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Evaluating learners' progress – self-evaluation

Bc. Veronika Zahálková

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## ZADÁNÍ DIPLOMOVÉ PRÁCE

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Jméno a příjmení: **Bc. Veronika Zahálková**  
Osobní číslo: **H16348**  
Studijní program: **N7503 Učitelství pro základní školy**  
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### Z á s a d y p r o v y p r a c o v á n í :

Diplomandka se ve své práci bude zabývat sebehodnocením ve výuce angličtiny. V teoretické části nejprve zasadí zkoumanou problematiku do širšího kontextu, definuje základní pojmy v oblasti hodnocení, uvede současné trendy, problémy a aktuální pohled na funkce sebehodnocení a jeho roli ve vzdělávání obecně i specificky na základních školách v České republice. Dále bude diskutovat nástroje pro rozvoj dovednosti sebehodnocení žáků v rámci výuky anglického jazyka na základních školách.

V praktické části práce diplomandka realizuje vlastní výzkumné šetření s cílem zjistit, jaké nástroje jsou ve výuce angličtiny pro rozvoj sebehodnocení žáků používány a jaké jsou postoje žáků a učitelů k této formě hodnocení. V rámci případové studie diplomandka využije zejména dotazovací metody a pozorování.

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Vedoucí diplomové práce:

**PaedDr. Monika Černá, Ph.D.**

Katedra anglistiky a amerikanistiky

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prof. PhDr. Karel Rydl, CSc.  
děkan



doc. Šárka Bubíková, Ph.D.  
vedoucí katedry

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## ANNOTATION

This diploma thesis deals with self-evaluation in English lessons at elementary school. The thesis is structured into two parts: theoretical and practical. The theoretical part focuses on the definition of basic terms, discussing issues of self-evaluation in a broader context of elementary education in the Czech Republic. Subsequently, current tendencies and perspectives, issues and functions of self-evaluation are presented. Tools used for the development of learners' self-evaluating skills in English lessons are introduced afterward. The practical part of the thesis is dedicated to the research conducted to observe what tools developing learners' self-evaluation are used in English lessons at elementary school. Another aim of this research is to observe teachers' perceptions and learners' attitudes towards this self-evaluation. As a part of a case study, various interrogative techniques will be used.

## KEYWORDS

Evaluation, self-evaluation, learning and teaching English, second language learner

## NÁZEV

Sebehodnocení ve výuce anglického jazyka

## ANOTACE

Tato diplomová práce se zabývá sebehodnocením žáků v hodinách angličtiny v rámci základní školy v České republice. Práce je rozdělena do dvou hlavních částí, a to teoretické a praktické. Teoretická část nejprve definuje základní pojmy a diskutuje problematiku sebehodnocení v rámci kontextu základní školy v České republice. Shrnuje současné pohledy na problematiku sebehodnocení a jeho funkce. Práce se zaměřuje na různé sebehodnotící nástroje používané v hodinách angličtiny. Praktická část se věnuje výzkumnému šetření s cílem zjistit, jaké nástroje pro rozvoj sebehodnocení žáků se používají v hodinách angličtiny na základní škole. Dalším cílem výzkumného šetření je zjistit postoje učitelů i žáků vzhledem ke zkoumané problematice sebehodnocení. Pro sběr dat budou použity dotazovací metody a pozorování.

## KLÍČOVÁ SLOVA

Hodnocení, sebehodnocení, výuka anglického jazyka, student cizího jazyka

## SEZNAM ZKRATEK A ZNAČEK

FEP - Framework Education Programme for Elementary Education

SEP - School Education Programme

CLT - Communicative Language Teaching

CLL – Cooperative Language Learning

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## Introduction

In general, evaluation is a process that accompanies many spheres of our lives. It is a necessary process that helps us to assess whether given systems work or not. We are constantly expected to assess either others and their work or even ourselves and our work. One of the many areas in which evaluation serves a necessary tool is, undoubtedly, education. Moreover, we all come across different situations in our lives requiring evaluation that happen not only in class. It is necessary to be able to constructively evaluate our work as well as work of others. To do that, it is essential to be aware of our strengths and weaknesses – self-evaluation can help us to recognize these. Even the latest trends and tendencies in education focus attention on learners themselves and highlight the need of learners' engagement in various learning processes, evaluation included.

However, the ability to assess our work accurately and as objectively as possible needs to be developed and trained. It seems only convenient that school should be a place where we can train ourselves in self-assessment. Nevertheless, the research conducted in my bachelor thesis that focused on the role of learners in feedback proved otherwise. According to the result of my research, the role of the provider of feedback is almost exclusively associated with teachers and learners are given a chance to evaluate themselves or their peers only sporadically. If learners are not consciously trained in thinking about their performances in order to promote their future learning, and they are not given opportunities to practice this form of evaluation themselves, they are not able to do so. Furthermore, some authors notify that learners do not even expect to have the power or possibility to assess themselves, thus they see the teacher as the only provider of feedback and when asked to assess their performance, they are afraid to do so.

For the above-mentioned reasons, I would like to focus on self-evaluation in English classes. First of all, the issue of self-evaluation will be discussed in a broader context of the Czech educational system. The concept of self-evaluation as such and basic terms will be introduced along with current tendencies in education concerning evaluation, potential problems that may arise and functions of self-evaluation. Subsequently, tools created for developing the self-evaluation skills in English classes at elementary schools will be discussed.

In the practical part, a research will be conducted to discover what self-evaluation tools are used by teachers in English classes at elementary school. Furthermore, with the help of interrogative methods, teacher's perceptions, and attitudes towards self-evaluation as well as

learners' point of view will be analysed in order to achieve a complex perspective of self-evaluation of the particular teacher and the particular class.

## Theoretical part

### 1. Evaluation in education

Evaluation in education is considered as a natural and necessary part of a learning process providing information about the quality of our work, our strengths and also weaknesses. Evaluation enlightens not only teachers about learners' current knowledge, but it also helps learners by informing them about how well they are doing in the particular subject, concerning their skills and more importantly, what they should focus on in their future learning to improve their performance. Evaluation in education is, unlike any other evaluation, systematic and according to Kolář and Šikulová (2005, 13) evaluation:

- aims at a certain goal (to motivate learners, to regulate their learning processes, to express appreciation, to provide feedback, ...);
- happens under specific conditions (for example teacher-learner relations, teacher's authority or a learner's position among peers);
- is realized with the help of certain means (grading, verbal analysis, scoring, ...);
- leads to a specific goal (learners respond to the evaluation by accepting the information, adopting a stance on their work, deciding to adjust the process of their work).

Furthermore, it is suggested by Slavík (1999) that evaluation in education should be:

- goal-directed –in logical alignment with the teacher's targeted requirements learners should be aware of the connection between the evaluation and aims they are supposed to achieve;
- systematic – variable and apposite to cover various aims and at the same time compact so there is a noticeable link. Evaluation should be present in various forms, as every situation in the lesson requires a different approach;
- efficient – neither too extensive nor too limited, providing a sufficient amount of information;
- informative – comprehensible for learners as well as for their parents and rich in content.

## 1.1. Definition of evaluation

According to the Common European Framework of Reference for Languages (2002, 177), evaluation is defined as a broader term covering all the forms of assessment as a type of evaluation. Vališová and Kasíková (2011) highlight that evaluation affects the quality of education, enables teachers to review the success rate of teaching, helps them to plan individual objectives, methods, and techniques used in the class. At the same time evaluation provides valuable information about learners' progress in the given subject, motivates learners essentially, and influences their aspirations. Průcha, Mareš, and Walterová (2003, 74) define evaluation as a message informing about learners' mistakes, successes, and attitudes.

There are several types of evaluation and each type has its own purpose. There are various tasks in lessons, and each requires a certain way of evaluation. As it is discussed by Helus (2012), various types of evaluation are used to meet different needs. However, two main types of evaluation can be distinguished - summative assessment and formative assessment.

### 1.1.1. Summative assessment

Summative assessment is described by Slavík (1999), Kyriacou (2007), Petty (2004) and also Dvořáková (in *Pedagogika pro učitele*, 2011) as a final assessment. Such assessment can be described as a general overview of an achieved development. Basically, it is a decision based on whether the learners' outcome meets the given requirements or not. Grades of a five-grade scale (1, 2, 3, 4 and 5) are the most common form of summative assessment in the Czech Republic. Such type of assessment also has its limitations. Slavík (1999) discusses a low informational value of grades. However, even the grade itself should be an expression of a goal achievement and according to Dvořáková (in *Pedagogika pro učitele*, 2011) learners should be informed what exactly is represented by the given grade. As it is claimed by Slavík (1999), even grades can be used as a form of formative assessment if they are used for the purposes of continuous assessment in lessons. In regard to self-evaluation, Harris and McCann (1997) claim: "the most important thing about self-assessment is that it cannot work in a context where marks have an intrinsic value in themselves and there is competition between students. In fact, most self-assessment should have nothing at all to do with marks. It should concentrate on thinking about performance and progress in individual terms." In this sense, formative assessment serves a suitable form of assessment in order to promote learners' self-evaluation.

### 1.1.2. Formative assessment

The second major type of assessment, which is formative assessment, is described by Slavík (1999) and Kyriacou (2007) as given in the situation when learners can still improve their learning. In this sense, supporting learners in self-evaluation can be seen as the aim of formative assessment as the formative assessment is not considered to be final, and provides learners with information in order to improve their future learning.

Boston (2002) perceives the greatest value of formative assessment in notifying the student's strengths and weaknesses to promote their learning in the future. These benefits are furthermore supported by studies conducted by Black and Wiliam, 1998 (in Boston, 2002), Bangert-Drowns, Kulick, and Morgan, 1991; Elawar and Corno, 1985 (in Boston, 2002). To summarize, Boston (2002) concludes that learners who are able to constructively reflect upon their own work are more likely to improve their future learning in order to gain their desired attainments.

It is also claimed by Boston that formative assessment “stands in contrast to summative assessment, which generally takes place after a period of instruction and requires making a judgment about the learning that has occurred (e.g., by grading or scoring a test or paper)”. This claim is however, according to Slavík in his *Hodnocení v současné škole* (1999), not entirely precise as both types of assessment are equally important and both are necessary for different purposes. It does not mean that summative assessment should be neglected entirely. As every learner is different and learning styles and needs vary, teachers should be aware of these differences and a variety of forms of assessment should be appropriately used in the interest to meet these individual needs. Slavík (1999) claims that formative assessment is more likely to help learners with their self-reflection, as it reflects learners' achieved level, states their weaknesses and strengths and provides learners with advice suitable for the future learning.

## 1.2. Current tendencies in education

In response to a constantly changing cultural context, new requirements are placed upon education. A general shift to humanistic approaches that are learner-oriented led to the need to reconsider all aspects of education. Cummins and Davison (2007) noted that the perception of evaluation shifted to strong interest in the role of the learner regarding the assessment. As it is stated by Starý and Laufková (2016, 9), formative assessment and a positive approach to mistakes started to be preferred. Spilková (2005, 71) categorizes the changes oriented to

evaluation into three current tendencies: a tendency for complex evaluation of the learner, a tendency for involving the learner in educational processes, and a tendency for increase of evaluation objectivity. As Cummins and Davison (2007), Starý and Laufková (2007) and Spilková (2005) noted, there is a huge interest in the role of the learner as a participant in the process of evaluation. Such claim suggests a necessary need for incorporation of these evaluation methods that support the learner's involvement in an evaluation process.

This diploma thesis is devoted to the self-evaluation in English lessons in the context of the elementary school in the Czech Republic. Current concepts and means of education, evaluation included, are determined in the basic curricular documents *Rámcový vzdělávací program pro základní vzdělávání – Framework Education Programme for Elementary Education (FEP)* and furthermore in *Školní vzdělávací program – School Education Programme (SEP)* of particular schools. Levels and key competencies that learners at a particular age should attain are specified along with the content and expected output of learners in individual subjects. However, any further specifications concerning evaluation are not determined in these documents. Nevertheless, an overall tendency concerning the evaluation, which is presented in FEP, is focused on the role of the learner in education and focused on learner's participation in all the learning processes, evaluation included.

### 1.3. Key competencies

It can be noted that learners' involvement in evaluation is considered to be essential and welcomed. FEP presents a set of key competencies that a school should equip learners with. The key competencies consist of a set of knowledge, skills, abilities, attitudes, and values that are important for the personal development of learners. These key competencies are expected to be attained by learners by the end of their studies at elementary school. Key competencies are, according to Lokajíčková (2013, 319), defined as essential competencies that are in accordance with curricular politics. Furthermore, they are considered to be the crucial aims of education. In accordance with Veteška and Tureckiová (2008, quoted in Lokajíčková 2013, 320) competency is defined as a combination of knowledge, abilities and attitudes corresponding with a certain context. Key competencies are further defined as those competencies that are needed in the interest of personal fulfilment and development, social integration and working life. Key competencies presented and defined in FEP are the following: *learning competency*, *problem solving competency*, *communicative competency*,

*social and personal competency and civic and working competency.* For the purposes of this thesis, only learning competency will be discussed in more detail, as it is closely connected with the development of learner's self-evaluation skills.

### 1.3.1. Learning competency

The FEP definition of learning competency, among many others, includes a part stating that after finishing basic school learners recognize the meaning and the aim of learning, have a positive attitude towards learning, can assess their own progress and are able to define possible difficulties that impede their learning, can plan their actions in order to promote the future learning and are able to discuss and evaluate critically the outcomes of their own learning. (RVP 2016, 10) It can be assumed that school is a place where the skills of self-evaluation should be trained and practiced in order to fulfil one of the key competencies the basic school is obliged to accomplish – to teach learners how to intentionally observe and evaluate their own work.

Learning competency is a part of life-long learning and educational concept, facilitating the utilization of human potential as much as possible, which is a process needed in order to find employment. (Lokajíčková, 2013, 323) Nonetheless, the level of key competencies that learners are expected to attain after completing the basic school studies is not considered to be final. It is expected that key competencies achieved at the basic school serve primarily as the basis for further enhancement of these competencies in learners' further studies. (FEP 2017, 10)

Průcha, Mareš, and Walterová (2003, 28) accentuate the life-long education as a topical process of the last decade. Moreover, the need for promoting motivation in people for their life-long learning in a long-term perspective of the learning society is emphasized.

Recommendation on Key Competencies for Lifelong Learning is presented by the European Commission, in which authors define learning competency as “ the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career.“ (European commission 2018, 21) The awareness of learners' own learning processes and needs, ability to recognize available possibilities, and overcome potential obstacles in order to succeed in learning is involved in this competency. In other words, according to Lokajíčková (2013, 324) learners are supposed to gain, process, and adopt new information and skills, actively search for advice, and use the newly acquired information and abilities in their learning.

Lokajíčková furthermore explains that learning competency consists of three components – learners are expected to not only “know what” are they learning, but also “know how” are

they learning and “know why” are they learning. The concept of learning competency is quite complex, and the determinative aspects are motivation and self-esteem. Proceeding from the Education Council (in Lokajíčková,2013), learning competency is mainly connected with two dimensions – cognitive and affective. The cognitive dimension includes learners’ gaining knowledge and organizing their learning. The affective dimension includes motivation, confidence, learning relationships, and learning strategies.

## 2. Self-evaluation

Currently, self-evaluation is very often accentuated as an especially important part of education, however, there are not many sources concerning this subject and if so, those sources are in most cases brief. Nevertheless, most of the authors like Kolář and Šikulová (2005), Kasíková and Vališová (2011), and Kargerová (2004) agree on the importance of self-evaluation of learners and also agree on the lack of learners’ involvement regarding the self-evaluation.

Hereof, McMillan and Hearn (2008, 40) define self-evaluation as “ a process by which students 1) monitor and evaluate the quality of their thinking and behaviour when learning and 2) identify strategies that improve their understanding and skills.” Self-evaluation is a process during which learners themselves recognize whether they have achieved the given goal and acknowledge what helped them achieve that goal. Learners reflect on their own working process and identify their weaknesses and strengths and consciously plan their future actions in pursuance of improvement. Starý and Laufková(2016, 34)

Slavík (1999) recognizes such evaluation as autonomous evaluation. In essence, autonomous learning is described by Slavík (1999) as learners’ mastering the self-evaluation. Learners understand such assessment and are able to use it constructively when learning. Little (1995) defines autonomy learning as: “a capacity for critical reflection, decision-making and independent action”.

Self-evaluation is also defined by Dvořáková (2011, 253), as the highest form of evaluation. In other words, self-evaluation is an evaluation which is seen not only as a means of education but also as the aim of education.

It can be noted that all the above-mentioned authors perceive self-evaluation as multi-dimensional. This thesis is based on the three main dimensions of self-evaluation recognized by Průcha, Mareš, and Walterová (2003, 209), as they cover the above-mentioned aspects of self-evaluation.



Firstly, every evaluation in which people evaluate themselves is identified as self-evaluation in general. Secondly, in the context of education, self-evaluation is recognized as one of the educational methods by which learners confront their perceptions of themselves, with the perceptions of their peers and teachers in order to come to a more realistic picture of their self-concept. Thirdly, from the perspective of psychology, self-evaluation is a methodological procedure enabling people to realize the perception of themselves and their awareness and experience of the world.

## 2.1. Functions of self-evaluation

Kolář and Šikulová (2005) recognize six functions of evaluation: motivational function, informative function, regulative function, educational function and furthermore prognostic function that is frequently connected with a differential function. These functions of evaluation in general may be also perceived as the functions of self-evaluation. For the purposes of the thesis, only those functions that have foremost impact on self-evaluation will be discussed. These selected functions include motivational function, informative function, regulative function and educational function.

### 2.1.1. Motivational function

Dörnyei (1998, 518-519) presents a considerably complex explanation of motivation as it concerns both emotion and recognition. Simultaneously, Dörnyei (1998) defines motivation as a factor internal to the learner based on individuals' curiosity as well as a factor determined externally by learners' environment. In other words, Dörnyei (1998, 519) states that: "motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it." Evaluation in general can help with motivating learners to promote their learning, on the other hand, it also has the power to demotivate learners partially or even completely. Kolář and Šikulová (2005) as well as Vališová and Kasíková (2007) agree with this claim.

For this reason, cautiousness is vital. Motivation is according to Čáp and Mareš (2011, in Kolář and Šikulová, 2005) based on persons' satisfaction of need for success, appreciation, respect and even self-respect. According to Kosíková (2011, 109), the motivational function of evaluation also forms learners' positive attitudes towards school, provides learners with satisfaction and enables them to find meaningfulness of their work. Moreover, Dörnyei (1997, 527) emphasizes that if teachers entrust learners with the real choices in some aspects of learning, such as in evaluation, learners are more motivated to pursue tasks.

In order to promote the motivational function of evaluation, Dörnyei (1997, 527) suggests four guidelines enhancing motivation through evaluation:

- Assessment should be completely transparent with clear criteria, and learners should be provided with opportunities to express their opinion
- Grades should also reflect learners' improvement and effort as well as the level of their achievement
- Assessment should be continuous and not based solely on written tests
- Learners should be encouraged to self-evaluate their performance by means of various self-evaluation tools

Hvozdík (1970) in Kolář and Šikulová (2005) agrees with the opinion that self-evaluation can serve a means of instigating learners' motivation as he defines motivation as learners' intention to learn. To activate this intention of learners, an emotional impulse is necessary. Evaluation or even self-evaluation can serve as such trigger.

#### 2.1.2. Informative function

Both Kolář and Šikulová (2005) and Vališová and Kasíková (2007) recognize the value of the informative function in providing the information about how well and if at all learners have achieved the given goal, which Vališová and Kasíková (2007) describe as a checking function. The informative value is based on comparison of learners' previous and current state of knowledge. It provides the information about the level the learner achieved, the quality of his work and skills. The norms according to which these skills are measured are defined in the curriculum document like for example RVP and ŠVP. Kosíková (2011, 106) defines informative function of evaluation as a function serving as a verification or feedback information. Additionally, correct understanding of learners to the information provided is highlighted as necessary.

#### 2.1.3. Regulative function

By the means of evaluation, learners' learning processes are regulated. The quality of learners' work is influenced not only after the outcome but even during the whole learning process. Regulative function of evaluation is according to Kolář and Šikulová (2005) given by teacher's control of learners' work, but also by certain self-control of learners, that simply imitate or copy the evaluation observed by learners in the lesson. Evaluation is for the learner, in this manner, the main controller of his or her learning. Accordingly, learners operate or

adjust their learning. Content analysis of the performance is highlighted by Amonašvili(1987, in Kolář and Šikulová, 50), in order to provide valuable informational, regulative or even motivational feedback, clear statements about learners' progress need to be made. So, learners are informed about the process of their learning.

#### 2.1.4. Educational function

Kolář and Šikulová (2005) perceive the educational function of evaluation in forming learners' positive personality traits and attitudes, responsibility, persistence and conscientiousness included. Adequate self-evaluation of learners can fulfil this function by forming these aspects of learners' personality, however Kolář and Šikulová (2005) also warn, that inappropriately used evaluation can also disrupt these personal qualities of learners. In this sense, educational function of evaluation should follow these principles presented by Kosíková (2011, 107):

- Priority of positive evaluation – learners' progress should be the core of evaluation in order to appreciate learner's diligence and to motivate learners in their future trying;
- Principle of immediate evaluation –it is important that learners immediately recognize the meaning and value of their work, so that learners themselves are aware of their own work and furthermore learners themselves are able to evaluate their work;
- Principle of learner's personality development –evaluation should be focused on learners individually, so learners' attention is drawn to their personal attitudes and creativity in problem solving. This principle basically allows learners to understand and learn about their own personal structure;
- Principle of success experience – evaluation should affect not only intellectual side of learner's personality; it should also have an influence on learners' affective domain, so it has motivating impact on learner.

#### 2.2. Principles of self-evaluation

Self-evaluation of learners is according to Kosíková (2011, 128) developed by the agency of valuable evaluation. In the interest of teaching learners to self-evaluate their performance through the evaluation, three pedagogical-psychological principles need to be followed.

- Principle of internalization of evaluation – the evaluation needs to be internally accepted by a learner to activate and develop learner's personality. To internalize the evaluation by the learner, evaluation must be perceived as an efficient tool to improve

learning and as a means of achieving targeted aims - this principle is based on learners' motivation

- Transformation of evaluation into self-evaluation – internalizing the evaluation is the foundation necessary for self-evaluation development. However, self-evaluation should not be seen only as an internalization of teachers' evaluation. Apart from that, self-evaluation should be seen as an independent and responsible action practised by learners.
- Incorporation of evaluation in the whole education process – evaluation should be a natural part of education. At the beginning, requirements expected from learners should be clarified – this involves, basically, transferring aims to learner's knowledge, skills and cognitive processes. Helus 1990 (quoted in Kosíková 2011, 128)

## 2.2 Learning domains and self-evaluation

All the principles of self-evaluation relate to different learning domains. Two learning domains relate to previously-mentioned learning competency and the same domains are also closely connected with self- evaluation – cognitive domain and affective domain.

### 2.2.1. Cognitive domain and self-evaluation

Concerning self-evaluation, Kolář and Vališová (2009) refer to Bloom's taxonomy of cognitive skills that consists of abilities and outcomes expected to be observed in lessons. Categories are organized in a hierarchical order from the simplest skills to the most complex ones. Categories of cognitive skills according to Bloom et al. (1995, quoted in Fontana, 2003, 161) are the following:

- Knowledge – simple knowledge of facts, expressions, and theories
- Comprehension–understanding the meaning of the above-mentioned facts, expressions and theories
- Application – the ability to apply the knowledge in new and specific situations
- Analysis – the ability to divide the knowledge and analyse the relations between individual parts
- Synthesis – the ability to organize the above-mentioned parts into new meaningful relations and thus create new relevant units
- Evaluation – the ability to evaluate the knowledge using previously stated criteria or criteria derived from other works

As this hierarchical order suggests, evaluation is considered as the most complex of the above-mentioned cognitive skills which indicates certain demands on learners' abilities concerning their self-evaluation.

The skill of mastering evaluation is considered to be one of the highest levels of the cognitive skills development. The awareness of one's own cognitive skills is defined as metacognition. Kosíková (2011, 40) defines metacognition as a state of being aware of how our thinking operates, or "thinking about thinking". Průcha, Mareš and Walterová (2003, 122) define metacognition as a person's ability to plan, monitor and evaluate the processes that are used to learn. It is a conscious activity leading a person to comprehend the process of how the person learns.

Krathwohl (2002, 214) states that it is of an increasing significance that researchers identify "the importance of students being made aware of their metacognitive activity, and then using this knowledge to appropriately adapt the ways in which they think and operate."

Scrivener (1994) refers to an approach that raises awareness of learners' learning as "learner training." Furthermore, Scrivener (1994, 77) describes learner training as: "raise awareness about how they are learning and, as a result, help them to find more effective ways of working, so that they can continue working efficiently and usefully, even when away from the teacher and the classroom."

#### 2.2.1. Affective domain of self-evaluation

Affective domain of self-evaluation goes hand in hand with the cognitive domain of self-evaluation. Creating attitudes and a value development are the key components of the affective domain. Learners' attitudes are adopted and developed on the basis of their experience, especially the experience in which they are personally involved and expected to react to. Learners' attitudes are based on their experience and they change in accordance with learner's understanding and perception of themselves. Although the affective and cognitive dimension may seem different, they are interconnected with learners' autonomy development. Adopting attitudes and values is based on learners' motivation, attitudes and personal values that relate to learner's interests.

Self-evaluation functioning as a tool for motivation and responsibility of the learners is considered in CEFR (2002, 193) as one of the main advantages, as it helps learners with the recognition of their strengths and weaknesses and focuses their attention to what processes need to be improved.

One of the essential factors that has impact on the affective domain of learners is working with mistakes, recognized by Košťálová, Miková a Stang (2008, 260). According to them,

mistakes should be seen as a natural part of learning, way of searching for the right answer or an opportunity to improve. Mistakes should definitely not be seen negatively as something wrong, which learners should be afraid of. Learners' inappropriate approach towards mistakes causes self-devaluating self-confidence of learners. (Kosíková 2011, 139) Mistakes and a cautious work with them in terms of preserving a positive classroom atmosphere are also emphasized by Dörnyei (1998):“teachers should never forget that the language classroom is an inherently face-threatening environment where saying even a simple sentence carries the danger of making big mistakes. Helping learners to accept that mistakes is a natural part of the learning process.” Dörnyei (1998, 526)

Provided that learners are cognitively aware and informed of their mistake, Kosíková (2011, 144) states that such a mistake serves a source of learners' active learning and an attempt to solve the problem independently.

Moreover, Košťálová, Miková a Stang (2008, 63) call the attention to learners' attitudes and feelings with regard to classroom atmosphere. Learners need to feel safe in the classroom environment. For this reason, the class should be a safe space where learners are welcome to share their beliefs and opinions and simultaneously a place where they are not afraid to make mistakes. Slavík (1999) calls such an element a *psychosocial dimension* –a preparation of the classroom atmosphere by teaching learners to be tolerant and willing to listen to others. Learning in a relaxed atmosphere in which opinions of every single learner are heard and accepted, according to Kosíková (2011, 83), significantly strengthen the positive attitude towards learners' self-evaluation and self-respect. Such a facilitative atmosphere encourages self-confidence even in those learners who do not like to be in the centre of attention or who are less self-confident. Additionally, Kosíková (2011) claims that cooperation is an essential requirement for the development of higher-order thinking, metacognition, and evaluation.

### 2.3. Benefits of self-evaluation

Clarifying the advantages of self-evaluation is according to White (2017) one of the steps in engaging learners in self-evaluation. Several benefits of self-evaluation are suggested by White (2017):

- Self-evaluation fosters an interest and investment in learners' own accomplishment – by entrusting evaluation to learners' hands we communicate our belief in learners' ability to assess their work, moreover active engagement of learners has a considerable impact on their self-esteem and belief in themselves.

- Self-evaluation serves a catalyst for purposeful discussions between teachers and learners –a growing involvement of learners in the evaluation process encourages and improves the learners’ ability to articulate their thoughts. Consequently, this leads to more meaningful dialogues about learning between the teacher and the learner.
- Self-evaluation is directly associated with continual growth, confidence, and clarity in relation to the learning goals –with the help of reflection on criteria, learners learn to understand what they are expected to achieve. Study conducted by Andrade and Du (2007, quoted in White 2017,120) proved that learners mastering the self-assessment felt more motivated and were better in recognising their strengths and weaknesses.
- Self-evaluation accommodates and supports diversity – self-evaluation recognizes various learners’ needs, as every learner has different learning strategies and styles, various interests and responses to learning
- Self-evaluation promotes responsibility and independence –evaluation is no longer exclusively in hands of the teacher but is shifted to a dialogue between the teacher and the learner, through which learners gradually learn and take over the responsibility for their own learning. (White 2017, 119-120)

#### 2.4. Difficulties that may arise

Harris and McCann (1997, 63) perceive the most important value of self-evaluation in its impact on learning. Even though learners’ self-evaluation may bring many benefits as high-quality self-evaluation leads to learners’ versatile development and it also supports their learning process, many teachers perceive this type of evaluation as a time-consuming process. Nevertheless, it is eventually timesaving. (Harris and McCann 1997, 65; Kratochvílová, 2012, quoted in Starý and Laufková, 2016, 35) Furthermore, another issue that may arise is described by Harris and McCann (1997, 65), who discuss the fact that when implementing self-evaluation in education, the act of self-evaluation itself implies a certain amount of knowledge about the language and learning, which might be difficult for learners. Harris and McCann (1997) continue that a further issue may be the lack of teachers’ trust in learners’ assessment, because learners are thought to overestimate their abilities. The learners’ self-evaluation is perceived by CEFR (2002, 193) as accurate if the precise descriptors of requirements are provided and if the self-evaluation is based on a particular task. The real issue, in fact, is that learners underestimate their abilities. Nevertheless, both underestimating

and overestimating the performance make assessment unreliable. In this regard, Harris and McCann (1997, 63) state: “self-assessment can only work if it is accompanied by learner training.”

### 3. Approaches and factors influencing the development of the self-evaluation

There are various factors that influence learners’ self-evaluation. In order to teach learners how to evaluate themselves, several aspects have to be taken into consideration. These aspects are recognised by Slavík (1999), Dvořáková (in *Pedagogika pro učitele*, 2011) Košťálová, Miková a Stang (2008) and also by White (2017). For the purpose of this diploma thesis, four main factors were considered.

Firstly, teacher’s approach to evaluation is important. Secondly, valuable feedback has to be provided so that learners gradually learn how to evaluate themselves. Thirdly, classroom climate is a necessary precondition for developing self-evaluation skills of learners. And finally, teachers’ work with lesson objectives is essential for promoting learners’ self-evaluation. The three above mentioned aspects will be discussed in more detail in the following subchapters.

#### 3.1. Approaches to language teaching

As Cummins and Davison (2007), Starý and Laufková (2007) and Spilková (2005) noted, the current approaches to education are learner oriented. Richards and Rodgers (2001) recognize several approaches to learning. For the purpose of this thesis, two approaches that have the foremost impact on self-evaluation development of learners were chosen. The following two approaches may serve as an inspiration for turning the attention to the learner and creating an opportunity for learner’s self-evaluation. The two approaches described below are Communicative Language Teaching and Cooperative Language Learning.

##### 3.1.1. Communicative language teaching

As the name of the approach suggests, communicative language teaching (CLT) is focused primarily on the communicative proficiency of learners. This can be promoted by tasks focused on real-like communication situations. The whole approach is based on a humanistic tradition, which is according to the Richards and Rodgers (2001) defined as “Learner first. Learning second.” By making the communicative competence the goal of language learning, (Richards and Rodgers (2001, 155) CLT provided the basis for the whole modern concept of



language learning and teaching. The communicative competence is the learner's ability to use certain language accurately and appropriately in different types of situations. (CEFR, 2002) Concerning the orientation on learners themselves, it is important to note that CLT approach, according to Richards and Rodgers (2001, 173), "seeks to engage learners in the use of cognitive and other processes that are important factors in second language acquisition." Moreover, Richards and Rodgers (2001) also pointed out importance of learning from mistakes, as CLT encourages learners to guess in order to learn from their mistakes and errors. Positive approach to mistakes as a current tendency is also recognized by Spilková (2005).

### 3.1.2. Cooperative Language Learning

Cooperative language learning (CLL) is considered by Richards and Rodgers (2001) the extension of principles rooted in CLT. As far as the promotion of learner's self-evaluation is concerned, this approach can be seen as suitable since its goal is to: "provide opportunities for learners to develop successful learning and communication strategies." (Richard and Rodgers 2001, 193) Moreover, enhancing motivation, reducing stress and creating a positive atmosphere are other goals described by Richards and Rodgers (2001), which will be, later on, discussed as the crucial conditions promoting self-evaluation of learners. Another aspect of CLL approach supporting the idea of building self-evaluation skills of learners is that CLL focuses on the development of learners' critical thinking skills, which are necessary for self-evaluation of learners. And as Richards and Rodgers (2001, 199) add: "learners are directors of their own learning. They are taught to plan, monitor, and evaluate their own learning, which is viewed as a compilation of lifelong learning skills." This claim basically copies the whole conception of life-long learning, which the learning competence stated in FEP is based on. However, contemporary language pedagogy is considered to be in a post-method era when a single method approaches are not welcomed, and informed eclecticism is preferred.

When analysing self-evaluation, teacher's methods used in the class and teacher's philosophy need to be considered as the evaluation used in the class is determined mainly by the teachers' approaches and their subjective theories. Self-evaluation is closely connected with the learner-centred approach as described by Nunan (1991) and with autonomy conception of education as described by Slavík (1999). According to Kolář and Šikulová (2005) the teacher's philosophy influences the way evaluation is handled in the lessons. As teachers have different beliefs and attitudes, their approaches to evaluation may vary. Concerning evaluation in

education and various education systems, Slavík (1999, according to Meighan, 1993, in Slavík, 1999) and also Kosíková (2011, 54-58) recognize three main approaches that deal with various perspectives, concerning the role of evaluation as well as role of the participants of evaluation - teacher and learners, these approaches are: *the transmissive approach*, *the interpretative approach* and *the autonomy approach*. The transmissive and the interpretative approach will be introduced only briefly as the autonomy approach is the essential one for the purpose of this thesis.

#### 3.1.3. Transmissive approach

The core of the transmissive approach is the transmission of knowledge. Basically, the school is supposed to transmit the essential cultural knowledge, abilities and attitudes to learners so that they can fully develop. The teacher is considered to be the mediator of these values and is fully responsible for the transmission. Learners' task is to acquire the knowledge. From the point of view of this approach, evaluation should provide a precise comparison of the quality of learners' work towards the set norms and standards.

#### 3.1.4. Interpretative approach

The interpretative approach highlights taking the cognizance of learners' personal experience and subsequent interpretation of the experience connected with developing, specifying, and enriching what is known. This approach is also according to Slavík (1999) connected with individual or group work of learners and is very close to learner-centred approaches in education. The teacher takes the position of a dialogue initiator. Learners' task is to question possible contradictions and similarities of various experiences. Evaluation is seen as a means of comparing and emphasizing the acquired knowledge. Evaluation should be mostly motivating and should lead learners to attain knowledge.

#### 3.1.5. Autonomy approach

In the autonomy approach, self-education, self-reflection, and self-reliance are the core. L. Bresler (1994, in Slavík 1999, 28) suggests that the autonomy approach leads learners to self-sufficiency and capability of independent decisiveness, encourages learners' self-confidence, and also stimulate an independent activity of learners. Moreover, the learning competency is according to Krykorková (2008) in Lokajíčková (2013, 322) formed by metacognition and the autoregulation.

Slavík (1999) also highlights that the autonomy approach develops higher-order thinking, which allows us to reflect upon our own actions and carry the responsibility for our own decisions. The teacher in this concept is seen as the organizer of learners' learning and guides

the learner to understand and master his or her own learning processes. The responsibility is then gradually placed from the teacher to the learner. With this in mind, even evaluation is continuously entrusted to learners themselves. Evaluation is supposed to provide the learner with feedback concerning his or her learning processes.

The autonomy approach to learning is the basis of the learner-centred approach described by Nunan (1991). Learner-centred approach, according to Nunan (1991) deals with learners as with the equal partners that participate in all the education processes, evaluation included. Additionally, Nunan (1991) suggests, that: “language programmes, should have twin goals”. One goal should be dedicated to the assessment of learners’ language skills development. The other goal should deal with learners’ learning skills and strategies.

### 3.2. The importance of feedback

With the help of self-evaluation, learners gradually learn to understand their own learning processes and are led to work independently and responsibly. In pursuance of learners’ adoption of skills regulating their own learning, the teacher must provide well-thought and informatively valuable feedback. White (2017, 113) states that the key to developing self-evaluation practice is to “increase the amount of metacognitive work we do every day in our classroom.”

Authors Slavík (1999, 112), Dvořáková (in *Pedagogika pro učitele*, 2011, 253) Košťálová, Miková a Stang (2008, 30) agree on the necessity to get learners well acquainted with the criteria of evaluation in the class. They also emphasize the need to teach learners to understand the evaluation that is ongoing in lessons so that learners can gradually learn to assess their own work. In other words, learners can learn to assess themselves by being exposed to informatively valuable feedback, which is based on clearly stated criteria of what is expected from them. Informatively valuable feedback is, according to Slavík (1999), such feedback that provides an indispensable amount of information to enable learners to broaden or deepen their knowledge and helps them eliminate possible flaws in their learning. With this in mind, feedback can be considered as certain guidance through self-reflection. Pollard (2005, 12-13) states that learners may identify reflective teaching as beneficial in the process of building self-evaluation skills. Also, Pollard (2005) emphasizes, that self-evaluation is a skill in which children of any age should be trained. Slavík (1999) also agrees with Pollard’s (2005) claim, suggesting that teachers are supposed to prepare learners to be able to assess their own work and to be able to find and also understand the mistakes they make. Learners’

participation in the process of evaluating considerably activates learners. In that respect, through assessing their performance, learners take responsibility for their learning process and can use the information for their learning in the future. (Kolář and Šikulová, 2005) This suggests that self-evaluation is very beneficial for learners in respect of their future learning and improvement. Surprisingly, Slavík (1999, 110-111) claims that children usually expect that only the teacher figures as the main provider of the feedback in the lesson. Moreover, Slavík (1999) mentions that children do not even expect to be involved in the process of evaluation at all.

Timperley and Hattie (2007) define four levels of feedback based on the focus of feedback. These levels are task-oriented or product-oriented feedback, process-oriented feedback, feedback focused on self-regulation, and feedback about self as a person. All four types of feedback will be presented, as all four types are valuable to a certain level, with the emphasis on feedback focused on self-regulation as this feedback orientation addresses the self-evaluation issue the most.

#### 3.2.1. Task-oriented feedback

Task-oriented feedback focuses mainly on the task itself, whether or not was the task accomplished correctly. The feedback also focuses on getting more or additional information from the learner and “building more surface knowledge” (Timperley and Hattie 2007, 91). Timperley and Hattie (2007, 91) suggest that this type of feedback, also known as corrective feedback, is the most common. Authors also warn that excessive use of task-oriented feedback may cause students to “focus on the immediate goal and not the strategies to attain the goal. It can lead to more trial-and-error strategies and less cognitive effort to develop informal hypotheses about the relationship between the instructions, the feedback, and the intended learning.” (Timperley and Hattie 2007, 91)

#### 3.2.2. Process-oriented feedback

Such feedback is targeted mainly at the process of solving the task. Process-oriented feedback relates to error detection and as Timperley and Hattie (2007,93) explain, it provides more valuable information than mere task-oriented feedback. This feedback requires at least surface knowledge and understanding of learning processes and therefore elucidate the impression that such feedback is more valuable. Information about the processes may act as a cue and “lead to more effective information search and use of task strategies” (Timperley and Hattie 2007, 93) by learners.

### 3.2.3. Feedback about self as a person

This feedback focuses primarily on the personal qualities of learners. It is based on positive or negative statements about learners and it is very often used in class, even though this feedback cannot be seen as an effective one. Such feedback involves statements such as: Good boy/girl, Great work! and very often does not inform about the task nor the process of solving the task itself. For this reason, feedback about self as a learner has very low or any at all informational value in regard to learning acquisition.

### 3.2.4. Feedback focused on self-regulation

Besides Timperley and Hattie's acknowledgement of self-regulative feedback, the self-regulative function of feedback is also recognized by Barry J. Zimmermann (2002) who defines the term as "directive process by which learners transform their mental abilities into academic skills." Feedback focused on self-regulative aspects of learners' performance is very important in promoting self-evaluation of learners as: "it addresses the way students monitor, direct, and regulate actions toward the learning goal. It implies autonomy, self-control, self-direction, and self-discipline." (Timperley and Hattie 2007, 93) As learners are exposed to feedback that reflects not only how they accomplished the task but also what actions led them to solve the task, they gradually learn to reflect on their performance by themselves.

The outcome of such feedback is learners' self-evaluation and self-regulative proficiency. (Timperley and Hattie 2007, 94) Furthermore, Paris & Winograd, 1990 (quoted in Timperley and Hattie 2007, 94) recognize two aspects of self-evaluation. These are self-appraisal and self-management. Self-appraisal correlates with learner's ability to assess the level of their knowledge, skills, and learning strategies. Self-management relates to learner's adjusting their ongoing behaviour to plan and regulate their learning processes. Timperley and Hattie (2007) refer to these skills as metacognitive skills of self-evaluation by the help of which learners can:

Evaluate their levels of understanding, their effort and strategies used on tasks, their attributions and opinions of others about their performance, and their improvement in relation to their goals and expectations. They can also assess their performance relative to others' goals and the global aspects of their performance. As students become more experienced at self-assessment, multiple dimensions of performance can be assessed. Paris & Cunningham, 1996 (quoted in Timperley and Hattie 2007, 94)

Furthermore, Timperley and Hattie (2007) are interested in the help-seeking of learners. They refer to help-seeking as a learner's proficiency aspect of self-regulation. Authors distinguish two types of seeking help: "asking for hints rather than answers" and "asking for answers or direct help that avoids time or work". Needless to say, that the former type corresponds more likely with the development of self-regulation and the latter type of ask for help is rather corresponding with the task-oriented feedback.

To conclude, the importance of feedback during lessons is essential. As learners are invited to participate in the evaluation including reflections alongside teachers, they successively learn to "discuss their progress as clearly as teachers" (White 2017, 113)

White (2017, 113) also highlights the importance of learners' involvement in feedback and its regular practice so that learners may master the skill of self-evaluation. Zimmermann (2002) finds learners skilled in self-regulation as proactive learners, who are aware of their strengths and weaknesses and actively monitor their learning in terms of raising the effectiveness of achieving their goals.

### 3.3. Classroom climate

The classroom climate is equally important to establishing grounds for self-evaluation in lessons. Barr (2016) describes the classroom climate as a broad construct consisting of learners' feelings and perceptions about the teacher and their peers. Reid & Radhakrishnan, 2003 (quoted in Barr 2016, 1) define classroom climate as: "a reflection of students' opinions of their academic experience." In essence, learners' learning experience is inevitably influenced by relationships and interactions between learners and their peers as well as by the interaction and relationship between the individual learners and the teacher. The classroom community, as Choděra (2001) describes, is characterized by the cooperativeness and kindness of interpersonal relationships. The teacher should maintain a positive climate and avoid the climate in which learners are exposed to situations that may frustrate them as well as to avoid situations that may cause learner's isolation and social exclusion. (Choděra 2001, 156)

The classroom climate is formed by the didactic actions ongoing in the class. Among these Čapek (2015, 545) involves teaching methods and educational activities, communication in the class, evaluation, discipline of the class and participation of learners. By means of these actions, the teacher may improve the quality of the classroom climate.

In accordance with Čapek's (2015) claim, the classroom climate is influenced by the way in which feedback is provided. White (2017, 94) highlights the importance of teacher's effort to build strong learning partnership with learners. This partnership can be according to White (2017) achieved when the teacher acts like an understanding partner, serving as a mirror, to show and reflect "choices and outcomes to be analysed by learners themselves" (White 2017, 95)

#### 3.4. Aim setting and evaluation criteria

Slavík (1999) as well as Košťálová, Miková, and Stang (2008) also emphasize the necessity of working with educational aims in lessons. Educational aims are defined by Starý and Laufková (2016, 40) as verbal descriptors of what knowledge, skills and attitudes learners are expected to achieve. The aim is set for every lesson and also for every learning activity taking place in class. In order to evaluate whether or not the targeted aim was achieved, a precise specification of the aim is a necessity. Starý and Laufková (2016) notify that these aims must be formulated from the learners' viewpoint as the aims are expected to be achieved by learners, not by the teacher. Kosíková (2011, 121) explains that education aims to help develop learners' cognitive skills as well as the social and personal area of skills. Such development forms learners' cognitive independence and autonomy.

Starý and Laufková (2016, 43) explain that aims do not need to be explicitly stated at the beginning of the lesson, they can be stated during the lesson as well. Nevertheless, if teachers do not state the aims either at the beginning or during the lesson, they should do so at least at the end, so that learners' achieved knowledge may be fixed in memory with the help of final reflection. McMillan and Hearn (2008, 46) agree with this claim, identifying reflection as: "a critical part of the self-evaluation process," helping students "to think about what they know or have learned while they identify areas of confusion, so they can create new goals." To enable learners to adopt skills of self-evaluation, teachers should work thoroughly with the objectives and aims in lessons, they should be understandable, specific, and achievable for learners. If teachers state these aims and objectives clearly, mediate them to learners and explain whether and how learners achieved particular goals towards the given aims, it is easier for learners to develop and master the skill of self-evaluation. In this regard, learners need to be led by teachers. According to Slavík (1999), formative assessment is one of the crucial preconditions for the development of self-evaluating skills. By teachers' use of formative assessment, learners are taught to observe their processes, methods, and techniques

of learning, they are led to think about their outcomes and encouraged to critically evaluate them.

Kosíková (2011, 123) recognizes evaluation aims promoting learners' autonomy which are developed by self-evaluation and evaluation activities based on metacognitive skills and thorough work with the criteria of evaluation. Evaluation methods that aim at the regulation of learning processes correspond with such an approach to evaluation. Among these evaluation methods, Kosíková (2011, 123) includes constructive methods, reflective methods, and methods of drama education, for example, an interview, role-playing, discussion between learners, or between the teacher and learners. Employing these methods, learners are encouraged to become aware of their personality and the personalities of other learners. Evaluation leading to learners' autonomy is following Kosíková (2011) who considers it to be self-evaluative, self-regulative, and self-developing.

White (2017, 94) proposes that to make feedback specific enough so the self-evaluation can happen it is essential to state clear criteria according to which the progress will be measured. Crockett and Churches (2017, 29) describe setting the criteria of evaluation as the 'common language of assessment' between the teacher and the learner as it is essential for both participants to understand these criteria. To provide a clear definition of criteria, Crockett and Churches (2017, 30) refer to Bloom's taxonomy of verbs, perceiving them as the most effective way to express clearly what will be assessed. Furthermore, White (2017) states that it is imperative to report academic achievements in relation to the learning goals. Such provided evaluation and self-evaluation should be in alignment with previously mentioned learning goals. As White (2017, 173) goes on, the complete alignment between planning, learning, and evaluation significantly increases the clarity and accuracy of information provided through the evaluation and self-evaluation.

Furthermore, Kosíková (2011, 122-124) distinguishes three areas of evaluation aims. These are aims targeting *cognitive domain*, *affective domain* and *learner's autonomy*.

Firstly, aims targeting learners' cognitive domain should focus on and measure learners' knowledge and cognitive abilities. Predominant functions of such evaluation are informative, feedback function and a motivating function.

Secondly, prevailing functions of evaluation targeting the learner's personality formation and development should be diagnostic, motivational and educational.

Thirdly, educational and evaluation aims targeting learner's autonomy should develop such evaluation and self-evaluation activities leading to learner's autonomy-based development of



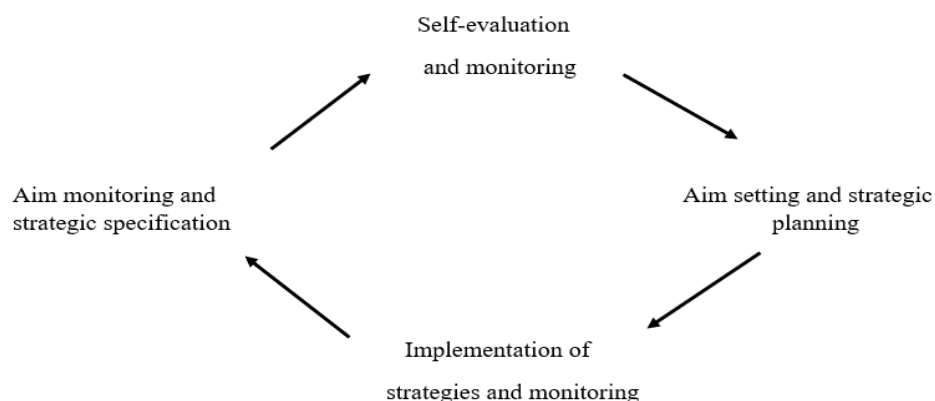
metacognitive abilities. Functions fulfilled by such evaluation are self-regulative, self-evaluative and self-developing.

Aims of evaluation should be stated in order to promote learner's thinking, reacting to and evaluating the given problem, based on learner's judgement, personal experience to self-evaluate.

#### 4. A self-regulated learner

Zimmerman (2002) defines self-regulative learning as a proactive approach of learners toward their learning and their academic skills. Becoming a self-regulative learner includes “more than detailed knowledge of a skill; it involves the self-awareness, self-motivation, and behavioural skill to implement that knowledge appropriately “(Zimmermann 2002, 66)

The process of learner's self-regulation is demonstrated by Zimmermann (2002) in Hrbáčková (2004) in four cyclical phases.



**Figure 1 – Cyclical model of self-regulation by Zimmermann (2002) in Hrbáčková (2004)**

Firstly, learners evaluate their conditions and abilities, then they set a specific aim and plan a suitable strategy to achieve the aim. After implementing the strategy, learners monitor the connection between the aim and strategic process in order to evaluate their effectiveness. The process may continue with the new evaluation and further planning. (Hrbáčková 2004, 82)

Such a model may serve as a useful tool for learners, to acquire a certain skill that can help learners in terms of self-evaluation. The model also shows the interconnection between the setting of the aims, learning planning and evaluation and may help learners to understand the importance and purpose of the self-evaluation.

## 4.1. Self-evaluation tools

### 4.2. Focus on language skills

As this thesis deals with self-evaluation in English lessons, the self-evaluation itself should cover the whole range of language skills, comprising of reading, speaking, listening, and writing. Cohen (1994) declares there is no universal tool that can be generally used for self-evaluation, as the variety of learners' needs have to be addressed. Therefore, Cohen (1994), Harmer (1998), and Scrivener (1994) suggest several recommendations concerning the focus of self-evaluation with regard to the aforementioned language skills.

#### 4.2.1. Reading and listening

Reading and listening are according to Scrivener (1994) defined as receptive skills, also known as passive skills as learners do not need to produce the language. These two skills are often discussed together. Correspondingly, approaches to self-evaluation of these skills are rather similar. Scrivener (1994) suggests that when evaluating reading and listening skills, the focus should be placed on the process itself rather than dealing merely with the correctness or incorrectness of the task fulfilment. With regard to both reading and listening skills, Scrivener (1994) emphasizes the importance of the clear and appropriate settlement of goals concerning individual tasks.

In respect of promoting learners' self-evaluation, Scrivener (1994) furthermore suggests several techniques:

- Let learners discuss their answers together (possibly in pairs);
- Do not provide the correct answer immediately, ask learners what they think or whether they agree with the answer;
- Try to let learners agree together without any help;
- Provide help only in case they are completely stuck– even then try to provide only cues and let learners find the answer on their own.

Scrivener (1994, 181)

#### 4.2.2. Speaking

Concerning speaking skills, Cohen (1994), as well as Harris and McCann (1997) again highlight the necessary work with criteria on which the evaluation should be based. These criteria may, according to Harris and McCann (1997), involve learner's ability to master speaking areas such as:

- fluency (speed/amount of hesitation)

- message (relevance and appropriacy)
- accuracy (grammatical and lexical errors)
- pronunciation (sounds/intonation/stress)

Harris and McCann (1997, 11)

Harmer (1998), Scrivener (1994) and also Harris and McCann (1997) agree that rather than interrupting learner's speaking, teachers should take notes as the purpose of speaking activities is placed primarily on fluency, for the reason that the speaking activity aims to speak and learners should be provided with the opportunity to speak without any disruption of the flow of their conversation.

#### 4.2.3. Writing

Apart from setting clear criteria of evaluation, self-evaluation of writing skills may, according to Ur (1999), focus on three main areas: the content of the written work, organization of the work, and language used in the written work. Harris and McCann (1997) extended these three areas into a four-level scale that may answer the question of what makes the learner a good writer:

- Is it comprehensible?
- Is it grammatically accurate?
- Is spelling all right?
- Is the text well-organized?

Harris and McCann (1997, 13)

Cohen (1994) and Harmer (1998) recommend selecting a specific focus of evaluation at the beginning of the writing task, as learners may have the focus of the task in their mind and may concentrate on the particular area of writing.

#### 4.3. Focus on learning experience

As it is mentioned in the chapter dealing with the important impact of feedback on learners' self-evaluation, the learning processes have to be reflected in the self-evaluation as well.

Bearing this fact in mind, Harris and McCann (1997) suggest the use of a classroom survey focused on the learning experience. According to Harris and McCann (1997), learners may reflect on their experience in learning English, how they feel about their proficiency in the aforementioned language areas (reading, listening, speaking and writing) moreover, learners can also reflect on their learning skills and achievements by answering questions such as what they can and cannot do in particular areas.

#### 4.4. Techniques for self-evaluation

Concerning the techniques of self-evaluation, Starý and Laufková (2016, 36) recommend guiding learners through a simple reflection of what was going on, what learners have found interesting, and what they have achieved. It is also recommended to start with simple techniques such as *gestures and movements, a reflective sentence at the end of the lesson, or an evaluation circle*.

##### 4.4.1. Gestures and movements

In favour of self-evaluation, various movements may be used in the lesson by learners to indicate what level of endeavour they have worked with. (Starý and Laufková 2016, 36) Košťálová, Miková and Stang (2008) suggest that in order to do so, the whole body can be employed as learners may merely raise their hands, thumbs or they may stand up or sit down to illustrate the level of their trying.

##### 4.4.2. Reflection

Writing a sentence in which learners reflect on the lesson - a seemingly simple answer to the question of what have learners in the particular lesson learned, may be according to Starý and Laufková (2016) more difficult than the tasks done during the lesson itself. The benefit of such a question lies in the learner's involvement in evaluation and building learners' self-esteem and self-awareness.

##### 4.4.3. Evaluation circle

Evaluation circle enables learners to reflect on their experience during the process of accomplishing the task, they can share their experience, success, or difficulties aroused when accomplishing tasks. With the help of questions, teachers according to Starý and Laufková (2016) encourage learners to talk about their experience and specific examples of their work.

#### 4.5. Tools for self-evaluation

The teacher is expected to provide learners with various tools for self-evaluation to ensure varied and stimulating self-evaluation. Learners should also be provided with the possibility of their choice; the teacher should invite learners to the decision-making process in order to give learners the possibility to assess their work according to their own criteria. (Čapek 2015, 552) More complex tools involve learners' portfolios or learning journals mentioned by Brown (2000, 18-19)

##### 4.5.1. Graphic symbols

Čapek (2015) identifies the value of graphic symbols used for self-evaluation of learners in its illustrative nature which may be perceived by learners as clearer as and more intriguing than a

question. Graphic symbols as presented by Starý and Laufková (2016) may diverse from pictures indicating the weather (smiling sun, frowning cloud) to emoticons and so on. Another advantage of these symbols is that they are comprehensible even to younger learners. However, symbols similarly to grades, as discussed by Ziegenspeck (2002), may have a low informative value. In this sense it is vital to accompany these symbols with a brief verbal explanation, providing the symbol with the informative value, stating what levels learners achieved or how they feel about the achieved level. Čapek (2015) clarifies that the gradual order of these symbols is essential. The further specified explanations of a symbol may be:

1. I have fulfilled the task precisely without any help
2. I have fulfilled the task, but with a small assistance
3. I have fulfilled the task, but I needed help, I can work better
4. I have not fulfilled the task, I am not satisfied with my performance

(Starý and Laufková 2016, 36)

#### 4.5.2. Self-evaluation sheets

Self-evaluation sheets serve, according to Starý and Laufková (2016), to formalize records about learner's continuous work and achieved aims. Additionally, self-evaluation sheets may lead learners to recognize the aspects of their successes or failures and they provide space for learners to formulate their thoughts regarding their learning.

Harris and McCann (1997) suggest another possible technique – learning diaries encouraging learner's self-evaluation. These learning diaries are described as “records by students of what has happened in their language learning over a certain time (for instance a lesson or a week)” Harris and McCann (1997, 72) However, this self-evaluation technique is recognized by the authors Harris and McCann (1997) themselves as impractical because of its complexity and time demands. Therefore, they suggest keeping diaries simple and brief and learners may only: “list the activities they enjoyed and the problems that they had. In this way, students are given a rough record of the week's classes that they can refer to when thinking about their own progress.” (Harris and McCann 1997, 72)

#### 4.5.3. Portfolio

Čapek (2015) provides a rather broad definition of a portfolio as a set of learner's products that are collected for various purposes. Čechová (2009, 30) specifies the definition of the portfolio as the organized set of learners' achievements, collected during a certain time of learning, providing various information about learners' learning experience and outcomes.

The main advantage of portfolios is perceived by Čapek (2015) as the portfolio does not represent the change of evaluation, but rather serves as complementation of teacher's evaluation. Both Čapek (2015) and Čechová (2009) agree on the fact that learner's products, essays, project outcomes, and other materials may be included. Concerning the self-evaluation, the portfolio serves as a tool for learner's self-awareness and to track learner's progress, moreover, the portfolio may help learners with their decisions about their future - decisions about further education or their future professions.

Čechová (2015, 31) provided several suggestions to consider when deciding what type of portfolio we want to create in our lessons:

- Does the portfolio serve a formal or an informal evaluation tool?
- Is the portfolio dedicated only for learners to map their improvement or also to inform learners' parents?
- Does the portfolio serve the basis for the final evaluation at the end of the school year?

It is also suggested (Čechová 2015, 32) that the most important aspect when deciding what portfolio to choose is the discussion about the choice with the learner, as the portfolio should encourage learners to self-evaluate their work, encourage learners in critical thinking concerning their work; it should also lead the learner to find new possibilities promoting their development and to understand their strengths and weaknesses.

## 5. Summary of the theoretical part

Engaging learners in all the educational processes, evaluation included, is a topical issue. As it is stated in the first chapter, the school should serve as a place where learners are equipped with a set of abilities and skills that enables them to evaluate their own performances and outcomes conscientiously and independently. As the first chapters suggest, such skills and abilities need to be trained. It is one of the responsibilities of schools to expose learners to as much experience with evaluation as possible to ensure learners' adoption of evaluation skills and to enhance the learner's internalization of these skills. Current approaches to language learning and teaching focused on the importance of the roles of learners provided a strong basis for the development of self-evaluation skills of learners. The approaches that emphasize learners' participation in all the learning processes, including the self-evaluation, are mainly the communicative language teaching and cooperative language learning. Moreover, the communicative language teaching approach provided a basis for the whole modern approach to language teaching and learning as the approach set as the main goal of language learning

achieving the concept of communicative competence on which the current language learning is grounded.

Self-evaluation is a very complex activity determined and influenced by many factors, starting with the forms of evaluation that are used in the classroom and the teacher's approach to the evaluation included. Kolář and Vališová (2009), Dvořáková (2011) and Slavík (1999) consider mastering the evaluation as part of higher-order cognitive skills. It is necessary to train these skills cautiously to develop them in learners themselves. Constant or frequent exposition of learners to informatively valuable feedback about their outcomes is the key to transfer the evaluation to the hand of learners, as the learner's internalization of these skills is essential.

Learners' willingness to participate in the educational processes, evaluation included, is also determined by the healthy and positive atmosphere set in the classroom. To express their own thoughts and opinions, learners need to feel safe in their school environment. Kind, tolerant, and supportive relationships are the grounds needed for flourishing self-evaluation of learners. Another condition that needs to be met, so that self-evaluation of learners may be encouraged is the presentation and clear explanation of educational and lesson aims. Learners are expected to evaluate their outcomes concerning achieved goals. To do that, learners need to understand these goals and thus teachers are required to work with them diligently and to specify them.

As there is no universal tool that could be used generally for self-evaluation, authors Cohen (1994), Harmer (1998), and Scrivener (1994) propose at least possible strategies to approach the self-evaluation with regard to the language focus of the task or with regard to the learning strategies of learners. Evaluation and even self-evaluation should be diverse as its task is to meet various learning needs and styles of learners. Teachers can choose from an immense number of various tools and techniques that are suitable for a range of learners, from younger, to more skilled.

## Practical part

### 6. Research and its aim

The research, conducted in May 2018, is divided into three parts. These parts are observations, questionnaires for students, and a set of questions initially prepared for the interview with the teacher. Firstly, observations were conducted to map the actual situation concerning the self-evaluation of learners in the class. Secondly, questionnaires designed for learners were supplied to gather the data concerning learners' perception of the self-evaluation in English classes. Thirdly, a set of questions was prepared for the teacher to reveal the teacher's point of view on the issue of self-evaluation. The research was conducted within two weeks and with the cooperation of one group of twelve students and their teacher in English classes at a basic school. The observed learners were seventh graders. The goal of the research is to map the situation regarding self-evaluation within this particular class, mainly to get the overall view of self-evaluation from the learners' viewpoint as well as their teacher's viewpoint.

All the information gathered from this research is applicable only within the particular group of learners and their teacher, in the particular time span. Therefore, no general conclusion about self-evaluation can be drawn.

The research was designed to find out answers to three broader research questions.

1. What is the situation in the class concerning the self-evaluation?
2. How do learners perceive self-evaluation?
3. What is the teacher's opinion on self-evaluation?

#### 6.1. Data collection – observation sheet

The overall aim of the observations was to find the answer to the question:

*What is the situation in the class concerning the self-evaluation?*

Five lessons of one class of seventh graders were observed to ascertain two partial research questions.

- Does the teacher provide the environment suitable for fostering the self-evaluation skills of learners?



- Are any self-evaluation tools used in the class and if so, how are these tools used?

As only five lessons were observed, Chráska (2007, 151) recognizes such observations as short-term observations. Extrospective observation is another term used by Chráska (2017) that can describe research conducted for the purpose of this thesis. Extrospective observation is described as such observation in which the observer is the person outside of the class –a stranger not a participant of the lesson.

Concerning the research objectives, observation sheet was designed in order to gather the data.

One lesson was dedicated to testing the observation sheet, in pursuance to prevent any possible complications regarding data gathering. The observation sheet was piloted at the same basic school at which the whole research was finally conducted. Piloting was conducted in the lesson of the same teacher and within the same group of students (seventh grade) with whom I have cooperated to gather the data for the final research. After the piloting lesson, the observation sheet needed a few changes. A space for any further comments was provided and the column that was originally intended for word-for-word transcriptions of provided feedback was omitted, as it seemed redundant. I have also decided to add the column recording the provider of the feedback, to point out, what is the proportion of providing feedback between the teacher and learners. During data gathering via observations, I performed solely as an observer without any participation in the lessons. To see the blank observation sheet, see appendix A. To see the filled observation sheet, see appendix B.

At the top of the observation sheet, the date, as well as the number of the observation, is noted. The observation sheet is landscape-oriented and consists of a table. The table consists of seven columns. In the following paragraph, headings of each column will be presented and abbreviations used for recording the observed issues will be explained.

The first column is dedicated to the description of the activity that is observed in the classroom, so that a general overview of what is going on in the lesson may be drawn. The second column records the focus of the feedback as it is described in the theoretical part based on the concept of Timperley and Hattie (2007).

To record the focus of the feedback provided in the lessons, abbreviations are used:

- Task-focused feedback – TASK
- Process-focused feedback – PROCESS
- Feedback focused on self-regulation – REGUL.

- Feedback focused on the learner as a person –SELF

In the third column of the observation sheet, the provider of the feedback is noted down. To capture the relations between the provider of the feedback and the receiver, the following coding was used:

- Teacher provides feedback to a learner / learners -  $T \rightarrow L / Ls$
- Learner provides feedback to a learner / learners -  $L \rightarrow L / Ls$
- Learner provides feedback to the teacher -  $L \rightarrow T$
- Learner engaged in self-evaluation -  $L \rightarrow \text{Self}$

In the fourth column of the observation sheet, self-evaluation tools, or techniques that were used are monitored. These may include gestures and movements, reflective techniques, self-evaluation sheets, portfolios.

In the fifth column, further comments concerning the use of self-evaluation techniques and tools are recorded.

The sixth column is dedicated to comments concerning the classroom climate if there are any evident and observable issues.

The last, seventh column, is provided to note comments concerning the criteria of evaluation and stating the aim of particular activities.

## 6.2. Data analysis – observations

To analyse the data gathered with the help of observations, each column of the observation sheet will be discussed with regards to research objectives.

First research question concerning the observation is:

- Does the teacher provide the environment suitable for building the self-evaluation skills of learners?

Classroom climate clearly stated aims of individual activities accompanied by criteria for their evaluation and focus of the feedback contribute to the environment suitable for building self-evaluation of learners.

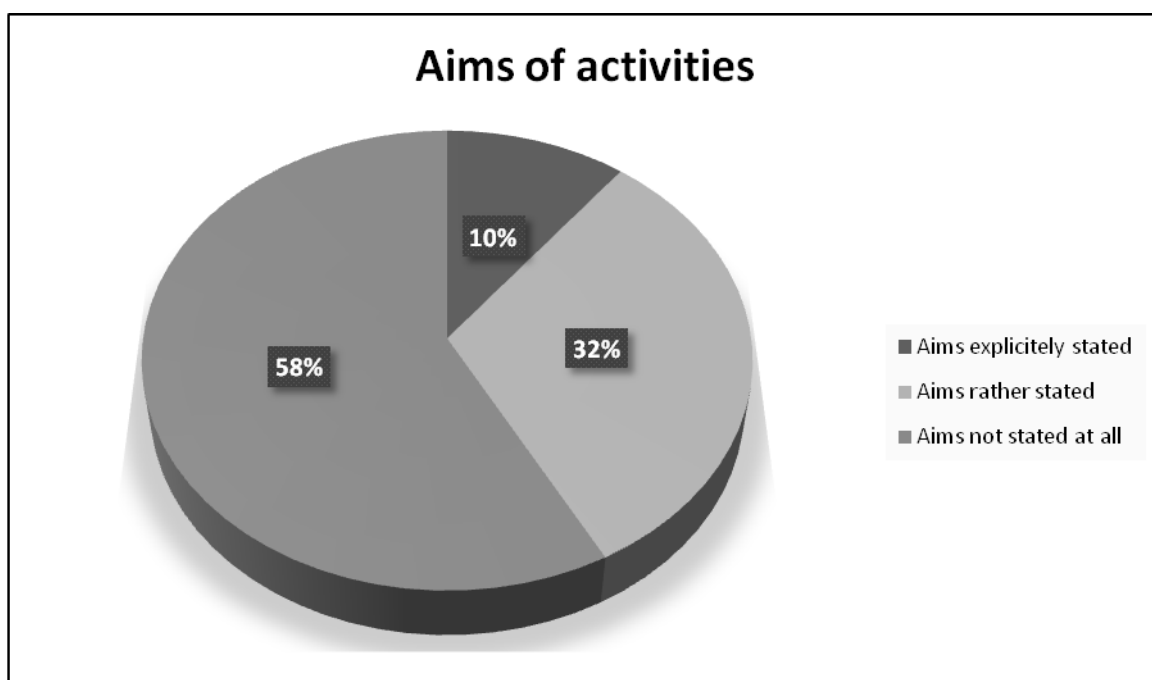
### 6.2.1. Analysis of classroom climate

The classroom climate observed in the class can be described as a strongly competitive. In four of the five observed lessons, competition-based activities, in the form of the first three to accomplish the task will get 1 as a grade, were observed. These tasks were accompanied by pressure on students to work fast. Even though a competitive atmosphere might have seemed like a teacher's encouragement, such fast-paced activities are not necessarily convenient for

all the students. In this sense, the stress on learner's individual learning needs is suppressed and thus such activities may partially or even completely demotivate learners. Moreover, such situations may be seen, as described by Choděra (2001), as those which may frustrate learners or even cause that those learners who do not work fast may feel excluded.

### 6.2.2. Analysis of activity aims and evaluation criteria

The following pie chart depicts the proportion of clearly stated aims, not stated aims, and aims that were rather stated. These are furthermore discussed below.



**Chart 1: Aims of activities**

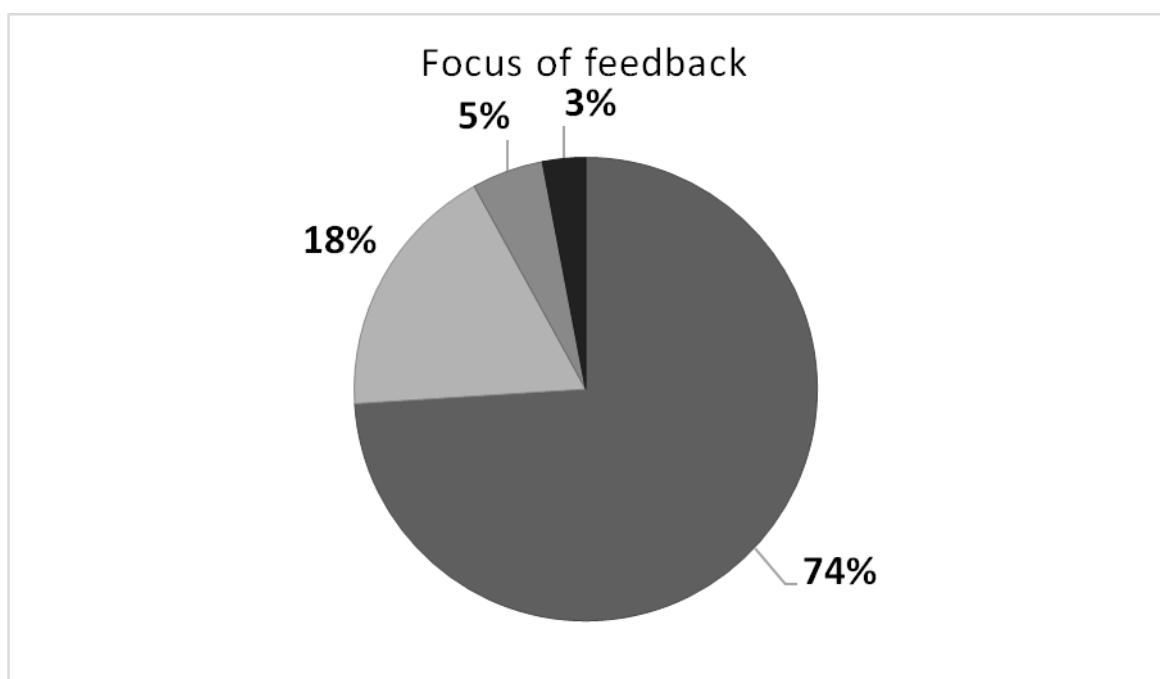
The total number of observed activities in the class is 20. Out of these twenty activities, explicit aims of these activities were stated only in three cases. In six other cases, the aims of activities were rather interchanged and presented in “what are we going to do” manner.

No explicitly stated criteria concerning the evaluation were noticed in the five observed lessons. However, in two cases, oral examination focused on vocabulary was observed. Learners were standing in front of the blackboard and were asked to translate several vocabulary items provided by the teacher. Every time students answered correctly, they themselves wrote a vertical line on the blackboard. In case they did not know the English vocabulary item, they wrote the dash. In cases when students mispronounced the word, they could write only half of the vertical line. Though the criteria for this evaluation were not explicitly said, it was obvious that learners were aware of these and were used to work with

them. Concerning this activity, the teacher's concise work with mistakes was obvious, as learners themselves quite often recognized their mistakes and they were able to correct themselves.

### 6.2.3. Analysis of the feedback focus

Four types of feedback focus are recognized by Hattie and Timperley (2007). These are: task-oriented feedback, process-oriented feedback, feedback focused on the self-regulation and feedback focused on the learner as a person. All of the focuses of feedback were observed in the lessons. The proportion of individual focuses of the feedback that were observed in the lessons is illustrated in the pie chart below.



**Chart 2: Focus of feedback**

#### *The task-oriented feedback*

As it is suggested in the pie chart above, the most commonly used feedback was focused on the task itself and its accomplishment. Hattie and Timperley (2007) recognize this type of feedback as the most commonly used in class. In the lessons observed, the feedback was usually provided in the form of corrective feedback, solely informing learners about the correctness or incorrectness of their performance. When using this type of feedback excessively, just as it is seen from the pie chart above, learners may tend to guess the correct answer without trying to thoughtfully search for the answer. (Timperley and Hattie 2007, 91)

When learners are given the correct answer immediately, without being led to find it themselves, they may tend to guess and not think about the answer itself. Moreover, when learners are allowed to find out the answer themselves, they may memorize it better.

#### *Process-oriented feedback*

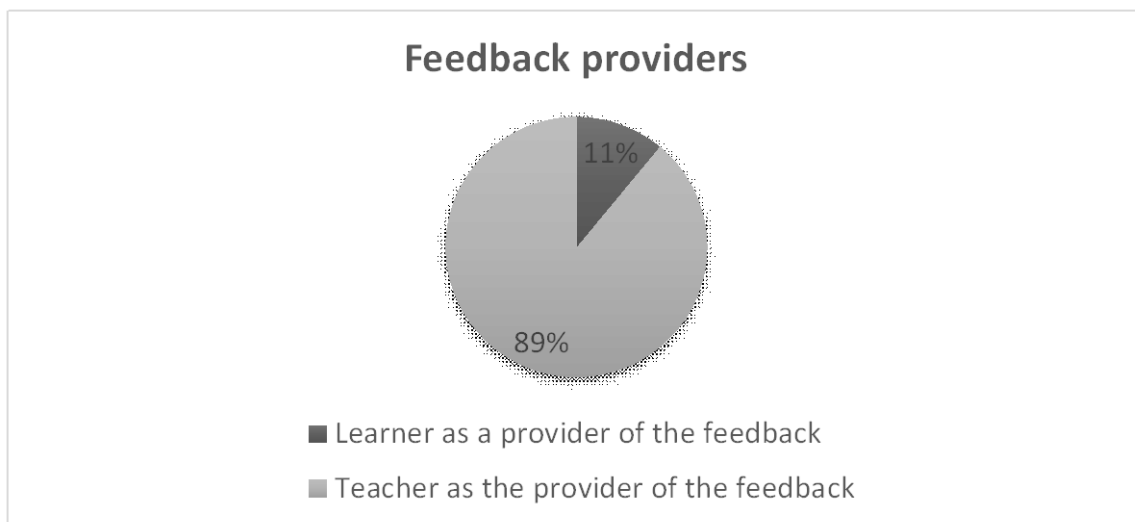
The second most observed type of feedback is the feedback focused on the process of task-solving. The teacher mostly encouraged learners to re-evaluate their answer or to think about where exactly they made mistakes. Learners were basically led to finding the correct answer themselves, the teacher only provided cues. Such an approach to mistakes and errors is in alignment with Hattie's and Timperley's (2007) claims. Process-focused feedback, in most of the cases, followed the task-oriented feedback. Initially, the teacher provided task-oriented feedback in the form of disapproving the answer and subsequently repeated the question, reformulated the question, or provided the cues so that learners were able to find the correct solution themselves.

#### *Feedback about the learner as a person*

Feedback about the learner as a person was provided by both the teacher and the learner. In cases, when the teacher provided such feedback, expressions like perfect or great were used and were also accompanied by an affirmation of the learner's response. In a few cases, such feedback was provided by the learner to another learner in a negative way, when the learner made a mistake.

#### *Feedback focused on the self-regulation*

In order to promote self-evaluation of learners, the feedback focused on the regulation of learner's learning is considered as crucial in developing skills learners need to adopt the ability of self-evaluation.



**Chart 3: Feedback providers**

#### 6.2.4. Analysis of the providers of feedback

The pie chart above shows the proportion of feedback providers, that depicts the involvement of the teacher in comparison with the involvement of the learner feedback concerning. The teacher acted as the main provider of the feedback. Moreover, feedback provided by learners to learners was mainly focused on correcting their peers and providing a suitable answer.

The second research question concerning the observation is:

- Are any self-evaluation tools used in the class, and if so, how are these tools used?

#### 6.2.5. Analysis of the self-evaluation techniques and tools

No techniques or tools were used primarily to enhance the self-evaluation of learners. However, several activities had the potential of promoting the self-evaluation of learners. These activities were: an activity that seemingly suggested peer evaluation, oral examination, and a summary at the end of the lesson. In one case, learners were asked to exchange their completed tasks (fill-in exercises) and to correct answers of their peers. Providing the cues a leading the discussion about the correct answer might have been more beneficial in terms of boosting the self-evaluation of learners. However, learners tried to correct the answers themselves, but they were, almost immediately, provided with the correct answers written on the blackboard, without any other discussion about what was difficult or how learners got to these conclusions.

The oral examination focused on vocabulary practice, was partly based on the self-evaluation of learners. As it is described above, learners were drawing marks according to their correct, incorrect, or partially correct answer. It was up to the learners to consider if they provided the correct word and pronounced it correctly, in this sense the evaluation was given in the

learner's hands. However, the final grade was provided by the teacher herself, without any other consideration of learner's self-evaluation.

The summary resembled the technique of reflection at the end of the lesson as it is described by Starý and Laufková (2016) and McMillan and Hearn (2008). Nevertheless, the 'reflection' that was provided at the end of the lesson related rather to the description of the lesson plan, when the teacher summarized the activities done in the lesson.

### 6.3. Summary of observations

To conclude the observations, answers to research questions will be presented.

Does the teacher provide the environment suitable for building the self-evaluation skills of learners?

As the main provider of feedback is the teacher (in 84% of cases) it can be assumed, that learners do not participate in evaluation as equal partners to the teacher. The lack of learners' involvement is also suggested by the low occurrence of self-regulative feedback that has the foremost impact on the development of self-evaluation skills of learners. Even the strongly competitive atmosphere maintaining in the classroom might have suppressed any learners' motivation to participate in the evaluation, as learners who need more time to solve the task might have been completely discouraged from their effort.

Are any self-evaluation tools used in the class and if so, how these tools are used?

No techniques or tools encouraging or suggesting promotion of self-evaluation were observed.

### 6.4. Data collection – questionnaire inquiry for learners

A questionnaire was designed to answer one of the overall research questions. The objectives of the questionnaire part are to find out: What learners think about the situation in the class, concerning the self-evaluation? How do learners perceive self-evaluation?

The anonymous questionnaire was provided to the learners whose English lessons were observed. From the total number of twelve students in the observed group, only ten questionnaires were collected as some of the learners were absent on the day of research. The questionnaire consists of thirteen questions designed to explore learners' perceptions of self-evaluation. The thirteen items of the questionnaire include one open question, six closed questions with provided answers to circle, and six semi-opened questions. The whole questionnaire is designed in Czech, as the learners might not be able to communicate exactly their thoughts in English. All the translations concerning the questionnaire and learners'

answers are mine. To see the blank questionnaire, see appendix C. To see the filled questionnaire, see appendix D.

### 6.5. Data analysis – questionnaire inquiry

In this subchapter, the results of each questionnaire item will be presented and briefly discussed and commented on.

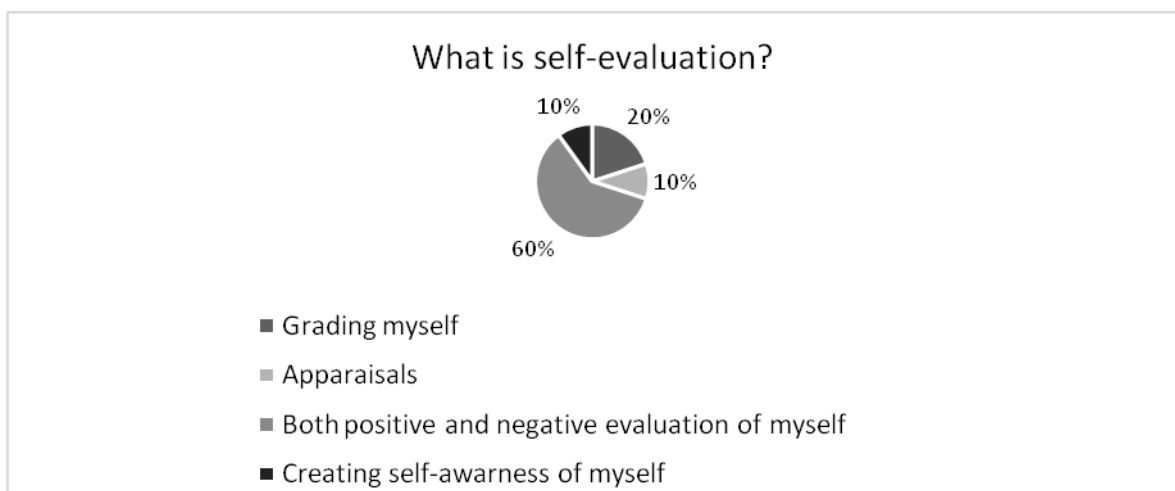
#### 1. What do you think the term-self-evaluation means?

The first item on the questionnaire, asks learners to provide their own definition of self-evaluation. I have decided to include this open question to get the overall view of what exactly learners imagine under this term. It can be noted that almost every learner covered at least some aspects of self-evaluation.

Learners' provided definitions were these:

- Appraisal
- Be able to state: This was a good job, or this was wrong.
- To evaluate my own outcome (3x)
- The positive and negative evaluation of myself – 2x
- To say what grade I would give myself for the work I do in the lesson - This definition occurred in the questionnaires twice.
- To be able to evaluate me and have an opinion on myself.

The answers may be grouped into four broader definitions, which are the following: appraisal, positive as well as negative statements about my outcome, grading myself, to create an opinion on myself.



**Chart 3: What is self-evaluation**



As can be seen, the most common answer was that self-evaluation consists of both positive and negative evaluations of myself. The second most common definition of self-evaluation was the perception that to self-evaluate me means to grade myself. One learner perceived the self-evaluation as only appraisals and one learner perceived self-evaluation as creating self-awareness.

All the learner's definitions were at the core correct as all the definitions captured at least some aspect of self-evaluation. However, learners' answers quite diverse, which may imply, that they are not used to work with any concisely defined concept of self-evaluation in the class.

## 2. Who is the main provider of evaluation in the English lessons?

The second question was raised to confirm or deny the findings gathered from the observations – who the main provider of the evaluation is. Learners were given three possible answers and were supposed to circle the most suitable one. The options were the following:

- The teacher is the main provider of any evaluation
- Learners are the main providers of any evaluation
- It is rather equal – both the teacher and learners participate in the process of evaluation.

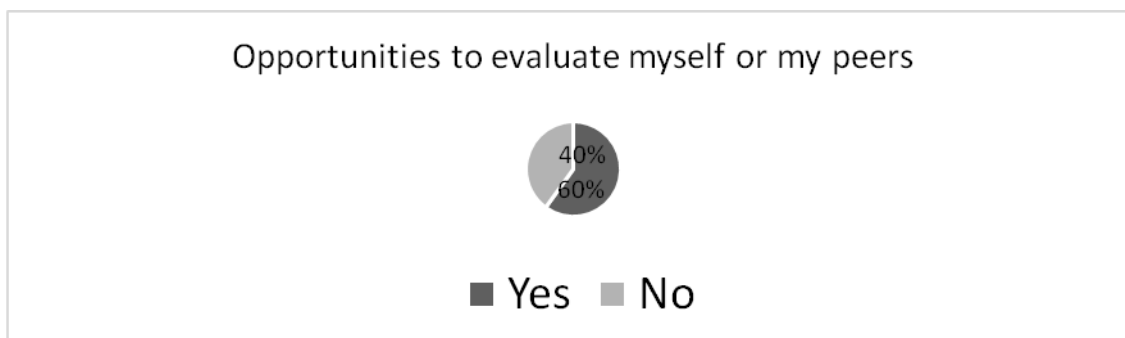
Findings that were gathered were completely unequivocal. All the respondents perceived the teacher as the main and exclusive provider of all the evaluation ongoing in the class. This fact is in alignment with the actual situation in the observed lessons, as in the observed lessons, the teacher acted as the main provider of any feedback.

## 3. Do you have the opportunity to evaluate your outcome or outcome of your peers?

This question was aimed at learners' perception of opportunities given to them to evaluate their own outcomes or outcomes of their peers. Respondents could choose from two options:

- Yes – (I do have the opportunity to evaluate my outcome or outcome of my peers)
- No – (I don't have any opportunity to evaluate my outcome or outcome of my peers.)

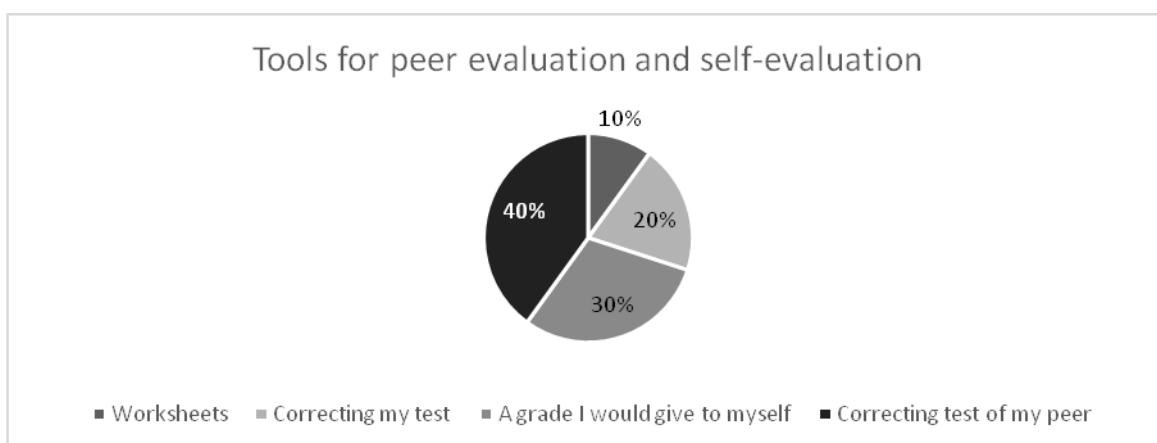
Learners, whose answer was YES, were consequently asked to provide examples of such evaluation.



**Chart 4: Opportunities to evaluate myself**

As it is obvious from the pie chart above, forty percent of learners did not identify any opportunities to evaluate themselves or their peers.

Those sixty percent of the remaining respondents provided examples of tools, used in the class for peer evaluation and self-evaluation. These are depicted in the pie chart below.

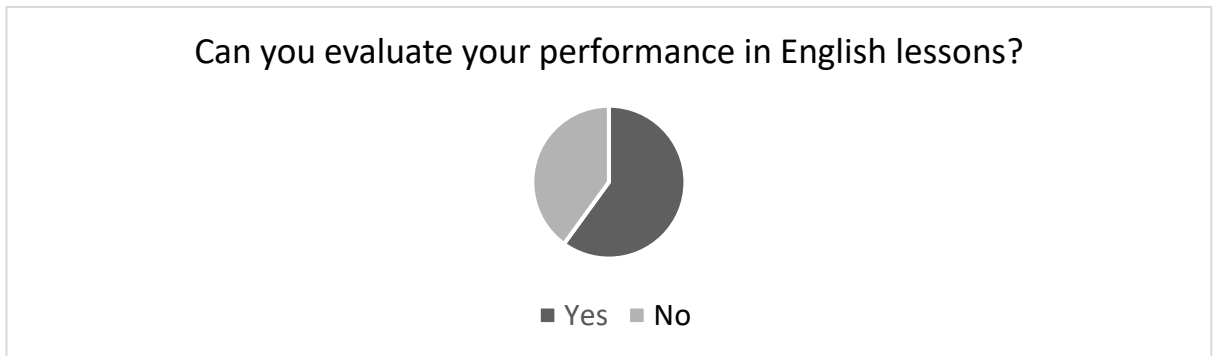


**Chart 5: Tools for peer evaluation and self-evaluation**

The most common technique used for peer- evaluation was correcting the test. This technique was even present in one of the observed lessons, where learners worked with the fill-in exercise and after they accomplished the task, they have switched their exercises and corrected them in pairs. As a similar technique, twenty percent of the respondents suggested learners' correcting their own tests. Thirty percent of respondents, mentioned, that they as learners are sometimes invited to suggest the grade, they would give to themselves based on their performance. Ten percent of respondents suggested the use of worksheets.

The techniques and tools used in the English lessons, as described by learners, do not seem as sufficient or adequate enough to promote learners' self-evaluation. Moreover, forty percent of respondents do not see any opportunities for their self-evaluation.

4. Can you evaluate your outcome in English lessons?

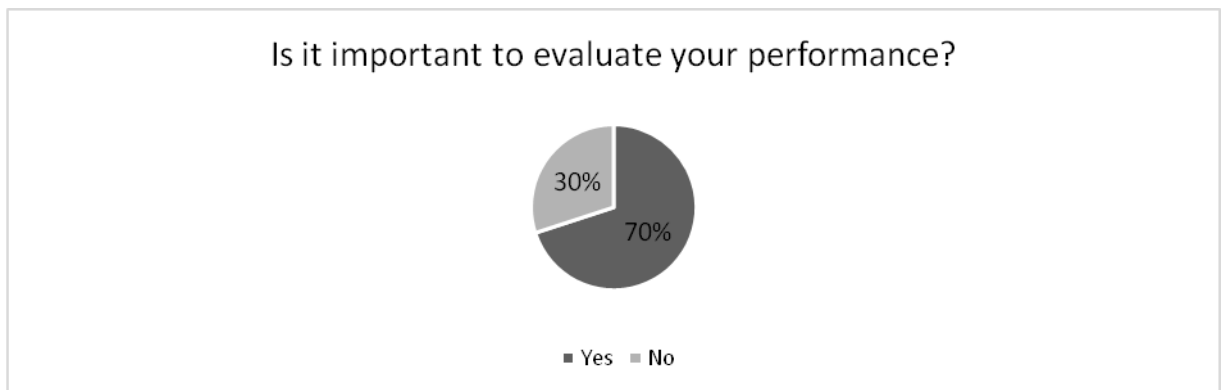


**Chart 6: Can you evaluate your performance in English lessons?**

Sixty percent of respondents feel they are able to evaluate their outcomes or performances in English. However, this fact may be misleading, as learners proved in the first item of the questionnaire, their perception of self-evaluation varies, and thus the perception of the ability to evaluate themselves may vary as well.

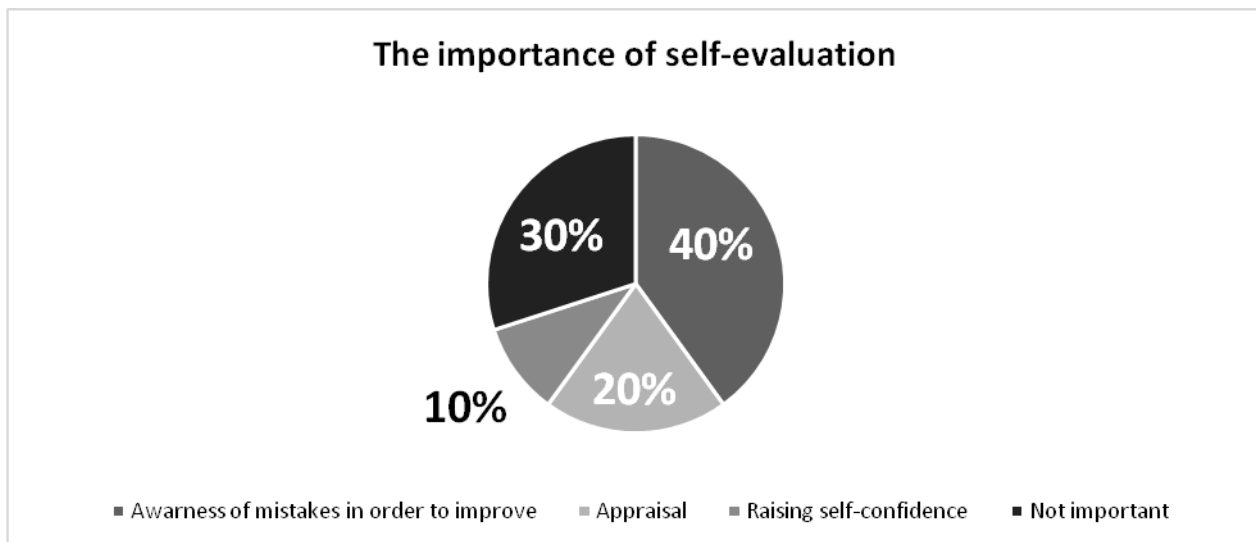
5. Do you think it is important to be able to evaluate your outcome?

The fifth question of the questionnaire was designed to map whether learners perceive the ability to evaluate themselves as important or not. Learners were once again asked, to provide the reasons why. The pie chart below depicts the proportion of the answers.



**Chart 7: Is it important to evaluate your performance?**

The majority of respondents consider the ability to self-evaluate themselves as important. Learners were also asked to provide reasons why do they think so. Their answers were again grouped into four categories as some of the answers were very similar. The answers are presented in the pie chart below.



**Chart 8: The importance of self-evaluation**

Forty percent of respondents perceived the importance of self-evaluation in noting their mistakes and incorrectness of their procedure when accomplishing the task to be able to improve their performance. Twenty percent of respondents perceived the value of self-evaluation in the ability to praise their own outcome. Ten percent of respondents see the value of self-evaluation in raising their self-confidence and thirty percent of respondents did not perceive the self-evaluation as important at all.

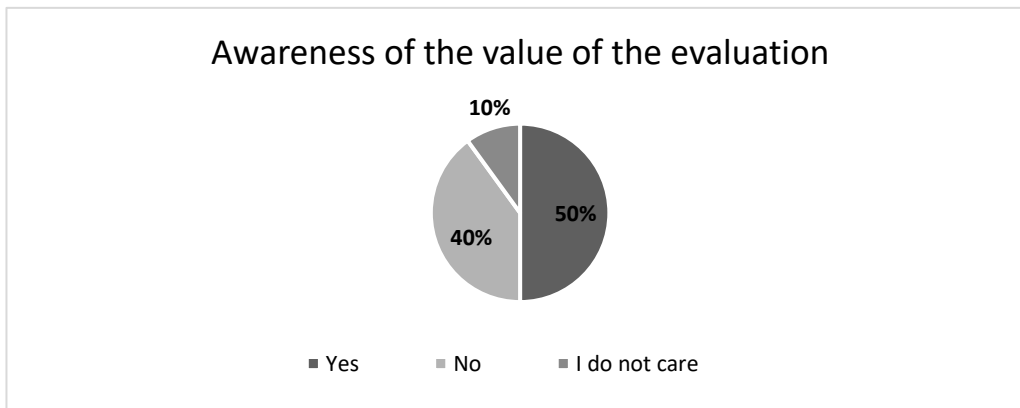
6. Do you know the criteria for an evaluation in English lessons?

The question concerning the knowledge of the criteria of evaluation provided once again quite straightforward results as ninety percent of respondents felt they are aware of the criteria of the evaluation ongoing in the English lessons. Only one percent did not seem to know these criteria.

Learners' conviction of the criteria for evaluation was also observed in the lessons. Mainly during the oral examination, where though these criteria were not stated allowed, learners seemed to follow them.

7. Do you always know why did you get a certain grade?

Even though in the previous question, learners demonstrated they feel they understand the criteria of the evaluation, answers collected in this question item proved, they might not precisely know what is assessed. Learners were provided with the options YES, NO and I DO NOT CARE. See the pie chart below.



**Chart 9: Awareness of the value of the evaluation**

As the results proved, only half of the respondents are aware of the reasons why they get a certain grade. Forty percent of respondents claimed they do not know the reasons behind the evaluation and ten percent of respondents do not care about the reasons influencing the grade.

8. Do you want to know why did you get the grade and no other?

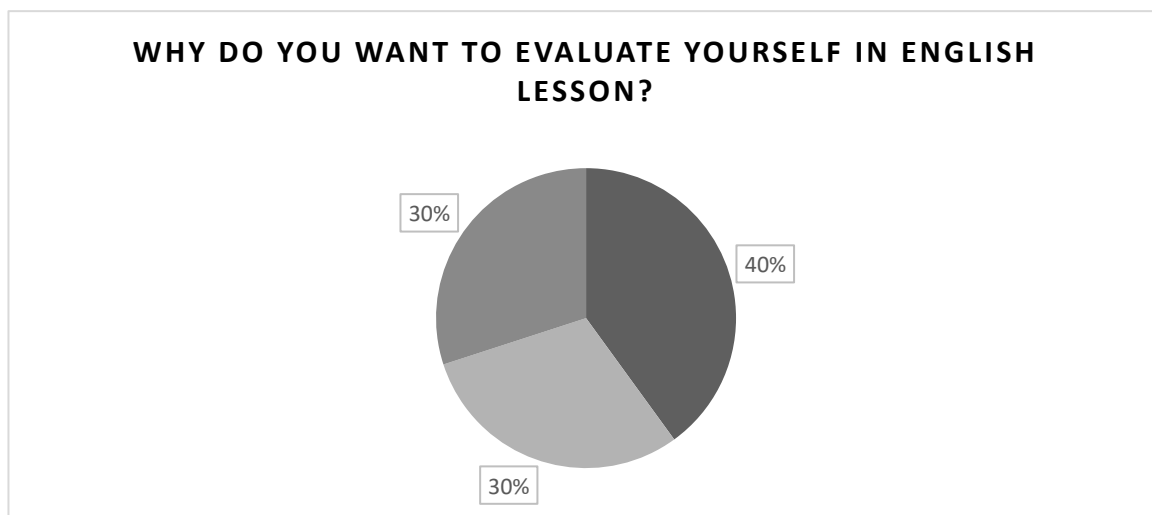
The results of this question item almost copy the results from the previous one. Learners were asked if they are interested in the reasons behind the evaluation. This question divided the respondents in half, as fifty percent of respondents are interested in the value of the grade, the other fifty percent do not even want to know why they were given certain grades and not different ones. Such results suggest that only half of the observed and asked learners are interested in the motifs of the grades or even motifs of the evaluation itself. Such a finding may also suggest low involvement of the learners in evaluation processes, as it seems that learners are not sufficiently encouraged to even care about their grades and the levels of their performance in English.

9. Do you want to know what can you do to improve in English?

Although learners in the previous question results demonstrated that they are not interested in the value of the grade itself, this question focused on the learners' willingness to know what needs to be done in order to improve their skills in English proved, that learners want to know what can be done to improve, as all the respondents' answer was: Yes, I want to know, what can be done to improve.

10. Do you want to be able to evaluate your outcomes in English lesson?

This question item once again consisted of the two options and a question to explain the choice. As in the previous results, all the respondents' answers to this question was, that they want to be able to evaluate themselves in English lessons.

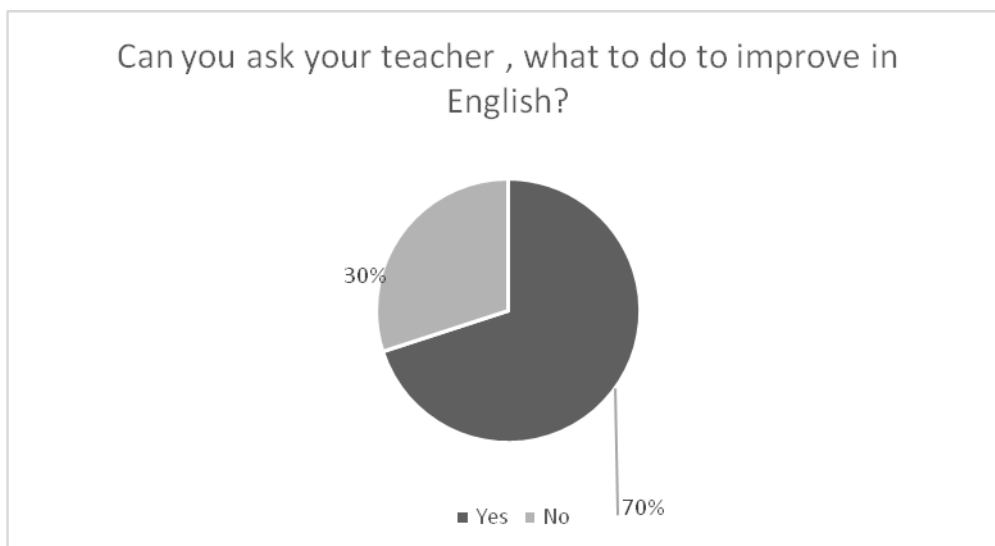


**Chart 10: Why do you want to evaluate yourself in English lesson?**

Forty percent of respondents provided explained they want to be able to self-evaluate their outcomes in English in order to improve. Thirty percent of respondents wanted to be able to self-evaluate their performance, but they said they did not know the reason why. Finally, thirty percent of the respondents did not explain their choice. It can be concluded that learners might not be aware of the benefits of self-evaluation. Knowing the benefits of such evaluation may, according to White (2017), increase the learners' interest and willingness to participate in evaluation processes.

1. Can you ask your teacher, what can you do to improve your English?

The eleventh questionnaire item covers the relationships between the learners and the teacher. The results may suggest, how the partnership between these participants works, whether the learners are allowed to discuss their performance with the teacher. Again, learners were provided with two option scales – Yes/No. The results are depicted in the following pie chart.

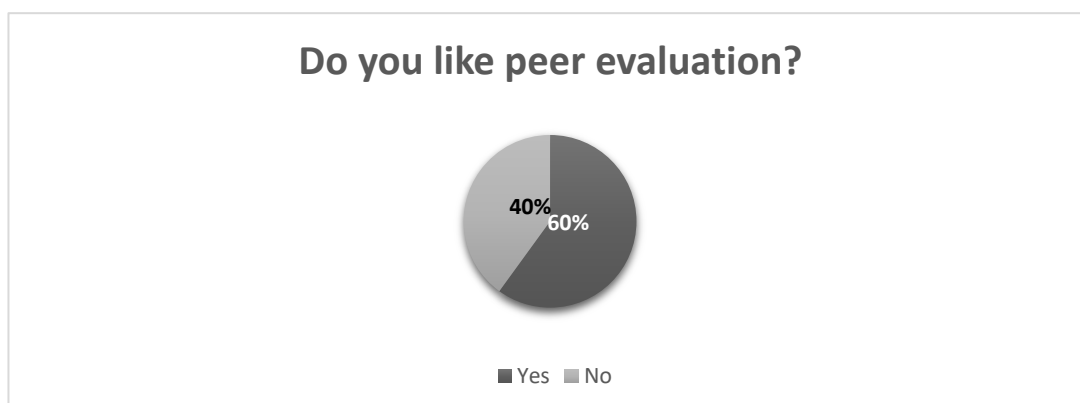


**Chart 11: Can you ask your teacher, what can you do to improve your English?**

As the majority of learners responded that they have the option to discuss their performance with the teacher, it is suggested, that the teacher-learner relationship might be friendly. These relationships are crucial when establishing the classroom atmosphere. As it is discussed in the theoretical part of this thesis, a friendly classroom atmosphere is one of the conditions that need to be fulfilled to promote self-evaluation of the learners. This assumption is also recognized by many authors such as Barr (2016), Choděra (2001), Košťálová, Miková and Stang (2008) and White (2017).

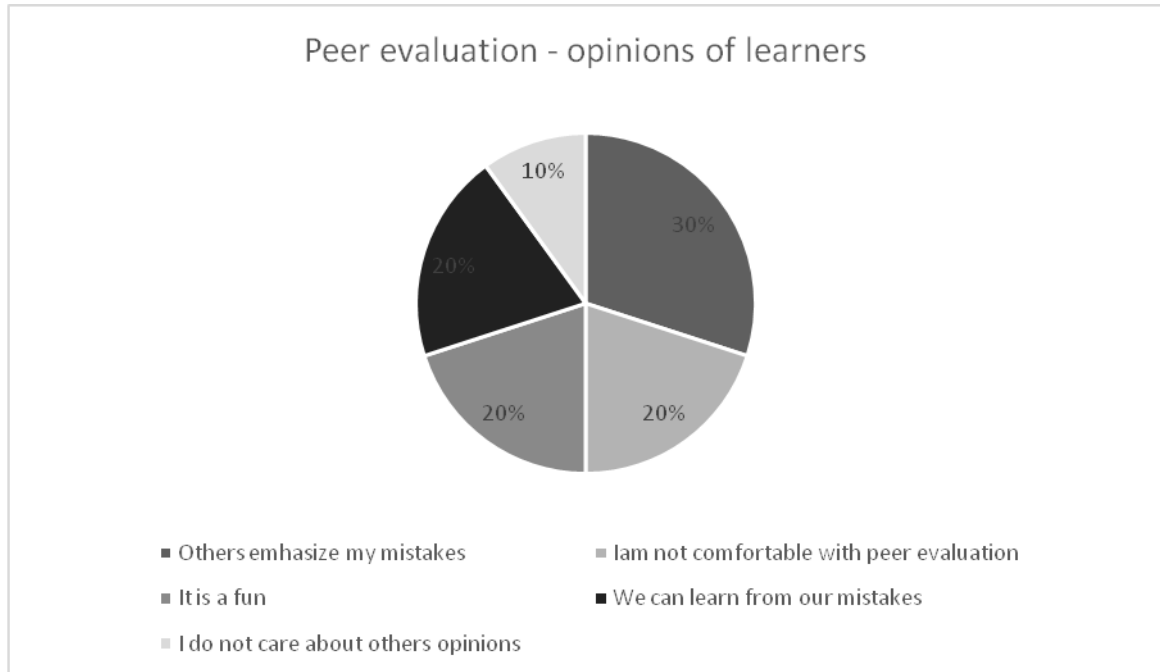
2. Do you like peer evaluation?

The question concerning the peer evaluation was aimed to find out, whether learners enjoy such evaluation or not. Learners were also encouraged to provide reasons why they do like or do not like such evaluation. Unlike in the previous question that suggested quite pleasant relationships between the teacher and learners, peer relationships do not seem that supportive. See the pie chart below.



**Chart 12: Do you like peer evaluation?**

Once again, the results of this question divided the class almost in the half. The not supportive atmosphere was furthermore suggested by the answers that learners provided to explain why they like or do not like peer evaluation. The provided explanation can be grouped into five types of answers.



**Chart 13: Peer evaluation – opinions of learners**

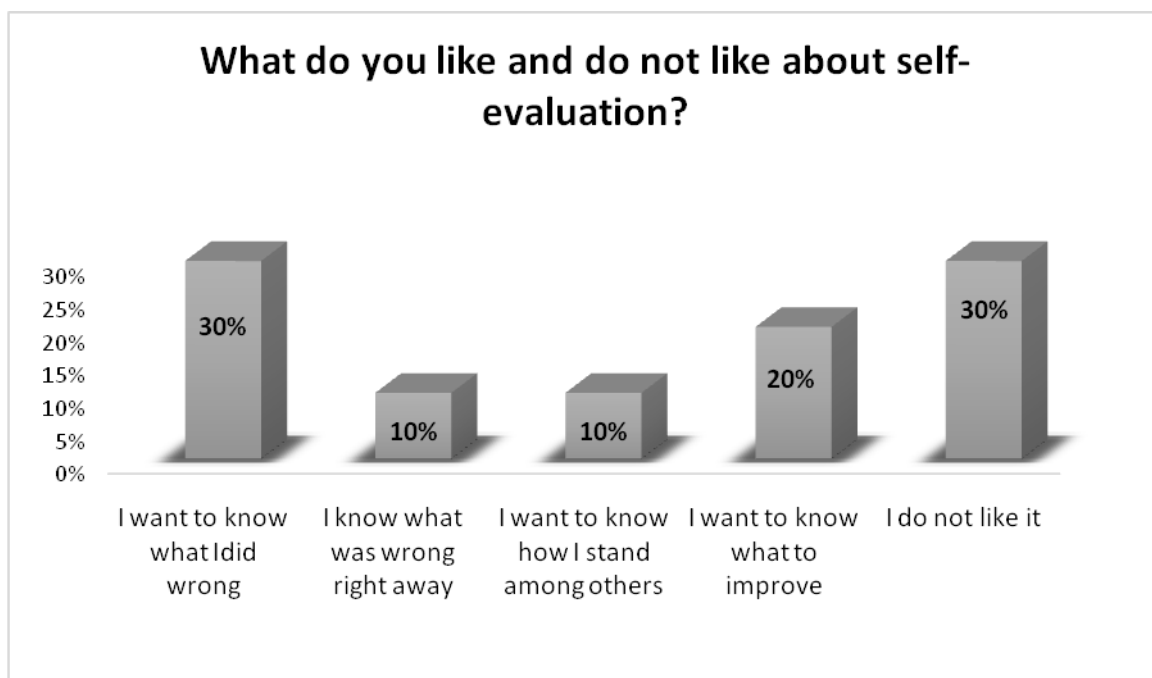
As it is depicted in the pie chart above, thirty percent of learners did not enjoy the peer evaluation, as others are mainly highlighting their mistakes. Such behaviour was observed in a few cases, as learners were mocking others when they have mispronounced the word or provided the wrong solution to the task. Such behaviour may be common among young learners. However, such kind of relationships profoundly influences the classroom climate, as learners might not feel safe to share their opinions. Choděra (2001) warns that if learners do not feel safe and welcomed to share their thoughts, self-evaluation of learners cannot be supported. Furthermore, learners' concern with the mistakes may suggest, that mistakes are not treated properly in the lessons. Košťálová, Miková and Stang (2008) emphasize, that mistakes should be treated as a natural part of learning and not as something learners should be afraid of, like in these few cases.

### 3. Do you like an evaluation of your outcomes in English?

The last question of the questionnaire was created to find out learners' attitudes towards self-evaluation in English. To discover, whether learners enjoy the self-evaluation or not and why.



Seventy percent of respondents answered positively and thirty percent of the respondents provided a negative answer. What is interesting to discuss are the reasons why learners once again provided. Their answers may be grouped into four categories.



**Chart 14: What do you like and do not like about self-evaluation?**

Thirty percent of learners suggested that they like self-evaluation because it provides information about what they did wrong. Ten percent of learners highlighted the fact, that self-evaluation provides immediate information about their work and that they do not have to wait, for others to evaluate them. The following ten percent of respondents perceived the benefit of self-evaluation in recognition of where they stand regarding their performance in English, among other classmates. Twenty percent of respondents were focused on the improvement that self-evaluation may show, rather than the first mistake-oriented group. Finally, thirty percent of respondents answered, that they do not like and enjoy self-evaluation in the English lessons.

#### 6.5.1. Summary of the questionnaire

As the questionnaire inquiry proved, learners' definition of self-evaluation varied. Although their definitions were not inaccurate it was obvious that they are probably not used to work with any concise concept of self-evaluation as such. This may suggest a low learner's awareness of learning, which was described by Scrivener (1994). On the other hand, learners' explanation of self-evaluation might have reflected their perception of what is important to assess and in essence reflect their needs concerning the self-evaluation. That is what White

(2017) pointed out as self-evaluations advantage – reflection of various learning needs of each learner.

The inquiry also proved the results of data gathered with the help of observations, concerning the providers of feedback in the English lessons, were accurate. As it was observed in the class, the main provider of all the observed feedback was the teacher. This observation was also supported by the learners' perceptions of feedback and evaluation provider, as all the respondents identified the teacher as the main evaluator. As described by Slavík (1999), when the evaluation is exclusively in the hands of the teacher, it may cause that learners feel that evaluation is alienated to them. That is to say, learners may perceive evaluation as something they cannot influence or participate in.

Subsequently, learners did not provide any examples of tools or techniques that would be used in their lessons to promote the self-evaluation of learners. All the potential activities in which it seemed that self-evaluation will be promoted, were finally assessed only by the teacher, as it was noted by learners.

Concerning the knowledge of evaluation criteria, although learners seemed to know them, many of them expressed the fact, that they do not know what the grades that they are given mean.

The questionnaire also covered the classroom atmosphere. The relationship between the teacher and the learners seem to be quite friendly, as learners stated, that they can seek the help of their teacher regarding the improvement of their performance in English. On the other hand, relationships between learners themselves might not be exactly supportive. As many learners expressed their concern with being exposed to the mockery of others when making a mistake.

To answer the research question concerning the attitudes of learners concerning self-evaluation, learners suggested that they do not have enough opportunities to assess their own work or work of their peers, though the majority of them felt, that being able to evaluate their work is important. The majority of learners consider the self-evaluation as important as it provides information about their weakness and strengths or possible suggestions for improvement. It can be also concluded that all the learners are interested in these possible suggestions for what can be done to improve. Several learners also expressed their interest in self-evaluation in lessons, on the other hand, some learners were afraid to share their opinions with their classmates.

## 6.6. Data collection - A set of questions for the teacher

The last tool used to gather data about self- evaluation was a set of questions prepared for the teacher. The original intention was to interview the teacher. However, the time possibilities of the teacher caused, that we have agreed on sending these questions via email. We have also agreed to provide these questions in Czech. All the translations concerning this set of questions and answers provided by the teacher are mine. The set consists of eleven questions, these were provided to the teacher as it was mentioned via email. The questions were designed to cover the teacher's planning and providing feedback, her perception of formative assessment, her coping with the aims of lessons or activities and evaluation criteria; and also, her approach o self-evaluation of learners itself.

Unfortunately, the change of the data collection form caused that I could not ask the teacher any additional questions. Sending questions only via email affected the research, and it is obvious from the teacher's answers that not all the questions were understood.

To see the questions for the teacher, see the appendix E. To see the answers provided by the teacher, see the appendix F.

The questions were designed in order to answer the following research objectives:

What does the teacher think about the situation in the class concerning the self-evaluation?

What is the teacher's opinion on self-evaluation?

Firstly, the questions will be discussed separately. Additional questions, that could have specified the issues will be suggested, and subsequently, the summary of the whole set of questions will be provided.

### 1. Do you plan your feedback that you provide in the English lessons? How?

The teacher stated that she plans the feedback she provides in the English lessons. In order to provide feedback, the teacher said she uses various tools such as oral as well as written feedback, tests, interviews with learners concerning their partial achievements, and also summative tests, to check learners' achievement after the larger unit. The variety of evaluation tools is welcomed; however, the authors highlight the quality of the feedback that is essential, in order to teach learners to evaluate their outcomes. Furthermore, the observed lessons demonstrated rather a lack of quality feedback as the correct answer was provided in many cases almost immediately without any further explanation.

Suggested additional questions: Is feedback provided after every activity? Do you provide learners with the opportunity to participate in the feedback? Do you plan to include learners in providing feedback in advance? Do you plan how to involve learners? Do you consider possible difficulties and what to do to help learners provide feedback of certain quality?

2. What do you think is the most difficult about providing feedback to learners?

As the most difficult issue concerning the feedback, the teacher identified the time pressure and the fact that it is difficult to recognize, whether the provided feedback was enough, whether the provided feedback will help the learners with improvement or recognize when the feedback does not have any impact on the learner. It can be noted that the teacher does not seem confident about her skills to provide quality feedback.

Suggested additional questions: Do you have any tips for preventing the time pressure? What helps you to recognize, whether the given feedback was enough and helped learners?

3. Do your learners understand your feedback? Can they work with the information they get from your feedback? Why do you think so?

The teacher stated, that based on her feedback, learners have the opportunity to write the test again – that test subsequently shows whether her learners understood her feedback or not. She also added that her learners have an option to discuss the correct answers in the group, when they do so, she observes how they work with the provided feedback. This opportunity to write one test twice seems like a suitable tool to recognize whether learners learnt from their mistakes or not and whether they understood the feedback given by the teacher, as it was stated in the answer to the previous question.

4. How do you perceive formative assessment?

The teacher perceives the value of formative assessment in the fact that learners are allowed to work on their progress and have a possibility to improve step-by-step. The teacher moreover highlights the necessity to work with the aims of the lessons and objectives of the individual activities. Her opinion is in alignment with many authors cited in this thesis like for example Kosíková (2011), Slavík (1999) or Starý and Laufková (2016). Furthermore, the teacher suggested that she uses active learning, group work, project lessons, and classroom climate for formative assessment.

Suggested additional questions: How do you incorporate feedback in the group work? How do you work with feedback in project lessons – is it different? How do you work with classroom climate? What do you think helps to promote positive classroom atmosphere?

5. On what grounds do you decide whether to assess formatively?

The use of formative assessment depends according to the teacher on the group of learners she works with. The teacher mentioned that in certain groups her encouragement of productivity competitiveness aggravates the realization of formative assessment. The teacher's encouragement of learners' competitiveness was obvious in the observed lessons.

However, such atmosphere does not contribute to a friendly classroom climate, as the differences between the learners are thanks to such competing very apparent and some might feel excluded, as it is noted by Choděra (2001).

Suggested additional questions: What kind of activities need the formative type of assessment? What helps you to identify it? As you have mentioned – competitiveness can be considered beneficial only for some learners, what about others?

6. Do your learners understand the criteria for evaluation? Why do you think so?

The teacher stated that her learners understand the criteria of evaluation, as she accompanies the grades with a verbal commentary, or she uses point system when grading tests- claiming that learners are aware of the system she uses. The fact that the teacher adds informational value to grades with the help of comments is welcomed by Slavík (1999) and also Ziegenspack (2002). Although such actions were not observed in the lessons.

Suggested additional questions: What is the point system based on? Do you use different point systems for different kinds of activities, or do you use the same system?

7. Do you work with objectives (of individual activities or the whole lesson) in the lessons? Do your learners know these objectives?

The teacher stated the fact that she works with aims and partial objectives of lessons and activities by introducing them every month. The teacher said she includes, among these, aims of grammar exercises and speaking exercises and that at the end of a unit she reflects on these. She also claims that every lesson the aim is stated and at the end of the lesson she reflects on the aims. Furthermore, the teacher noted that she prepares further materials for learners, who work faster than others.

The teacher indeed tried to state the aims of the lesson in a few cases, however, these aims were rather a statement concerning what are they going to do during the lesson. That is in contradiction with Starý's and Laufková's (2016) claim that these aims have to be stated from the viewpoint of the learner - indicating what they will be able to do.

Suggested additional questions: How exactly do you formulate the aims? Do you involve learners in discovering the aim of the lesson?

8. Do you provide learners with opportunities to practice self-evaluation or peer evaluation?

Concerning the self-evaluation, the teacher did not mention any techniques or tools. Only peer evaluation is mentioned by the teacher in the form of learners' correcting the tests of their peers. This type of peer evaluation was observed in the lessons. However, any potential of this activity concerning the learners' practice of evaluation skills was destroyed by teacher's

interference, providing immediately correct answers, without any leading of learners to allow them to find the answers themselves. Moreover, no space for discussion regarding peer feedback was provided. Slavík (1999) and also White (2017) highlight that in order to promote self-evaluation of learners, the evaluation ongoing in the lessons should be rather a dialogue. In this case, the learners were seemingly allowed to assess their peers, however, it was again the teacher, who directed and evaluated the activity at the end. Furthermore, the teacher mentioned the use of a point system she uses to compare the learners according to their performance in English lessons. Undoubtedly, this comparison of students is, repeatedly, the cause of their strong competitiveness. At the same time, the teacher mentioned possible issues with the excessive occurrence of competitiveness among learners, as some learners are excluding the 'weaker' learners.

Suggested additional question: Have you ever considered the use of portfolio?

9. Are your learners aware of their weaknesses and strengths? Why do you think so?

The teacher thinks that learners are aware of their strengths and weaknesses because they have an option to discuss the evaluation with the teacher. She also suggested that learners are aware of their abilities and levels they are capable to achieve. However, the teacher did not support her assumptions with any proof or technique she uses to verify her claim. Concerning the 'weaker' learners as she labels them, she noted her attempt to include them in all the activities by finding them easier positions or roles. That is in accordance with the ideas of Helus (2012) and Slavík (1999) pointing out that different learners have various learning needs.

10. Do you use any self-evaluation tools in your English lessons? If so, what are these tools?

To verify the learners' level of achieved knowledge, the teacher uses a method of re-testing. Learners are given the test focused on the new subject matter, then they are given the same test. The teacher then compares the results of both tests with learners. She perceives the benefits of such testing in the assessment of the progress that learners might have achieved. Čechová (2009, 35) recognizes this method as one of the possible ways to develop key competencies of learners as the involvement of the reflection supports learners' thinking about the process of their learning. Though the method used by the teacher may motivate learners as they are able to compare their outcomes and may see their progress, the teacher did not suggest or mentioned any tools exclusively targeted at the self-evaluation of learners. It can be assumed, that besides this method, the teacher does not intentionally use any self-evaluation tools.

11. Do you think it is important to teach learners how to evaluate their outcomes?

Though the teacher stated that the self-reflection is very important without any other comment, no self-evaluation tools or self-reflective techniques were observed in her lessons, this suggests that though the teacher perceives self-evaluation as important, she might not manage to include self-evaluation techniques in her lessons in order to promote her learners' self-reflection.

#### 6.7. Summary of the set of questions

Unfortunately, not all the research questions were answered thoroughly, as the asking via email couldn't sufficiently substitute a one to one interview. No more complementary questions were asked, my questions were not entirely precise as sometimes I was not able to get the intended information from the teacher. This could have been prevented by involving these additional questions, or by more precisely worded questions.

Regarding the situation in the class, the teacher seemed to be aware of the competitive atmosphere among learners. She even pointed out, that some learners tend to exclude others from their group. Such behaviour is considered according to Choděra (2001) as inappropriate when creating a climate for the foundation to promote self-evaluation of learners. What is more, though the teacher was aware of the competitiveness of learners, she (maybe unintentionally) supported such behaviour by use of pointing system, showing where the learners stand in comparison with their peers. Slavík (1999) also mentioned the indispensability of setting the atmosphere based on tolerance and understanding. As the teacher admitted that there are learners excluded from the group, it can be assumed, that the teacher did not manage to set such an atmosphere, thus the condition needed to promote and set the basis for the self-evaluation of learners was not met.

Concerning the aims of activities, the fact that the teacher mentioned, she states the aims mainly at the beginning of the new unit (every month) may explain the low occurrence of clearly formulated aims in the observed lessons, as these might have been stated outside the observed lessons. Regarding the criteria of the evaluation, the teacher claimed that learners are well aware of these, which was supported by the fact that during the oral examination, learners worked according to these, even though they were not explicitly said during the observed lessons.

With regard to the use of self-evaluation tools. No tools focused solely on the promotion of self-evaluation skills of learners were presented by the teacher.

To summarize the opinions on self-evaluation of the teacher, she considered the ability to reflect on our own work as essential, she did not use any tools to help her learners to develop these skills in observed lessons, though she mentioned the use of a three-phase method, which includes reflection, that is considered to be one of the techniques supporting learners self-evaluation. As this method was not observed during the two-week long research, it may be suggested it is not used often.

## 7. Discussion

No self-evaluation tools were used in the observed lessons and the main provider of the feedback was the teacher. These facts might have been caused by several reasons; these will be further discussed in this chapter.

Concerning the situation in the class, the classroom climate can be identified as not suitable for creating grounds for self-evaluation of learners. As all the research tools proved, the atmosphere in the classroom was highly competitive. Even though the learners showed their willingness to learn how to self-evaluate themselves and also stated some benefits they perceive in such evaluation, they also suggested their concerns about sharing their opinions as they may be laughed at. The teacher herself mentioned the occurrence of exclusion of some learners from the group by other learners. And in one case, the unwillingness to cooperate with another student was observed in the lesson. Choděra (2011), Čapek (2015), Slavík (1999), and White (2016) highlight the necessity of cooperative, supportive, kind and tolerant atmosphere as one of the essential conditions that need to be fulfilled in order to set the basis for self-evaluation of the learners. With respect to this fact, such a condition was not fulfilled and it may be considered as one of the possible reasons, why no self-evaluation tools were used and why the teacher acted as the main provider of the feedback.

Participation in evaluation is another factor influencing the ability of learners to self-evaluate themselves. Many authors such as Dvořáková (2011), Kolář and Šikulová (2005) or White (2017), consider the frequent exposition of learners to informatively valuable feedback - recognized by Slavík (1999) and Ziegenspack (2007), as essential, as learners need to adopt the skills to evaluate themselves with the guidance of the teacher. In order to teach learners about their learning or to raise their awareness of learning as it is described by Scrivener (1994), teachers should first and foremost use feedback focused on the self-regulation of learners learning processes. Low exposition to such feedback might have caused learners lack



of knowledge of their learning processes and a lack of awareness of how to proceed in order to improve and thus learners did not participate enough in evaluation.

Another cause of learners' low involvement in evaluation, might have been caused by not clearly specified objectives of lessons or activities ongoing in the lessons. Even though the teacher often stated these aims, she did not state them from the viewpoint of the learners' achievement, which is described by Starý and Laufková (2016) as very important. The aims stated in lessons were rather descriptors of what is about to happen during the lesson. However, such a description cannot be perceived as clearly specified aims.

As it is obvious from the teacher's responses to the questions, the teacher herself does not create enough opportunities for learners to participate in the evaluation and if so, she immediately takes these over. Even though learners were seemingly encouraged to evaluate their peers or to evaluate their performance during the observed oral examination, the final provider of feedback was at the end of these activities the teacher herself. The teacher also did not use any self-evaluation techniques or tools in the observed lessons. This might have been caused by her approach to evaluation as she might not consider learners as equal partners and may act as the main authority in the class, not promoting learners' engagement in educational processes, like for instance evaluation. Kolář and Šikulová (2005), Kosíková (2011) and Slavík (1999) acknowledge the teacher's approach to evaluation as the first factor influencing whether the self-evaluation can be promoted or not. In the case of the teacher does not consider it important to involve learners in the process of evaluation, self-evaluation consequently can even happen. Teacher's frequent interruption of learners' evaluation (during the observed lessons) might have been caused by the lack of teachers' trust in learners' assessment, as described by Harris and McCann (1997). Such a thing may occur, if the teacher does not believe in the accuracy of the learner's evaluation, as learners sometimes tend to overestimate or, on the contrary, underestimate their outcomes. In order to raise the accuracy of self-evaluation of learners, it is suggested in CEFR (2002) to work thoroughly with the aims of activities ongoing in the lessons as the precise specification of the aims provides a clear suggestion of what is expected from learners and based on such descriptor, learners are able to provide a more accurate evaluation of themselves.

## 8. Summary of practical part

Observations of several English lessons targeted on the self-evaluation of learners proved, that the evaluation ongoing in the particular group was almost exclusively in the hands of the teacher. Low participation of learners in the evaluation process might have been caused by the low occurrence of self-regulation targeted feedback. This focus of feedback recognized by Timperley and Hattie (2007) is considered to be the most beneficial in terms of developing self-evaluation skills of learners. To include learners in evaluation, their attention needs to be drawn to their learning processes, which self-regulation focus of feedback does. Awareness of learning processes is emphasized by Scrivener (1994) as considerably profitable in terms of promoting the self-evaluation of learners in lessons. Learners, moreover, need to practice the skills of evaluation as frequently as possible to adopt and internalize these skills. On account of the insignificant involvement of learners in evaluation processes (in observed lessons), learners might not be able to evaluate their own outcomes. Despite the fact, that learners were willing to be involved in the evaluation as they stated several benefits they perceived in mastering the self-evaluation in the questionnaire, which was provided to them, they actually were not involved in the evaluation as such, as the teacher always took over the responsibility. According to Dorneyi (1997), participation in the evaluation may increase learners' motivation regarding their learning.

Regardless of the teacher's perception of the self-reflection of learners as very important, not enough opportunities to practice these skills were provided to learners. Frequent practice of self-evaluation skill is, however, necessary according to Pollard (2005) and White (2017) as 'practice makes perfect'. Also, the approach of the teacher concerning the classroom atmosphere can be perceived as questionable. The teacher was aware of the issues caused by learners' competitiveness, concerning the exclusion of some learners by their peers, yet she still promoted such competing through the incorporation of competitive activities in lessons, or even by the pointing system based on comparison of learners that she describes in the set of questions. Such behaviour of the teacher is in contrast with Choděra's (2001) claim that it is the teacher, who should maintain the positive and most importantly tolerant and understanding atmosphere.

To summarize the research proved several deficiencies, due to which self-evaluation might not have been incorporated in lessons. One of them is the aforementioned classroom climate, clearly not supporting learners' participation in evaluation. The other is the teacher's approach to evaluation not including the learners in the process or not clearly stated aims of the lessons,

which though were notified resembled rather descriptions. These might have been possible factors contributing to the fact, that no self-evaluation of learners was observed in the lessons.

## 9. Conclusion of the thesis

Even though equipping learners with the set of skills, enabling them to assess their own work, to conscientiously think about their learning and master the self-evaluation, is defined as one of the responsibilities of the school, the research proved otherwise. Although learning competency, as one of the key competencies stated in FEP, is expected to be attained by learners at the end of the basic school, observed learners did not manifest mastering of this competency in the observed lessons nor their answers provided in the questionnaire.

Contrary to the current tendencies and modern approaches to learning focusing on the involvement of learners in all the educational processes evaluation included, the particular observed group of learners with their teacher proved differently. The teacher turned out to be the main provider of the feedback and learners' involvement in the evaluation proved to be very low.

Specific aims stated from the viewpoint of learners' achievement, clear criteria of evaluation, and peaceful classroom climate turned out to be the core preconditions that need to be fulfilled so the self-evaluation of learners may flourish. In case these requirements are not met, self-evaluation of learners may be suppressed. This might have contributed to the research results, showing the low participation of learners in evaluation. Besides the teacher's approach to evaluation, the pleasant classroom climate has shown to be a very important factor, influencing learners' willingness to participate in the evaluation process. Unquestionably, learners need to feel comfortable and safe to share their opinions and thoughts that is why the teacher should care about the atmosphere set in the classroom and try to maintain it.

Even though many authors are suggesting a wide range of self-evaluation tools for learners of whatever age, for instance, Brown (2000), Čapek (2015), Harris and McCann (1997) or Starý and Laufková (2016), surprisingly, no self-evaluation tools were used in the lessons that were observed. Which is in contradiction with the observed teacher's belief that self-reflection of learners is very important. The only method involving reflection that could have been perceived as promoting self-evaluation skills of learners was only mentioned by the teacher in the set of questions provided to her, but this method was not observed in any of the lessons.

In conclusion, learners cannot be expected to practice such complex skills, as self-evaluation undoubtedly is, on their own. As it is mentioned by Kolář and Šikulová (2005) and also by Slavík (1999), teachers should serve as role models so learners can adopt skills needed for mastering the self-evaluation themselves, by observing evaluation of teachers and being exposed to as much practice of these skills as possible. It is expected that teachers provide learners with their guidance in self-reflection and provide learners with suitable conditions enabling them to practice their self-evaluation skills.

## 10. Resumé

První kapitola této diplomové práce představuje hodnocení v kontextu výuky na základní škole v České republice. Popisuje specifika školního hodnocení a dále se zabývá obecnými koncepty definovanými v základních kurikulárních dokumentech, které vymezují základní vzdělávání v České republice. Jsou definovány dva hlavní typy hodnocení a to sumativní, neboli shrnující a formativní hodnocení neboli průběžné, které je klíčové ve vztahu k sebehodnocení, neboť právě na základě častého vystavování žáků průběžnému hodnocení se žáci učí, jakým způsobem mohou hodnotit sebe samé. Tato kapitola shrnuje současné tendence školního hodnocení, které se aktuálně zaměřuje na vzrůstající důležitost role žáka v hodnocení a jeho podílení se na hodnocení. S ohledem na zaměření této práce na sebehodnocení žáků, pojem klíčové kompetence – konkrétně kompetence k učení, je blíže vymezen v rámci vzdělávacího programu pro základní školství.

Druhá kapitola se zaměřuje především na vymezení pojmu sebehodnocení. Jsou představeny různé definice pojmu sebehodnocení z obecného, psychologického i pedagogického hlediska. Funkce sebehodnocení jsou shrnuty v následující podkapitole. Mezi tyto funkce se řadí především funkce motivační, která je z hlediska sebehodnocení žáků velmi důležitá. Regulativní funkce hodnocení ovlivňuje další žákovo snažení, ve smyslu úpravy postupů, které nefungují v zájmu zlepšení se v daném předmětu. Poslední, výchovná, funkce pak shrnuje principy, které by sebehodnocení mělo splňovat, aby mělo výchovný dopad na žáka. Obecné principy sebehodnocení jsou shrnuty, stejně jako domény učení, které jsou se sebehodnocení úzce spjaty. Dále tato kapitola osvětluje výhody sebehodnocení žáků a důležitost seznámení žáků s těmito výhodami za účelem motivovat je k účasti na procesu hodnocení. Vymezené výhody sebehodnocení následuje také seznam možných nevýhod, či problémů, které mohou při implementaci sebehodnocení do výuky nastat. Mezi tyto jsou

zahrnutý časová náročnost sebehodnocení ale i schopnostní náročnost – žáci se této schopnosti hodnotit musí postupně učit. A také častá nedůvěra učitelů v sebehodnotící schopnosti žáků.

Třetí kapitola je věnována faktorům, které sebehodnocení ovlivňují. Prvním faktorem je učitelovo pojetí výuky a hodnocení jako takového. Dva aktuální přístupy k učení jsou krátce shrnuty s ohledem na zaměření výuky především na roli žáka a také s ohledem na faktory ovlivňující sebehodnocení. Mezi tyto jsou zařazeny – komunikativní přístup, který dal základy celému modernímu pojetí výuky jazyků a kooperativní přístup. Pojetí výuky je zásadním faktorem, protože určuje, jaký prostor je žákům poskytován a jestli učitel žáky zahrnuje jako rovnocenné partnery v různých procesech výuky, hodnocení nevyjímaje. V tomto smyslu je představen především autonomní přístup k výuce, který zdůrazňuje žakovu nezávislost na učiteli a jeho schopnost regulovat a hodnotit své vlastní učení. Dalším faktorem ovlivňujícím sebehodnocení žáků, je zpětná vazba poskytovaná učitelem. To, jakým způsobem učitel poskytuje zpětnou vazbu, výrazně ovlivňuje žákův pohled na sebehodnocení, protože žáci by měli být vedeni k sebehodnocení, skrz praktické ukázky hodnocení ze strany učitele. Následujícím a neméně důležitým faktorem ovlivňujícím sebehodnocení je bezpochyby klima třídy. Aby se žáci nebáli vyjádřit své myšlenky a názory, musí se cítit v prostředí třídy bezpečně. Atmosféru, která ve třídě vládne, tvoří především vztahy mezi učitelem a žáky, ale i vztahy mezi žáky samotnými. Aby se žáci cítili ve třídě dobře, učitel by se měl snažit navodit ve třídě tolerantní, spolupracující a vlídnou atmosféru. Je také důležité, jakým způsobem se ve třídě zachází s chybou. Obavy z chybování, mohou způsobit, že se žáci bojí a nechtějí vyjadřovat své myšlenky. Proto se zdůrazňuje pozitivní přístup k chybám, jakožto k přirozenému procesu, nezbytnému k učení.

Čtvrtým faktorem působícím na sebehodnocení žáků je pak jasné stanovení cílů hodiny, případně dílčích aktivit, protože jsou žáci při sebehodnocení vedeni ke vztahování svých výkonů k cílům, kterých měli dosáhnout. Posledním aspektem důležitým pro rozvoj sebehodnocení, jsou kritéria hodnocení. Znalost kritérií hodnocení přidává hodnotu zpětné vazbě. Pokud žáci tato kritéria znají, mohou na jejich základě zhodnotit, co zvládají a na čem naopak budou muset do budoucna zapracovat, aby svůj výkon zlepšili.

Poslední kapitola teoretické části této diplomové práce věnující se sebehodnotícím nástrojům, nejprve shrnuje, na jaké oblasti se sebehodnotící nástroje mohou zaměřit v rámci výuky anglického jazyka. Mezi tyto oblasti patří čtení a poslech, mluvený projev a psaní a dále také na žákovy procesy učení. Následně jsou shrnuty vybrané techniky sebehodnocení, které mohou být ve výuce zahrnuty. Mezi tyto patří gesta a pohyby, kterými žáci mohou vyjadřovat

své pocity ohledně učení, zvládnutí látky a podobně. Dále reflexe, kdy žáci shrnují, čeho v dané hodině dosáhli, či nedosáhli. Nebo například hodnotící kroužek, kdy si žáci navzájem sdělují své zkušenosti a pocity, týkající se jejich učení a procesů, díky kterým dospěli k danému závěru, nebo reflektování svých výsledků a znalostí – co už umím, co se musím doučit. Mezi nástroji shrnutými v následující podkapitole jsou zahrnuty například grafické symboly v různých variantách, které mohou být vhodnější a srozumitelnější právě pro mladší žáky. Dále pak jsou popsány sebehodnotící listy a portfolia.

Praktická část sestává z případové studie. V rámci této studie byli pozorovány hodiny jedné učitelky s jednou skupinou žáků. Poté co proběhlo pozorování zaměřené na sebehodnocení žáků, byly žákům poskytnuty dotazníky, zjišťující jejich postoje ohledně sebehodnocení a učitelce byly poskytnuty otázky, ke zmapování jejího pohledu na problematiku hodnocení.

V rámci observací bylo s ohledem na sebehodnocení pozorováno, jakým způsobem je v hodinách poskytována zpětná vazba a na co se zaměřuje, dále jaké sebehodnotící nástroje jsou v hodinách používány a jaké panuje ve třídě klima. Dotazníkové šetření se zaměřuje na postoje žáků k sebehodnocení, jejich výklad pojmu sebehodnocení a jejich vnímání takového hodnocení a také na jejich postoje ve vztah k ostatním žákům a učiteli. Otázky pro učitelku, původně zamýšlené k rozhovoru pak směřovaly na způsoby, jakými plánuje a poskytuje zpětnou vazbu žákům, jak si ověřuje, zda žáci znají cíle aktivit a kritéria hodnocení; zda, případně jakým způsobem podporuje sebehodnocení žáků a jaký postoj vůči sebehodnocení žáků zaujímá. Zjištěná data jsou nejprve shrnuta v rámci dílčích výzkumných nástrojů. Praktická část této práce také obsahuje diskusi, nastiňující možné příčiny nedostatečného podílení se žáků na hodnocení a nepřítomnosti sebehodnotících nástrojů. Dále jsou pak tato data interpretována jako celek shrnující celé výzkumné šetření ve vztahu k teoretickým východiskům prezentovaným v teoretické části této diplomové práce.

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## Appendices

Appendix A – Blank observation sheet

Appendix B – Completed observation sheet

Appendix C – Blank questionnaire

Appendix D – Completed questionnaire

Appendix E – Set of questions

Appendix F – Answered set of questions

Appendix

A

DATE:

Observation number:

Description of activity	Focus of feedback	Feedback provider	Self-evaluation tools	Comments on tools	Comments on the climate	Aims and Criteria

DATE:

Observation number: 3

Description of activity	Focus of feedback	Feedback provider	Self-evaluation tools	Comments on tools	Comments on the climate	Aims and Criteria
1. Questions and Answers	TASK - 11111 Proc. - 11	T-> (GX) L->L - 1x	—	—	learners are asking questions and answering in class	- Ma Zahrah's side of things
2. Listening School subjects	TASK - 11	T-> L 2x	—	—	—	—
3. Listening template the homework	TASK - 11111	L->L T->LS	only peer work	-> comparing answers => teacher provides correct ones => blackboard	learners don't want to work with each other.	learners are supposed to do
4. Reading - match description and picture	TASK - 11111 Process - 111	T->LS	—	—	—	— 11 —
5. Fill in exercise first 5 get mark.	TASK	T->L T->LS	—	ma's hour class keji magit	comprehension - few learners don't even seem to try	oral criteria - the faster the better

Appendix

B

## Appendix C

### Dotazník – Sebehodnocení

1. Napiš, co si představuješ pod slovem sebehodnocení:

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2. Kdo v hodinách angličtiny většinou hodnotí (známkuje)?

- a) učitel
- b) žáci
- c) učitel i žáci (je to vyrovnané)

3. Máte příležitost hodnotit své výkony sami, nebo se svými spolužáky navzájem?

- a) Ano
- Napiš jakým způsobem:

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- b) Ne

4. Umíš ohodnotit své výkony v angličtině?

- a) Ano
- b) Ne

5. Myslíš, že je důležité umět ohodnotit svůj výkon?

- a) Ano
- b) Ne

Napiš, proč si to myslíš:

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6. Znáš kritéria hodnocení (co přesně se bude hodnotit – výslovnost, gramatika,...) např. při zkoušení/písemce?

- a) Ano
- b) Ne
- c) Zním, ale nerozumím jim
- d) Jiná odpověď:

7. Víš vždycky, PROČ jsi dostal/a zrovna takovou známku?

- a) Ano

- b) Ne
- c) Je mi to jedno

**8.** Zajímá tě, proč jsi dostal/a takovou známku a ne jinou?

- a) Ano
- b) Ne

**9.** Chceš vědět, co můžeš dělat, aby ses v angličtině mohl/a zlepšit?

- a) Ano, zajímá mě to
- b) Ne, je mi to jedno

**10.** Chceš umět hodnotit svůj výkon v angličtině?

- a) Ano
- b) Ne

Napiš proč:

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**11.** Máš možnost zeptat se paní učitelky, co můžeš dělat, aby ses zlepšil/a?

- a) Ano
- b) Ne

**12.** Baví tě hodnotit se se spolužáky navzájem?

- a) Ano
- b) Ne

Napiš proč:

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**13.** Baví tě hodnotit svoje výkony v angličtině?

- a) Ano
- b) Ne

Napiš proč:

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Appendix D

Dotazník – Sebehodnocení

1. Napiš, co si představuješ pod slovem sebehodnocení:

TO JE KDOJS SAMI SEBE HODNOTÍTE JAK  
~~SEM CHODÍTE~~ ~~NEBO JAK SE CHOVÁ~~ NAPSAL  
 DĚMKU A JAK SI MA' M NAPSAT  
 PAK

2. Kdo v hodinách angličtiny většinou hodnotí (známkuje)?

- a) učitel
- b) žáci
- c) učitel i žáci (je to vyrovnané)

3. Máte příležitost hodnotit své výkony sami, nebo se svými spolužáky navzájem?

a) Ano

-Napiš jakým způsobem:

ZEPTAM SE NA JAK TO MĚL ON A PAK SE  
 POČLE ČNĚ POUÍVÁME PO SEŠITU, NEBO  
 SE NE ČÍPME PŘEKYADIT A  
 PAK HODNOTÍME

b) Ne

4. Umíš ohodnotit své výkony v angličtině?

- a) Ano
- b) Ne

5. Myslíš, že je důležité umět ohodnotit svůj výkon?

- a) Ano
- b) Ne

Napiš, proč si to myslíš:

ABYCHOM MĚDECI JAK NAJOM SHE A PO OHODNOCENÍ  
 ODEJET TU PRÁCI LEPE  
 LEPE SE PAK NAUČÍM SLOVA JAK  
 SE PÍŠU VÝSLOV USOU A TD.

6. Znáš kritéria hodnocení (co přesně se bude hodnotit – výslovnost, gramatika,...) např. při zkoušení/pisemce?

- a) Ano
- b) Ne
- c) Znáám, ale nerozumím jim
- d) Jiná odpověď:

7. Víš vždycky, PROČ jsi dostal/a zrovna takovou známku?

- a) Ano
- b) Ne
- c) Je mi to jedno

8. Zajímá tě, proč jsi dostal/a takovou známku a ne jinou?

- a) Ano
- b) Ne

9. Chceš vědět, co můžeš dělat, aby ses v angličtině mohl/a zlepšit?

- a) Ano, zajímá mě to
- b) Ne, je mi to jedno

10. Chceš umět hodnotit svůj výkon v angličtině?

- a) Ano
- b) Ne

Napiš proč:

ABYCH NECHODIL ZA JINÝMA A MOHL SE LEPŠE  
UČIT

11. Máš možnost zeptat se paní učitelky, co můžeš dělat, aby ses zlepšil/a?

- a) Ano
- b) Ne

12. Baví tě hodnotit se se spolužáky navzájem?

- a) Ano
- b) Ne

Napiš proč:

JE VĚTŠÍ ZÁBAVA. A JE TO LEHČÍ

13. Baví tě hodnotit svoje výkony v angličtině?

- a) Ano
- b) Ne

Napiš proč:

PROTOŽE SE DÍKY TOMU ZLEPŠUJU  
A JDE MI TO LÍP



## Appendix E

### Otázky pro učitele

1. Plánujete si zpětnou vazbu v hodinách angličtiny? Jakým způsobem?
2. Co je pro vás na poskytování zpětné vazby žákům nejtěžší?
3. Jak moc žáci vaší zpětné vazbě rozumí? Umí s ní dále nakládat? Proč myslíte, že ano/ne?
4. Jak vnímáte pojem formativní hodnocení?
5. Podle čeho se rozhodujete, zda budete hodnotit formativně?
6. Myslíte si, že žáci rozumí kritériím vašeho hodnocení? Proč ano/ne?
7. Pracujete v hodinách s cíli (jednotlivých aktivit, celé hodiny)? Znají tyto cíle i žáci?

8. Dáváte prostor žákům podílet se na hodnocení? (sebehodnocení, hodnocení spolužáků)?

9. Jsou si vaši žáci vědomi svých silných a slabých stránek? Proč myslíte, že ano/ne?

10. Používáte nějaké nástroje pro rozvoj sebehodnocení žáků? Jaké? Proč ano/ne?

11. Myslíte si, že je důležité naučit žáky hodnotit své výkony?

## Appendix F

1. Plánujete si zpětnou vazbu v hodinách angličtiny? Jakým způsobem?  
Ano, využívám písemné i slovní hodnocení: písemné testy + konverzační minirozhovory k částečnému zvládnutí učiva, shrnující testy k zvládnutí celků
2. Co je pro vás na poskytování zpětné vazby žákům nejtěžší?  
Časový pres. Rozpoznání kdy zpětná vazba již stačí a kdy je ještě možnost s její pomocí vylepšit daný výsledek zvládnutého učiva, nebo kdy žák již nemá šanci ve své úrovni pokročit k bezchybnému provedení.
3. Jak moc žáci vaší zpětné vazbě rozumí? Umí s ní dále nakládat? Proč myslíte, že ano/ne?  
Ano, na základě mé zpětné vazby mají možnost psát testík na opravu, který ukáže zlepšení, také mají možnost diskuze ve skupině - hlasování o správné variantě, kdy pak vidím, jak se zpětnou vazbou nakládají.
4. Jak vnímáte pojem formativní hodnocení?  
Žák má šanci na svém výsledku stále pracovat, lze opravit, vylepšit po krocích, snažit se sám. Nutné je vždy stanovit učební cíl, využít projektových hodin, aktivního učení, skupinové práce, vhodného prostředí.
5. Podle čeho se rozhodujete, zda budete hodnotit formativně?  
Záleží na každé skupině žáků. V některých skupinách žáků přílišná podpora individuální výkonnostní soutěživosti žáků zhoršuje možnosti realizace formativního hodnocení.
6. Myslíte si, že žáci rozumí kritériím vašeho hodnocení? Proč ano/ne?  
Ano, známky z didaktických testů doplňuji slovním komentářem, boduji testy – systém žáci znají.

7. Pracujete v hodinách s cíli (jednotlivých aktivit, celé hodiny)? Znájí tyto cíle i žáci?

Ano, každý měsíc seznámím s úkoly z gramatiky, z konverzace, na konci shrnutí a opakování. Každou hodinu dáme cíl, pro rychlíky připravena varianta 1 až dvě cvičení navíc. Na konci hodiny shrnutí.

8. Dáváte prostor žákům podílet se na hodnocení? (sebehodnocení, hodnocení spolužáků)?

V některých hodinách žáci opravují testy kamaráda, používám bodový systém a každý žák je seznámen s pořadím, kde se v jeho výukové skupině aktuálně nachází. Je potřeba dát pozor na nadměrnou soutěživost, někteří žáci nechtějí ve skupině slabého člena.

9. Jsou si vaši žáci vědomi svých silných a slabých stránek? Proč myslíte, že ano/ne?

Ano, diskuze k hodnocení je vždy možná. Jedna známka (špatná či dobrá) nerozhodne celkový prospěch. Každý žák ví, že je určitá úroveň, kterou může dosáhnout, nelze nemožné. Při práci v projektech se snažím slabší jedince zapojit do činnosti, tam, kde je pro ně nejlehčí pozice-či nejlehčí role.

10. Používáte nějaké nástroje pro rozvoj sebehodnocení žáků? Jaké? Proč ano/ne?

Využívám často metodu test – retest, (evokace – reflexe) k ověření míry dosažených znalostí v rámci určitého časového celku. Nejdříve zadám test zaměřený na novou látku a následně stejný test po jejím probrání. Výsledky obou testů s žáky společně porovnám. Vždy je dobré zhodnotit pokrok, pokud jej žák dosáhne.

11. Myslíte si, že je důležité naučit žáky hodnotit své výkony?

Ano, sebereflexe je velmi důležitá.