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Self-assessment of primary learners in English lessons

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## ZADÁNÍ DIPLOMOVÉ PRÁCE

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### Zásady pro vypracování

Diplomandka se ve své práci bude zabývat sebehodnocením žáků prvního stupně základní školy v hodinách anglického jazyka v rámci rozvoje autonomního učení. V teoretické části práce nejprve vymezí základní principy konceptu autonomního učení a zaměří se především na principy rozvoje v oblasti hodnocení a sebehodnocení žáků v příslušném vzdělávacím kontextu. Dále bude definovat roli a funkce hodnocení a sebehodnocení, vymezí možnosti, techniky a nástroje rozvíjející sebehodnocení žáků prvního stupně základní školy v hodinách anglického jazyka. V praktické části pak prostřednictvím případové studie bude zjišťovat, zda a jakým způsobem vytváří učitel podmínky k podpoře rozvoje autonomního učení.

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## **ANNOTATION**

This master thesis deals with the concept of autonomy and the focus is given to the self-assessment techniques. The theoretical part first introduces the idea of autonomy and various techniques which can help with the development of autonomous learning. Next, the theoretical part stresses the importance of the learner-centred classroom and introduces the constructivist theory. Aims are another substantial part of autonomous learning; therefore, one chapter is investigating the typology of aims. What follows is the classification of assessment and self-assessment. The theoretical part ends with the introduction of different techniques of self-assessment. The practical part presents a case study which investigates how the self-assessment of primary learners happens in English lessons. Several research tools are used to answer the research question.

## **KEYWORDS**

Autonomy, self-assessment, aims, feedback, reflection, learner centeredness, teacher facilitator, case study, open coding

## **NÁZEV**

Sebehodnocení žáků prvního stupně základní školy v hodinách anglického jazyka

## **ANOTACE**

Tato diplomová práce se zabývá konceptem autonomního učení. Hlavní pozornost je věnována technikám sebehodnocení žáků. Teoretická část nejprve vymezí pojem autonomie a představí nejrůznější techniky rozvoje autonomního učení. Teoretická část pak zdůrazňuje důležitost výuky, kde je hlavní pozornost směřována na žáka a představuje konstruktivistickou teorii. Protože jsou cíle nedílnou součástí autonomního učení, je celá jedna kapitola věnována typologii cílů, kterou následuje klasifikace hodnocení a sebehodnocení. Teoretická část končí shrnutím technik sebehodnocení. Praktická část představuje případovou studii zkoumající průběh sebehodnocení u žáků na prvním stupni v hodinách anglického jazyka. Několik výzkumných nástrojů je použito na zodpovězení výzkumné otázky.

## **KLÍČOVÁ SLOVA**

Autonomie, sebehodnocení, cíle, zpětná vazba, reflexe, zaměření na žáka, učitel facilitátor, případová studie, metoda otevřeného kódování



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## **INTRODUCTION**

Learner autonomy is a very broad concept which should be taken into consideration when planning lessons and organizing courses in the primary education. It is an amazing idea, which derives from the basic understanding of one's goals and destinations. This understanding helps to educate autonomous learners, which is the basic philosophy of today's age – to educate learners who oversee their learning, who are independent and self-sufficient. This master thesis – which consists of a theoretical and a practical part – tries to point out some ways (techniques and methods) that the teacher can use to help develop the learner autonomy. The practical part, conducted as a case study, introduces a case of one class of lower secondary learners and shows how self-assessment techniques can contribute to the development of their autonomy.

The concept of autonomy is described in the theoretical part of this thesis in a great detail. The theoretical part starts with the definition of an autonomous learner and states the reason why it is important for the teachers to support the development of autonomy. This chapter also includes some techniques which help to support the development of autonomous learning. The next chapter introduces the theory of learner centeredness and continues with introducing the concept of Constructivist theory and some theories which support the autonomous learning. Then, the definition of who is a lower secondary learner follows. The next chapter focuses on aims in ELT, providing some classification of aims and continuing with the explanation of why planning a lesson is important. The following chapter introduces the curricular documents and puts the English language in the context of the Czech legislation. Next, there is a chapter dealing with assessment. Various types of assessment are introduced in this chapter, followed by a chapter that deals with the types and techniques of self-assessment.

The practical part focuses on the theory introduced in the theoretical part. The research was conducted as a case study – the class of 22 lower secondary learners was chosen as a case to be investigated. Research tools such as lesson plans, reflective notes, self-assessment sheets, focus groups, and a portfolio were chosen. For the analytical part, the teacher chose a method of open coding to organize the analysis into appropriate sections. Finally, the research was concluded and analysed and the research questions were answered.

# THEORETICAL PART

## 1 AUTONOMOUS LEARNING

*“(…) it is in our nature to be autonomous, to be proactive in exploring and responding to our environment and to persist in following the agendas we set for ourselves. (Little 2007, 17)*

As the quote at the beginning of this chapter suggests, autonomy is crucial for our existence. This thesis starts with the definition of what a learner autonomy is. It is not an easy task to define the concept of autonomy, as several definitions and perceptions are available in the relevant literature. Some beliefs and definitions are provided in this chapter and briefly reviewed. This thesis strongly believes that every learner should be educated autonomously, thus it is essential for the purposes of this thesis to have more relevant points of view. This belief is reflected in this part of the thesis with a description of who an autonomous learner is and how the learner can be supported by the teachers to become autonomous.

Who is an autonomous learner? Why is it important to educate learners in a way that lets them become autonomous? Learner autonomy is one of the competencies of elementary education – learning competency. Key competencies (see chapter 5) are stated in the curricular documents. To support the importance of educating an autonomous learner, the following description from the Framework Education Programme of Elementary Education is provided:

An elementary-school graduate:

- selects and employs suitable procedures, methods and strategies for effective learning; plans, organises and manages his/her learning; demonstrates willingness to carry out further studies and lifelong learning;
- seeks and classifies information, and having understood, interlinked and systematised it, he/she uses it effectively within the learning process, in creative activities and real life;
- utilises commonly used terms, signs and symbols; makes connections between things; interconnects knowledge from various educational areas into larger wholes and based on this forms a more complex view of mathematical, scientific, social and cultural phenomena;
- makes observations and experiments independently; compares the results obtained, assesses them critically and draws conclusions from them for future application;
- recognises the purpose and objectives of learning; has a positive attitude towards learning; assesses his/her progress and identifies obstacles or problems hindering his/her learning progress; plans ways to improve his/her learning; assesses critically the results of his/her learning process and is able to discuss them.

(FEP EE 2007, 11)

From this definition of one of the competencies, the importance of autonomy is apparent. Teachers should support their learners and help them to learn how to learn. The autonomous learner is responsible for his/her own learning, but the journey to learn how to do that is very long. Why is it important to educate autonomous learners? According to Holec, “This ability (to take charge of one’s own learning) is not inborn but must be acquired either by ‘natural’ means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way.” (Holec in Sinclair 2000, 7)

To define who an ‘autonomous learner’ is, several definitions are stated by Henry Holec and Leni Dam, who both introduce the same idea of what learner autonomy is. Learner autonomy, one of the goals of ELT (English language teaching), is the concept of overseeing one’s own learning. Holec points out that “(...) the essence of learner autonomy is the ability to take charge of one’s own learning.” (Holec 1981, in Little 2007, 15) Holec also proceeds by saying that “Learner autonomy is when the learner is willing to and capable of taking charge of his own learning, i.e., independently.” He then continues by giving specific examples of doing so. Learners choose aims on their own, they select materials, methods, and tasks. They also choose criteria for evaluation. (Holec 1983 in Dam 1990, 16) Leni Dam, who also agrees with Holec’s definition of autonomy, introduces her own definition which is “(...) readiness to take charge of one’s own leaning in the service of one’s needs and purposes.” (Dam 1990, 17) She also explains more in detail what autonomy means. For example, according to Dam, autonomy means independence, it is the ability to learn, “autonomy is the aim and the means (why, what, how the learner learns to learn)”, and so on. (Council of Europe 1988 in Dam 1990, 16) To contrast, Little mentions the American social psychologist Deci, according to whom: “autonomy is one of three basic needs that we must satisfy in order to achieve a sense of self-fulfillment. We are autonomous, he proposes, when we are “fully willing to do, [we] are doing, and [we] embrace the activity with a sense of interest and commitment.” (Deci 1996, 2 in Little 2007, 17) Deci explains the difference between autonomy and independence:

Independence means to do for yourself, to not rely on others for personal nourishment and support. Autonomy, in contrast, means to act freely, with a sense of volition and choice. It is thus possible for a person to be independent and autonomous (i.e., to freely not rely on others), or to be independent and controlled (i.e., to feel forced not to rely on others.) (Ibid.)

Another definition is very similar to the ones already introduced: “Learner autonomy is characterized by a readiness to take charge of one’s own learning in the service of one’s needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person.” (Dam 1995, in Sinclair 2000, 6) What is apparent is that learners are learning not only to act alone, but also in groups, pairs and so on. Learner autonomy is therefore not recognized only with the individual. According to Sinclair:

Beson (1996), distinguishes between ‘individual’ and ‘social’ autonomy. ‘Individual’ autonomy stresses the importance of individual learning styles over collaborative learning; in contrast, ‘social’ autonomy recognises that awareness raising and learning takes place through interaction and collaboration, as well as through individual reflection and experimentation” (Little 1996, 211 in Sinclair 2000, 11)

One fact that is evident from these definitions is that all of them focus on the learner. The learner is the one who is in charge of his/her own learning. The learner is the one who decides to take care of his/her own learning. The learner is the one who picks the aims and purposes. The learner is the one who chooses what to learn and how to learn, the learner is the one who chooses which materials to use in his/her learning journey. Generally speaking, ‘learner autonomy’ means a kind of independence and responsibility of the learner to actively take part in his/her own learning. However, all this is not possible without a teacher. (Little 1985 in Gathercole 1990, 7) The teacher is “expected to provide a learning environment where the learners are given the possibility consciously to be involved in their own learning and thus become autonomous learners.” (Dam 2000, 49) The importance of letting the learner choose what to do and putting the trust in him/her to do so is crucial. The role of the teacher is therefore also very important, and the development of the learner autonomy would not be possible without the right way of stimulating learner autonomy. To conclude, the teacher’s role should in this case be very supportive, for example as a consultant, tutor or facilitator. (Sinclair 2000, 8)

To define what autonomous learning means from a psychological point of view, the definition from David Little’s goes as follows: “Learner autonomy is essentially a matter of the learner’s psychological relation to the process and content of learning.” (Little 1990, 7) He also



suggests that autonomy should not be restricted to learning without the teacher, as has been suggested above.

However, Barbara Sinclair adds that autonomy and autonomous learning does not mean that teachers should place learners in situations where they should be independent. Therefore, she adds that autonomous learning does not go hand in hand with developing autonomy, meaning that:

(...) learners can be encouraged or left to work on their own without organised support, but there is no guarantee that they will benefit from this experience in terms of developing a capacity for making informed decisions about their learning or in terms of improving their competence.”  
(Sinclair 2000, 8)

As this quote suggests, learners can be left alone and they can work alone, but some of them may not benefit from this experience. Some learners still need the help of the teacher to help them organize their working and learning habits. What is therefore still apparent from this definition by Sinclair is the fact that the teacher remains very important when establishing the basics for autonomous learning.

## **1.2 Developing learner autonomy in ELT**

Autonomous learning is not an absolute standard to be met, but a goal to be pursued; what is important is the direction – towards student responsibility for learning – not the magnitude of the change in any given direction. (Boud 1998, in Sinclair 2000, 8)

As the citation above suggests, learner autonomy should be developed and cultivated. Considering the development of learners’ autonomy is one of the aims of education, it is clearly not something that we are born with. Learner autonomy must be developed gradually. In this chapter, some ideas for promoting and developing autonomy are introduced.

Barbara Sinclair emphasizes the competency of learners to make knowledgeable decisions about their progress in learning. (Sinclair 2000, 8) Sinclair then continues by quoting Holec: “Autonomy is thus a term describing a potential capacity to act in a given situation – in our case – learning, and not the actual behaviour of an individual in that situation.” (Holec 1981, 3 in Sinclair 2000, 7) Having said that, Sinclair explains that “this potential for learning behaviours (sic) presupposes in the learner a high degree of metacognitive awareness, i.e.

knowledge about learning.” (Ibid.) Having introduced the term metacognitive awareness, Sinclair also suggests that learners need to develop metacognitive awareness – knowledge about learning. Learners need to develop a scope of strategies which involve “reflection on learning: planning learning and setting goals, self-assessment and monitoring of progress, evaluating learning activities and exploiting learning resources.” (Sinclair 2000, 9) Leni Dam suggests in the following quote of Barnes: “To learn is to develop a relationship between what the learner knows already and the new system presented to him, and this can only be done by the learner himself.” (Barnes 1976 in Dam 1990, 18). To continue, Sinclair suggests that learners need to have developed three highly important areas of metacognition, in order for them to be able to make informed decisions about their own learning. The three important areas of metacognitions are:

- learner-awareness, (including awareness of the social, cultural and political context);
- subject matter awareness (i.e., of the target language);
- learning process awareness (i.e., how to learn a foreign language). (Sinclair 2000, 9)

The important areas of metacognition can be elaborated in the following table:

| <b>Learner awareness</b><br>(Who and why?) | <b>Subject matter awareness</b><br>(What?)                      | <b>How to learn a foreign language</b><br>(How?)        |
|--|---|---|
| Attitudes                                  | Language systems  | Activity evaluation                                     |
| Beliefs                                    | Language varieties  | Strategy evaluation                                     |
| Cultural context                           | Similarities and differences between first and target languages | Self-assessment   |
| Expectations                               | Social appropriacy  | Goal-setting  |
| Learning approach                          | Cultural appropriacy  | Monitoring progress                                     |
| Learning style                             | Pragmatics, etc.  | Organising (time, resources, environment)               |
| Motivation                                 |   | Awareness and exploitation of available resources, etc. |
| Needs                                      |   |   |
| Political context                          |   |   |
| Preferred environment, etc.                |   |   |

*Figure 1: Important areas of metacognition [adopted from (Sinclair 2000, 9) adopted from Sinclair 1999]*

To conclude, “self-direction is an important part of preparation of autonomy, but this needs to go hand in hand with psychological and methodological preparation.” (Sinclair 2000, 8) More about psychological and methodological preparation is mentioned in the following chapter, about possible ways to prepare learners to develop learner autonomy.

### **1.2.1 Learner training**

Learner training, which is also known as “‘learning to learn’, ‘learning learning’, ‘learner development’, ‘developing learning skills’, ‘developing independence’, ‘developing key skills’ or ‘strategy training’” (Sinclair 2000, 10) is a kind of technique and procedure for developing, promoting and building autonomy in language learning.

Learner training aims to help learners consider the factors which affect their learning and discover the learning strategies which suit them best and which are appropriate to their learning context, so that they may become more effective learners and take on more responsibility for their own (sic) learning. (Sinclair, 1996 adapted from Ellis and Sinclair 1989 in Sinclair 2000,11)

Sinclair summarizes by saying that “For autonomy to develop, it is necessary for learners to be encouraged to reflect consciously on their learning through planning, experimenting and reviewing, and to have opportunities to make decisions about their learning.” (Ibid.)

What does it mean to take responsibility? How can learners become more ‘effective learners’? Some strategies listed below can help learners to understand better how to learn and what to learn. What can help is to simply include learners in the learning process by asking them to plan the syllabus together with the teacher, to plan their lesson, and so on. “By putting some degree of responsibility in planning or learning on the learners will result in greater potential for assessing the process of learning.” (Dam 1990, 17–18)

Another very important issue to support the development of learner’s autonomy is conscious reflection and decision making. As Barbara Sinclair suggests, the knowledge about learning is one of the highest importance. According to her theoretical input, learners would not be able to make decisions about their own learning if they missed “explicit and conscious awareness of the processes involved in learning a language”. (Sinclair 2000, 9).

Barbara Sinclair explains that certain willingness and positive attitude from the learner needs to be involved in the process of learning, otherwise the development of learner autonomy is not possible, as negative attitude tends to pose a tremendous obstacle in the development of learner autonomy. She also claims that helping to develop learner autonomy enables learners to get to the position or stage of their learning where they can take higher responsibility for their study. (Ibid.)

Scrivener gives his own idea about learner training, claiming that for him it means to “Raise student 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 their teacher and the classroom. (...) ‘Work on teaching learning as well as teaching English.’” (Scrivener 2005, 77)

Learner training includes:

- work on study skills, e.g. use of dictionaries, reference material, workbooks, notebooks, filed material;
- student examination of the process of learning and reflection on what is happening, e.g. of teaching strategies you use (and the reasons why you use them).  
(Ibid.)

Scrivener then introduces three ideas which can be easily incorporated into every English lesson to help learners learn how to learn:

1. Integrate study-skills work

Learners look up words in a dictionary.

2. Let them into the secret

The teacher should tell the learners what they are going to learn and why – instead of the ‘surprise’ approach. Revision of the way learners learned. Asking them some questions, such as: “What helped you?”

3. Discuss the process as well as the content and the procedure

The teachers can try talking to the learners about the process of the lesson. How is the process of the lesson viewed by the learners? The teachers can get to know how the lesson is perceived by one particular learner.

(Scrivener 2005, 78)

### **1.2.2 Homework**

Studying without the teacher is a great way to think about one’s own learning, about necessary improvements, or to think about one’s way to get even better. Homework should be personalized and should let learners to choose, what they would like to do as their homework, of course, some criteria should be introduced.

Harmer mentions a homework questionnaire by Painter (Painter 1992, 42 in Harmer 2001 339–339) And the results are following: homework now include “scanning English language newspapers to report back on stories they found, writing film reviews, collecting real-life language examples, presenting English language songs to their classmates, or researching a topic for a future written or spoken performance.” (Painter 1992, 42 in Harmer 2001, 339)

### **1.2.3 Keeping ‘learning’ journals**

As Harmer suggests, keeping this kind of diary should be purely voluntary. This kind of journal should be useful, when learners want to reflect on their learning process later. When working with the diary in the lesson, some time should be given to the learners to work on their diaries. (Harmer 2001, 339) Learners can make notes, what they did in the lesson, how did the lesson went, what happened, what are the new words/phrases they learned, and so on.

## 2 LEARNER-CENTEREDNESS

As has already been mentioned above, autonomy is considered to be part of the learner-centered philosophy. Learner centered philosophy shifts focus from the teachers as providers of information to the learners. The traditional belief of learner-centered philosophy focused more on what was taught rather than on how was is taught. Johnson, Pardesi and Pain suggest that the philosophy needed to establish autonomy is learner-centered philosophy. Their idea of child-centered philosophy is based upon the following criteria: the knowledge of a learner, understanding learners' social and cultural background, some curriculum issues (also curriculum made in alignment with learners' individual needs and their development) and most importantly, letting learners take responsibility for their own learning. (Johnson, Pardesi and Pain 1990, 46)

Jacobs and Renandya summarize that “SCL (student centered learning) shifts the focus of instructions from teachers to students and prepares students to be lifelong learners (...).” (Jacobs and Renandya in Harmer 2016, 14) They also introduce a simple table summarizing ten elements of student centered learning:

| <b>Elements of student centred learning</b> | <b>Brief explanation</b>   |
|---|--|
| Students and teachers as co-learners        | Teachers gladly acknowledge that they do not know everything and teachers learn along with students  |
| Student-student interaction                 | Teachers encourage students to share with their peers in both face-to-face and online contexts   |
| Learner autonomy                            | Students become more independent of teachers and, thus, more responsible for their own learning  |
| Focus on meaning                            | The best learning takes place when students fully understand what they are studying and why they are studying it                               |
| Curricular integration                      | Students understand the links between, on one hand, what they study in schools and, on the other hand, life beyond the classroom               |
| Diversity                                   | Learning caters to students' differences and helps students appreciate the benefits of diversity   |
| Thinking skills                             | Students go beyond the information given to them, as they apply, give examples, disagree, make new connections, teach each other, and discover |
| Alternative assessment                      | Assessment broadens to include non-traditional forms and students join teachers as assessors   |
| Learning climate                            | Students and teachers strive toward an atmosphere conducive to robust participation by all class members                                       |
| Motivation                                  | Intrinsic motivation becomes predominant as classroom climate harmonises with students' innate desire to learn                                 |

*Figure 2: Ten elements of student centred learning [adopted from Jacobs and Renandya in Harmer 2016, 14)]*

## 2.1 Constructivist theory

Autonomous learning is considered to be part of the learner-centered philosophy. What is closely connected to that is the constructivist theory of learning. The constructivist theory will be introduced and described in this chapter. Then, other pedagogical theories, which go hand in hand with the learner-centeredness, will be introduced and described.

David Little suggests that “we construct our knowledge by bringing what we already know into interaction with the new information, ideas and experiences we encounter.” (Little 2007, 18) and also that “knowledge is not a set of universal ‘truths’ but a set of ‘working hypotheses’ (Airasian & Walsh 1997, 445 in Little 2007, 19) that are always subject to refinement, change, rejection and replacement.” (Kelly 1991 in Little 2007, 18) To put it simply, learners combine their own understanding with something new they learn or come across. When the process of learning comes, everybody should try to assist “the involuntary, unconscious construction of knowledge by adopting pedagogical procedures that are exploratory, interpretative and participatory.” (Little 2007, 20) When learners accept these roles, they are gradually taking control of their own education and “at the same time they are necessarily drawn into reflection on the content and processes of their learning.” (Ibid.)

Constructivist learners “create meaning,” “learn by doing,” and work collaboratively “in mixed groups on common projects.” Rather than transmitting knowledge to students, teachers collaborate with them to create knowledge and understanding in their mutual social context. Rather than seeking to “cover the curriculum,” learning focuses on the learners’ experience, needs, interests and aspirations. (Richards and Rodgers 2001, 109–110.)

Richards and Rodgers explain that constructivist learning focuses on the learner and shifts the focus away from the teacher. Teachers collaborate and work with the learners to help them understand what is natural for them – their needs and interests. David Little explains and summarizes what has already been mentioned:

learner autonomy entails a shift from ‘directed teaching’ to ‘self-instructed learning’; but the ability to take charge of one’s own learning is ‘not inborn but must be acquired either by “natural” means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way. (Holec 1981, 3 in Little 2007)

### **2.1.1 Constructivist theories in language learning**

Little explains that “knowledge is constructed through the learner’s involvement in linguistically mediated interactions, encoded in language and reproduced through one or another kind of communicative activity (speaking or writing).” Little then continues by quoting Ellis:

Hold that simple learning mechanism operating in and across human systems for perception, motor action, and cognition while exposed to language data in a communicatively rich human social environment navigated by an organism eager to exploit the functionality of language are sufficient to drive the emergence of complex language representations. (Ellis 2003, 63 in Little 2007, 21)

## **2.2 Methods and approaches**

Methods and approaches which share some principles with learner-centeredness or autonomous learning will be introduced in this chapter. The methods and approaches are briefly described, and their key aspects are introduced. Some of the methods have more in common with the aspects of learner-centeredness, constructivism or with autonomous learning and some of them less so. The aim of this chapter is to find methods and approaches which support these ideas and which agree with the development of learner autonomy.

### **2.2.1 The Silent Way**

*Tell me and I forget,  
Teach me and I remember,  
Involve me and I learn.*

(words of Benjamin Franklin in Richards and Rodgers 2001, 82)

The belief is that “teacher should be silent as much as possible in the classroom, but the learner should be encouraged to produce as much language as possible.” (Richards and Rodgers 2001, 81) The Silent Way could be briefly defined as:

- Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- Learning is facilitated by accompanying (mediating) physical objects.
- Learning is facilitated by problem solving involving the material to be learned. (Ibid.)



Scrivener mentions another important part of the Silent Way method:

Silence is a tool. It helps to foster autonomy, or the exercise of initiative. It also removes the teacher from the centre of attention so he can listen to and work with students. The teacher speaks, but only when necessary. Otherwise, the teacher gets out of the way so that it is the students who receive the practice in using the language. (Scrivener 2000, 61)

As Scrivener mentions, one of the main characteristics of learner-centeredness is the focus on the learner. When using this method, the focus is put directly on the learner, while the teacher and his/her work is done in a silent way. Therefore, the learner has as much space to manage the task as necessary. Scrivener also calls attention to another very important point: “Students can learn from one another. The teacher’s silence encourages group cooperation.” (Scrivener 2000, 62) Scrivener also adds that “Students gain autonomy in the language by exploring it and by making choices.” (Scrivener 2000, 63)

The Silent Way lets the teacher observe learners in a quiet way. The teacher’s silence is a very effective tool, which helps him/her to have a closer look at the learners’ reactions and observe their behaviour. The teacher’s silence makes space for the learner to become the centre of the lesson and to be more visible. The learner then takes responsibility for his/her own learning.

### **2.2.2 Community Language Learning**

*Building a relationship with and among students is very important.*  
(Scrivener 2000, 94)

This method represents “the use of Counselling-Learning theory to teach languages. (...) Community Language Learning (CLL) draws on the counselling metaphor to redefine the roles of the teacher (the counsellor) and learners (the clients) in the language classroom.” (Richards and Rodgers 2001, 90) Simply put, this method advises teachers to perceive their learners as ‘whole persons’ – “Whole-person learning means that teachers consider not only their students’ intellect, but also have some understanding of the relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn.” (Larsen-Freeman, Diane and Anderson 2000, 89) Curran adds that this technique of counselling might be applied to learning in general. He then adds that:

The CLL view of learning is a holistic one, since “true” human learning is both cognitive and affective. This is termed *whole-person learning*. Such learning takes place in a communicative situation where teachers and learners are involved in “an interaction... in which both experience a sense of their own wholeness. (Curran 1972, 90 in Richards and Rodgers 2001, 92)

What is meant when the teacher should ‘counsel’ learners? Should he/she give advice? As Scrivener suggests, the teacher does not, but rather:

shows them that he is really listening to them and understands what they are saying. By understanding how students feel, the teacher can help students gain insights into their own learning process as well as transform their negative feelings, which might otherwise block their learning. (Scrivener 2000, 96)

Scrivener also believes that the teacher should establish an accepting environment, understanding that every learner is unique. Therefore, “learners feel free to lower their defences and the learning experience becomes less threatening.” (Scrivener 2000, 95) The importance of establishing a community among the class is also strongly stressed by Scrivener. In his opinion, it “builds trust and can help to reduce the threat of the new learning situation.” (Scrivener 2000, 97)

What are teachers advised to do is that they should become counsellors and listen and talk to the learners. What teachers should promote is group work and cooperation. Learners can be asked to decide what they would like to learn to support the sense of responsibility, they can also create some materials and segments of their learning by themselves. According to Larsen-Freeman, Diane and Anderson, learners can be “more willing to learn when they have created the materials themselves.” (Larsen-Freeman, Diane and Anderson 2000, 98)

This method can also be sometimes described as ‘humanistic technique’ and its fundamental procedures come from the basic counsellor-client relationship. Moskowitz characterizes humanistic approach as follows:

Blend what the student feels, thinks and knows with what he is learning in the target language. Rather than self-denial being the acceptable way of life, self-actualization and self-esteem are the ideals the exercises pursue. [The techniques] help build rapport, cohesiveness, and caring that far transcend what is already there... help students to be themselves, to accept themselves, and be proud of themselves... help foster a climate of caring and sharing in the foreign language class. (Moskowitz 1978, 2 in Richards and Rodgers 2001, 90)

This approach supports the learners' identity and their individuality. It also supports the notion that every learner is different and their differences are celebrated. With this method, every learner has a chance to be himself/herself, embracing acceptance and being able to feel truly proud of themselves. Learners learn to respect each other and to be there for each other.

### **2.2.3 Suggestopedia**

As stated in Richards and Rodgers, Suggestopedia is also known as Desuggestopedia. Suggestopedia is typical for the use of decorations, furniture arrangement and the usage of music. Because music is used to support the learning, the atmosphere is then very pleasant and can even resemble music therapy. (Richards and Rodgers 2001, 100)

Gaston (1968) defines three functions of music in therapy: to facilitate the establishment and maintenance of personal relations; to bring about increased self-esteem through increased self-satisfaction in musical performance; and to use the unique potential of rhythm to energize and bring order. (Gaston 1968 in Richards and Rodgers 2001, 100)

It is clear from the description above that this method is very much focused on the learner. Learners have fun, they enjoy the music and can feel very open and content. Scrivener explains in a simple way that "Learning is facilitated in a cheerful environment." (Scrivener 2000, 78) Moreover, when thinking about listening to music or learning a song, one might assume that "A calm state, such as one experiences when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage of learning potential." (Scrivener 2000, 79) Why is singing so relaxing? Scrivener gives an answer by saying that "Songs are useful for 'freeing the speech muscles' and evoking positive emotions." (Ibid.)

### **3 LOWER-SECONDARY LEARNER**

As has been stated above, learner autonomy is closely connected to the learner-centered approach. This being said, a closer analysis of learners' psychological background needs to be carried out as its main focus in ELT classes is on them. A lower-secondary learner of primary education is a learner who is between 6 and 11 years old, grades first to fifth.

The concept of lower education is specified in the Framework Education programme as follows:

With its conception, elementary education at Stage 1 is to facilitate the pupils' transition from preschool education and family care to compulsory, regular and systematic education. It is based on acquiring new knowledge, respecting and developing each pupil's individual needs, potential and interests (including pupils with special educational needs). With its activity-based and practical nature as well as its (sic) the application of suitable methods, the education motivates pupils to further learning, guides them to active learning and to the realisation that a suitable way of solving problems may be sought, discovered, created and found. (FEP EE 2007, 9)

This concept is a very general one. Learners at stage 1 are those who are between 6 and 11 years old. Learners acquire new knowledge and develop their individual needs and interests. Learners are also motivated to further learn; they start to develop their key competencies.

Jeremy Harmer mentions that young children are "those up to the ages of nine or ten" (Harmer 2001, 38) and he also describes how young children are different from older children, adolescents and adults:

- They respond to meaning even if they do not understand individual words.
  - They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
  - Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
  - They generally display an enthusiasm for learning and a curiosity about the world around them.
  - They have a need for individual attention and approval from the teacher.
  - They keen to talk about themselves, and respond well to learning that uses themselves and their own lives as a main topics in the classroom.
  - They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.
- (Ibid.)

This being said, young learners are a very specific category of learners, which needs to be provided with “a rich diet of learning experiences.” (Ibid.) Learners need to work in groups, in pairs, and/or individually. Group work can help them to develop good relationships. Young learners “love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs.” (Ibid.)

### **3.1 Cognitive development**

Factors which illustrate how a learner thinks and remembers are described in this chapter. These factors link new knowledge with already existing information, this is all connected to constructivism. Cognitive development of the learner is introduced in this chapter. Cognitive development is explained using Jean Piaget’s stages of development:

1. SENSORY-MOTOR STAGE (ages birth through two)
2. PREOPERATIONAL STAGE (ages two through seven)
3. STAGE OF CONCRETE OPERATIONS (ages seven through eleven)
4. STAGE OF FORMAL OPERATIONS (ages eleven through sixteen)

(Singer and Revenson 1996, 20–26)

Because this thesis deals with lower-secondary learners, the only stage that is introduced here is the ‘stage of concrete operations’. Singer and Rerenson say that “The stage of concrete operations begins when the child is able to perform mental operations.” (Singer and Revenson 1996, 22) This means, according to Piaget, that a child is able to perform an action in the mind. “Mental operations permit the child to think about actions that were previously performed physically.” (Ibid.) Reversibility is the main characteristic of this stage. (Ibid.)

The child can mentally reverse the direction of her thought. She knows that something that can be added can be subtracted. She can trace her route to school and then follow it back home, or picture where she has left a toy without a hit-or-miss exploration of the entire house. A child at this stage is able to do simple mathematical operations. (Ibid.)

Children at this stage can also categorize things according to their colour, shape or size. They can identify hierarchies and understand that some of them are parts of other hierarchies and

some of even larger ones. Seriation means that children are able to “mentally arrange objects along some quantitative dimension, such as size or weight.” (Singer and Revenson 1996, 23) The major acquisition of this stage is conservation, which means “the ability to see that objects or quantities remain the same despite a change in their physical appearance.” (Ibid.)

Metacognitive strategies can also be labelled ‘self-management strategies’ or ‘indirect strategies’ as Sinclair suggests and they involve: “reflection on learning: planning learning and setting goals, self-assessment and monitoring of progress, evaluation learning activities and exploiting learning resources.” (Sinclair 2000, 9) Sinclair also suggests that a way for learners to be able to make decisions on their own is to develop better understanding of areas of metacognition:

- Learner-awareness (including awareness of the social, cultural and political context),
  - Subject matter awareness (i.e. of the target language),
  - Learning process awareness (i.e., how to learn a foreign language).
- (Sinclair 2000, 9)

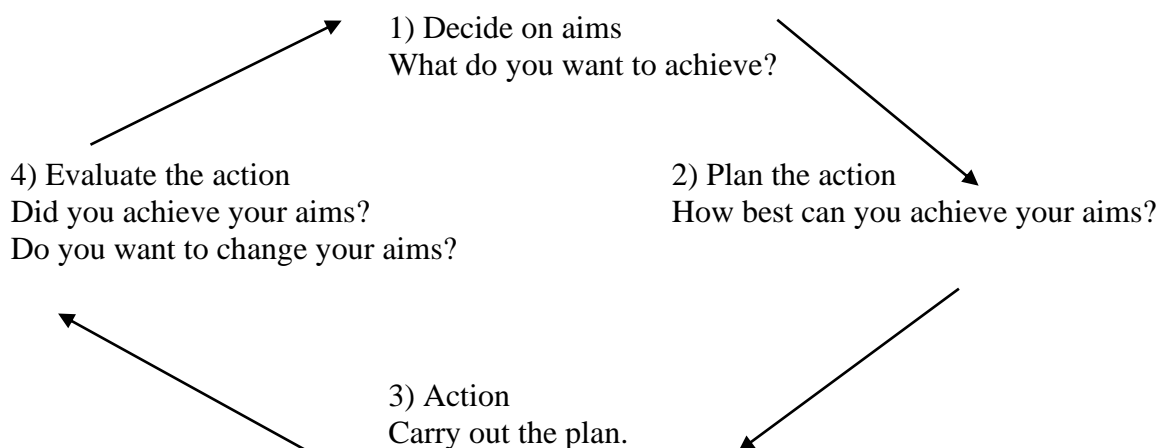
As has been mentioned in the previous chapter regarding autonomy, learner training has been introduced. Learner training then leads to better understanding of learning, “learning process awareness” (Ibid.) leads to better understanding of the context of learning a foreign language.

## 4 AIMS IN ENGLISH LANGUAGE LEARNING AND TEACHING

Aims and objectives are important in all aspects of human lives, not only in teaching and learning. All human beings need to have certain purpose beyond its' implementation. To aim somewhere and have a clear idea about their journey in life. When entering elementary school, one of the aims may be to finish the elementary school successfully. Teachers at elementary schools are required to cover aims stated in The School Education Programme (SEP) that are established by the Framework Education Programme (FEP).

This thesis believes in the importance of aims, so it is only logical that for the purposes of educating learners in such a manner they can become autonomous, the belief of establishing aims is a crucial one. How can learners reflect on their learning if they do not know where they are aiming and what they are targeting? How can they compare their progress or measure their success? Without clearly demonstrated aims, they truly cannot. That is why the importance of laying out some aims for the learners is essential. Aims and objectives can be described as “clear and concise statements that describe what the teacher hopes to achieve. These statements of intent are usually expressed in a rather broad and generalised way.” (Petty 2009, 410)

What can help with answering questions above is this diagram introduced by Petty. It shows four steps in following the aim:



*Figure 3: Four steps of following the aim [adopted from Petty 2009, 409]*

Petty suggests that teaching also follows this pattern. First, teachers have to decide what to teach and what objectives they want to achieve together with the learners. When they decide, they plan the lesson. Then, they teach the lesson and afterwards, they can reflect on the plan – they can evaluate the lesson, decide whether they achieved their aims, goals, objectives or not. (Petty 2009, 409)

Aims are important, because they steer learners in the right direction, but aims do not tell them what to do to get there or whether they have achieved their goal. The teacher must describe the aims in a very specific way. As Petty suggests “a more detailed way with what are variously called ‘specific objectives’, ‘behaviourist objectives’, ‘competencies’ and/or ‘specific learning outcomes’. (...) They are testable statements describing what you intend your students to learn.” (Petty 2009, 410) Petty then concludes that aims should be very specific, that they are very often short-term and, furthermore, that it should be possible to decide whether the aim has been achieved or not. (Ibid.)

The author of this thesis is of the opinion that teachers should support educating autonomous learners and – to do so – they should know how to work with aims in the lesson, as learners’ assessment relates to aims. Without aims, the teacher would not be able to plan the lesson and to evaluate whether the pupils achieved something. Categorizations of aims are introduced below.

#### **4.1 Specific Objectives**

Specific objectives are highly specific learning outcomes which include very detailed information written in a way that it is clear whether or not the objective has been achieved. Specific objectives are usually short-term. The mnemonic SMART is very popular and means - specific, measurable, agreed, realistic and timebound. (Petty 2009, 411)

Objectives such as these are very important for teachers when planning lessons. They help them find, create or invent activities, exercises and tasks. All of this helps the teacher to decide what to assess.



## **4.2 Bloom's Taxonomy of Educational Objectives**

Bloom's taxonomy is a classification system to categorize educational objectives (different goals and skills) that are usually set by teachers for pupils. Bloom's Taxonomy classifies three domains with typical verbs which help the teachers with stating their aims in a smart way. (Petty 2009, 411) The three domains are: the cognitive domain (intellectual skills and abilities), the affective domain, and the psychomotor domain. (Petty 2009, 413–414) To show how assessment and self-assessment relate to formulation of aims, this thesis focuses on the cognitive domain in a greater detail and the other two are mentioned just briefly.

### **4.2.1 The cognitive domain (intellectual skills and abilities)**

The arrangement of categories follows from the easiest to the most difficult one, starting with knowledge and ending with evaluation. This being said, the first category should be mastered by the learners before the following one. The process of evaluation is therefore the most difficult one and it deals with learners' peer assessment and self-assessment.

Knowledge – state, recall, list, recognise,...

Comprehension – explain, describe reasons for, identify causes of,...

Application – use, apply, construct, solve,...

Analysis – break down, list component parts of, compare and contrast,...

Synthesis – summarise, generalise, argue, organise, design,...

Evaluation – judge, evaluate, give arguments for and against,...

(Petty 2009, 412–413)

# BLOOMS TAXONOMY

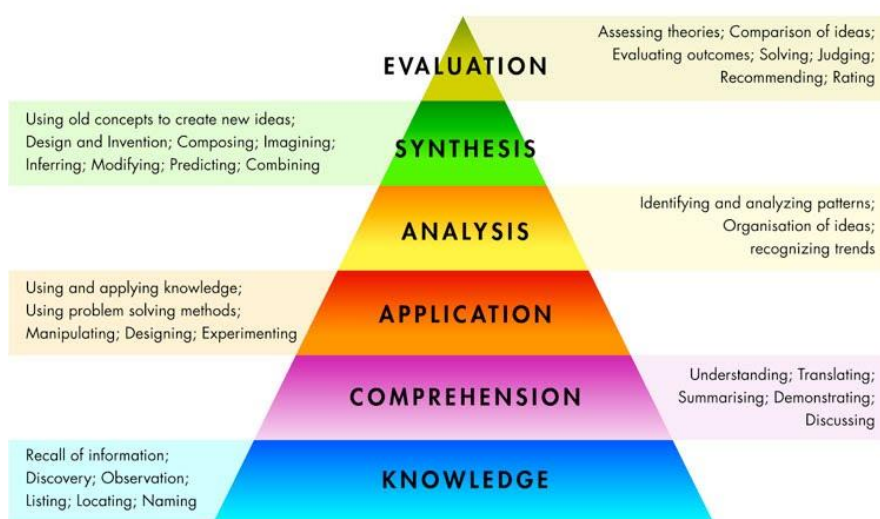


Figure 4: Blooms taxonomy: cognitive domain [available at <http://arthistorysurvey.com/AHSDelphi/taxonomy.html>]

The following table shows verbs for use in writing learning objectives by Bloom:

| Knowledge | Comprehension | Application | Analysis      | Synthesis   | Evaluation   |
|-----------|---------------|-------------|---------------|-------------|--------------|
| cite      | associate     | administer  | analyze       | adapt       | appraise     |
| collect   | classify      | apply       | arrange       | assemble    | argue        |
| copy      | convert       | calculate   | breakdown     | collaborate | assess       |
| define    | describe      | change      | categorize    | combine     | conclude     |
| describe  | differentiate | chart       | classify      | compile     | convince     |
| duplicate | discuss       | choose      | compare       | compose     | criticize    |
| enumerate | distinguish   | collect     | connect       | concoct     | decide       |
| identify  | estimate      | compute     | contrast      | construct   | deduce       |
| label     | explain       | construct   | correlate     | contrive    | defend       |
| list      | express       | demonstrate | detect        | create      | determine    |
| match     | extend        | determine   | diagram       | design      | discriminate |
| memorize  | group         | develop     | differentiate | develop     | infer        |
| name      | identify      | discover    | discriminate  | devise      | interpret    |
| order     | indicate      | employ      | dissect       | formulate   | judge        |
| quote     | order         | establish   | distinguish   | generalize  | justify      |
| recall    | paraphrase    | examine     | divide        | generate    | persuade     |
| recognize | predict       | exhibit     | examine       | hypothesize | prioritize   |
| record    | report        | illustrate  | experiment    | imagine     | rate         |
| recount   | restate       | interview   | group         | incorporate | rank         |
| relate    | retell        | manipulate  | identify      | integrate   | recommend    |
| repeat    | review        | modify      | illustrate    | invent      | relate       |
| reproduce | select        | operate     | inspect       | modify      | revise       |
| show      | summarize     | practice    | interpret     | organize    | score        |
| specify   | translate     | predicts    | investigate   | originate   | support      |
| state     | understand    | prepare     | order         | plan        | value        |
| tabulate  |               | produce     | organize      | predict     | validate     |
| tell      |               | relate      | outline       | produce     |              |
| when      |               | report      | probe         | propose     |              |
| what      |               | schedule    | question      | reconstruct |              |
| where     |               | show        | relate        | reorganize  |              |
| who       |               | sketch      | select        | revise      |              |
|           |               | solve       | separate      | speculate   |              |
|           |               | transfer    | survey        | systematize |              |
|           |               | use         | test          |             |              |

Figure 5: Blooms taxonomy: verbs for use in writing learning objectives [http://www.csun.edu/science/ref/reasoning/questions\_blooms/blooms.html]

The affective domain “concerns itself with attention, interest, awareness, aesthetic appreciation, moral aesthetic and other attitudes, opinions, feelings or values.” (Petty 2009, 413) The psychomotor domain deals with motor skills and senses of perception. (Ibid.)

### **4.3 Aims in ELT**

As has been mentioned above, aims play an important role in teaching and learning. Setting an aim is a crucial way how to achieve any desired outcome. Aims help the teacher to pick activities or to assess the learning process. They are vital for teaching as such. Formal aims are stated in the curriculum documents and for each lesson, it is up to the teacher whether to write the aim of the lesson or not. As has been mentioned in the sub-chapter dealing with planning the lesson, when planning, the teacher should be aiming somewhere – therefore an aim of the lesson is necessary. It is a circle:

- to plan a lesson, one must know the aim of this particular lesson;
- to know the aim of this particular lesson, one must know the aim of the month/unit;
- to know this aim, one must know the aim of the course, and so on.

Therefore, it is clear that planning the lesson goes hand in hand with making/stating aims.

Scrivener claims that it is important to mentally separate:

- the material you use;
  - the activities that will be done;
  - the teaching point (i.e. the language skills or systems that you will work on);
  - the topics or contexts that will be used;
  - the aims of the lesson
- (Scrivener 2005, 124)

It is important to decide what to teach and how to teach it. What materials should be used, which activities chosen for which particular tasks, and so on. Scrivener distinguishes between two types of aims: procedure aims and achievement aims. Procedure aims are “only statements of procedure (i.e. what students will do during the class).” (Ibid.) Achievement aims, however, are “stating what the teacher hopes the students will achieve by doing them.” (Ibid.)

### **4.3.1 The course book and syllabus**

The coursebook, student's book, pupil's book or any other book used in English lessons includes a syllabus. The syllabus contains a grammatical and lexical overview of what the course entails. Sometimes, learners can also find information about what the listening parts are going to focus on, what kind of reading is included in each particular unit, or what speaking activities they can expect. Scrivener gives his own opinion about a syllabus: "Having a syllabus can be a great help, setting out clearly what you are expected to cover with your class. It can be a burden, too, if it is unrealistic for your students in terms of what they need or are likely to achieve within a certain time." (Scrivener 2005, 134) This is certainly true. Some students may benefit from being guided towards a particular goal. They can be motivated – having a clearly set aim, they can work towards it. For others, it can be stressful, as they cannot imagine the amount of things they could learn in a given period of time.

### **4.4 Planning the lesson**

Harmer states that lesson plans are not only for teachers, but also for learners, to help them recognize the identity of the lesson. He continues with saying that lesson plans help to "anticipate potential problems" (Harmer 2001, 308).

Rubin views planning as "an activity whereby goals are established, means are selected, and outcomes predicted in a systematic and explicit manner." (Rubin, 1971) Additionally, Sandra M. Linder establishes that when making an aim for the whole lesson, the model should be called 'objective-driven approach' and explains it in the following way: "teachers create performance-based goals that their students should accomplish by the end of the lesson (...). Teachers then evaluate lessons by determining if students have accomplished these objectives." (Fernandez and Cannon 2005; Meyen and Greer 2009 in Linder, 2010)

Rubin also explains several stages of the planning (Rubin, 1971), Harmer calls these stages 'Pre-planning'. Rubin suggests that before the actual planning, a lot of work must be done, including identifying any problems, learning about the culture and economic backgrounds, or for example getting to know the surroundings. The next stage includes planning. "At this point, the planner will establish goals, select the means (strategies), and predict the outcome." (Rubin, 1971) Then the plan needs to be made. The next phase is assessing the plan and

evaluating whether the plan worked. The feedback is crucial at this point. Planning is an ongoing process. If the plan did not work, some changes need to be done. Plans need to be reviewed on a regular basis, as some objectives are also changing. (Ibid.)

According to Harmer, these are all the areas that the teacher needs to bear in mind when planning the lesson:

- **ACTIVITIES:** what will students be doing in the classroom?
- **SKILLS:** which language skills do teachers wish learners would develop?
- **LANGUAGE:** what is the level of English? What language to introduce?
- **CONTENT:** what will interest the learners? What will make them involved in the lesson?

(Harmer 2001, 308–309)

Harmer continues with introducing a diagram which describes which steps to involve before moving from the pre-planning to the actual planning:

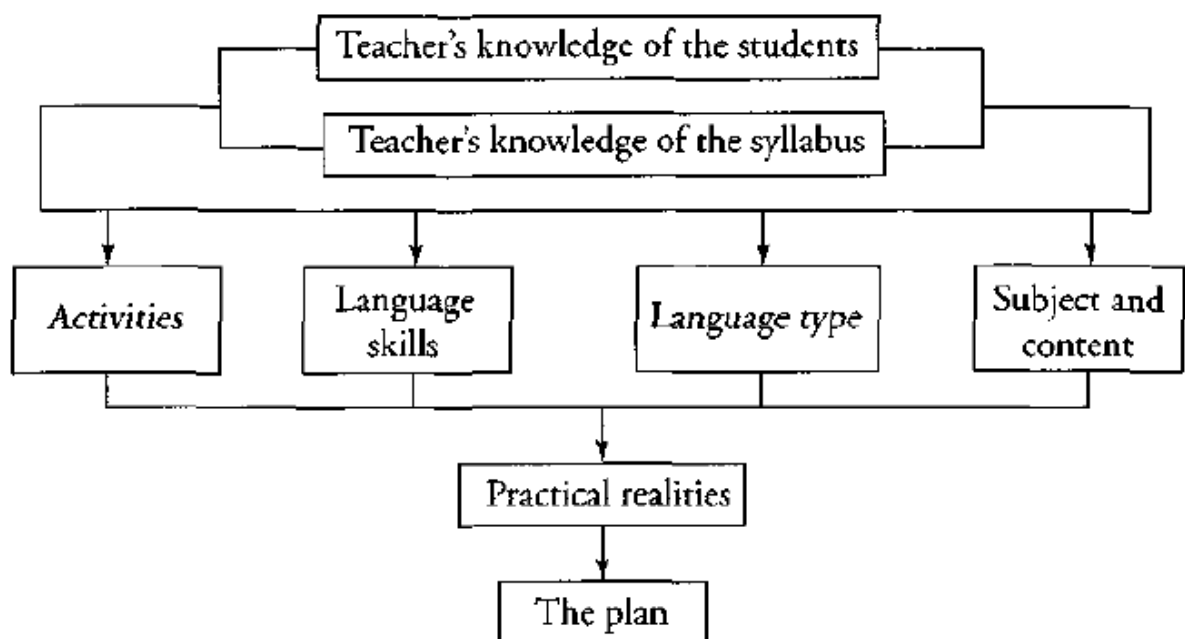


Figure 6: Pre-planning and the plan [adopted from Harmer 2001, 310]

## **5 THE CURRICULAR DOCUMENTS**

With the great importance of aims being established, two curricular documents which state the overall aims of the Czech education system are going to be introduced next. In addition, another very important document which is also going to be introduced next is CEFR, having a vital role in English language teaching in general.

### **5.1 The Framework Education Programme for Elementary Education (FEP EE)**

The FEP EE is considered to be the pillar of the education in the Czech Republic. All schools are committed to have and to follow these programmes. FEP EE is crucial as it states and classifies educational aims, not to mention the aims of every educational field. FEP EE serves as the base for SEPs. FEP EE provides all that is necessary for schools to create a satisfactory SEP. The summary of the main goals of FEP EE goes as follows:

Elementary education at Stage 2 helps pupils acquire knowledge, skills and habits which will enable them to study independently and create such values and attitudes that lead to prudent and cultivated conduct, to responsible decision making and to respecting the rights and obligations of a citizen of both our state and the European Union. (FEP EE 2007, 9)

As the Framework Education Programme for Elementary Education states, objectives of elementary education should help learners to shape and evolve their learning competencies.

The following objectives are chosen to be the most important:

- to make it possible for the pupils to acquire learning strategies and to motivate them to lifelong learning;
- to stimulate creative thinking, logical reasoning and problem solving in pupils;
- to guide pupils towards engaging in effective and open communication on all possible issues;
- to develop the pupils' ability to cooperate and to respect their own as well as others' work and achievements;
- to prepare the pupils to manifest themselves as independent, free and responsible individuals who exercise their rights and meet their obligations;
- to create in pupils the need to express positive feeling in their behaviour and conduct when undergoing various situations in life; to develop in them perceptiveness and sensitive relations towards other people, the environment and nature;
- to teach the pupils to develop their physical, mental and social health actively, protect it and be responsible for it;
- to guide the pupils towards tolerance of and consideration for other people, their cultures and spiritual values, to teach them to live together with others;

- to help the pupils to become familiar with and develop their own abilities according to their realistic possibilities and to utilise them along with their acquired knowledge and skills when making decisions on the (sic) own life and profession orientations. (FEP EE 2007, 9–10)

A crucial part of the Framework Education programme is a range of key competencies which is defined in FEP EE as “a set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for the individual’s participation in society.” (FEP EE 2007, 11). Key competencies are a critical part of the entire educational content. Everything happening and taking place at school, every activity being done is therefore founding and cultivating these competencies. The competencies stated in FEP EE for elementary stage of education are: ‘learning competency, problem-solving competency, communication competency, social and personal competency, civic competency and professional competency’. (FEP EE 2007, 11)

FEPs also include mandatory levels of education. These levels are important because they allow learners to continue to the following stage of their learning (the so called class or grade). As the focus of this thesis is on English language teaching in the lower secondary classes, the main concern of FEPs is in the educational area *Language and Language Communication*. This area states aims for each stage, which is very helpful for teachers. This helps teachers to plan their lessons and create objectives for their lessons. The document very specifically states the aims and objectives which are to be achieved at the end of every school year. The aim of foreign language teaching is stated, as well as the aim of the second foreign language taught. The levels of foreign languages are stated in accordance with the *Common European Framework of Reference for languages* (CERF) – see below.

## **5.2 The School Education Programme (SEP)**

Each school must assemble its own SEP established in line with the standards stated in the FEP EE. School education program has to include aims in the area of foreign language teaching. English is considered the most important language and therefore is taught as a compulsory language. Then, the second language is also introduced to children, but taught as a compulsory optional language. Learners can choose from various foreign languages, for example from four different languages such as Spanish, Russian, Latin, French, and so on.

When creating a school education programme, schools have to bear in mind key competencies which should be developed systematically. The headmaster is responsible for preparing SEP, which needs to be in accordance with the FEP EE. (FEP EE, 2007, 121) The school education programme may be modified to suit the specific conditions of the institution or “pupils’ educational needs and potential”. (FEP EE 2007, 114) School education programme:

Leads to the implementation of the educational objectives at elementary schools by means of the specification of the educational strategies on the level of the school and to the implementation of the objectives of the educational areas by means of the specification of educational strategies on the level of subjects of instructions. (FEP EE 2007, 122)

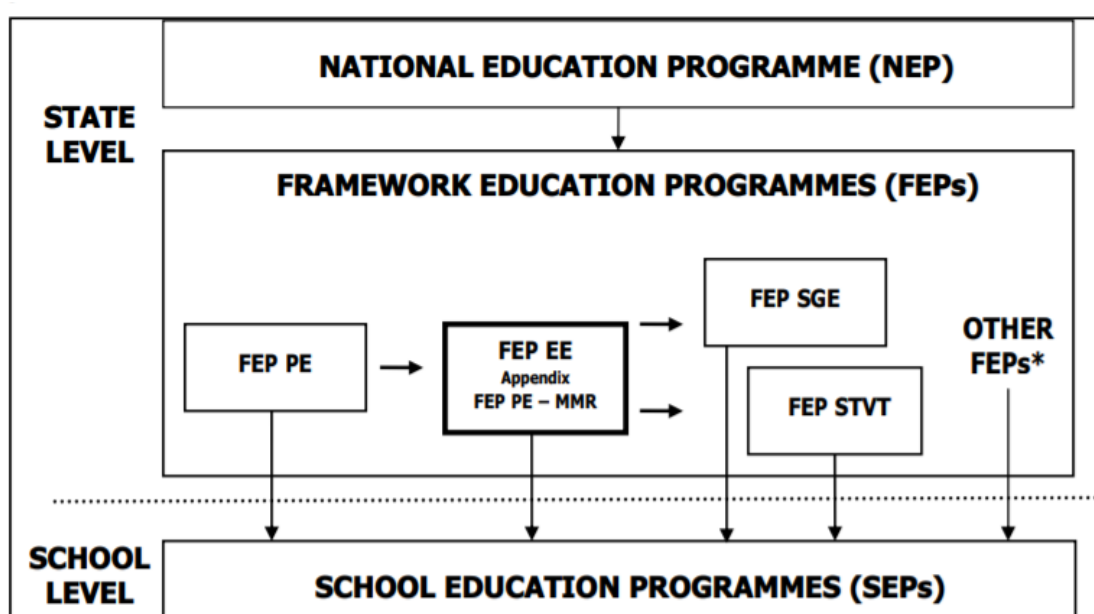


Figure 7: The system of curricular documents [adopted from FEP EE 2007, 11]

Legend: FEP SE – Framework Education Programme for Preschool Education; FEP EE – Framework Education Programme for Elementary Education and Appendix to the Framework Education Programme for Elementary Education Regulating the Education of Pupils with Mild Mental Retardation (FEP – EE MMR); FEP SGE – Education Framework for Secondary General Education (Grammar Schools); FEP STVT – Framework Education (Programme) Programmes for Secondary Technical and Vocational Training. \* The other FEPs – other framework education programmes which are also delimited by the Education Act – Framework Education Programme for Elementary Art Education, Framework Education Programme for Language Education, or others.

### 5.3 The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an important document published by the Council of Europe. It contains levels of foreign language ability. The six-point scale, from the A1 level to the C2 level, is described here. As FEP suggests,



“within Stage 1, the educational content is subdivided into Cycle 1 (the 1st–3rd forms) and Cycle 2 (the 4th and 5th forms).“ (FEP EE, 2007, 15)

The CEFR is crucial when establishing all levels of English not only for textbooks and readings for learners. It is the fundamental document for FEP of the Czech Republic, based on which all schools then create their SEP and their long-term and short-term aims.

According to FEPs, in stage 1, the learner should have:

#### RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS

Expected Outcomes - Cycle 1

The pupil shall:

- pronounce and read with correct pronunciation in an appropriate vocabulary range
- understand simple directions and sentences and react to them adequately
- distinguish between the written and spoken forms of a word
- understand the content and meaning of a simple, slow and carefully pronounced conversation between two people with sufficient time for understanding
- use an alphabetical glossary in a textbook

#### RECEPTIVE LANGUAGE SKILL

Expected Outcomes - Cycle 2

The pupil shall:

- understand familiar words and simple sentences related to the topics being studied
- understand the content and meaning of simple authentic materials (magazines, graphic and audio materials) and use them in his/her work
- read simple texts containing familiar vocabulary aloud fluently and respecting the rules of pronunciation
- find necessary information in a simple text and create an answer to a question
- use a bilingual dictionary

#### PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes - Cycle 2

The pupil shall:

- create a simple written message, short text and response to a message using correct grammar and form; fill his/her basic personal data in forms
- reproduce, both orally and in writing, the content of a text of appropriate difficulty and a simple conversation
- modify short texts while preserving their meaning

#### INTERACTIVE LANGUAGE SKILLS

Expected Outcomes - Cycle 2

The pupil shall:

- participate actively in a simple conversation, greet and say good-bye to both an adult and a friend; provide the information required

*Figure 8: RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS [adopted from FEP EE, 2007, 23–24)*

## 6 ASSESSMENT

This thesis believes that the teacher should support the development of learners' autonomy. The autonomy can be developed using various techniques and strategies mentioned in the previous chapters. Another way to develop the learners' autonomy is using assessment as a tool to motivate the learners. By doing that, the teacher can help the learners to be more autonomous. However, there are also other aspects of assessment which might not necessarily be in accordance with autonomous learning when being used in certain ways and can actually harm the learners' motivation or damage their development of autonomy. This chapter focuses on defining the terms 'assessment' and 'evaluation'. As many authors define these terms almost identically, they will be treated as synonyms for the purposes of this thesis. Later on, the terms 'self-assessment' and 'self-evaluation' will be introduced, and again, treated as synonyms.

First, the term assessment will be introduced. The glossary of education terms defines assessment as "the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning process, skill acquisition, or educational needs of students." (Glossary 2015) This quote suggests that only 'educators' can be those who evaluate. As will be apparent later in this chapter, educators are not the only ones to have this power – to evaluate.

Henry Douglas defines assessment as "(...) an ongoing process that encompasses a much wider domain." (Douglas Brown 2003, 4) He then continues and compares testing and assessing, he suggests that testing and assessing may sometimes be considered synonymous, but they are not. He elaborates in saying that tests are just subsets of assessment. (Ibid.) He then summarizes:

1. Periodic assessments, both formal and informal, can increase motivation by serving as milestones of student progress.
2. Appropriate assessments aid in the reinforcement and retention of information.
3. Assessments can confirm areas of strength and pinpoint areas needing further work.
4. Assessments can provide a sense of periodic closure to modules within a curriculum.
5. Assessments can promote student autonomy by encouraging students' self-evaluation of their progress.
6. Assessments can spur learners to set goals for themselves.

7. Assessments can aid in evaluating teaching effectiveness.  
(Douglas Brown 2003, 16)

Henry Douglas therefore establishes that formal and informal (see below in chapter 6.1.1) assessment can “(...) increase motivation by serving as milestones of student progress” (Ibid.), which can indeed be considered as motivational, as has been stated above, when describing syllabus and having motivational purpose. Henry Douglas Brown also mentions the connection to autonomy when saying “Assessment can promote student autonomy by encouraging students’ self-evaluation of their progress” (Ibid.), which is feasible when the learner knows how to recognize the progress and when the learner can relate to that. It also depends on what kind of assessment is given to the learner. Is it presupposed that a learner can self-evaluate? He also continues with saying that “Assessment can spur learners to set goals for themselves.” (Ibid.) When learners are autonomous and are familiar with the techniques and methods which are necessary for them to know, they can set goals for themselves. To summarize Henry Douglas Brown and his definition of assessment, it is clear that there are some positive aspects which can be found in assessment.

As Dr. Michael Wride suggests in his guide to self-assessment, “Assessment has a number of different purposes: to measure achievement (summative assessment / assessment of learning); to engender learning (formative assessment / assessment for learning); to enable learners to become aware of how they learn (assessment as learning).” (Wride 2017, 2) This definition nicely corresponds with the idea of autonomy. Learners should be educated in a way that can make them more autonomous. When assessment has the purpose to “become a way of how they learn” (Ibid.), the purpose is in alignment with the aim of education – to help learners become autonomous.

Harris and McCann add that these two terms (evaluation and assessment) are often linked but explain how they are different. Assessment is, in fact, part of evaluation. They explain that when doing assessment, teachers examine the performance of their learners, they diagnose some problems, they give learners some feedback, and they also measure learners’ progress. In comparison, evaluation concerns learning processes, objectives, materials, methodology and assessment. (Harris and McCann 1994, 2)

David Nunan also sets the term ‘evaluation’ apart from ‘assessment’. He considers evaluation to be a “(...) collection and interpretation of information about aspects of the curriculum (incl. learners, teachers, teaching materials, learning arrangements, etc.) for decision-making purposes“ (Nunan 1999, 85), whereas assessment is part of evaluation, “the tools, techniques and procedures for collecting and interpreting information about what learners can and cannot do with the language.“ (Ibid.) Having explained that, for the purposes of this thesis, the term assessment will be used.

Feedback is “typically characterized as assessment of progress towards a goal, but it is also a cue to seek more information or instruction” (Pollock 2012, 5) and also, “feedback given in response to learner goal-driven efforts can affect both a learner’s motivation and self-esteem” (Dempsey and Colin 1993, 36). Hattie summarizes that feedback is always in alignment with aims. He presents three questions that clearly illustrate what information in connection to aims and objective feedback should convey. The questions are worded as follows:

- Where am I going? (What are the goals?)
  - How am I going? (What progress is being made towards goals?)
  - Where to next? (What activities need to be undertaken to make better progress?)
- (Hattie 2011, 4)

## **6.1 Assessment types**

Having explained that some assessment purposes and functions may also help develop learner’s autonomy, some assessment types are introduced in this chapter. The usage of assessment should be always chosen in alignment with the aim of the lesson, or with the aim of a particular activity (which should – again – be in alignment with the aim of the lesson).

Different assessment should be used for different purposes, meaning that teachers should be familiar with different types of assessment which may have different functions in different situations.

### **6.1.1 Informal and formal assessment**

Informal assessment, as the name suggests, means that the teacher observes the learner and makes an assumption about their performance. Formal assessment, on the other hand, means testing. As Harris and McCann mention: “(...) we can assess our students, informally through

assessing class and homework or formally through tests or assessment tasks.” (Harris and McCann 1994, 63) Informal assessment is based purely on observations of learners’ achievements and behaviour while formal assessment means testing. In addition, learners should know that they are going to be assessed. (Kolář and Šikulová 2005, 33) Formal and informal assessments can be done continuously. (Harris and McCann 1994, 5)

Informal assessment means, as Harris and McCann suggest: “a way of collecting information about our students’ performance in normal classroom conditions.” (Harris and McCann 1994, 5) There is no need for testing in the case of informal assessment. This type of assessment is usually done over a period of time and is sometimes referred to as ‘continuous assessment’, as teachers can collect and gather the assessment for a longer period of time. Additionally, it can also be done at the end of the semester, academic year, and so on. Harris and McCann continue by saying that teachers usually assess their learners together with their performance intuitively, they know their hobbies, their attitudes, and so on. (Ibid.)

Informal assessment should not be seen as a separate type of assessment but rather as a part of a larger scale of types of assessment. Informal assessment is not considered to be isolated, but can be combined with other types of assessment. In addition, this type of assessment should not be considered to be a replacement for other types of assessing, such as formal or self-assessment. Moreover, formal testing should not be avoided in favour of using the informal assessment. Teachers should not assess learners only on the basis of informal assessment – sets of criteria should be used when using informal assessment. (Harris and McCann 1994, 5)

To summarize, informal assessment can be combined with other types of assessment. When assessing, teachers need some criteria, they need to plan the assessment and this type of assessment should not be considered as a replacement for any other type of assessment. More likely, treated as equal or additional.

Harris and McCann then introduce steps for systematic observation to carry out effective informal assessment: (Harris and McCann 1994, 5)

- Firstly we need to work out what we are going to assess, as it is obviously impossible to assess all students’ performance all the time.

- Then we must establish clear criteria for assessing students and not only rely on rough impressions.
- Finally it is important to link the informal assessment we do with our formal assessment (tests) and with self-assessment done by the students themselves. (Harris and McCann 1994, 5)

Informal assessment can help develop learners' autonomy, as it can help the teacher to get to know his/her learners better by observing them for a longer (or sometimes shorter or specific) period of time. Because it is done simultaneously with the teaching process, teachers can reflect on their observations. It can be a useful tool for gathering information about learners' progress and achievements.

Formal assessment should be perceived as time "well spent in helping to form an accurate assessment of our students' ability". (Harris and McCann 1994, 61) This type of assessment should be planned, it should be in alignment with educational objectives, having a clear set of criteria and being used only with a specific context and purpose in mind. Formal assessment is done to diagnose the learner's ability to continue (in a particular course for example), to identify the learner's progress, or to compare the learner's performance with other learners. (Ibid.) Learners can compare their performances, which can help them to understand their performance more.

This kind of assessment should be done, as Harris and McCann suggest, during a certain period of time (for example in the middle of a course) or also after some period of time (for example at the end of a course). (Harris and McCann 1994, 2)

### **6.1.2 Norm-referenced and criterion referenced assessment**

Norm-referenced assessment, as Petty suggests, means comparing learners with each other and it gives credit to the best one(s). The given mark shows how the learner succeeds in comparison with the given norm (or the average). (Petty 2009, 479)

Harris and McCann provide another definition from the context of testing. Norm referencing means:

This consists of putting the students in a list or scale depending on the mark they achieved in the test. The student with the lowest mark is at the bottom of the list and

the student with the highest mark is at the top of the list. All other students are between the two extremes.  
(Harris and McCann 1994, 60)

Criterion referenced assessment, on the other hand, assesses what a particular learner is able to do, giving them a pass if they fulfil a given task and a fail if they do not. (Petty 2009, 479) Harris and McCann provide another definition from the context of testing. Criterion referencing means “(...) making decisions about what is a pass and what is a fail before the results are obtained. It normally means that we define certain criteria that candidates in the test must conform to.” (Harris and McCann 1994, 60)

### **6.1.3 Formative and summative assessment**

According to Petty, formative assessment “is informative feedback to learners while they are still learning the topic.” (Petty 2009, 479) He also suggests that the formative assessment should be used primarily by the learners to improve. Therefore, the teacher can provide learners with formative assessment, but learners can also assess themselves or each other. (Ibid.)

Harrison and McCann define formative assessment as “type of assessment which feeds back into learning and gives the learner information on his/her progress throughout a course thus helping him/her to be a more efficient learner”. (Harris and McCann 1994, 90)

To continue, the term ‘summative assessment’ will be defined. In Petty’s words: “Summative, or terminal, assessment takes place at the end of a module, course or academic year.” (Petty 2009, 496) He continues explaining that its aim can be to summarize what learners are able to do (‘criterion referencing’), to grade candidates, or to put them in order (‘norm referencing’). (Ibid.)

Harrison and McCann add that summative assessment is the type of assessment which “aims to measure students’ performance at the end of a period of study”. (Harris and McCann 1994, 93) In addition, from the viewpoint of testing, summative tests are: “(...) administered at the end of courses and their objective is to see if students have achieved the objectives set out in the syllabus.” (Harris and McCann 1994, 28)

#### **6.1.4 Peer assessment**

When students assess the work or the performance of their classmates, it is called peer assessment. (Petty 2009, 490) Students can verbally assess their classmates or they can even grade each other's tests. (Ibid.)

Leni Dam introduces a research and then summarizes its outcomes, claiming that "learners are capable of a qualitative evaluation of the work of their peers. (...) within an autonomous learning environment, learners are not afraid of telling their peers their opinion; they are good at spotting positive as well as negative things." (Dam 2000, 53) This conclusion of the research suggests that when supporting the development of learners' autonomy, learners can then very easily assess their classmates.

To summarize this chapter, different types of assessment have different purposes and should be used differently with the teacher being able to distinguish which kind to use and when. Self-assessment, which is another important type of assessment, will be discussed in the following chapter, as it is part of the development of learner autonomy.

### **6.2 Forms of assessment**

In the previous chapter, various types of assessment were introduced. This chapter focuses on the forms of assessment. Forms of assessment, such as who is assessing who and how it is done, are introduced in this chapter. Three different forms of assessment are introduced, but some of them are discussed in other chapters of this paper.

#### **6.2.1 Teachers assessing learners**

Teachers can assess learners explicitly (when giving the learners oral feedback, describing whether what they did was correct or not), or implicitly (when saying nothing). (Harmer 2001, 100) Harmer suggests that assessment should be done delicately, by neither overpraising learners, nor punishing them.

Teachers can comment on learners' performance in various situations, such as comment on their speaking performance or on their written performance. Teachers can also grade their learners, but Harmer explains that "when students are graded on their work they are always keen to know what grades they have achieved. Awarding a mark 9/10 for a piece of writing or



giving a B+ assessment for a speaking activity are clear indicators that students have done well.” (Harmer 2001, 101) Learners should also be offered a set of criteria so they can relate to the grading the teacher has given. Teachers can explain the grading scale or provide some other clarification of the grading system. (Ibid.)

### **6.2.2 Learners assessing themselves**

This process is described in the following chapter, but as this chapter focuses on the forms of assessment, it is also necessary to mention it here. It is considered to be a form of assessment, as a result of its contradictory form from teacher assessing learners.

### **6.2.3 Learners assessing each other**

The so called peer assessment has been discussed above when introducing the various types of assessment. Peer assessment should also be mentioned in the section discussing the forms of assessment, as long as the processes of the teacher assessing the learners and the learners assessing themselves have been mentioned. More about peer assessment will be provided in the following chapter when discussing self-assessment.

## 7 SELF-ASSESSMENT

In this chapter, the concept of self-assessment will be introduced. Self-assessment is another example of formative assessment, which is considered to be very difficult to learn, probably because it is seen as a long-term procedure. Why is it so difficult for learners to learn to self-assess? Black and Harrison suggest that “(...) the first and most difficult task is to get students to think of their work in terms of a set of goals.” (Black and Harrison et al. 2003, 49) Thinking about goals helps learners realize when the goal is fulfilled and reflect on that experience. As mentioned previously in this paper, autonomy means taking responsibility for one own’s learning, and self-assessment techniques can help with that – as it is believed to help to develop learner’s autonomy. Why? Learners learn to reflect on their own learning. As Douglas suggests, the biggest advantage of self-assessment and of learners being involved in the assessment is the “direct involvement of students in their own destiny, the encouragement of autonomy, and increased motivation because of their self-involvement.” (Douglas Brown 2003, 270) It is clear that as the learners are involved in their own learning, they can create their own learning destiny. Brown therefore explains:

The principle of autonomy stands out as one of the primary foundation stones of successful learning. The ability to set one’s own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit are all keys to success. Developing intrinsic motivation that comes from a self-propelled desire to excel is at the top of the list of successful acquisition of any set of skills. (Douglas Brown 2003, 270)

Simply put, learners can reflect on their own learning with the help of learner training. When in the ELT classroom, when setting a clear aim based on the curriculum (to be more specific, based on the syllabus and the aim stated there), learners are trained to be able to set their own aims and reflect on them. Harris and McCann emphasize that: “If students are encouraged to assess their own work, to think about their own mistakes and to try to correct them, they are more likely to improve than when only the teacher assesses and corrects.” (Harris and McCann 1994, 64). When learners can correct their own work, they get to think about the process. For example, they can think: “I spelled this word with an E, but it should not be in here. I will just write the word correctly now.” But, when they just read the correction, it is not as powerful as self-assessment. Learners can also be asked to grade their own piece of work, they can include a written comment in their test, or when providing them with

feedback, teachers can ask them about their own assessment of their performance. Petty also suggests that self-assessment has rather formative potential and because of that, it should be developed in learners. (Petty 2009, 352). Petty also gives credit to self-assessment based approaches for other reasons:

- They help students to clarify goals. Model answers, mark schemes and assessment criteria must be studied closely, and all help the students to know and to understand ‘what I should be aiming to do’
  - They put students in charge of their own improvement, that is, they develop in students a sense of ‘ownership’, responsibility and accountability.
  - They increase students’ effort and persistence.
  - They help students develop a self-critical and reflective habit of mind.
  - Learning by induction from concrete examples of good practice is an easier way to learn than interpreting abstract assessment criteria.
- (Petty 2009, 492)

To put the learner in charge of his/her own learning is the aim of primary education, it is one of the learning competencies stated above in the Framework Education Programme. Petty summarizes all the advantages of self-assessment and how responsible and accountable learners become.

From another point of view, Harris and McCann explain that self-assessment can help the teacher to identify learners’ “expectations and needs, their problems and worries, how they feel about their own progress, their reactions to the materials and methods being used, what they think about the course in general“. (Harris and McCann 1994, 63) This can be a necessary tool when observing the classroom and may also serve as feedback for the teacher in terms of knowing what to add, what to revise, whether there is something the teacher should change, and so on. Harris and McCann also add that self-assessment is much more efficient than teachers’ assessment as a way to get information about the learners (and their needs, problems, worries, and so on). (Harris, McCann 1994, 63) It might be efficient in this sense, when the teacher’s aim of assessment is to collect information about the learners’ needs, problems, worries and so on.

## **7.1 Self-assessment in ELT**

To include self-assessment activities in English lessons can be very beneficial not only for the learners but also for the teachers. It can have a motivational function but also a diagnostic one. As mentioned above, self-assessment is more practical than just giving the test to

diagnose the situation. To reiterate, Harris and McCann claim that: “If students are encouraged to assess their own work, to think about their own mistakes and to try to correct them, they are more likely to improve than when only the teacher assesses and corrects.” (Harris and McCann 1994, 64). More than that, O’Malley and Chamot states that: “Acquiring the ability to evaluate one’s own strengths and weaknesses is a critical step toward learning how to regulate learning. As with setting personal goals, self-assessment can increase student’s motivation by increasing involvement in language learning.” (O’Malley and Chamot 1990, 60) When learner’s motivation to learn in general is increased, the desire for learning a language is also increased. Therefore, what teachers then have in their classrooms are motivated learners who know how to learn, how to set goals for their learning and also, they are able to reflect on those goals.

In practice, there are important conditions to be met when training the learners’ self-assessment skills – most importantly, providing learners with some criteria or objectives and not giving them marks for their self-assessment. (Petty 2009, 359) Doing this would be hugely counterproductive. Why motivate learners to work on their own and then mark their progress? It does not follow the principle of self-assessment when the teacher assesses their assessment.

Petty also suggests asking the learners the following question at the end of a given task: ‘How do you know you are ready for the test?’ He suggests that preparatory self-assessment tasks can serve as pre-activities for some tests (which the teacher can give a mark for). Pollard Andrew and Janet agree and add that “self-assessment must be related to the task, not the learner. For example, „What did you find hard, and why?“ not „Who found it hard?“ ”(Pollard 2005, 329)

Petty suggests what the self-assessment process should include: (Petty 2009, 359)

- Providing self-assessment questions which enable students to gauge their progress and their understanding of the topic.
  - Giving students ‘study–cover–write–check’ tasks or peer-assessment tasks
  - Providing answers to numerical questions on your worksheets, so students can check their own
  - Providing the students with model answers or worked solutions, after they have completed the worksheet. (...)
- (Ibid.)

## 7.2 Roles in self-assessment

The learner and the teacher interact with each other in the process of learning. Their roles when it comes to autonomy and the development of autonomy can vary, change, and develop. This chapter introduces some of the typical characteristics of such roles.

### 7.2.1 The teacher as facilitator

As established above, the role of the teacher in the process of developing learners' autonomy is crucial. The teacher's role is therefore "to be ready to help the student towards independence, but not to help where there is no need." (Petty 2009, 390) The teacher should definitely ask first and then the teacher should decide whether help is necessary or not. The learner-teacher relationship is a cooperative one, Petty suggest that "the teacher and student become a partnership" (Ibid.).

The facilitator:

- Asks for a difficulty, but then gives it to the student: "what could you do about that then?"
- Encourages the student to recognise her own strengths, as well as her weaknesses
- Shows that they value the student  
(Petty 2009, 391)

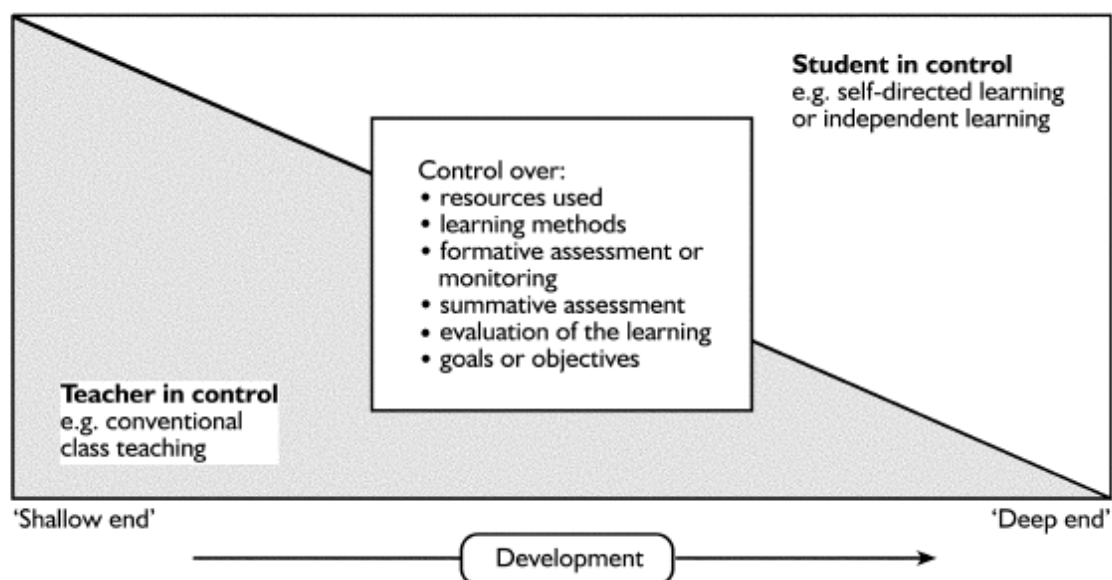


Figure 9: Teacher in control – student in control and the development [adopted from Petty 2009, 372]

This diagram shows who has control over what and how that control can be developed and shifted. When the teacher helps the learner towards self-directed learning, “the ability to learn by oneself is the greatest gift any teacher can give a learner; indeed, it is the ultimate aim of all education.” (Petty 2009, 371) This quote perfectly summarizes the role of the teacher, as it has been already stated above at the beginning of the paper: the aim of education is to teach, educate and help learners to learn on their own and to be autonomous.

### **7.2.2 The role of the learner**

Leni Dam focused on learners’ self-assessment, the roles of the learner in the teaching/learning processes in her research: (Dam 1990, 24)

Examples of problems:

- To make pupils ask why
- To respect the pupils’ right to make ‘wrong’ decisions, and learn from it
- To become better at listening to and understanding what the pupils are saying
- To find ‘the best way’ of supporting the need of the pupils to keep track of the work done and progress made
- (Ibid.)

The above stated problems may not be perceived as problems at all. Learners should ask “why” and they should be expected to make “wrong” decisions. It is natural to make mistakes. They can also be able to find the best way for them, the way that suits them personally the best.

Examples of successes:

#### **DEVELOPING LEARNER AUTONOMY**

- Responsibility
  - Cooperation
  - Awareness
  - Interest
  - Engagement
  - Motivation
  - Eager to work
  - Fond of working
  - Decision-making
  - Joint participation
  - Negotiation/discussion
  - To use oneself
  - Being creative
- (Ibid.)

All the successes mentioned above summarize the role of the learner and what they can do with their role when they are in charge of their own learning.

### **7.3 Self-assessment techniques**

The techniques that are useful when supporting learners' self-assessment are introduced in this chapter. All the techniques described are the ones administered, prepared or planned by the teacher. When talking about the portfolio, the teacher is the one who introduces this technique to the learners, when talking about the reflective journals, the teacher is the one who guides the learners, and so on. Finally, the last technique introduces self-produced (learner-produced self-assessment).

#### **7.3.1 Portfolio**

Portfolio is “a purposeful collection of students' work that demonstrates (...) their efforts, progress, and achievements in given areas.” (Genesee and Upshur 1996, 99 in Douglas Brown 2003, 256)

A portfolio may include:

- Essays and compositions in draft and final forms;
- Reports, project outlines;
- Poetry and creative prose;
- Artwork, photos, newspaper or magazine clippings;
- Audio and/or video recordings of presentations, demonstrations, etc.;
- Journals, diaries, and other personal reflections;
- Tests, test scores, and written homework exercises;
- Notes on lectures, and
- Self and peer-assessments – comments, evaluations, and checklists.

(Douglas Brown 2003, 256)

Gottlieb introduces other attributes of portfolio, which are especially applicable to young children. These are: collecting, reflecting, assessing, documenting, linking, and evaluating. (Ibid.)

#### **7.3.2 Reflective diary/journal**

This type of journal or diary serves as a reflection for learners, so that they are able to reflect on their learning. It can be voluntary and serve as a tool for the learners to reflect on their

learning process, to evaluate their strengths and weaknesses. “Once students have started keeping journals, the way we respond to them may determine whether or not they keep them up.” (Harmer 2001, 339) Students should have time to write them, so the teacher can consider including this activity in the classroom. Learners can talk with the teacher about suggestions and include what he or she wants in the diary. (Ibid.)

### 7.3.3 Questionnaires

Questionnaires are a very easy way how teachers can boost learner autonomy with a few simple questions to take into account. Learners reflect on their strengths and weaknesses and this thinking and contemplating helps them to make up some list of their future action.

| <i>How difficult do you think each of these language areas are?<br/>Give a score from 0 (= very easy) to 5 (= very difficult). Say why you have given each score.</i> |                    |                |
|---|--------------------|----------------|
| <b>Language area</b>  | <b>Score (0-5)</b> | <b>Comment</b> |
| <b>Grammar</b>  |                    |                |
| <b>Words and phrases</b>  |                    |                |
| <b>Pronunciation</b>  |                    |                |
| <b>Listening</b>  |                    |                |
| <b>Reading</b>  |                    |                |
| <b>Writing</b>  |                    |                |
| <b>speaking</b>   |                    |                |

*Figure 10: Personal language reflection [adopted from Harmer 2001, 103]*

### 7.3.4 Checklist

Harmer introduces the technique of a checklist to record how one can feel about his/her own progress. Learners are to make a tick when a statement is true about their progress, and a cross when a statement is wrong about them. (Harmer 2001, 103) This technique pushes learners to think about their progress, making it a very beneficial technique. When trained properly, learners are able to fill in the checklist objectively.



| I can  | Yes/No | I know   | Yes/no |
|--|--------|--|--------|
| Deal with misunderstanding                         |        | How to get my meaning across in a conversation |        |
| Use questions tags correctly                       |        | Some American colloquial expressions           |        |
| Express my opinions                                |        | How to listen actively                         |        |
| Take part in meetings                              |        | More about effective communication             |        |
| Agree and disagree politely                        |        | How to interrupt politely in meetings          |        |
| Give compliments                                   |        | More about using connectors and conjunctions   |        |
| Use prepositions of time                           |        | Some different ways of learning vocabulary     |        |
| Recognise and pronounce weak forms of prepositions |        | More about my learning preferences             |        |
| Use the simple present passive                     |        | How well I'm doing                             |        |

Figure 11: Activate your English Intermediate by B. Sinclair and P. Prowse (Cambridge University Press) [adapted from Sinclair and Prowse in Harmer 2001, 103]

### 7.3.5 A record of achievement

This technique includes the learner's assessment of his/her performance. They include "their own assessment of their successes and difficulties and say how they think they can proceed." (Harmer 2001, 104) These forms include both the student comments and teacher comments. Because they both sign the form, it is considered rather formal. Both the teacher and the learner think carefully about the learner's strengths and weakness and they both decide on some forthcoming plans and procedures.

### 7.3.6 Learning hints

One thing that the teacher can do to help his/her learners to become autonomous is to give them advice about their learning techniques. "Students can be given specific strategies for better learning. This may be given in the form of 'learning hints', such as these:" (Harmer 2001, 337)

Example of the learning hint provided by the teacher might be the following:

- Make your own vocabulary notebook.
- List the words in the notebook alphabetically.
- For each word write an example sentence showing how the word is used, for example:  
Library - I went to the library and borrowed a book for two weeks.

(Sinclair and Prowse in Harmer 2001, 103)

### **7.3.7 Learner produced self-assessment**

Leni Dam introduces her concept of ‘Learner-produced questionnaires’ and explains that “One of the best ways of getting a real insight into the learners’ perception of the ongoing processes is probably learner-produced questionnaires.” (Dam 2000, 52) This way, learners can think about their learning experience and show how they perceive their lessons. They can work with their classmates and create a self-evaluation sheet together (with the help of the teacher, when necessary).

## **7.4 Self-assessment types**

As has been already mentioned, different types of assessment are used for different purposes and the same goes for self-assessment. The teacher should use any particular type of self-assessment only when having the respective specific objective and purpose in mind.

The following typology of self-assessment is borrowed from Henry Douglas Brown. He distinguishes between 5 different classifications of self-assessment and peer-assessment: (Douglas Brown 2003, 4)

### **7.4.1 Direct assessment of (a specific) performance**

This type of assessment follows immediately or very soon after the task. It can have the form of oral presentation or it can be written down. (Douglas Brown 2003, 271)

Thus, having made an oral presentation, the student (or a peer) fills out a checklist that rates performance on a defined scale. Or perhaps the student views a video-recorded lecture and completes a self-corrected comprehension quiz. A journal may serve as a tool for such self-assessment.

(Ibid.)

Direct self-assessment helps the learner to think about his/her own performance. The student can work with a checklist or rate his/her own performance on a scale. A journal may also help to note down learner’s feelings, thoughts, and ideas what to do better, or there might be space for his/her own praise.

### **7.4.2 Indirect assessment of (general) competence**

Indirect assessment takes place after a period of time “(...) with a view to render an evaluation of general ability, as opposed to one specific, relatively time-constrained performance.” (Ibid) Indirect assessment can be done, for example, after a month, when

finishing a unit or a module, after the semester, and so on. It does not happen immediately after the learner's performance.

Learners can work with the so called 'scaled rating' (i.e. from "strongly agree" to "strongly disagree") in their worksheets or questionnaires. Douglas also stresses that "an ideal genre for self-assessment is through journals, where students engage in more open-ended assessment and/or make their own further comments on the results of completed checklists." (Douglas Brown 2003, 271–272) They can also include their own ideas, thoughts and feelings.

An example of the indirect self-assessment rating scale provided by Henry Douglas Brown:

|   |           |
|---|-----------|
| I demonstrate active listening in class         | 5 4 3 2 1 |
| I volunteer my comments in small-group work.    | 5 4 3 2 1 |
| When I don't know a word, I guess from context. | 5 4 3 2 1 |
| My pronunciation is very clear.                 | 5 4 3 2 1 |
| I make very few mistakes in verb tenses.        | 5 4 3 2 1 |
| I use logical connectors in my writing.         | 5 4 3 2 1 |

(Douglas Brown 2003, 272)

#### **7.4.3 Metacognitive assessment (for setting goals)**

This type of performance stresses the importance of not just going back to the past or to the previous task but is "(...) setting goals and maintaining an eye on the process of their pursuit." (Douglas 2003, 272) Douglas adds that when learners set some goals on their own, it has its benefits when accomplishing the goal. It can have a form of "journal entries, choices from a list of possibilities, questionnaires, or cooperative (oral) pair or group planning." (Ibid.)

Douglas Brown provides an example of a goal setting self-assessment:

1. My goal for this week is to stop during reading and predict what is going to happen next in the story.
  2. My goal for this week is to finish writing my superman story.
- (Ibid.)

Another example might be a self-assessment of lesson objectives provided by Brown:

| <b>I can</b>                                    | <b>Yes!</b> | <b>Sometimes</b> | <b>Not yet</b> |
|---|-------------|------------------|----------------|
| Say the time in different ways.                 |             |                  |                |
| Describe an ongoing action.                     |             |                  |                |
| Ask about and describe what people are wearing. |             |                  |                |
| Offer help.                                     |             |                  |                |
| Accept or decline an offer or help.             |             |                  |                |
| Ask about and describe the weather and seasons. |             |                  |                |
| Write a letter.                                 |             |                  |                |

Figure 12: Self-assessment of lesson objectives (Brown 1999, 59) [adopted from H. Douglas Brown 2003, 274]

#### 7.4.4 Socioaffective assessment

This type of assessment is very different from the types of assessment discussed so far. It consists of assessing ‘affective factors in learning’. (Douglas Brown 2003, 274)

Such assessment is quite different from looking at and planning linguistic aspects of acquisition. It requires looking at oneself through a psychological lens and may not differ greatly from self-assessment across a number of subject-matter areas or for any set of personal skills. (Ibid.)

Brown introduces an example of self-assessment of learning preferences:

Think about the work you did in this unit. Put a check next to the items that helped you learn the lessons. Put two checks next to the ones that helped a lot.

|                              |  |
|------------------------------|--|
| Listening to the teacher     | Listening to the tapes and doing exercises |
| Working by myself            | Reading                                    |
| Working with a partner       | Writing paragraphs                         |
| Working with a group         | Using the Internet                         |
| Asking the teacher questions |  |

(Douglas Brown 2003, 275)

#### 7.4.5 Student generated tests

Sometimes this type of self-assessment is not considered to be a category of self-assessment type, since it means that learners have some power when conducting a test together with the teacher or themselves. The traditional view on testing considers the teacher to be the one who creates the tests, “but student-generated tests can be productive, intrinsically motivating, autonomy-building processes.” (Douglas Brown 2003, 275–276) As Douglas Brown explains, student generated tests are a great way how to incorporate learners into their learning process. This way, when creating a test, learners can think about all the important aspects and include what they have learned. It supports the development of autonomy by making the learners think about their learning.

## **PRACTICAL PART**

### **8 INTRODUCTION TO THE RESEARCH**

The theoretical part focuses on the theory behind autonomous learning. Topics such as learner-centeredness, aims in ELT, assessment and self-assessment are covered in the theoretical part. Some techniques and types of assessment and self-assessment are presented. The theoretical part includes theoretical expressions explained in a great detail. These theoretical expressions and their definitions are necessary to understand the concept of self-assessment.

The practical part of this master thesis demonstrates a case study conducted by a teacher, the author of this paper. The case study was carried out in one of the primary schools in Pardubice, from the beginning of the school year in 2019 to the middle of the school year in 2020 (November). The focus was given to self-evaluation techniques and their usage in English lessons. This chapter introduces the aim of the practical part and describes the data collection process.

The research was organized as a case study of one class in a primary school in Pardubice. At the beginning of the school year 2019, the learners were fourth graders, the research continued until the beginning of the school year 2020, when they were fifth graders. The research was postponed because of the school closures connected to the coronavirus restrictions. There were 22 learners in the class, they had been learning English since the first grade.

#### **8.1 Case study**

*“A case study is what you call a case, in case, in case you don’t have anything else to call it.”*  
(unidentified student in Jaeger 1988, cited in Nunan, 1992, 74)

This chapter presents the type of research that is a case study. The chapter explains the features and characteristics typical for this kind of research. It also includes the reason why this type of research was chosen.

The research was conducted as a case study. Punch and Oancea propose that “the case study aims to understand the case in depth, and in its natural setting, recognising its complexity and its context.” (Punch and Oancea 2014, 148) Denscombe agrees and adds that this method “allows the researcher to use a variety of sources, a variety of types of data and a variety of research methods as part of the investigation.” (Denscombe 2007, 37) This is very important to mention, as more sources and data were used when conducting this particular research. Denscombe also suggests that “the value of a case study is that it offers the opportunity to explain why certain outcomes might happen more than just find out what those outcomes are.” (Denscombe 2007, 36)

In addition, case studies are the most likely to be conducted in real-life events, backgrounds and situations. A holistic focus should be used, helping to maintain the completeness of the case. However, specific focus is necessary because not everything can be studied. That is why specific research questions are necessary to define the focus – the aim and strategy of the research. (Punch and Oancea 2014, 148)

The importance of preparing a specific research question is also discussed by Yin, who explains that the most suitable form of the research question should be ‘how’ or ‘why.’ (Yin 2003, 22) The aim of the practical part specifically corresponds with this theory and is introduced in the following chapter.

Nunan suggests that a case study “involves a single individual or group”, (Nunan 1992, 82) which is very important when it comes to the question “What is a ‘case’?” The answer to that is provided in one of the following chapters, in which the case of this particular research is described. The fact that the case study “involves a single individual or group” (Ibid.) was one of the reasons why this particular research was conducted as a case study. Another reason was to “understand the case in depth, and in its natural setting, recognising its complexity and its context.” (Punch and Oancea 2014, 148)

## **8.2 Open Coding**

For the analytical section of the practical part, the method of open coding was chosen. The teacher chose this method because she was working with various research tools and the need

for coding was apparent. Punch and Oancea explain that open coding represents “the idea to open up the theoretical possibilities in the data” (Punch and Oancea 2014, 232) and that it requires “a close examination of (some of) the data.” (Ibid.) They also suggest that the technique to achieve labelling in this particular method is overseen by two main activities: “making comparisons and asking questions” (Punch and Oancea 2014, 233)

- What is this piece of data an example of? Or,
- What does this piece of data stand for, or represent? Or,
- What category or property of a category does this piece of data indicate?

(Ibid.)

Punch and Oancea also explain what a code exactly looks like: “Open coding, like all coding, is labelling, putting labels on pieces of data. Sometimes these labels will be descriptive, low-inference labels, (...), but mostly they will be labels that involve a first level of inference.” (Punch and Oancea 2014, 233-234)

### **8.3 Aim of the research**

Before the research was conducted, the aim of the practical part of the research had to be formulated: “The aim of the practical part is to find out if, how, and in what ways can self-evaluation techniques be used in English lessons.”

#### **8.3.1 Research questions**

Several questions had to be established at the beginning of the research. Those questions will be answered at the end of the practical part.

1. When does self-assessment happen?
2. In what part of the lesson does self-assessment happen?
3. How does self-assessment happen?
4. How are learners engaged in the process of self-assessment?
5. Do learners make their own self-assessment sheets?
6. How do learners work with their self-assessment sheets?

## **8.4 The case**

As has already been mentioned above, a class of 22 primary school learners was chosen as the case to be investigated. The investigation started in September 2019 and was finished in December 2020. The research was conducted in English lessons by the teacher – the author of this paper.

### **8.4.1 The context of the case study**

The teacher was well-aware of the language level of the learners, she had been teaching them since their second grade. The detailed knowledge of the students was one of the reasons why they were chosen for the research. Another reason was that the teacher had been using self-assessment techniques in this particular class for some time, therefore learners were used to this kind of assessment and it did not come as a surprise for them. To conclude, as has already been mentioned, the aim of the practical part is to find out if, how, and in what ways can self-evaluation techniques be used in English lessons. Therefore, the teacher chose to work with the learners who were familiar with self-assessment techniques in the English classes.

As the teacher was quite familiar with the class, it was a pleasure to work with them on something such as research for a master thesis. The class was cheerful, lively, positive, talkative, and amazingly friendly. The teacher spent some time in the past discussing several topics regarding the assessment with those same learners. The discussion was done in their mother tongue – the Czech language. One of the topics discussed in the English lessons was assessment in general. The teacher asked the following questions:

- “What does assessment mean to you?”, after which the whole class discussed this topic. The learners agreed that assessment is not only about marks and grades, but also about oral assessment and peer assessment.
- “Why do you think we use marks?” The learners then talked about several possible reasons why teachers and schools in general use marks. They agreed that one mark does not convey all the necessary information.
- “Do you feel included in the assessment process?” All the learners answered ‘yes’, but they agreed that they would like to be even more included. Therefore, the teacher



would prepare and think about possible strategies and methods to include the learners more in their assessment process.

This feedback was very important for the teacher before she started with the research. The teacher made sure that learners were ready to be part of the research. More data collection tools in addition to this interview will be introduced in the following chapter.

## **8.5 Data collection tools**

The following tools were chosen for this research. The tools were chosen with the aim of the research in mind, supporting the research questions. As this paper focuses on self-assessment of primary school learners, tools such as lesson plans, reflective notes, self-assessment sheets, focus groups, and portfolios were chosen. To increase the validity of the research study, five of these methods of data collection were chosen for the purposes of this research. In this chapter, the research tools are introduced and described.

### **8.5.1 Lesson plans**

The lesson plans were prepared by the teacher. The importance of keeping a plan is explained in the theoretical part in more detail. The teacher keeps her lesson plans in a small notebook and prepares a structure for the lesson. For the purposes of this paper, the more formal lesson plans are included, as all the objectives and aims need to be taken into account when analysing all the aspects of autonomous learning.

### **8.5.2 Reflective notes**

As the name suggests, reflective notes are used to reflect on the lesson, as a tool for the teacher to help the learners reflect on these lesson(s). Bailey suggests that “A diary study is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed (sic) for recurring patterns or salient events.” (Bailey 1990, 215) According to Bailey, keeping a diary or a journal requires patience and discipline. (Bailey 1990, 218)

For the purposes of this research, the teacher did not keep a diary, but reflective notes, in order to make notes about the lessons. The teacher’s notes are not very detailed, and they

serve primarily for the teacher to be able to reflect on the lessons and include her personal feelings about the lessons.

### **8.5.3 Self-assessment sheets**

Self-assessment sheets have already been introduced in the theoretical part. For the purposes of this paper, several self-assessment sheets have been included in the research part. Some of them were made by the learner(s), some of them were made by the teacher. All of them are actual authentic materials used in the English lessons.

### **8.5.4 Focus groups**

Learners were divided into 4 groups and they were asked to make a self-evaluation sheet based on the unit they just finished. Learners worked on the self-evaluation sheets and they also created a test for their classmates. Later on, the groups came together to be asked some questions regarding their learning experiences and assessment.

### **8.5.5 Portfolio**

Portfolios are used in English lessons regularly. Learners are still learning to work with them and to use them. One of the main reasons the teacher had decided to include them in the English lessons was the process of reflection. The learners learned to come back to the portfolio, go through the self-assessment sheets, and mark their progress, make a note about the necessity of more practice, praise themselves, and so on.

The learners could also collect their tests, self-assessment sheets, self-designed tests, self-designed self-assessment sheets, exercises, personal notes, and so on. The learners kept their portfolios at school, but they could take them home any time they want. Once a month, the learners “cleaned-up” their portfolio. They went through all the papers, marked those that were no longer necessary, revised the ones that were still necessary to revise and filed the rest. Generally speaking, by the end of the school year, the filed papers and items should be the ones the learners learned. The rest still needs to be worked on.

For the purposes of this thesis, only a sample of the portfolio is provided. One of the reasons is that it would not be very efficient to include all worksheets, tests, and self-assessment sheets. Some coded samples are included in the appendices part of this thesis.

## 9 DATA ANALYSIS AND INTERPRETATION

The following chapter contains the analysis and interpretation of the data collection tools. The respective tools are listed in the order in which the teacher conducting the research was working with them. First, the teacher prepared the lesson plans, then the teacher reflected on the lessons and wrote some reflective notes. Then, the learners were working on their self-assessment sheets and completed them. They were also preparing their own self-assessment sheets together with the tests. Tests and self-assessment sheets were made by the teacher as well as the learners.

### 9.1 Lesson plans

The teacher planned the lessons in accordance with SEP, which follows the rules of FEP. The learners used class books, which also included a syllabus. The teacher followed a customized year plan and a syllabus designed in accordance with the classbook.

The aim of this analytical part is to find out whether the objectives connected with the cognitive domain are used. Because of the importance of the cognitive domain, the value of evaluation is also essential. As has already been explained in the theoretical part, one category follows another and they should be mastered in a particular order, starting with knowledge, and ending with evaluation. Having explained the importance of the aims and of the cognitive domain, the focus of this part of the analysis is given to the verbs used in the lesson plans. The overall aims of all the lesson plans are analysed and the aims – which are in accordance with Bloom's taxonomy – are introduced. (Petty 2009, 413–414)

All lesson plans can be found in the appendices section. The lesson plans are coded with the categories from Bloom's taxonomy. (Ibid.)

#### LESSON PLAN 1

*Overall aim: By the end of the lesson, ls will be able to name, write and spell 5 words: hide, find, bring, choose and catch.*

One verb which is in connection with the KNOWLEDGE category is introduced: *name*.

The teacher mentions that the technique of the traffic lights (three coloured cups) is used during the whole lesson. Verbs from the EVALUATION dimension, which could also be used, might be *assess* – as learners are assessing their progress and their understanding of the whole lesson. Another one is *judge* with a similar meaning as *assess* – they are judging their understanding.

## LESSON PLAN 2

*Overall aim: By the end of the lesson, ls will be able to order months of the year in the correct order and include the information from the given table.*

One verb which is in connection with the KNOWLEDGE dimension is introduced: *order*. Learners are assessing themselves using thumbs up/down as part of the reflection with the teacher. Therefore, the verb *assess* could be used, also the verb *survey* or *test*, as some peer assessment was also conducted.

## LESSON PLAN 3

*Overall aim: By the end of the lesson, ls will be able to answer several questions dealing with holiday celebrations (WH questions – answering using dates).*

No verb from the categories supporting the cognitive domain is used. Learners are assessing themselves, therefore the verb *assess* could be used representing the EVALUATION category. Another example might be *discuss* and *describe* as the discussion about the usage of self-assessment worksheet and what to do with them and so on is done in the class.

## LESSON PLAN 4+5

*Overall aim: By the end of the lesson, ls will be able to read and understand a text about birthday celebration. Then, they will be able to prepare a short invitation in their groups. Ls will also be able to come up with a short WH questions about a text.*

Verbs used in these lesson plans go very nicely in the following order: *understand* (COMPREHENSION) → *prepare* (APPLICATION) → *come up with* (= construct – ANALYSIS). No EVALUATION verbs are included, but they could be. Learners are

assessing each other; therefore the verb *assess* could be used. Also *rank* – as they are providing their classmates with some feedback.

#### LESSON PLAN 6+7

*Overall aim: By the end of the lesson, ls will be able to describe a picture using the present continuous form, they will be able to ask and answer questions and also make a negative form of sentences. Then, ls will be able to prepare their own test – testing present continuous. (student-generated tests). Ls will be able to write and check their test with the help of their peers and their teacher. Ls will be able to fill in a self-evaluation sheet.*

Again, verbs used in these lesson plans go very nicely in an order: KNOWLEDGE → APPLICATION → EVALUATION. The verbs are: *describe* (KNOWLEDGE), *prepare* (APPLICATION), *check* (*assess* – EVALUATION) and *fill in* (*assess* – EVALUATION).

The teacher also included the techniques of self-assessment in the aim, which suggests that the teacher aimed for this particular skill to be mastered. Ls also make their own test to be used later – this skill is also included in the lesson plan.

#### LESSON PLAN 8

*Overall aim: By the end of the lesson, ls will be able to fill in words into a text correctly. Then, they will be able to make their own interview using the given words. At the end, of the lesson, ls will be able to write a letter about their progress regarding this unit.*

Two of the verbs are used: *make* (= CONSTRUCT) which is connected with the APPLICATION category and *write a letter* (= ASSESS) which is connected with the EVALUATION category. Other verbs which would be suitable to use when writing the lesson plan would be for example *investigate* (ANALYSIS) because learners were investigating their strengths and weaknesses when writing the letter. Another one would be *produce* (SYNTHESIS) because they ‘produce’ the letter on their own for themselves.

### **9.1.1 Conclusion**

When planning the lesson and writing the learning objectives, the teacher did not bear the EVALUATION category in mind as much as necessary. A lot of the KNOWLEDGE category verbs appeared, which is the first phase of all categories of the cognitive domain.

When supporting learners' autonomy, the process of evaluation is the most crucial one. Although activities supporting autonomy happened and some of the verbs were also found, when dealing with self-assessment-supporting aims as such, they should be included in the aim, as it is the aim of education – to educate autonomous learners. The teacher included activities in the lesson plan (Activities supporting autonomous learning are coded in the appendices section), but did not include the verbs in the overall aim.

Having summarized all of the overall aims, it is clear that the aims were not SMART, they do not meet all of the categories (specific, measurable, agreed, realistic and timebound). (Petty 2009, 411) Some further proposals are included when suggesting other verbs above.

### **9.2 Reflective notes**

The teacher wrote reflective notes after every lesson for the purposes of this research. The teacher made notes about assessment used in each particular lesson and also notes about the teacher's feelings of the lesson (how the lesson went). The notes contained information about particular techniques of assessment, including several techniques of self-assessment.

REFLECTIVE NOTE, LESSON PLAN 1: The technique of traffic lights was used in the lesson. The teacher's role in this lesson was to be a facilitator – helping only when necessary and asked for help. As the teacher observed the class, it was easier to interact with the learners.

REFLECTIVE NOTE, LESSON PLAN 2: The self-assessment technique used in this lesson was thumbs up/down: when the teacher asked the learners some questions, they either put their thumbs up or down. The teacher then made notes about their responses (feedback for the teacher about the learners, their progress, their feelings). Peer assessment was also used in this lesson – group check.

REFLECTIVE NOTE, LESSON PLAN 3: self-evaluation sheet. Working with self-evaluation sheet, reminding the learners to put it in their portfolio, look at it later.

REFLECTIVE NOTE, LESSON PLAN 4+5: Peer assessment was used in this lesson, because groups commented on each other's performances. The teacher also assessed formally.

REFLECTIVE NOTE, LESSON PLAN 6+7: The learners prepared their own test with correct answers in their small groups. Then, the teacher used their suggestions for the test, copied their exercises and prepared the test for formal testing. Then the learners self-assessed and talked about their feelings, strengths, weaknesses, ideas, and suggestions together with the teacher.

REFLECTIVE NOTE, LESSON PLAN 8: the learners assess themselves using the teacher's suggestions and questions to help them assess objectively their performance.

### **9.3 Self-assessment sheets**

#### **9.3.1 Self-assessment administered by the teacher (SAT)**

Examples of self-assessment sheets administered by the teacher are introduced for the purposes of the practical part of this paper. These self-assessment sheets introduce the assessment form of 'learners assessing themselves' (LAT). These self-assessment sheets are mostly checklists in learners' mother tongue – Czech language. One of the self-assessment sheets is written in English. All the self-assessment sheets are completed, which suggests that learners know how to do it and that learners are used to this kind of assessment. All these self-assessment sheets administered by the teacher are indirect (INA), according to the typology provided by Douglas Brown (Douglas Brown 2003, 271–272), as they are done after a certain period of time, not immediately following the activity. They are administered after completing the unit, after a month, or after one school year. One of the self-assessment sheets was administered after one period of online school learning. (Ibid.)

Self-assessment sheet 1 (SAT-1) consists of a checklist (CH) and of '*I can* statements' written in English. In addition, the learners were asked to draw a smiley face or a frowny face, based on whether they were happy about their progress or not.

Self-assessment sheet 2 (SAT-2) also consists of '*I can* statements' (CH), but is written in the Czech language. This self-assessment sheet also contains a questionnaire (Q) for the learners to fill in and assess their strengths and weaknesses.

Self-assessment sheet 3 (SAT-3) is an example of indirect (INA) assessment after a long period of time – one school year. The learners were asked to assess their own performance during the whole school year and draw themselves on a ladder, according to how well they had done the whole school year. They were also asked to write what the smiley face they had drawn illustrated – the areas of vocabulary (CH). The teacher provided the learners with sets of questions and some clear instructions of how to work with the worksheet. The learners were also asked to draw a picture describing how they had felt about their school year.

Self-assessment sheet 4 (SAT-4) consists of a checklist (CH) with '*I can* statements' which are written in Czech and of thumbs up and down, which are supposed to be coloured – whether the learner agrees with the '*I can* statement' or not. This is an example of indirect self-assessment, although it is not specifically stated in the worksheet.

Self-assessment sheet 5 (SAT-5) is also an indirect self-assessment sheet (INA) and consists of checklist questions (CH) and socioaffective assessment (SOAF) after one year. The self-assessment sheet is very general, focusing on the learner's learning preferences – the learner is supposed to tick statements that are true for him or her.

Self-assessment sheet 6 (SAT-6) is very similar to SAT-5, as it also consists of the combination of a set of checklist (CH) statement and socioaffective assessment (SOAF).

### **9.3.2 Self-assessment administered by the learner (SAL)**

Because learners are used to working with self-assessment sheets, they are often asked to produce their own self-assessment sheets in their English lessons. For the purposes of this paper, 8 self-assessment sheets prepared by the learners (SAL) are introduced in the practical part. Learners usually prepare their self-assessment sheets in small groups. These self-assessment sheets also introduce assessment forms of 'learners assessing themselves' (LAT). All the self-assessment sheets can be found in the appendices.



Self-assessment sheets 1 (SAL-1) were filled in by all learners in the class and are included in the practical part of this thesis to show that every one of the learners successfully completed the self-assessment form, indicating that it is something they are perfectly capable of doing. There are 22 self-assessment worksheets included, there is also one original, which is coded. This self-assessment was prepared as a questionnaire (Q), asking the learners to answer the questions. Additionally, smiley faces were prepared for them to include when filling in the self-assessment form (CH). This is an example of indirect self-assessment (INA), which was produced after some period of time – one unit. This self-assessment is written in the Czech language.

Self-assessment sheets 2-4 (SAL-2, SAL 3, SAL4) contain the original and then also five completed self-assessment worksheets chosen randomly, to show how different learners work with different kinds of self-assessment. Again, the original self-assessment sheets are coded.

Self-assessment sheets 2 (SAL-2) are written in English and consist of '*I can* statements'. They are also an example of indirect assessment (INA), because the assessment was conducted after the learners were done with one of the units – this can be recognized by the usage of specific words in the self-assessment sheet (bring, choose, catch, hide, find). This self-evaluation sheet is an example of a questionnaire (Q), asking the learners to colour the smiley face next to each statement to indicate whether the respective statement is true for them or not. There are five self-assessment sheets included as examples of how different learners filled in different worksheets.

Self-assessment sheets 3 (SAL-3) and 4 (SAL-4) are very similar. SAL-3 is written in both Czech and English language. This self-assessment sheet contains the combination of both languages, suggesting that learners used English words when they were sure how to write them in English. They probably did not want their worksheet to be only in Czech. Both of the worksheets are examples of a checklist (CH).

Self-assessment sheets number 5-8 are included to show how self-assessment sheets can vary and what else can the learners produce. These examples of worksheets are only introduced as originals for the purposes of coding, no examples are introduced. The usage of vocabulary suggests that these self-assessment sheets were composed after one unit (unit 3), dealing with

places in a town (library, cinema,...) and also the past tense (yesterday, last year, was, were...), therefore it is an example of indirect assessment (INA).

Self-assessment sheet 5 (SAL-5) is a perfect example of a checklist (CH). The learners were asked to colour smiley faces and cubes. They were also asked to answer questions using the 'tick or cross' method.

Self-assessment sheet 6 (SAL-6) is also an example of a checklist (CH). This worksheet also contains a scale, but the scale is not finished, so therefore it is very difficult to define the purpose of the scale.

Self-assessment sheets 7 (SAL-7) and 8 (SAL-8) are other examples of a checklist (CH).

### **9.3.3 Learner-generated tests (LGT)**

For the practical part, 8 learner-generated tests were chosen to show how learners can make their own tests. Learners are used to this kind of activity, usually they are supposed to make the test in accordance with the unit or some area of grammar, vocabulary, and so on. The learners included various types of exercises. The tests are included in the appendix section.

LGT-1: Learners prepared sentences and included missing words in the bubble.

LGT-2: This test was testing the knowledge of the months of the year. There is the 'unscramble' exercise, naming all the months in the correct order and dividing the months of the year into season sections.

LGT-3: This test's purpose was to prove the knowledge of time. Writing exercises were included in this test and drawing hour hands according to the instructions was also tested.

LGT-4: This test included filling verbs correctly into sentences and as well as a matching exercise.

LGT-5: This test contained two vocabulary exercises. Filling-in missing letters (without specific instructions about what kind of words – which letters are missing?), then there was a crossword puzzle. In the last exercise, the learners were asked to answer questions using the information given.

LGT-6: This test consisted of several exercises without any instructions. There were some vocabulary exercises, a crossword puzzle and some sentences.

LTT-7: There was a self-assessment task at the top of the test, a checklist asking “How did you do?” and learners were supposed to colour the smiley face which they felt was true about them. This test included the instruction “Fill in the missing letters” and then it was supposed to make a word, but did not really make sense. Then, the learners were asked to create sentences using the verbs ‘was/were’ and draw a map of a city. This test showed a lack of specific instructions.

LGT-8: This test contained one matching exercise using given information. Also, it contained one vocabulary exercise, which was probably not finished, as it did not make any sense.

## **9.4 Focus groups**

The following chapter deals with the coded interviews. The interviews were prepared in Czech, in the learners’ mother tongue, and can be found in the appendix section numbered 1-4. In the next chapter, the interviews are coded and analysed. When referring to a specific interview, numbers of the interviews are used (i.e. N.1, N.2). The teacher – the author of this paper – prepared and interviewed the learners by herself. The interviews were conducted in December 2020 and the aim of these interviews was to find out how self-assessment is perceived by the learners and to show signs of autonomy from the learners’ point of view.

### **9.4.1 Analysis**

#### **AIMS**

The beginning of the interview deals with the aims (A) of the lessons. The teacher asked “How do you know what is about to be taught in the lesson?” The teacher inquired about the aim being stated at the beginning of the lesson, but as was then apparent from the learners’ answers, they did not understand or hear aims stated at the beginning of the lesson. It might be also possible that learners did not understand the question. The teacher tried to rephrase her question, but the learners did not seem to realize that what the teacher was saying at the beginning of the lesson was the aim. In their opinion, the teacher or the headmaster were the ones in charge of the aims.

When the learners were asked about making their own aims when planning the lesson, they answered for example with “test” or “homework” (N.1). (ME) They remembered that they could choose their own aims.

They answered “English” (N.2) and they claimed that they never knew what was about to be taught and that sometimes the other group informed them. They also explained that they never chose their week plan, they just chose their homework.

Learners also mentioned the week plan and the unit (N.3). They also agreed with the teacher that they could choose what to learn (ME). They commented on the homework as a tool to know what was about to be learned.

The last group (N.4) had no recollection of aims being stated, they did not remember or realize aims being stated at the beginning of the lesson.

#### SELF-ASSESSMENT

All learners seemed to be familiar with the process of self-assessment. How different groups viewed some of the questions is discussed here. When discussing their experience with conducting self-assessment sheets by themselves, they reflected on getting their inspiration from self-assessment sheets administered by the teacher (SAT).

When the term self-assessment appears in the interview, the code SA is used. Learners in the first group (N.1) were very familiar with self-assessment. They mentioned that when they assessed their own work (LAT), they could realize that the number of mistakes determined whether they knew it or whether they still needed to work more (N.1 page 2). Learners also mentioned that their classmates could provide some feedback (LAEO, PA).

The second group was not overly willing to share and open to discussion, (N.2) they claimed that their friends did not help them and that the only way was to get a test or to be examined. Finally, one of them remembered and talked about peer assessment. When the term ‘self-assessment’ was mentioned for the first time, learners started to share more. They explained that they could use self-assessment and come back to it after some time. When the learners were asked who decided whether they have learned something or not, they explained that they themselves were in charge of that, suggesting that they were able to assess themselves.

Learners (in interview N.3) talked about the importance of practise to be able to determine whether they had mastered a skill or not. They also claimed that they simply could tell when they knew something. They gave several examples of how they “knew that they knew”: for example, they commented on the correct exercise (having all the answers checked as correct). Learners also mentioned that their classmates could help a lot, stating that they could examine each other, for example. When describing their feelings about self-assessment, the learners mentioned that it helped them to reflect on their learning. They were able to have some kind of self-control over their learning this way, feeling when there was space for self-improvement and practice. In addition, they could also use self-assessment as a way to reflect on their learning. They also mentioned the importance of reflecting and marking their progress (they wrote the date of mastering the skill using a green crayon).

When describing self-assessment, the learners (N.4) mentioned checking and practising what was necessary, working harder on some particular skills, praising themselves, summarizing what one learned, reflecting on what was mastered and what still needed to be mastered.

## TESTING

The teacher provided the learners with learning hints (H) by giving feedback on their work. (N.1). The second group (N.2) explained the traditional point of view of testing (T) – the learners write a test, the teacher corrects the test, the learners then get to know their mistakes.

When asking the learners (N.3) about their knowledge, whether they had mastered a skill or not, they answered that a test could decide that.

## HOMEWORK

Homework is described in the theoretical part as one of the tools to develop learners’ autonomy. (Painter 1992, 42 in Harmer 2000:1 339–339) Examples of how homework is perceived by the learners is described here.

Learners said (in interview N.1) that they knew what was about to be taught (aim) because they received particular homework instructions, revised what was necessary when doing their homework, and that their homework therefore served as a tool to know what they would practise in the following lesson.

In the second interview (N.2), homework was used as a tool to determine whether a particular skill was mastered or not.

The learners (in the interview N.3) viewed homework as a tool to know what was about to be learned.

#### TEACHER AS THE FACILITATOR

As was mentioned in the theoretical part, the role of the teacher is very important. The teacher observes the class, reacts in an appropriate way, and serves as a guide to support the learners' autonomy. (Petty 2009, 390-391)

The learners (N.2) mentioned that when they were filling in their portfolio, they could ask their teacher when necessary. This was very important, as they knew that the teacher was there to help them and guide them.

When the learners (N.3) talked about their experience with knowing and being able to tell whether they had mastered a particular skill, they also mentioned another way the teacher had helped them. They mentioned that when there was space for feedback on their test, the teacher gave them feedback personally and commented on their strengths and weaknesses.

Group four (N.4) described that the teacher was able to help with some explaining when they needed help and asked for it.

#### AUTONOMOUS LEARNING

Examples of autonomous learning can be found in several cases. Learners claimed that when using self-assessment sheets, they could see their strengths and weaknesses, they could remind themselves what they were good at and bad at. They could also use the sheets as a tool to prevent getting bad marks. The learners also shared their experience with making self-assessment sheets (SA, SAL) in the classroom and getting inspiration from their class teacher or from their English teacher.

The teacher did not ask “Are you an autonomous learner?” in the interview. When referring to autonomous learning, signs of autonomy were found in the interview and coded as ‘A’ and highlighted in purple.

The learners (N.1) explained that they found it important to revise, because otherwise they would forget everything. They also commented that when the number of mistakes was high, they knew they should practice more.

The learners (N.2) mentioned the importance of self-assessment sheets and that they served them as a tool to compare what they already knew and what still needed some practise. They also mentioned that they used self-assessment sheets as a reminder of what they knew and what they did not know yet. They returned to their sheets and checked the progress, commented on it, using them again later.

Some of the learners (N.3) explained the importance of the self-assessment sheets (see above when describing the usage of self-assessment sheets in group N.3). They seemed very content with their explanation of the importance of self-assessment.

Group N. 4 talked about their ideas of autonomy. They explained that they thought about their knowledge a lot.

## **9.5 Portfolio**

This chapter starts with a description of the usage of portfolio in English classes by the teacher – the author of this paper. The teacher had introduced the portfolio already in the second grade. As the learners were using the portfolio in other subjects as well, the teacher had no doubt that they would benefit from its usage in the English classes as well.

The learners used it primarily for the collection of worksheets, self-assessment sheets, projects, tests and diaries. The teacher usually reminded the learners to put it inside of their portfolio, as during some classes, the learners reflected on their work. They usually took their self-assessment sheets and marked their progress. If they came to the conclusion that they still needed to work on their vocabulary, for example, they wrote down the date and the progress. They could also work with tests. They usually wrote down whether they practised more and therefore whether they would be able to write the test with better results.

The portfolio also contained learner-generated tests (LGT) and of course learner generated self-assessment sheets (SAL). All of the self-assessment sheets found in the appendices can be found in the learners' portfolios, but for the purposes of the practical part, they are included separately and not copied in the portfolio section. Also, all the self-assessment sheets and tests are coded (P). Examples of different kinds of assessments are coded, some of them have already been commented on above.

An example of learning journal/diary (D) is included in the portfolio part in the appendices section. The diary includes a comment about the learner's progress and his/her own feelings about the lessons and learning. The diary also includes an example of metacognitive assessment (ME), as the learner is making his/her own aims, listing some steps to achieve these aims. There is also an example of a letter produced by the learner for himself/herself included in the learning diary (D).

Some of the worksheets or tests include examples of learning hints (LH) or some records of achievements (ROA) with a comment from the learner.

## **9.6 Conclusion of the research**

At the beginning of the previous chapter, the research questions have been asked. As the analysis in the practical part suggests, learners are used to doing self-assessment in their English classes. Self-assessment happens in various parts of the lesson. Sometimes at the beginning or in the middle, sometimes at the end of the lesson, after one month, or also after one school year. The learners are used to different kinds of techniques. They are used to working with self-assessment sheets, learning diaries, they write letters to themselves or work on their aims. The teacher involves the learners in the process of self-assessment by putting them in charge of making their own self-assessment sheets or their tests. The teacher guides them to better understanding of their learning experience by asking some questions about their strengths and weaknesses and they also write about all this in their learning diaries and letters. The learners are used to working with a portfolio, they usually put their self-assessment sheets and other worksheets used in the English lessons inside. They return to their portfolio after some time and reflect on their experience, for example marking their progress. The learners are guided to a better understanding of their knowledge of how to learn and their involvement in the process of their own learning is significant.



When planning the lessons, the teacher did not include self-assessment aims in the overall aim, although some self-assessment techniques were included in the lessons. When the aim is to educate autonomous learners and an activity including some self-assessment technique is planned, it should be considered whether it corresponds or not.

The learners were included in the process of learning; therefore, the constructivist theory (CTL) is supported. As for comments on some of the methods, The Silent Way (SW) method can be seen and introduced in several cases, usually with the teacher being silent and observing the lesson. The teacher is there for the learners, but only when the learners need him/her. Signs of the Community Language Learning method (CLL) were noticed when it was apparent that the teacher considered the learners' feelings, backgrounds, and relationships among them. Signs of suggestopedia were not really found in any of the research tools but can be commented on. The usage of music is crucial: when the learners work on some project or interviews, the teacher plays instrumental music to help them concentrate more. It is not written anywhere, as the teacher did not realize this being an issue worth mentioning in the lesson plans or reflective notes.

## CONCLUSION

This master thesis has explored the process of self-assessment as a tool towards the development of learner autonomy. The theoretical part established the foundations of the autonomous learning theory and suggested that the theory of learner centeredness plays a crucial part in the process of 'learning how to learn'. It was implied that learners should be included in the process of learning and that the focus of the lesson should be shifted away from the teacher to the learner.

In order to become active participants in the process of learning, learners should be aware of their goals. One of the ways how the teacher can support the learner's perception of aims is to incorporate aims into the English classes, but as the practical part and the research suggested, learners do not realize that, and they do not pay attention. What works for the learners, as the practical part suggests, is using self-assessment sheets and reflecting on their learning and their experiences. Learners include their own aims and then they reflect and come back to the self-assessment sheet. When learners are actively involved in the process of learning, they know where they are going, they have their aims and objectives. Learners should not play a passive part in their learning experience. Learners should be responsible for their improvement and the teacher should teach them how to get better at this process.

The teacher as a facilitator plays a fundamental role in all the above-mentioned processes. The teachers guide the learners and provide them with tools to become autonomous. They provide formative feedback, they include aims in their lessons, they help the learners to use self-assessment sheets and therefore, the development of autonomy is facilitated.

The practical part was conducted as a case study which focused on self-assessment. The analysis discovered that by putting learners in charge of their own learning, they can become autonomous and are able to reflect on their learning experience. But one downside was also found when working on the analysis - aims, although specifically mentioned at the beginning of the lesson, do not play such an important part, as the learners do not seem to pay attention. On the other hand, this may not be perceived as a problem, if the learners still get to work with aims in their self-assessment sheets, which they do in this case. Another fact resulting from the analysis is that learners do not find it problematic to design their own self-assessment sheets and tests. They showed a lot of creativity, producing wonderful works that

can be found in the appendices section of this thesis. What is also worth mentioning is how the learners work with their diary and reflection. Portfolio is another tool which was analysed, including all kinds of worksheets from ELT classes, not only assessment worksheets, but also diaries, comments, scales, and so on. Portfolio can therefore be perceived as yet another technique which, if used properly, can serve as a tool to develop learner autonomy.

When it comes to interview (focus groups), the question of whether the learners are on the right track to becoming autonomous or not can be answered: yes, they are (the author of this paper would argue that they had already been autonomous – if not all, then at least most of them). They are confident in their answers when it comes to questions about their learning experiences. They can answer questions regarding their strengths and weaknesses. They can plan their learning; they are able to set aims. They reflect on their learning experience, they plan their reflection, they practise when necessary, they practise what is – according to them – necessary. They know how to learn.

To conclude, self-assessment has a huge potential as a tool to help learners to become autonomous. When learners train to be the ones who are in charge of their own learning, they can truly learn to do that. Learners are learning to learn, to include goals that are achievable and to be aware of their strengths and weaknesses. Learners learn to judge their performance objectively and are able to answer simple questions regarding their need for improvement, for example. To educate an autonomous learner is one of the key competencies – a learning competency – and should be therefore included in ELT classes.

## RESUMÉ

Proces autonomního učení u žáků základní školy je jedním z cílů základního vzdělání a je také definován jako jedna z klíčových kompetencí. Tato kompetence k samostatnému učení je velmi důležitá, protože zdůrazňuje žákovu soběstačnost a jeho schopnost uvažovat nad cíli ve vzdělávání. Výchova k autonomii by měla být součástí výuky a měla by žákovi pomoci vybudovat si zdravé návyky v procesu učení. Žák by měl být schopen tvořit si sám dosažitelné cíle a zpětně hodnotit jejich naplnění. Při čtení této diplomové práce se čtenář dozví, jaké techniky a přístupy lze zvolit při rozvoji autonomního učení pomocí sebehodnocení. Práce se skládá z teoretické a praktické části, kdy teoretická část poskytuje ucelený základ pro následovný výzkum, který je zpracován jako příkladová studie, co využívá četné nástroje pro zjištění, jakým způsobem dochází k sebehodnocení v hodinách anglického jazyka na prvním stupni základních škol.

První kapitola se zabývá autonomií. Proces autonomního učení ale vyžaduje určité techniky a přístupy, které žákovi pomohou v jeho cestě. Tyto techniky jsou žákovi poskytnuty vyučujícím. Učitel je pak v celém procesu ten, kdo má za úkol žáka k autonomii vést. Techniky, jako například práce s domácím úkolem či vedení deníku, mu mohou pomoci v osvojování základních prvků autonomního učení. Učitelova role je role facilitátora. Pedagog se zaměřuje na osobnost žáka a vede ho k samostatnosti, je nápomocen, když ho potřebuje, sleduje, observuje a poskytuje zpětnou vazbu. Bez jeho pomoci by bylo pro žáka velmi obtížné dosáhnout celé správnosti autonomního procesu vedení k samostatnosti. Učitelova role je tedy klíčová.

Druhá kapitola je věnována výuce, kdy je pozornost v hodině anglického jazyka odtržena od učitele a žák je ve středu dění. Zde přichází na řadu konstruktivistická teorie, jež je velmi důležitá v procesu autonomního učení. Jak už bylo řečeno, pozornost je v tomto případě odvrácena od učitele a je věnována žákovi. Techniky, které je možné při takovém procesu využít, jsou různé. Lze například aplikovat metody Tichý způsob (The Silent Way) nebo Společenské jazykové učení (Community Language Learning). V další kapitole následuje vymezení prvostupňového žáka - kdo je to žák prvního stupně, jak je starý, jaký je jeho kognitivní vývoj apod.

Následující kapitola hovoří o typologii cílů, které lze ve výuce cizích jazyků využít. Jejich problematika je důležitá pro rozvoj autonomního učení, protože nedílnou součástí je práce s cílem a reflexe, zda bylo cíle dosaženo. Cíle jsou v této kapitole popsány z hlediska kategorizace SMART a také dle Bloomovy taxonomie, kde jsou také uvedena slovesa, která jsou vhodná k jejich formulaci. Část kapitoly je věnována problematice plánování hodin. Celý proces plánování totiž potřebuje i cíl, čeho chce učitel dosáhnout, co se mají žáci naučit apod.

Kurikulární dokumenty úzce souvisí s problematikou cílů a jsou proto nezbytnou součástí celé práce a následující kapitoly. Ta vysvětluje důležitost těchto dokumentů a věnuje se jejich základní charakteristice. Rámcový vzdělávací program vymezuje výstupy, kterých mají žáci na určité úrovni dosáhnout. Z hlediska jazyka a jazykové komunikace jsou v této diplomové práci popsány výstupy cizího jazyka pro první stupeň. Tyto výstupy lze chápat jako cíle; co se žáci mají naučit, čeho mají dosáhnout a na jakou jazykovou úroveň se mají dostat. Je zde také popsán CEFR, protože jeho důležitost spočívá především ve vymezení jednotlivých úrovní.

Poslední dvě kapitoly teoretické části se týkají definice hodnocení a konceptu sebehodnocení. V části, která se věnuje hodnocení obecně, jsou vymezené typy a formy hodnocení. Kapitola týkající se sebehodnocení představuje jednak samotnou definici, ale také uceluje role žáka a učitele v celém procesu. Následují praktické techniky sebehodnocení uzavírající teoretickou část. V této kapitole jsou představeny nejrůznější praktiky, se kterými mohou žáci i učitelé pracovat v hodinách anglického jazyka a podporují rozvoj autonomního učení. Jedná se například o sebehodnotící listy, deník, vymezení cílů, komentáře, portfolio, kontrolní seznam, dotazník, zakreslení dosaženého úspěchu, atd.

Praktická část odkrývá odpověď na výzkumnou otázku, zda a jakým způsobem dochází k sebehodnocení na prvním stupni základní školy. Jak už bylo řečeno, praktická část byla zpracována formou případové studie, kdy za případ považujeme třídu 22 žáků na prvním stupni základní školy. Tato část práce vysvětluje, co je to případová studie a dále také formu vyhodnocení dat, což je metodika otevřeného kódování. Jsou zde sepsány výzkumné otázky a představeny výzkumné nástroje: plány hodin, reflektivní poznámky, sebehodnotící listy, ohniskové skupiny a portfolio. Všechny tyto výzkumné nástroje jsou kódované a dostupné v příloze diplomové práce.

Analytická část odhalila, že k sebehodnocení žáků v hodinách anglického jazyka dochází. Dochází k němu v nejrůznějších částech hodin a vždy různou formou. Učitel ve formulaci cílů ne vždy použil vhodná slovesa nebo je nepoužil podle platného vzorce kognitivní domény v Bloomově taxonomii, tzv. seberozvojová slovesa, či slovesa, která by žákovi pomohla v učení o učení. I když hodiny obsahovaly některou seberozvojovou aktivitu, v cíli tato skutečnost nezazněla. Pro analytickou část diplomové práce bylo kódováno několik sebehodnotících listů. Ty byly buď vytvořeny vyučujícím, nebo samotnými žáky. Výběr listů a jejich analýza ukázala, že žáci jsou schopni se sebehodnotit. Dále bylo vybráno na ukázkou několik testů, které si žáci vytvořili sami. Tato skutečnost jejich vlastního zapojení do procesu výuky naznačuje správný krok k autonomii. Žáci tím přebírají zodpovědnost za jejich vlastní učení a jsou zapojeni do procesu hodnocení a sebehodnocení. Na několika příkladech v příloze v sekci portfolio je patrné, že v několika případech byli taktéž zapojeni do procesu hodnocení, což pozitivně ovlivňuje rozvoj autonomie ve smyslu převzetí zodpovědnosti a schopnost se ohodnotit.

Nejzajímavějším poznatkem z rozhovoru se skupinkami je, že i když učitel na začátku hodiny cíl sdělí, žáci to vůbec nevnímají, nerozumí mu, nebo ho z nějakého důvodu nepovažují za důležitý. Cíle jsou však s žáky rozebírány prostřednictvím deníku, sebehodnotících listů a další formou reflexe. O cíle jako takové tedy nepřichází, ale jejich stanovení učitelem není v tomto případě efektivní a měla by být změněna forma předání.

V poslední části diplomové práce je shrnut výzkum a je zodpovězeno na výzkumné otázky. Závěrem je tedy důležité zmínit, že rozvoj autonomního učení za použití sebehodnotících principů je velmi efektivní a autor diplomové práce jej může pouze doporučit. Z nabízených technik se velmi osvědčily sebehodnotící listy, vlastní tvorba žáků a také jejich zapojení do procesu hodnocení a sebehodnocení. Stejně přínosné je pak využití deníku a portfolio.

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## APPENDIX A - List of codes

| LIST OF CODES |  |
|---------------|--|
| SAT           | SELF-ASSESSMENT ADMINISTERED BY THE T.         |
| CH            | CHECKLIST                                      |
| INA           | INDIRECT ASSESSMENT                            |
| Q             | QUESTIONNAIRES                                 |
| SDAF          | SOCIOAFFECTIVE ASSESSMENT                      |
| P             | PORTFOLIO                                      |
| RD            | REFLECTIVE DIARY                               |
| LTO           | A LETTER TO ONESELF                            |
| ROA           | A RECORD OF ACHIEVEMENT                        |
| LH            | LEARNING HINTS                                 |
| SAL           | SELF-ASSESSMENT ADMINISTERED BY THE LEARNER(S) |
| LGT           | LEARNER-GENERATED TESTS                        |
| INA           | INFORMAL ASSESSMENT                            |
| FA            | FORMAL ASSESSMENT                              |
| NORA          | NORM-REFERENCED ASSESSMENT                     |
| CRRA          | CRITERION-REFERENCED ASSESSMENT                |
| FOA           | FORMATIVE ASSESSMENT                           |
| SVA           | SUMMATIVE ASSESSMENT                           |
| PA            | PEER ASSESSMENT                                |
| TAL           | TEACHER ASSESSING LEARNERS                     |
| LAT           | LEARNERS ASSESSING THEMSELVES                  |
| LAEO          | LEARNERS ASSESSING EACH OTHER                  |
| SA            | TERM SELF-ASSESSMENT                           |
| A             | AIMS   |
| ME            | METACOGNITIVE ASSESSMENT                       |
| A             | AUTONOMY                                       |
| T             | TESTING  |
| H             | HOMEWORK                                       |
| F             | TEACHER AS FACILITATOR                         |
| D             | LEARNING JOURNAL (DIARY)                       |
| CTL           | CONSTRUCTIVIST THEORIES IN LANGUAGE LEARNING   |
| JW            | SILENT WAY                                     |
| CLL           | COMMUNITY LANGUAGE LEARNING                    |
| SG            | SUGGESTOPEDIA                                  |

**APPENDIX B - Coded lesson plans and reflective notes**

**LESSON PLAN 1**

Class: 4D

Level: A1+

Overall aim: By the end of the lesson, ls will be able to name, write and spell 5 words: hide, find, bring, choose and catch.

Date: 7/10/2019

*KNOWLEDGE*

Time: 45 minutes

| Activity  | Material and aids          | Time needed | Interaction patterns | Objectives  |
|---|----------------------------|-------------|----------------------|---|
| <p>1. <b>WARM-UP</b><br/>Stand up if ...<br/>- if you are happy<br/>- if you can ride a bike<br/>- ...</p>  | Teacher's sentences        | 5 m         | T <-> LS             | <p>Ls stand up when the sentence is true about them.<br/>They communicate with the teacher using their body (standing up).</p>                                |
| <p>2. <b>WATCHING A VIDEO</b><br/>Learner watch a video for this unit – there is some new vocab (hide, find, bring, choose, catch) watching the video twice</p> | Video and exercise book    | 12 m        | LS <-> video         | <p>Ls watch a video and work on a small exercise in their exercise books. Based on the video, they are able to fill in the words to the correct pictures.</p> |
| <p>3. <b>FLYSWATTERS</b><br/>In groups: using flyswatters to hit the right card.</p>  | Flash cards<br>Flyswatters | 5 m         | T <-> LS             | <p>Ls hit the correct card using the flyswatters.</p>   |
| <p>4. <b>NAME THE RIGHT CARD</b><br/>Playing the game</p>   | Flash cards                | 15 m        | T <-> LS             | <p>Ls play the memory game.</p>   |
| <p>5. <b>MATCHING EXERCISE</b><br/>Naming the picture, spelling, matching.</p>  | Exercise book              | 8 m         | LS <-> LS            | <p>Writing exercise.</p>  |

**REFLECTIVE NOTES:**  
7/10/2019

**ASSESSMENT:**

JA

- In the whole lesson: is used 3 coloured cups. They moved them according to their understanding. Traffic lights: they put them on their desk.
- Teacher provided is with the immediate feedback in the lesson, teacher worked as an observed and tutor – helped learners when necessary.
- Teacher observed the lesson and the cups on is' desks helped the teacher a lot. It was much easier to scan the class.

**FEELINGS ABOUT THE LESSON:**

- Learners worked very effectively and they weren't afraid to use the cups to show their uncertainty. Teacher scanned the classroom and the teacher was available there for the learners.

FACILITATOR

**LESSON PLAN 2**

Class: 4D

Level: A1+

Date: 8/10/2019

Time: 45 minutes

*KUNU/ETDGE*

Overall aim: By the end of the lesson, Ls will be able to order months of the year in the correct order and include the information from the given table.

| Activity  | Material and aids               | Time needed | Interaction patterns | Objectives  |
|---|---------------------------------|-------------|----------------------|---|
| 1. <b>WARM-UP</b><br>Naming the months of the year.   | Months of the year - flashcards | 10 m        | T <-> LS             | Ls repeat the names of the year after the teacher, then they are able to name them on their own – drill.                                  |
| 2. <b>PAIR WORK</b><br>Labelling the activities.<br>Revision: labelling the pictures with the correct words from the previous lesson. | exercise book                   | 7 m         | LS -> exercise book  | Revision from the previous lesson – labelling the pictures using the correct words.   |
| 3. <b>FLYSWATTERS</b><br>In groups: using flyswatters to hit the right card.  | Flash cards<br>Flyswatters      | 8 m         | T <-> LS             | Using flyswatters to hit the right card.<br>Competition.<br>Vocab: months of the year.  |
| 4. <b>NAME THE RIGHT CARD</b><br>Playing the game   | Flash cards                     | 10 m        | T <-> LS             | Playing vocab game: name the right card: Ls will be able to name the right card in the correct order.<br>Ordering the months of the year. |
| 5. <b>MATCHING EXERCISE</b><br>Naming the picture, spelling, matching, ordering the picture.  | Exercise book                   | 5 m         | LS <-> LS            | Naming and spelling months of the year.   |
| 6. <b>ASSESSMENT</b>  | Teacher's questions             | 5 m         | T <-> LS             | Ls are able to answer the questions using their thumbs. <i>SA</i>   |

**REFLECTIVE NOTES:**  
8/10/2019

**ASSESSMENT:**

- Assessment after the activity: learners sit together with the teacher in the circle.
- Teacher asks question (sentences) about the activity and learners make thumbs up/down. **SA**
- Feedback for the teacher about the activity: teacher made notes about learners' responses. **W**
- Teacher was providing learners with immediate feedback while scanning the lesson and observing their work. - **FACILITATOR**
- Peer assessment: during the competition, the groups checked each other's' pronunciation and paid attention to the usage of correct words. **PA**

**FEELINGS ABOUT THE LESSON:**

- The lesson was primarily aimed at the new vocab. Vocab games and activities are very popular with the learners, so they didn't want to stop playing.
- More assessment

**LESSON PLAN 3**

Class: 4D  
Level: A1+

Overall aim: By the end of the lesson, ls will be able to answer several question dealing with holiday celebrations (WH questions – answering using dates).

Date: 10/10/2019

Time: 45 minutes

| Activity   | Material and aids  | Time needed           | Interaction patterns                               | Objectives  |
|--|--|-----------------------|--|---|
| <p><b>1. WARM-UP</b><br/>The king game – vocabulary.</p> <p><b>2. GROUP WORK</b><br/>Matching picture of holidays with the month – the month with the season.</p>  | <p>Teacher's sentences</p> <p>Pictures of holiday and pictures of months</p> | <p>5 m</p> <p>5 m</p> | <p>T &lt;-&gt; LS</p> <p>LS &lt;-&gt; pictures</p> | <p>Ls stand and play the king game. When asked, they are supposed to translate the word. They compete with their classmate, the fastest wins.</p> <p>Ls are able to match a picture of holiday with the correct month and then with the season.</p> |
| <p><b>3. WC</b><br/>Learners sit in the circle together with the teacher – teacher asks WH questions about the holidays and learners answer with the correct date. Dates are scattered around inside the circle.</p> | <p>Teacher's questions<br/>Dates</p>   | <p>15 m</p>           | <p>T &lt;-&gt; LS</p>                              | <p>Ls answer the questions using the correct date.</p> <p>Ls play the memory game.</p>  |
| <p><b>4. INDIVIDUAL WORK</b><br/>Answering questions about holidays in their exercise book. – peer assessment</p>  | <p>Exercise book</p>   | <p>5 m</p>            | <p>LS -&gt; exercise book<br/>LS &lt;-&gt; LS</p>  | <p>Writing exercise.<br/>Individual work.<br/>Peer assessment. <b>PA</b></p>  |
| <p><b>5. SELF EVALUATION + DISCUSSION</b><br/>I can statements.</p>  | <p>Self-evaluation sheet.</p>  | <p>15 m</p>           | <p>LS &lt;-&gt; LS</p>                             | <p>Filling in their self-evaluation sheet, group discussion with the teacher. <b>SA</b></p>   |



**REFLECTIVE NOTES:**  
10/10/2019

**ASSESSMENT:**

- Assessment after the whole lesson: filling in Is self-evaluation sheet ✓A

**FEELINGS ABOUT THE LESSON:**

- At the end of the lesson, Is were given self-evaluation sheet with I CAN statements made by the teacher. Is filled in the self-evaluation sheets and then a short discussion with the teacher followed.
- After the short discussion, just a few minutes before the end of the lesson, Is revised what to do with their self-evaluation sheets:
  - o Put it in your portfolio
  - o Have a look at it later to see some progress and mark it together with the date (today's date is also filled in)
  - o Throw it away? – why yes, why no?
- I would change: group reflection together with the learners, it takes more time to discuss their feelings and this part of the lesson was a bit fast and it did not feel right to continue with another activity.

ELL

**LESSON PLAN 4 + 5**

Class: 4D  
Level: A1+

Date: 14+15/10/2019

Time: 90 minutes

Overall aim: By the end of the lesson, Ls will be able to read and understand a text about birthday celebration. Then, they will be able to prepare a short invitation in their groups. Ls will also be able to come up with a short WH questions about the text.

*COMPREHENSION*  
*APPLICATION (= connect)*

| Activity   | Material and aids   | Time needed | Interaction patterns                                | Objectives   |
|--|---|-------------|---|--|
| <p><b>1. WARM-UP</b><br/>Flash cards on the ground, Ls can jump over the card and move on to the next one if they say the word correctly (teams compete)</p> <p><b>2. GROUP WORK</b><br/>Learners are divided into teams according to their preference. They agree on the criteria together with the teacher – working on the project.<br/>Read and translate your b-day invitation, they make your own and think about the theme. Teacher observes, helps when necessary.</p> | <p>Cards – preparation for the next activity (Pre-reading activity)</p> | <p>10 m</p> | <p>Ls &lt;-&gt; Ls</p>                              | <p>Ls stand name the cards, they check each other's pronunciation and the correct words. <i>PA</i></p> |
| <p><b>3. PRESENTING, PEER ASSESSMENT</b><br/>Ls present their invitations and provide each other with feedback - peer assessment.</p>  | <p>Reading<br/>Their own invitation</p>                                 | <p>30 m</p> | <p>T -&gt; Ls<br/>LS &lt;-&gt; Ls<br/>T -&gt; I</p> | <p>Ls read and translate the text, then they work on their own b-day invitation.</p>                   |
| <p><b>4. SPEED DATING</b></p>  | <p>invitations</p>  | <p>15 m</p> | <p>Ls &lt;-&gt; LS<br/>I -&gt; Ls</p>               | <p>Ls provide each other with feedback. <i>PA</i></p>  |

|  |   |      |           |  |
|--|---|------|-----------|--|
| Playing the game: making – up questions about their b-day invitation using WH questions<br>Ls answer the questions | invitations   | 30 m | T <-> LS  | Ls play the speed dating game<br><br>Checking the questions.<br><br>feedback |
| 5. <b>WC CHECK</b><br>Ls check the answers, the chain: question – answer   | question – answer<br>immediate peer<br>assessment<br>(feedback) | 5 m  | LS <-> LS |  |
| 6. <b>ASSESSMENT</b><br>Jednička každému za aktivitu při práci na projektu.  |   |      |           |  |

**REFLECTIVE NOTES:**

14+15/10/2019

PEER ASSESSMENT

- Ls commented on each other's performances
- It was very good and felt right – learners were engaged in the lesson and they participated in providing feedback very actively and openly, I was asking them for their feedback, asking questions like "what did you enjoy about this performance? Was there something that needs to be worked on?..." I was asking additional questions and tried to make them think about the feedback in more detail.
- Jednička byla dána každému za aktivní práci na projektu.
- When checking the correctness of the question-answer chain, I provided their classmates with an immediate feedback. PA

**LESSON PLAN 6 + 7**

Class: 4D

Level: A1+

Date: 17/10/2019 + 21/10/2019

Time: 90 minutes

Overall aim: By the end of the lesson, Ls will be able to describe the picture using present continuous form, they will be able to ask and answer question and also make a negative form of the sentences. Then, Ls will be able to prepare their own test – testing present continuous. (student-generated tests)

*APRES - EVALUATION*  
*APRES - EVALUATION*  
*APRES - EVALUATION*

Ls will be able to write and check their test with the help of their peers and their teacher. Ls will be able to fill in the self-evaluation sheet.

| Activity  | Material and aids  | Time needed                      | Interaction patterns  | Objectives   |
|---|--|----------------------------------|---|--|
| <p>1. <b>GROUP FORMING USING VOCAB PARIS</b></p> <p>Ls pair if they have the same picture - they ask questions</p> <p>2. <b>STATIONS - 5 GROUPS</b></p> <p>Ls switch places after 6 minutes.</p> <p>Each group has a different picture with questions to answer – they make their own questions with positive and also negative answers. Teacher observes and helps when necessary.</p> <p>3. <b>MAKING THEIR OWN TEST</b></p> <p>Ls prepare some exercises to include in the test based on the previous activity</p> <p>4. <b>CHOOSING THE EXERCISES</b></p> | <p>pictures</p> <p>Stations, pictures, questions, answers</p> <p>Test making</p> | <p>2 m</p> <p>30</p> <p>10 m</p> | <p>Ls &lt;-&gt; LS</p> <p>LS &lt;-&gt; LS</p> <p>T &lt;-&gt; LS</p> | <p>Ls pair up with their partners if they have the same pictures.</p> <p>Ls work in groups and describe pictures, answer questions, make other questions.</p> <p>Ls make their own test.</p> |

|  |   |                                    |   |  |
|--|---|------------------------------------|---|--|
| <p>Ls together with the teacher choose what to include in the test.</p> <p>5. <b>WRITING THE TEST</b> <i>FA</i></p> <p>6. <b>CHECKING THE TEST</b> <i>FA</i></p> <p>Ls check the test together, they correct their own test using the green coloured pen/pencil. First, the teacher asks the learners whether they agree or not with the answer. Then, the teacher either agrees or disagrees.</p> | <p>Test finalising</p> <p>Test <i>FA</i></p> <p>Checking the test</p> | <p>3 m</p> <p>20 m</p> <p>10 m</p> | <p>T &lt;-&gt; LS</p> <p>LS -&gt; test</p> <p>LS &lt;-&gt; LS</p> | <p>LS complementation.</p> <p>LS write the test</p> <p>Checking the test – peer assessment</p> |
| <p>7. <b>SELF-ASSESSMENT</b> <i>M</i></p> <p>Who is finished with their test, is fill in the self-evaluation sheet prepared by the teacher. Discussion follows, so the teacher makes sure that everyone understands.</p> <p><b>EXTRA:</b> who wants, prepare your own self-evaluation sheet in the remaining time</p>  | <p>Self-assessment<br/>Feedback about the test</p>                    | <p>15</p>                          | <p>LS -&gt; self-evaluation sheet</p>                             | <p>Filling in the self-evaluation sheet.</p>   |

**REFLECTIVE NOTES:**

17/10/2019  
21/10/2019

**ASSESSMENT:**

- At the end of the lesson, ls make their own test to be later graded. Each group works on the test of their own. Teacher then uses their suggestions in the process of complementation of the test.
- Self-assessment is used primarily for the discussion about the test. (scales, colouring smiles, self-composed questions for discussion)
- Discussion happens in the circle

**FEELINGS ABOUT THE LESSON:**

- They work on their own test to be graded in groups. Ls quite enjoy this activity, they search in their workbooks and notebooks, they open their portfolio and try to find something interesting to include in the test and they discuss in their groups about what to include.
- They also prepare they key – correct answers
- Discussion after the activity:
  - o They knew what to expect and were quite happy about their results
  - o This follows a simple rule: test what you teach
  - o They really wanted to do it again, they really enjoy preparing their own tests
- The only problem was, that we needed more time to properly finish the lesson, we did not finish complementation of the test, so we continued at the beginning of another lesson.
- Ls had enough time to manage the test and then, they checked together (peer assessment) and they corrected their test using a green pen/pencil.
- Ls seemed sure about their work and happy with their results.
- In the remaining time, some of them prepared self-assessment sheet.

**LESSON PLAN 8**

Class: 4D  
Level: A1+

Date: 22/10/2019

Time: 45 minutes

Overall aim: By the end of the lesson, Ls will be able to fill in the words into the text correctly. Then, they will be able to make their own interview using the given words. At the end of the lesson, Ls will be able to write a letter about their progress regarding this unit.

*CONCEPT - APPLICATION*  
*ASSESS - EVALUATION*

| Activity  | Material and aids  | Time needed                                 | Interaction patterns   | Objectives   |
|---|--|---|--|--|
| <p>8. <b>WARM-UP</b><br/>TPR "Touch your nose if... sit down if... pick up your pencil case if..."</p> <p>9. <b>PAIR-FORMING</b><br/>Learners pair up using the method of picture - words chase.</p> <p>10. <b>PAIR-WORK</b><br/>Instruction to the following activity including criteria.<br/>In pairs: Ls fill in the text, they train the conversation, then they prepare their own interview.<br/>Ls present the interview to the teacher - teacher observes, assesses and gives a feedback, gives marks.</p> <p>11. <b>WRITE THE LETTER TO SELF</b><br/>Ls assess this unit and their progress using the method "write the letter to yourself"<br/><b>EXTRA: worksheet</b></p> | <p>Teacher's sentences</p> <p>Pictures and words</p> <p>Text<br/>Their own interview</p> <p>letter</p> | <p>5 m</p> <p>5 m</p> <p>25</p> <p>10 m</p> | <p>T &lt;-&gt; LS</p> <p>LS &lt;-&gt; Ls</p> <p>T &lt;-&gt; LS<br/>T &lt;-&gt; L<br/>L &lt;-&gt; L</p> <p>L -&gt; letter</p> | <p>Ls do what the teacher says when the sentence is true about them. They communicate with the teacher using their body (standing up, touching their head,...).</p> <p>Ls pair up.</p> <p>Speaking exercise.<br/>Training their own interview.<br/>Assessment provided by the teacher.</p> <p><i>INA, FA</i></p> <p>Ls write the letter to themselves.</p> |

**REFLECTIVE NOTES:**  
22/10/2019

**ASSESSMENT:**

Os present their interviews and then they mark their own performance, the teacher asks them "what do you think about your performance, do you think, it was flawless, is there something you still need to work on?" and so on. *FACILITATOR*

- This way, is suggest the grade on their own. *OK -> TESTING!*
- The teacher helps them by asking questions

**FEELINGS ABOUT THE LESSON:**

- Ls were engaged and they worked very nicely with their partners



APPENDIX C - Coded self-assessment sheets administered by the teacher (SAT)



**P**


ZŠ Stáňkova Paroubice SAT-1 Měnsa ČR - Svět vzělání


**SELF-EVALUATION**  
UNIT 7 – FOREST ANIMALS


**INA  
LAT**


NAME [REDACTED] DATE 7.3.2020


I can: draw  or 


Recognize all the forest animals  
(eagle, mole, hedgehog, deer, fox, bear, owl, wolf, squirrel, wild boar) 


Name all the forest animals 



Use THIS, THAT, THESE, THOSE  
(This is an owl.)  
(These are owls.) 

Count forest animals  
(1 mole, 2 foxes) 

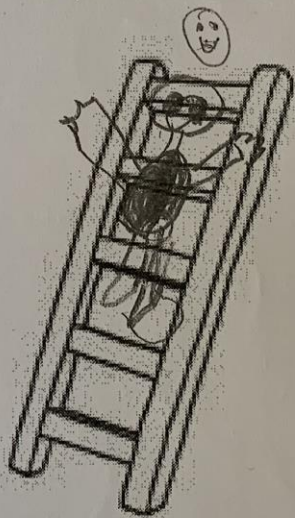
Describe forest animals  
(Those owls are orange.) 

Use: There is a (fox) 

Use: There are (foxes) 

How did I do:  
Draw yourself with  or 

**CH**



P

SAT-2

LAT  
INA

# SELF-EVALUATION

## UNIT 1 - WELCOME BACK TO EARTH

NAME: \_\_\_\_\_

DATE: 16.10

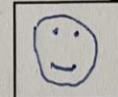
I can: draw ☺ or ☹

✓ Umím vyjmenovat všechny měsíce v roce:

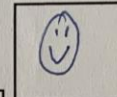


CH

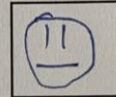
✓ Umím vypsát všechny měsíce v roce:



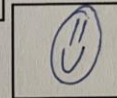
✓ Zopakoval(a) jsem si vše ze 3. Ročníku



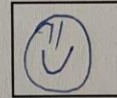
✓ Pamatuji si použití DO, DOES



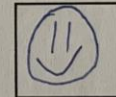
✓ Umím vyjmenovat roční období



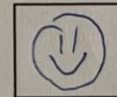
✓ Umím popsat svůj den



✓ Umím říct, jaké aktivity dělám během dne



✓ Umím říct, jak často dané aktivity dělám



CO JSEM SE NAUČIL/A:

MĚSÍCE

CO MĚ POTĚŠILO:

ŽE KLUCI SE CHOVAJÍ LÉPE

CO SE MI DAŘILO:

ROČNÍ OBDOBÍ

JAKOU ZNÁMKOU BYCH SE OHODNOTIL(A)

V LEKCI 1?

-1

NA ČEM JEŠTĚ MUSÍM ZAPRACOVAT:

SLOVESA

NAUČIL JSEM SE NĚCO NOVÉHO?

MĚSÍCE

CO SI CHCI ZOPAKOVAT:

SLOVESA

ŠLO MI TO?

ANO

CO MĚ BAVILO:

HRY

Q

P

SAT-3

LAT  
INA

## SELF-EVALUATION

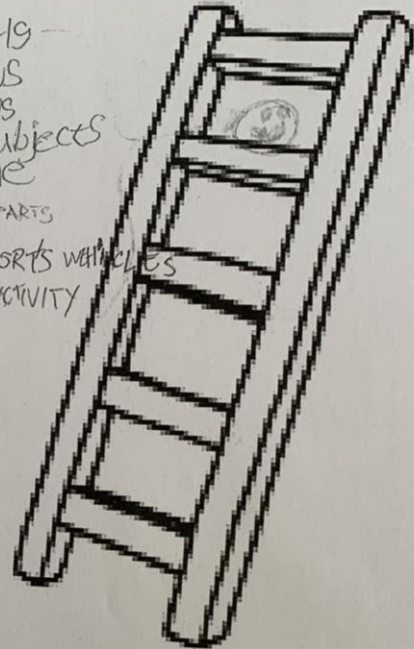
Zakresli svůj pokrok v AJ za tento školní rok na žebřík:

(Např. ve třetí třídě jsme ještě neuměli měsíce v roce. Můžeš tedy sebe zakreslit nahoře na žebříku a zapsat k tomu měsíce v roce. Umíme další slovíčka na části těla a nemoci – pokud si nevzpomeješ na všechny, zakresli se v půlce žebříků. Umíš popsat dům, ale ne školu? Zakresli se např. na první schůdek... Je to tvůj žebřík, je to na tobě!)

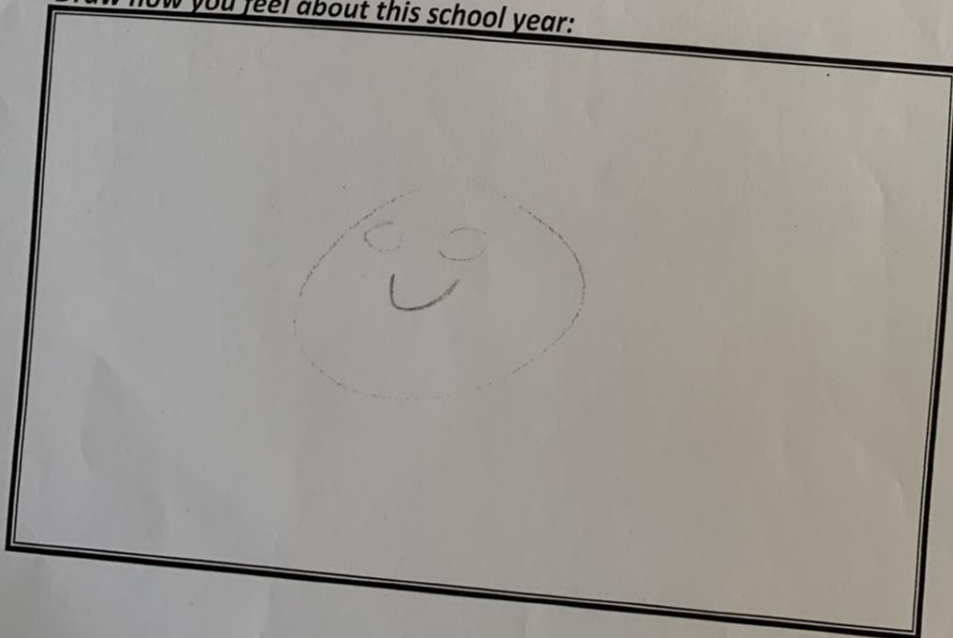
Pomocť ti může učebnice.  
Zamysli se nad:

- Umím nějaká nová slovíčka?
- Umím nějaké nové otázky?
- Umím říct nějaký rozkaz?
- Umím říct, co jsem dělal/a včera?
- Umím říct něco o kamarádovi?
- Co všechno umím popsat?
- Umím vyprávět?
- Umím se zeptat na něco nového?
- Umím použít should a must?
- Umím použít always, sometimes,...?
- Umím něco porovnat?

MONTHS  
SEASONS  
ROOMS  
SCHOOL SUBJECTS  
TIME  
BODY PARTS  
SHOPS  
TRANSPORTS  
HOLIDAY ACTIVITY



Draw how you feel about this school year:



?























### SELF-EVALUATION

SAT-4

INA LAT

Colour the thumb:

I CAN:

- Umím vyjmenovat měsíce v roce   GH
- Umím vyjmenovat roční období  
- Umím vyjmenovat místnosti ve třídě  
- Umím vyjmenovat školní předměty  
- Umím říct kolik je hodin  
- Umím zakreslit čas podle instrukcí  
- Umím popsat části těla  
- Umím říct co mě bolí  
- Umím vyjmenovat obchody  
- Umím vyjmenovat dopravní prostředky  
- Umím vyjmenovat prázdninové aktivity  

P

## SELF-EVALUATION

SAT-5

INA - general  
one year  
CH  
SOAF  
LAT

### Zaškrtni, co je pro tebe pravda:

#### V hodinách AJ:

- Mluvím anglicky
- Mluvím česky
- Nebaví mě mluvit anglicky

#### Paní učitelce:

- Rozumím
- Nerozumím
- Nevím

#### V hodinách AJ bych chtěl/a:

- Víc angličtiny
- Víc češtiny
- Je to OK

#### Anglické hry mě baví:

- ano
- Ne
- Některé ano: uveď které: \_\_\_\_\_
- Některé ne: uveď které \_\_\_\_\_

#### Písničky, které jsem se za tento rok naučil/a:

- Mě baví, často si je zpívám
- Mě nebaví
- Chci se jich naučit víc
- Nechci se učit písničky

#### Baví mě:

- |  |  |
|--|--|
| <input type="checkbox"/> Hrát anglické hry | <input type="checkbox"/> Pracovat na projektech      |
| <input type="checkbox"/> Číst knížky       | <input type="checkbox"/> Vyplňovat pracovní listy    |
| <input type="checkbox"/> Zpívat písničky   | <input type="checkbox"/> Chystat testy               |
| <input type="checkbox"/> Koukat na videa   | <input type="checkbox"/> Chystat sebehodnotící listy |
| <input type="checkbox"/> Pracovat v knížce | <input type="checkbox"/> Dělat domácí úkoly          |

P

SAT-0

### SELF-EVALUATION

#### BĚHEM DOMÁCÍHO VZDĚLÁVÁNÍ:

INA  
LAT

Udělej háček nebo křížek, podle toho, co na tebe platí či ne, klidně něco doplň:

- |   |  |
|---|--|
| <input type="checkbox"/> Práce bylo hodně   | <input checked="" type="checkbox"/> Někdy jsem nerozuměl/a zadání  |
| <input checked="" type="checkbox"/> Práce bylo tak akorát                         | <input type="checkbox"/> Vždy jsem rozuměl/a zadání  |
| <input type="checkbox"/> Práce bylo málo  |  |
| <input checked="" type="checkbox"/> Zadaná práce mě bavila                        | <input checked="" type="checkbox"/> Online hodiny mě bavily  |
| <input checked="" type="checkbox"/> Zadaná práce mě nudila                        | <input type="checkbox"/> Online hodiny mě nebavily   |
| <input checked="" type="checkbox"/> Zadaná práce mě nebavila                      |  |
| <input checked="" type="checkbox"/> Počet online hodin týdně byl tak akorát       |  |
| <input type="checkbox"/> Počet online hodin týdně bych klidně navýšil/a           |  |
| <input type="checkbox"/> Počet online hodin týdně byl moc velký, snížil/a bych ho |  |
| <input type="checkbox"/> Online hodiny bych zrušil/a                              |  |
| <input type="checkbox"/> Nikdo mi nepomáhal                                       |  |
| <input type="checkbox"/> Kamarádi/spolužáci/sourozenci mi pomáhali                |  |
| <input checked="" type="checkbox"/> Rodiče/prarodiče mi pomáhali                  |  |
| <input checked="" type="checkbox"/> Online testy mě bavily                        |  |
| <input type="checkbox"/> Online testy mě nebavily                                 |  |
| <input type="checkbox"/> Těšil/a jsem se do školy                                 | <input checked="" type="checkbox"/> Nějakou formu online výuky bych chtěl/a i od září (např. online testy) |
| <input type="checkbox"/> Netěšil/a jsem se do školy                               | <input checked="" type="checkbox"/> Online nebo doma?<br><u>ONLINE</u>                                     |
| <input checked="" type="checkbox"/> Online výuka byla lepší                       |  |

GH

SDAF

APPENDIX D - SAL-1 self-assessment sheets administered by the learner(s) (SAL-1) with the example of self-assessment sheets filled in by all the learners

**SEBEHODNOCENÍ** SAL-1  
Q INA LAT

- Jak ti jdou anglické hodiny? 😊 😐 😞 😄
- Co nového ses naučil? např: ○ ○ ○
- Co ti z této lekce dělalo největší problém např: \_\_\_\_\_
- Co se ti v této lekci nejvíce dařilo? např: \_\_\_\_\_
- Na jaké úrovni si myslíš že si v této lekci?
- Umíš říct kolik je hodin? JO - NE
- Nakresli smajlíka který tuto lekci vystihuje.

- Jak moc tě bavila tato lekce? 😊 😐 😞 😄

Jak ti jdou anglické hodiny? 😊 😞

Co nového ses naučil? např: VLOG, BLOG, SOUVENIRS ...

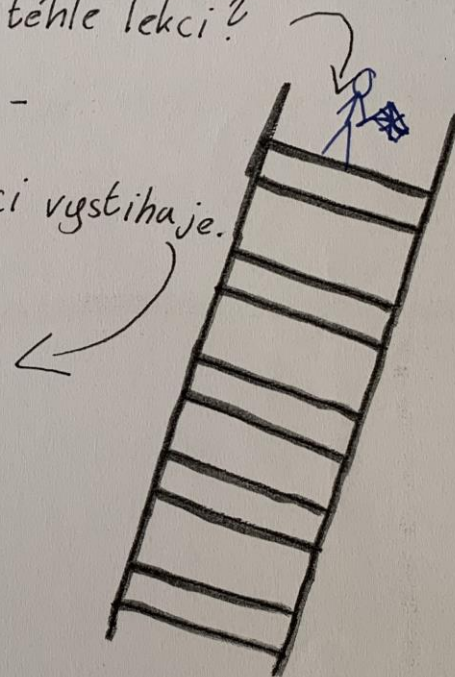
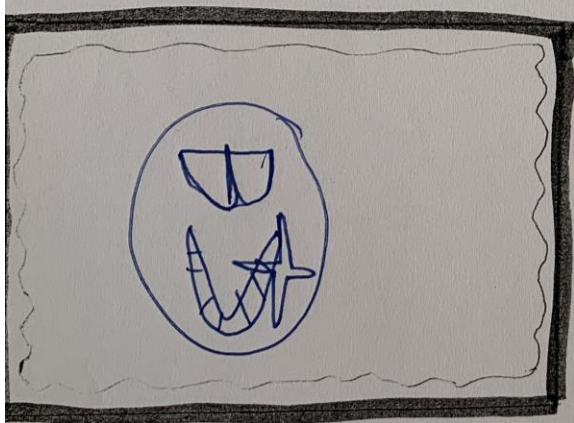
Co ti z této lekce dělalo největší problém např: BLOG, VLOG ...

Co se ti v této lekci nejvíce dařilo? např: SOUVENIRS, TRAINING CAMP ...

Na jaké úrovni si myslíš že si v této lekci?

Umíš říct kolik je hodin? -

Nakresli smajlíka který tuto lekci vystihuje.



Jak moc tě bavila tato lekce?

HODNĚ



# SEBEHODNOCENÍ

Jak ti jdou anglické hodiny? 😊 😐

Co nového ses naučil? např: SLOVIČKA: BLOG, VLOG

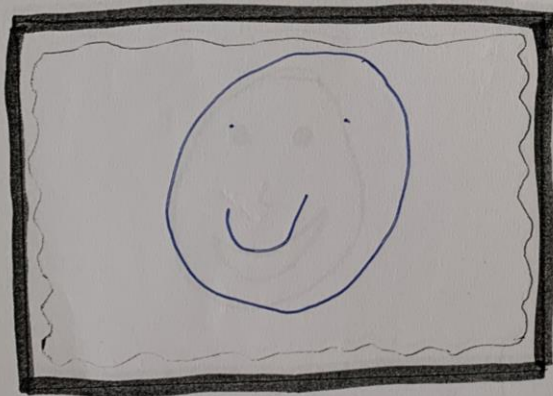
Co ti z této lekce dělalo největší problém např: ASi NiG

Co se ti v této lekci nejvíce dařilo? např: všechno

Na jaké úrovni si myslíš že si v této lekci?

Umíš říct kolik je hodin? ANO -

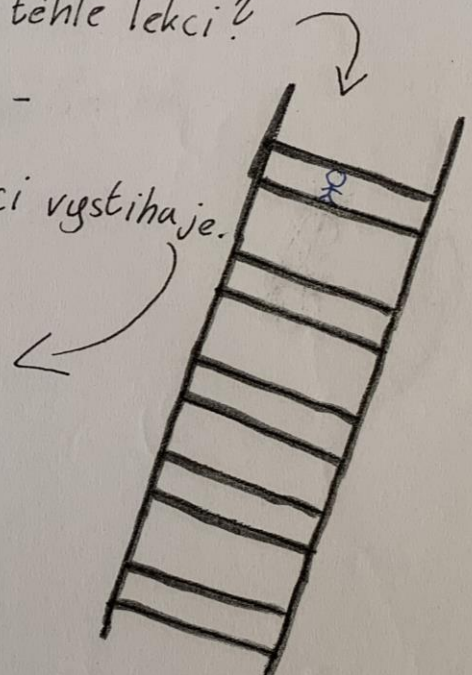
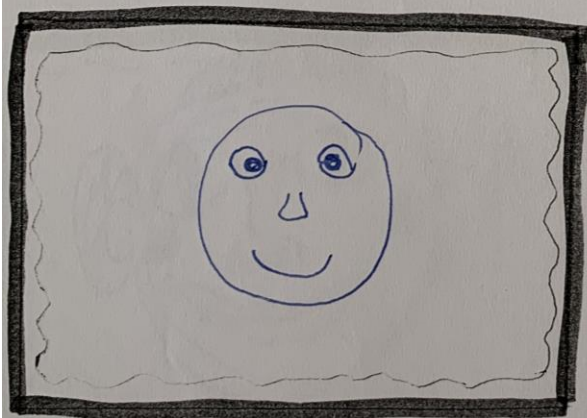
Nakresli smajlíka který tuto lekci vystihuje.



• Jak moc tě bavila tato lekce?

docela OK

- SI DEJTI ODVINOULI
- Jak ti jdou anglické hodiny? Dobře
  - Co nového ses naučil? např: I don't now
  - Co ti z téhle lekce dělalo největší problém např: hodiny
  - Co se ti v této lekci nejvíce dařilo? např: I don't now
  - Na jaké úrovni si myslíš že si v téhle lekci?
  - Umíš říct kolik je hodin? Jo -
  - Nakresli smajlíka který tuto lekci vystihuje.



Jak moc tě bavila tato lekce? 8:10

# SEBEHODNOCENÍ

Jak ti jdou anglické hodiny? Jde to.

Co nového ses naučil? např: \_\_\_\_\_

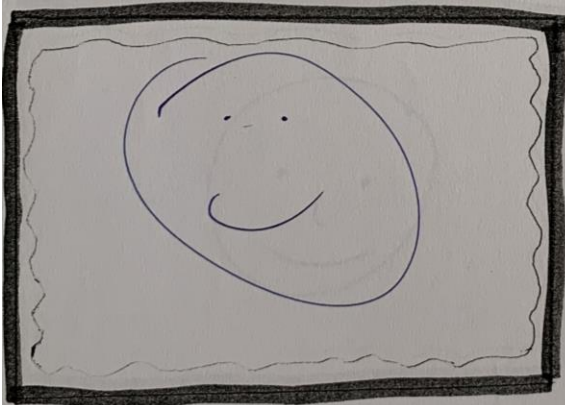
Co ti z téhle lekce dělalo největší problém např: Asi nic \_\_\_\_\_

Co se ti v této lekci nejvíce dařilo? např: \_\_\_\_\_

Na jaké úrovni si myslíš že si v téhle lekci?

Umíš říct kolik je hodin? ANO-

Nakresli smajlíka který tuto lekci vystihuje.



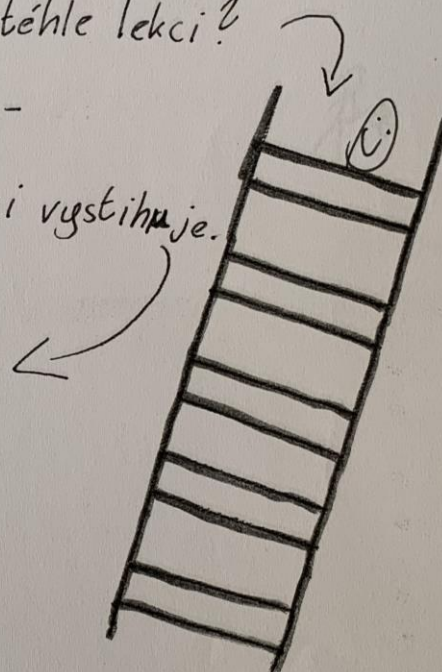
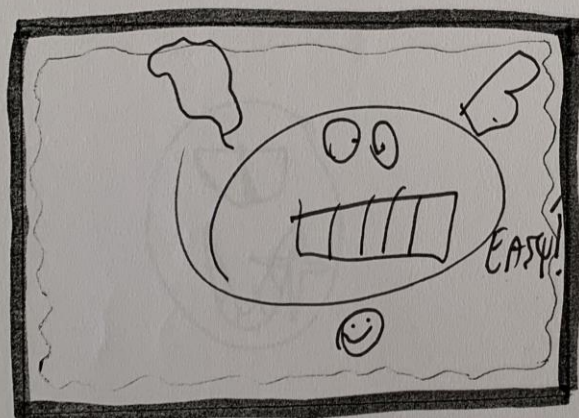
Jak moc tě bavila tato lekce?

Jo byla celkem

DOBRÁ? ?

# SEBELAHDIVNOSTI

- Jak ti jdou anglické hodiny? 😊 😞
- Co nového ses naučil? např: NIC
- Co ti z této lekce dělalo největší problém např: NIC
- Co se ti v této lekci nejvíce dařilo? např: VŠE
- Na jaké úrovni si myslíš že si v této lekci?
- Umíš říct kolik je hodin? 😊 -
- Nakresli smajlíka který tuto lekci vystihuje.



- Jak moc tě bavila tato lekce? MÁLO

Jak ti jdou anglické hodiny? ☹️ 😊

Co nového ses naučil? např: všechno

Co ti z této lekce dělalo největší problém např: nic

Co se ti v této lekci nejvíce dařilo? např: všechno

Na jaké úrovni si myslíš že si v této lekci?

Umíš říct kolik je hodin? Možná (no)

Nakresli smajlíka který tuto lekci vystihuje.



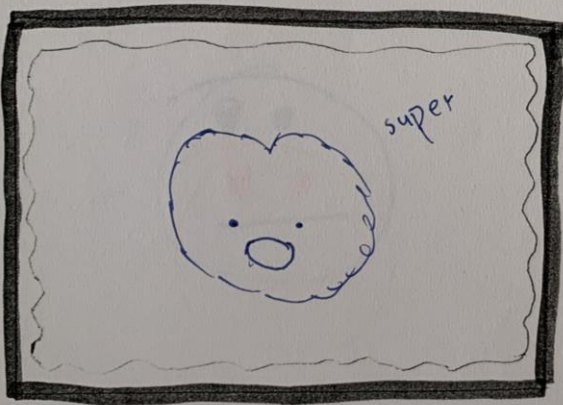
Jak moc tě bavila tato lekce?

Nebavila ☹️

(no) (no)

# SELBAHODNOCENÍ

- Jak ti jdou anglické hodiny? 😊
- Co nového ses naučil? např: slovička
- Co ti z této lekce dělalo největší problém např: nic
- Co se ti v této lekci nejvíce dařilo? např: slovička
- Na jaké úrovni si myslíš že si v této lekci?
- Umíš říct kolik je hodin? It is half past-eight
- Nakresli smajlíka který tuto lekci vystihuje.

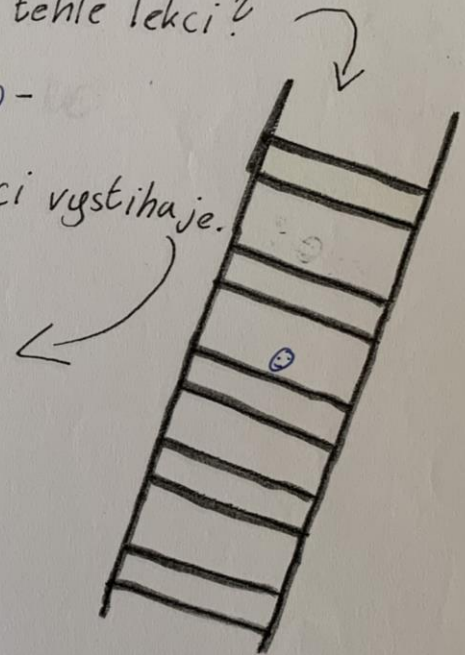
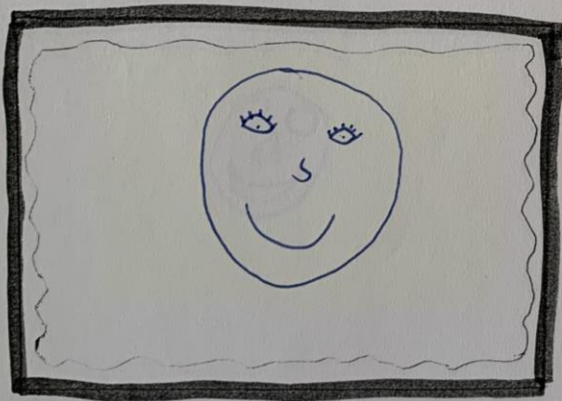


- Jak moc tě bavila tato lekce?

Hodně

# SEBELAHOUDNOSTI

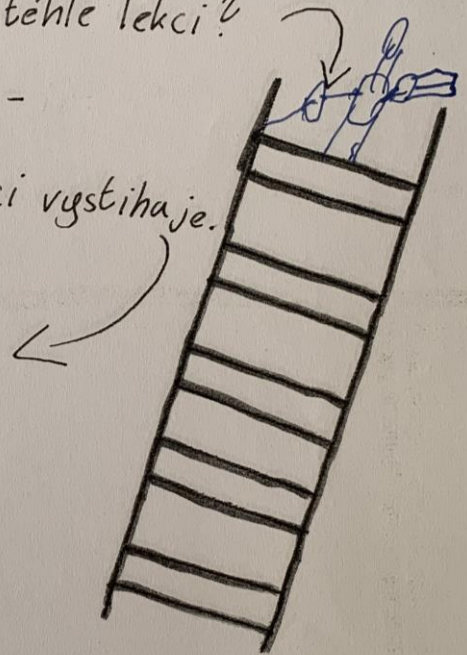
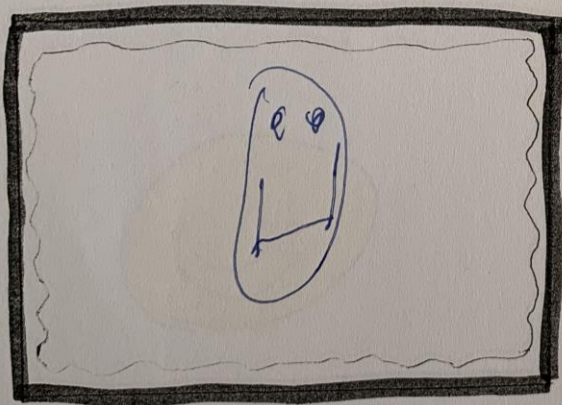
- Jak ti jdou anglické hodiny? 😊
- Co nového ses naučil? např: anglické hodiny
- Co ti z této lekce dělalo největší problém např: použit slovo hall.
- Co se ti v této lekci nejvíce dařilo? např: minuty
- Na jaké úrovni si myslíš že si v této lekci?
- Umíš říct kolik je hodin? ANO-
- Nakresli smajlíka který tuto lekci vystihuje.



- Jak moc tě bavila tato lekce?



- Jak ti jdou anglické hodiny? 😊 😐
- Co nového ses naučil? např: HODINY ANGLICKY.
- Co ti z téhle lekce dělalo největší problém např: NIC
- Co se ti v této lekci nejvíce dařilo? např: HODINY
- Na jaké úrovni si myslíš že si v téhle lekci?
- Umíš říct kolik je hodin? 10 -
- Nakresli smajlíka který tuto lekci vystihuje.

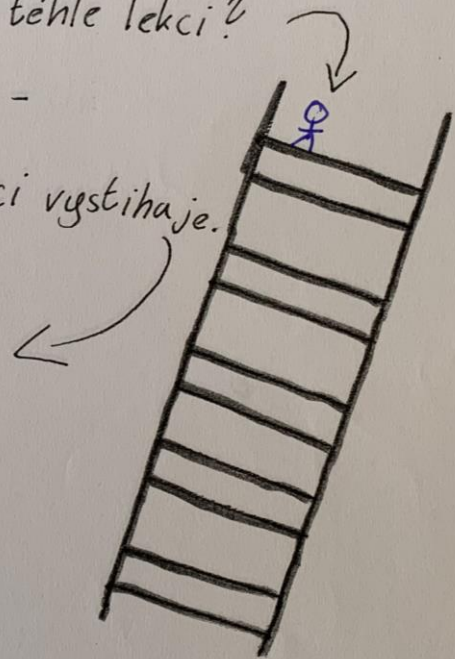
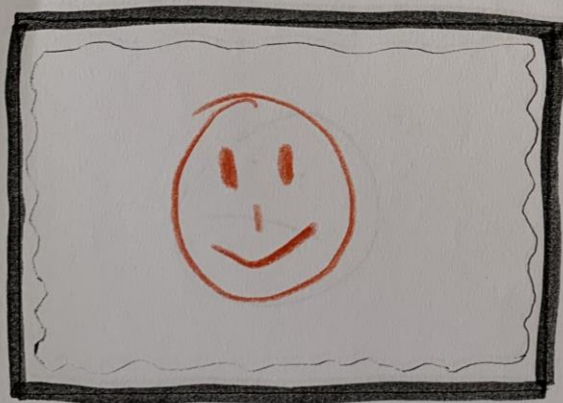


- Jak moc tě bavila tato lekce?

DOST



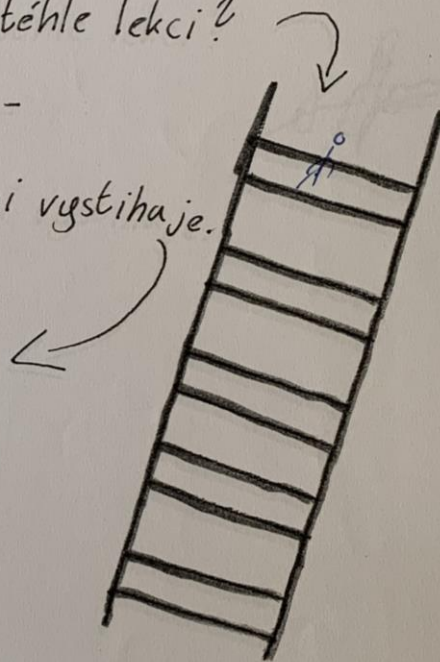
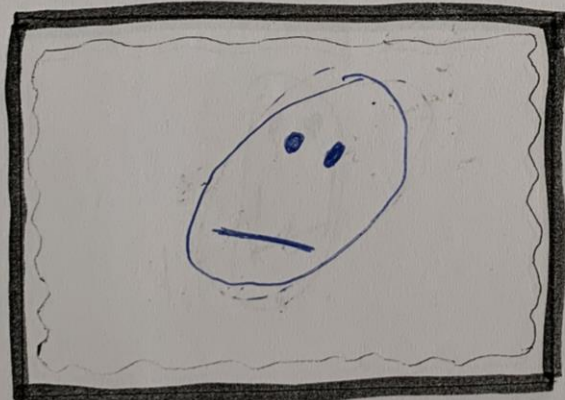
- Jak ti jdou anglické hodiny? ☹️
- Co nového ses naučil? např: hodiny
- Co ti z této lekce dělalo největší problém např: nic
- Co se ti v této lekci nejvíce dařilo? např: hodiny
- Na jaké úrovni si myslíš že si v této lekci?
- Umíš říct kolik je hodin? Ano -
- Nakresli smajlíka který tuto lekci vystihuje.



- Jak moc tě bavila tato lekce? Docela dobrý

# SEBEHODINOVÁNÍ

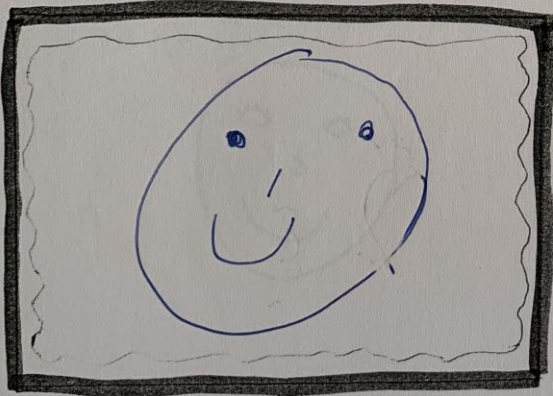
- Jak ti jdou anglické hodiny? 😞 😞
- Co nového ses naučil? např: ČTVRT HODINA
- Co ti z této lekce dělalo největší problém např: HODINY
- Co se ti v této lekci nejvíce dařilo? např: NEMOCI
- Na jaké úrovni si myslíš že si v této lekci?
- Umíš říct kolik je hodin?
- Nakresli smajlíka který tuto lekci vystihuje.



- Jak moc tě bavila tato lekce?  
DOCELA MĚ BAVILA

# SEBEHODNOCENÍ

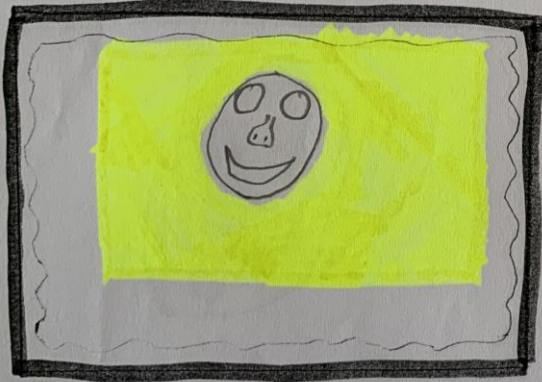
- Jak ti jdou anglické hodiny? 😊
- Co nového ses naučil? např: slova
- Co ti z téhle lekce dělalo největší problém např: nic
- Co se ti v této lekci nejvíce dařilo? např: vše
- Na jaké úrovni si myslíš že si v téhle lekci?
- Umíš říct kolik je hodin? 😊 -
- Nakresli smajlíka který tuto lekci vystihuje.



- Jak moc tě bavila tato lekce? hodně

# SEBEHODINOVÁNÍ

- Jak ti jdou anglické hodiny? DOCELA DOBRĚ.
- Co nového ses naučil? např: VLOG, BLOG, MESSAGE
- Co ti z téhle lekce dělalo největší problém např: VLOG - BLOG
- Co se ti v této lekci nejvíce dařilo? např: HAIR
- Na jaké úrovni si myslíš že si v téhle lekci?
- Umíš říct kolik je hodin? ANO - NE
- Nakresli smajlíka který tuto lekci vystihuje.



- Jak moc tě bavila tato lekce?

TROCHU JO

Jak ti jdou anglické hodiny? Dobře

Co nového ses naučil? např: Nová slovíčka

Co ti z této lekce dělalo největší problém např: Nic

Co se ti v této lekci nejvíce dařilo? např: Výslovnost

Na jaké úrovni si myslíš že si v této lekci?

Umíš říct kolik je hodin? Ano -

Nakresli smajlíka který tuto lekci vystihuje.

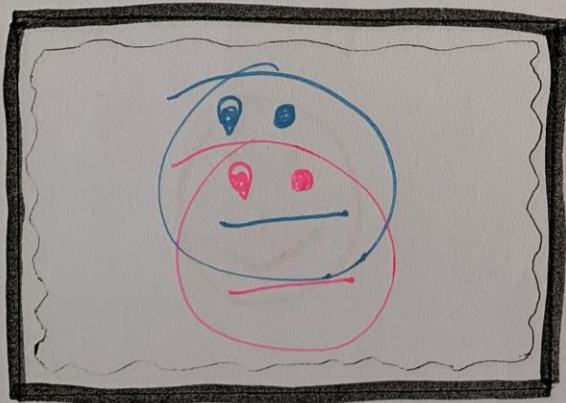


Jak moc tě bavila tato lekce?

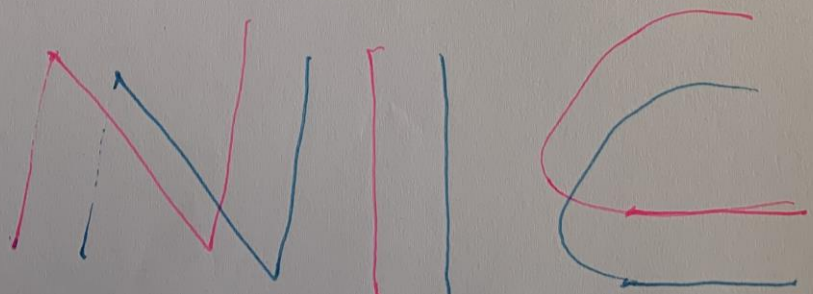
Tato lekce mě bavila.

# SEBEHODINOVÁNÍ

- Jak ti jdou anglické hodiny? 😊
- Co nového ses naučil? např: **Hodiny**
- Co ti z této lekce dělalo největší problém např: **Hodiny**
- Co se ti v této lekci nejvíce dařilo? např: **Nic**
- Na jaké úrovni si myslíš že si v této lekci?
- Umíš říct kolik je hodin? 😊
- Nakresli smajlíka který tuto lekci vystihuje.

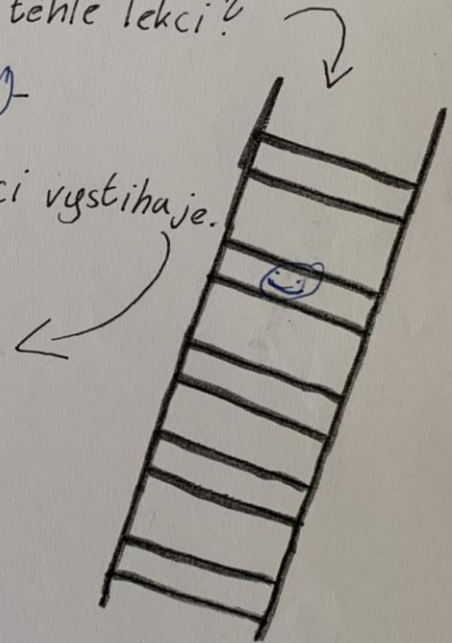
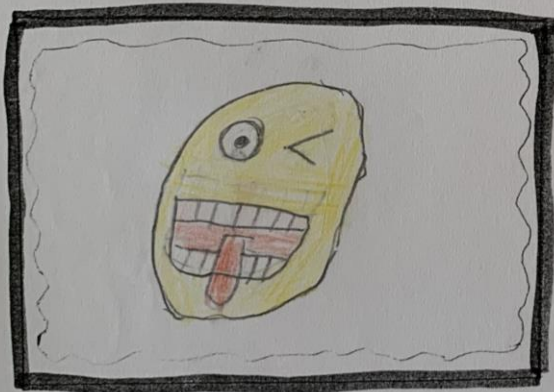


• Jak moc tě bavila tato lekce?



# SEBEHODNOCENÍ

- Jak ti jdou anglické hodiny? 😊 😞
- Co nového ses naučil? např: BLOG, SOUVENIR.
- Co ti z téhle lekce dělalo největší problém např: SIGHTSEEING.  
TOUR
- Co se ti v této lekci nejvíce dařilo? např: SLOVNÍKO PHOT
- Na jaké úrovni si myslíš že si v téhle lekci?
- Umíš říct kolik je hodin? ANO-
- Nakresli smajlíka který tuto lekci vystihuje.

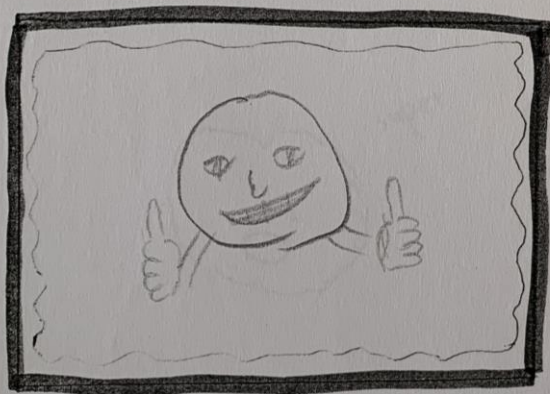


- Jak moc tě bavila tato lekce?

DŮCELA ANO

# SEBEHODNOCENÍ

- Jak ti jdou anglické hodiny? ☹️
- Co nového ses naučil? např: nová slovíčka
- Co ti z této lekce dělalo největší problém např: možná gramatika
- Co se ti v této lekci nejvíce dařilo? např: anglické by
- Na jaké úrovni si myslíš že si v této lekci?
- Umíš říct kolik je hodin? jo! -
- Nakresli smajlíka který tuto lekci vystihuje.

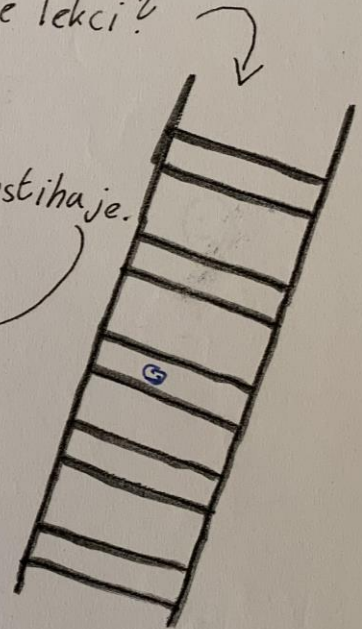
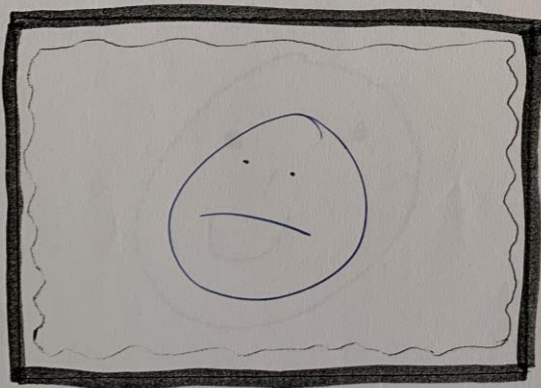


- Jak moc tě bavila tato lekce?  
Moc lehký.



# SEBEHODNOCENÍ

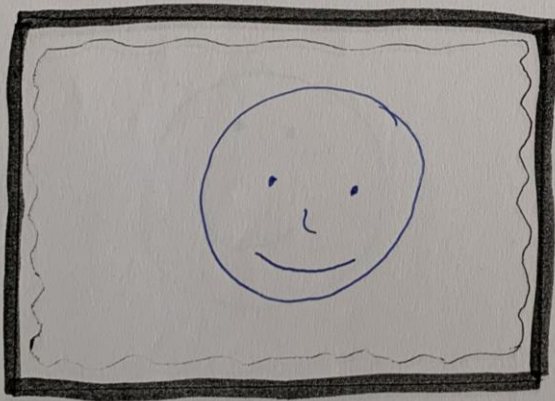
- Jak ti jdou anglické hodiny? 😊 😞
- Co nového ses naučil? např: straight, curly, wavy
- Co ti z téhle lekce dělalo největší problém např: nic
- Co se ti v této lekci nejvíce dařilo? např: hic
- Na jaké úrovni si myslíš že si v téhle lekci?
- Umíš říct kolik je hodin?
- Nakresli smajlíka který tuto lekci vystihuje.



- Jak moc tě bavila tato lekce? nebavilamě

# SEBEHODNOCENÍ

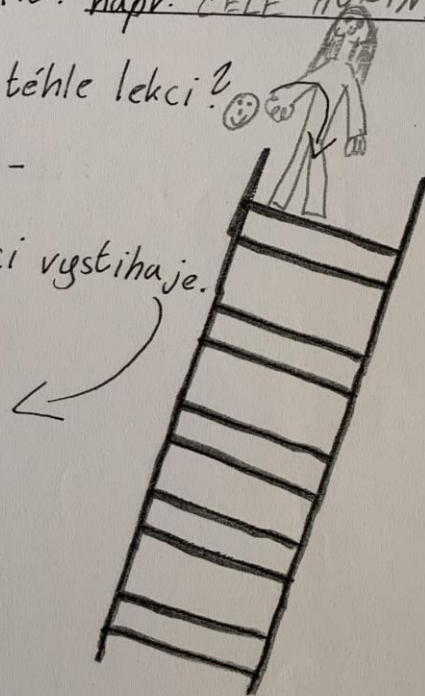
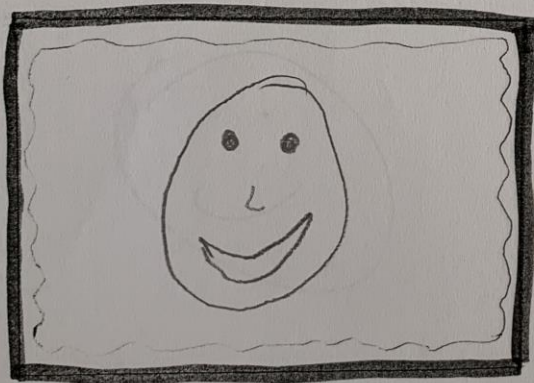
- Jak ti jdou anglické hodiny? DOBRÝ
- Co nového ses naučil? např: blog, vlog, souvenir
- Co ti z téhle lekce dělalo největší problém např: message (pravopis)
- Co se ti v této lekci nejvíce dařilo? např:
- Na jaké úrovni si myslíš že si v téhle lekci?
- Umíš říct kolik je hodin? ano -
- Nakresli smajlíka který tuto lekci vystihuje.



Jak moc tě bavila tato lekce? docela dobrý

# SEBEHODNOCENÍ

- Jak ti jdou anglické hodiny? 😊 😞
- Co nového ses naučil? např: Hodiny
- Co ti z téhle lekce dělalo největší problém např: NEVÍM
- Co se ti v této lekci nejvíce dařilo? např: CELÉ HODINY
- Na jaké úrovni si myslíš že si v téhle lekci? 😊 😞
- Umíš říct kolik je hodin? 😊 -
- Nakresli smajlíka který tuto lekci vystihuje.



- Jak moc tě bavila tato lekce?



APPENDIX E - SAL-2 Self-assessment sheets administered by the learner(s) with 5 examples

**P** SEBEHODNOCENI' **SAL-2**  
**INA**  
**Q LAT**

① Color the good emoji.


1. I can use words bring, choose, catch, hide, find  
in the sentences. Speaking

2. I can use verbs

3. I write sentences with words  
bring, choose, catch, hide, find.

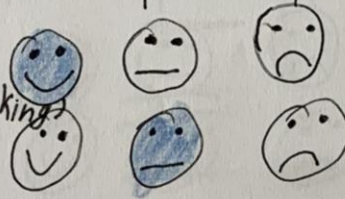
😊 😐 😞

② Draw you on the ladder. How do you doing in English



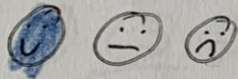
① Color the good emoji.

1. I can use words bring, choose, catch, hide, find in the sentences. *(speaking)*

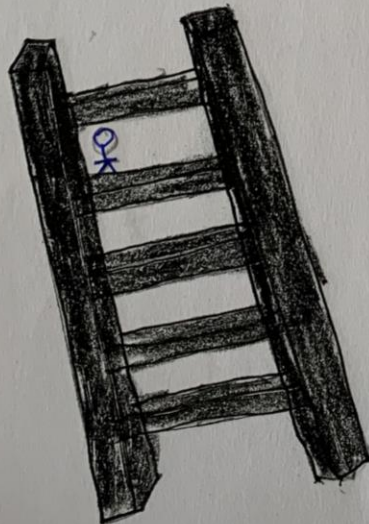


2. I can use verbs

3. I write sentences with words bring, choose, catch, hide, find.

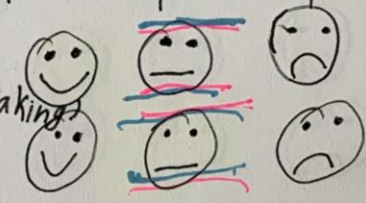


② Draw you on the ladder. How do you doing in English



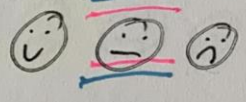
① Color the good emoji.

! I can use words bring, choose, catch, hide, find in the sentences. (speaking)

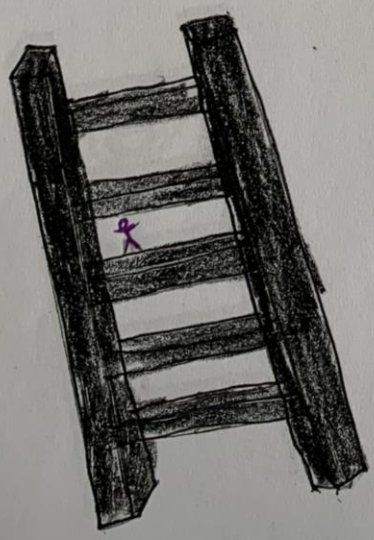


}. I can use verbs

} I write sentences with words bring, choose, catch, hide, find.



② Draw you on the ladder. How do you doing in English

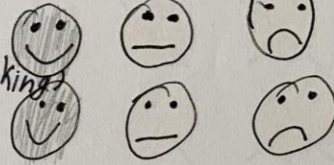


# SEBEHODNOCENI

① Color the good emoji.

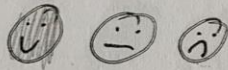
1. I can use words bring, choose, catch, hide, find

in the sentences. (speaking)

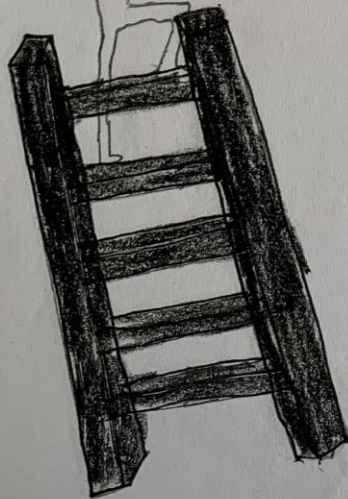


2. I can use verbs

3. I write sentences with words bring, choose, catch, hide, find.



② Draw you on the ladder. How do you doing in English



# SEBEHODNOCENI

① Color the good emoji.

1. I can use words bring, choose, catch, hide, find in the sentences. *(speaking)*



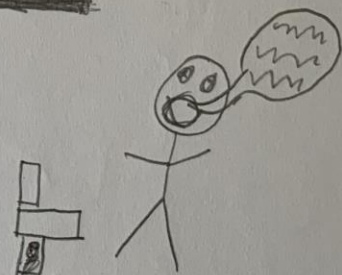
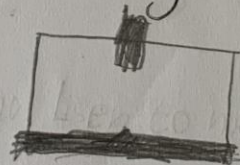
2. I can use verbs



3. I write sentences with words bring, choose, catch, hide, find.



② Draw you on the ladder. How do you doing in English



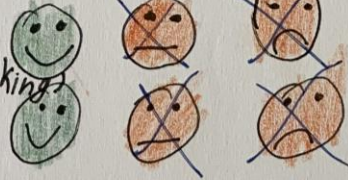


# SEBEHODNOCENI

① Color the good emoji.

! I can use words bring, choose, catch, hide, find  
in the sentences. (speaking)

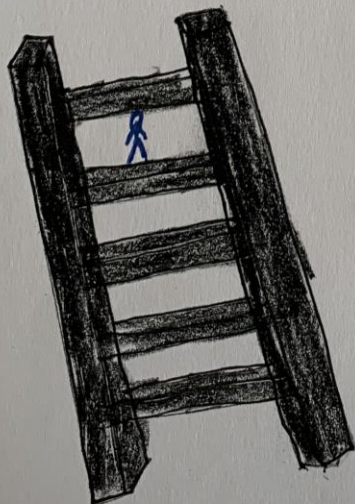
}. I can use verbs



} I write sentences with words  
bring, choose, catch, hide, find.



② Draw you on the ladder. How do you doing  
in English




APPENDIX F - SAL-3 Self-assessment sheets administered by the learner(s) with 5 examples

P

SELF EVALUATION  
MONTHS OF THE YEAR

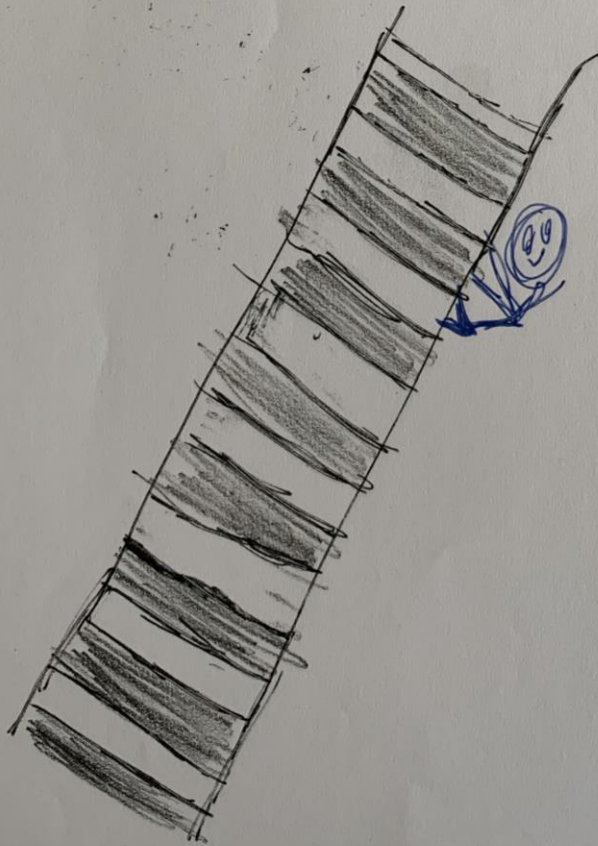
SAL-3  
CH  
LAT

1. VYJMENUJI ALL MONTHS  😊 😐 😞
2. VÍM JAKÉ MONTHS JSOU NA SPRING  😊 😐 😞
3. NAPIŠU SPRÁVNĚ ÚNOR ANGLICKY  😊 😐 😞
4. UMIŠ NAPSAT ANGLICKY KDY SES NARODIL  😊 😐 😞
5. V JAKÉM MONTHS JSOU VÁNOCE  😊 😐 😞
6. Do Prazdných polí zakresli smůlka podle toho jak na tom jsi.



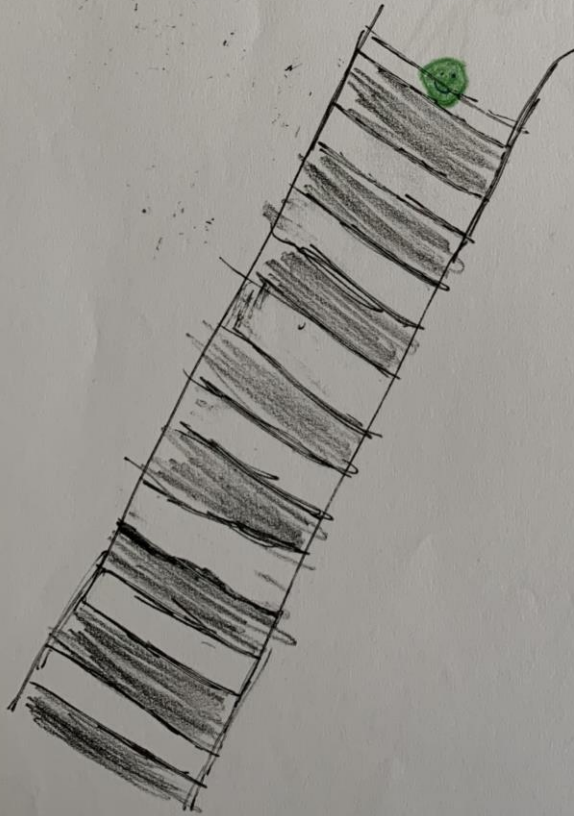
# SELF EVALUATION MONTHS OF THE YEAR

1. VYJMENUJI ALL MONTHS  😊 😐 😞
2. VÍM JAKÉ MONTHS JSOU NA SPRING  😊 😐 😞
3. NAPIŠU SPRÁVNĚ ÚNOR ANGLICKY  😊 😐 😞
4. UMÍŠ NAPSAT ANGLICKY KDY SES NARODIL  😊 😐 😞
5. V JAKÉM MONTHS JSOU VÁNOCE  😊 😐 😞
6. Do Prazdných polí zakresli smůlka podle toho jak na tom jsi.



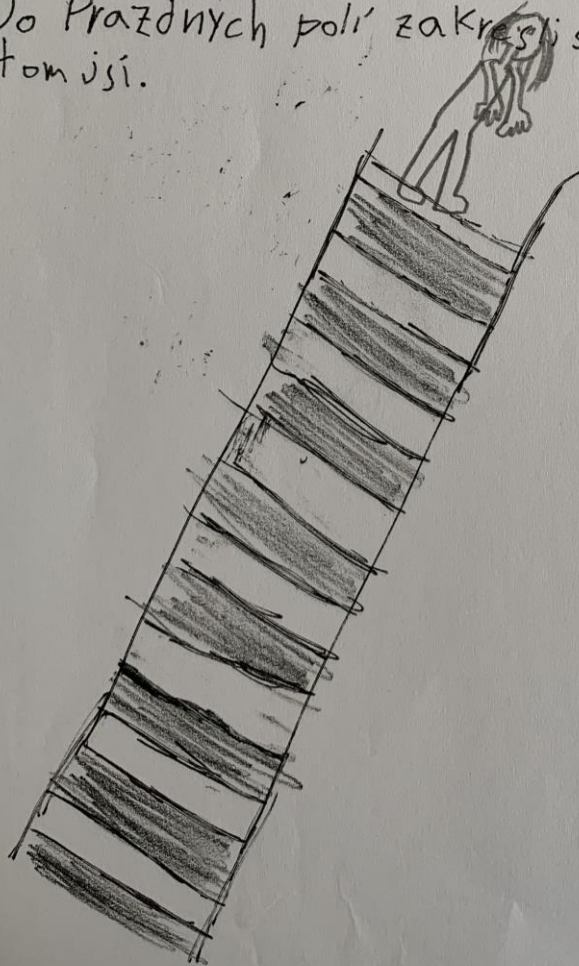
SELF EVALUATION  
MONTHS OF THE YEAR

1. VYJMĚNUJI ALL MONTHS  😊 😐 😞
2. VÍM JAKÉ MONTHS JSOU NA SPRING  😊 😐 😞
3. NAPIŠU SPRÁVNĚ ÚNOR ANGLICKY  😊 😐 😞
4. UMIŠ NAPSAT ANGLICKY KDY SES NARODIL  😊 😐 😞
5. V JAKÉM MONTHS JSOU VÁNOCE  DECEMBER 😊 😐 😞
6. Do PRAZDNÝCH POLÍ ZAKRESLI SMAUČÍKA PODLE TOHO JAK NA TOM JSÍ.



SELF EVALUATION  
MONTHS OF THE YEAR

1. VYJMĚNUJI ALL MONTHS  😊 😐 😞
2. VÍM JAKÉ MONTHS JSOU NA SPRING  😊 😐 😞
3. NAPIŠU SPRÁVNĚ ÚNOR ANGLICKY  😊 😐 😞
4. UMIŠ NAPSAT ANGLICKY KDY SES NARODIL  😊 😐 😞
5. V JAKÉM MONTHS JSOU VÁNOCE  DECEMBER  
😊 😐 😞
6. Do Prazdných polí zakresli smáulička podle toho jak na tom jsi.



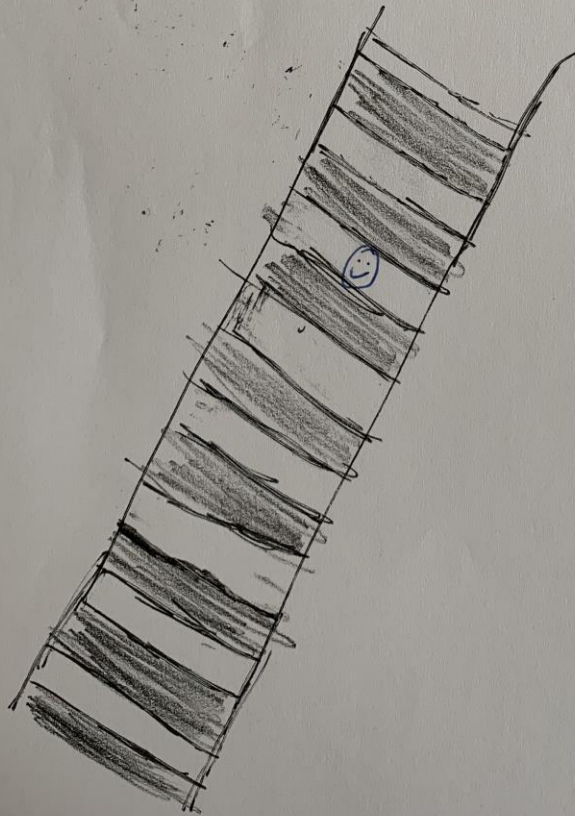
# SELF EVALUATION MONTHS OF THE YEAR

1. VYJMENUJI ALL MONTHS  😊 😐 😞
2. VÍM JAKÉ MONTHS JSOU NA SPRING  😊 😐 😞
3. NAPIŠU SPRÁVNĚ ÚNOR ANGLICKY  😊 😐 😞
4. UMIŠ NAPSAT ANGLICKY KDY SES NARODIL  😊 😐 😞
5. V JAKÉM MONTHS JSOU VÁNOCE  😊 😐 😞
6. Do Prazdných polí zakresli smůlička podle toho jak na tom jsi.



# SELF EVALUATION MONTHS OF THE YEAR

1. VYJMENUJI ALL MONTHS  😊 😞 😞
2. VÍM JAKÉ MONTHS JSOU NA SPRING  😊 😞 😞
3. NAPIŠU SPRÁVNĚ ÚNOR ANGLICKY  😊 😞 😞
4. UMIŠ NAPSAT ANGLICKY KDY SES NARODIL  😊 😞 😞
5. V JAKÉM MONTHS JSOU VÁNOCE  😊 😞 😞
6. Do Prazdných polí zakresli smůlka podle toho jak na tom jsi.

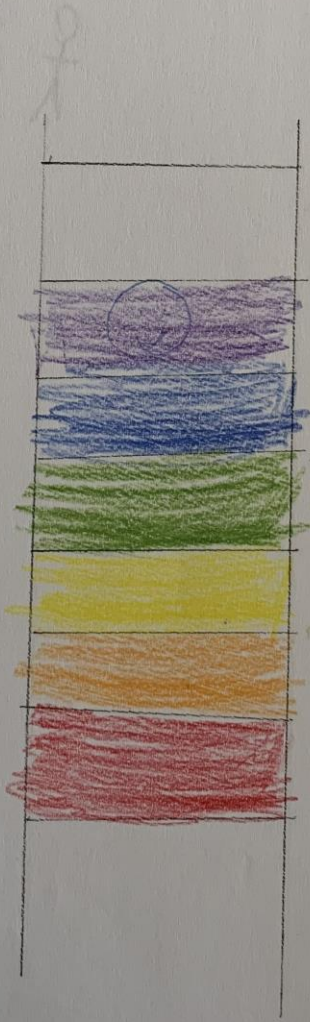















Self Evaluation sheet




- 1. Umím výjmenovat 5 nemocí
- 2. Umím výjmenovat 5 obchodů
- 3. Umím výjmenovat Anglicky 12 měsíců
- 4. Umím hodiny anglicky
- 5. Umím výjmenovat 5 zranění






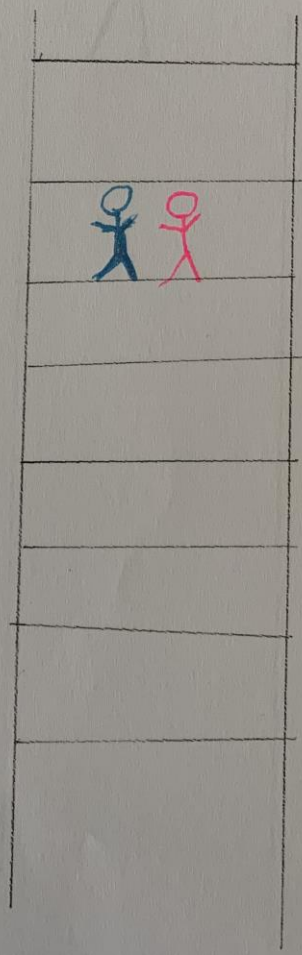
1. Umím výjmenovat 5 nemocí   

2. Umím výjmenovat 5 obchodů   
















3. Umím výjmenovat Anglicky 12 měsíců.    


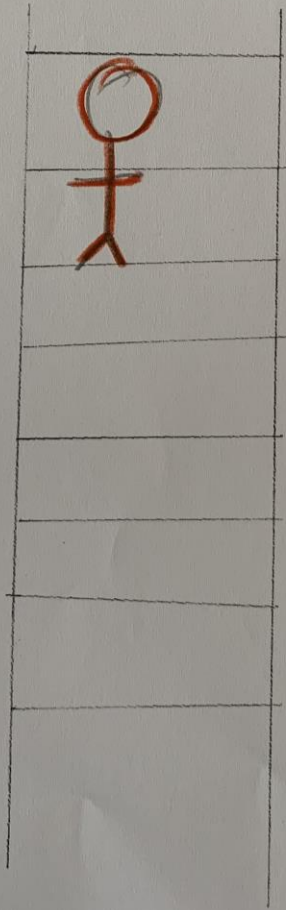
4. Umím hodiny anglicky   

5. Umím výjmenovat 5 zranění   


















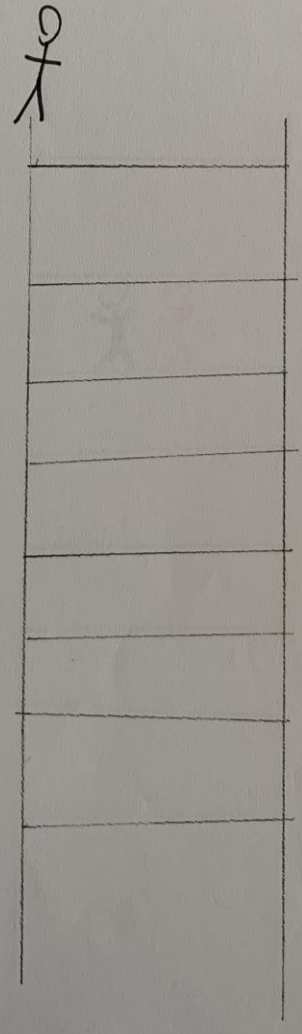
SELF EVALUATION SHEET

- 1. Umím výjmenovat 5 nemocí   
- 2. Umím výjmenovat 5 obchodů   
- 3. Umím výjmenovat Anglicky 12 měsíců.   
- 4. Umím hodiny anglicky   
- 5. Umím výjmenovat 5 zranění   

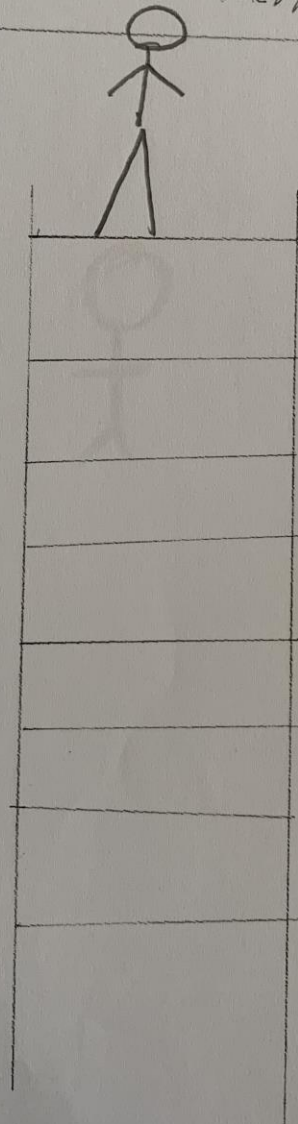


SEBĚ EVAUOVAT

1. Umím vyjmenovat 5 nemocí ✓   
2. Umím vyjmenovat 5 obchodů ✓   
3. Umím vyjmenovat Anglicky 12 měsíců. ✓    

4. Umím hodiny anglicky ✓   
5. Umím vyjmenovat 5 zranění ✓   



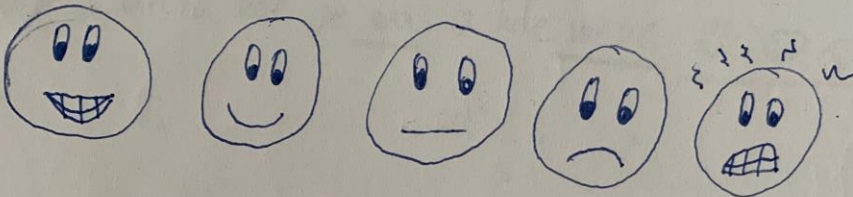
1. Umím výjmenovat 5 nemocí 😊 😐 😞
2. Umím výjmenovat 5 obchodů 😊 😐 😞
3. Umím výjmenovat Anglicky 12 měsíců. 😊 😐 😞
4. Umím hodiny anglicky 😊 😐 😞
5. Umím výjmenovat 5 zranění 😊 😐 😞



**P** SELF-ASSESSMENT SAL-5  
LAT

---

**CH**  
1. CHOOSE EMOJI (UNIT 3):



THEATRE  
CINEMA

---

2. Answer the questions:

a) I can use words: yesterday, last year.... ?  
 X  
 ✓

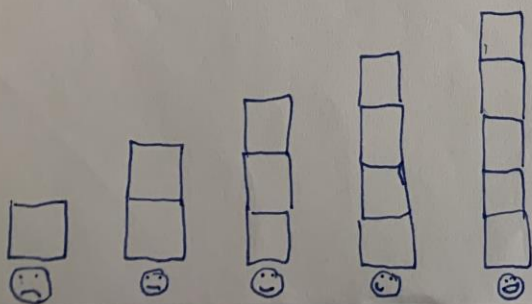
b) I can use words: library, cinema.... ?  
 X  
 ✓

c) I can use past tense: was, were..... ?  
 X  
 ✓

TOY  
INA  
SPORT  
LIBRARY  
SHOPP

---

3. Color the cubes:



NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

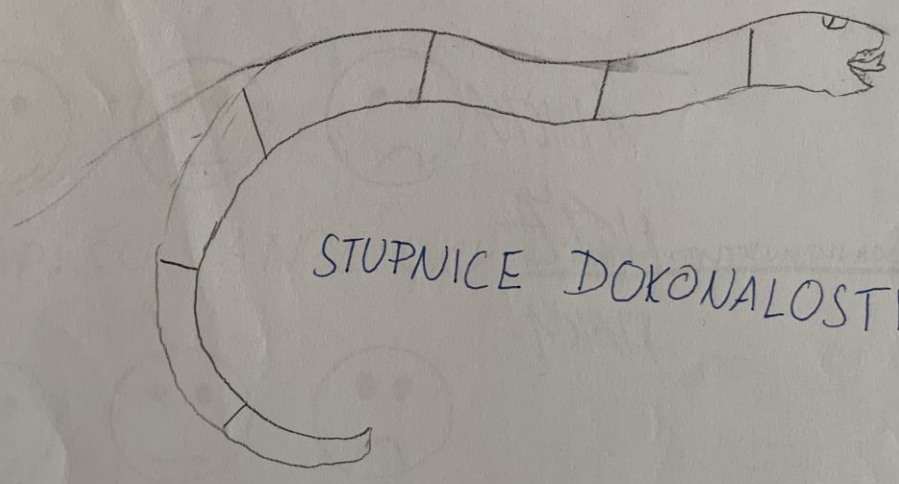
P 'SELF-ASSESSMENT Unit 3' SAL-6  
INA

Dokážu vyjmenovat kde jsem byl minuli... ☺ ☹ ☹

Dokážu pojmenovat všechny budovi v mém okolí? ☺ ☹ ☹

Dokážu určit kde je was a kde were ☺ ☹ ☹ CH

Vybavte si v této chvíli kde si myslíte



STUPNICE DOKONALOSTI

P

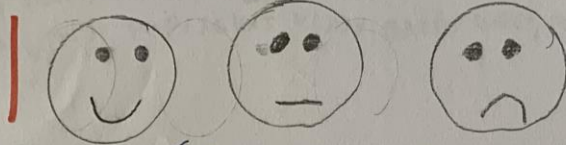
# SELF-ASSESSMENT

UNIT 3 MA

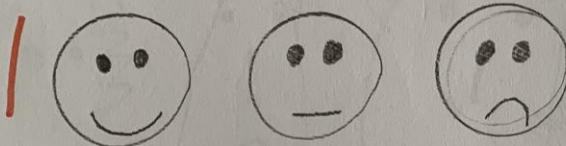
SAL-7

CH

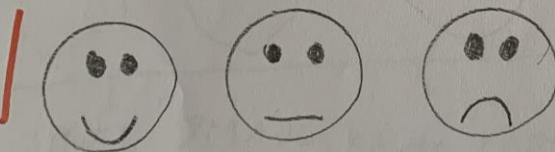
1. UMÍM VYJMENO VAT ANGLICKY NAKUPNI CENTRUM  
DIVADLO, KINO ATD.



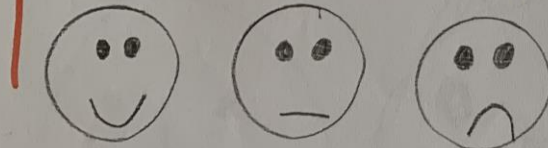
2. UMÍM VYJMENO VAT ANGLICKY  
MINULY TYDEN, MINULY ROK, VCERA ATD.



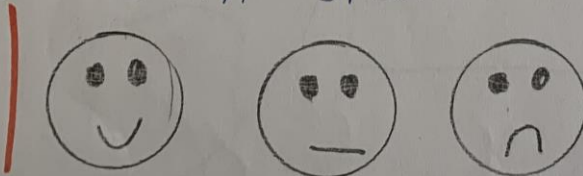
3. NAPIŠU ANGLICKY NAKUPNI CENTRUM, DIVADLO, KINO ATD.



4. NAPIŠU ANGLICKY MINULY TYDEN, MINULY ROK, VCERA ATD.



5. DOPLNÍM SPRAVNE DO VETY was, were





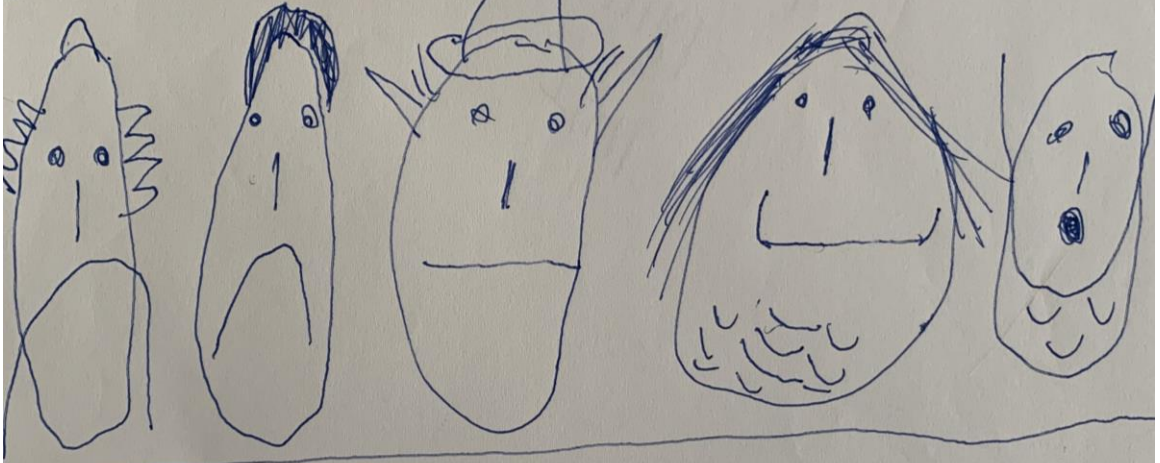
P

# SELF-ASSESSMENT

NAME: *SAL-S*

- NA HODINĚ AJ MLUVÍM JENOM ANGLICKY
- VE VĚTĚ POUŽIJU SPRÁVNĚ LAST MONTH, YESTERDAY atd.
- POPIŠU MĚSTO PODLE POKYNŮ ZMĚK
- UMÍM POUŽÍT WAS, WERE, WASN'T a WEREN'T
- UMÍM POKRYSNOUT VLASY NAŘ. CURLY, STRAIGHT

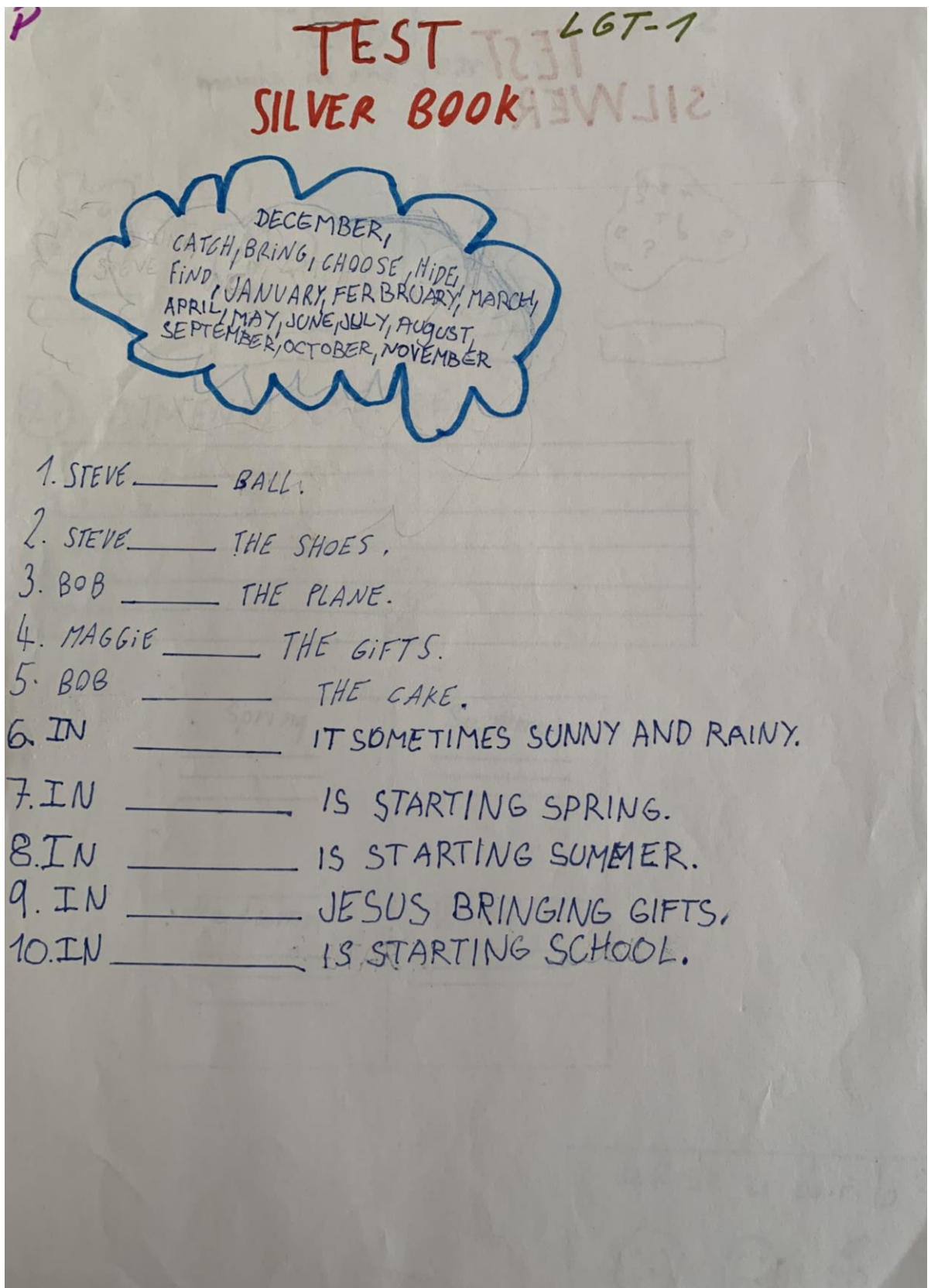
JAK TĚ TAHLE LĚKCE BAVILO



VYBER SMAULÍKA JAK TI TO UDE



APPENDIX I - Learner-generated tests (LGT)



# TEST

months in the year

LGT-2

1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. VYJMENUJ MĚSÍČE

|    |  |    |
|----|--|----|
| 1. |  | 7  |
| 2. |  | 8  |
| 3. |  | 9  |
| 4. |  | 10 |
| 5. |  | 11 |
| 6. |  | 12 |

3.

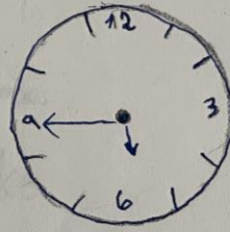
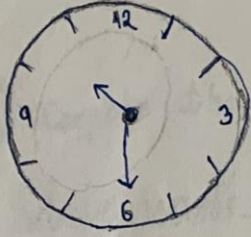
|  |  |
|--|--|
| <p>Spring</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Summer</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Autumn</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Winter</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Jak se ti dařilo?

P

Napiš kolik je hodin LGT-3

①



---

②

Napiš kolik je hodin

9:20

17:55

5:35

---

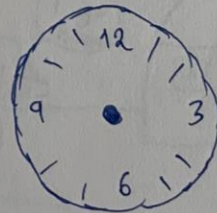
Zakresli hodiny

③

It's a Quarter to five

It's half past three

It's a Quarter past ten



P

# TEST

LGT-4

① Complete the cake sentences

1. Steve wants \_\_\_\_\_ cake.
2. Bob can't \_\_\_\_\_ one cake from two!
3. Would Maggie like to \_\_\_\_\_ cake behind the sofa?
4. Bob will \_\_\_\_\_ cake home.
5. Steve doesn't \_\_\_\_\_ cake!

②

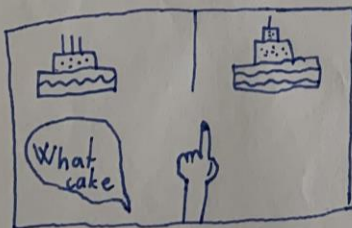
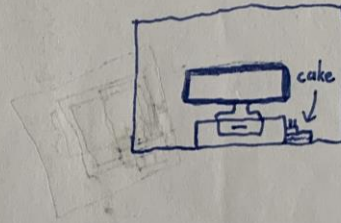
Find

catch

choose

hide

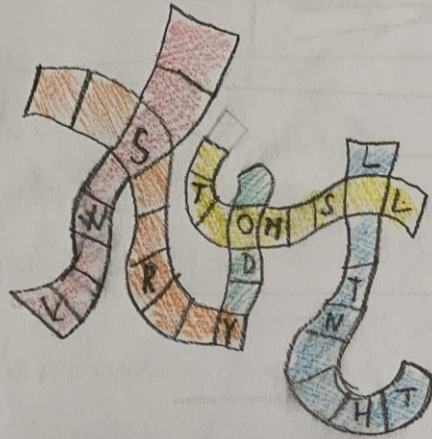
bring



P

# TEST U3

LGT-5



2.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| L | C | L | E | H | T | O | T |
| A | I | O | H | B | H | S | L |
| S | N | B | P | A | E | Q | P |
| T | E | M | R | K | A | M | T |
| Y | M | K | D | A | T | S | O |
| E | A | B | S | L | R | D | D |
| A | D | K | Z | P | E | Y | A |
| R | D | Z | M | S | L | K | Y |

Knihovna  
 Divadlo  
 Kino  
 Minulý rok  
 Dnes

3. Where ~~were~~ were you?

Yesterday \_\_\_\_\_  
 Last year \_\_\_\_\_  
 Last month \_\_\_\_\_

Library  
 2020  
 23.12.

TODAY  
 2020  
 24.12.

Theatre  
 2019  
 24.12

Cinema  
 2020  
 24.11.

P

# Test Unit 3

LGT-6

knihovna- \_\_\_\_\_

kino- \_\_\_\_\_

sportovní centrum- \_\_\_\_\_

nákupní centrum- \_\_\_\_\_

divadlo- \_\_\_\_\_

yesterday- \_\_\_\_\_

last year- \_\_\_\_\_

last month- \_\_\_\_\_

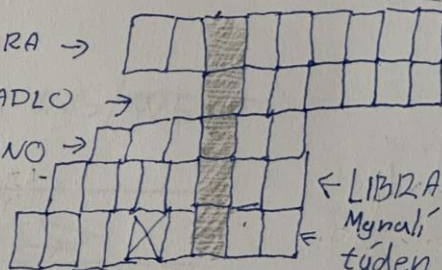
last week- \_\_\_\_\_

last night- \_\_\_\_\_

VČERA →

DIVADLO →

KINO →



← LIBRARY  
Mynalí týden

\_\_\_\_\_ was at the space-  
ship.

Steve was at the library ○

Steve was at the theatre ○

Bob was at the sports center ○

Bob was at the cinema ○

yesterday ①

last month ②

last year ③

last night ④

JAK TI TO ŠLO:



# TEST UNIT 3 LGT-07

1. DOPLŇ VYNECHANÁ DÍSMENA

|   |   |   |   |  |   |  |  |
|---|---|---|---|--|---|--|--|
| A |   |   | M |  |   |  |  |
|   |   | S |   |  | D |  |  |
|   |   | N |   |  | A |  |  |
|   | i |   | A |  |   |  |  |

2. NAPIŠ 5 VĚT SE SLOVESY WAS/WERE

---

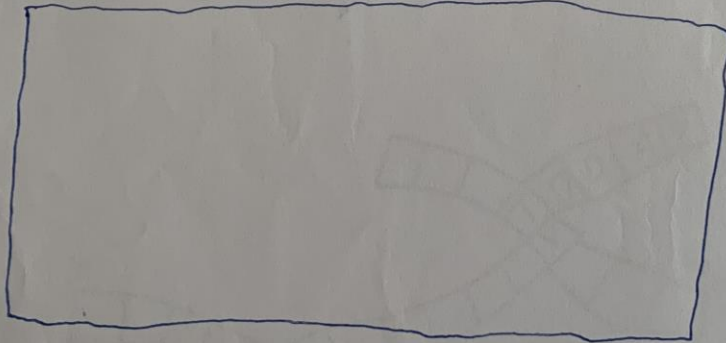
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3. NAKRESLI MAPU MĚSTA





# TEST UNIT 3

NAME: **LGT-c**

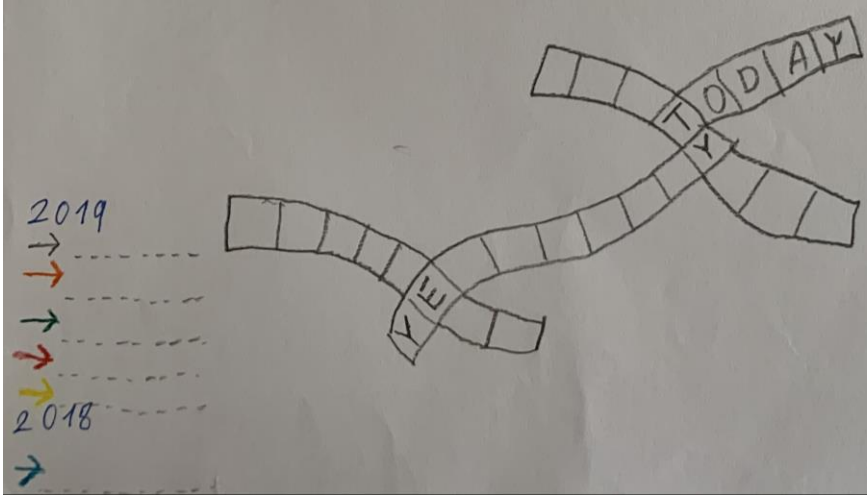
DATE:

1. Spojte části vět k sobě podle stránek z kalendáře

1. Steve was at the cinema. yesterday last year
2. Steve was at the library last week
3. Steve was at the theatre last night
4. Steve was at the sports centre last month
5. Steve was at the shopping centre



2.



APPENDIX J - Filled-in learner generated tests (4 examples)

# TEST

1. Complete the cake sentences.

1. Steve wants to catch a cake.
2. Bob can't choose one cake from two!
3. Would Maggie like to hide a cake behind the sofa?
4. Bob will bring a cake home.
5. Steve doesn't find a cake!

2.

Find      Catch      choose

hide

months in the year

1.

2. VYJMENUJ MĚSICE

|             |    |           |   |
|-------------|----|-----------|---|
| 1. January  | 7  | July      | △ |
| 2. February | 8  | August    | △ |
| 3. March    | 9  | September | □ |
| 4. April    | 10 | October   | □ |
| 5. May      | 11 | November  | □ |
| 6. June     | 12 | December  | □ |

3.

|           |          |
|-----------|----------|
| Spring    | Summer   |
| March     | June     |
| April     | July     |
| May       | August   |
| Autumn    | Winter   |
| September | December |
| October   | January  |
| November  | February |

Yes, I agree!

Good job!

Ještě doplnit ještě!

Jak se ti daří? ☺ ☹ ☹

# TEST SILVER BOOK


DECEMBER,  
CATCH, BRING, CHOOSE, HIDE,  
FIND, JANUARY, FEBRUARY, MARCH,  
APRIL, MAY, JUNE, JULY, AUGUST,  
SEPTEMBER, OCTOBER, NOVEMBER

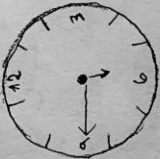
1. STEVE CATCH BALL. X
2. STEVE FIND THE SHOES. X
3. BOB HIT THE PLANE. X
4. MAGGIE BRING THE GIFTS. ✓
5. BOB CATCH THE CAKE. X
6. IN JANUARY IT'S SOMETIMES SUNNY AND RAINY.
7. IN MARCH IT'S STARTING SPRING.
8. IN JUNE IT'S STARTING SUMMER.
9. IN DECEMBER BRINGING GIFTS.
10. IN SEPTEMBER STARTING SCHOOL.


THE SCHOOL STARTS!

E!


① Napis kolik je ružin


It's half past ten  ✓

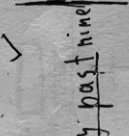
It's quarter to six  ✓

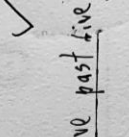
It's quarter past four  ✓

② Napis kolik je hodin


9:20  ✓

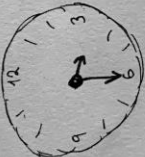
17:55  ✓


It's five past nine  ✓

It's five past five  ✓

③ Zakresli hodiny

It's quarter to five  ✓

It's half past three  ✓

It's a quarter past seven  ✓

## APPENDIX K - Coded interview N. 1-N.4

**N.1**

Q:

A:

Jak víte co se bude na dané hodině probírat? Jak víte, co se budeme učit? Jak to víte? **A** - *no aims!  
no cognition*

Že nám to jakoby řeknete, tu minulou hodinu. Že nám to řeknete tu minulou hodinu, abychom se na to mohli připravit.

Super, někdo by něco dodal?

Nebo, že třeba budeme mít test? A vy nám to řeknete třeba dva tři dny dopředu.

Nebo když máme třeba domácí úkol a pak si ho kontrolujeme, tak my víme, že si ho máme pročit.

Říkáme si něco na začátku hodiny? Že byste podle toho poznali, co se budeme učit?

Asi ne?

Někdy řeknete stranu nebo sešit.

Kdo určuje, co je cílem hodiny. Kdo určuje, co se máte učit. Co se naučíte.

Paní učitelka.

Určujete to někdy vy?

*↳ první stránka, úkol, asi tomu rozumí?*

Ne.

Někdy ano.

Někdy se to můžeme doučit.

Někdy si můžeme opakovat.

Někdy si můžeme vybrat.

Kdo určuje, co se máte učit.

Paní učitelka.

Určuje to někdy i někdo jiný?

Paní ředitelka?

My.

Kdy a jak? - *yes*

Třeba když dostaneme špatnou známku z testu, tak se to pak doma naučíme. A můžeme se na to opravit, můžeme se na to učit.

Ještě někdy?

Ve škole si to třeba můžeme trochu procvičit.

Nebo když nemáme co dělat, tak si můžeme na počítači hrát nějaké hry.

Mohli jste si někdy vybrat, co se tu danou hodinu budete učit?

Ano!

**ME**

1

A z čeho vybíráte? Podle čeho vybíráte?

Máme dvě knížky.

<sup>ME</sup>  
Přeci jsme si spolu dělali týdenní plán. Kdy jsme si naplánovali co který den budeme dělat. Tak to jste si mohli vybrat. Ták, další otázka. Teď něco jiného.

Jak poznáte, co umíte. A jak poznáte, co jste se naučili.

Že si to píšeme do sebehodnocení. <sup>JA</sup>

Nebo do úkolníčku, že si to máme procvičit.

Nebo když máme zkušební test.

Nebo když mě rodiče zkouší doma.

Nebo jak prostě když máme něco dělat samy, tak samy musíme přemýšlet a když něco nevíme, tak tím zjistíme, že to nevíme. <sup>A</sup>

Když si to píšeme do sebehodnocení, jak poznáme, že to umíme a že to ovládáme? Že ti to jde? Podle čeho?

Samostatná práce. Že přemýšlíme.

Nebo když si to kontrolujeme, tak že v tom nemám tolik chyb. Když tam mám hodně chyb, tak mi to asi nejde. <sup>LAT</sup> Ale když jednu, tak je to v pohodě.

Zůstaneme u tohoto tématu. U toho sebehodnocení. Mě zajímá, jak ti s tím pomáhá paní učitelka. Jak zjistit, jestli ti něco jde. Jestli ti nějak paní učitelka pomáhá. <sup>JA</sup>

Že nás zkouší. <sup>?</sup>

Jenom o angličtině se bavíme děti.

Třeba když máme test a vy si nás potom voláte ke stolu a říkáte nám, kde jsme měli chyby, na co se máme zaměřit... <sup>LH</sup>

Nebo když dostaneme špatnou známku, tak nám nabídnete, že si to můžeme opravit. <sup>Yes</sup>

Pomáhají nějakým způsobem spolužáci? S tím zjistit, jestli něco umíme? <sup>LAEO</sup>

Někdy se třeba zkoušíme navzájem ve dvojici. <sup>JA</sup>

A jak ti to pomůže? Zjistit, jestli něco umíš?

Že si to jako před tím testem procvičím a pak si na to třeba při tom testu vzpomenu. Je to lepší, než když si to zopakují sama večer před testem a pak na to úplně zapomenu. <sup>A</sup>

Mně ještě zajímá. Můžete si vy sami pomoci? Zjistit jestli vám to jde?

Třeba že si to doma jenom procvičíme. Na internetu jsou odkazy. A třeba když tam budeme mít hodně chyb tak tak můžeme vědět, že si to ještě musíme procvičit. Tak víme, že to neumíme a že to musíme ještě procvičovat. <sup>A</sup>

Takhle budeme třeba to procvičovat každý den. <sup>LAT</sup>

Tak jiná otázka. Kdo určuje, jestli něco umíte?

MY.

A jak? Jak to určuješ?

Když to procvičuji, tak vím, že to umím. A jestli tam mám hodně chyb, tak vím, že to ještě neumím. *GT*

Poznáš po hodině, na konci hodiny, jestli jsme zvládli to, co jsme měli zvládnout?

No vždycky za tu hodinu máme udělat třeba nevím, dvě stránky, tak když uděláme třeba jednu, tak víme, že jsme to nesplnili.

Vzpomínáte na palečky?

Ano.

Co nám říkali ty palečky? Jestli to umíme, jestli jsme to zvládli. *GT*

Jak víš co se učit a co se procvičovat, třeba doma?

Když třeba bereme nějakou lekci a ta předchozí nám nešla, tak se budeme učit tu předchozí. *LAT*

Nebo v testu, když to neumím, tak vím, že se to doma musím procvičovat. *A*

Děti, doplňte mi následující větu: SEBEHODNOCENÍ PRO MĚ ZNAMENÁ... *JA*

Sebekontrola jak nám to jde a jak zvládáme tu lekci.

Taková pomůcka, když něco nevím.

Kontrola nad tím, co jsme probrali a nad tím, jestli to umím nebo neumím a jak mi to jde.

Je to že se to někdy i píšeme co jsme dělali ten týden. A jak mi to nejde nebo jde. A pak když si to procvičím, tak si tam můžu napsat, že mi to jde. *-reflexion*

Že se k tomu jako vrátíš a pak si tam můžeš poznamenat, že už ti to jde. Super.

Že třeba se kouknu na ten papír, když už to mám vyplněný a podle toho poznám, jestli mi to jde nebo ne.

Jak pracujete se sebehodnotícími listy? Rozdělíme si je na:

- LISTY OD PANÍ UČITELKY
- LISTY, KTERÉ VY VYTVOŘÍTE
- TY, KTERÉ SI TŘEBA VYROBÍTE DOMA

To sebehodnocení, které si vyplním ve škole, tak tam mám třeba, že mi to nejde ten smajlík, tak si to procvičím a pak si tam k tomu napíšu datum, že mi to už jde. Zlepšení, jak ještě mám procvičovat, abych to už uměla a šlo mi to dobře. Pak si to zakládám do desek angličtiny.

Do portfolia. *P*

Ano.

Doma? Pracujete se sebehodnocením doma? *JA*

Já když se nudím a nemám co dělat, tak se podívám do toho sebehodnocení a procvičuju. *JA*

Když tam mám víc věcí, co mi nejde, tak si to vyhledám, procvičím a naučím. *A*

K čemu nám to slouží?

Abychom zjistili, co nám jde a co ne a mohli si to potom procvičit. *A*

Uvědomění si, že to není nejlepší to neprocvíčit, když pak z toho máme třeba špatnou známku. A pak z toho jsme smutný, že to neumíme. A je to lepší než se to pak muset učit znovu a opravovat.

Proč používáme sebehodnocení? Jaký je ten důvod? JA

Když je nepoužijeme, tak nevíme, co nám nejde a můžeme mít špatné známky. A

Potom na konci roku, když je velký test úplně na všechno, tak se tam právě můžeme podívat a zopakovat si to a procvíčit si to.

Další otázka tady je, zda tvoříme někdy vlastní sebehodnocení a tady víme odpověď, že ano, že tvoříme. A mě teď tady zajímá, k tomuto vašemu listu ze včera, jak jste věděli, jak je vytvořit? VAL

Že už jsme ho měli hodně krát. JA

Smajlíci, žebřík. Nás to vlastně inspirovalo. Že už jsme ho hodně krát měli. I od paní učitelky třídni nás to inspirovalo, tam taky máme sebehodnocení. MAT

Takže víme, už máme příklady, tvoříme to i trochu podle sebe.

Víme, co vy jste tam třeba měla napsaného, tak i my podle sebe. Třeba na tu danou lekci. MAT

Mě teď zajímá ta LEKCE. Vy jste říkali, že máte inspiraci na žebříky, na otázky a na smajlíky a jak teda víte, co do něj dát?

Koukneme se co jsme probírali a pak to tam zakomponujeme.

Jak poznáte, co je důležité?

Většinou se ty slova doplňuju. Je to častý, opakuje se to ve větách.

Slova tam všechna jsou co se zrovna probírá.

Výborně, super, moc děkuji.

## N.2

Q:

A:

První otázka zní, jestli a jak víte, co se bude na dané hodině učit. Bavíme se o angličtině, jestli víte, co se bude na učit. A

Angličtina.

Angličtina se bude učit. Co z angličtiny se bude učit?

Tak to nevíme. → NO AIMS!

Nikdy nevíte, co se budete učit? Paní učitelka vám nikdy neříká na začátku hodiny?

Že si máme něco nachystat.

Podle čeho poznáte teda, co se bude učit?

... NOTHING, NO REASON - opit' sa'dmá reakce na "CÍL"

Nikdy nevíte? Vždy jste překvapeni, co se učíme?

No, někdy nám to řekne ta druhá skupina.

A když jsme dohromady všichni? V pondělí, třeba?

Tak jen doufáme, aby to nebylo tak hrozný.

Test třeba.

Kdo určuje cíl hodiny? Kdo se budeme učit? A

Paní učitelka.

Vy.

Vždycky já? Vy si nikdy neříkáte, nevybíráte? Nikdy?

Ne, nikdy

Někdy jo.

Noo...

Někdy jo!

Někdy jo, dobře. Podle čeho to vybíráte?

Podle toho, co nám dáte na výběr? !!

Výborně, super, děkuji. A ještě podle něčeho?

Jednoduchosti.

Aby to bylo co nejjednodušší, že jo? Stalo se někdy, že byste si mohli úplně sami vybrat? Třeba do týdenního plánu?

No, to teď jsme si vybírali domácí úkol. ME

Výborně, to jsme měli domácí úkol. Super, někdo by něco dodal?



Asi ne...

Jak poznáš, podle čeho víš, jestli něco umíš?

Že si to zkusím.

Že si to zkusím. Řekneš mi jak?

Doma nebo ve škole?

To je jedno, můžete říct obojí.

Že mě tatka vyzkouší.

A ve škole?

Že mě kamarád vyzkouší třeba. PA

Kamarád, super.

Paní učitelka.

Paní učitelka. Bavíme se o tom, jak to zjistíme, ano? Jestli něco umíme.

Že když to třeba probíráme, tak když to neumíme, tak si to procvičíme.

Nebo až u testu.

U testu, dobře. Ještě nejsme u testu, dobře? Teď teprve zjišťujeme, jestli něco nějakým způsobem umíme, jestli nám to jde, jestli si to máme třeba procvičit znovu. Tak, ty jsi říkala, že doma si to procvičíte. Ty jsi říkal, že s kamarády si to procvičíte, super.

Navazující otázka na toto, děti: Jestli vám s tím nějak může pomoci paní učitelka? Nebavíme se o testu, že dostanete test, ale jestli já ti můžu nějak pomoci zjistit, jestli ti něco jde.

Třeba vytisknout nějaký pracovní list.

Výborně, jenom takto?

Neboo...

Že nás vyzkoušíte.

Vyzkoušíme, dobře.

Že nám poradíte. FACILITATOR

*Smelly*

Poradíme, výborně, že si o tom popovídáme.

Dovysvětlit, prostě.

M-hm, výborně.

Když nevím nějaké slovíčko, tak co to znamená.

Pomáhají vám s tím nějakým způsobem kamarádi? Spolužáci? Zjistit, jestli nám něco jde, jestli to umíme?

Ne.

Moc ne.

Ne.

Ne.

Ne. Tolik ne.

Když se zeptám.

Cože? Když se zeptáš.

No, když se zeptám třeba co to znamená a on to ví, tak mi poradí, tak mi to řekne. *PA*

Super. Tak pokud někomu pomáhají, jak vám pomáhají ti kamarádi? Že se ho na něco zeptáte, ještě nějak jinak?

Že se navzájem vyzkoušíme.

Výborně. Super. Znáte to, provozujete? (...)

Provozujeme to děti, asi jsme zapoměli.

Joo, ajo! *PA*

Děti, jak si vy můžete sami pomoci zjistit, jestli vám něco jde? Zjistit, jestli potřebujete procvičit? Jak si můžete pomoci?

Sebehodnocím. *JA*

Výborně! Řekni mi jak? Jak ti to může pomoci?

Noo, tak že si vezmeme sebehodnocení, vše si tam projdeme a zjistíme, že nám něco nejde. *LAT*

Co to znamená: „Vše si tam projdeme?“

Že si to prostě vyzkoušíme, ty věci.

Co to znamená? Vysvětlí mi to. Můžete mu klidně pomoci. Že si vyzkoušíme v sebehodnocení všechny ty věci, co to znamená?

Že jsou tam napsány všechny ty věci, co máme umět, tak si je zkusíme udělat a jestli to umíme, tak to umíme. *LAT*

Někdo by něco dodal?

...

Tak, podobná otázka už zde zazněla, ale já se vás stejně zeptám. Kdo určuje, jestli něco umíte nebo neumíte?

Paní učitelka.

My sami.

Výborně, věděla bys jak? Jak si to určíš?

Že jsem hodně pozadu jak ostatní? *LAT*

To znamená, že to...

Že to neumím stejně jako ostatní.

Takže se jakoby porovnááš, myslíš, ano? Ještě nějak to poznáte?

Že třeba na hodině nerozumím nějakým slovům.

A ty jsi říkal, že to určuje paní učitelka, můžeš to vysvětlit?

Noo, já myslela, že paní učitelka, že třeba když píšeme nějaký test a napíšeme to tam špatně, tak že paní učitelka to opraví, zjistí, že to neumíme a my pak víme, že to máme špatně. T

Znamená to tedy, že já to určím, že to neumíš? Otázka na vás na všechny.

Né, protože my to napíšeme blbě.

Tak jo. Jak ještě poznáte, jestli něco umíte nebo neumíte.

Podle domácích úkolů, jestli to máme dobře nebo špatně.

Tak mi ty třeba řekni, jak poznáš, jestli něco umíš nebo ne.

Že se třeba kouknu do předchozích domácích úkolů a zjistím, že tam mám spoustu chyb. #

Nebo si třeba udělám nějaké cvičení a někdo mi to zkontroluje a když to budu mít špatně a musím si to procvičit.

Děti, mě teď zajímá, jestli někdy po hodině víte, jestli jsme naplnili to co jsme měli stihnout, jestli jsme naplnili očekávání a jestli jsme zvládli práci.

No, když nám to řeknete.

Vždycky nás porovnáte s druhou skupinou.

Neporovnávám, ne.

Co jsme dělali, když jsme ukazovali palce, na co jsme se ptali?

Jak si myslíme, že nám to šlo. LAT

Jo! To je vončo, super.

Na konci si to tedy vždy...

Shrneme...

Super...

Děti mě teď zajímá, jak víte co se učit a co si procvičovat, doma, na distanční výuce...

Nové učivo.

Jak víš co je nové učivo.

Projedu si vždy celou tu lekci.

Ještě nějak to poznáme? Jenom lekce? Nikam jinam nekoukám? Nic jiného neřeším?

Do týdenních plánů.

Dobře. Do týdenních plánů, super. A co s těmi týdenními plány dělám? Jestli s nimi tedy něco dělám.

Tam se vždy kouknu co ten týden budeme dělat.

Aha, co s tím tedy budu dělat.

Jestli to nemám hotový, tak si to dodělám

Aha, takže se kouknu na to co tam je a porovná si to s tím, co bych měl mít.

A co ty? Jak pracuješ s týdními plány?

Nepracuju.

Dobře.

Děti, doplňte mi následující větu: SEBEHODNOCENÍ PRO MĚ ZNAMENÁ... ✓

Co umím a co neumím.

Co mi jde a nejde.

Ukázka toho, co si mám zopakovat.

Ještě někdo prosím, dokonči větu.

Pro mě to znamená, že si zopakuju co umím a co neumím.

Ještě něco, co nezaznělo?

Ne, nic nás nenapadá, dobře.

Koukám, že pro vás nic neznamená.

To už tu bylo řečeno, že je to takový přehled, co umíme a neumíme.

A teď mi prosím řekněte, jak pracujete se sebehodnotícími listy, od paní učitelky, svezma a doma, jestli nějaké vytvoříte.

Vyjádríte se mi k tomu prosím, jak s tím pracujete.

Jednoduše si to prostě vyplním.

A co s tím pak děláš, jen to vyplníš a zahodíš?

Necháváme si to v sešitu.

Aha, a proč si to necháváš v sešitu?

Abych se na to později mohl kouknout a viděli co nám jde a co nám nejde. A

Jak to myslíš?

Že třeba když se nám v něčem nedaří a ještě se to zhorší tak se kouknu a zopakuju, jak mi to šlo a jestli mi jde lépe. A

Takže si to porovnáš, dobře.

K čemu nám takové sebehodnotící listy jsou? My jsme řekli, že tady můžeme porovnat, ještě k něčemu nám jsou?

Noo, že třeba když se kouknu jak na tom jsem a když to třeba není moc dobrý, tak si vezmu učebnici a můžu se to učit.

Abychom viděli, jak na tom jsme. A

Proč si dáváme takovou práci a vyplňujeme je v hodinách, co je ten důvod?

Abychom na to pak nezapomněli doma.. ☺

Aha, že je radši vypracujeme doma.

Že když je vyplníme ve škole, tak máme méně práce na doma.

A když to vyplníme ve škole, tak tam je paní učitelka a když něco nebudeme vědět, tak se jí můžeme zeptat. A

Já tady mám otázku, zda tvoříme sebehodnocení, ale to my víme, že ano. Já tu mám vaše sebehodnotící listy ze včera a mám na vás otázku: Jak jsme věděli, jak je vytvořit. F

Podle toho, co jsme udělala vy? *JAT*

Jak to myslíš?

No, my jsme to tvořili podle předchozích sebehodnotících listů. *JAT*

Podle knížky.

Jak to myslíš podle knížky?

No projdeme si tu knížku a tam je třeba tajeňka, nebo překlad vět.

**N.3**

Q:

A:

U.3

Tak děťulky, mně zajímá, jak víte co se bude na dané hodině učit? Říkej.

Z týdenního plánu.

Dobře, jak ještě, víte?

Podle toho, jakéj unit děláme, asi.

Podle toho, co děláme, dobře. Říkáme si něco na začátku hodiny? A co si říkáme.

Noo, co budeme dělat.

Nebo, i napřed. Třeba jestli budou nějaký testy a domácí úkoly. #

Dobře, super. Podle čeho poznáte, co se bude dít. Říkali jsme podle týdenního plánu, podle domácího úkolu. Ještě podle něčeho?

Třeba i podle toho, co nám jako řeknete v těch hodinách. A?

Dobře, super. Další otázka. Co to je a kdo to určuje = CÍL HODINY.

Paní učitelka.

Někdy i někdo jiný, než paní učitelka?

Ne.

Asi ne.

Paní ředitelka? 😊

Paní asistentka? 😊

Ještě někdo jiný?

Ne.

A Co třeba vy, mohli jste si někdy říct, co se budete učit?

Ne.

Ne, vůbec.

Jooooo!

Jo, třeba jsme si mohli vybrat mezi dvěma věcmi co chceme dělat. HE

Supeer, mohli jste si někdy vybrat úplně všechno, co se budete učit?

To ne.

Spiš ne.

Vzpomeňte si na minulý týden.

Jo!

Jo...

Jo, to jsme si vybírali i domácí úkol.

A i u vlogu jsme si určili co budeme dělat.

*čítat ať reklamovaný  
možná dady?*

*reálný pojmu ať*

Jak poznáte, že něco umíte a jak poznáte, že se potřebujete něco naučit.

Že se to třeba doma i ve škole procvičuju. LAT

Třeba u domácích úkolů jsem si ho třeba četla s mamkou a překládala a když jsem to třeba nevěděla, tak jsem se to s mamkou doučila a tak jsem věděla, že mi to ještě moc nejde.

Super, jak poznáte, že něco umíte? Říkali jste třeba podle toho domácího úkolu, nebo podle toho povídání s rodiči...

No! Třeba to prostě vím. LAT!!

A co to znamená, že to víš?

Vím ten význam slova.

Když třeba máme cvičení, tak to prostě udělám rychle.

Když se řekne třeba „protože“ tak musím rychle říct „because“

Je to prostě senzorovej princip že když něco zjistím, že to neumím, ale když mi to jde tak to umím

A mně teď zajímá... Může vám paní učitelka, když se tedy teď bavíme o angličtině, tak jak vám já můžu pomoci s tím, jak poznat, jestli něco umíte.

Že nám dáte třeba nějaký pracovní list, kde to používáme?

**T** V testu, když my prostě napíšeme dobře.

Slovička si píšeme na tabuli.

Nebo si je píšeme do slovníčku nebo do sešitu.

A jak ti to pomůže, když si to zapíšeš do slovníčku?

Že jste nám to třeba navrhla.

Můžou vám nějak pomoci kamarádi? Spolužáci PA

Kýveš, že jo, tak mě zajímá jak.

No já nevím tak, když jsme třeba chyběli?

Kamarád si to semnou procvičí a já to to třeba zapíšu.

Učíme se společně, navštívíme se. Domluvíme se, jeden přijde k druhému.

Můžete si vy samy pomoci? Samy sobě?

Mamka mi doma třeba vytiskne nějaký pracovní list.

Procvičování online.

Je to o vlastní vůli, když vím, že mi něco nejde tak si to musím procvičit. A LAT

A jak si tedy pomůžeš?

Tím procvičením na různých internetových stránkách na angličtinu.

Jak ti tedy ta internetová stránka pomůže zjistit, jestli něco umíš. Jak to poznáš?

No prostě mi to tam zadá nějakou otázku a když na to odpovím správně, tak to umím. LAT

Dobře, super.

Někdo by něco dodal?

Kdo to určuje, zda něco umíte či neumíte.

Určujeme to my.

Je to prostě na nás.

Nikdo mi přeci nemůže určit jestli to umím nebo ne.

Kamarádi.

No když třeba máme nějaký test.

Postupně, ty začni a vysvětli, jak jsi to myslela.

Ano je to prostě na nás. Když se to nenaučíme, tak to neumíme, když se to naučíme, tak to umíme.

Ano, pokračuj.

Paní učitelka přeci nemůže určit co nám jde a nebo nejde, ale může mít nějaký dojem, že nám to jde nebo nejde. A tak nám dá třeba něco na procvičení.

Někdo tu řekl „je to prostě na nás“... jak tomu mám rozumět

Je jenom na nás, jestli to budeme umět a jestli se to máme naučit.

Je jenom na nás, jestli budeme mít jedničky nebo pětky.

Dobře. Copak?

Ještě kamarádi.

Ano, jak?

Kamarádi, třeba když je poprosíme, aby nás vyzkoušeli, jestli to umíme, noo tak a nejde nám to, tak mi určí, že bych si ještě třeba měla procvičit tohle.

Á, že se třeba zkusíme a kámoši to uměj a říkej nám slova, třeba napiš to na papír, a my to vyplňujeme prostě...

Že si jako pomáháte... super

Ještě něco tě k tomu napadá? Kdo podle tebe určuje, jestli něco umíš?

No, asi hlavně sám.

Dobře, super.

Jak si ještě můžeme určit, jestli nám něco jde? Napadá ještě někoho něco?

Třeba sebehodnocení.

Vysvětlíš?

Že vlastně máme nějakou lekci, nějaké věci a to sebehodnocení je přímo na tu lekci. Třeba: umíš vyjmenovat to a to, tak si to zkusíme a třeba když to neumím, tak zjistím, že se to musím doučit.

Mě tady teď zajímá, podle čeho poznáme, jestli byl naplněný cíl hodiny. Na konci hodiny, jestli jsme splnili to co jsme měli.



Tak když třeba děláme blbosti a neděláme to, co máme tak asi ne.

Ale jak to zjistíš?

Třeba že máme v týdenním plánu napsané co děláme a neděláme.

Nebo máte vy rozplánovaný co v tý hodině máme dělat a třeba že když to neuděláme, tak to dostaneme za domácí úkol, nebo třeba musíme dodělat někdy jindy.

Nebo příští týden třeba.

No ale na konci hodiny, jak víte, jestli to máme splněné nebo ne, zvládli jsme to, nezvládli jsme to, jde mi to, nejde mi to...

Ano, víme.

A jak?

Přeci to víme na sobě, jaké máme známky, to poznáme.

Proč jsme třeba takhle občas ukazovali palečky?

Jak se nám líbila hodina.

Opakování z lekce, podle toho jak nám to šlo, dařilo, učilo. LAT

Něco podobného jako v tom sebehodnocení, tam jsou ty smajlíci a vybíráme a kroužkujeme, podle toho, jak nám ta daná lekce šla.

A jak to teda poznáme? Říkali jste, že víme jaké máme známky, že nám to jde, nejde, že to umíme, neumíme. Ještě nějak?

Že nám to třeba řeknete, že jsme měli udělat třeba ještě tohle cvičení.

Dobře, super.

A ještě třeba z toho testu. Že vy víte jaké tam máme chyby a pak si nás třeba voláte a říkáte nám, jaké jsme tam měli chyby, třeba tadys měla chybu, tak si to zkus ještě procvičit a třeba tohle jsi měla dobře.

Výborně. Jak víte, co si máte procvičit.

Podle toho co nám nejde.

Podle toho co vy nám řeknete.

I podle kamarádů.

Podle sebe.

Podle domácího úkolu.

Já to chci ale vysvětlit. Jak to vy víte.

Že nás třeba vyvoláte při cvičení a já jsem tam třeba určila blbě was/were a tak vím, že si to mám ještě procvičit.

Při distanční výuce byly ty testy ve formech a tak když jsme tam udělali chybu, tak tady víme.

Děti, doplňte mi následující větu: SEBEHODNOCENÍ PRO MĚ ZNAMENÁ...

JA

Kontrola. Pro mě to znamená kontrola, že tam se hlavně dozvím, že mi něco nejde a že se nad tím prostě i zamyslím.

Kontrola jakože to umím všechno, že si to jenom vypíním.

Jenom, že to víš? Je tam třeba někdy, že to nevíš?

LAT

To taky.

Tkaže i tak, co vím a co nevím. Dobře.

Pro mě taky kontrola, že třeba když probíráme nějakou lekci a vím, že mi to moc nejde, tak si to sebehodnocení prostě udělám a vím, že když si řeknu... třeba aha! Tohle neumím, tak si to prostě procvičím.

Sebehodnocení pro mě znamená....

že prostě když se na to kouknu tak hned vím, co mi jde a co mi nejde.

Jak jako, když se na to kouknu, vysvětlí to...

Možná že když vidím to sebehodnocení a teďka tam vidím a nevím, že něco nevím, tak prostě vím, že si to mohu ještě procvičit. Tak prostě vím, že to ještě neumím.

Tak pro mě to taky znamená prostě kontrolu. Sebehodnocení si dávám da jedny složky, každéj vejkend si to jakože procvičím a třeba si zkouším, jestli jsem to zapamtl.

A když si to tedy projdeš a otevřeš, pracuješ s tím ještě nějak?

No když se v tom zlepším... tak si tam napíšu zelenou pastelkou, že jsem se zlepšil.

Co vy ostatní, taky s tím takhle pracujete?

No já si to občas projdu a tady se na to podívám, označím si to, že mi to třeba nešlo a podívám se na to a řeknu si třeba „aha tak to už mi jde“ a tak si to prostě označím, že už mi to jde.

Jak pracujete se sebehodnotícími listy? Doma ve škole. Ty moje, nebo ty, které vytvoříme... Jak se s nim pracuje?

Ve škole to vytvoříme, vy to okopírujete, pak se to rozdá a vyplňujeme to, pak dostaneme i od jiných dětí co oni vytvořili.

Jen ve škole, doma ne. Neděláš si doma sebehodnocení?

Doma se na to podívám, ale nedělám.

Taky ne.

Já se doma na to podívám ale ve škole to vypracuju.

Super, takže doma reflektuješ, jak ses jako posunula, super.

K čemu nám jsou? Tady padla ‚kontrola‘ ještě k něčemu?

Abychom zjistili co nám jde a co nám nejde.

Možná jako zpětná vazba.

Proč používáme sebehodnocení? Co je ten důvod?

Abychom si byli jisti co nám jde a co nám nejde, protože kdybychom to neměli, tak si třeba vůbec nevzpomeneme a museli bychom projít všechny listy a knížky. Takhle to máme na jednom papíru.

Další otázka tady je, zda tvoříme někdy vlastní sebehodnocení a tady víme odpověď, že ano, že tvoříme. A mě teď tady zajímá, k tomuto vašemu listu ze včera, jak jste věděli, jak je vytvořit?

No protože dřív jste nám vlastně dávala sebehodnocení <sup>MI</sup> vy, tak jsme se z toho inspirovali, jsou to jako různé cvičení, třeba „umiš vyjmenovat budovy, části těla, a tak“ a pak je křížek, fajfka, yes, no, trochu.

Co tam zakomponovat? Nemyslím druh cvičení, ale třeba jakou slovní zásobu.

Podle toho, co jsme naposledy dělali za lekci.

Že nám to zadáte, jakou lekci máme dělat.

Někdo by něco dodal? Ne, já také ne. Výborně, super, moc děkuji.

**N.4**

Q:

A:

Jak víte, co se budete na dané hodině učit? Jak víte co se na angličtině.. jak byste věděli, co se budeme dneska na angličtině učit?

Bud' to se podíváme do teamsu na počítači do týdenního plánu na tento týden a nebo nám to řeknete.

Nebo se zeptáme naší paní učitelky? Nebo ne?

Jakože se mě zeptáš a já ti to řeknu?

No.

Říkáme si něco na začátku hodiny?

Co si máme připravit?

Co budeme dělat?

Cvičení?

Podle čeho? Ty jsi říkala, že podle týdenního plánu, tak podle čeho?

Tak třeba když budeme dávat pozor? 😊

Super.

Tak jo.

Děti, kdo určuje cíl hodiny. **A**

Paní učitelka.

Paní učitelka.

Paní učitelka.

Paní učitelka.

Vždy paní učitelka?

Ano.

No většinou ne.

Někdy pan učitel.

Jakej pan učitel?

Třeba na informatiku.

Bavíme se o angličtině.

Tak, kdo ještě.

Když třeba někomu řeknete, co má dělat.

*cíl - uk. amůvky, očit  
mu searaji provnost,  
nebo kenzumi?*

Nene. Kdo určuje, co se naučíte na té hodině, kdo určuje cíl hodiny. Já jsem se ptala kdo, vy jste říkali, že já ne, tak kdo to určuje.

Možná paní učitelka na rodláka.

Na našich hodinách.

Jenom vy.

Jenom vy.

Jenom vy.

Aha, a co vy třeba?

My????

Děje se to někdy, že si můžete vybrat, třeba, co se budete učit?

Jojojojojojo.

Super, tak jo. Jenom naše hodiny AJ, jenom opakuju.

Jak poznáte co umíte a co neumíte. Jak poznáte, co jste se naučili.

Asi podle známek. -jak?

Že když si to řeknu, tak vím, co to znamená.

Nebavíme se o testování, ale o tom, jak víte, co umíte. Třeba, že zítra bude písemka, tak jak poznáte, že už to umíte, neumíte. Že už se třeba nemusíte učit.

Podívám se na to a vím, co to znamená přesně a dokážu s tím pracovat. A

Jenom, že se podíváte na ty slovíčka? Nijak jinak?

Třeba že ty slovíčka umím napsat a použít ve větě. A

Ještě nějak?

Může vám k tomu něco pomoci?

Může vám k tomu někdo pomoci? Třeba paní učitelka?

Zkoušení, ... T

Ale o tom my se teď nebavíme.

Jak vám tedy paní učitelka může pomoci.

Vyzkoušet, můžeme si to zkusit.

Nebo když paní učitelce řekneme, že tomu třeba nerozumíme a jestli by nám to třeba mohla vysvětlit. F

Takže si o tom popovídáme, výborně, ještě nějak?

Můžeme se i zeptat doma rodičů.

Máme nějaké aplikace.

Procvičování online, super.

A co kamarádi? Co kámoši? RA

Můžou nám to vysvětlit. Když jím to jde líp než nám, tak nám můžou pomoci nás to naučit.

Jak to myslíš, že ti pomůžou se to naučit?

Nebo jako, že... oni třeba umí angličtinu lépe jako já a tak já se ho zeptám a on mi to vysvětlí.

PA Zkoušeli jste třeba vy někdy někomu něco vysvětlovat?

Jo.

Joo.

Jo.

A je to fajn? Někomu takhle poradit?

Joo.

Děti, můžete si pomoci vy?

Jo.

A jak?

Třeba že my sami si budeme procvičovat, abychom se to naučili a zlepšili se v tom.

Jo.

Souhlasím.

Co to znamená, že se v tom zlepšíte?

Třeba to, že si slovíčka pamatujeme nazpaměť a rychleji si na ně vzpomeneme.

Super.

Děti, další otázka. Kdo určuje, zda něco umíte nebo neumíte.

JÁ?

Jak to myslíte.

My sami.

Jak to myslíte, vysvětlíte mi to.

Že když už to jde zapamatovat nebo když to umím použít ve větě a nemusím se na to koukat, prostě že už umím ty slovíčka používat. A

Super.

Jak to někdo – tedy vy – určujete.

Podle toho, že si na to vzpomeneme. Že když to dáme třeba rodičům zkontrolovat, tak to máme dobře. A prostě že už to v té hlavě máme a nemusíme nad tím dlouho přemýšlet.

Jak po hodině poznáte, jestli byl naplněný cíl. To znamená, jestli jsme udělali, to co jsme měli, jestli jsme to stihli, jestli jste se naučili to, co jste se naučit měli, jestli toho bylo dosaženo.

Že se to nějak zopakují v hlavě, že to umím. A

JA LAT

Že třeba když se kouknu do týdenního plánu, tak si zkontroluju, že mám splněnou všechnu práci, která tam byla zadaná.

Ještě podle něčeho?

To co jsme probírali, tak jestli to umíme.

Děti, jak víte, co se doma učit a co si procvičit.

Třeba co, co nám při hodině nešlo?

Co to znamená, že ti to nešlo?

Že jsem nevěděl, co to znamená, tak si to třeba doma procvičím. *LT*

Jak si to procvičíš?

Třeba si to napíšu, snažím se si zapamatovat, co to znamená.

Jak se to procvičit, jak si to učit. Někdo by něco dodal?

Třeba řeknu rodičům, aby nám připravili test na to, co nám nejde. A já si to pak můžu procvičit, že už mi to jde líp.

V té hodině poznáte, že vám to nejde tak, že tomu třeba nerozumíte. A pak si řeknete o pomoc. Dobře...

Dokonči větu: SEBEHODNOCENÍ PRO MĚ ZNAMENÁ...

Že se sám sebehodnotím...

Vysvětlí to.

Třeba kdy nám třeba řeknou, že si mám napsat co nám nejde. Doma si to napíšu a pak to procvičuju.

Pokračuj, sebehodnocení pro mě znamená...

Že se sám sebehodnotím. Něco si napíšu, že mi to nejde spíš,...

Pokračuj...

Noo, že... pro mě to znamená, že si to třeba řeknu, co mi nejde, abych věděl co mi nejde a za to co mi jde se pochvám. A to, co mi nejde tak budu víc procvičovat.

Povídej...

Že si tam vždy napíšu co mi jde a co mi nejde a to co mi nejde, tak si to pak doma procvičuju.

No, pro mě to znamená, že třeba ty slovíčka co jsme se učili minulý týden, tak si řeknu co mi jde a co mi nejde a to co mi nejde, tak si ještě procvičím.

A ty ještě..

Noo, tak sebehodnocení pro mě znamená, že já si můžu všechno si shrnout to co mi jde a to co mi nejde. A to co mi nejde tak přesně vím, co si mám procvičovat. A co nemusím tak taky vím přesně. *A*

A tak vy jste teď říkali, že to co vám nejde, tak si musíte procvičit. Co vy s tím sebehodnocením tedy pak děláte? Vracíte se k tomu, nebo to potom zahodíte doma do koše?

Tak pokud ty slovíčka, která mám v tom sebehodnocení, že mi nejdou a pak už je umím, tak se na to pak podívám, jestli je už umím, a pak to najdu, doma v nějaké složce, která tam je už dlouho zastrčená, tak jí vytáhnou.

Děláme něco?

Ne.

K čemu nám slouží sebehodnocení?

K čemu? Proč?

K tomu, abychom se sami sebe zhodnotili co nám jde a co ne, za co se pochválit a za co ne, a co nemusíme dělat, to co jsme se naučili dobře. A zároveň to, co si musíme ještě procvičit, co ještě neumíme tak dobře.

Povídej.

Sebehodnocení, jako, abychom se uměli za něco pochválit ale taky zkritizovat, že nám to nejde.

Z jakého důvodu je používáme? Jenom abychom se pochválili a co nám jde a co nám nejde, nebo to má ještě nějaký důvod?

Asi ne.

Je to dobrý.

Je to dobrý, vysvětlí to.

Shrnutí, co jsme dělali, tak si to dobře zopakujeme, co jsme se naučili.

Proč by sis měl opakovat, co ses naučil?

Abych to zapomněl, nezapomněl.

Super. Dodal by někdo něco? Tvoříme někdy vlastní sebehodnocení, ale my víme, že ano, že tvoříme, mě teď zajímá, podle čeho jsme věděli, jak ho vytvořit? A holky zde mají i hodnotící list, tak mě zajímá, podle čeho jste ho holky vytvořily?

No, tak vlastně ten hodnotící list, ten test, tak jsme se koukali do různých učebnic, jaká tam jsou cvičení a zkoušeli jsme některé z nich napodobit. Aby vlastně jsme si to mohli ještě jednou zopakovat a procvičit.

A kluci, co ten sebehodnotící list?

Napíšu tam, co jsme se při té lekci učili. Napíšu tam větu a ten, kdo to dostane tak si dá buď, že to umí, neumí, nebo tak akorát.

Jakože středně, jasně.

A jestli ho to bavilo, nebo nebavilo.

A jak vás to napadlo tam dát ty smajlíky a tabulky?

No tak třeba někde, když jsou takhle ty hodnocení, třeba v aplikacích, když jsou tabulky, tak, když jsou třeba hvězdičky jako 12345, tak takhle jsme udělali ty smajlíky různý.

Jak jste věděli co za slovíčka a za gramatiku tam zahrnout?

Je to to, co se zrovna učíme, je to takové shrnutí. Abychom se tím mohli shrnout.





~~NAME:~~  
NAME: [REDACTED]

T

P

DATE:

- 0 - ZERO
- 1 - ONE
- 2 - TWO
- 3 - THREE
- 4 - ~~FA~~ FOUR
- 5 - FIVE
- 6 - SIX
- 7 - SEVEN
- 8 - EIGHT
- 9 - NINE
- 10 - TEN

- 11 - ELEVEN
- 12 - TWELVE
- 13 - THIRTEEN
- 14 - FOURTEEN
- 15 - FIVETEEN
- 16 - SIXTEEN
- 17 - SEVENTEEN
- 18 - EIGHTEEN
- 19 - NINETEEN
- 20 - TWENTY

MY COMMENT: DAL BYCH SI Z, PROTOŽE MI TO  
JA | JEŠTĚ NEJDE. NEJSEM SI JISTĚJ U | LAT  
12 A 20 A 15.

CRR4 | Souhlasím, dvě chybičky.  
LH | Zkus si čísla napsat na kartičky, a  
jednu stranu čísel a druhou čísla slovnem  
a porovnat!

TAL

FA  
FOA

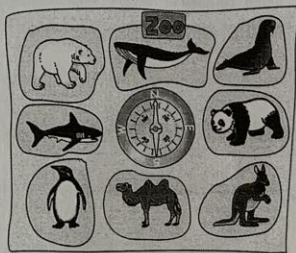
1. Look at the pictures and fill in the missing words. Then complete the sentence.

- 1 N O T H A M E R I C A
- 2 A F R I C A
- 3 A S I A
- 4 A U S T R A L I A
- 5 E U R O P E
- 6 S O U T H A M E R I C A
- 7 A N T A R C T I C A

score: 7

Now complete the sentence: Steve HAS SEEN many places in the world.

2. Look at the map of the zoo and fill in the sentences. Use the compass to help you.



- a) The camels are in the SOUTH of the zoo.
- b) The polar bears are in the NORTH - WEST of the zoo.
- c) The kangaroos are in the SOUTH - EAST of the zoo.
- d) The whales are in the NORTH of the zoo.
- e) The penguins are in the SOUTH - WEST of the zoo.
- f) The sea lions are in the NORTH - EAST of the zoo.
- g) The pandas are in the EAST of the zoo.
- h) The sharks are in the WEST of the zoo.

score: 8

3. Look at the pictures and complete the sentences. Use the words from the box in the correct form. What have they done?



a. Steve has bought a lot of clothes.



b. The hippo HAS BEEN to the cinema.



c. Steve HAS DRUNK everything.



d. The lion HAS EATEN the zebra.



e. Steve HAS WATCHED a 3D film.



f. They HAVE SWIMMED with the dolphins.

drink have has  
has buy eat  
has be has  
watch has swim

FOA  
T  
P

FA

score: 9

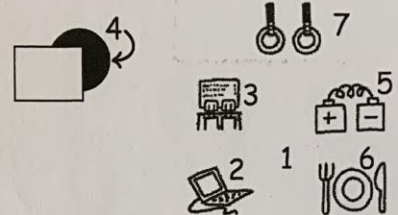
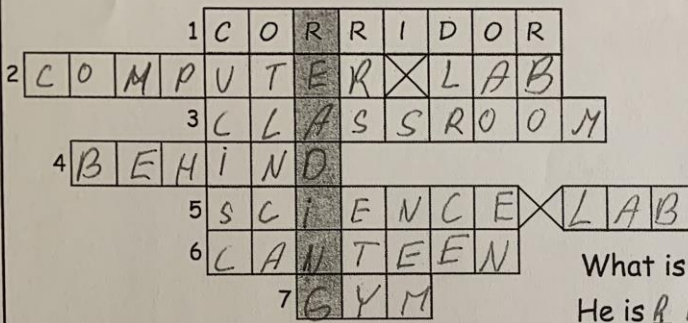
LAT  
SA

(A) BECAUSE I HAD ONLY 2 MISTAKES.

total score: 18

WORT

1. Fill in the crossword. Find the secret word. Then answer the question.



What is Steve doing?  
He is READING.

score:

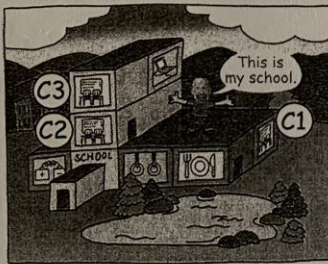
2. Look at the pictures. Read the words and write the sentences. Then colour the blobs.

1. read a book, the black blob: The black blob is reading a book.
2. read a book, the dark blue blob: The dark blue blob is reading.
3. the pink blobs, eat pizza: The pink blobs are eating pizza.
4. play "Hide and Seek", the purple blob: The purple blob is playing "Hide and Seek".
5. the red blobs, not, choose cakes: The red blobs is not choosing a cake.
6. the light green blob, skate: The light green blob is skateing.
7. bowl, the grey blobs: The grey blobs are playing bowl.

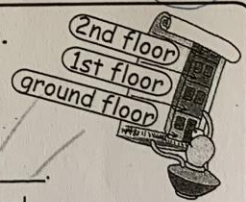


score: 5/6

3. Look at the picture of Steve's school. Finish the sentences. Use the words below.



1. The canteen is on the right on the ground floor.
2. The computer lab is behind the classroom C3 on the 2nd floor.
3. Water is in front of the school.
4. The gym is next to the canteen.
5. The science lab is on the left on the ground floor.
6. Classroom C2 is on the 1st floor.



in front of behind ground floor 1st floor on the left next to on the right 2nd floor ground floor

score: 7/7

Students assessed themselves and wrote their mark in their mouth lid

FOA  
LAT

total score:

LAT

- self-assessed

TAL - NO!

|     |            |
|-----|------------|
| ♥   | like       |
| ♥♥  | enjoy      |
| ♥♥♥ | love       |
| 🚫   | don't like |

FILL IN like, love, enjoy, don't like

- ♥♥ I enjoy eating ice cream.
- ♥ I like playing football.
- 🚫 I love drinking milk.
- ♥♥♥ I like taking photos.
- ♥♥ I don't like painting.

DO YOU LIKE DOING THESE THINGS? WRITE like, love, enjoy, don't like.

- I enjoy riding a bike.
- I like playing tennis.
- I love having a bath.
- I love eating bananas.
- I don't like painting pictures.
- I hate tidying your room.
- I love riding a horse.
- I hate having a bath.
- I love eating strawberries.
- I love eating.
- I don't like swimming.
- I love cooking.
- I hate tidying my room.

HOW ABOUT YOUR FRIEND? WRITE likes, loves, enjoys, doesn't like.

- He \_\_\_\_\_ riding a bike.
- He \_\_\_\_\_ playing tennis.
- He \_\_\_\_\_ having a bath.
- He \_\_\_\_\_ eating bananas.
- He \_\_\_\_\_ painting pictures.
- He \_\_\_\_\_
- He \_\_\_\_\_

not finished

P  
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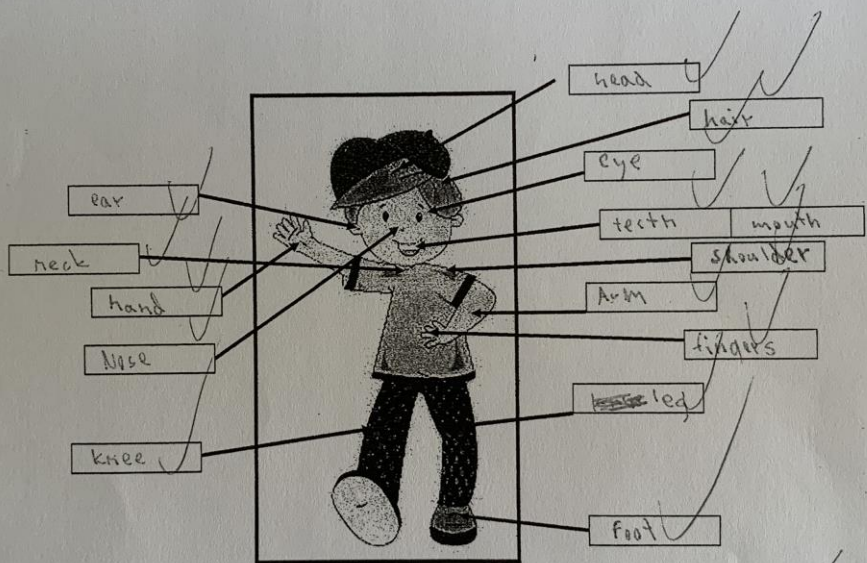
# THE BODY

NAME: [REDACTED]

DATE: 21.2.

1.- COMPLETE USING THE WORDS:

|      |      |      |       |      |          |         |      |
|------|------|------|-------|------|----------|---------|------|
| HEAD | EAR  | EYE  | NOSE  | LEG  | FOOT     | FINGERS | KNEE |
| ARM  | HAND | NECK | MOUTH | HAIR | SHOULDER | TEETH   |      |



EXTRA:

2.- TRANSLATE THE SENTENCES:

- On má hnědé vlasy: She has got brown hair.
- On má modré oči: He has got blue eyes.
- On má bílé zuby: He has got white teeth.
- On má dvě nohy: He has got two legs.
- On má dvě ruce: He has got two arms.
- On má jeden nos: He has got one nose.
- On má dvě uši: He has got two ears.

1. Fill in the crossword. Find the secret word. Then answer the question.

1 C O R R I D O R

2 C O M P U T E R X L A B

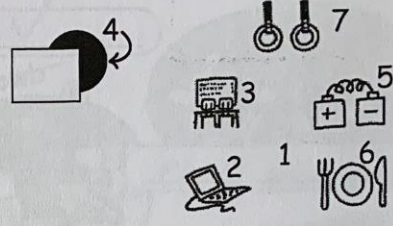
3 C L A S S R O O M

4 B E H I N D

5 S C I E N C E X L A B

6 L A N T E E N

7 G Y M

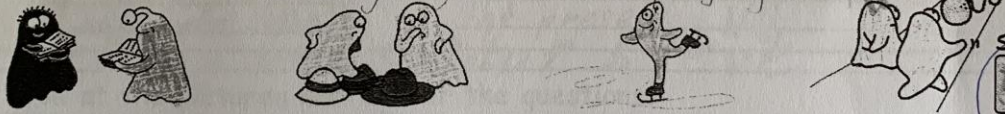


What is Steve doing?  
He is R E A D I N G.

score:

2. Look at the pictures. Read the words and write the sentences. Then colour the blobs.

1. read a book, the black blob: The black blob is reading a book.
2. read a book, the dark blue blob: The dark blue blob is reading a book.
3. the pink blobs, eat pizza: The pink blobs are eating pizza.
4. play "Hide and Seek", the purple blob: The purple blob is playing "Hide and Seek".
5. the red blobs, not, choose cakes: The red blobs is not choosing a cake.
6. the light green blob, skate: The light green blob is skateing.
7. bowl, the grey blobs: The grey blobs are playing bowl.

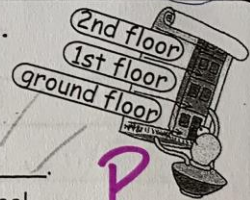


score: 5/6

3. Look at the picture of Steve's school. Finish the sentences. Use the words below.



1. The canteen is on the right on the ground floor.
2. The computer lab is behind the classroom C3 on the 2nd floor.
3. Water is in front of the school.
4. The gym is next to the canteen.
5. The science lab is on the left on the ground floor.
6. Classroom C2 is on the 1st floor.



in front of behind ground floor 1st floor on the left next to on the right 2nd floor ground floor

score: 7/7

Students assessed themselves and  
with their mark in their portfolio

FOA  
LAT

total score:

1. Label the pictures with the correct words. The mixed-up words can help.

1. play party games  
cera rakts-og

2. bowl ✓

3. dance ✓

4. skate ✓

5. race go-karts ✓

Words: tekas, lowb, cedan, lypa napy mages

score: 4

2. Read the birthday invitation. Then correct the sentences.

7th March

Dear Bob,

Tomorrow is Steve's birthday. The party is at two o'clock at our house. Let's dance and play party games. In the evening let's race go-karts. Please, come at twelve o'clock and bring a small birthday present for Steve. Let's hide all presents in the house. Steve should try to find them.

Maggie

1 It's Maggie's birthday today.  
No, it's Steve's birthday tomorrow.

2 The party is at four o'clock in the garden.  
No, the party is at two o'clock at our house.

3 Today is 3rd June.  
No, today is 7th March.

4 They want to skate and bowl.  
No, they want to dance and play party games.

5 Bob should bring a big cake.  
Yes, Bob should bring a big cake small.

6 Steve should try to hide the presents.  
Yes, Steve should try to hide the presents. No.

birthday present for Steve

score: 3

3. Look at the pictures and answer the questions.

1 When does the New Year start? It starts on 1st January.

2 When is your birthday? It's on 6th August.

3 When is Easter this year? It's on 21st April.

4 When does school finish? It's on 19th July.

5 When is Mother's Day this year? It's on 12th May.

6 When is Christmas? It's on 25th December.

score: 5

learners gave themselves 12 (B) total score: 5

JA the marks based on their previous work LAT FOA



# A 5 Minute Activity #1

*prachi*

Write three words in each Category! Name: \_\_\_\_\_ Score: \_\_\_\_\_

- |    |                                |            |                     |                  |
|----|--------------------------------|------------|---------------------|------------------|
| 1  | What can you use water for?    | DRINK ✓    | WATERFA ✓           | ICE ✓            |
| 2  | What can you eat for dinner?   | TOAST ✓    | EGGS ✓              | SALAD ✓          |
| 3  | Things that are naturally red! | APPLE      | CHERRY              | BLOOD            |
| 4  | Words that begin with sun-     | SUNFLOWER  | SUNGLASS            | SUNDAY           |
| 5  | Words that begin with sp-      | SPIDER     | SPOTS               | SPORTS           |
| 6  | Types of transportation        | CAR        | TRAIN               | <del>PLANE</del> |
| 7  | Words that end in -ment        | PAVEMENT   | <del>BASEMENT</del> | MONUMENT         |
| 8  | Things with a screen           | PC         | COMPUTER            | MOBILE           |
| 9  | Words that start with re-      | RED        | RESTART             | RELOAD           |
| 10 | Kinds of trees                 | APPLE TREE | PEAR TREE           | Cherry tree      |
| 11 | Pets                           | Dog        | CAT                 | HAMSTER          |
| 12 | Things in the bathroom         | BATH       | SINK                | TOILET           |
| 13 | Circular things                | BLUEBERRY  | COCONUT             | BALL             |
| 14 | White things                   | RUBER      | PAPER               | SNOW             |
| 15 | What you can do to your hair   | WASH IT    | DIY IT              | BRUSH IT         |