative evaluation and formative assessment have both specific aims and both of them are important in teaching and learning processes. They should not be separated, but used in alignment to support English language learners. Furthermore, Crockett and Churches (2017, 10-11) add that “At each stage

⁵ According to Rea-Dickins and Germaine (1992, 6-7), the products of learning “provide an indication of what learners can do at any given time.” (Rea-Dickins, Germaine 1992, 6-7)

⁶ As Rea-Dickins and Germaine (1992, 7) claim “The process of learning is more relevant when assessing the extent to which a particular course of instruction is effective and efficient. [...] As assessors we should be attempting to identify the processes which lead to successful, or unsuccessful, learning.” (Rea-Dickins, Germaine 1992, 7)

(knowledge acquisition, deepening, and creation)⁷ of the learning process, we can apply the different assessment types [formative assessment and summative evaluation] and their alignment to different assessment objectives and outcomes.” In other words, they clarify that formative assessment which is based on providing feedback enables learners to improve and enhance their understanding and ease their steps forward. On the other hand, summative evaluation is used to identify learners’ outcomes in a certain time period.

1.3 Feedback

Formative assessment is based on providing learners with feedback. Consequently, it is important that the term is clearly explained. As Reitmayerová and Broumová (2007, 11) claim, feedback is intended information we want to tell somebody. When learners know people’s opinions about their working, they will easily realize what they might do in order to get better in a particular field of study and thus fulfil aims they want to achieve. Thanks to feedback, learners may create a plan of things they want to or have to improve. Without feedback, no formative assessment is realized during a lesson. To push it further, Starý et al. (2016, 13) claim that the key purpose of formative assessment is providing feedback by which a learner understands two parts of the assessment – the qualitative part – why his work is adequate/inadequate according to stated criteria, and the quantitative one – to what extent the work is satisfactory. There are two ways of measuring both the quantitative and the qualitative parts. As Kolář et al. (2005, 31) explain, one of them is an individual progress norm, which means that student’s achievements in learning are compared with his previous achievements. On the other hand, there is a social progress norm that is used in order to compare achievements of one student with the rest of the classroom.

Important to realize, feedback is the vital part of formative assessment, however, as Black and Harrison et al. (2003, 46) assert, “Feedback by grades focuses students’ attention on their ‘ability’ rather than on the importance of effort, damaging the self-esteem of low attainers.” To make the function of feedback formative, it must provide learners with information about what is necessary to be done to enhance the learning processes. As Black and Harrison et al. (2003, 46) point out, this type of feedback supports learners in learning processes, because the feedback causes that all believe in possible improvement.

⁷Those three stages of the learning process are defined by Michael Steenson (2007) in Crockett and Churches (2017, 10).

Feedback might be focused on a process or/and on a task during a lesson. Firstly, as Starý et al. (2016, 63) clarify that feedback focused on a process devotes effort to a process that leads to accomplishing a given task. This type of feedback also conveys information about modification of learning processes to manage a task. On the other hand, there is feedback focused on a task. According to Shehadeh (2005) in Coombe et al. (2012, 156), a task is defined as “an activity that is goal-oriented, content-focused, has a real outcome, and reflects real-life language use and language need”. To push it further, a task is a vital aspect for assessing. As Starý et al. (2016, 63) state, the teacher determines the degree of accuracy of the result and adequacy of a performance by the feedback focused on a task.

2. Roles of assessment in second language acquisition⁸

Assessment is a vital part in each subject; therefore, it has also a crucial role within the second language acquisition. The teacher should provide learners with assessment so that learners know what they have mastered in a particular subject and what needs to be done in order to overcome their drawbacks. To make the assessment formative, the teacher's feedback should carry information that will help them and support them in learning processes.

Firstly, Petty (2006, 343) reckons that the role of formative assessment is primarily to assess what learners have managed to learn and also what is need to be improved and consequently, enables learners to find a way of learning that will suit them. On the contrary, as Petty (2006, 343) adds, the purpose of summative evaluation is basically to classify learners' performances, help in selecting job candidates and other courses, contribute to evaluate the effectiveness of the courses and teachers. Lastly, it should provide learners with the aim of learning. As a result, evaluation, especially assessment, is very important in English language acquisition. Legutke and Thomas (1992) in Rea-Dickens and Germaine claim that there are a few important roles of assessment⁹:

- a) an educational reason linking capacity to communicate in the target language with growth in self-confidence and self-determination,
- b) an experiential learning reason, linking reflection on experience to enhance learning capacity and
- c) a language acquisition reason – developing the classroom as a context for real communication. (Rea-Dickens et Germaine 1998, 81)

Moreover, as reported by Coombe et al. (2012, 67) “School systems or other administrative bodies use assessment data for accountability purposes, to report learning outcomes and so demonstrate that they are meeting students' learning needs by delivering high quality instruction.” In other words, assessment is an important part within the second language acquisition. It has a crucial role in terms of developing learners' self-realization. According to Sumner, educational climate has changed a lot recently and assessment is now considered to be a teaching aid that might encourage and support pupils in their learning processes (Sumner 2004, 2).

In addition, Frank (2012, 32) asserts that the role of assessment is primarily “gathering information that reflects how well our students have learned what we tried to teach them”. As

⁸ The term second language acquisition will be abbreviated as SLA. This abbreviation will represent the term in the rest of the thesis.

⁹Rea-Dickens and Germaine (1998) do not differentiate between meaning of the words assessment and evaluation, so “assessment” is used instead of “evaluation” in the quotation.

Frank adds, no matter by which assessing techniques teachers do the assessment, it should help learners to find a suitable way of learning in order to reach learning objectives.

Finally, those named authors all believe that assessment within the second language acquisition has an important role. It enables pupils to realize both their strengths and drawbacks. If learners are supported by teacher's assessment, they tend to achieve better result.

3. Functions and strategies of formative assessment

To start with, the importance and the role of formative assessment in SLA are already clear. To push it further, Crockett and Churches announce that “For the 21st century learner, summative evaluation is not ideal. Formative assessment fits much better with student needs, and also with the teaching and learning outcomes schools have in place.” (Crockett and Churches 2017, 5) As some authors (Starý et al., White, Black and Wiliam, Coombe et al., etc.) believe, the implementation of formative assessment into learning processes has many advantages. For instance, according to Starý et al. (2016, 22), one of the pros of formative assessment is that learners will learn more thanks to formative assessment during lessons. Starý et al. also claim that, unfortunately, there have not been any collected data in the Czech Republic that would prove advantages of providing formative assessment to support English language learners. But in general, there were a few researches conducted in some foreign countries. As Black and William (1998), Floréz and Sammons (2013), William (2011) in Starý et al. (2016, 22) point out, it has been proven that learners have better results in schools, the quality and speed of learning new things is higher than when providing traditional assessment. Moreover, the researchers found out that less successful learners receive the assessment positively. Furthermore, Black and Wiliam (1998) in White declare, based on a research that they conducted, that “The research shows conclusively that formative assessment does improve learning.” (White 2017, 16)

Not to mention, Starý et al. (2016, 23) believe that formative assessment might become one of the learning objectives. To clarify, learners will receive assessment in their future, as well as they will assess themselves and other people. For this reason, it is necessary that students get to know how to accept other people’s opinions about their work and secondly to be able to objectively assess their abilities and work, too. What’s more, White (2017, 16) claims that under ideal conditions, everyday formative assessment enables learners to reach learning goals. In addition, Coombe et al. (2012, 67) mention that formative assessment used in order to support English language learners is also called “assessment as learning” and “assessment for learning”. In other words, assessment should not demotivate learners, but motivate them, support them and help them to find their own way of learning and developing their personalities.

In order to take advantages of formative assessment, the teacher should wisely implement formative assessment into his teaching practice. First of all, the teacher should be clear when

assessing. To avoid any misunderstandings, learners ought to be familiar with learning objectives and know assessing criteria. While assessing (providing useful formative feedback, in other words) the teacher should assess learners frequently during lessons and also gives learners chance to get involved in the process of assessing through assessing classmates (peer-assessment) and doing self-assessment.

Important to realize, as Dinham (2008) in Crockett and Churches (2017, 19) claims, all participants in learning processes – the teacher and learners – have to “ask and answer three key questions:

- a) What can I do?
- b) What can't I do?
- c) How can I do better?"

Similarly, John Hattie and Helen Timperley (2007) in Crockett and Churches (2017, 20) state 3 similar questions:

- a) “Where am I going? (the goals)
- b) How am I going? (the progress)
- c) Where to next? (activities for improvement)”

As Crockett and Churches point out “Hattie and Timperley’s model is more goal and task focused, whereas Dinham’s is more general.” (Crockett and Churches 2017, 20) Those two similar models should enables both the teacher and learners to formatively assess learning processes in terms of what has been already learned and what is necessary to be improved. Through the feedback (the teacher’s feedback and/or a learner’s self-realization) the teacher and learners may support learning processes and enhance further learning.

3.1 Designing “pre-assessment”¹⁰

Before assessing learners, teachers must keep in mind what and why they actually assess. To be clear when assessing, teachers should use stated criteria that have been created by teachers themselves or, ideally, in the cooperation with learners in advance. The criteria must be clear for everybody. Teachers also have to take into account learning objectives that learners also should know, so that they know why and what they are learning.

¹⁰The term “pre-assessment” is cited from the book *Softening the edges* by Katie White, 2017.

3.1.1 Stating clear criteria

At first, one aspect that the teacher ought to follow is stated criteria and assessing based on them. To demonstrate, Kolář et al. (2005, 123) assert that the teacher has to explain what the teacher expects from learners and what he considers to be a qualitative work. In addition, Rea-Dickins and Germaine (1992, 10) state that the teacher has to be specific enough about assessing criteria that he uses. If the teacher is not satisfied with learners' outcomes, he must be able to clarify exactly what leads to his dissatisfaction according to stated criteria. Therefore, learners have to understand criteria of assessing and also participate in creating them with the teacher. Kolář et al. (2005, 123) suggest that at the beginning of a particular activity, the teacher should set a short-term and long-term aims and together with learners create the criteria for assessing, so that they achieve the aims more easily than if they do not know the aims of particular activities and the criteria are either unknown or set only by the teacher. Additionally, according to Coombe et al. (2012, 67), learners are considered as collaborators in the learning process in the learner-centred classroom where formative assessment is preferred. Similarly, Winifred Wing Han Lamb (2001, 210) in White (2017, 13-14) declares that "We should view children as partners in learning, as adequate people rather than as inadequate adults". Consequently, when the teacher wants to implement formative assessment into SLA, learners should be seen as colleagues and participate in creating assessing criteria.

As it has been mentioned, while assessing learners, the teacher should assess according to stated criteria. When testing, the teacher should consider criterion-referenced testing rather than norm-referenced testing. According to Bailey (1998, 35-37), it depends on the aim of what the teacher wants to find out by assessing/evaluating. As Bailey claims, "language testing [...] has been strongly influenced by the norm-referenced approach to score interpretation. In my opinion, however, norm-referenced tests are not appropriate for classroom use." To push it further, Crockett and Churches (2017, 11) state that "Criterion-based assessments, like the rubrics¹¹ [...], are designed for formative assessment, as they not only identify where a learner is, but also where they should aim to improve." According to them, learners have to have a chance to think about their learning processes and then improve them if necessary with the help provided through the assessment. Similarly, Crockett and Churches declare that criterion-based tools for formative assessment (rubrics) allow teachers

¹¹According to Pro Vice-Chancellors Education, "A rubric makes explicit a range of assessment criteria and expected performance standards." (18th April 2017)

to judge and describe learners' learning processes (Crockett and Churches 2017, 28). Similarly, as Brown declares, "With emphasis on classroom-based assessment, criterion-referenced testing is of more prominent interest than norm-referenced testing." (Brown 2004, 7)

3.1.2 Considering learning objectives

Secondly, another aspect of making "pre-assessment" is learning objectives. According to Kolář et al. (2005, 123-124), setting of understandable, achievable and specific aims is the most important part in a process of implementation of assessing activities in teaching. Learning objectives as parts of the overall aim have to be in alignment with the aim and have to be as specific as possible in order to be able to check whether they were fulfilled or not. If learners know what exactly they are supposed to do and learn within a lesson, then they will be able to organize their own work, create own plan for learning processes. Moreover, Brown points out that the teacher sometimes tests students without any specific purpose. As he suggests, the teacher should follow learning objectives included in a school curriculum. He also claims that all 4 skills should be tested (reading, writing, listening, and speaking) and therefore each task that develops one (or more) of the skills should have a clear objective (Brown 2004, 49).

3.2 Realization of formative assessment through feedback

To start with, Crockett and Churches suggest that "Feedback is a crucial component of mindful assessment and is the heart of formative assessment." (2017, 20) To implement formative assessment into English language lessons, the formative feedback might be done by the teacher, the learner himself or by other classmates. According to John Hattie (2009) in Crockett and Churches, "Learner-focused feedback is one of the most significant things that we can provide our students to improve their learning outcomes." (Crockett and Churches 2017, 9) Nevertheless, Nyquist (2003) in Crockett and Churches (2017, 9) adds that "the feedback consists of knowledge of results, an explanation, and an immediate activity to bridge the gap". To make feedback as specific and measurable as possible, it is necessary to state clear criteria in advance, refer to given learning goals and provide learners with opportunities for improving learning processes. According to Brown, feedback is formative if the feedback becomes "washback". As he explains "Washback is achieved when students can, through the testing experience, identify their areas of success and challenge." (Brown 2004, 63) Another

point is that learners should have good relationship among each other and each learner should get on well with the teacher in order to positively receive both the praise and critique.

3.2.1 Feedback provided by the teacher

In the first place, there is the teacher's feedback on learners' work. In order to inform students about their work during lessons (assessment of their work), it is important that the teacher gives them information about what is going right and what is needed to be improved, so that learners with the teacher's help know, what to do and where a student has his drawbacks in learning processes. To demonstrate, Crockett and Churches assert that "Teachers do not create learning; only learners create learning. Teachers should respond to student performance to guide the learning process." (2017, 2)

To push it further, Starý et al. claim, it is important to give feedback regularly. The crucial point that Starý et al. (2016, 80) supports is that the teacher should provide feedback during activities and the feedback should assess learners' progress, give tips how to avoid making mistakes and give advices what they should do in order to fulfil goals in learning processes. Moreover, Kolář et al. (2005, 124) also reckon that the keystone of formative assessment is providing feedback – what a learner has already managed to learn, which objectives has already fulfilled, where his drawbacks are and how to proceed in order to achieve better results.

The teacher's feedback might be focused on a variety of aspects. According to Košťálová and Straková (2008) in Starý et al. (2016, 62), there are some specific aims of feedback. The first one is to find out to what extent a learner managed to do some tasks during a lesson. Another one is to inform a student about what he did right. In order to completely accomplish a task or manage what he did wrongly, it is appropriate to ask the learner questions, so that the student will realize himself what was wrong. Finally, the last aim is to help students to plan the following learning process. Similarly, Mareš and Křivohlavý (1995) in Starý et al. (2016, 62) state that feedback has several functions from a wider psychological point of view – enables to guide learners' learning processes; develops a relationship between the teacher and learners; allow learners to get to know the curriculum, the teacher, themselves and their own learning style and strategy. Finally, it also enables the personal development of learners.

In addition, Hattie and Timperley (2007) in Starý et al. distinguish four types of feedback according to its focus. It might be targeted at a task, a process, self-regulation or personality characteristics (Starý et al. 2016, 63). As the last distinction, there is feedback differentiated

according to a time period in which it is provided. As reported by William (2006) in Starý et al. (2016, 64), there is feedback provided in a short-time cycle, such as during one lesson or between 2 lessons. Another type is feedback given between teaching units (written feedback to a test or an essay, for instance). Lastly, there is a long-term cycle during which the teacher informs both learners and their parents about students' achievements.

To keep those differentiations in mind, the practical part of the thesis will mainly deal with feedback focused on a process and a task. As formative assessment is based on assessing and observing the process during a lesson, the practical part will stick to those two types. In the second section of the bachelor paper, English language learners in a primary school will be observed and also providing feedback to the process of their learning and mastering a given task. Moreover, feedback provided by the teacher and by learners will be investigated from a short-time cycle view – during English lessons.

3.2.2 Peer-assessment

Another important type of formative assessment is peer-assessment. According to Slavík, learners are sometimes more influenced by their classmates' assessment than the teacher's assessment. On the other hand, learners might be afraid of negative assessment by their colleagues. To prevent that, the teacher should together with his classroom create a pleasant classroom climate, where they build good relationship within the whole classroom. Another point is that assessment should not be done by social progress norm but by individual progress norm, so that either the teacher or classmates do not compare results with other students, but only one student's results with his previous outcomes (Slavík 1999, 144-145). In addition, according to Black et al. (2004) and Rakoušová (2008) in Starý et al. (2016, 30), it is proven that learners much better receive assessment that is done by their classmates than by the teacher. Moreover, often passive students participate during assessing processes, too. Additionally, Cowie (2005) and William (2011) in Starý et al. (2016, 30) point out that learners especially appreciate that the assessment provided by classmates is said by their style of speaking – without any difficult terminology to understand. Not to mention, as Starý et al. (2016, 31) suggest, it is necessary to set certain rules, such as to be polite, respectful and considerate when providing other classmates with feedback.

3.2.3 Self-assessment

As Jan Slavík claims (1999, 143), it is crucial to build a psychological resistance in learners by assessing them by somebody else, especially by teachers in case of SLA. They will know

their value if they are assessed positively with understanding for their needs, therefore they perceive the assessment as a help not as a threat. On the base of the outer assessment (by the teacher and by classmates), learners will get to know how to assess themselves. They will be aware of their actions, recognize their needs and find a way of behaving well. Correspondingly, Black and William (1998) in Black and Harrison et al. emphasize that, based on researches, it has been found out that “Through the habits and skills of collaboration in peer-assessment, students were helped to develop the objectivity for effective self-assessment.” (Black and Harrison et al. 2003, 31) At this point, a learner will be able to assess accurately the world around him. Moreover, he will be able to do self-assessment of his own behaviour and abilities. To develop the skill of self-assessment in learners is a difficult and long-term procedure. According to Black and Harrison et al., “the first and most difficult task is to get students to think of their work in terms of a set of goals”. (Black and Harrison et al. 2003, 49)

Important to realize, according to Slavík (1999, 143), a person that is not able to estimate and judge his own abilities is usually disappointed by his false expectations. Therefore, he loses self-confidence and self-esteem. He becomes anxious and fearful or aggressive on the other hand. Consequently, teachers should make an effort to develop the ability of doing self-assessment in their learners. Slavík (1999, 144) also declares that self-esteem of learners is mostly dependant on how a learner assesses himself, how much satisfied a learner is with his results in learning processes. Finally, to build resistance within learners, they must be accustomed to obtain feedback from the teacher, subsequently from classmates and then, learners will be able to assess themselves objectively.

In conclusion, a learner should be used to receive feedback regularly from the teacher and his classmates. In order to be able to do self-assessment, he should be also familiar with learning goals and criteria to know what to assess. The teacher should encourage learners in regular undertaking the self-assessment within the classroom. Ideally, each learner will be able to objectively assess himself.

4. Assessing young learners

As the thesis is focused on supporting English language learners with formative assessment in a primary school, it is necessary to specify young learners' needs, attitudes and motivational aspects that differ when comparing with older learners. Both younger and older foreign language learners need helpful and informative feedback on what they do right and what has to be improved. However, the way of doing assessing ought to be distinctive, because young learners perceive feedback differently.

As stated by Hasselgreen in Coombe et al. (2012, 172), children generally need to be provided with support and help in order to know how to learn. What they are learning must be interesting for them because there is a higher probability that learners might easily become demotivated at the lower age. It is caused by their possible failure or unfavourable feedback. Hasselgreen also suggests that formative assessment should be an essential part of young language learners teaching. She claims that pupils should participate in the process of assessing. They should be used to receive the teacher's feedback, peer-assessment and also do self-assessment. Moreover, the teacher together with learners should follow stated criteria when assessing.

To exemplify the importance of giving proper assessment to young learners, attitudes, motivation and eventually influence of assessment on young learners will be discussed.

4.1 Attitudes

To start with, learners' attitudes towards learning processes must be positive. With positive assessment they tend to be supported and encouraged in the future learning processes. According to Zdeněk Helus, when children are in a primary school, they are usually really happy. Pupils are fond of learning new things and enjoy the life in a primary school. He also reckons that children at this age have a desire to be the best in a classroom. When they succeed and get to know new things, they know how to pay attention during lessons. Moreover, they take responsibilities for their results of given tasks they are supposed to do. In contrast, when their effort is not encouraged and supported by the teacher, it may easily happen that the children will feel not good enough and it might lead to antipathy to a particular course or the teacher. To prevent that, the teacher should diminish these situations when assessing and instead praise pupils and help them when they need it (Helus 2009, 244-245). To encourage young learners and support their learning processes, it is necessary to assess formatively. As Sumner (2004, 3) exemplifies (based on a research called *Task Group*

on *Assessment and Testing* conducted by Mr Baker) that according to learners' needs, it is necessary to assess formatively at the lower age (the research focused on 7, 11 and 14 years old pupils). As a result, one can see that to assess in a primary school, teachers should do formative assessment that, according to Sumner (2004, 3), "[contains] the information that helps with the next stage in learning".

4.2 Motivation

Every teacher should do his best to make their learners want to learn and keep their attitude towards a school and the teacher favourable and friendly. With this in mind, there are several factors that influence students' motivation. According to Petty, the main motivational factor is a success during a learning process. If students are successful, they tend to be more self-confident and have a good feeling because they have done something well (2006, 41). The success itself goes hand in hand with positive assessment. Even though learners sometimes make mistakes, they should be still encouraged by positive feedback provided by the teacher and by classmates. To demonstrate, the teacher (or other learners) first says what an assessed learner has done well, praises him and after that, prompts and guides the child to get better at certain things that went wrong. Therefore, a learner will believe in himself and be excited to learn other things.

Additionally, as Petty (2006, 43) also claims, if the teacher wants to increase motivation in learners, it is necessary that students are informed about the aim of learning. Learners should know that what they learn is valuable for their future. In fact, motivational factors in learners may vary. Basically, motivation may be either extrinsic (outer) or intrinsic (inner). The base of inner motivation is a lust to learn and pupils' own decision to work because they see advantages of learning for their future. In order to make them want to learn and get better, Petty (2006, 356) asserts that teachers should make formative assessment because it significantly increases learners' motivation for learning.

Unfortunately, according to Helus (2009, 164-165), there is a tendency to learn in order to receive as good marks as possible these days. It is caused by the fact that summative evaluation is still overrated. On the other hand, currently, there are not many teachers who pay too much attention to giving proper assessment that would lead to better result in their learners. Consequently, learners study because of marks and good evaluation instead of gaining knowledge that will be appreciated in their future.

In addition, according to Hasselgreen in Coombe et al., the role of teachers as assessors of young language learners might be very complicated. The reason is that “language assessment has traditionally been given low priority in teacher training” (Coombe et al. 2012, 172). This might lead to the fact that learners are assessed by teachers who do not know how to assess properly. Therefore, summative evaluation is still more widespread than formative assessment (not only) in the Czech Republic and English language learners are not supported enough. As an illustration, Crockett and Churches state that summative evaluation appears most frequently in schools and they also claim that “summative exams are, in fact, many schools’ primary assessment” (Crockett and Churches 2017, 3).

4.3 Influence of assessment on learners

The importance of positive learners’ attitudes to school generally and the role of motivation are already stated. Assessment is an integral part within learning and teaching processes in schools. Formative assessment has its crucial role within second language acquisition, because it significantly enhances learners’ outcomes and supports them in learning processes. However, as it has been already claimed, based on researches conducted in the Czech Republic, it has been found out that summative evaluation still dominates in terms of SLA. With this in mind, Zdeněk Helus (2009, 121) warns that summative evaluation based on grades might be dangerous in terms of learners’ mental state. It is proven that if a learner receives bad grades repeatedly, he might suffer from so called “unsuccessful personality syndrome”, which leads to the state when a child doesn’t believe in his abilities and is convinced that he is not good enough to finish a task. Consequently, pupils do not make enough effort to finish a task because they find it useless. Moreover, students start to orient on different areas where they might compensate their failure. Their attitude towards a school and the teacher becomes unfriendly. What’s more, Helus (2009, 164-165) also claims that nowadays there is a big pressure on learners to receive the best grades. This fact actually causes that students tend to learn for grades and not in order to learn new information, acknowledge themselves for their own future. Furthermore, Karel Starý et al. (2016, 15) add that the problem is not within a grade itself, but the lack of information that is provided by the grade. This requires specific criteria for assessing that are explicitly expressed and explained in advance. Consequently, it leads to less differentiation among students in a favour of checking whether a student meets learning objectives.

Another feature that might cause troubles is comparing students’ abilities within the classroom. Instead of that, Helus (2009, 246-247) advises to make a comparison between

recent learner's achievements and the previous ones to see the learner's improvement and progress. If needed, the teacher should recommend a way of improvement for the future. Comparing results of one student – the individual progress norm – goes hand in hand with using criteria when assessing or evaluating learners' outcomes. Thus, they know why they have received the particular grade or score of points and know exactly what they have done wrong.

In addition, Starý et al. (2016, 15) warn that assessing learners by 1 or A might convey another negative impact on learners. It may create a false feeling that they know everything and so they do not have to learn anything else. Of course, if a learner is very successful and appreciates to get the best marks, it is not bad that the teacher assesses him in this way. However, there is a danger in assessing by marks that they do not provide enough detailed information about the learner's achievement. In contrast, students graded with bad marks tend to be motivated by better marks by their teacher. But as Starý et al. (2016, 16) mention, a mark is only external motivation that might work on learners in primary schools but older students are not really motivated by good grades.

In conclusion, assessment has an important role in SLA and it has a significant impact on young learners. Therefore, teachers should assess formatively during lessons in order to support and encourage learners. Young learners must be motivated and interested in the subject so that they learn a lot. Moreover, young learners in a primary school are at the beginning of the study of a foreign language, therefore, they have to be “formed” by the assessment in order to ease and enhance learning processes.

III. PRACTICAL PART

The aim of the practical part of this bachelor thesis is to find out whether teachers use formative assessment during English language lessons and how they do it. Another aspect that will be observed is whether learners do self-assessment and peer-assessment and how they perceive all the mentioned types of formative assessment (self-assessment, peer-assessment and formative feedback provided by the teacher). Another aspect that will be analyzed is whether the teacher uses assessing criteria (criterion-referenced norm when testing) during English language lessons and if so, whether the teacher creates the criteria alone or in the cooperation with learners. The research will be also conducted in order to find out whether the teacher works with learning objectives and whether he/she appraises the objectives to learners, so that they know what and why they are learning particular stuff.

In order to research the implementation of formative assessment in a primary school during English language lessons, an observation sheet has been created and 10 English language lessons will be observed. To find out whether the teacher works with learning objectives and stated criteria, in other words does “pre-assessment”, an interview with two English language teachers will be carried out. The interview will not be focused only on doing pre-assessment but also on teachers’ attitudes to formative assessment during English language lessons and the possible implication into their classes. Engaging and encouraging learners with doing self-assessment and peer-assessment will be also in focus when interviewing.

For the purposes of the research, I have contacted one elementary school in the Vysočina region. I asked two teachers, who teach English there, whether they would do an interview with me and whether I could make observations during their English lessons. They agreed and therefore, I conducted two interviews and I made 10 observations (6 observed lessons with one of them and 4 with a second teacher) during which I filled in each aspect according to stated criteria in an observation sheet. This bachelor thesis is focused on learners in primary school, so ten English lessons with 4th and 5 graders were observed (five English language lessons with fifth graders and five with fourth graders).

1. Research questions

The research is based on three research questions. After conducting the researches (two interviews and ten observations), they will be eventually answered. The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners. Based on the aim, 3 research questions are put.

1.1 Research question 1

Does the teacher do “pre-assessment” (considering learning aims, stating assessing criteria)?

The first question deals with implementation of formative assessment into English language learning and teaching processes. As it has been already stated, the implementation is based on two steps – pre-assessment and realization of formative assessment during lessons. Pre-assessment might not appear within the lessons, so the research question is mainly investigated by conducting two interviews.

1.2 Research question 2

Do the teacher and pupils assess formatively during English language lessons (giving feedback, peer-assessment and self-assessment)?

The second question concerns with the realization of formative assessment during lessons. Therefore, the best way of investigating it is to participate in lessons. With this in mind, 10 observations were made.

1.3 Research question 3

How learners perceive formative assessment during English language lessons?

The third research question focuses on influence of formative assessment on learners. To be able to answer this question, the participation in lessons is also necessary. Therefore, observations, hopefully, enables to answer the last research question.

2. Choice of methodology

In this chapter, the choice of methodology for conducting the research will be introduced. As it has been already stated, the aim of the research is to find out whether teachers do pre-assessment in a primary school, first. Secondly, it will be investigated whether teachers and learners in a primary school during English language lessons assess formatively and how they undertake the assessment. Lastly, learners' perception of the assessment will be in focus. In order to research those three aspects (pre-assessment, formative assessment by the teacher and by learners, and learners' attitude to the assessment) an interview with teachers will be conducted and observations will be made.

2.1 Interview

To start with, for the purposes of the practical part, fully structured interview has been chosen as one type of data collection methods. Fully structured interview is defined by Robson (2007, 73) as “a structured questionnaire where the questions are put by the interviewer, usually face-to-face, who then notes the answer”. In addition, Miovský declares that structured interviews are modified versions of a questionnaire. Therefore, more valid answers might be got thanks to a personal contact in comparison to a questionnaire (2006, 162). Important to mention, a fully structured interview is similar to a questionnaire in some characteristics, so it obtain a few features of a quantitative research. However, as Miovský adds, structures interviews enables significantly more quantifications of qualitative data (2006, 162). Questions for the interview were prepared in advance and are mainly close, only one of them is open. According to Robson (2007, 73), “questions are often closed” and as he continues “they are questions that are going to help you get answers to the research questions”. Because a semi-structured interview was not opted for the purposes of the research, there is no need to record the interview, but it is necessary to accurately write down answers that two teachers provided me with.

The fully structured interview is mainly intended to investigate whether the teacher states clear assessing criteria and whether the teacher considers learning objective when assessing. It may happen that there will not be a chance to observe those aspects during lessons. The interviewed teachers may have already stated assessing criteria with learners in advance or learners might be familiar with the aim of a particular aspect they are working with. It could be only seen during the lessons whether the teacher tells them the aim of particular lessons and activities during lessons. To keep this in mind, two interviews will be conducted and they

will finally answer the research question number 1 “Does the teacher do “pre-assessment” (considering learning aims, stating assessing criteria)?”.

The interview contains those 8 questions:

1. In your opinion, what is a role of formative assessment in second language acquisition?
2. Do you create assessing criteria for activities, tests, etc.? If yes, do you cooperate with learners when stating them?
3. Do you announce the aim of a particular lesson and activity to your learners?
4. Do you provide learners with regular feedback on their learning processes and given tasks during lessons?
5. Do you assess orally and do you give tips to learners how to get better in the future learning processes?
6. Do you use grades? Do you provide learners with an explanation what the grades mean? How often do you grade?
7. Do you encourage learners to do self-assessment during lessons?
8. Do you want learners to make peer-assessment?

First of all, I want to find out the teachers’ attitude towards the assessment within the SLA. Consequently, I will know their opinions about the implementation of the assessment into their teaching practice. To be able to answer the research question number 1 “Does the teacher do “pre-assessment” (considering learning aims, stating assessing criteria)?”, there are asked mainly questions number 2 and 3 in the interview that deal with stating assessing criteria and considering learning objectives when assessing. To partly reveal the answer of the second research question “Do the teacher and pupils assess formatively during English language lessons (giving feedback, peer-assessment and self-assessment)?”, I asked the teachers about providing feedback during lessons, about encouraging learners to carry out peer-assessment and self-assessment, giving tips for overcoming obstacles in learners’ learning processes. However, to have a more relevant answer on the second research question, I conducted ten observations in English classes in the 4th and 5th grade where the interviewed teachers teach.

2.2 Observation

For purposes of the bachelor thesis an observation has been chosen as a second type of research methodology. As Robson mentions in his book *How to do a research project*, there are two types of observation– structured and participant observation. Structured observation has been opted for. According to Robson, “structured observation involves watching people in some situation and making a record of what you have seen” (2007, 84).

Based on the theory, structured observations were selected as another data collection method, because it is the most valid and relevant method by which it could be easily found out whether the teacher and pupils assess formatively during English language lessons. When participating in the lessons, there is a chance to see the learning and teaching processes personally. According to stated criteria by which particular aspects that are to be seen within the classroom of formative assessment will be ticked in the designed observation sheet. Consequently, it will be revealed if the participants of teaching and learning processes assess formatively or not. The findings cannot be generalized because of only two observed teachers and their teaching strategies within 10 English lessons altogether. To exemplify, six observations of English language lessons were made with the teacher 1 and four observations of English lessons with the teacher 2. The more observations being made, the more valid and relevant the results are.

As it has been pointed out, an observation sheet had to be created. The observation sheet (that one can see below) contains two tables. The first table is designed for observing the teacher. To demonstrate, six aspects are in focus. To observe and recognize formative assessment during lessons, six criteria are stated. The criteria are expressed in a form of statements. On one side, there are statements that exemplify the implementation of formative assessment. Those statements are situated in the first column. The criteria include specifying the aim of the lesson and activities during lessons, working with assessing criteria, tests and exams assessing based on the criterion-referenced norm, providing formative feedback to learners, engaging learners to do self-assessment and also peer-assessment. On the other hand, in the third column (from the left side), there are six statements that deny the realization of formative assessment during English language lessons and rather they point to the occurrence of summative assessment.

The second table is created in order to observe learners within the lessons. There are 5 aspects in focus. The aspects are again based on the theory of formative assessment in the theoretical

part of the thesis (especially the third chapter dealing with self-assessment and peer-assessment and the whole fourth chapter). The criteria are expressed also in a form of statements. Firstly, the first column reveals the presence of formative assessment within the lesson. Secondly, the third column confirms that formative assessment is not undertaken by learners during English language lessons. In the first place, self-assessment and peer-assessment is observed. In addition, the third criterion deals with learners' attitude to peer-assessment. It is investigated whether they feel comfortable when they are asked to assess their classmates and how they feel when they are assessed by the other learners. In addition, the fourth and fifth lines in the table focus on the perception of formative assessment by learners. They might feel happy with formative assessment provided by the teacher. On the contrary, they may be under stress when getting grades. The last criterion deals with enough/lack of information obtained by the teacher about a particular lesson, so learners know/do not know what, why and how they ought to learn with the support of formative assessment. On the other hand, they might not be informed enough and consequently, they might be lost in their learning processes and may be also passive during lessons. It has been taken into account, that learners' feelings cannot be measured by the observations only. In addition, when observing learners, their attitude to assessment is taken into account. Important to realize, the aspects, such as whether they are active or passive, feel comfortable or are under stress, are only investigated by observation. Because of that, the outcomes from the research cannot be generalized and be one hundred percent accurate. There are several other factors that may influence learners' attention, cooperation and working during a lesson. The aspects that are observed are visible only by their outer behaviour. It is not obvious how they feel inside when there is no questionnaire conducted, for instance. Nevertheless, at least what is to be visible will be commented and analyzed afterwards.

To sum up, the observation sheet enables to record aspects that are to be investigated. The observed aspects are recorded every time they are discovered and recognized. In case of noticing other aspects that are not included in the table, I will make notes below the tables and then compile the observed data too. Other comments are also used for further explanation of particular observed aspects.

The observation sheet:

FORMATIVE ASSESSMENT

Class:

Date:

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|--|---|--|
| The teacher says the aim of the lesson (activities). | | There is no reference to the learning objectives within the lesson. | |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | | The teacher does not provide learners with formative feedback (not enhance the learning processes). | |
| The teacher engages learners to do self-assessment. | | The teacher does not engage learners to do self-assessment. | |
| The teacher wants learners to give peer-assessment. | | The teacher does not want learners to give peer-assessment. | |

Other comments:

LEARNERS:

| | | | |
|---|--|--|--|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers’ performances. | |
| Learners feel comfortable when giving and receiving peer-assessment. | | Learners feel uncomfortable when giving and receiving peer-assessment. | |
| Learners are happy when the teacher assesses them formatively. | | Learners are under stress when the teacher grades them. | |
| Learners are active when they know what, why and how to learn (with the teacher’s help). | | Learners are passive. They do not know what, why and how to learn. | |

Other comments:

3. Findings of the research

This chapter deals with outcomes of the research that was conducted by two data collection methods. The utilized data are analyzed and evaluated separately. Firstly, there is a comment on the interview made with one of the English language teachers. The interpretation of the second interview follows and finally, collected data from the observations are examined. The outcomes of the observations are divided into two parts. Six observations were made with the teacher 1 and four observed lessons with the teacher 2, so the outcomes are commented on individually. At the very end, the conclusion is stated and the findings are summarized altogether.

3.1 Interview 1

According to an interview with the teacher 1, I have found out that the teacher considers the role of formative assessment in the second language acquisition very important and that the teacher is a big fan of formative assessment. On the contrary, the teacher neither does create any assessing criteria, nor cooperates with learners when stating them. Similarly, the aim of a particular lesson or activity does not play an important role in the teacher's teaching practices. Therefore, one may say that the pre-assessment does not appear within the second language acquisition.

As the teacher claimed, oral feedback during English language lessons is provided. Similarly, tips for improving the learning processes for learners are advised. However, the feedback seems to be summative than formative. By the feedback, as the teacher answered, learners' outcomes are summarized and it is said what is wrong and what is right within the outcomes. Furthermore, the teacher pointed out that she grades a lot during her lessons so that learners receive as many marks as possible in order to improve their final score or final grade. Nevertheless, any explanation is provided so learners do not know why they receive a particular mark. On the other hand, as the teacher stated, learners know what the mark means and what is considered to be a mistake while testing their knowledge.

Other two aspects that were in focused were making self-assessment and peer-assessment, especially whether the teacher encourages learners in doing the two mentioned types of formative assessment. As the teacher answered, she rarely wants them to give self-assessment or peer-assessment and if she demands on doing it, it seems to be rather summative evaluation than formative assessment because she asks pupils to grade themselves or other learners' learning outcomes.

In conclusion, the interview partly revealed the teacher's attitude towards formative assessment. On one hand, she likes the idea of the implementation of formative assessment into English language acquisition. On the other hand, it does not seem as she actually does the implementation in her teaching practice.

3.1 Interview 2

To start with, the teacher 2 claimed that the role of assessment in the second language acquisition is as important as in other subjects. According to him, the assessment is useful for learners, their parents and either the teachers themselves. Moreover, based on the answer he provided me with, the key of assessment is primarily giving grades to learners. To push it further, learners should receive grades as often as possible.

Another feature that I want to find out is whether the teacher states the aim of a particular lesson and whether he works with assessing criteria. As he pointed out, he usually says the aim of the lesson but as he added, learners are usually not interested in the aim. More important is, whether the tasks are funny and interesting for learners. According to the teacher, the assessing criteria are important when writing an essay, for instance. Learners have to know why they have received a particular mark for their work. Therefore, the teacher states assessing criteria and they may know what the mark means and where they made a mistake. Consequently, the teacher does pre-assessment only partially. The aim of a lesson and each activities are not very important, so when planning lessons and assessing, he usually does not consider learning objectives. The teacher works with assessing criteria but only in case of written activities.

Based on the teacher's answers, he sometimes provides learners with feedback. I like his claim that he praises learners first and then points out their drawbacks. He also answered that he gives learners tip for improving learners' learning outcomes.

In the matter of self-assessment and peer-assessment, he pointed out that learners still rely on the teacher's assessment because they are not able to do self-assessment and peer-assessment properly yet. Sometimes, he just asks for a grade that a learner might receive.

In conclusion, the teacher tends to make summative evaluation but formative assessment might be seen in his teaching practices too. He sometimes provides formative feedback but does not encourage learners to make carry out self-assessment and/or peer-assessment.

3.2. Observations

There were ten observations made altogether. Six English language lessons were observed with the teacher 1 and four classes with the teacher 2. Based on that, findings of the research are divided into two sections and then analyzed and evaluated separately.

The teacher 1

I had a chance to conduct 6 observations in English language lessons where the teacher 1 teaches. Based on the observations, it has been found out that summative evaluation prevails over formative assessment. The teacher often summarized the learners' outcomes, said the amount of mistakes they made and based on that gave grades to learners. From my point of view, the grades were not transparent enough. In other words, there was no explanation or assessing criteria provided by the teacher. Moreover, learners often seem to be unhappy and under stress when being graded.

Most of the time, the teacher did not appraise the aim of the lesson or the aim of particular tasks within a lesson. The teacher also did not state any assessing criteria when writing a test, examining learners in front of the blackboard or when doing some tasks within a lesson. Therefore, when grading and assessing, there was no reference to criterion-referenced norm, so grades were without any explanation for learners. On one hand, the teacher made opportunities for learners to receive good grades within the lesson, because there were often tasks that were graded by 1, if a learner has right answers and has the task fulfilled quickly. On the other hand, the teacher very often gave grades as 3, 4 and even 5 for a few mistakes. Therefore, one can see that a grade is a significant outer motivational factor in the teacher's teaching practices. However, it may not have a motivating impact on learners. Furthermore, it might cause that learners will be under stress and do not want to participate and make any effort during lessons. To exemplify, during some observations I found out that when learners are graded by a bad grade, some of them are sad and become passive.

Sometimes, the teacher engaged learners to make self-assessment or give peer-assessment. However, the "assessment" was always based on giving grades and saying mistakes that had been made. Therefore, the "assessment" was basically summative evaluation and giving final mark for the learning outcomes. Based on a few observations I could see that formative assessment appears rarely in the classroom. Consequently, learners are not used to be assessed formatively and therefore, they are not able to do proper formative assessment of their own work because they are not assessed formatively by the teacher.

In general, a grade plays an important role within the second language acquisitions. The teacher prepares many activities that she evaluates by 1 only, so they may receive many good grades. Anyway, learners were happy whenever they got 1 for tests or activities they compiled. On the contrary, bad marks caused that learners felt sad, under stress, were passive during a lesson and did not want to make an effort to improve themselves.

Whereas, when learners were provided with formative assessment – they knew what they had done right, what had been wrong and what they need to improve, they were active, did their best, always raised their hands and tried to answer the teacher’s questions, etc.

The teacher 2

I took part in 4 observations of English language lessons where the teacher 2 taught. Summative evaluation still prevailed but formative assessment sometimes appeared during the lessons. Even though the teacher did not engage learners to give peer-assessment or make self-assessment, learners were provided by formative feedback by the teacher.

To demonstrate, one lesson (on 13th March in the class 5.A - observation sheet is attached in the appendix 1) was ideal in terms of the implementation of formative assessment into the lesson. Learners were required to write a description of their daily routine (getting up, time table, free time). They had 15 minutes to write a short description and were provided by assessing criteria that were written on the blackboard. The teacher assessed 4 aspects – vocabulary, grammar of present simple, spelling and the length. After finishing the activity, the teacher asked learners if there was someone who wanted to share a learner’s work. One student raised his hand and they went through his work together. After checking the work, the teacher referred back to assessing criteria when providing feedback. The teacher said what he appreciated in the learner’s work, pointed out some mistakes and advised the learner how to avoid making the mistakes again. The learner whose work was assessed seemed to be happy and satisfied while assessing and he understood mistakes that he made. He also received a grade, but in this case, the grade was given with an explanation and the learner knew why he received the particular mark.

In general, learners enjoyed lessons where they are familiar with the aim of the lesson and particular tasks, when they know what is being assessed when writing a test or an essay and when the teacher gives learners tips how to improve their learning outcomes.

To sum up, I would recommend teachers to provide formative feedback as often as possible and also engage learners to give peer-assessment and teach them to be able to make self-assessment, too. Important to realize, as I had a chance to observe, learners must be used to receive formative assessment first and then they will be able to provide formative feedback.

Finally, all three research questions are answered. Important to realize, the finding cannot be generalized because of a small research sample. Anyway, as it is obvious from the findings of interviews and observations, teachers rarely do pre-assessment in a primary school. They do not care much about learning objectives and they do not create assessing criteria very often. Even though the two interviewed teachers like the idea of implementation of formative assessment into their teaching practices, they actually seldom make formative assessment during English language lessons. According to Harlen and Jamesová (1997) in Starý et al. (2016), formative assessment is evident in schools where teachers do not realize that they actually undertake the assessment. Furthermore, in cases where teachers believe that they do formative assessment during lessons, it has been proven that the teachers use the assessment only as an addition to summative evaluation (2016, 136-137). To demonstrate, both interviewed teachers take into account formative assessment within English language teaching. However, the real lessons being observed showed that the reality does not correspond to their answers within the interviews. Consequently, they still tend to evaluate learners with summative evaluation and rarely use formative assessment within SLA. Because of that, learners are motivated by grades most of the time and the extrinsic motivation predominates.

Moreover, providing formative feedback by the teacher and by learners in form of self-assessment or peer-assessment was recorded also rarely during lessons. It might be caused by the lack of formative feedback provided by the teacher. Therefore, learners are not used to receive this kind of feedback and assessment.

Learners' attitude to the assessment was also in focus. This feature was only observed, there was no questionnaire conducted. However, it was evident that assessment influences learners' learning processes a lot. For instance, grades create a considerable impact on learners. It happened many times that learners were graded with bad grades. For instance they got "four" or even "five" for a test. In two cases, pupils cried because of the bad grades. Moreover, they were passive during the lesson, they do not cooperate, were sad, did not raise their hands even though they may have known the right answer. Furthermore, it happened in a few cases that

the teachers compared learners' outcomes among classmates. In other words, they used a social progress norm. As Petty (2006, 344) warns that teachers sometimes evaluate children in a way that they compare results of tests or exams among learners in a classroom. Consequently, she points out that teachers often demotivate learners with the social progress norm because they decrease the chance of success during a lesson. In addition, learners often were uninformed about what a particular grade means. As Petty (2006, 345) advises, teachers should provide learners with individual feedback which is based on clear assessing criteria according to them it is obvious what exactly went wrong and what was right within learners' work.

Ideally, teachers will start to do formative assessment more frequently than it has been investigated. As it has been pointed out, teachers consider grading as a vital part of assessment (especially the base of summative evaluation). Important to realize, the information that is given by grades must be clear mainly for learners. Learning processes are to be there for the whole of people's lives. People learn from their mistakes. They have to be warned and informed for their own profits. To make the processes of learning new things valuable, suitable and supportive, learners should be provided with formative feedback.

IV. CONCLUSION

The aim of the bachelor thesis was to provide insight into implementation of formative assessment into English language learning and its supportive impact on young learners. The thesis is divided into 2 main parts – theoretical and practical. The theoretical part firstly provided an explanation of the choice of terminology for the purposes of the thesis. Throughout the whole work, the terms evaluation and assessment were used with different denotations. Therefore, summative evaluation and formative assessment were defined. To demonstrate, summative evaluation was understood as the final overview of learners' learning outcomes that is usually realized by grading. On the other hand, formative assessment was explained as continuous assessment based on providing regular feedback that enables pupils to enhance learning processes. In addition, the feedback should assess learners' strengths and weaknesses and also gives pupils tips how to get better and overcome their obstacles in learning.

Then, the role of formative assessment in SLA was stated. Obviously, it has a crucial function within the learning processes. As it has been clarified, when formative assessment is implemented into lessons, learners are provided by regular feedback and subsequently, they learn how to assess their own work during lessons and furthermore, take responsibilities for their learning processes.

Thirdly, doing pre-assessment and realization of formative assessment through formative feedback during lessons was in focus. The first step of implementation of formative assessment into lessons was explained as stating clear assessing criteria, ideally in the cooperation with learners, and secondly considering learning objective when assessing. The next step of accomplishing the assessment was based on giving regular feedback to learners by the teacher, by doing self-assessment and undertaking peer-assessment. Learners should be used to receive formative feedback by the teacher first. Then, pupils should know how to assess formatively other classmates. To exemplify, if they are accustomed to assessed and be assessed, they eventually be able to assess their own work and be able to recognize their strengths, weaknesses and hopefully find a suitable way of learning.

Lastly, the influence of formative assessment on learners was also explained. The thesis focused on supporting English language learners in primary schools. Therefore, a lower

school age was taken into account. Small children must be motivated and supported by the assessment in order to gain as much knowledge as possible in a way that they are encouraged, supported and assessed regularly.

The practical part dealt with research that was conducted in order to answer 3 research questions:

- a) Does the teacher do “pre-assessment” (considering learning aims, stating assessing criteria)?
- b) Do the teacher and pupils assess formatively during English language lessons (giving feedback, peer-assessment and self-assessment)?
- c) How learners perceive formative assessment during English language lessons?

In order to answer the first question, it was necessary to conduct an interview with the teacher. Finally, two interviews with two English language teachers were done. Based on them, it has been found out, that the teachers almost never do pre-assessment (do not care about learning objectives and only one of them state assessing criteria only for writing a short stories, etc.)

Additionally, to be able to answer the second and the third question, 10 observations were made. For the purposes of the observations, it was necessary to create an observation sheet. The observation sheet was designed in order to observe the teacher and learners within 10 English lessons. Based on utilized data, it was found out that summative evaluation still prevails over formative assessment in a primary school during English language lessons.

Unfortunately, formative assessment is not spread out very much in the Czech Republic yet. As some authors claim, there is still stress on grading and teachers cling to carry out summative evaluation. However, it has been proven that formative assessment enhances learners’ learning outcomes. Moreover, based on the observations, learners felt comfortable when formative assessment appears and they were provided with formative feedback, they were encouraged and tips were given to learners in order to improve their learning processes.

V. RESUMÉ

Bakalářská práce se zabývá podporou studentů anglického jazyka pomocí formativního hodnocení na prvním stupni základní školy. Práce je rozdělena do dvou hlavních částí – teoretické a praktické. Cílem teoretické části je vydefinovat základní terminologii, přiblížit čtenáři roli hodnocení při hodinách anglického jazyka. Dalším probíraným aspektem jsou strategie a funkce formativního hodnocení v hodinách anglického jazyka. V neposlední řadě je charakterizován výzkumný vzorek žáků, kterými jsou žáci prvního stupně základní školy. Praktická část je založená na provedení výzkumu. Pro realizaci výzkumu jsou zvoleny dvě metody sběru dat a to dotazník s učiteli anglického jazyka a observace hodin angličtiny. Díky těmto sběrným metodám jsou zodpovězené tři výzkumné otázky: a) zdali učitelé vytvářejí hodnotící kritéria a pracují s učebními cíli, b) zdali a jak učitelé a žáci hodnotí formativně v průběhu hodin anglického jazyka, c) jak žáci vnímají formativní hodnocení, ať už ve formě sebehodnocení, hodnocení spolužáků či poskytované zpětné vazby učitelem.

Teoretická část je rozdělena do 4 hlavních kapitol. Cílem první kapitoly je vydefinovat základní terminologii použitou v bakalářské práci. V první řadě je zapotřebí utřídit rozdíl mezi významem slova evaluace a hodnocení („assessment“ v anglickém jazyce). Někteří autoři zaměňují význam dvou termínů, někteří však rozlišují mezi jejich denotací. Pro účely bakalářské práce jsou tyto dva termíny také vnímány s jiným významem. Evaluace je vydefinovaná ve smyslu souhrnného závěrečného hodnocení žáka za určitý časový úsek. Na druhou stranu hodnocení (ve smyslu „assessment“) je vnímáno jako hodnocení průběžné, které má formovat žáka, jinými slovy zlepšovat jeho učební výsledky. Následně je tedy vysvětlen rozdíl mezi sumativní evaluací, jejíž podstatu tvoří známkování, a formativním hodnocením, které je realizované pomocí pravidelné zpětné vazby. Ta má za úkol formovat žáka a napomáhat mu při procesu učení. Je však důležité si uvědomit, že ne každé slovní hodnocení ve formě zpětné vazby je formativní hodnocení a ne každé známkování je sumativní evaluace. Formativní zpětná vazba odhaluje žákovy silné stránky, slabiny a především mu napomáhá najít vhodnou cestu učení, díky které překonává překážky v učení, zdokonaluje se a vyvíjí svou osobnost. Známkování může být součástí formativního hodnocení, pokud jsou jasná kritéria hodnocení a tím pádem je žák obeznámen s tím, co známka nese za zpětnovazebnou informaci. V neposlední řadě je vydefinovaný význam zpětné vazby, která tvoří podstatu formativního hodnocení.

Následuje druhá kapitola, která se zabývá rolemi hodnocení v procesu učení se anglického jazyka. Účelem formativní hodnocení, jak již název napovídá, je formovat žáka takovým směrem, který mu napomůže se efektivně učit, odhalí jeho silné stránky, slabé stránky a především možná řešení, jak eliminovat nedostatky v průběhu učení. Každá průběžná zpětná vazba žákovi poskytuje důležité informace k dosažení lepších výsledkům učení.

Kapitola třetí se již samostatně zabývá funkcemi a strategiemi formativního hodnocení ve výuce anglického jazyka. Kapitola je rozdělena do dvou podkapitol, které vymezují dva důležité kroky pro implementaci formativního hodnocení do výuky anglického jazyka. Jedna z nich je předběžné hodnocení, tedy stanovení jasných hodnotících kritérií a také práce s učebními cíli. Při hodnocení žáků, včetně známkování, by se měl učitel řídit danými kritérii pro hodnocení a pro známkování používat referenční normu, díky které poskytne žákům plnohodnotné vysvětlení udělené známky. Teprve po předběžném hodnocení přichází řada na realizaci formativního hodnocení v průběhu výuky. Realizace hodnocení je rozdělena do třech typů podle toho, kým je formativní hodnocení prováděno. Jedním typem je zpětná vazba (tedy formativní hodnocení) poskytovaná učitelem, dalším typem je hodnocení žáků a následuje sebehodnocení. Samotné sebehodnocení je pro některé žáky složitým úkolem. Nejprve musí být žáci zvyklí na formativní hodnocení od učitelů, posléze hodnocení žáků a následovně se naučí sami ohodnotit své výkony a zhodnotit, co je zapotřebí zlepšit. Seberealizací si žáci uvědomí, že zodpovědnost za učení mají jen oni a učitelé jim pouze napomáhají ve formování jejich učebních procesů.

Podpora žáků anglického jazyka je v bakalářské práci orientovaná na žáky prvního stupně základní školy, proto následuje kapitola čtvrtá, která definuje výzkumný vzorek žáků, jejich postoje k hodnocení, jakou roli hraje motivační faktor v jejich věku a na závěr je popsán vliv hodnocení na žáka. Ti se rádi učí nové věci, školní prostředí mají většinou rádi. Žáci mohou být motivováni vnějšími faktory, kterými jsou například známky. Ty však mohou přinést riziko, že žáci mohou být demotivováni opakujícím se negativním známkováním. Aby se tento případ eliminoval, formativní hodnocení by mělo být prvořadý typ hodnocení žáků na prvním stupni základní školy. Aby byli žáci podpořeni hodnocením, učitelé musí vzít v potaz vnitřní motivaci, kdy se žáci budou chtít učit, nikdo je do toho nebude nutit a oni se nebudou bát možného selhání.

Teoretická část poskytla náhled do teorie formativního hodnocení a vyzdvihla jeho vlastnosti pro podporu žáků anglického jazyka. Praktická část má za úkol zjistit, zdali a jak se objevuje

formativní hodnocení ve výuce anglického jazyka na základní škole. Pro účely bakalářské práce byly zvoleny dvě výzkumné metody. Jak již bylo zmíněno, implementace formativního hodnocení je realizována skrze dva kroky – předběžné hodnocení a samotné formativní hodnocení ve výuce. Zjistit, zdali učitel provádí i předběžné hodnocení, jinými slovy, zdali vytváří hodnotící kritéria (sám či společně s žáky) a pracuje s učebními cíly při hodnotících aktivitách, bylo zapotřebí zvolit rozhovor s učitelem, jelikož předběžné hodnocení není většinou realizované přímo v průběhu výuky. Jestli se formativní hodnocení vyskytuje ve výuce a popřípadě jaké typy jsou k vidění, je nutné se přímo zúčastnit na hodinách a vidět hodnocení na vlastní oči. Proto byly zvoleny observace jako druhá výzkumná metoda. Třetím zkoumaným aspektem je, jak žáci vnímají formativní hodnocení učitele, žákovské hodnocení a v neposlední řadě, jak jsou žáci ovlivněni, pokud jsou obeznámeni s cílem hodiny a jednotlivých aktivit.

Pro účely observace je nezbytné navržení observačního listu. V observačním listu jsou vytvořeny dvě tabulky pro pozorování formativního hodnocení ze strany učitele a také hodnocení žáků (sebehodnocení i žákovské hodnocení). Na základě teorie byla vydefinovaná kritéria pro zjištění přítomnosti formativního hodnocení. Obě tabulky obsahují čtyři sloupce. V prvním sloupci jsou vydefinovaná kritéria, dle kterých lze zaznamenat výskyt formativního hodnocení ve výuce anglického jazyka. Pro zaznamenání daných bodů slouží druhý sloupec. Třetí sloupec obsahuje tvrzení, která popírají výskyt formativního hodnocení a naznačují výskyt sumativního hodnocení. Poslední sloupec slouží pro záznam výskytu tvrzení ze třetího sloupce.

Tabulka pro pozorování učitele zkoumá, zdali učitel říká žákům cíl hodiny či aktivit, aby žáci věděli účel a smysl jejich učení. Dalším zkoumaným aspektem jsou hodnotící kritéria, která učitel používá při zkoušení žáků. Poskytování formativní zpětné vazby učitelem je kritériem následovným. V neposlední řadě je zkoumáno, zdali učitel podporuje žáky, aby formativně ohodnotili ostatní spolužáky a také zhodnotili formativně svůj výkon.

Druhá tabulka se zabývá pozorováním žáků. Pokud jsou žáci vyzváni, aby zhodnotili svůj výkon, je pozorováno, zdali jejich hodnocení je formativní či sumativní. Nápodobně tomu je u následujícího kritéria, kdy je zkoumáno žákovské hodnocení. Dalším zkoumaným aspektem je, jak žáci vnímají žákovské hodnocení, zdali se cítí dobře, pokud musí někoho hodnotit, či jsou sami hodnoceni spolužáky. Na závěr je kladen důraz na vnímání učitelovo hodnocení,

které je buď motivuje a jsou aktivní, nebo naopak jsou pod stresem z případného známkování a ze sumativního hodnocení.

Ze všech provedených výzkumů vyplývá, že učitelé stále tíhnou k nadměrnému používání sumativního hodnocení při výuce anglického jazyka. Ačkoliv oba dotazovaní a pozorovaní učitelé shledávají důležitou roli formativního hodnocení ve výuce, jeho realizace při hodinách anglického jazyka není častá. Jeden z učitelů vůbec záměrně nepracuje s učenými cíly a také nevytváří kritéria pro hodnocení žáků. Domnívá se, že známka samotná dostatečně informuje žáky o jejich výkonech. Druhý učitel používá hodnotící kritéria například při psaní slohových prací, kde hodnotí více aspektů, a proto se domnívá, že je zapotřebí poskytnout žákům informace k jednotlivým známkám, aby přesněji věděli, jaké jsou jejich výkony a co je zapotřebí zlepšit. Co se týče poskytování zpětné vazby při hodinách anglického jazyka, ve většině případů byla zpětná vazba spíše rázu sumativního. Jinými slovy, učitel řekl počet chyb a udělil známku. Oba učitelé příliš nepodporovali žáky, aby poskytli ostatním žákům formativní zpětnou vazbu. Pokud zapojili do procesu hodnocení žáky, ve většině případů se učitelé zeptali, co by spolužáci udělili konkrétnímu žákovi za známku. Tudíž formativní hodnocení v podobě žákovského hodnocení, až na jednu výjimku (viz apendix č. 2, 8. observační list v pořadí), neproběhlo. Na sebehodnocení žáků učitelé také nekladli velký důraz. Pokud ano, jednalo se také o sumativní hodnocení.

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VII. LIST OF APPENDICES

Appendix 1 - Observation sheets

Andrea Pipková

FORMATIVE ASSESSMENT

Class: 4. B

Date: 15th March

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|---|---|---|
| The teacher says the aim of the lesson (activities). | | There is no reference to the learning objectives within the lesson. | ✓ |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ |
| The teacher engages learners to do self-assessment. | ✓ | The teacher does not engage learners to do self-assessment. | ✓ |
| The teacher wants learners to give peer-assessment. | | The teacher does not want learners to give peer-assessment. | ✓ |

Other comments:

LEARNERS:

| | | | |
|---|---|--|----------------------|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ (only final grade) |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ |
| Learners feel comfortable when giving and receiving peer-assessment. | — | Learners feel uncomfortable when giving and receiving peer-assessment. | — |
| Learners are happy when the teacher assesses them formatively. | | Learners are under stress when the teacher grades them. | ✓ |
| Learners are active when they know what, why and how to learn (with the teacher's help). | | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments:

FORMATIVE ASSESSMENT

Class: 4 B

Date: 1st March

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|---|---|---------|
| The teacher says the aim of the lesson (activities). | ✓ | There is no reference to the learning objectives within the lesson. | |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | ✓ | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ ✓ ✓ ✓ |
| The teacher engages learners to do self-assessment. | | The teacher does not engage learners to do self-assessment. | ✓ |
| The teacher wants learners to give peer-assessment. | | The teacher does not want learners to give peer-assessment. | ✓ |

Other comments: There is lots of talking during the lesson. The feedback seems to be formative. The teacher tells the pupil what was good / bad and what she (the learner) needs to improve.

LEARNERS:

| | | | |
|---|---|--|------|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ |
| Learners feel comfortable when giving and receiving peer-assessment. | — | Learners feel uncomfortable when giving and receiving peer-assessment. | — |
| Learners are happy when the teacher assesses them formatively. | ✓ | Learners are under stress when the teacher grades them. | ✓✓✓✓ |
| Learners are active when they know what, why and how to learn (with the teacher's help). | | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments: The learner with formative feedback seems to be motivated and happy with the assessment.
 * Other pupils are little bit confused and worried by grades.

FORMATIVE ASSESSMENT

Class: 5. B

Date: 1st March

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|---|---|-----|
| The teacher says the aim of the lesson (activities). | | There is no reference to the learning objectives within the lesson. | ✓ |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ |
| The teacher engages learners to do self-assessment. | ✓ | The teacher does not engage learners to do self-assessment. | |
| The teacher wants learners to give peer-assessment. | | The teacher does not want learners to give peer-assessment. | ✓ |

Other comments:

The "feedback" by the teacher is "Je ti jasmé, kde máš chybu?"

When there was a mistake, the teacher says

"It's wrong, next one."

LEARNERS:

| | | | |
|---|---|--|-----------|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ (grade) |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ |
| Learners feel comfortable when giving and receiving peer-assessment. | — | Learners feel uncomfortable when giving and receiving peer-assessment. | — |
| Learners are happy when the teacher assesses them formatively. | | Learners are under stress when the teacher grades them. | ✓ |
| Learners are active when they know what, why and how to learn (with the teacher's help). | | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments:

1 learner received the worst grade in comparison to the rest of the class (grade "5") from the test they wrote a previous lesson and the teacher says the results in front of the class. The learner with "5" seems to be unhappy and stressed out by the grade.

FORMATIVE ASSESSMENT

Class: 4. B

Date: 9th March

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|-----|---|-----|
| The teacher says the aim of the lesson (activities). | | There is no reference to the learning objectives within the lesson. | ✓ |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ ✓ |
| The teacher engages learners to do self-assessment. | ✓ | The teacher does not engage learners to do self-assessment. | |
| The teacher wants learners to give peer-assessment. | ✓ ✓ | The teacher does not want learners to give peer-assessment. | |

Other comments:

The teacher orally tests 2 students and she only grades them (summarize the amount of mistakes and consequently give a grade).
 She asks 1 of them to EVALUATE himself.
 She asks the rest of the class to assess the 2 examined learners.

LEARNERS:

| | | | |
|---|---|--|------------|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ (grades) |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ (grades) |
| Learners feel comfortable when giving and receiving peer-assessment. | ✓ | Learners feel uncomfortable when giving and receiving peer-assessment. | |
| Learners are happy when the teacher assesses them formatively. | | Learners are under stress when the teacher grades them. | ✓ |
| Learners are active when they know what, why and how to learn (with the teacher's help). | | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments: The self-assessment and peer-assessment is again about a final mark.

Learners feel comfortable because the rest of the class assesses them with a good grade, anyway the assessment is again rather summative evaluation.

FORMATIVE ASSESSMENT

Class: 4. A

Date: 1st march

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|---|---|-----|
| The teacher says the aim of the lesson (activities). | | There is no reference to the learning objectives within the lesson. | ✓ |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ ✓ |
| The teacher engages learners to do self-assessment. | | The teacher does not engage learners to do self-assessment. | ✓ |
| The teacher wants learners to give peer-assessment. | ✓ | The teacher does not want learners to give peer-assessment. | |

Other comments: The teacher asks about a grade only.

LEARNERS:

| | | | |
|---|---|--|----------------|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ (grade only) |
| Learners feel comfortable when giving and receiving peer-assessment. | ✓ | Learners feel uncomfortable when giving and receiving peer-assessment. | |
| Learners are happy when the teacher assesses them formatively. | — | Learners are under stress when the teacher grades them. | — |
| Learners are active when they know what, why and how to learn (with the teacher's help). | | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments: *Peer-assessment is rather summative (summative evaluation). The teacher asks one student what grade he would give to a learner who is being examined in front of the blackboard. Learners seem to be bored, tired.*

FORMATIVE ASSESSMENT

Class: 4. A

Date: 9th March

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|---|---|---|
| The teacher says the aim of the lesson (activities). | ✓ | There is no reference to the learning objectives within the lesson. | |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | ✓ | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ |
| The teacher engages learners to do self-assessment. | | The teacher does not engage learners to do self-assessment. | ✓ |
| The teacher wants learners to give peer-assessment. | | The teacher does not want learners to give peer-assessment. | ✓ |

Other comments: The aim of the lesson has been said at the beginning of the lesson, so learners know, what they are going to do (describing their timetable).
The teacher provides one pupil with formative assessment + the teacher grades the pupil.
Another learner is graded by 1 because he was the 1st one with the right answer (look in word book).

LEARNERS:

| | | | |
|---|-----|--|---|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ |
| Learners feel comfortable when giving and receiving peer-assessment. | — | Learners feel uncomfortable when giving and receiving peer-assessment. | — |
| Learners are happy when the teacher assesses them formatively. | ✓ ✓ | Learners are under stress when the teacher grades them. | |
| Learners are active when they know what, why and how to learn (with the teacher's help). | ✓ | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments: Both learners seem to be happy. Although only 1 of them is assessed formatively. The second one receives 1, so he is happy, too. Some students are active (those who have no problems with the tasks) but the rest is not encouraged and they are passive.

FORMATIVE ASSESSMENT

Class: 5th B

Date: 9th March

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|---|---|-----|
| The teacher says the aim of the lesson (activities). | ✓ | There is no reference to the learning objectives within the lesson. | |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | ✓ | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ ✓ |
| The teacher engages learners to do self-assessment. | ✓ | The teacher does not engage learners to do self-assessment. | |
| The teacher wants learners to give peer-assessment. | | The teacher does not want learners to give peer-assessment. | ✓ |

Other comments:

LEARNERS:

| | | | |
|---|---|--|-----------|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ (grade) |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ |
| Learners feel comfortable when giving and receiving peer-assessment. | — | Learners feel uncomfortable when giving and receiving peer-assessment. | — |
| Learners are happy when the teacher assesses them formatively. | ✓ | Learners are under stress when the teacher grades them. | ✓ ✓ |
| Learners are active when they know what, why and how to learn (with the teacher's help). | | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments:

FORMATIVE ASSESSMENT

Class: 5 A

Date: 28th February

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|---|---|-----|
| The teacher says the aim of the lesson (activities). | | There is no reference to the learning objectives within the lesson. | ✓ |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | ✓ | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ ✓ |
| The teacher engages learners to do self-assessment. | | The teacher does not engage learners to do self-assessment. | ✓ |
| The teacher wants learners to give peer-assessment. | ✓ | The teacher does not want learners to give peer-assessment. | |

Other comments:

LEARNERS:

| | | | |
|---|---|--|----|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | ✓ | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | |
| Learners feel comfortable when giving and receiving peer-assessment. | ✓ | Learners feel uncomfortable when giving and receiving peer-assessment. | |
| Learners are happy when the teacher assesses them formatively. | ✓ | Learners are under stress when the teacher grades them. | ✓✓ |
| Learners are active when they know what, why and how to learn (with the teacher's help). | | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments: For the first time I can see formative assessment by a learner's feedback to his classmate. First, the teacher provides one learner with formative assessment and then the teacher wants another learner to try to assess the examined learner in the same way as the teacher did it.

FORMATIVE ASSESSMENT

Class: 5. A

Date: 26th February

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|-----|---|---|
| The teacher says the aim of the lesson (activities). | ✓ | There is no reference to the learning objectives within the lesson. | |
| The teacher states clear assessing criteria for tasks. | | The teacher does not state any clear assessing criteria for tasks. | ✓ |
| The teacher grades according to criterion-referenced norm. | | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | ✓ |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | ✓ ✓ | The teacher does not provide learners with formative feedback (not enhance the learning processes). | ✓ |
| The teacher engages learners to do self-assessment. | | The teacher does not engage learners to do self-assessment. | ✓ |
| The teacher wants learners to give peer-assessment. | | The teacher does not want learners to give peer-assessment. | ✓ |

Other comments:

LEARNERS:

| | | | |
|---|----|--|---|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ |
| Learners feel comfortable when giving and receiving peer-assessment. | ✓✓ | Learners feel uncomfortable when giving and receiving peer-assessment. | ✓ |
| Learners are happy when the teacher assesses them formatively. | ✓✓ | Learners are under stress when the teacher grades them. | ✓ |
| Learners are active when they know what, why and how to learn (with the teacher's help). | ✓ | Learners are passive. They do not know what, why and how to learn. | ✓ |

Other comments:

FORMATIVE ASSESSMENT

Class: 5 - A

Date: 12th March

The aim: The aim of the research is to find out whether the teacher and learners assess formatively during English language lessons and how they undertake the formative assessment. Another aspect being examined is the learners' attitude toward the formative assessment done by the teacher or/and learners.

THE TEACHER:

| | | | |
|--|---|---|---|
| The teacher says the aim of the lesson (activities). | ✓ | There is no reference to the learning objectives within the lesson. | |
| The teacher states clear assessing criteria for tasks. | ✓ | The teacher does not state any clear assessing criteria for tasks. | |
| The teacher grades according to criterion-referenced norm. | ✓ | The teacher does not grade according to criterion-referenced norm (the grades are without explanation). | |
| The teacher provides learners with feedback that assesses their strengths, weaknesses and enhances their further learning. | ✓ | The teacher does not provide learners with formative feedback (not enhance the learning processes). | |
| The teacher engages learners to do self-assessment. | | The teacher does not engage learners to do self-assessment. | ✓ |
| The teacher wants learners to give peer-assessment. | | The teacher does not want learners to give peer-assessment. | ✓ |

Other comments: The aim of the lesson is clearly stated - they are supposed to write a short description of their daily routine (the teacher states 4 aspects that he will assess - the criteria are written on the black board. Learners have 15 minutes for writing, then he checks their works and picks up 1 work that he assesses in front of the class (the learner wants to show his work)

LEARNERS:

| | | | |
|---|---|--|---|
| Learners assess their own performances. They implement the 3 key questions – “where am I going? (referring to the goals), how am I going? (their progress, referring to the assessing criteria) and where to next? (improvements for the future learning) | | Learners do not assess their performances or they only grade their work. | ✓ |
| Learners provide feedback to their classmates (what was good/bad, what they should do in the future). The feedback is clear and supportive. | | Learners do not provide feedback to their classmate (what was good/bad, what they should do in the future) or they only grade peers' performances. | ✓ |
| Learners feel comfortable when giving and receiving peer-assessment. | — | Learners feel uncomfortable when giving and receiving peer-assessment. | — |
| Learners are happy when the teacher assesses them formatively. | ✓ | Learners are under stress when the teacher grades them. | |
| Learners are active when they know what, why and how to learn (with the teacher's help). | ✓ | Learners are passive. They do not know what, why and how to learn. | |

Other comments:

According to stated assessing criteria, a learner (that shares his work) is assessed formatively and he seems to be satisfied with both the positive assessment and also with negative points within his work.
Learners generally seem to be happy and enjoying the lesson.

Appendix 2 - Interviews

The teacher 1

1. Jaká je podle Vás role formativního hodnocení ve výuce anglického jazyka?

„Já si myslím, že hodnocení má ve výuce angličtiny velkou roli. Co se týče formativního hodnocení, tak já jsem velký příznivec formativního hodnocení. Podle mě to má několik výhod. Díky formativnímu hodnocení můžou žáci nachytat hodně dobrých známek v průběhu hodiny a tím pádem zlepšit svoji výslednou známku na vysvědčení. Taky bych řekla, že formativní hodnocení je motivující pro slabší žáky, nutí je to dávat pozor v hodině a víc se naučit. Všichni žáci mají šanci se zlepšit v průběhu hodiny, nejen když třeba píšeme test. Hodně zadávám cvičení „na jedničky“, když mají rychle a správně hotové cvičení, které vypracovávají samostatně, tak jim dám jedničku. V opačném případě chybné výsledky neznámkuju, jen řeknu, kde má chybu, takže si zároveň svoji finální známku nezhorší.“

2. Vytváříte hodnotící kritéria pro daná cvičení, testy atd.? Spolupracujete s žáky, když je vytváříte? Když testujete, používáte kritériální normu hodnocení?

„No, to vůbec nedělám. Když píšeme test a mají tam spoustu chyb, že nedostanou dobrou známku. Ví, co považuju za chybu a další vysvětlení určitě známky asi není třeba.“

3. Říkáte svým žákům na začátku hodiny, jaký je cíl dané hodiny, popřípadě cíl jednotlivých aktivit v hodině?

„Upřímně řečeno, nikdy nevíte, jakým směrem se výuka bude ubírat. Máte něco naplánovaného a pak se to prostě musí uzpůsobit. Snažím se samozřejmě udělat to, co mám v plánu a taky občas na začátku hodiny řeknu, co budeme dělat. Ale myslím, že to nemá velké opodstatnění, když se to častokrát mění.“

4. Poskytujete žákům během hodiny anglického jazyka pravidelnou zpětnou vazbu?

„U mě představuje zpětná vazba především procvičování a upozornění na chyby, které žáci často dělají. Proto vždy po testu nebo zkoušení společně opravujeme chyby,

vysvětlujeme znovu, proč je to tak a ne tak. Snažím se to procvičovat pořád dokola do té doby, než to všichni budou umět.“

5. Hodnotíte slovně a dáváte žákům tipy, aby se zlepšili?

„Slovně hodnotím během hodiny, občas společně se známku a občas jen zhodnotím jejich výkon bez udělení známky, ale většinou známkuju. Co se týče tipů, tak řeknu, co je potřeba zlepšit a na čem mají více pracovat.“

6. Jak často známkujete a dáváte žákům vysvětlení, co daná známka znamená?

„Hodně často. Většinou každou hodinu dávám příležitost žákům, aby nachytali známky. Třeba těmi cvičeními na jedničky, jak už jsem zmínila. Jinak žádné velké vysvětlení, co daná známka znamená, nedávám. Vždy projedeme chyby, co nasekaly a tím to končí. Oni vědí, co se hodnotí a jaký dostanou stupeň za určitý počet chyb.“

7. Podporujete žáky při hodinách, aby sami zhodnotili svůj vlastní výkon?

„Ne každou hodinu, ale sem tam jim řeknu, ať se ohodnotí sami, jakou by si dali známku, kupříkladu.“

8. Dáváte možnost žákům, aby ohodnotili výkon svých spolužáků?

„To je hodně podobné jako s tím sebehodnocením. Moc často tyhle metody nevyužívám, spíš hodnotím já, ale když už se zeptám ostatních spolužáků, tak například, aby řekli, jakou by danému žákovi dali známku.“

The teacher 2

1. Jaká je podle Vás role formativního hodnocení ve výuce anglického jazyka?

„No, tak já si myslím, že hodnocení má důležitou roli obecně ve všech předmětech. Co se týče angličtiny, tak samozřejmě má také své opodstatnění a je stejně důležité pro žáky, jejich rodiče a samozřejmě i pro učitele. Jelikož žáci známky potřebují, je nutné je známkovat v průběhu výuky anglického jazyka co nejčastěji. Nestačí si napsat jednu čtvrtletní práci jako v jiných předmětech. Naopak si myslím, že je důležité v angličtině testovat jejich znalosti v podstatě každou hodinu, proto jim dávám desetiminutovky na slovíčka, fráze, hodnotím i aktivitu v hodině, například když někdo často ví správnou odpověď nebo má rychle a správně hotové cvičení, které zadám.”

2. Vytváříte hodnotící kritéria pro daná cvičení, testy atd.? Spolupracujete s žáky, když je vytváříte? Když testujete, používáte kritériální normu hodnocení?

„Kritériální hodnocení používám například při psaní slohových prací. Tam hodnotím více aspektů, a proto je nutné, aby žáci porozuměli známce a měli možnost zamyslet se nad tím, co udělali špatně a co je zapotřebí vylepšit. Ale když testuju během hodiny desetiminutovky, cvičení, aktivitu, zkoušení u tabule atd., tak většinou jen řeknu počet chyb, zdali je to malá či velká chyba v jejich úrovni angličtiny a dle špatných, respektive správných, odpovědí se rozhodnu pro známku.“

3. Říkáte svým žákům na začátku hodiny, jaký je cíl dané hodiny, popřípadě cíl jednotlivých aktivit v hodině?

„No, většinou na začátku hodiny řeknu, co dnes budeme dělat, snažím se, aby se to během hodiny stihlo, a na konci hodiny zopakujeme s žáky, co jsme se naučili, zeptám se na případné nesrovnalosti s danou látkou. Myslím, že žáci stejně moc nevnímají, jaký má hodina cíl, záleží pak na samotných cvičení a aktivitách, zda je budou bavit, to je pro ně asi důležitější, než aby přesně věděli, co budou dělat.“

4. Poskytujete žákům během hodiny anglického jazyka pravidelnou zpětnou vazbu?

„Nevím, zdali pravidelně a zdali všem žákům. Samozřejmě se vždy pozastavím, když je něco nejasné a někdo má problém s určitou látkou. Poradím žákům, nebo žákovi,

například nějaké tipy, aby už chybu nedělal, a snažím se s žáky každou hodinu procvičovat, co už umí a nabalovat na to další látku, aby se zlepšovali a zároveň posunuli v učebním procesu. Také žáky chválím, pokud mají něco správně, nebo se alespoň snaží.“

5. Hodnotíte slovně a dáváte žákům tipy, aby se zlepšili?

„Slovně sice hodnotím, ale je to spíš shrnutí toho, co umí či neumí. Slovní hodnocení je v mém případě vždy jakési dovysvětlení známky, kterou žákovi dám. Co se týče tipů, tak jim řeknu, co je zapotřebí udělat, aby se zlepšili, kde mají mezery v učivu, ale zbytek už záleží na nich, jestli se to naučí nebo ne.“

6. Jak často známkujete a dáváte žákům vysvětlení, co daná známka znamená?

„Známkuju často, když je příležitost, tak i během hodiny, aby měli žáci motivaci, že můžou získat dobrou známku. Naopak když je zkouším a jejich výkon je na nic, tak jim dám šanci si to opravit a vyzkouším je další hodinu. Nechci, aby měli zbytečně špatné známky, ale naopak aby se zlepšovali, ale také aby nelenili a učili se, proto je vyzkouším další hodinu. Známkou většinou okomentuju, proč zrovna dávám dvojku a ne jedničku, kupříkladu.“

7. Podporujete žáky při hodinách, aby sami zhodnotili svůj vlastní výkon?

„Popravdě, už několikrát jsem jim řekl, aby se zkusili ohodnotit tak, jak to dělám já, ale moc se jim do toho nechce, mi přijde. Ještě bych řekl, že na prvním stupni neumí objektivně zhodnotit vlastní výkon, to asi až budou starší.“

8. Dáváte možnost žákům, aby ohodnotili výkon svých spolužáků?

„Mám na to podobný názor, jako na sebehodnocení. Sem tam se jich zeptám, co by spolužákovi dali za známku, když si sám nevím rady a nechci jim dávat špatné známky a tím je demotivovat. Myslím si ale, že ostatní žáci většinou hodnotí ještě mírněji, zvláště když se jedná o jejich kamaráda.“