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Teachers' approaches to formative assessment in ELT

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Zásady pro vypracování

Tato bakalářská práce se zaměřuje na problematiku formativního hodnocení v hodinách anglického jazyka. Po uvedení do širšího kontextu současného trendu ve vzdělávání a ve výuce anglického jazyka představí teoretická část problematiku hodnocení, se zvláštním zaměřením na hodnocení formativní. Dále budou vydefinovány lingvistické kompetence, které budou zasazeny do širších souvislostí z pohledu obecného cíle výuky anglického jazyka. V praktické části bude pak prostřednictvím rozhovorů s učiteli zjišťovat jejich postoje k formativnímu hodnocení v souvislosti s rozvojem lingvistických kompetencí žáků v anglickém jazyce.

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ANNOTATION

This bachelor thesis is focused on the approaches of English language teachers to the formative assessment. In the theoretical part of this thesis, there is described the connection between active learning and formative assessment through the constructivist theory, followed by the concept of assessment, specifically the formative one. Furthermore, there is a description of the aim of ELT, which is communicative language competence, with the focus on the linguistic competence and possible ways of developing it by the use of formative assessment. The practical part focuses on analysis of carried out interviews, in order to find out what are the approaches of English teachers on using formative assessment in their lessons.

KEY WORDS

formative assessment, English language teaching, communicative language competence, linguistic competence

NÁZEV

Postoje učitelů k používání formativního hodnocení v hodinách anglického jazyka

ANOTACE

Tato bakalářská práce se zabývá postoji učitelů k formativnímu hodnocení v hodinách anglického jazyka. V teoretické části práce je popsána souvislost mezi aktivním učením a formativním hodnocením skrze teorii konstruktivismu, na kterou je dále navázán koncept hodnocení se zaměřením na formativní. Dále je popsán cíl výuky anglického jazyka, kterým jsou komunikační kompetence, s důrazem na kompetenci lingvistickou a možné nástroje pro její rozvoj skrze formativní hodnocení. V praktické části je prostřednictvím analýzy provedených rozhovorů zkoumáno, jaké postoje zachovávají učitelé anglického jazyka k používání formativního hodnocení ve svých hodinách.

KLÍČOVÁ SLOVA

formativní hodnocení, výuka anglického jazyka, komunikační kompetence, lingvistická kompetence

TABLE OF CONTENTS

INTRODUCTION

Formative assessment is not a new concept, yet many teachers seem to struggle with it, mistake it for verbal assessment, perceive it as an enemy to grading, and therefore, they prefer to avoid it. During the recent years, which were influenced by the COVID-19 pandemic, assessment in general became a hot topic, because suddenly, during the distance learning, it was even more important to know how learners should be assessed, so that they keep getting better. But if someone believes that their way of assessing the learners is the best way, they can hardly be convinced to change, even if there is the societal pressure to do so. Some of the teachers found their way to formative assessment through the pandemic, some did not, and that was the stem for this thesis. More specifically, the focus of this thesis is based on two questions: Do teachers view their assessment in a formative way? And is it important for them to do so, in regard to the learners' development of the linguistic competence?

In order to understand the context of the practical part of this thesis, the theoretical part starts with an introduction into the Czech school system, explaining terms such as Framework Educational Programmes and School Educational Programmes. This part is followed by an insight into the theory of constructivism and concept of the Zone of Proximal Development, and how these two terms are related to formative assessment.

The second chapter of this thesis offers the definition of assessment and educational assessment, and how does it work, or what are its functions, purposes, and types. After that, the thesis focuses on formative assessment, explaining the term and how it is connected with the individual progress of each learner. The focus is put on feedback as well, and what role does feedback play in formative assessment.

The third chapter is dedicated to the aim of English Language Teaching, which is the communicative language competence. It first describes what does it mean to acquire a second language, and then looks more into the history of communicative language competence. After that, Linguistic competence is defined with the help of Common European Framework of Reference for Languages, followed by examples of how Linguistic competence can be developed with the use of formative assessment.

The practical part starts with the fourth chapter, focusing on the research that was carried out within this thesis – the interview with four English teachers. The methodology and the context of the research are described, followed by the analysis and interpretation of collected

data, a short discussion, and described outcomes, which are also presented in the conclusion of this thesis.

THEORETICAL PART

1. Constructivism within the context of the Czech educational system

1. 1 Introduction into the Czech educational system

Every country around the world has different educational policies and in the Czech Republic, education is managed by the Education Act. This act came into effect on January 1, 2005 (Act no. 561/2004 Sb., §192). According to this act, each type of educational institution (from pre-schools to higher-secondary education) is bound by its own Framework Educational Programme (FEP). The conditions for learning and teaching and the content to be covered are specified in FEP. Every school is then required to create its own School Educational Programme (SEP) that must be based on FEP. (Act no. 561/2004 Sb., §3 to 5) Thus, that educational institutions in the Czech Republic are bound by law. But since schools across the whole country differ in what they teach, or how they do it, one may ask how binding FEP really is.

Even though schools are bound by law, it is not as binding as one may think. The Education Act states that schools are free to take the compulsory content and re-organise it into separate units, such as subjects – but they do not have to do it (Act no. 561/2004 Sb., §5). In other words, FEPs present "only the compulsory minimum in the form of skills, which the learner should be able to master ... and the teacher ... can choose any methods, add topics, skip topics, decide what and when they will teach" (Čapek 2020, 20, author's translation). Čapek continues to point out that many teachers are often unaware that instead of having a set of specific knowledge to teach, they are bound only by the expected outcomes. They are also unaware, what those outcomes are. (Čapek 2020, 20) But what exactly are these expected outcomes that are so important, then?

Among the general aims of learning belong key competences. According to examined programmes[1], there are seven to eight key competences: competence to learn, to solve

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[1] For the purpose of the practical part of this thesis, five types of FEPs were examined – FEP for grammar schools, FEP for lower secondary schools, and then FEPs for vocational schools of the fields M, L, and H. The focus was put on the recommended approaches to teaching and learning, on the aims of the studies, and then specifically on the expected outcomes of language learning. The latter will be dealt with in the third chapter of this thesis.

problems, communicative competence, social and personal competence, civic competence, digital competence, and then either competence to work (Faltýn et al. 2021, 13) or to enterprise (Jeřábek et al. 2021, 9) (RVP pro obor vzdělávání 82-41-M02, 34-53-L/01, and 28-58-H01 2020, 8-11). The main points of these competences would be that learners should be able to plan and organise their learning, to think critically, to point out a problem and be able to find a solution, to follow their learning progress and assess it, to present their work, communicate verbally and nonverbally, to cooperate, to accept criticism, to create their own goals, and more. (Jeřábek et al. 2021, 7-9) (RVP pro obor vzdělávání 82-41-M02, 34-53-L/01, and 28-58-H01 2020, 8-10) (Faltýn et al. 2021, 10-12) So, if summarised, one of the aims of learning is to lead the learner to actively work in school.

While considering that each learner should be active, it makes sense for an individual approach to be applied. Be it FEP for grammar schools, or the other FEPs, they all agree that teaching and learning should be adapted to a learner's individual needs and that each learner should be given the space to learn at their own speed (Jeřábek et al. 2021, 6-7) (Faltýn et al. 2021, 8) (RVP pro obor vzdělávání 82-41-M02 2020, 16) (RVP pro obor vzdělávání 28-58-H01 2020, 15) (RVP pro obor vzdělávání 34-53-L/01 2020, 17). So, active learning and individual approach are intertwined – which can be supported by the theory of constructivism.

1. 2 Constructivism and active learning

Constructivism theory believes that learning happens actively. This theory falls "under the broad heading of cognitive science", which studies "how people learn ... with a strong emphasis on mental processes" (Pritchard 2009, 17). According to Petty, "cognitivists aim to teach for understanding", which means that learners should be able to create "their own meanings" (Petty 2009, 4). The fact that learning means making a new "mental construction" (Pritchard 2009, 17), led to the origin of constructivism (Petty 2009, 4). Eventually, both constructivism and cognitivism state that learning is active; however, the connection between these theories has been defined from many different points of view.

Some argue that cognitivism is one theory and constructivism a different one; whilst some state that constructivism and cognitivism are very similar theories, offering another, more independent idea of social constructivism. What can be agreed on is that cognitivism views the learner as someone who creates new connections in their mind based on the real world around them; whilst constructivism emphasises that the learner's mind "filters input from the world to produce its own unique reality" (Ertmer and Newby 2013, 55). The separate branch of ‚social

constructivism' appears with Piaget's idea of the learner as "a lone scientist" (Pritchard 2009, 24). While Ertmer and Newby see Piaget as a cognitivist, claiming that his findings served only as a root for the origin of constructivism (2013, 55), Pritchard argues that Piaget already was a constructivist (Pritchard 2009, 18), therefore, the idea of interaction being important in the learning process creates a new dimension of social constructivism (Pritchard 2009, 24). The idea behind what some call constructivism, some social constructivism, is clear – learning is an active process of constructing one's own set of knowledge, happening through interaction.

1. 3 The connection between constructivism and formative assessment

One of the possible tools for applying interaction constructively is called scaffolding. As Pritchard explains, constructive learning happens through dialogue, either with someone who knows more about the topic at hand or with a peer – both are considered valuable. And when the dialogue is pre-planned and led by a person with more knowledge, then it is called scaffolding. (Pritchard 2009, 24-25) According to Shepard, scaffolding is a support "that teachers provide to the learner during problem-solving – in the form of reminders, hints, and encouragement." (2005, 66) For scaffolding to work well, the teacher can use the zone of proximal development (ZPD).

The zone of proximal development is what ensures individuality in the process of learning. Introduced by the Russian psychologist and social constructivists Vygotsky, ZPD is "the area of understanding into which a learner will move next ... [and] is necessarily different for each individual child". With support provided, the learner can work effectively within this zone – which means to be aided by the teacher, but also by good materials, well-designed tasks, or carefully led discussion. (Pritchard 2009, 24-25). This zone is individual for everyone, therefore the support from the teacher should be handled with caution.

One type of support that cautiously aids the learner would be formative assessment. Given the fact that formative assessment functions based on a learner's progress (Slavík 1999, 38-39), and that for it to work, it is important to know, where the learner stands towards the goal of the learning (Crockett and Churches 2017, 13), it makes sense to assume that formative assessment touches the learner's ZPD. Moreover, according to Shepard, formative assessment can be understood as instructional scaffolding as it is "occurring in the midst of instruction" and it is a process "in which supportive adults or classmates help learners move from what they already know to what they are able to do next" (2005, 66). And if formative assessment is related to ZPD, then it is also connected with constructivism, and thus one of the ways to approach the

active learning in the Czech educational system. Which is why the focus of the next chapter will be on formative assessment.

2. Introduction into formative assessment

2. 1 The definition of educational assessment

Since formative assessment is one of the types of assessment used in education, it makes sense that before discussing this concept, it is important to explain how assessment works in general. As Švarcová says, assessment is inseparable from people's everyday life and intertwined with making decisions (2011, 208). Kolář and Šikulová agree, explaining that compared to animals, human beings do almost every single activity with a goal specified in advance. When finishing the activity, it is only convenient to assess whether the goal was reached and to what extent, or in what way. (Kolář and Šikulová 2009, 10-13) According to Slavík, any assessment compares "between 'something better' and 'something worse', whilst trying to spot which option is the better one (1999, 15, author's translation). Based on the fact that learning can be seen as an intentional activity (Kolář and Šikulová 2009, 16), it makes sense for learning to be accompanied by the assessment as well. Such assessment is usually called the educational assessment (Slavík 1999, 23). Therefore, assessment is a natural process. But that does not apply to the educational assessment.

To define the educational assessment, it is important to answer, what exactly is being assessed in the process, and what it is compared to. According to Kolář and Šikulová, for the educational assessment, it is the outcomes stated in FEPs that are the goal which assessment aims for (2009, 18). As for the object of assessment, that can be either the product of a learner's work, or their activity, and it can be compared either to the learner's previous accomplishments, or to the accomplishments of other learners, or even to some perfect vision of the assessed object/activity, such as a vision of a perfectly written essay (Slavík 1999, 16). When comparing, it is also important to know according to what rule the comparison is done.

For the comparing process to work, certain criteria are needed. Slavík explains that criteria "help to specify a smaller problem within a big one", providing an example when the big problem is that the learner struggles with writing an alphabet letter correctly, while two small issues would be the holding of a pen, assessed as either correct or incorrect, and the drawing of a straight line, assessed as either skilful or clumsy (1999, 42, author's translation). In summary, it can be said that educational assessment focuses on the comparison of its object to another object or vision based on a certain criterion, happening either during or after the learning

process. Therefore, educational assessment is quite a complicated process. So why is it so important to deal with it?

2. 2 What is educational assessment good for?

One of the many important questions would be, what educational assessment does. According to Slavík, assessment is a communication channel between the teacher and the parents of learners and it gives information to the teacher, to the learner, or someone supervising the learning. (1999, 14-15) Švarcová mentions that this informative function helps the teacher to know what works in the lessons and what does not, same as the learners to know what they can do to improve (Švarcová 2011, 209).

For the information to arise, the teacher needs to do the process of finding it out – of diagnosing it. From the ever-present observance of the learners during the lessons (Skalková 2007, 176) to the intentionally carried out diagnosis (Kolář and Šikulová 2009, 52), this function helps to define how the learner works (Kalhous, Obst et al. 2002, 405), or what and why is it wrong (Slavík 1999, 17). Diagnosing either intentionally or automatically helps not only when informing, but also when organising further steps.

When the teacher is planning the lessons, or if there is a certain problem within the learning process, the diagnosis helps with the solution. Slavík calls this function of assessment "conative function" (1999, 18, author's translation), while Kolář and Šikulová call it "regulative function" (2009, 52, author's translation), but the core idea is the same – when all participants in the teaching-learning process know what and why is wrong, it is easier to plan what needs to be done next (Slavík 1999, 18). Knowing the solution can also positively affect the learner's motivation.

The motivational function of assessment is one of the most complex and important parts of the whole process. It is based on motivation, which can be understood as the power that pushes someone to do something (Čáp and Mareš in Kolář and Šikulová 2009, 46). The motivational function works both with the emotions of the learner and the teacher, thus being "very difficult to work with" (Slavík 1999, 17, author's translation). This side of assessment affects the relationships within the learning process, the will for learning, the learner's opinion on the subject in question, and more (Skalková 2007, 177). The motivational function and motivation itself are both difficult to approach because of how many things they affect or are affected by.

The process of motivating gets even more complicated because of the two types of motivation. There is the intrinsic motivation, which is based on the want to "experience novelty and adventure, ... wanting to improve and seeing a purpose in doing the task" (Ryan and Deci in McCallum and Milner 2021, 26), and the extrinsic motivation which "depends on external factors such as rewards, attention, and praise" (Mooed 2015, 26). There is a rising tendency to support mostly intrinsic motivation because with this type of motivation the learner does not stop learning once reaching a certain milestone where a reward is granted. But according to experiments that were carried out, both intrinsic and extrinsic motivation can work together successfully, if carefully balanced. (Kalhous, Obst et al. 2002, 370) It is important then to look a bit more into the issue of rewards and also punishments, because both can work as a good extrinsic motivation, and both may be harmful if not handled with caution.

2. 2. 1 Areas of educational assessment

The question to begin with is what it means to reward and punish in the context of educational institutions. Čapek explains that rewards and punishments are behaviour when someone is expressing either positive or negative assessment which either cheers up or frustrates the assessed person. Both these tools help to regulate the learners' behaviour in the educational environment. However, a reward has a stronger influence than a punishment. (Čapek 2014, 38) For that reason more focus will be put on rewards from now on. According to Čapek, one of the various ways of rewarding learners is grading, getting A's (2014, 53), which is seconded by Nováčková (Veselovský 2015). Therefore, grading is closely intertwined with extrinsic motivation. And since educational institutions can use both oral assessment and grading (Švarcová 2011, 217) it seems important to look into whether grading provides only rewards, or whether grading can also guide the learner forward on their path to the goal.

If grading was only about rewards, it would be difficult to say, whether, and to what extent, it might be harmful. Nováčková believes that if grades serve as a reward, learners can get addicted to them and the activity of learning loses its meaning as if the good grade was a bribe (Veselovský 2015). That is seconded by Kalhous, Obst et al. who say that if the learner is rewarded for just participating, it can even have a destructive effect on them (2002, 370). Čapek directly disagrees with Nováčková about grades and rewards serving as a bribe (2014, 114). However, he does agree that if rewards and good grades are given for almost anything, they can turn into an addiction for learners (Čapek 2014, 51). Čapek's opinion is that the solution is not to get rid of grades and rewards (2014, 50-52), because he believes that the problem with

grading is caused by educators who are not educated well enough about grades (Čapek 2014, 117). That means that with a different approach, grading could be a helpful tool in schools.

As suggested above, anything can have a good impact if handled with care, and the same applies to grading. One of such approaches would be the concept of mastery learning. That means to test learners' knowledge in a way, that students can try until they get it right. The learners also know the specific criteria before the test. Marking in a mastery way then means that learners either get a blank space if not succeeding, or a pass if succeeding partially, and a mastery grade if succeeding completely. According to Petty, this concept can be connected to the formative assessment. (Petty 2009, 487-489) The fact that grades can be formative with the right approach and criteria is seconded by Starý and Laufková (2016, 15-18). So, there is the opinion that grading can be useful under certain conditions. But grading is just one side of the coin because teachers can also assess verbally in schools.

Verbal assessment can often be seen as one that is much better than grading. Yet, verbal assessment can be just as unhelpful or damaging, if not handled well – for example, if the verbal assessment judges the learner harshly (Starý and Laufková 2016, 18), or if is comparing the learner to their peers (Čapek 2020, 98). Čapek also mentions that verbal assessment is often seen as formative and as the better one as opposed to grading, but if not handled carefully, it does the same service as the 'classical' grading (Čapek 2014, 115-116). And according to Slavík, verbal assessment can be very easily summative (1999, 38). To sum up, both grading and verbal assessment can be either summative or formative, but what does that mean exactly?

There are many types of assessment and each of them can serve a different purpose. One of them, formative assessment "helps teachers identify strengths and weaknesses in their students' understanding, ... and guide[s] and support[s] student's progress." (Clinchot et al., 2017, 70) Another type, often put as opposed to the formative one, is the summative assessment, which summarizes the learner's accomplishments after a certain period (Starý and Laufková 2016, 19). According to Kolář and Šikulová, there are many other types of assessment, and every single type is meaningful to use, depending on the conditions and the goal set (2009, 32). And these types can also cooperate and complete each other, such as when Starý mentions that if good formative assessment is provided, then the summative assessment's results will mirror it (Edukační laboratoř 2021). The fact that the formative and summative assessment can cooperate means that teachers need to learn how to do it.

Teachers altering their assessment methods is a part of the formative process, but it has to happen from the teachers' own will. During the COVID-19 pandemic's first lockdown, the Czech Ministry of Education passed a notice and guide (Ministerstvo školství, mládeže a tělovýchovy 2022), about what the assessment should look like during the distance learning, putting a strong emphasis on using formative assessment (Ministerstvo školství, mládeže a tělovýchovy, 2020). But to assess formatively, teachers need to change a lot of their priorities (Edukační laboratoř 2021), because new assessment often means to use new methods of learning and teaching and to reorganize the lesson (Košťálová, Miková and Stang 2010, 13). Starý says that formative assessment cannot be forced, since many teachers are discouraged from trying it because of how much time it takes (Edukační laboratoř 2021). Although, teachers' lack of time is often caused by them trying to pass forward as much information as possible, which according to Starý does not mean the learners will actually acquire all these information (Starý 2006, author's translation). So, if teachers are forced, they tend to struggle with new methods a lot, which is why it is important to look specifically into this type of assessment.

2. 3 What exactly is formative assessment about?

Formative assessment is a broad concept that is intertwined with the progress of learning. In the words of Black and William assessment can be seen as formative when it "is actually used to adapt the teaching to meet student needs" (Black and William 2010, 2). That means that it "is actually a lesson planning leading to the outcome when even the most successful kids, who already have A's, ... still have space to get better and they do not have to stop" (Projekt SYPO 2020, author's translation) and in addition, "those who are not successful or good at something else, for them there is also a way to do it without comparing themselves with others" (Projekt SYPO 2020, author's translation). A similar approach takes the psychologist Carol Dweck in her talk. She mentions that if people "get a failing grade" it can make them feel like a failure, whilst when people get a grade "not yet" they get a message that they "are on a learning curve." Dweck calls this "a growth mindset." (TED 2014) This mindset is what formative assessment is about: progress and always having space to improve.

2. 3. 1 How does formative assessment work?

To be able to get better, one must know, how. In other words, where they are going, how they can get there, and from what place they are starting – as if one was following a journey on a map (Projekt SYPO 2020). This journey encompasses all three most important phases of

formative assessment: the wherefrom (diagnostic and informative function), the where–to (working with goals), and the how (working with criteria and motivation).

The diagnostic and informative functions have a very important role at this milestone. As Crockett and Churches mention, if people are "dropped into an unknown location, and told that you have to make your way to the end to win a prize" asking about where they are becomes of the highest priority. And because each learner is an individual, "in education it's important to identify each student's starting point." (Crockett, Churches 2017, 13) The diagnostic purpose of formative assessment is sometimes separated as an isolated type of assessment (Godbout and Richard 2000, 2), but as Churches mentions in his project, it is rather a subtype or a form of formative assessment (21st Century Fluency Project 2022, 4). That is seconded by Kalhous, Obst et al. (2002, 405). For this thesis, the latter approach will be applied.

The act of informing plays a role in the „where–to" phase as well. As Petty describes, students need to know what they should do, otherwise they "are most unlikely to do it" (2009, 482). Slavík explains that when students know the specific learning objectives, they are more engaged in the learning process, they can actively think about what and why they are doing (1999, 88) and based on that, be told whether they managed to do it or not – and to what extent (Petty 2009, 411). That said, the phase "where–to" is about the importance of learners knowing the goals of their learning.

What is also important is the journey itself. In other words, providing students with criteria. Švarcová explains that criteria help to define what is wrong, what is correct, and most importantly, why is it so (Švarcová 2011, 212). Kalhous, Obst et al. support this by saying that with criteria, the result of a student's actual performance can be compared to the supposed outcome (2002, 404), which means that it "focuses on everyone getting it as good as possible" (Projekt SYPO 2020, author's translation). As described in chapter 2. 2. 1, criteria used specifically in mastery learning help students with knowing how to eventually succeed (Petty 2009, 487). The fact that criteria are important in students' learning and assessment is clear, as it helps them know how to continue.

This formative journey can also influence students' motivation, specifically the intrinsic one. As it was already described, formative assessment informs students how they did at a certain task. Petty says that when the students receive such feedback, for them it is "an informative view on what they have done well" (Petty 2009, 482), thus the students know that their approach works, and they want to try again.

Each part of the journey described above is important. At any point in student's learning, it is important to know how the process is going (Košťálová, Miková and Stang 2010, 16), which means that all three phases of formative assessment are present at all times, following each other depending on which of them is needed the most (Godbout and Richard 2000, 3). Going back to the idea of a path on a map, these processes are not just one, clear journey, but more of a journey within a journey – formative assessment is happening while "[the learners] are still learning the topic" (Petty 2009, 479-480). So, while it is important to know there are certain phases, it is also good to know that they do not always happen in the same sequence.

The process of formative assessment is a lot about trying to find out if a certain approach works for the learners. Such information can be shared even as easily as through "impromptu question and answer between the student and teacher" during a lesson and "it provides the evidence to guide the next steps in teaching and learning" (Crockett and Churches 2017, 19). This is why feedback and formative assessment "are inextricably linked" (McCallum and Milner 2021, 2). The process of informing through feedback is therefore important for both teacher and learner. According to Sterna, without such communication, teachers cannot know if the learners are ready to go on with their learning (Pomáháme školám k úspěchu 2018). And it does not have to be anything complicated, because both verbal and non-verbal communication counts – from praise, a smile, a certain look, tone of voice (Švarcová 2011, 211) to repeating something the student said, nodding or shaking the head or any kind of interest in the student's activity (Skalková 2007, 176). Thus even simple chatting with students proves to be a possible tool for assessment.

There are, nevertheless, certain standards that are good to follow for the feedback to be good and effective. First, there needs to be honesty, trust, and respect because without them students find it hard to accept the feedback. Moreover, feedback should always come as soon as possible, it should be age-appropriate, understandable, and supportive. (Crockett and Churches 2017, 21) The language of feedback, according to the Czech psychologist Nováčková, should be descriptive, not evaluative, because if it describes what the student did, the student has some kind of support from which they can move on (Veselovský 2015), whereas if it is evaluative, it can lead to the student getting some kind of a sticker that stays with him (Cangelosi in Slavík 1999, 102). So, in conclusion, by using a specific language and working with the classroom climate or individual relationship with each of the students, one can achieve good and quality feedback.

What is important to emphasise at the end of this chapter, is that formative assessment is ongoing, individualized, diagnostic, and highly informative. And while it does sound complicated, it is also true that people use it in their everyday lives: "We may tell ourselves that we messed it up, but to others, rather than saying 'you cooked it terribly', we say 'maybe you could add a little bit more of marjoram'" (Rajlichová 2016, author's translation). That only proves how important formative assessment can be while developing a linguistic competence.

3. Formative Assessment and the Linguistic Competence

So far, the theoretical part of this thesis has dealt with the context of education in the Czech Republic, followed by the definition of assessment with a focus on formative assessment. Now, it is important to focus on the goal of the formative assessment, which in the case of this thesis, is linguistic competence. Before looking more into how linguistic competence can be supported in its development by formative assessment, there is a need to describe what it means to learn a second language.

3. 1 The process of second language acquisition

The process of second language acquisition is complicated to describe. According to Brown, to learn a second language is difficult because second-language teachers' face a great challenge not to just teach about the rules and definitions, but to teach the students "to communicate genuinely, spontaneously, and meaningfully in the second language." (Brown 2000, 14) A big step in the second language acquisition area was the coining of the term "communicative competence". Because this term is the aim of language learning according to the FEPs (RVP pro obor vzdělávání 82-41-M02, 19) (RVP pro obor vzdělávání 28-58-H01, 18) (Jeřábek et al. 2021, 12), the next part of this thesis is going to focus on the definition of the communicative competence.

3. 2 Communicative language competence

3. 2. 1 What does it mean?

To know something can mean to have a "competence". And specifically, language competence means to be able to produce or comprehend a language thanks to having the "underlying knowledge of the system of a language – its rules of grammar, its vocabulary, all the pieces of a language and how those pieces fit together". Then, when producing or comprehending the language, it is called performance. (Brown 2000, 31) That would be for language competence in general. But there is also the specific term "communicative competence" which has several specific definitions. And not only can it be described in many ways, but many people have also tried to do so. According to Rickheit and Strohner, communicative competence has "rich internal and external structure" and it influences communication both in personal and professional relationships, which is the reason for so many existing approaches to

communicative competence (Rickheit and Strohner 2008, 15-16). Therefore, it seems important to look more into the history of this term, before choosing one model to apply for this thesis.

3. 2. 2 Brief history

One of the first to come up with the concept of language competence was Noah Chomsky. According to Rickheit and Strohner, Chomsky began the scientific history, because when he proposed his concept of linguistic competence in the 1960's, it was not met with approval by other scientists. His theory was very unrealistic, based on "an ideal speaker-listener with perfect linguistic knowledge ... unaffected by cognitive and situational factors during an actual linguistic performance." (Rickheit and Strohner 2008, 17) Among such factors that Chomsky did not take into account would be for example "memory limitations, distractions, shifts of attention and interest, errors, and hesitation phenomena, such as repeats, false starts, pauses, omissions, and additions." (Brown 2000, 31) One of the scientists that argued against Chomsky was Dell Hymes.

Dell Hymes was the one to coin the term "communicative competence". According to Cazden, Hymes first spoke of communicative competence at the "Research Planning Conference on Language Development among Disadvantaged Children" in June 1966 (2011, 364). His argument was that all speakers' underlying knowledge is different (Cazden 2011, 364-365) and that the communicative competence is not just theoretical knowledge of grammar (Rickheit and Strohner 2008, 15-17) As Brown summarises, Hymes's approach was that communicative competence is "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts." (Brown 2000, 246) Hymes's theory influenced the development of the concept of communicative competence.

But he was not the only one, whose ideas had such effect. For instance, Canale and Swain were those who came with a model of four subcategories: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Brown 2000, 246-7). Later, Canale and Swain's work went through some modifications, which were captured by Bachman in his model "Language competence", who put the discourse and grammatical competence under "organizational competence", and who divided the sociolinguistic competence into "illocutionary competence" and "sociolinguistic aspects". Bachman kept the strategic competence, yet his view of this competence differed a bit from the one by Canale and Swain.

(Brown 2000, 248) In summary, many different educators tried to define their way of seeing communicative competence.

The next important model was the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). The CEFR was published in 2001 by the Council of Europe and it "describes in a comprehensive way what language learners have to learn to do in order to use a language for communication" covering also what skills they should develop and "the cultural context in which language is set" (Council of Europe 2001, 1). The CEFR is emphasising the active approach towards learning a language and it defines several important terms, among which are also the communicative language competences (Council of Europe 2001, 9). In 2020, the Council of Europe published the "Companion Volume with New Descriptors", which is an update to the 2001 CEFR – however, the 2001 CEFR "remains valid" (Council of Europe 2020, 4). And because the FEPs are cooperating with the CEFR's descriptor scales of A1 to C2 (Jeřábek et al. 2021, 18) (Faltýn et al. 2021, 17) (RVP pro obor vzdělávání 28-58-H01 2020, 17) (RVP pro obor vzdělávání 82-41-M02 2020, 19) (RVP pro obor vzdělávání 34-53-L/01 2020, 20), it is this model that is to be used in the next part of this thesis.

There are in total three communicative language competence categories. Those are the Linguistic competence, Sociolinguistic competence, and Pragmatic competence. According to the CEFR, these competences "are always intertwined in any language use; they are not separate 'components' and cannot be isolated from each other." (Council of Europe 2020, 129) However, for the aim of this thesis, it is now important to focus solely on Linguistic competence.

3. 2. 3 CEFR's Linguistic competence

As defined above, Linguistic competence is one of the three aspects of Communicative language competences. It involves six key categories: General linguistic range, Vocabulary range, Grammatical accuracy, Vocabulary control, Phonological control, and Orthographic control (Council of Europe 2020, 129). In the next paragraphs, each of these categories is going to be described shortly.

The first is the General linguistic range. According to the CEFR, the word "range" is used because the acquisition of a second language is specific to "the emergence of new forms and not their mastery". This particular category emphasises the fact that "moving beyond one's comfort zone are essential parts of the learning process" and that making mistakes or learners not being entirely sure of "recently learnt morphology and syntax" should be considered. This

category involves such language as memorised phrases, but also the language for more precise formulations. It aims to reach the point where the learners can speak without feeling restricted in "what they want to say." (Council of Europe 2020, 130) So, the General linguistic range focuses on the knowledge of morphology and syntax for communication.

As the second one, the CEFR presents a Vocabulary range. This category applies to both reception and production skills and involves language "from a basic repertoire of words/signs and phrases to a very broad lexical repertoire including idiomatic expressions and colloquialisms". For acquiring this sub-competence, it is recommended to read in the target language. (Council of Europe 2020, 131) The focus of this particular category is mostly on the passive knowledge of words and phrases.

On the other hand, there is also Vocabulary control. That focuses more on the active knowledge than the Vocabulary range because its concern is the "learner's ability to choose an appropriate expression" and the key aim of this category is to use the vocabulary (Council of Europe 2020, 132).

The aim of the next category, Grammatical accuracy, is that the learner is able, while communicating to "focus on grammatical forms", which is seen as a more difficult mental process. It is also mentioned that the more advanced the learner gets, the more creative, and possibly inaccurate their production of this category might be. (Council of Europe 2020, 132) This category is concerned with the reason for the occurrence of inaccuracies when using grammatical forms.

Phonological control is probably the most complex of all the categories involved. It is so because within this category there are three separated sub-categories: overall phonological control, sound articulation, and prosodic features. The focus when designing this category was on "how much effort is required from the interlocutor to decode speaker's message", then on "the degree of clarity and precision in the articulation of sounds", and finally, on the "control of stress, intonation and/or rhythm" and to what extent the learner is able to "vary stress and intonation to highlight their particular message." (Council of Europe 2020, 133) This category is therefore focused on to what degree the learner is able to communicate for their message to be understood clearly.

The last category is Orthographic control. This category focuses on the "ability to copy, spell and use layout and punctuation", while the reachable maximum of C2 is for the learner's writing

to be "orthographically free of error." (Council of Europe 2020, 136) This category is concerned with the correctness of the spelling of words and phrases.

The next part of this thesis will offer examples of how formative assessment can support the development of these six categories.

3. 3 The formative assessment used to develop Linguistic competence in ELT

The previous parts of this thesis explained what formative assessment is about. The key points would include the individual approach to the learner and their progress, the communication in the process of learning, the learner being part of the process, and the support from the teacher. Now, how can it be connected to the development of Linguistic competence in English Language Teaching (ELT)?

One way to do so is to recognize, when it is wise to correct the learners and when not. According to Harmer, it is important to know whether the activity is focusing on accuracy or fluency. If the purpose of the task is for the students to produce something accurate, such as a certain "piece of grammar, a pronunciation exercise or some vocabulary work", the teacher should intervene and correct possible mistakes. But when the matter at hand is more about fluency, then Harmer believes that there should not be too much interruption, or the students might be affected by it and do not want to participate next time (2015, 107). However, sometimes it might be needed to correct the learner and it is good to know, how.

There are two main things the teacher can do. Harmer presents "gentle correction", in which case the teacher can shortly reformulate what the learner has said. Harmer also talks about recording mistakes when the teacher can give feedback afterwards. There is an opportunity to involve the learners and ask them what they think the mistake is. (Harmer 1015, 109) That would be for the fluency exercises.

When it comes to accuracy, there are many ways the teacher can intervene. According to Harmer, it is good to distinguish first, what type of mistake it is – whether it is a slip, in which case, the learner can correct themselves; or if it's an error, when the learner does not know the correct version and needs an explanation; or if it's just their attempt to say something that they do not know yet (Harmer 2015, 99). For slips, the teacher can just notify the learner either by asking them "Again?", or by echoing, by using nonverbal language, by hinting or reformulating what they have said. It is important not to make a big issue of it, though. (Harmer 2015, 106) As for errors, the process might be a bit more difficult.

The teacher can notify the learner about an error too but doing just that is not sufficient. It is important to "focus on the correct version in more detail", such as saying the correct version and emphasising the problematic part, to say just the incorrect part correctly, or even to explain the issue if needed. Other learners may be involved as well, but no one must be belittled by it, so there is a need to be sensitive. (Harmer 2015, 107) If asking other learners to intervene, it is also wise to be patient, because it may take time before someone steps forward. If the teacher gives up on waiting too soon, then the learners have "too little opportunity to reflect on what they hear." (Black and Jones 2007, 6) In summary, the teacher should be sensitive when working with mistakes.

Such approach to mistakes is very important. It is so because without making mistakes, it is impossible to learn a language, "because that's how you know the boundaries of linguistic rules." (TEDx Talks 2016) Through making mistakes, the learners also signal to the teacher what they know, what they don't know, or what they know partly "on an interlingual basis", which for the teacher is reliable feedback. (Black and Jones 2007, 6) Such feedback helps the teacher to adapt the teaching-learning process to their needs.

Considering the learner's progress is important in language. If the teacher has an idea about learners' knowledge, they can introduce new vocabulary, or grammar structures through just enough challenging tasks, so that the learners can engage in the learning process. It is also much less confusing for the learners. (Black and Jones 2007, 4) If the teacher wants to know what the learners already understand, they can challenge the learners by activities in which they can apply their knowledge in a new context, so that they use "various language transformations." (Black and Jones 2007, 5) There are also other ways of getting to know the learner's level of knowledge.

One way is the use of traffic light icons or cards. That means that if the learners are working independently, for example on some exercise, they have the opportunity to "label their work green, red or amber", when green means they understand everything well, amber means they understand partially, and red that they do not understand much. If there are a lot of red cards, it is a signal for the teacher to revisit the topic, if there are more green cards, the teacher can move on. In the case there is a mix of colours, the teacher can put the learners with green and amber cards together, who then "help one another", and go to deal "with the problems of the red pupils." (Black and Jones 2007, 8) So, the traffic light method is good because it improves the communication between the learners and the teacher.

There is also a way to make the written feedback better. Harmer mentions that rather than seeing the written feedback as assessment, it is better to see it as a response to the text and how it appears to teachers. That may happen also during the process of the written work, such as after the first draft and second draft. (Harmer 2015, 110) Black and Jones suggest that comments that are added by the teacher may be formed as questions, asking the learner more in-depth about the topic at hand. They can also record their comments on a separate sheet of paper on which the learner can respond and this kind of communication can happen every time there is a task, for learners to know that their "improvement is being monitored." (Black and Jones 2007, 7) The feedback from the teacher is an important part of the process, but as was already mentioned, other learners may be involved too.

Peer-assessment can be useful to incorporate into the lessons. Black and Jones come up with a technique which they call "two stars and a wish". They say that the two stars represent positive feedback and successful outcomes, while the wish is about "an aspect that can be improved in some way". In practice, the wish is a sensitive way the learners can handle the critique, and it can be used after any kind of language activity. Moreover, if any peer-assessment is used in the lessons, it helps the learners to "develop their self-assessment skills." (Black and Jones, 8) And who else should have a say in assessment, if not the learners themselves?

Self-assessment may not be easy to use, but it can be very helpful. According to Harmer, self-assessment helps learners to understand better the feedback from the teacher and it helps their learner autonomy. It can be done either through an informal question at the end of an activity, or, especially when they need to learn how to self-assess, they can be given a checklist as a guide. A great way of managing self-assessment is through dialogue when both the learner gives themselves feedback, and the teacher does it too. (Harmer 2015, 104) Such dialogue can also help the teacher to get to know the learner a bit more.

Knowing the learner can be helpful for the teacher. Brown says that each learner can have a certain background affecting "their language learning abilities", so it is important to know it (Brown 2000, 2). Their background can help the teacher to see things from the learner's perspective, which positively affects the learning environment (Rogers in Scrivener 2011, 16). Understanding the learner's background makes the communication more open and honest, which Scrivener considers important in the process of learning (2011, 17). Knowing the learner may also help with the goal of learning.

Both a common goal and learners' own goals are important to account for in the learning process. Learners usually have a certain purpose why they are acquiring the second language, such as pass a foreign language requirement or to get closer to the people and the culture of the target language (Brown 2000, 3). This goal is good to know or even create together, as it helps with following the learner's progress, and to conclude through the words of Black and Jones, an independent journey of a leaner in a language is "the ultimate aim of language learning." (Black and Jones 2007, 5) Thus, even the fact that a learner has a goal can improve the way they develop their linguistic competence in ELT.

This chapter looked into how language can be developed, with a focus on communicative language competence. Then, some ideas how to use formative assessment for developing Linguistic competence were described. Now it is possible to move to the next part, which is the practical part of this thesis.

PRACTICAL PART

4. The context of the research

As mentioned in the introduction of this thesis, the idea behind this research was the boom of formative assessment during the COVID-19 pandemic, and the possible shift of opinions on formative assessment. The theoretical part explained how formative assessment helps with developing Linguistic competence in ELT, and the practical part is focusing on whether the approaches of English teachers can be considered formative, and if it is important in regard to the development of the linguistic competence. That was the aim of the research as well. Because the aim was not to gather enough data to create a generalized theory, but rather to understand only the specific cases involved (Gavora 2010, 35-36), the qualitative type of research was chosen.

4. 1 The planning phase

Knowing the type of research and its aim, it was important to find out more about the process of researching. Gavora recommends making pre-research, such as trying out different aspects of the research and whether it brings expected results (2010, 19), therefore in spring 2021, a decision was made to choose three English teachers and research their approaches towards the formative assessment.

The pre-research brought out important information. Such as the fact that the chosen method of semi-structured in-depth-interview is suitable for the aim (Liprtová 2021). That is confirmed by Švaříček and Šeďová, who explain that the in-depth-interview can help with understanding other people and their decisions (2007, 159). And specifically the semi-structured interview "is based on questions and topics prepared in advance" (Švaříček and Šeďová 2007, 160, author's translation), but during the actual interview, some questions can be added, changed, or left out (Gavora 2010, 202). This type of interview was therefore chosen both for the pre-research stage and for the actual research. The COVID-19 pandemic influenced both stages of the research, the interviews having to be carried out via the platform MS Teams.

Pre-research was helpful for other reasons as well. As pointed out in the theoretical part, together with the COVID-19 outbreak, there was a "formative assessment outbreak" as well.

Therefore, when trying to ask the teachers specifically about formative assessment during the pre-research, their approach was not always welcoming to the topic:

> ...it's such a popular term, everybody knows it theoretically, ... everybody kind of insists on it, but ... to be perfectly honest with you, it's like a bit, I don't want to say funny, because I know that your research and everything is very important ... but on the other hand, I find it a little bit funny that everybody is so obsessed with formative assessment and hardly anybody knows what to do with it. (Liprtová 2021)

And based on that, when planning the actual research, the decision was made to not specify in any of the research questions that the key term is "formative assessment". According to Švaříček and Šeďová, "it does not make sense to ask the respondents questions full of technical terms." (2007, 175) Instead, the key aspects of formative assessment served for creating the four main research questions:

1. What does assessment mean for teachers in the process of ELT?
2. What is the teachers' approach to feedback in ELT?
3. What is the teachers' opinion on individual approach to learners in ELT?
4. What are the roles of motivation and emotions in assessment for teachers in ELT?

That can be supported again by Švaříček and Šeďová, who emphasise that research questions should be free of any bias, they should be broad enough and work with more general concepts (2007, 69). Such research questions are usually later specified by sub-questions (Švaříček and Šeďová 2007, 166-167), which was the case of this research as well.

After specifying the questions, the next step was to focus on choosing the respondents for the research. Both Gavora (2010, 36) and Švaříček and Šeďová (2007, 73) agree that in qualitative interview, respondents usually come from a specific group on which the aim focuses. The number of respondents is based on the data collected, as once there is enough information gathered, then there are no more respondents needed (Švaříček and Šeďová 2007, 73). In the case of this research, the respondents had to be English teachers, and preferably either of lower-secondary schools or higher-secondary schools.

4. 2 The interviews

In the end, four teachers were interviewed. Their workplace was either an eight-year grammar school, an eight-year grammar school combined with vocational school, or a higher-secondary vocational school. Chosen teachers were contacted through their e-mail addresses, asked for

joining the research. From the beginning, the teachers were acquainted with the topic of the research (assessment in ELT), with the form of interview (online via MS Teams), and with other specifics of the interview, such as the interview being recorded for the purposes of transcription and analysis. They were assured about anonymity and confidentiality.

Interviews were carried out in the period of the end of January 2022 to the first two weeks of February 2022. The respondents were free to choose the language of the interviews and the specific date and time of the interview. Three out of four interviews were carried out in English, one in Czech. The length of the interviews differed based on the process of each interview, from about forty minutes to hour and half, which is roughly the usual length of the in-depth-interview (Švaříček and Šeďová 2007, 163). As it was mentioned, the interviews were recorded. Švaříček and Šeďová mention that while it is true that such decision may lead to increased nervousness or secretiveness of respondents, it is still better to record the interview (2007, 179-180), as writing down respondent's answers during the interview disrupts the flow of the communication (Gavora 2010, 203). Švaříček and Šeďová add that recording can also help with further transcription of data, which they recommend for further analysis (2007, 181), therefore after finishing the interviews, every interview was manually transcribed on computer.

4. 3 Open coding

The analysis was done via open coding. Švaříček and Šeďová explain that open coding is a process that can start any type of analysis in qualitative research and can be either simultaneously accompanied by a different type of analysis, or followed by various coding and interpretation techniques. Open coding can be understood as a process during which data are cut apart and put together in a different way. (Švaříček and Šeďová 2007, 211) Any kind of data can be used in the process of open coding, such as "interview transcripts, participant observation field notes, journals, documents" and more (Saldaña 2016, 4). That is why open coding was chosen for this research, and it was done in the programme "Quirkos 2.4.1", for the the consistency and simplicity of the process.

In the first round of open coding, the text is usually divided into small units according to their meanings. Such unit can be a word or a sentence, but even a full paragraph. (Švaříček and Šeďová 2007, 211) The units are given names – codes – that stand as a symbol or a translation for the original unit and that can be a single word or a short phrase (Lee and Fielding in Švaříček and Šeďová 2007, 212). There are many methods to create codes – the code can be a description of the unit, it can be based on emotions of the unit and more. According to Saldaña, the best

methods for interview coding are In Vivo coding, Process coding, and Values coding, because it helps with attuning oneself to the participant's perspective. (Saldaña 2016, 73) He continues to explain that Process coding means using gerunds of actions mentioned by respondents, "In Vivo" takes respondent's actual words for a code (2016, 77-78), and Values coding taps into the respondent's attitudes, values and belief systems (2016, 124). In this research, In Vivo and Process coding were used the most.

When finishing the first round of coding, the next step was to categorize the codes in certain way. Švaříček and Šeďová mention that continuous and automatic categorization is part of the first round of coding, such as putting similar or related codes together in groups or categories. Such categories are often changed throughout the process, and after finishing the first round of coding, they are intentionally rearranged. (Švaříček and Šeďová 2007, 220-221) Saldaña speaks of a method "Pattern Coding", agreeing with Švaříček and Šeďová that the process of categorization is important for later analysis (2016, 74). As an example from this research would serve one of the first-round categories "Teacher as a mentor" that shifted to "supporting the learners" and finally became the category "teachers' role".

As a method for further analysis of the data and the coded categories was chosen the method "Showdown". This method was based on Švaříček and Šeďová, who explain that this approach to analysis means to re-organize the coded categories into a certain pattern that makes sense to the researcher and that is somehow related to the research questions, and this pattern is later explained in the analysis. Not all coded categories are actually used when creating this pattern, but all the categories that are used has to be related to each other. (Švaříček and Šeďová 2007, 226) Based on this re-categorization, the authors recommend creating a "skeleton of the analytical story", which is a short description of the categories and their relations (Švaříček and Šeďová 2007, 239). Therefore, in the next part will be provided such description, followed by analysis of the created categories.

4. 4 Data and their interpretation

The collected and coded data about teachers' approaches to assessment in their English lessons informed about different aspects of assessment. From the way they understand the concept of assessment and its purpose, the way they see themselves and the learners, to the way they deliver their assessment. Those aspects were organised into two groups: Understanding and Applying.

Firstly, there is the way the teachers understand assessment, what is important for them in the process of assessing and what is not, what is their view of motivation in assessment and learning, how they see their learners and more. That can be put under the broad heading of „Understanding".

On the teachers' understanding of assessment is based the second group. It is about the techniques teachers claim to apply in their lessons, such as if and how they involve the learners, how they work with mistakes, what kind of feedback they prefer to use, and more. As this research was based only on interviews, it cannot be said if and to what extent the teachers actually apply mentioned techniques and approaches or not; it is only them claiming to do so. Nevertheless, because this part deals with how they apply their understanding, its heading is „Applying".

This research will further offer insight into both groups, including direct quoting of all respondents. The quotations will be commented both throughout the text and after it as well, in a short discussion. Such commenting will be done with the regard to the theoretical background of this thesis, so as to say, if and to what extent can be the respondents' approaches considered formative.

To keep the teachers identities confidential, they were given codes Teacher 1 to Teacher 4, in short T1, T2, T3, T4. Those codes will be used in the next part to identify who is the author of the quoted data. The quotes by Teacher 1 are translated into English by the author of this thesis, as the interview with this teacher was carried out in Czech.

A. Understanding

One of the questions asked during the interview was whether teachers find assessment important. All of them agreed that they do, for multiple reasons. T2 simply considers assessment important because learners "need to continue in their work", whereas T1 explains their opinion a bit more: "when someone is learning ... then without being assessed by someone who understands it [the subject of learning], the learner cannot make any progress." According to their words, T4 seems to be on the same page as T1 as they say that for teachers is assessment "essential" because their "goal is to see the student's progress." Monitoring the learner's work and progress is mentioned by T3 as well, who believe that beside the progress, assessment also monitors the learner's "strengths and weaknesses." As explained in the chapter 2. 2, such approach as believing in monitoring and following learner's progress is connected to assessment being diagnostic.

Three out of four teachers agree that assessment can have diagnostic function, and that such function is vital: "if you don't know where you are, you don't know in which direction to go next." (T1) Diagnostic function is what makes assessment "a steppingstone for further planning, for further strategies in my teaching; so I can't really move, I lose the firm ground under my feet if I don't assess." (T3)

Important part of assessment is also criteria, and especially providing students with the criteria. According to T1, the learners "always know in advance that they will be assessed, ... they know exactly what points they will be able to get for what thing", and T3 agrees with this, saying that the learners "need to know, what exactly is being assessed... it's only fair and also, it's motivational." The other two teachers do not seem as keen on criteria for every single action, as T4 mentions that "it's pretty much the first thing you do every school year", which is very similar to what T2 says "at the beginning it would be fine, that I tell them what my criteria for assessment are." But criteria are not the only thing the students can be informed about.

According to the respondents, learners need to know "what did or did not go well, what needs to be improved" (T1) and "where they need to work some more." (T4) However, when looking more in depth to teachers' opinion on informing, there can be found certain disagreements.

T1, T3 and T4 are positive that, if possible, the information that learners get should be at best specific and descriptive, giving the learners "more than just one or two words, so that they know... where they are aiming at" (T3) and telling the learners "what specifically was correct and what specifically needs to be improved" (T1) because if "you describe what did they [learners] do well, ...they'll get more feedback." (T4)

Whilst T2 directly says that "if I would be telling each student detailed feedback... I wouldn't be doing anything else", and their opinion is that "it is fine if you say sometimes 'good job, it was fine, thank you very much'." Moreover, they do not consider these words not informative, but rewarding instead:

> the reward is necessary, reward in any way, in giving pluses or just saying 'okay, you did well, you worked well, or yes, it was a very nice, interesting piece of work, yes', you have to give them some... during the teaching process, rewards in words, like saying 'nice, well done', and I think it's very important. (T2)

Therefore, there is quite a gap between T2 and other teachers, who understand assessment as informative, while T2 understands assessment as a reward for learners.

That does not mean the other teachers do not see rewards as a part of their assessment, though. T3 is convinced that rewarding is a "fantastic way, it's here, so why not do it, and kids respond to it very well", while T1 says that they are not against "rewards in the form of praising or acknowledging the learner's effort" but they believe it is good to be careful about rewarding, because they do not want "the learners to become A's or rewards collectors, who will make an effort only for getting praised." (T1) Even more rejecting approach takes T4: "I'm not there to reward my students and I don't think it's a part of assessment."

T1 and T4 further agree about "good job" usually not being sufficient for the learner. T4 is of the opinion that saying "'good job', it's like giving them a grade A, B, C, that's all", while T1 means that there are certain moments when saying "good job" is okay, but they still prefer to "say 'well done, good job' and then say why it is so," especially in the case when the learner "really makes an effort, they write quite a long text and if I wrote there just 'good job', it just wouldn't seem sufficient to me." (T1) Even though T1, T3 and T4 differ in their opinion on rewarding, T3 being enthusiastic about rewarding, while T1 and T4 prefer a bit more careful approach, they still see rewards as something that is a bonus to their assessment, not its core – as it is in the case of T2's assessment.

Moreover, T2 claims that rewards should be balanced by punishments and that the teacher should not "overpraise ... because if you give them too many positives, they don't realize the negatives." They also say that they use for rewarding and punishing the grading system: "I sometimes do that I give small marks, or pluses or minuses, so if they don't work, I give minuses, and if they have three minuses, they have one big minus, which is really bad mark." (T2) Both these minuses and bad marks, but also the good marks are what T2 sees as "a way of motivating them [learners] to be as good as they want to be." This connection between rewards/punishments, motivation, and grades was also confirmed by Čapek and Nováčková in the chapter 2. 2. 1.

The other teachers do not agree with T2 about the importance of punishments, and it is T1 who mentions that assessment, specifically grading used as a punishment do not motivate the learners, "like when someone has four F's, and 'finally' gets it together, like no, they don't."

As for grading serving as rewards, then T3 thinks that it is bad because the learners "learn something, they perform during the exams, and the next day, they are in the process of forgetting it, so, what's the point." Then there is the similar approach of T4, who confirms it: "the mark is definitely a reward." As well as T4 and T3, T1 also believes that "grading can make the

students learn only for grades", and as already quoted above, they do not wish for learners to become "addicted to rewards" and "to work only because they know that for this, they will get a small A, so they make an effort, but for the other thing, there is nothing as a reward, so they will do nothing." So, all these three teachers agree that grades can be a motivation for students, and that it may not have the greatest influence on them.

However, both T1 and T4 mention their doubts about grades being motivating for every single student. T1 points out that "A's do motivate someone, but to others, grades don't matter for them", which confirms T4, who says "I'm not sure how strong a reward it is. I don't think it's strong enough for most of them." So, both T1 and T4 are unsure about the strength of motivation created by a grade, which would mean that the principle of learning for marks may not bother them as much as T3. Yet, both T1 and T4 admit that they do not enjoy grading.

There are two reasons for their opinions, and both are connected to them trying to support their learners in their progress. Firstly, T1 suggests that they feel limited by grades in what they want to share with their learners, saying that they "can't say 'okay, you're a C, which means you are good at this and sometimes this'" and that "the grade just doesn't reflect where the student is in their learning." The same problem has T4, who struggles with there being "like five marks in the Czech system and there's quite a huge gap, you score B or you score C, it's quite a huge difference, but there should be a lot more in between." Their second reason for disapproving grades is that grades stop the best learners in their learning. T1 talks about a situation when the learner gets an A:

> ...they know they've got the A, that they do not have to learn more, try more ... because the A is just enough for them. And I can't fail them, when they've made zero mistakes and I'd give them C just because 'you can do better, so it's a C'. (T1)

And T4 comments on grading in a similar way:

> Some students... If I score them A, but they don't do their best, they are still happy. That's why I don't like grading and the system of marks. ... for some students ... this is the end of the line, they are satisfied and thy don't make any progress. (T4)

As for T3, aside rejecting the principle of learning for grades, they did not provide such elaborate explanation as T1 and T4. But they did mention that the grading system "could be maybe created in a little bit different way" and that "grades are here, we have to accept it" which means that they are definitely not enthusiastic about grading. Therefore, more inclined to T1

and T4's opinions. All that even broadens the gap between T2 and other teachers, as T2 believes in motivating the learners by grading, pluses, or minuses. But whether the respondents are more or less prone to take assessment as a motivation only, they can all see agree that assessment can work with motivation.

All teachers further agree on the importance of the intrinsic motivation, but there can be found some dissimilarities about whether both types of motivation are equally important or not. T4 thinks that if the A-learners whose progress stops with getting A's, had intrinsic motivation, they would not stop trying: "they can always improve, and they lack the intrinsic motivation to learn." They also mention that "the intrinsic motivation should be the key to the learning." T3 agrees with them, saying that the intrinsic motivation is "definitely more [important] than the extrinsic, because when it comes from within, it is what is valuable, isn't it."

Whereas T2 claims that "both types of motivation must work there." The opinion of T1 is also based on the importance of the intrinsic motivation, and they even provide an example that when their learners found some intrinsic motivation, such as wanting to translate certain singer's songs, "there was some kind of a change, when from a learner who was actually bad in English just became the best English learner in the class" (T1), but they also say they are "not against the extrinsic motivation because I think that in certain cases, you are not able to bring the student to the intrinsic motivation. Sometimes they just go with the extrinsic one, but they try and make the effort. And I don't think that's bad." The hardships connected with learners finding intrinsic motivation are related to the issue of learners finding their own goal in English.

All of the teachers agree about the necessity of learners having a goal. T2 thinks that "the main aim of studies should be for themselves, because they want to be clever." The reason for having a goal, according to T4, is that "in regular English classes, they don't find it motivational, you know, to learn at school, what do you get for that" and T1 seems to agree with it, saying that "when students create their own goals, it positively affects the intrinsic motivation" providing examples that "there is a boy in my class, who wants to be a pilot, so he knows his English must be perfect, or another boy who is like 'I don't really like travelling, I just enjoy gaming', so he wants to do more listening and vocabulary in the lessons." T3 follows by saying that not only the learners need to have their goal, but the general aim of the learning process should also be shared:

> ...the worst thing is when teacher actually creates some abstract goal and they don't give a toss about what the kids are actually thinking or whether they are interested in the goal.

> The goal must be common... created together. The kids must know where they are going to and they must be interested in the goal, otherwise there is no point. (T3)

The emphasis of learner's having their own goal is connected to how the teachers see their learners. T3 believes that the learners "mustn't feel let down or outside of the teaching process or learning process ... it's not only about me and they are sitting there, being quiet" therefore "teacher has to cooperate with the kids." T3 is probably the most enthusiastic about learners being part of the process. That does not mean the others do not agree with them, such as T1 talking about how important it is to tell the learners the aim of the lesson, because they "don't want the learners to be lost in the lesson, I just want them to know, why are we doing this or that." A very similar thing says T4, who considers it "important for the motivation, because if they hear what is going to happen in the lesson, they just don't sit there and do what I say to do." These three teachers are once again in agreement about this issue, meanwhile T2 has a completely different approach to it.

While T2 does seem to view the learners individually: "each of them is different and each of them has different needs ... so yeah, to have personal approach to each student is very necessary for me", they directly disagree with other teachers about telling learners the aim of the lesson: "why would you tell them your programme at the beginning, they don't care... they need to get informed, to be entertained, to get some new vocabulary, some new grammar, and that's it." It is interesting that they mention the learners need to be informed, and they believe it is the teacher who should "give them some information", but at another point in the interview, they claimed that the learners today are "overinformed, they get information from different sources." So not only they are miles away from other teachers' opinion, but they also seem to contradict themselves – because they see students as overinformed, yet the core of their lessons rotates about giving learners information. But the main idea of what they are saying is that they think of themselves as some kind of a leader: "it is you as a teacher who can decide what to concentrate more on and what less, because you know what they need to know to their lives." (T2) Which just does not seem to go hand in hand with the idea of learners actually having a say in the process.

It is important to mention that to some extent, the teacher does know better, as they are a professional in education. That is what T3 emphasises, saying that their boundary is that the learners "mustn't question ... the professionality of the teacher." However, even if it is important

for them to have the final word, their learners seem to be perceived as an active part of their lessons.

In summary, there is a huge difference between T2 and the other teachers in their understanding of assessment. In the next part, there will be taken a closer look on how this understanding influences the actions these teachers claim to do.

B. Applying

When it comes to diagnosing the learner's position in their learning and their current level of English, the teachers offered multiple ways to do so. For example, T1 claims that they like to find this out through "well-adjusted test and some oral interview." T3 expands on this, insisting that they need to use "something that I can see in front of my eyes ... because I need to know exactly where they are at, which means test, quizzes, kahoot." Similar approach has T4, for whom it is "any written work they do."

Furthermore, T3 mentions that "the highest peak is ... that they [learners] actually can apply their knowledge in their own life and be creative about it" and T3 likes to use roleplay for this, for example to "have improvised situation, like in restaurant ... so that they can actually use what they learnt in a real-life situation."

The last teacher was asked about diagnostic techniques as well. However, since their assessment is based mostly on motivation, they just want to see that the students are doing something – which they know if the learners "have three pluses, it means they really work well, they did a lot of activities, everything is correct." (T2) This teacher's different approach is not influencing only the diagnostic function of assessment, but also the way they communicate with the students.

As mentioned in the previous part, T2 understands assessment as mostly praising or giving punishments, and they usually do not use any descriptive feedback. The only time they claim to use it, is when they test the older students before their maturita leaving exam: "we have for example picture description, which is one of the tasks they have to do, and after testing them ... I try to explain what was okay, what was not okay." (T2) The other teachers use assessment as a communication channel much more often. Based on their diagnostic techniques, they reach out to their learners so that they also know their 'steppingstone'.

Giving feedback to students can be done in multiple ways. For instance, T4 mentions that the same written work they use for diagnosing the learners knowledge, they use for providing

learners with feedback: "I keep it, I evaluate it, I assess it, I give it back to them, so that they can see my assessment or feedback" after which, for the diagnostic purposes, the learners "return the written work to me." (T4) But verbal feedback can be done in easier way as well, such as giving comments to learners, which T1 confirms: "I consider comments to students assessing" and T3 agrees with it: "I think that this is a fantastic way to assess kids and also to use as feedback for them, because it is tapping into more intrinsic motivation." And T4 develops this technique a bit more, saying that they, during "any discussion with the student, any oral evaluation of their work", tell the learners "what they did well of what was expected from them and whether or not they passed or they met the expectations." Furthermore, even easier way to give students feedback, can be through the nonverbal communication.

All teachers agree that nonverbal assessment can be useful to some extent. T4 claims that "I don't think it's as important as the verbal ones, but my nonverbal actions also send messages to students, of course", such as "nodding head, shaking head, smile" (T3) and "your mimic, your voice" (T2) or "oftentimes even a single look can assess whether the learner is doing well." (T1) Aside for verbal and the nonverbal communication, the teachers mention other techniques of giving feedback to students.

As it was shown in the previous part, the respondents, except for T2, dislike grading. And specifically T1 is the one trying to make the grading a little bit better, in their own way. One of the things they prefer doing is that they "give C as the worst mark ... we do it that they can be assessed from A to C, and if it is worse, I take it that it was just unsuccessful and I give them a second chance, to try again." And T1 also adds comments to their grades: "if I see that the learner got so much better compared to what it used to be, then they get two grades, they get an A for their progress and then, let's say, C or C- according to the criteria." It can be seen that T1 claims to try a lot to make the grading easier for learners. However, specifically the comments to grading that T1 uses, may not be as effective as one might think. Even though adding comments to grades sounds like a good approach, there are opinions that prove it otherwise: "if feedback provides both marks and comments, the negative effects follow because pupils tend to ignore the comments and attend only to the marks." (Black and Jones 2007, 7) And T1 actually mentions a similar thing, when they talk about the A-learners:

> ...with the person who's got the A, but I know it's not their maximum... I tell him or I leave him a comment like 'look, it was good, you passed the criteria, you've got the A, but you could be better, and if you tried a little bit more, it could be excellent' and the learner often knows it, ... they say 'yep, I know', but I don't see any progress.

It is hard to say then, if these comments to grades have a formative effect on learners or not, but it can be seen that T1 definitely tries a lot to support their learners.

And their intents can be seen in their approach towards learners' mistakes and language performance as well. They claim that they differ whether the situation is based on fluency or accuracy, because if it is fluency, it is "more important for me if the learner gets an opportunity to express themselves and finish a thought", and when it is about accuracy, then "after learner's performance comes the correction." (T1) Other teachers seem to have a similar approach. T4 says that "when testing speaking for example, I try to be very benevolent towards mistakes ... when assessing grammar on the other hand I am quite strict and go into detail." Such approach is also the case of T3: "if you have got a conversation, the kid is talking, you don't want to interrupt, so you sometimes just use nonverbal signs, assessment, to encourage them." Whereas when it comes to "grammar and listening specifically, there I'm more rigorous." (T3) The last teacher only differs if it is "an oral examination, I just assess everything, because it is the way they manifest their language skills" or "if it is a test, then I assess it according to what the test if focused on." (T2) And as it was explained in the chapter 3. 3, the difference between fluency and accuracy is just the beginning of how to approach mistakes in language.

The teachers all agree that mistakes can be used as a teachable moment, but their approaches to mistakes still differ. T2 only mentions that "by mistakes you learn more" and that they notify the learner and "say 'please look at it once again, please look at this activity, this sentence again'", but they do not elaborate on this. Whereas T4 emphasises that mistakes are "quite a sensitive thing", which is their reason to use correction only "if the errors are made in what students are learning at the moment", but if the error is not done in something the lesson focuses on, then they "simply skip errors." On the other hand there is the very enthusiastic approach of T3 who mentions: "I gather errors, I write them down and then I use them, we get back to it and we built a lesson on errors." Lastly, T1 is emphasising the importance of a sensitive approach. They claim that they are "trying to put away the learners' fear from making mistakes" because "especially in language teaching and learning, if the learner starts being afraid from making a mistake, then they are completely paralysed and you'll never get them to speak again." They also collect mistakes and work with them further: "I either try to remember it or write it down ... but I don't point out whether it was Peter or Jane who said it, we just approach it as a language phrase that we try to correct ... or they get it into pairs, like they get a list of some sentences, in which they try to look for mistakes. (T1)

T1 further mentions that they also have certain strategies for correcting mistakes that the learners are familiar with, such as "when I repeat the part of the sentence, they know I'm notifying them that there is something wrong and they correct themselves." But generally, the most important for T1, and for T4 and T3 as well, is to make sure, their learners do not start being afraid of making a mistake. All these three teachers seem to have a sensitive and individual approach to their students when learning, but T1 takes it even further.

One of the things that T1 mentions is that they leave students the space to either cross a mark out or not attend an activity: "I know not everybody enjoys everything, so in the whole school year they can choose one or two activities ... they will not be a part of and not be assessed for it ... and they actually can cross out one grade, one that didn't work out for them." (T1)

T1 mentions that this is one of the things that they started doing only recently, amongst other assessment techniques, as they believe that "same as doctors need to educate themselves in their major, teachers should too and they should mainly give themselves some feedback." (T1) The other teachers also believe that they should give feedback to themselves. T3 says "I assess even myself" and also claims that "we as teachers have to learn so much more", and then there is T2 who is "still searching for something new" and T4, who says they "think about every lesson, once it finishes ... and try to maybe learn a lesson from that for the future."

So, in their own ways, all of these teachers are trying to be better. But what matters in this research is the way they see themselves as a teacher. All of these teachers are trying and being nice to their learners in a way, but the opinion gap between T2 and other teachers still exist – because T2 understands their role of a teacher very differently.

4. 5 Discussion

In the previous part, the focus was put on the collected data and their analysis and interpretation. Before coming to conclusions, it is important to further discuss it, which is called "additional validation" according to Strauss and Corbin in Švaříček and Šeďová (2007, 38). Throughout the previous part, the theoretical background was referred to a few times, and it will be done so in this part as well.

One of the things that is emphasised in the theoretical part, is the connection between formative assessment and active learning. Beside T2, the other three teachers agreed that they view their learners as an active part of the lesson, and especially it was T1 and T3, who do so.

Moreover, in the chapter 2. 3, Black and William and Projekt SYPO explained that formative assessment helps to adapt the lessons to learners needs and individual progress. Three teachers, T1, T3, and T4 expressed that for them, assessment is an important part of the learning and teaching process, because it helps the learner to make a progress in their learning, which agrees with the theoretical background. Furthermore, as it was discussed in the chapter 2. 3. 1, formative assessment uses diagnostic techniques to find out where the learners are towards the goal of learning. And once again, T1, T3, and T4 agree with it, saying that for them it is a steppingstone in further teaching and learning. The only teacher that does not seem to see assessment this way is T2, whose assessment is not about guiding the student on certain way, they just try to motivate them to work in the lessons.

Other parts of assessment that some of the respondents agreed on was criteria. And according to Švarcová in the chapter 2. 3. 1, if there are certain criteria given, they help to define what exactly is wrong. T3 and T1 agreed that they consider criteria, and informing the students about specific criteria, very important, while T4 and T2 only think it is good to do so at the beginning of the school year.

Then there is the communication with learners about their progress and goals. That was mentioned again by T1, T3, and T4, who all were convinced that the communication with students is important, either when telling the learners about the aim of a lesson, or when giving them feedback. That students should be informed about the aim of the lesson is confirmed by Petty and by Crockett and Churches in the chapter 2. 3. 1. And in the same chapter it is confirmed by Sterna, Skalková and Švarcová that any kind of communication can serve as good feedback. Later on, Nováčková and Cangelosi point out that it is better to use descriptive feedback rather than evaluative one – and the same three teachers, T1, T3, and T4 agree with it, saying how important it is to describe rather than just shortly evaluate the student.

The data from respondents further discussed the issue of rewarding, punishing, and grading, with T2 having a completely different view than the rest of the teachers. As pointed out by Petty in the chapter 2. 2. 1, grading can actually serve a formative purpose, when applied through mastery marking. None of the respondents mentioned using something like that, besides T1 trying to modify their grading by giving second chances, which is a bit similar to the concept of mastery marking.

As a last important issue to discuss is the respondents' approach to mistakes and to the language through assessment. T1, T3 and T4 all agree on the distinction between fluency and

accuracy. According to Harmer in the chapter 3. 3, such distinction is vital when approaching learners' mistakes. Furthermore, Harmer mentioned for example the possibility of correcting mistakes together with the learners, which T3 and T1 said they like to do.

And in addition, it was specifically T3, who likes to see what of their knowledge the learners can apply – which is supported by Black and Jones in the chapter 3. 3.

4. 6 The summary & outcomes of the research

The conclusion of this research is that beside the teacher with the nickname T2, all the other teachers approach their assessment formatively to some extent, in regard to their learners getting better in English. Presented in the analysis, and in the discussion as well, their approach is based on learner's individual progress and active participation, sensitive feedback, and on the idea of guiding their learners on their paths to the goal. And while there were certain aspects that did not align with the concept of formative assessment, it still can be considered formative – because according to what the teachers say, it does seem to help their learners in developing their linguistic competence. On the contrary, T2 only sees assessment as motivation, and while they try to be nice, kind and sensitive, their approach cannot be called formative.

CONCLUSION

In the introduction of this thesis, two question were asked: Do teachers view their assessment in a formative way? And is it important for them to do so, in regard to the learners' development of the linguistic competence?

To answer both of these of these questions, the theoretical part of this thesis first looked into the context of the Czech educational system and its connection to the theory of constructivism, raising also the relation between constructivism and formative assessment, then the educational assessment was explained, with the focus on the formative assessment, and finally, the process of second language acquisition was explored, with the emphasis on the communicative language competence. In the practical part, four teachers were interviewed, and their answers were analysed through open coding, and then compared to the theoretical background of this thesis.

The outcomes at the end of the practical part say that three out of four interviewed teachers seem to incorporate formative assessment techniques in their English lessons. That cannot be confirmed, as observations were not part of the research, but what it does say is that these teachers view their assessment in a formative way, as their focus is put on the individuality of the learners and their own progress, and they see learners as an active part of the teaching-learning process. And to answer the second question, it does seem important to them, because it helps them with understanding their learners, planning their lessons in a better way, and guiding their learners on their journeys to the goal, which is to support them in developing their linguistic competence – through working sensitively with mistakes, following their progress in English, supporting the A-learners in getting even better, and more.

The fact that their takes on assessment were not solely formative, and they admitted that they do struggle with some parts of assessment; and the fact that the last teacher does not see their own assessment formatively at all, confirms that there is still a lot to accomplish, in order for the assessment to be even better and even more supportive.

The recent years only proved, how important is to be ready for anything to happen, and properly used formative assessment in schools is one of the ways to support the learners in reaching their potential and learning to learn, thus being a bit more prepared for the changing world. Implementing formative assessment may be difficult, but as Šebek says: "The world is complicated, we cannot stop the changes, but the way to prepare for anything is to change the education." (TEDx Talks 2018, author's translation)

RESUMÉ

Tato bakalářská práce se zabývá postoji učitelů k používání formativního hodnocení v souvislosti s rozvojem lingvistické komunikační kompetence v hodinách anglického jazyka. Formativní hodnocení je zajímavým, a často také kontroverzním tématem. To byl také důvod pro výběr cíle této práce, kterým je zjistit, zda vybraní učitelé vnímají své hodnocení jako formativní, a zda je to pro ně důležité v souvislosti s rozvojem lingvistické komunikační kompetence.

V první kapitole práce představuje úvod do konstruktivismu v kontextu českého vzdělávacího systému. Nejprve je zde popsán princip fungování rámcových vzdělávacích programů (RVP) a školních vzdělávacích programů (ŠVP) dle platného školského zákonu MŠMT. Důraz, který je v RVP kladený na klíčové kompetence a aktivní učení žáků, je následně propojený s teorií konstruktivismu. Konstruktivismus je vydefinován jako koncept aktivního učení a vytváření znalostí, který vznikl jako reakce na kognitivismus. V rámci vysvětlování základního principu konstruktivismu je přihlédnuto také k existenci sociálního konstruktivismu, který je některými autory uváděný jako zvláštní druh konstruktivismu. V poslední části kapitoly je konstruktivismus skrze Vygotskyho koncept Zóny nejbližšího vývoje propojen s formativním hodnocením.

Ve druhé kapitole je prostor věnován nejprve termínu hodnocení, který je popsán jako nezbytná součást jakéhokoliv lidského jednání. Na něj navazuje termín ‚školní hodnocení‘. Školní hodnocení je vydefinováno jako záměrná činnost porovnávání žákova výkonu či výsledku jeho konání s jeho předchozími úspěchy, s ostatními žáky, nebo s vizí dokonale provedené činnosti. Takové porovnávání je prováděno na základě kritérií. Smysl školního hodnocení spočívá v jeho funkcích, kterými jsou především funkce informativní, diagnostická, a motivační. Na popis motivační funkce navazuje úvod do motivace a popis motivace vnitřní a vnější.

K tomu je vztažen koncept odměn a trestů, které lze chápat jako zachování kladného či záporného hodnocení za účelem hodnoceného buď potěšit či omezit jeho potřeby. Jednou z možností jak lze odměnit žáka může být i dobrou známkou, proto se text krátce zabývá i procesem známkování ve školách, a jeho dopadem na žáky. Je zde položena otázka, jaký vliv má na žáky to, pokud je známka vnímána jako odměna, a zda je možné ke známkám přistupovat i jinak, například skrze koncept zvládacího učení. Pokud je známka používána jako nástroj pro zvládací učení, pak lze usoudit, že známky mohou nabýt i formativního charakteru – tedy

fungovat ve školách za tím účelem, aby podporovaly průběžné hodnocení žáků a jejich individuální rozvoj. Kromě známkování je pozornost krátce věnována i slovnímu hodnocení, které je často uváděno jako kontrast oproti „špatnému známkování", nicméně jak je v textu vysvětleno, i slovní hodnocení může snadno uškodit žákům. Výsledkem této části je závěr, že známkování i slovní hodnocení mohou sloužit k formativním i sumativním účelům.

Dále je v textu přihlédnuto k různým druhům školního hodnocení, kde je nejprve vysvětleno, že formativní hodnocení pracuje s podporou individuálního rozvoje žáka a umožňuje učitelům rozpoznat žákovy slabé a silné stránky, a naopak sumativní hodnocení shrnuje žákovy dosavadní výkony. Důraz je kladený na to, že jednotlivé typy hodnocení spolu často spolupracují a doplňují se, čehož příkladem může být častá spolupráce formativního a sumativního hodnocení. Dít se tak může například v situacích, kdy dobré formativní hodnocení ovlivňuje kvalitu toho sumativního.

Jelikož práce s různými typy hodnocení je náročná a je často nutno upravit výukové metody pro větší efektivitu hodnocení, mohou být učitelé tlačeni do změny jejich přístupů. Tak tomu bylo i po vypuknutí pandemie COVID-19, kdy během distanční výuky MŠMT vyvíjelo tlak na učitele, aby zaváděli kvalitnější formy hodnocení. V práci je poznamenáno, že pokud učitelé nechtějí své metody opravdu změnit, nátlak z okolí není vždy nejlepší volbou, jak učitele o efektivitě jiných metod přesvědčit.

V dalším oddílu druhé kapitoly je pozornost přesunuta směrem k formativnímu hodnocení. Koncept tohoto hodnocení je zde popsán jako způsob plánování výuky, při kterém i žáci, kteří už mají jedničky, mají prostor se dále vyvíjet, stejně tak jako žáci, kteří mají chronické problémy dosáhnout na dobré známky při klasickém hodnocení. Po úvodu do formativního hodnocení jsou vydefinovány jeho fáze a funkce, které mohou být rozdělené do částí „odkud", „kam" a „jak", podle toho, že formativní hodnocení funguje na vedení žáka na jeho cestě k cíli.

Do fáze „odkud", která se zabývá tím, kde se žák zrovna nachází vůči cíli, spadá především diagnostická funkce, a dále také informativní, jelikož nejen učitel, ale i žák potřebuje vědět, kde se nachází. Fáze „kam" se zabývá informováním žáka o cíli, což je důležité z toho důvodu, že pokud žák cíl zná, snadněji může být v procesu hodin aktivní. Fáze „jak" je zaměřena na seznamování žáka s kritérii hodnocení, která umožňují, aby každý žák postupoval vlastním tempem.

Všechny tři fáze formativního hodnocení ovlivňují také žákovu vnitřní motivaci, protože pokud žák dostane zpětnou vazbu informujícího o tom, co udělal správně a co konkrétně může udělat lépe, je více motivovaný k tomu se dál snažit. Závěr druhé kapitoly je věnován kvalitní zpětné vazbě a tomu, jakou roli v ní hraje například popisný jazyk oproti jazyku posuzujícímu.

Třetí kapitola se věnuje procesu osvojování cizího jazyka a začíná úvodem do komunikačních kompetencí. Komunikační kompetence mají poměrně bohatou historii svého vývoje, která je v práci stručně popsána; jména Hymes, Canale a Swain, či Bachman při tom nejsou opomenuta. Větší důraz je však kladen na Společný evropský referenční rámec pro jazyky (CEFR), který je vybraným modelem pro tuto práci.

Po krátkém shrnutí vývoje modelu CEFR je pozornost věnována lingvistické komunikační kompetenci a jejím jednotlivým oblastem. Jelikož byla pro práci vybrána nejnovější verze modelu CEFR z roku 2020, ve které se nachází nové deskriptory ještě nepřeložené do českého jazyka, následující jednotlivé oblasti lingvistické komunikační kompetence jsou přeloženy autorem této práce: Obecný lingvistický rozsah, Rozsah slovní zásoby, Gramatická přesnost, Zvládnutí slovní zásoby, Zvládnutí fonetiky, Zvládnutí pravopisu.

Poslední podkapitola teoretické části se zabývá možnostmi, jak formativní hodnocení může přispívat k rozvoji lingvistické komunikační kompetence. Mezi to patří práce s chybou podle toho, jestli je aktivita zaměřena na plynulost či přesnost a důraz na citlivý přístup k chybě, individuální přístup k žákovým jazykovým schopnostem, nebo například kvalitní zpětná vazba.

V praktické části je nejprve vydefinován druh výzkumu jako kvalitativní, a dále je popsána metoda sběru dat, kterou byl polostrukturovaný hloubkový rozhovor. Součástí procesu výzkumu byl i předvýzkum. V dalších odstavcích je prostor věnovaný popisu přípravy na rozhovor, jako vytvoření výzkumných otázek, či výběr respondentů a jejich oslovení.

Samotné rozhovory probíhaly online formou přes platformu MS Teams v období druhé poloviny ledna až první poloviny února 2022. Rozhovorů se celkově zúčastnili čtyři učitelé angličtiny z nižších a vyšších druhých stupňů škol. Rozhovory byly pro účely přepisu nahrávány a respondenti s tím byli seznámeni, stejně jako byli ujištěni o zachování jejich anonymity.

Rozhovory byly ručně přepsané na počítači a následně analyzované pomocí otevřeného kódování v programu Quirkos 2.4.1, aby byla zachována konzistence a jednoduchost analýzy. Otevřené kódování je práci definováno jako základní proces analýzy v kvalitativním výzkumu,

který funguje na principu rozebrání dat na menší úseky podle významu, kterým jsou následně přiděleny kódy.

Vytvořené kódy byly následně kategorizovány a seskupeny podle jejich obsahů, a pro vytváření kostry analytického příběhu byla využita technika „Vyložení karet", díky které byla data přeskládána tak, aby vytvořila smysluplnou analýzu přístupů učitelů k formativnímu hodnocení. Jak je popsáno v části věnované samotným datům, jednotlivé výpovědi učitelů byly kategorizovány na dvě skupiny, a to „pochopení" a „aplikace". První skupina prezentuje to, jak učitelé chápou a přistupují k vlastnímu hodnocení ve svých hodinách, druhá skupina se zabývá tím, co učitelé tvrdí, že v hodinách dělají. Je přihlíženo k tomu, že vzhledem ke zvolené metodě výzkumu nelze říct, zda učitelé opravdu v hodinách zmíněné metody používají.

Závěry výzkumu zní, že tři ze čtyř učitelů nahlíží na svoje hodnocení formativně, jelikož se svým hodnocením žáky snaží podporovat v jejich individuálním rozvoji, a hodnocení vnímají jako nástroj, jak svým žákům pomáhat v posouvání se k cíli. Na své žáky při tom nahlíží jako na aktivní součást celého procesu. Čtvrtý učitel jako jediný vnímá hodnocení spíše jako motivaci a žáky bere jako pasivní součást výuky.

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APPENDIX – Interview transcripts

Appendix 1 – Interview with Teacher 1

Int.: Tak jo, nahrávání už běží, ještě jednou děkuju, jako první by mě zajímalo, jak moc je pro vás důležité hodnocení a zpětná vazba v procesu učení, jak moc si myslíte, že to je důležité i pro ty žáky?

T1: Když bych to měla nějak rozpitvat, tak zpětnou vazbu se snažím žákům dávat vlastně téměř po každém úkonu, který v hodině proběhne; jak se to povedlo/nepovedlo, co je potřeba zlepšit; naopak kde se jim to podařilo, kde se třeba posunuli, snažím se, aby ta zpětná vazba byla popisná, aby to pro ně bylo co nejvíce uchopitelné, protože si myslím, že když se člověk učí, a je úplně jedno, co se učí, jestli se učí jazyk nebo jestli se učí tančit, nebo nějakou novou dovednost, tak bez toho aniž by viděl jakým způsobem třeba mu to někdo, kdo je na tom... jako o trochu, nebo o dost lépe, v tom co se snaží naučit; bez toho aniž by měl to zhodnocení od toho člověka, co tomu rozumí, že se nemůže posouvat. To je jedna část té otázky. A druhá část té otázky je, že co se týče hodnocení, třeba sumativního, formou známky, tak to já už teda využívám méně, a být to na mě, tak já bych třeba vůbec neznámkovala. Ale bohužel to na mě není, takže známkuji, když opravdu musím.

Int.: Ona vlastně zpětná vazba bývá zařazována jako součást hodnocení, v té otázce jsem ji takhle zdůraznil jen proto, aby nedošlo k tomu zmatku, že se bavíme o známkování, takže děkuju, že jste to takhle rozpitvala; a vy jste zmínila, že se snažíte, aby ta zpětná vazba byla popisná, takže mě by zajímalo, je takový názor jedné české psycholožky, Jany Nováčkové, že lepší než prostě říct „dobrá práce", nebo „to se ti povedlo", že je lepší právě použít tu deskriptivní zpětnou vazbu, tak jestli byste s tím souhlasila?

T1: Já bych s tím částečně souhlasila; ale zároveň si nemyslím, že by bylo na škodu říct třeba právě to „dobrá práce", „to se ti povedlo", já si myslím, že to může jít ruku v ruce, někdy se opravdu hodí na něco říct „dobrá práce", „well done", „good job", ale někdy je potřeba to specifikovat. Když bych to měla třeba přiblížit na psaní esejí nebo nějakých slohových útvarů, tak ten student si s tím dá práci, napíše nějaký poměrně dlouhý text, a napsat tam jenom „good job", to by mně jako přišlo nedostatečné; takže třeba právě u takových věcí se snažím používat tu popisnou zpětnou vazbu, ve smyslu, „to se ti povedlo a to, to, to, to, tyto pasáže se mi líbily, tady na tom by bylo potřeba zapracovat", ale nevzdávám se ani toho jednoslovného ocenění snahy nebo hodnocení ve smyslu „well done", a myslím si že to může jít i ruku v ruce, že můžete říct teda „well done, good job" a pak říct teda proč.

Int.: Takže považujete za důležité, aby ten student hlavně věděl proč teda?

T1: Určitě. Určitě, protože když je chválen, a zároveň, když je mu něco vytýkáno, myslím si, že musí vědět, co konkrétně tam bylo dobře a co konkrétně by bylo potřeba ještě předělat, vylepšit.

Int.: Když se zeptám ještě trochu víc dopodrobna, mluvíte o tom, že tak nějak dáváte studentům komentáře, zpětnou vazbu, to znamená, že to jak vy s těmi studenty komunikujete, považujete za hodnocení. Komentáře, obecně ty konverzace se studenty.

T1: Ano, ano, nějaké ty moje komentáře považuju za hodnocení, i neverbální komunikaci považuju za hodnocení, často prostě i pohled dokáže velice dobře zhodnotit, jestli prostě zrovna ten člověk dělá, co má, jestli se mu daří, či ne, i bych řekla, takovou jakoby, využívám proxemiku v tom hodnocení, i haptiku; i když to teď jako méně, z důvodu koronaviru, není vhodné se studenta jako dotknout, poplácat po rameni třeba; ale jakoby dříve i tyhlencty způsoby neverbální komunikace; takže ano, za hodnocení považuji i různé komentáře, komunikaci se studenty, a včetně teda neverbální komunikace.

Int.: Děkuju. A zmínila jste taky, že kdybyste mohla, tak známkování se úplně vyhnete, tak se chci zeptat, myslíte si tedy, že známkováním se studenti učí hlavně pro ty známky nebo i pro sebe?

T1: No, já si myslím, že tady záleží na typu studenta, na nastavení studenta, a zároveň, myslím si, že záleží i na předmětu. Já bych řekla, že předmět, a mluvím teda i ze své zkušenosti, který studenta nezajímá, nebaví ho matika, nebaví ho fyzika, ale ví, že třeba kvůli rodičům potřebuje, aby to vysvědčení

nějak vypadalo, tak tam si myslím, že se učí vyloženě pro ty známky. Jo, že prostě je mu celkem jedno, jestli to hned zapomene po tom testu, jestli to bude umět používat, tam si myslím, že jde vyloženě po té známce, protože ho to nezajímá, nemá k tomu žádnou vnitřní motivaci. Ale domnívám se, že u předmětu, který třeba ho baví, když ty věci používá i mimo školu; spousta studentů je aktivních hráčů, hrajou počítačový hry, nebo se dívaj na seriály, tak si myslím, že oni spíše, než kvůli té známce, se učí protože ví, že se jim to bude hodit, že to budou potřebovat. Ale samozřejmě je tam určitá část studentů vždycky, která má ráda takovýto jakoby „já chci jedničku z tohohle", berou to jako nějakou svoji osobní vizitku, nějaké ocenění svojí práce, takže jestli se někdo učí; jestli se známky svádí k tomu, aby se studenti učili jenom pro známky, řekla bych, že ano, určitou skupinu studentů ano, a v určitých předmětech taky.

Int.: A řekla byste tedy, že to je ten váš důvod, proč byste ty známky dala pryč, nebo...?

T1: No, můj důvod, protože bych nechtěla známkovat, je spíš jiný. Mně spíš přijde, že ty známky, teď jak jsou nastaveny, jednička, dvojka, trojka, že prostě nedokážou postihnout to, co bych chtěla hodnotit; nemůžu říct, „jo, tak ty seš dvojkař, tobě jde tohlencto, občas támhlencto", přijde mi, že ta známka nedostatečně reflektuje to, jak ten daný student na tom je. Mně by se úplně nejvíce líbilo slovní hodnocení na konci třeba nějakého cyklu, třeba na konci třítýdenního, čtyřtýdenního cyklu, a co se týče těch známek, domnívám se, že nemají tak velkou vypovídající hodnotu, zaprvé, zadruhé, pro některé studenty mohou být zdrojem stresu, protože někteří to opravdu velice prožívají, a za třetí, vlastně, to už jsem zmiňovala, že se nedomnívám, že tak širokou činnost, jako je učení se cizímu jazyku, prostě člověk nedokáže ohodnotit tím, že „to byla jednička", „to byla dvojka", „to bylo na trojku"; takže spíše z tohohlenctoho důvodu, než že bych je chtěla odstraňovat jako nějaký zdroj té vnější motivace.

Int.: Rozumím tomu. Myslíte si, nebo dokázala byste mi říct, jaký je důvod pro to, proč to známkování musíte využívat?

T1: Je to určitý zvyk, jo, já bych řekla, že největší procento proč to tak je, je, že je to pořád zažité, té známce prostě všichni rozumí, rodiče rozumí, co to je jednička, děti rozumí, co to je jednička, a nemyslím si, že by byla vůle napříč tím pedagogickým sborem, nějakým způsobem přecházet z právě známkování známkou třeba právě k nějakému slovnímu hodnocení.

Int.: Vy na jednu stranu říkáte, že se známkou nedá zahrnout všechno; ale zároveň, že děti rozumí, co to znamená, ta jednička, rodiče rozumí, co to znamená... Tak tam vidím nějaký nesoulad.

T1: No, myslím si, že to je proto, že rodiče, to je jakoby pořád laická veřejnost, a ty děti kolikrát to mají tak prostě zažité; je to opravdu, jak se říká, zvyk je železná košile a vím, že od kolegyň, které třeba využívají slovní hodnocení na základních školách, znám takové ty historky typu, „tak dostali slovní hodnocení a stejně mně ten rodič volá a ptá se, tak jako je na dvojku, je na trojku, nebo na co", jo, takže spíš si myslím, že to je tak, že my jakožto učitelé, dokážeme nějak popsat ten stav, jak na tom to dítě je, zatímco pro ty rodiče, si myslím, je to tak jakoby neuchopitelné, že ano, oni si teda přečtou, že dokáže tohle, zlepšil se v tamtom, ale pořád jak kdyby šli po opravdu nějakém zjednodušeném vyjádření, tak co to je, je to jednička nebo je to dvojka, protože to si lépe představí, a často tenhlecten zvyk od nich přebírají i ty děti. Ale myslím si, že děti by se s tím smířily snáze a možná by to i více ocenily, řekla bych že u té rodičovské veřejnosti by ten přechod třeba na komplexní slovní hodnocení mohl narazit víc.

Int.: Rozumím tomu, co myslíte, a děkuju za rozvedení té odpovědi. Dál by mě zajímalo, když jste zmínila, že vlastně nějak studenty chválíte, tak by mě zajímalo, co si myslíte konkrétně o odměnách. Jestli vnímáte tu pochvalu jako odměnu, a případně jestli si tedy myslíte, že je v pořádku ty studenty odměňovat.

T1: Já odměny nezavrhuji, nicméně jak se říká, všeho s mírou, a nerada bych ze studentů vychovala takové ty sběrače jedniček, sběrače odměn, kteří se opravdu budou snažit jenom protože mě paní učitelka pochválí, pak z toho mám dobrý pocit, pak dostanu tu jedničku, pak dostanu tu nálepku, dostanu toho smajlíka. Takže nemyslím si, že vždycky musí fungovat jakoby vztah něco za něco, jo, ne vždycky třeba činnosti které děláme mají nějakým způsobem jakoby odměnit ty studenty na konci, třeba když se jim něco povede, tak co za to, dostanu za to malou jedničku? Tak já říkám, ne, nedostaneš za to nic, povedlo se ti to, a to jakoby stačí. Ale zároveň zase ty odměny formou třeba pochvaly, uznání snahy, nezavrhuji. Ale snažím se to vybalancovat, aby opravdu potom ti studenti nepracovali jenom proto, že

vědí, že za tohlencto bude malá jednička, tak tady jako já pracovat budu, ale za tohlencto vlastně nic nenabízí učitelka, tak to já nic dělat nebudu, takže to mně může bejt ukradený. Jo, takže, snažím se to opravdu tak nějak balancovat, aby se z nich nestali takový závisláci na těch odměnách, ale zároveň odměny používám, nebudu zastírat, že ne.

Int.: Rozumím tomu. A naopak by mě zajímalo, co si myslíte o trestání studentů?

T1: No, já spíš uplatňuju metodu přirozených následků činností. Jo, to znamená, pokud prostě plácnu, někdo počmárá lavici, než bychom to honili přes nějaké napomenutí třídního učitele, tak si pěkně po zvonění nebo po vyučování přijde, donese si hadr od paní uklízečky, a uklidí celou třídu; takže spíše než ty tresty, tak se snažím studentům vštípit, že každé jejich rozhodnutí, ať dobré nebo špatné, s sebou nese nějaké následky.

Int.: Dobře, děkuju. A vy jste zmínila, že nechcete, aby se z nich stali jakoby ti sběrači těch známek, a řekněme, že to by se dalo považovat za nějakou vnější motivaci, tak bych se chtěl zeptat, za jak důležitou považujete tu vnitřní motivaci naopak. A jestli si myslíte, že je důležitější než ta vnější.

T1: Já vnitřní motivaci považuju vlastně za základní faktor jakékoli lidské činnosti. Protože, prostě, jestli mám vnitřní motivaci nebo ne, rozhoduje o tom, jestli u té činnosti vydržím, nebo ne. Zároveň zase se nezříkám té vnější motivace, protože myslím si, že v některých případech nejste, jako nemáte potenciál na to, toho studenta k té vnitřní motivaci přivést. Někdy opravdu se to prostě sklouzne po té vnější, ale pracuje a snaží se. A jako já v tom nevidím problém; já vím, že se vždycky všude říká, hlavně vnitřní motivace, hlavně; ano, stoprocentně, ale nevidím problém v tom, když někdo pracuje na základě vnější motivace. A pokud já jako učitel jsem schopná to tomu žákovi neznechutit natolik, aby třeba našel nějakou vnitřní motivaci mimo tu vyučovací hodinu, tak to si myslím, že je potom obrovský úspěch. Protože u spoustu studentů jsem viděla vývoj, protože jak je máme osm let na gymnáziu, tak třeba ze začátku je angličtina jakoby vůbec nebavila, tak jako pracovali, ale bylo vidět, že to je jenom aby nebyly problémy, ale potom, s pubertou, nastal čas já nevím, nějakých zahraničních zpěváků, nebo kapel, nebo seriálů, a najednou vlastně si našli tu vnitřní motivaci sami, úplně vlastně mimo mě, to šlo naprosto mimo mě jako učitele, to, že někdo najednou objevil prostě nějakého zpěváka, do jakého se zamiloval, a strašně si chtěl překládat všechny jeho písničky, a v tu chvíli vlastně ten žák šel raketově nahoru i v těch hodinách. A tam vlastně během, tam byla proměna třeba během dvou let, kdy z žáka, který jako opravdu pokulhával v té angličtině, se stal žák, který v té angličtině byl nejlepší. A tam přesně bylo vidět, jak ta vnitřní motivace nádherně zapracovala. Takže vnitřní motivace ano, nejvyšší prostě hnací síla, strašně důležitá, ale nemyslím si, že vždycky je v silách učitele vlastně toho žáka k té vnitřní motivaci přivést.

Int.: Rozumím tomu, a když už se tak pohybujeme okolo té motivace, a případně okolo té vnější, tak dokázala byste mi říct, jaké techniky hodnocení byste řekla že jsou nejvíc motivující pro ty studenty? Jestli jsou to třeba jenom ty známky anebo jestli naopak něco z té deskriptivní vazby by mohlo být motivující?

T1: Já bych chtěla věřit tomu, že ty studenty motivuje nějaké ocenění, že prostě oceníte, že se snaží, že jim to třeba nejde, ale že tam vidíte aspoň drobný pokrok, že prostě jim dáte najevo, že to není ztracený, že ač třeba se to teď nepovedlo, že to neznamená, že se to nepovede příště, já si myslím, že vnější motivace pro studenty hodně výrazná je vůbec jako ta učitelova víra v ně, to, že vlastně vědí, že ten učitel nad nimi nezlomil hůl, že i když třeba dělají chyby, že toho žáka neodsuzujete jako člověka, že mu prostě dáváte šanci příště, takže to si myslím, že je jedna z nejdůležitějších věcí, prostě dát tomu člověku najevo, že není nic ztraceno, že teď se sice nedaří, ale jsou tam nějaké známky, které by mohly příště třeba se zlepšit, že prostě není nic ztraceno. Co se týče těch jedniček; někoho motivují, někomu jsou ty známky úplně ukradený, jo, takže, nemyslím si, že ty by byly nějaký ohromný motivující faktor, ale pro někoho mohou být; co naprosto nemotivuje, a to s některými kolegy vedeme teda dlouhosáhlé debaty, je taková ta negativní motivace, tím, že prostě má někdo čtyři pětky, a teď už se konečně vzpamatuje, jo, tak nevzpamatuje, takže to určitě ne. Ale abych se teda zase vrátila k té vaší otázce, tak myslím si, že právě nějaká ta popisná, citlivá a taková zpětná vazba, která žádným způsobem toho člověka nezesměšňuje, která ho naopak povzbuzuje, tak to si myslím, že může být opravdu jako největší motivační faktor pro ně, v rámci hodnocení.

Int.: Děkuju. A když jste zmínila ty chyby, tak jaký je váš postoj k chybám, speciálně tedy v tom jazyce, jestli si myslíte, že je špatně, když studenti udělají chybu a případně proč?

T1: No určitě si nemyslím, že chyby jsou špatné, snažím se hlavně u svých studentů odstranit strach z té chyby, protože zvláště ve výuce jazyků, pokud si člověk vypěstuje strach z chyby, tak je naprosto paralyzovaný, a vlastně už z něj vůbec nic nikdy nedostanete. Takže ve svých hodinách se snažím nastavovat takové klima, aby ti žáci věděli, že prostě mohou mluvit, mohou se vyjadřovat, a že nevadí, že tam ty chyby dělají, nejsem z těch učitelů, který jakmile by slyšel chybu, to zastavil a řekl, „no tak teď stop, stop, stop, tadys použil špatné sloveso, teď si to prostě vyčasujeme společně"; vždycky je pro mě důležitější, když ten student dostal příležitost se vyjádřit, když dokončil myšlenku, a pak třeba potom, když uděláme nějaké kolečko několika studentů, buď se to snažím pamatovat, nebo si to napíšu někam stranou na papírek, společně se podíváme na věty nebo slovíčka, nebo já nevím, gramatiku, stylistiku chybnou, a společně se vlastně snažíme vymyslet, jak by se to mohlo říct lépe, ale už neříkám, že Petr řekl, Johanka řekla, už to tam bereme prostě jako nějakou frázi z jazyka, kterou se teď budeme snažit opravit.

Int.: Takže si myslíte, že s tou chybou jde dál pracovat a tenhle způsob by byl třeba to takhle hromadně probrat, aniž by byl někdo jako vypíchnutej, jako Petr udělal chybu a tak?

T1: Určitě, určitě, i třeba když píšeme, tak já si vypisuju nejčastější chyby na papírek a pak je společně u tabule opravujeme, nebo to třeba dostanou jako práci do dvojic, že dostanou seznam nějakých vět, kde se snaží hledat chyby, prostě já se snažím vnímat tu chybu, a chci aby i oni vnímali tu chybu jako nějakou příležitost se poučit, jo, že prostě takhle to nebylo dobře, ale nevadí, příště to zkusíme udělat znova. A na určité ty jakoby opakující se chyby už máme udělané strategie, jo, oni už ví, že když já třeba zopakuju tu část věty, takže jim dávám najevo, že tam je prostě něco špatně, a oni sami se opraví, jo, ale není to takové to tak, že „teď jsi udělal chybu, tak teď stop všichni, rychle rychle musíme prostě to opravit", jo.

Int.: Dobře, děkuju. Taky jste ještě zmínila, že se snažíte dát najevo, že v toho studenta máte nějakou víru, a prostě se snažíte dát najevo, ne jakoby nějaký vztah, ale teda že v toho studenta zkrátka věříte, takže mi přijde, že máte pocit, že je lepší k těm studentům přistupovat individuálně, je to tak?

T1: Určitě, určitě. Protože prostě každý jsme jiný, a každý prostě máme, nechci říct talent, jo, ale každý je prostě jiný, dobrý v něčem jiném, a nechci opravdu hodnotit stylem, že tady mám nějakou škálu, a všichni kdo máte, já nevím, méně než já nevím, šest bodů, tak máte pětku, a kdesi cosi, já vím, že prostě pro některé je těžké, a odvedou strašný kus práce, a stejně třeba tu písemnou práci nebo ten sloh napíšou průměrně, až lehce podprůměrně, ale vím, že na tom strávili strašně moc času, zatímco prostě někdo, komu to jde lépe, kdo má prostě lepší tu jazykovou, tu lingvistickou inteligenci, že třeba tomu nedává tolik jako ti, kteří se dřou a končí na těch trojkách, řeknu, tak i tohlencto třeba já v tom hodnocení reflektuji, že ano, samozřejmě musím známkovat, tak tam pak nějaká známka je, ale vždycky u toho je nějaký komentář. A u toho člověka, co třeba má tu jedničku, a vím, že to není jakoby jeho maximum, si to neodpustím, řeknu mu nebo napíšu mu, „hele, podívej se, dobrý, sice jako splnil jsi všechna kritéria, máš jedničku, ale máš na víc, a kdyby ses třeba trošičku víc snažil, tak by to mohlo být excelentní", a ten student často ví, on to přizná, „jo, já vim, já prostě, že hrám na to, že mám tátu Angličana, takže se na to nepřipravuju" a naopak těm studentům, kterým se to třeba opravdu nepovede, ale vidíte tam ten posun, tak vždycky to okomentuju, ještě tam připojím nějaký komentář, „jako jo super, známka asi sice není taková, jakou by sis představoval, ale prostě vidím tam posun, jo, tohle cvičení se ti povedlo", já věřím tomu, že i v nějaké písemce, která je za čtyři nebo za pět se dá vždycky najít něco, co se povedlo, a vždycky se to tam snažím vypíchnout, protože je nechci prostě ubíjet těma koulema, těma čtyřkama; ale teď jsme se dostali do fáze, kdy vlastně víceméně já dávám vlastně nejhorší známku trojku, sice kolegové mi to vyčítají, že jsem na ně moc hodná, tohlencto, támhlencto, ale my to bereme tak, že je to 1-3 a když je to hůř, tak to beru tak, že se to nepodařilo, a dávám šanci na přepracování, někdy je tam zlepšení, někdy se na to vybodnou; já zas nechci říkat, že ty studenti jsou úplný svatoušci, někdy opravdu jakoby... a sami to přiznají, „jo, já jsem se na to úplně vyprdnul", a prostě to skončilo tak, jak to skončilo, ale tu šanci mají a já věřím tomu, že oni o tom vědí, a že toho nezneužívají.

Int.: A vy jste zmínila jednu takovou hodně zajímavou věc, že u těch jedničkářů jde poznat, když to není jejich maximum; když se ještě trochu vrátím k tomu, když jsem se vás ptal na to nebo proč si myslíte, že pro vás ty známky nejsou úplně ideální, tak jestli byste souhlasila s tím, že ty známky můžou limitovat

i ty nejlepší, že právě ta jednička limituje i toho nejlepšího, že to je takové, že už se vlastně nemusí snažit víc.

T1: Ano, přesně tak, to je přesně to, na co narážíme u toho hodnocení známkou, protože přesně jak říkáte, on prostě ví, že tu jedničku má, že se na to fakt jako podívat nemusí, že se nemusí udělat nic navíc, že nemusí vymyslet nic víc, protože prostě s tím co má mu to vlastně bude stačit. A já ho na druhou stranu nemůžu poškodit tím, že on to má celé bez chyby, a já mu za to fláknu trojku, protože prostě „máš na víc, za tři", jo, takže vždycky to skončí u nějakého toho komentáře tomu člověku, nebo nějakého toho zhodnocení, přičemž ten člověk mi to odkýve, řekne mi „jo, já vim", ale nevidím tam ten posun, takže ano, určitě, známky určitě mohou limitovat i ty šikovné; kdyby bývalo slovní hodnocení, tak samozřejmě hned je tam patrné, že ano, pracuje, pracuje prostě nad průměrem třídy, ale pořád prostě pracuje pod svými možnostmi. Jo a hned by se to dalo krásně rozklíčovat, kdo pracuje víc, kdo pracuje míň.

Int.: Dobře, děkuju. Když jste popisovala, jak vlastně ty studenty hodnotíte, jak přistupujete k tomu, že někdo se může snažit, ale pořád nemít ten výsledek, přijde mi, že tedy spíš porovnáváte ty studenty s jejich předchozími výsledky, než mezi sebou, tak jaký máte názor na to porovnávání mezi s sebou?

T1: Tak co se týče porovnávání mezi sebou, tak tím, že samozřejmě známkuju, dávám testy, tak tím samozřejmě k tomu porovnávání mezi s sebou dochází; nicméně i tam se snažím ty dopady nějak minimalizovat; to znamená, jsou to takový maličkosti, ale nečteme známky nahlas, písemky si rozdávám zásadně já, aby prostě nikdo nekoukal na to, co dostal ten druhý, jo, nedělám ohledně těch známek jakoby nějaký velký haló ohromný, takže ano, porovnávám mezi sebou tím, že je vlastně známkuji jakoby. Nicméně třeba dělám i to, že pokud vidím, že se ten člověk třeba strašně moc zlepšil, s tím, co bylo předtím, tak dostane známky dvě, tak dostane třeba jedničku opravdu za ten posun, a pak třeba řeknu tu trojku, tři minus za to, jak to vychází na té škále; zároveň se ještě snažím teď v poslední době hodnotit i kriteriálně, takže hodnotím pouze splnění kritérií, a nikoliv jakoby kvalitativní splnění kritérií, prostě pokud zadám nějaký slohový útvar, plácnu, chci aby to mělo odstavce, aby to mělo nadpis, aby byl splněn minimální počet slov, aby tam byla splněná myšlenka, mělo to třeba nějaký závěr, tak pokud je toto všechno splněno, žák dostane jedničku, pokud ne, žák nedostane nic. Takže teď i zkouším hodnocení touto cestou, třeba jednička nebo nic, a přijde mi, že to docela dobře funguje právě na ty žáky, kteří mají jakoby chronicky problém dosáhnout na ty lepší známky, že je to i celkem dost motivuje.

Int.: A předpokládám, že studenty se snažíte o těch kritériích, ať už teď, když využíváte to kriteriální hodnocení, ale obecně o kritériích hodnocení informovat?

T1: Tak, tak, ano, samozřejmě vždycky ví, z čeho budou hodnoceni, takže ať je to nějaké ústní zkoušení, které probíhá třeba formou rozhovoru v přední lavici, není to žádné zkoušení před třídou ve stoje, tak oni přesně vědí dopředu, že třeba budou bodováni, třeba plácnu, za plynulost, budou bodováni za používání spojovacích výrazů, ví to přesně kolik bodů za co budou moct získat, pokud hodnotím kriteriálně, tak jsou dopředu s těmi kritérii seznámeni všichni.

Int.: Taky jste řekla, že zkoušíte novou věc, tak by mě zajímalo, jestli považujete za důležité upravovat svoje výukové metody a i ty hodnotící metody pro hodnocení?

T1: Určitě, myslím si, že stejně jako lékaři se musí neustále vzdělávat ve svém oboru, tak učitelé by měli taky, a měli by hlavně neustále svoji práci podrobovat nějaké kritice, zpochybňovat, jo, jestli to co třeba fungovalo, protože opravdu ta doba jde dopředu, já jsem ve škole deset let, a prostě vím, že třeba co jsem dělala na začátku, teď už prostě buď je zbytné, nebo už není aktuální, prostě ty děti jsou někde jinde, než byly před těmi deseti roky, takže ano, určitě, snažím se pořád nějakým způsobem zkoumat a přemýšlet, jak by se to dalo udělat lépe, a hlavně mám dojem, že člověk se tou praxí tak nějak vyvíjí, já když jsem začínala, tak jsem opravdu hodně známkovala, jo, známky jsem dávala opravdu skoro za všechno, a pak postupem času, jak říkám, se to vyvinulo k tomu, že kdybych mohla, tak bych neznámkovala teď vůbec.

Int.: Takže by se dalo říct, že dáváte sama sobě nějakou pravidelnou zpětnou vazbu.

T1: Určitě, tu zpětnou vazbu na základě toho; od žáků si taky beru zpětnou vazbu, přijde mi to jako naprosto přirozené, oni jsou prostě hodnocení pořád, několika učiteli, každý den, tak si myslím, že

minimum, co pro ně můžeme udělat je to, že jednou za pololetí zhodnotí práci toho učitele, a často se jakoby, dozvím se tam věci, které vás prostě nenapadnou, když vám třeba napíšou, třeba, moc mícháte páry na skupinovou práci, rád bych pracoval s jedním člověkem alespoň týden, to jsou věci, které vás prostě nenapadnou, že by jim mohly vadit, nebo tam i třeba dají nějaký návrh, co by rádi dělali, co by rádi zlepšili, takže jakoby ano, podrobuju sama sebe nějaké zpětné vazbě, jak i vnitřní, tak i ze strany těch studentů.

Int.: A dokázala byste mi říct jak moc je pro vás důležitá nějaká vzájemná důvěra a respekt v tom procesu hodnocení?

T1: No ta si myslím, že je stěžejní, protože pokud vám ti žáci nevěří, pokud vás nerespektují, tak zaprvé, jakoukoli vaši pochvalu oni smáznou, prostě nezájem, jo, a zadruhé, jakoukoli vaši výtku, oni budou brát jako nějaký útok, útok na sebe, na svoji integritu. Takže já si myslím, že je opravdu důležité tam nastavit nějaký respektující vztah, v rámci kterého vy jim dokážete říct i třeba nepříjemné věci a dokážete jim to tak nějak podat, že oni ví, že prostě nekritizujete je jako osobu, ví, že je tím nechcete urazit, že je tím nechcete zranit, ale že to je třeba věc, s kterou je opravdu potřeba něco dělat, a to se nebavím jen v oblasti jejich práce v hodině, jejich angličtiny, ale samozřejmě ta třída žije i nějakým životem, žijou tam spolu tím třídním životem, a někdy se prostě dostanete v té angličtině třeba i na téma těch vztahů uvnitř třídy, a vidíte, že chování některých není úplně v pořádku, takže když se to potom s nimi rozebírá, když třeba hodnotíte nějakým způsobem to, jak se chovají jeden k druhému, tak pokud byste tam neměl respektující klima, tak ti žáci prostě to od vás nevezmou a nic si z toho prostě nevezmou.

Int.: Dobře, děkuju. A zmínila jste i to, že občas se tedy zaměřujete v tom hodnocení i na mimopředmětové věci, viz třeba ty vztahy ve třídě, takže myslíte si, že zahrnutí témat mimo váš předmět do toho vašeho je nějak propojené s hodnocením?

T1: No, já si myslím, že ano, teď jakoby když o tom přemýšlím, tak já třeba hodnotím i práci ve skupině, schopnost kooperovat s druhými, schopnost třeba asertivně prosadit svůj názor, takže jestli myslíte tohlencto, tak ano, to si myslím, že je důležité. Já se hodně zaměřuju na ty vztahy v té třídě, a zároveň hodnotím i tu práci, člověk by řekl, to nemá moc společného s angličtinou, ale mě zajímá, jak dokážou mezi sebou fungovat, jak dokážou spolupracovat, třeba v rámci prezentace hodnotím přípravu, kdy mají dílčí termíny, a třeba jeden týden mi mají přinýst osnovu, druhý týden mi mají přinýst třeba vybrané obrázky, abych je trošku naučila pracovat nějakým způsobem kontinuálně a ne, že prostě se oznámí téma prezentace na začátku ledna, budete prezentovat na konci ledna, nikdo na to celej leden nehrábne a potom se všichni splašej noc před tou prezentací, takže snažím se vlastně jakoby je hodnotit i v rámci nějakých těch pracovních a organizačních jejich dovedností. Tohle tím bylo myšleno?

Int.: Ano, a zároveň by mě zajímalo… Protože někdy, když člověk si něco čte o technikách hodnocení, tak se dá narazit na to, že se určité hodnocení nedá používat v určitých hodinách, třeba když je výuka moc frontální nebo podobně, tak že se nedá používat konkrétní technika toho hodnocení. Tak by mě zajímalo, jestli vy když si tu hodinu plánujete, a jestli víte, že třeba budete mít nějakou tu část hodiny frontálně, nějakou část skupinově, že tam budete mít tohle a tohle téma, tak jestli už v tu chvíli nějak tušíte, jaký hodnocení u toho se bude dát použít a jestli nad tím přemýšlíte.

T1: Nepřemýšlím. Já neplánuju hodiny s tím, abych nejprve přemýšlela, jakým způsobem pak budu hodnotit tu práci, takže moc nad tím nepřemýšlím. V tom běžném provozu, jo, v tom běžném provozu hodin; pokud ale vím, že se třeba budeme věnovat nějakou dobu prezentačním dovednostem, prezentování, práce na počítači, tak potom ano, to přemýšlím, jak to všechno zorganizuju, abych pak dokázala třeba zhodnotit právě i ten akt té prezentace, i to vytvoření té prezentace. Takže ano, pokud se budu věnovat předem známým celkům, tak přemýšlím o tom, jak k tomu přistoupím potom v rámci toho hodnocení. Ale normálně, když jedeme v týdnu, takový ty běžný hodiny, kdy se... nechci říct, nic moc extra neděje, ale když prostě běží taková ta běžná výuka, tak si neplánuju aktivity s ohledem na hodnocení, ne. To hodnocení vždycky přijde až podle toho, jak se to v té hodině vyvrbí.

Int.: Dobře, rozumím. A když to vztáhneme přímo k té angličtině, dokázala byste mi říct, jestli se přímo v těch hodinách vaše hodnocení nějak liší podle toho, kterou oblast jazykových dovedností žáka hodnotíte, například jestli se liší hodnocení gramatiky od hodnocení výslovnosti, nebo slovní zásoby,

nebo porozumění poslechem, a pokud ano, tak jak? Například, když už jsme se bavili o těch chybách, jestli k chybám přistupujete jinak v různých oblastech jazyka?

T1: No, spíš než jazyková dovednost rozhoduje to, na co je aktivita zaměřená, jestli na accuracy nebo fluency. Pokud je aktivita zaměřená na přesnost, a je jedno, jestli to je výslovnost, gramatika nebo slovíčka, přistupuju k chybě podobně; po žákově produkci následuje korekce a upevnění správné výslovnosti, tvaru slovesa. Správný tvar opakuje nejprve daný žák a potom několikrát celá skupina. Ke konci hodiny se k chybě ještě vrátím; samozřejmě ne k danému žákovi, a od třídy vyzvídám, jestli už tedy ví, jaký tvar je správný.

Int.: Rozumím, děkuju. Taky by mě zajímalo, když plánujete výuku, zvažujete přitom potřeby a přání svých studentů? A myslíte si, že to potom má nějaký efekt na to hodnocení?

T1: No, určitě to má efekt v tom, že pokud vezmete v potaz co oni by třeba chtěli dělat, nebo co by si chtěli procvičit, že potom se dá předpokládat, že budou pracovat motivovaněji a že to hodnocení po tom bude asi víceméně pozitivní v globále, co se týče vlastně toho, jestli beru při plánování výuky ohled na studenty, spíše bych řekla, v rámci jakoby jednotlivých bloků, ne že bychom, protože my jsme svázaní ŠVP, máme nějakou knihu, takže jedeme prostě podle té knihy, nicméně v rámci třeba té kapitoly, kterou vím, že musíme probrat, ano, ptám se, dělali byste třeba radši toto a toto, než toto a toto; když vím, že tam jsou nějaké věci, které mohu přeskočit, a je to třeba jedna ze dvou věcí, ano, tak se studentů zeptám, jestli by raději se více zabývali tímhle nebo tamtím, ano. Ale nemůžu říct, že bych celou svoji výuku plánovala na základě jejich přání. Mám nějaký rámec, který následuji, a v rámci toho rámce, v nějakých jako podmnožinách, podskupinách, je možné, že třeba se zařídím podle jejich preferencí.

Int.: Rozumím. To samozřejmě nebylo myšlené tak, že byste měla celou výuku plánovat-

T1: Jasný, jasný, já to chápu. Zároveň i dávám studentům možnost v rámci hodnocení, protože vím, že ne každému je všechno příjemné, tak v rámci vlastně celého školního roku oni si mohou vybrat jednu až dvě aktivity, kterých se nebudou účastnit, pokud to budou chtít využít, že si mohou vybrat jednu až dvě aktivity, kterých se nebudou účastnit a nebudou za ně hodnoceni, jo, takže třeba plácnu, nevim, máme tam třeba prezentační dovednosti, máme tam psaní esejů, a pokud mně ten student po tom bloku řekne, „podívejte se, teď maj bejt ty prezentace, a já bych si rád vybral tu svoji možnost prostě neprezentovat“, tak to respektuju, samozřejmě u některých je to z, řekněme, objektivních důvodů, protože prostě mají třeba strach, nebo ještě nejsou natolik sebevědomí, aby si unesli tu práci před třídou; u některých je to samozřejmě potom takové to, „nechce se mi s tím dělat, no tak máme tu možnost, tak já se na to prostě vybodnu“. Ale jako to tak beru, že to tak prostě je. A studenti vlastně mají možnost každý pololetí, jednu hodnocenou aktivitu, mohou se jí zřít, že ji nechtějí dělat. Musím ale říct, že často se nestává, že by řekli, že to dělat nebudou. Většinou jsou jakoby všichni ke všemu svolní. A to teď vlastně taky mám poslední půlrok jakoby novinku, jo, takže to taky je věc do které jsem dospěla, protože dřív jsem opravdu vyžadovala striktně od každého prezentaci jednou za školní rok, od každého prostě dvoje ústní zkoušení, ale přijde mi že čím víc jste v té praxi, a čím víc jakoby rozdílných lidí poznáváte, tak potom opravdu, já jsem si říkala, když se mi slečny hroutily, a dostávaly opravdu jako některé panické ataky z toho, že měla být prezentace, tak já jsem si říkala, tak jako proč, proč je prostě do toho nutit, takže jsme ustoupili do toho že „tak to budeš prezentovat jenom mně, o přestávce“ a to pak zas samozřejmě studenti ostatní, že „no ale ona to nemusela, a to já se taky před tou třídou stydím“, a „jaktože ona to nemusela dělat“, a takže jsem si pak řekla, než pořád takhle s někým licitovat, jaktože on musel, nemusel, tak jsem to nechala víceméně na té bázi dobrovolnosti, a jak říkám, je potom na nich, jakou známku, nebo z jaké aktivity se nenechají hodnotit, oni ví, že mají nastavený určitý počet známek, kde si vlastně mohou v rámci pololetí i jednu známku škrtnout, která se jim nepovede, ale musí mít minimální počet známek, takže prostě musí kalkulovat s tím, že ano, dobře, tak já když se vyvážu z téhlencté aktivity, tak třeba o to víc musím odevzdat nějakých dobrovolných domácích úkolů, abych dosáhl na ten minimální počet známek, při kterém se zase může jedna známka škrtnout. Je to trošku složitý, ale oni už jsou v tom naučený fungovat.

Int.: Děkuju za tak rozvedenou odpověď. Zároveň s tím, když se bavíme o tom, že ty studenti mají tu možnost volby, toho jak a kdy, tak myslíte si, že má zároveň smysl, když si ty studenti vytváří vlastní cíle? Protože pro tu výuku je vždycky nějaký vlastně cíl obecně toho jazyka, ty komunikační

kompetence, zároveň potom konkrétně podle ŠVP, tak jestli má smysl, když si zároveň sami vytvoří nějaký menší cíl nebo větší cíl.

T1: Já si myslím, že to určitě smysl má, protože každý student tu angličtinu studuje možná s trošku jiným cílem, a někdo, mám tady chlapce, co chce být pilot, takže ví, že prostě angličtina musí být perfektní, mám tady chlapce, který zase říkal, že jakoby „mě cestování nebaví, já spíš radši jako na tom počítači parím", takže ten chce spíš trénovat třeba poslech a slovní zásobu, takže já si myslím, že to, že si studenti stanoví nějaké svoje vnitřní cíle potom jenom vlastně pozitivně přispívá k té vnitřní motivaci, takže já jsem určitě pro, většinou to takhle probíráme na začátku pololetí a na jeho konci, máme hodnotící pohovory, vlastně v rámci toho hodnocení máme i pololetní hodnotící pohovory, kdy si sedneme nad těma známkama a projedeme to spolu, já se jich ptám jestli si teda chtěj něco škrtnout, nechtěj si něco škrtnout, zeptám se jich jak jakoby jestli maj pocit, že se jim dařilo, oni mi třeba řeknou todle mi dělalo problém, todle ještě jakoby nevím, jo, takže v rámci třeba těch pohovorů reflektujeme to, jestli třeba můj cíl je dostat se, já nevim, na certifikát na C1, jo, jestli se k němu blížím, jestli pro to dělám něco doma, jestli jsem se na to vybodnul doma, jo, takže to, je to v rámci toho našeho pololetního hodnocení.

Int.: Takže byste mi asi potvrdila, že je důležité pro to hodnocení vědět, kde se ten student nachází v tom učícím procesu.

T1: Určitě, určitě; jo, protože když nevíte, kde jste, tak nevíte, kam máte jít dál, a jestli už jste tam nebo tam ještě nejste; takže určitě, stoprocentně je to důležité, abysme věděli, kde se ten student nachází.

Int.: Když mluvíte o tom, že nějak na začátku roku s nimi máte ty pohovory a nějak je informujete, tak předpokládám, že je třeba i na začátku roku informujete i o nějakých cílech těch hodin, a zhruba, co se bude dít. A na začátku hodiny, jestli je vyloženě informujete o cílech?

T1: Snažím se. Snažím se, každopádně vždycky jim prostě říkám, kam máme v té hodině dojít, někdy je ten cíl formulovaný lépe, dle Bloomovy taxonomie, někdy jako sama vím, že ten cíl je odfláknutý, že prostě není formulovaný tak, jak by měl být, ale prostě s tím, kam na konci té hodiny mají dojít je seznamuju vždycky, protože nechci, aby byli v té hodině ztraceni, jo, protože prostě chci, aby věděli, proč to prostě děláme, proč zrovna tohle děláme, kam to vede.

Int.: Zmínila jste Bloomovu taxonomii, tak se chci zeptat, za jak důležitou ji považujete v tom procesu hodnocení?

T1: No, já ji asi v tom hodnocení moc nevyužívám, já ji používám k nastavování cílů. Potom samozřejmě i třeba sama sebe, jo, došli jsme cíle, nedošli jsme cíle, co tam bylo špatně; ale jakoby, teď si neuvědomuju, možná to dělám tak nějak automaticky, ale neuvědomuju si, že bych jako vědomě používala Bloomovu taxonomii na to, abych hodnotila ty studenty.

Int.: Jasně, rozumím. A když jsme se bavili různě o tom respektu a o té důvěře, tak by mě zajímalo, jestli pro ten respekt pomáhá, a pro tu důvěru, pomáhá ty studenty nějak znát, znát jejich osobnost, jejich koníčky, talenty...? A jestli si myslíte, že to je důležité?

T1: Určitě, žádnej učitel by neměl brát ty děti jako prostě čísla, jo, sedí tam tenhle, tenhle, X, Y, Z, myslím si, že právě to, že o nich víte spoustu věcí, tak že vám to potom může dát i trošičku jiný pohled v tom hodnocení, to bych řekla že je velká výhoda jazykářů obecně, protože to co my učíme, je ta komunikace, a my o těch dětech víme spoustu věcí, protože my se jich v té hodině běžně ptáme, a to třeba na rozdíl od těch matikářů, kteří tam přijdou a prostě už se rovnou počítá, tam prostě není prostor na to se ptát, on by teda možná byl, ale ty matikáři na to nejsou zařízený na to, aby se ptali, co dělali o víkendu, co se chystali dělat, a co se jim líbilo o prázdninách, takže potom, když vy víte, že třeba ta studentka ve vašem předmětu neexceluje, ale víte, že miluje koně, a že trénuje prostě nějaký parkur, a že každý den je od nějakých čtyř do osmi ve stáji, a stará se o toho koníka a trénuje a kydá hnůj, tak samozřejmě dokážete potom lépe pochopit, že třeba se teď zrovna nezadařilo v té písemné práci, nebo že není ta prezentace tak výborně připravená, protože prostě má i ty jiné věci; zároveň když třeba víte, že ty studenti někteří třeba z těch učebních oborů musí chodit na brigádu, aby prostě podporovali rodinu, tak určitě to vezmete v potaz při tom hodnocení, jo, někdo by řek třeba jo potom velice subjektivní, jakože jim to změkčujete, ale já si to nemyslím, já si myslím, že znát toho studenta, vědět třeba čím

zrovna v životě prochází, že třeba teď neměl nějaké radostné období, třeba úmrtí v rodině, nebo vůbec prostě, že se něco děje, tak si myslím, že je to pro to hodnocení důležité.

Int.: Děkuju, a ještě se naopak zeptám, jestli si myslíte, že pro hodnocení je důležité, aby studenti znali vás?

T1: No myslím si, že by měli znát mé profesní já, nějaké moje postupy, moje standardy, měli by znát to, že je nebudu ponižovat, že se k nim chovám tak, jak se chovám, ale zase si nemyslím, že by bylo pro ně podstatné, aby věděli, co já jsem třeba dělala o víkendu. Já jsem přítelem toho, že ano, s těmi dětmi máte nějaký respektující vztah, ale pořád chci, aby oni i já jsme věděli, že to je vztah profesionální, a nepatřím k těm učitelům, kteří by si tam prostě vylévali to srdíčko těm dětem, nebo tam s nima diskutovali nějaké svoje rodinné problémy; to si myslím, že do té výuky nepatří, takže ano, oni prostě musí vědět, znát to mé profesní já, ale nemyslím si, že mě musí znát nějak dopodrobna osobně, aby to nějakým způsobem to hodnocení jakoby ovlivňovalo.

Int.: Řekla byste, že když jsou nastavené nějaké hranice, že to pomáhá při tom hodnocení?

T1: Stoprocentně, protože jak říkám, člověk tam není jejich kamarád, pořád jsou ty role dané, že tam nejsme prostě kamarádi, já jsem učitel, oni jsou žáci, my se navzájem respektujeme, máme spolu dobrý, profesionální vztah, a v rámci toho vztahu, dobrého, profesionálního, já jim prostě mohu říct určité věci, ať pozitivní nebo negativní, nedomnívám se, že by ten vztah byl nějakým způsobem více osobní, to si nemyslím, že je dobré, a myslím si, že by se to třeba pak mohlo promítnout i na tom hodnocení, a často se to může obrátit proti učiteli, protože pokud udržuje nějaké to kamarádství s těma studentama, tak pak pokud se něco stane v té třídě, tak pak už se z tohohlenctoho těžko vrací zpátky a může tam právě dojít i k problémům, a ty studenti třeba najednou nebudou přijímat nějakou přísnější tvář, přísnější roli a tak dále.

Int.: Rozumím, ještě mám pár otázek na konec; zajímal by mě váš názor na sebehodnocení studentů.

T1: Určitě podporuji a myslím si, že se ho studenti musí naučit, že ne každý dokáže sám od sebe se najednou zhodnotit, někdo je na sebe moc přísný, někdo to naopak chce mít hned z krku a tak to všechno zaškrtá, „jo, všechno dobrý, super, rozumim“, určitě jsem přítelem sebehodnocení; myslím si, že je fajn, když to sebehodnocení probíhá v nějakých pravidelných intervalech a když pak třeba můžeme společně s tím žákem si sednout, že „tak mi řekni, jak se vidíš ty, a já ti řeknu jak to vidím já, a uvidíme, jestli se někde potkáme uprostřed nebo ne“.

Int.: A řekla byste mi tedy že třeba v těch pololetních rozhovorech se objevují prvky sebehodnocení?

T1: Ano, určitě, protože já se jich vždycky ptám, co si myslíš teda, že se ti povedlo, nejsilnější a nejslabší stránky, na čem je potřeba zapracovat, na co seš třeba pyšný, co tě bavilo, co tě nebavilo, a vlastně v rámci celého školního roku jsme vždycky udělali jako vstupní sebehodnocení a potom na konci školního roku jsme dělali to samé sebehodnocení a dívali jsme se, jestli tam je prostě nějaký posun. Akorát teď jste mi připomněl, že letos to úplně nevyšlo... Ono prostě, spoustu věcí je teď jinak po tom covidu, my jsme rádi, že děti vůbec nějakým způsobem fungují, že my nějakým způsobem fungujeme, my už meleme z posledního skrz ty karantény veškerý, takže bohužel spousta těchlenctěch věcí, která byla zavedená, tak já jsem si na to ani nevzdechla. No tak bude pololetní. No, takže ano, snažila jsem se vždycky v rámci toho sebehodnocení, aby tam ty děti viděli nějaký ten posun, že se tam prostě něco posunulo.

Int.: To si myslím, že je naprosto pochopitelné, že to prostě s tím covidem padlo...

T1: Jo, víte co, já to tak beru, jak jsem říkala na začátku, že člověk prochází nějakým tím vývojem, a teďkonc co se teď poslední dva roky dělo, tak já jsem i dospěla k tomu závěru, že i my učitelé máme nárok na to prostě udělat chybu, dělat něco špatně, nestíhat všechno tak, jak bysme si třeba představovali, a dřív třeba mě to hodně stresovalo, ale teď to prostě beru jako fakt, že se opravdu snažíme ze všech sil nějak tu výuku udržet v téhle formě, v jaké je, a že to všechno není stoprocentní, to se prostě nedá nic dělat. Takže ten vývoj tam prostě nějak je ve více směrech.

Int.: Jasně, to je pochopitelné. Když jsme se bavili o sebehodnocení, tak by mě ještě zajímalo jak vidíte vzájemné hodnocení žáky mezi sebou, jako je to peer-assessment.

T1: Taky jsem přítelem, ale zase stejně jako to sebehodnocení, musí se to naučit, potřebují tam prostě nějakého průvodce, toho učitele v tom, aby je seznámil s tím, jak to funguje, proč to děláme, jak hodnotíme, nastavil nějaká pravidla, aby se z toho vzájemného hodnocení nestalo nějaké lynčování, nebo naopak nějaká soutěž popularity; takže ano, určitě, je to potřeba, ale je potřeba to ty děti naučit.

Int.: Rozumím; když jsme se shodli na tom, že je důležité vědět, kde ty žáci jsou, aby věděli, kam jít, je tedy důležitá nějaká diagnostika, jestli byste mi dokázala říct, jakou techniku z těch, co už jsme probírali, nebo klidně nějakou další, považujete za nejvíc diagnostickou.

T1: No já si myslím, že těch technik je víc, záleží přesně na tom, co chcete hodnotit, jestli si to nějako rozškatulkujete, na třeba ty jazykové dovednosti, nebo jestli chcete hodnotit globál, já si myslím, že dobrou diagnostickou technikou může být i vhodně nastavený test, myslím si, že může; určitě nějaký ústní rozhovor, protože ten dokáže prozradit spoustu věcí; takže řekla bych, že dobře nastavený test a nějaký ústní rozhovor.

Int.: Dobře, to je tedy ode mě všechno, já vám děkuju moc.

T1: Tak jo, tak já vám přeju hodně štěstí, ať se bakalářka vydaří, podle vašich představ.

Int.: Dobře, dobře, tak jo, děkuju moc.

T1: Není za co, mějte se hezky, na shledanou.

Int.: Na shledanou, vy taky.

Appendix 2 – Interview with Teacher 2

Int.: The recording is running, thank you again. So, the first thing I'll start with is how important is the assessment and the feedback in the process of teaching for you but also how important do you think it is for the students in their learning process?

T2: Definitely assessment must be helpful for both sides, as well for learners, as well for teachers, because for learners, they need to continue in their work and for teachers, they need to know how they work. So I think both ways of assessment, for both parts as teachers, as learners or students, it's really important, I think.

Int.: And so, when you say that the learners need to continue in their process, so, you would say that assessment has some informative function, right?

T2: Definitely, because if you don't give them any assessment, word assessment or mark assessment, any way of assessment, they would not know, what to do, or how to continue, how to do well in their learning process.

Int.: And so, what would you say is the most informative technique of assessment?

T2: Well, informative technique for me is, well, mostly everything, because if you give them marks, it's okay, because in nowadays world, most of the Czech schools are giving marks, giving marks is absolutely the way they need to study for their studies, for their learning, as well as if you give them the word assessment, if you write them how they were successful in their studies or during the half-term or during the full-term; and I would say body language is very important during the lessons, so I would say, you mimic, your voice, your words, everything is connected together, I think, it can't work separately, it must work together.

Int.: And you also mentioned you need to know where the students are, so they could go on, so how do you usually diagnose that, how do you find it out?

T2: Do you mean in the way of learning? Well, I know it because in English it's really quite easy because if you give them some vocabulary to study, if you give them some grammar to study, if you give them some project to work on, or if you give them some homework to work on, you somehow have to assess

them. I sometimes do that I give small marks, or pluses or minuses, so if they don't work, I give minuses, and if they have three minuses, they have one big minus, which is really bad mark. And if they have three pluses, it means they really work well, they did a lot of activities, everything is correct, they get one big plus, and it is just one big mark and it's a one, so for me it's like an information that they work, and it is for me, they way of assessment.

Int.: And do you see these minuses as a punishment for the learners?

T2: it is a way of punishment, because if you don't give any punishments to students, you can't see any goals of them and usually students know it at the beginning, when we start working together. You just can't see any process of being better and better. And if you don't give them any form of punishment, it's like you said "It's okay you didn't do homework, sorry, it's a pity", and you do nothing, they will continue not doing anything in today's world. You have to have some punishment, unfortunately; I know a lot of new teachers will argue with me, or will not agree with me, but I would say that the students have to be... not punished, but... punish is a very strong word, but I can't find any other one in English; but they would know that there is something, some maximum, they can get to and if it's over your level... over what you accept, it is of course their mistake, and because I'm teaching at the school where are small kids as well as big kids, I have a really variety of students, I had to find some way to work with it, and of course I usually do it according to the age of students; I usually do it much simplier and easier with the small kids, and I'm a bit stricter with the older students, because they need to know where is the level of your acceptation, if they don't know it, it is your problem and you can't be a teacher, you can't teach them at all.

Int.: So, what I'm hearing, you're saying that boundaries are important, right?

T2: Yes, of course, I think so.

Int.: So, let's say that trust and respect is also important for assessment for you, right?

T2: I would say it is, because if there is not anything of these, you would be a bad teacher, because the students would do what they want, they would not be... you wouldn't be the character of the teacher they'd accept, and they'd respect, because respect today is also very important, and your way of assessment is one part of being respected as a teacher. If you don't get from universities to the practice, you won't see it, because usually, I would say that students from universities today, who have never been to the teaching process at school, and by that I mean normal schools, not private schools were the situation is a bit different; I don't have anything against private schools, but the way of teaching there is a little bit different to the state schools, I would say it is... So, yeah, your students need to know that there are, as you say, these barriers. You will definitely see it when you get to the teaching process, that it works like this.

Int.: I agree with you that boundaries are important, I'm just asking about your opinion in detail. But that's respect. What about trust, do you think trust is also important in the assessment process?

T2: You have to trust the students, of course. They need to trust you and you need to trust them, it's vice versa, because without it the respect can't work at all. It really, it is the way of trust. It works like this.

Int.: And do you think that if you know your students, their personalities, let's say basic hobbies, and interests, is it important for the assessment and for the trust?

T2: I usually try to know as much as possible and I think that English is very good subject for this. Because when I start with new students, I usually ask, where are you from, where do you live, of course, if they don't want to answer the questions, they don't have to, because GDPR today works quite unfortunately everywhere, it isn't like it used to be 10-15 years ago, now it is more stricter and sometimes more difficult to get to know some information. But I usually try and if I know their backgrounds, family backgrounds, or if I know their problems, sometimes - you can't know everybody, because it's very difficult, I have a lot of students to work with - but I'm trying to do my best to understand their problems. But yeah, when I know my students, and I notice that one that usually works well, and suddenly they make a mistake or they are not concentrated, I know there might be some problem. And so, before I give

them a bad mark, usually try to realize that it's not normal, that they normally work well, there is something wrong with them. And if they want to tell me, I try to understand them, but if they don't want to tell me, why and where is the problem, of course I cannot get any information. But yes, this is, as well as the trust and respect, very important in teaching, in giving assessment as well.

Int.: Yes, thank you. So, you would say that when you are giving the assessment and when approaching students like this, for example, when you think something might be wrong, and the atmosphere in the classroom matters as well, right.

T2: Yes, of course.

Int.: And so we went over this; you also mentioned these pluses, do you think it is okay to reward your learners?

T2: Of course, sure, the reward is necessary, reward in any way, in giving pluses or just saying "okay, you did well, you worked well, or yes, it was a very nice, interesting piece of work, yes", you have to give them some... during the teaching process, rewards in words, like saying "nice, well done", and I think it's very important, not only punishment, but also rewards, both is together.

Int.: And you said you can just say good job or well done; so, there was this opinion of Czech psychologist, Jana Nováčková, who said that it's better to describe the way the learner accomplished the task than just saying good job or well done. Would you agree with her or not?

T2: Well, at school you are in a quick process, and I have many students, I have four or five full classes, where are thirty students in one class, so, if I would be telling each student any detailed feedback, or write the feedback, I think I wouldn't be doing anything else; it is fine that you say sometimes "good job, it was fine, thank you very much", just some quick response for what they are doing. Maybe if I had less students, than some descriptive summary after every week or every second week, but if you have so many students, you have no time. So, it is fine that Ms. Nováčková gives this opinion, but you will see that there is no time to give each student a long feedback. This short feedback, just to say "okay, thank you, very well, good job", it works well.

Int.: Well, Ms. Nováčková is actually criticized by some in the educational area, that's why I decided to use her opinion, because if someone is either praised or/and both criticized, it's nice to hear the opinion in the interview. And I understand that it must be really time-consuming.

T2: Definitely, when you give descriptive feedback to each student, I think you wouldn't do anything else. And you have to teach, you have to be a teacher, give them some information. I mean, I do give them some feedback, usually when they write; you can give them feedback perfectly if they write any essay, because usually if they send me the essay - we've been doing it lately that they send it to me to Teams - I usually write "you did well, it was a really nice work, thank you for sending me the work", so I give them some sentences as a reward, and say "fine, it's okay", or vice versa, if the work was terrible, I say "sorry, please, next time it must be better", here you can give feedback, but normally in the classroom when you have 45 minutes for teaching, for explaining, for giving marks, for playing the games, there is no time, sorry.

Int.: Yeah, yeah, I understand that, of course. You're mentioning specifically essays and writing, so, would you say then that your aproach to assessment differs according to what you assess, either grammar, pronuncation...?

T2: Well, yeah, maybe. It's easy, if it is an oral examination, I just assess everything, because it is the way they manifest their language skills, there's everything, so I do not differ it, I assess it as a whole. If it is a test, then I assess it according to what the test is focused on, either the grammar, or vocabulary and so on.

Int.: Okay, yeah. And what would you say, if there is just a conversation between you and the student, would you say that it can be assessment, if there is just like feedback...?

T2: You mean, in the classroom, while I'm listening for example? Yes, it is a way of assessment, because this year, I have one of the final classes, so they are preparing for their maturita leaving exam, and we have for example picture description, which is one of the tasks they have to do, and after testing them, I say "yes, it was fine, this picture was okay", and I try to explain what was okay, what was not okay. And it is a little bit better feedback, descriptive feedback, which I'm giving students while testing them. So if we have conversation, I usually do it like that. If we don't have a conversation in normal teaching, we don't have time.

Int.: I understand that. And so, what do you mean by "normal teaching"?

T2: Normal teaching is that you are explaining grammar, vocabulary and else, then you need to practice, and this is the... for me, it is the normal teaching. I probably explained it in a wrong way... Not testing, not playing the games, the process when you explain something, and you need to practice it. This is a part of teaching, it takes sometimes twenty minutes, sometimes thirty minutes, it depends on the lesson.

Int.: Okay, thanks. And so, you were speaking about the explaining, testing, playing games; in each part is probably present the assessment or feedback, so, how often do you think it is important to give any feedback, to give assessment?

T2: That depends if it's individual work, group work or pair work, but generally, for example when we are doing some grammar, then we have some exercises to practice, and the students say the sentence well, so I say "yes, perfect, thank you, go on" or "I'm sorry, you did it wrong, do it again, please". This is what I say and these are, in my opinion, also a way of assessment. Even though I'm not giving marks or pluses or minuses.

Int.: Yes, and you said that you for example say "this was wrong, try it again", so how do you personally see mistakes; do you see mistakes as something bad?

T2: No, because as my gradnfather always said, "by mistakes you learn more", and if the student makes mistake and I say "please look at it once again, please look at this activity, this sentence again", they realize that it was wrong and do it better. Even I am learning from my mistakes, even if I have 26 or 27 years of practice at school. Mistakes help to be better in the process of learning.

Int.: Thank you for that. And when you said that you also get better, do you think it's important to as you say, get better, to alter your teaching methods?

T2: Sure, of course, because I think what I was doing 20 years ago, I can't do today; or I can, but I can be even better; because at the beginning we were learning how to prepare the assessment for the students, how to teach, how to make the control of the students, how to play the games, and I'm still searching for something new. Sometimes it is funny that even if I'm trying to learn some new games, students still want to return to the old games. I think that today, they are overinformed, they get information from different sources, and we didn't, I remember when I was going to school, we didn't have any computers, any e-mails and things like that, and I think that sometimes, there is a tendency, especially after this covid period when students were studying with computers at home, they are trying to return to the back, simple games, we used to play when we were kids, when I was a kid, like for example the vocabulary football. To return to the question, yes, I need to study some of the sources, some new methods, not only of assessment, but also the new methods of teaching, because it used to be different; today's kids and students are completely different; they have different needs.

Int.: I understand what you mean, yeah. You also said that today's kids have different needs than the ones twenty years ago, so, do you consider learners' needs and wishes as important, in the process of learning and assessment?

T2: Yes, sure, sure; I think that before the kids were, let'say, more able, maybe because they weren't so overwhelmed by the information, they were able to concentrate better on what were you telling them, and they didn't have that many sources to get the information from. And now, because they have it, they are lazier to search for them, or just to realize that they know it. So, for me, I'm probably preparing in the same way in the quantity of study materials. But the materials differ, because today's students prefer to just complete some activity; they prefer to find out some necessary information, or to make up the story, they prefer to work with the sources; students twenty years, twenty five years ago, for them there

was only a typewriter, paper, books, only some new books that came from Britain. I myself had to take more courses in order to be able to teach kids in more detail; today they have everything, I think that it is a bit lazy generation, because they know they can get this information from different sources, and it is easy, you click the computer, you google it. Twenty five years ago we didn't have this option. And now I know that I have to find more interesting activities for students to be interested in it. Because sometimes they aren't interested in anything, you can work really hard, you can find many interesting things, and they say "okay, we like it" or "oh, this is so boring". Before, this didn't use to happen, every activity was interesting, today, they choose what is fine and not fine.

Int.: And so, do you communicate with the learners about their needs and wishes?

T2: I usually ask if they want to play some games... Like, I have some study plan for each lesson, but I usually ask them, once or twice a week, especially with the smaller ones, where you need to change activities very frequently, and I ask "do you want to play this game, sing this song". I have usually some extra activities that I put into the lesson according to the student's wish. And it depends on the lesson. But with the older ones I have to stick to the plan, because if I ask them what is their wish, they say they're tired, they don't want to do anything. You can ask, but you can ask like once in two weeks; they tend to be lazy, but usually I try to do something, to just be better in communication about their wishes.

Int.: And why would you say that the students are lazy?

T2: Why, well, because they need to be entertained. If you understand me. If the whole lesson is very active, they don't say a word, if the lesson is boring, they are not entertained, and they are lazy to be active along. It depends again on the age of the students. And it's also absolutely different with the students of the grammar school, because they usually aren't bored at all. They aren't lazy, whatever I say, they usually do. But the students from the secondary vocational school, unfortunately, sometimes simply don't want to do anything, because... I don't know why, actually. But this year I'm successful, because I have quite a good class, they do have some study problems, but still, they like English. Today for example I was talking to them, and they told me that English here, at the secondary school, is much better than at the basic school, which for me was like a reward, I probably did something what they needed. I was trying to entertain them all the time, do the complete activities, new activities, new vocabulary... I mean, I have to follow the study plan of the school, but I try to put some extra activities into it. Still, on the other hand, I know that some students were extra lazy to do anything. They just were bored. They are 15, 16, and it is very difficult at this age for doing anything.

Int.: And so, you think that if they are bored, they can be entertained, maybe.

T2: Yeah, I think so, yes.

Int.: Would you think it could help if they cooperated in the learning process? Like if they were creating their own goals?

T2: I think that for them it's very difficult to find the goal. If I speak again about the secondary vocational school, there the students struggle to relate to the aim of these studies, which is the leaving exam for them, and it is like far far away, because they are in the first grade, and they need three more years to be successful. But when they get older, they usually do realize that their aim is the leaving exam and that they need to do more to get better, to get to the exam and to pass it. And especially they realize it when they are in the final grade and they know there is only eight months of studies left and they need to get the final exam diploma. But some students still have problems with realizing it and they still don't know why they are at school. They just get to school; some of them are satisfied, just to get to the next level, and to have the 4, 3 or 1, they don't care. Some of them yes, some of them, they want to be really good, I had students like three or four years ago, and they got to the secondary school, and they found the goal why they are at school and it was the best class. At grammar school the situation is totally different, they know the goal, they want to study, the want to go on, and I probably had never problem with any student from grammar school at all. We really had really good lessons of English and we didn't have problems together, at all. But it is grammar school, it is usually that they know they need to get to universities, and that's the goal. They want to get there. Secondary students only need the diploma, and how to get there, it's... they realize it later and later.

Int.: Yeah, yeah, I know what you mean. And so, do you think that if these students do have a goal of their own, that it is somehow connected to their intrinsic, the inner motivation?

T2: Hmm, yeah, absolutely.

Int.: And would you say the intrinsic motivation is more important than the extrinsic, the one that comes from outside?

T2: Well, I would say not more, not less, I think both is important, but you must be somehow motivated inside. Because if you really don't want to, if you don't care as a student, just some outer motivation, some assessment, or some punishment doesn't work at all. So I think both types of motivation must work there.

Int.: And do you think it's possible with assessment to work with the inner motivation somehow?

T2: If you use the good ways of assessment in the teaching process since the early age, I think it works. If the students have the motivation from the basic schools, for example that they want to get to the school of their choice, it works, and it is easier for teachers at the secondary schools, because the assessment works well. But if they don't have this motivation at all, because it's the parents who want them to go to the school, it is very difficult. It's individual I think, absolutely individual, and you recognize it very quickly, who is motivated and who is not. You know it after three to four months of studies; you know it very quickly. And in English especially, because you talk to them very frequently.

Int.: And you mention that if you use "good methods of assessment from early age", what are the good methods of assessment?

T2: Well good methods of assessment are that you try to praise them as much as you can. Not overpraise, because if they make mistakes, I can't give them good assessment, and if you give them too much positives they don't realize the negatives. But if I tell them after each successful work "yes, it was fine, you did well", they simply know it. Also if you give them those pluses or, on the other hand, minuses, they also realize very quickly what they should do. And if they want to know English language, any language they study, well, this assessment is very necessary. You have to talk to them after... not after each sentence, but I mean after some quantity of work. You have to praise them, tell them "it was nice, it was great, perfect"; and whatever they write, I either say "it was perfect, please do it next time" or "you made some mistakes, please try to realize" and at the beginning I say it in Czech, because they don't understand much, and at the end I try to say it in English. But in general, the good methods of assessment means to give them as much as good motivation as you can.

Int.: Yeah, I understand. And do you believe that if it is possible, it's important for assessment to approach the students individually, right?

T2: Of course, sure, I usually try to do it. Because each of them is different, and each of them has different needs, and you have to recognize it sometimes very quickly, because you are with them; we have one advantage in English that we have usually the classess divided in half, so we have more time to concentrate on the students. So yeah, to have the personal approach to each student is very necessary for me and I'm trying to do it as much as I can.

Int.: So would you say that it's better to compare the learner with their previous accomplishments than to compare the learners between themselves?

T2: Hmm... Sometimes, what happens these days, is that they have a race amongst them in the class, that somebody wants to be quicker, somebody wants to be even better, somebody wants to be smartest; and somebody who is not like this, and you don't give them the chance to show off and show that they can be good as well, it is very bad, because... It is not right, in my opinion. Because yes, you can praise someone for doing something better than the others, but on the other hand, next time you have to praise the other students, like in comparison to the first student. You can't just leave it "yes, you get number one, because you were the best". I mean, technically you can do it, there's no problem, because this student probably was the best, but the other lesson you have to give the chance to the others as well, you have to say "yes, your classmate was yesterday much better in vocabulary, but today you are also quite good, even though you are the second" and if you don't do it sometimes, that person who is shy, who is

not open-minded has a big problem and they probably won't believe you that you can praise, and that you can give the reward in the same way to all of the students the same; so you must be... fair, be good to everyone. Everybody should have a chance and everybody needs to know that they have the chance. You must be really fair to everyone. Because everybody knows something. Somebody is better in writing, somebody in listening; in English it is easier because they can show what they're able to do, and you have to give them the chance. And that's the point of teaching, of assessment.

Int.: Yeah, okay, thank you. And so, speaking of fairness, do you consider it important to inform the students about the criteria of the assessment?

T2: At the beginning it would be fine, that I tell them what is my criteria for assessment, because if I don't tell them anything and then I give them pluses or minuses without saying anything, they will get a good or a bad mark without knowing why, and that is not good. You have to tell them what is your way of giving marks, of giving the assessment in words - if you do it, but I usually give marks, for me it's easier - so you have to inform them, without it the assessment has no sense.

Int.: We already discussed motivation, but I have one more question to it, because you mention a lot the pluses and minuses... Do you think that with this grading system, the learners learn for the grades or for themselves?

T2: Again, it's individual, it's very difficult to generate this problem. Some of them learn for marks, because they need it, but the main aim of studies should be for themselves, because they want to be clever. They want to know more. But of course, marks are a way of motivating them to be as good as they want to be. It's like a help.

Int.: And so, if you say that you are trying to help them, what do you consider most helpful when you're trying to help them learn?

T2: In English it is easier, because I can motivate them that when they finish the secondary school, they can travel, they can get a good job; they know that English is needed in today's world, without language they can't go abroad or work, and they need it. So, for me, to help them learn is just to push them to find the goal.

Int.: Okay, thank you. And so, speaking of goals, when you have your own goal for each lesson, do you it's important for the assessment to inform the learners about the goal?

T2: Hmm.. About each lesson, I don't think it's necessary. You have to know as a teacher what to do. You can inform them generally that, for example, after half a year, you will be able to say this and that, that's fine. We are lucky, because we have good books where is usually written what can you do after each second unit. But to inform the learners specifically that "after two months you will be able to speak in the present perfect simple", you can't say that because you don't know if you get there. You might get there, but if you imagine the covid situation we had, when it was very difficult to teach online and to keep to the schedule, you know what I mean. Also you can't tell them at the beginning that "this lesson, we will do this and that", because sometimes it can happen that you will not do it all and you continue it another lesson. I say "we will work on food for five lessons", they can know this, but why would you tell them your programme at the beginning, they don't care; they need to get informed, to be entertained, to get some new vocabulary, some new grammar, and that's it. They don't remember to be informed about the goal; the goal is food, we will know about the food much better after two or three lessons. That's, what I think, important.

Int.: Yeah, okay, thank you. And what about the students' opinion on the topic and the goal, do you think the learners' opinion it important for the assessment process?

T2: I like opinions of the students, but I think it's not necessary to have opinion for everything, because if you give them every information of what you are planning to do, it is very difficult; because they would have the feeling that they can say whatever they want to and they would have the feeling that if they don't like certain topic, they don't have to do it, because they can put it away. And you can't give them this chance much, because you know that there is a plan, and it is you as a teacher who can decide what to concentrate more on and what less, because you know what they need to know to their lives. Opinion is fine, for example, if we play some game and you say "how did you like the game?" and they

can share their opinion, but it's good to ask them only sometimes for their opinion, because if you're too much of an open teacher, in today's world, you will not be able to survive, unfortunately. Because the students, if they can catch you, they catch you.

Int.: And so, you think that if there are certain boundaries and limits, and if it is controlled by you, it is okay that students provide some feedback to the teacher and to the lesson, if it's under your control.

T2: Yes, it is fine if they give you some feedback, not every lesson, but yeah, because you need to know if everything was okay, if there were any problems. And if you find out that it was for example boring or not understandable for them, you can return back, because you know it is necessary. And, like, I don't give them any questionnairs, only if I really want to try something new, but you recognize it really quickly if something doesn't work. The feedback from students is also their behaviour, their knowledge. But yeah, to ask them directly, well, you cannot be too friendly, too open, the students have to have some limits as you said.

Int.: Thank you. And what about you giving feedback to yourself, do you think it is important; and do you think it is important to do it regularly?

T2: Ah. I give myself the feedback the feedback usually every second, every third, every fifth lesson, if it worked well and the students were okay and so... And like, to realize after a lesson that yes, I probably did something right, because it worked, or this took too long and so.

Int.: And so, in general, how often would you say, do you actively think about assessment and feedback during the regular lessons?

T2: I realize it when I say something to the students, when I tell them "it was nice, it was okay", but how often... I really don't know, if I'm realizing how often I'm doing it. I would say I accomodate it to the age of the learners. A lot to the younger students, a bit fewer to the older ones.

Int.: Okay, now I only have a few more questions left. What do you think about self-assessment? If it is approached carefully and if the students are taught how to do it, do you think it can be useful?

T2: Well, probably, it could be useful, but I don't use it, I've never really thought about it, so I'm not really able to tell you how exactly or why would it be useful. I think it might work, it could be a good way to support studying, but I would say only with the older students, I think the young learners can't do it. And you can't teach them how to do it. They can say "I'm good" or "I'm bad", but that's the only way... I think the older students, like 17, 18 years old can more easily elaborate on why did they do wrong, what they need to do better.

Int.: And what about peer-assessment, when students give assessment to each other? Like giving each other some comments during pairwork?

T2: There is not much time for it, and I think that they can comment but they would need more time. Like they can do it when someone has a presentation and they are standing in front of the class, and the class claps or asks question, so yes, this could happen. But to do it frequently, it's very difficult because of the time limitation, so maybe it can also happen, and it does, aside the lesson, not all the time during the lesson.

Int.: Okay, thank you. Now I only have one last question, are you familiar with Bloom's taxonomy?

T2: No, I've never heard about it.

Int.: Okay, so, I'm going to show you a graph of it. ... So, as you can see, this is the graph of the cognitive domain, it describes how, when we learn something, we first remember it, then understand it, apply it, and so on, all the way up to being able to create something new based upon that knowledge. Would you try to tell me if you think this taxonomy could be useful for assessment?

T2: Well, theoretically definitely yes... I'm sorry, I really, before your explanation, I really had no idea what Bloom's taxonomy is... I would say that theoretically it might be useful... But to tell the truth, I'm not able to immediately say if it actually works or not. According to the graph it might be fine, but I can't tell you from practice, because I've never had any practice of it, and I haven't heard about it before. I would need more time to study it to give you a proper answer.

Int.: That is okay, any answer is proper, I value all approaches. Thank you for trying to answer based on just seeing the graph. And since this was the last question, I would also like to thank you for the interview. Do you have anything you would like to add, before I end the recording?

T2: I would like to add that thanks to this I learnt some new information, and I would like to wish you to be successful with the thesis and if you need any help, you can contact me whenever you want to.

Int.: Thank you very much, bye.

Appendix 3 – Interview with Teacher 3

Int.: Fine, the recording is running, thank you again. At first, I'd like to ask you, how important is assessment and feedback in the process of learning for you, or how important would you say it's for the students in their process of learning?

T3: Well, assessment is really vitally important for me, I assess constantly, I assess kids constantly, I assess even myself, I assess the learning process, so it's very very important, because it actually monitors their strengths and weaknessess, for me it's, I would say, a stepping stone, for further planning, for further strategies in my teaching; so I can't really move, I lose the firm ground under my feet if I don't assess; and for kids, feedback is really important, because for them it's highly motivational, they need to know where they are at, they need to know where their stepping stone is, and obviously, if used properly and in a sensitive manner, then it's really important part of teaching process, definitely.

Int.: Thank you very much for that; so when you say that it's a firm ground for you, so what exactly do you consider to be assessment and what not? So for example if you give some feedback comments and if you act somehow, I mean your nonverbal actions, so what of that is assessment for you?

T3: You know, assessment for me, that is actually that covers a wide range, right, beginning with nodding head, shaking head, smile, up to, you know, further on to rigorous assessment such as tests, exams, you know so there is wide range of types of assessment, so I would say that nonverbal assessment definitely is the one to use, I consider it assessment definitely, yes.

Int.: Yeah, okay, and your comments and conversations with students?

T3: Yes, absolutely, definitely, I think that this is a fantastic way to assess kids and also to use as a feedback for them, because it is tapping into more intrinsic motivation, it is not so rigorous, and there is no problem with anxiety and fear. To be honest, the older I get, I prefer conversational chats with students more than more rigorous types of assessment, so yes, definitely, yes.

Int.: Thank you so much, yeah. And so when you mention the intrinsic motivation, you consider it very important, right?

T3: Absolutely, yeah, definitely more than extrinsic, because when it comes from within, it is what is valuable, isn't it.

Int.: Yeah, yeah, definitely. And so you also, when we are talking about motivation and the intrinsic is more important, so, would you say that with grading the learners learn for the grades or for themselves?

T3: Unfortunately, I have to say, as I see it, nothing has changed since I was kid or a student, many children actually learn for grades and this is horrible, right, because that is exact example of extrinsic motivation, and this is where it goes wrong. So I think there is so much to do in this, and so much to improve, definitely. I mean, grades have their place, it's okay, you know, grades are here, we have to accept it, although it could be maybe created in a little bit different way, but that doesn't matter, you know, it's not up to me to judge, but learning purely for grades is very very bad. Because you know, they learn something, they perform during the exams, and the next day, they are in the process of forgetting it, so, what's the point. This is how I see it, unfortunately. This is how it is.

Int.: Thank you. Yeah, so, when you are assessing and when you're communicating with the children, what information do you believe you are giving them?

T3: Well I hope that the information I give them are constructive, objective, concrete, specific, and relevant, and definitely encouraging. I try to totally avoid the atmosphere of fear or anxiety, as I've already mentioned. It can be of any value to them, that's the most important thing.

Int.: And you mentioned that it's important, both for you and the learners to know where they are at, so, what specific technique of assessment would you say is the most diagnostic for this?

T3: I would say that diagnostic technique is something that I can see in front of my eyes, to be honest, because I need to know exactly where they are at, which means test, quizzes, kahoot, it depends, yet again, on a specific objective. But, as for diagnostic type of assessment, I need to know exactly where they are and I need to lean on it, so I like using something more concrete, something I have in my hands, obviously they can be a conversation as well, but I prefer to have something tangible, if you know what I mean, in this aspect. So that's probably it.

Int.: Yeah, and so, I assume that when you are speaking about knowing where the learners are at, you compare it to the general goal or aim of the subject, right?

T3: You know, yes, there is a certain curriculum that you obviously stick to, but then it depends, I don't like sort of like dragging kids towards something somebody else tells me they should be, just forcing them; I like to give them freedom and derive from their own level, and really tailor it to their needs. Each class is different, each kid is different, and I want the class to perform well, and in order to do this, you need to create the atmosphere of trust, respect, and assessment is a part of it. So I basically, I don't want to say I want to lower my expectations, but all these things are here to help the kids in their progress, so I'm looking first at the kids and then I tailor everything to their needs, basically. And I follow their progress and I'm more than happy to see the progress, and that's what it's all about.

Int.: Yes, would you say it's wise to actually let the learners create their own goals?

T3: They have to have their own goals. Definitely. And teacher has to cooperate with the kids. You know, the worst thing is when teacher actually creates some abstract goal and they don't give a toss about what the kids are actually thinking or whether they are interested in the goal. The goal must be common. It has to be created together. The kids must know where they are going to and they must be interested in the goal, otherwise there is no point.

Int.: And so if there is a goal, that comes directly from the learners' side, how important it is for you to check with the learner how they manage to reach the goal?

T3: I keep checking constantly, there is always, or very often, feedback at the end of the lesson, how do you feel about it, do you think it's okay for you, isn't it too difficult, shall we change something here, or shall we add something there, you know, it's really important, they musn't feel let down or outside of the teaching process, or learning process, so, yeah, there must be constant contact and evaluation, whether my goal actually is the same like the kids' one, you have to pull them, you have to, you know, be sort of like engine of the process, you musn't be dragged down by their lower goals, because, let's face it, they sometimes tend to be lazy, but you still have to be really really careful and you know, be inspired, and... respect the way they see it. They must know, basically.

Int.: Yeah, yeah, I understand what you mean, and so, when you mentioned that there is feedback at the end of the lesson, so, you let the learners give feedback to you, as well?

T3: Right, this is interesting question, actually. I wouldn't allow them to judge me as a professional, I think there is very sensitive sort of line, once they step over it, you can't go beyong, they musn't question, as I see it, I'm very honest, they musn't question, especially younger kids, the professionality of the teacher. This is me, unfortunately, altough I believe I'm a teacher with very democratic approach, but in this aspect, I think there should be mutual respect, and the respect is also held by the fact that they respect me as a teacher and they trust me and they aren't going to question me, whether I am good or bad, so I'm not going to ask them whether I am a good teacher, this is definitely a no no for me. Okay. But I ask them about "do you like the lesson?", "how do you find it? was it boring for you? or did you

learn anything, let's talk about it", this is yes. Question me as a teacher, no, I don't go into that. That's the way I see it.

Int.: Yeah, actually, I didn't mean to question you as a professional, I understand that-

T3: Yeah, i just wanted to make it clear, but yes, talking about the lesson, whether they liked it, absolutely, yes.

Int.: Yeah, yeah, I understand that, yeah. And so, when you speak about the trust and respect, do you think it's important – and you actually mentioned the individuality in the process – do you think it's important for you to know the learners; their personalities, their basic hobbies, and so on?

T3: Yes, absolutely, it helps immensely, and you know, the longer I teach certain class, the better it gets. Because you learn to know them, you learn that this one is incredibly shy, you know that this one can't stop talking, you know what their interests are, you can relate to them better, and obviously it affects the assessment, because you can't judge, you can't have one category and have the same level on everyone, you know, because for example, I used to be very shy kid, and I knew the answers, but I wasn't capable of expressing it as well as somebody who wasn't as good as me, but they were just chatty and open, you know, and I still remember that, that was my best school as a teacher, remembering my own childhood, and I think teachers should do this, should stand in the shoes of the kids, so yeah, definitely.

Int.: Thank you for that, and what about vice versa, for the learners to know you, your personality, and so on, do you think that is important for the assessment?

T3: Yes, yes, they must know who they are dealing with, what to expect, so, obviously, yet again, and you can see it vice versa, you can see it, if the kids actually know me, and at the beginning they don't know what to expect, you know, who is she, what is she going to do, and in one year or couple of years, it is getting better, there is mutual bond between me and the kids, and trust and it's so much better, so definitely, and I'm more than willing to tell them about myself, we actually have sometimes lesson when they, an English lesson, they can ask me questions about myself, unless it's too private, but yeah, they have chance to get the information about me, as well.

Int.: Thank you; and so, you also said that you try to give this feedback and you ask the learners how they perceive that, so let's say, what do you think about self-assessment?

T3: Hmm... Self-assessment is definitely a good thing, but the teacher has to be there somehow, you know, as a, how can I put it, as some kind of scaffolding, as somebody they can lean on, they can trust, because sometimes self-assessment, it depends very much, on the personality of the kids, some kids are hugely self-despairing, they don't trust themselves, right, and they very often say "oh I can't do it" and "that was horrible and I didn't perform well" and they actually did, so, yes, it's okay, but the teacher must be there to somehow, you know, aim it and, you know, I can't express myself now, but, putting it right, basically.

Int.: Yeah, I know what you mean, yeah, so if it's approached carefully, it can be useful.

T3: Absolutely, it's very very useful, but the teacher must be there and must somehow lead it, must be in charge of it.

Int.: Yeah, I see. That leads me to the peer-assessment, what about that?

T3: That's the same, the same goes to this... I actually don't use this method very often, altough it's very very good, but yet again, for some children, it can be hurtful, it can be painful, when they... sort of like... you know, not everybody gets on well with everybody else, and, you know, "so what do you think about the performance of little Mary" can be, I personally probably wouldn't like it. It's very individual, it depends on the class, on the situation, but it can be extremely useful, if the kids are sensitive, objective, and if it's motivational, so, it's up to the teacher to sass it out if the situation is actually good for it, otherwise it can be deprimental, it can be worse. So yes, it can be a perfect method, but yet again, teacher must be in charge. And must be very sensitive about how it is used.

Int.: Thank you. Giving the fact that you said you try to see the kids individually, what do you think about comparing the learners between themselves?

T3: I personally don't like it much. Obviously, it's inevitable, whether you like it or not, but I don't like competition much. Competition is okay, right, some kids, especially young kids, they love it, and there is place for that, but as for assessment, I'm not sure, this is... it can be, as I said, sometimes, hurtful, yet again, it depends on whether the class is up for it, it depends on the situation, so, it's very individual, yes.

Int.: Yeah, yeah. So, if you should decide, whether it's better to compare the learners between themselves, or compare individually each learner to their progress and with their previous accomplishments, what would say is better?

T3: Definitely I wouldn't compare the kids. I would compare the individuals within their own accomplishements, it's so much better, definitely. How can you compare kids with different level of knowledge, you know, it's really not objective and it's deprimental for some kids, so definitely not, but within one pupil comparing their progress is fantastic way. Definitely. They must see how well they are doing and how they are improving, definitely.

Int.: Yes, so, what would you say is the most informative technique of assessment for the learners, so that they know this, where they are and how they are doing?

T3: Well it depends, whether it's sort of like rigorous assessment or you know, not about the grade assessment, so yet again there can be a wide range, but what I like actually, in English for example, the highest peak is, I want them to show me that they actually can apply their knowledge in their own life and be creative about it, so, what they learnt, at the end they, for example, we have a chat, we have a conversation, they write essays, essays are fantastic ways as well, they do projects, they just chat, like together, we have improvised situation, like in restaurant, and we just chat and roleplay. We try to put it in the situation of real life, so that they can actually use what they learnt in a real-life situation, and be creative about it.

Int.: Thank you, yeah, so, you mentioned a few different English activities and ways of testing the learners' knowledge, so, I'm curious whether you'd say that the way you assess differs according to what aspect of language you're focused on? As in grammar, pronunciation or vocabulary...?

T3: Well, my primary goal is for the assessment to be motivational, you know. And I'd say that the final, the highest peak is their speaking, when they, as I've mentioned, when they can apply their knowledge at once, so like both their grammar, and their vocabulary, and when I assess that, I combine the verbal assessment together with grading, but I'm always trying to be nice, to give nice, good assessment, good grades; the worst is when this kind of testing, the speaking one, if there's any fear, anxiety, because that's counterproductive. And also, well, grammar and listening specifically, there I'm more rigorous, there are specific rules, boundaries. But all in all, it depends on many other aspects, like, the individual progress as we've already discussed, or if there's a kid with some... like, indisposition, I also consider that, and I consider how much they've acquired from the new unit and so on.

Int.: Okay, yeah, thank you. When you're mentioning the applying of their knowledge, it leads me to Bloom's taxonomy, are you familiar with it?

T3: Yes, I've heard about it, I think it's pretty clever thing and it can be obviously applied to assessment as well, I think it's a great help for teacher, and unfortunately, what I realized is that school educational system very often is frozen at the bottom level, sort of like remembering and understanding and that's it. We hardly get right to the top, which is the objective, should be the objective of teaching. So yes, it's pretty good thing.

Int.: Thank you, yeah, and when you mentioned that there need to be some sensitivity in the feedback and so on, so, what do you think about punishing your learners?

T3: I don't believe in that much... You know, punishment, surely there is some place for that, I'm not saying that it is totally wrong, but I don't use it, to be honest; punishment for me is sometimes like absence of positive assessment, right, like I punish the learners by not giving them positive assessment. But I don't have reason to punish kids, I think. I mean, if it actually is used in a sensitive way and it helps the kids to realize something, why not, but what type of punishment... I don't really know. I don't use it. So I wouldn't say no to it, provided, that punishment has its place and it has a positive effect. But

as I say, for me what paid off, in the process of my teaching, is that positive assessment and positive feedback is much more effective. That's my experience.

Int.: So you think it's okay to reward your learners.

T3: Oh yes, yes, I reward constantly, sometimes young kids, I must say, even sometimes with sweeties, and you know, I think it's fantastic way, it's here, so why not do it, and kids respond to it very well, so why not to be positive and good to kids for Christ's sake, they are not our opponents or enemies, they are part of the process and let's make it fun, why not.

Int.: Yeah, so, when you mention that they are partners in the process, do you believe that it should be a cooperation in the teacher process?

T3: Absolutely, absolutely. You know, that's what we tend to forget that they are actually not on the other side of the class, we are all in it together, and very often we have to realize that they actually enrich us, it is both sided process, they enrich us, and we enrich them, so, definitely, I've got nothing else to say in this, that's definitely the case.

Int.: And so when you have certain criteria, for example, of assessment, do you inform your learners about them?

T3: Yes, they need to know, what exactly is being assessed, definitely, it is only fair and also it's motivational, I would say you have to tell them.

Int.: So, speaking of motivational, so what technique of assessment would you find the most motivational, because we've circled around motivation a lot, so, just to clear it out?

T3: Well, I would say any kind of assessment which tap into, as I already mentioned, the intrinsic motivation, so it has to be personalized, it has to be about them, they have to feel that, and interested in them, it's about them, they have to feel they have their own say in the process, that it's not only about me and they are sitting there, being quiet but they can say "but why do you think?" and "why did you...?" and whatever, and it has to basically monitor their own progress, it musn't be about anything else, you know. We have to be objective, basically. So yes, definitely, they have to feel that they are part of it.

Int.: Yeah, and would you say that to be this objective, and to do the assessment correctly, and not the hurt the kids, and so on, that it's time consuming? And that it's difficult for you?

T3: Obviously, it's much easier just to write test, and just, you know, tick A, B, C, D; obviously it is time consuming, but it's much more rewarding and it's got much bigger impact, so, at the end of the day, why not use something that is more effective. But it depends, yet again, tests and more rigorous methods, they have their own place there. I wouldn't definitely, they are 50-50, you know, it depends on the objective of the learning process. But yes, these types of assessment, they are more time consuming, but definitely I would say, very often more effective.

Int.: So, would you say that it's important to alter your teaching methods for the better assessment? For example, if you discover some new techniques that you find useful, do you think that it's important to alter the teaching methods?

T3: Yes, definitely. Yet again, assessment, or teaching methods, they actually, they derive from the teaching objective, I think assessment is a method, certain method through which; we've got some tool in hand, right, assessment is a tool, very important tool, all this obviously should derive or should be affected by the objective, what we want to achieve, where we are going with the kids, according to this, we should obviously alter all these methods and tools. So yes, we should be more creative, flexible, definitely, yes.

Int.: For example, including different subjects topics into your lesson?

T3: Yes, absolutely, I love that, that is very important, and I think nowadays we tend to forget about this, we should really tap into different knowledges, you know, kids cannot apply the knowledge from one subject to another, they tend to learn for one subject, then forget, they tend to learn for another subject, and there is no interconnection, which is a big problem. So, definitely yes.

Int.: And you also mentioned some kind of chatting, and conversations and presentations, so, what is your opinion on the project-based learning?

T3: Brilliant, it's brilliant. It's time consuming, that is probably the only disadvantage, but otherwise it is a fantastic way students can actually learn, because it's highly creative, it's about them, throughout the process they can actually self-assess, there can be self-assessment, because they - obviously teacher helps them - but they are very much focused on the work, you know, done by themselves in their own environments, or they've got their own time, space etc., so, it is that as we mentioned, the inner motivation, yeah, so definitely, I think it's a great way to learn and to self-assess.

Int.: And so I also would like to ask about errors, would you consider learners making errors a bad thing?

T3: No, on the contrary, errors are very very important, because we learn from errors, and they're important for the learner and for the teacher. And sometimes I, ocassionaly, devote one lesson entirely to errors. Because I actually gather errors, I write them down, and then I use them, we get back to it, and we built a lesson on errors. And we go there. And very often errors are actually even better than good, because it shows you that the kids are actually still in the process or some kind of progress. So errors are incredibly important. And thank God for them! And they are part of the process, they can't be, you know the kids can't be immediately Einsteins. I love errors, honestly. It would be a boring work without errors.

Int.: That's really great to hear, yeah. I have only one question left, and that is, there is this quote by one of Czech psychologist, Jana Nováčková, that it's better to use more descriptive feedback than to just use "good job". So, what would you think about that?

T3: I would say that yet again, it depends on the situation. For example, if you have got a conversation, the kid is talking, you don't want to interrupt, so you sometimes just use nonverbal signs, assessment, to encourage them, you don't wanna stop them, but obviously, if you have chance to tell them more, to offer them more, to describe, in terms of assessment, then it's definitely better, the more you tell them, the more encouraging and motivating it is. So, I wouldn't say like that descriptive assessment is the only way to do it, I belive in nonverbal assessment as well, it depends yet again on the situation, but yes, if possible, it is very very important to describe, to give them more than just one or two words, so that they know, they have to be able to basically realize where they went wrong or where they are aiming at and also you have chance to motivate them, to give them some kind of encouragement.

Int.: Yeah, thank you very much, that would be all from me, would you like to add anything?

T3: No, I just want to tell you "fingers crossed" because this is so important, you know, because there is so much to do within this scope, within this area, assessment is incredibly important and we as teachers have to learn so much more, it's a fantastic tool in our hands, and it can both destroy kids as well as help them. So, it's very... it's vital. So I'm glad somebody is doing work such as this one, so, good luck with that.

Int.: Thank you very much.

Appendix 4 – Interview with Teacher 4

Int.: So, the recording is on, thank you again, and the first question I'd like to ask, how important is assessment and feedback in the process of teaching and in the process of learning for you?

T4: Well I think assessment as such is quite essential for any teacher, because it's a part of the learning process for students, so, each student should get as much feedback as possible from the teacher because I think it's the best way for them to learn, to make any progress in whatever they are learning. And for me as a teacher, it's very important because my goal is to see the student's progress, so, yeah, I like to keep record of their progress, while assessing them.

Int.: And so how would you say you are finding out their progress, which technique of assessment would you consider the most diagnostic?

T4: Okay, the most diagnostic one... I think for me it would be the... any written work they do, I keep it, I evaluate it, I assess it, I give it back to them, so that they can see my assessment or feedback, and then they return the written work to me, and so it's probably the most diagnostic thing; I'm not an expert on assessment, but that's just my opinion.

Int.: Yes, yes, that's what I'm here for, for the opinion. And so what do you think about approaching the students individually in the feedback and in the assessment, because you're speaking about the progress, so do you think it's important to approach them individually?

T4: I think it's essential to approach each student individually, because you need to take into consideration lots of individual... like each students' background, you know, but... Speaking from the reality, it's quite... It's not always possible, you know, because I think I teach about like 90 students, roughly, and it's quite difficult to keep individual approach every single time, so sometimes, I have to force myself to think "I'm going to focus on like these six guys today and sometimes I'll just take them as a group, because it saves a lot of time". But individual approach is definitely very important.

Int.: And so, would you say it's also okay to compare the students between themselves, or not?

T4: I think it's okay, but it can't be done too often, I think you can do it sometimes, but I think every teacher should stay away from comparing students, because it's quite sensitive issue for the students, so most often I think I compare the students to their previous performance, you know, yeah. But you know, sometimes, I can't help it and I compare the students. When presenting, for example oral presentations, when they do things like that, you know, it's very difficult to avoid comparing the students.

Int.: Hm, yeah, I understand, yeah. And so you said that you have roughly 90 students, so, do you think it's important, when it is possible with such a big amount, to know the students? And do you think it's important for the assessment to know them?

T4: Of course it helps to know them, and you actually get to know them quite quickly, because you keep speaking about personal topics, so they share a lot of the personal information with you, so you get to know them even if you don't really try to, and I think it is important, because the more you know them, the easier it is to assess the students, you know, you find topics to speak about, you can relate, things you can teach them to their life, so it helps a lot.

Int.: And what about vice versa? Do you think it's important for them to know you?

T4: Hm... You know, this question, I haven't really thought about before, because I'm always in the position of a teacher... But if I look at it from the other perspective, I think it helps the students to know me, so maybe there is a little barrier between the teacher and the students, and maybe if the students know the teacher better, the barrier gets broken bit, so they're not too shy to speak to the teacher... probably. If it answers the question.

Int.: Yeah, yeah, definitely. And so what about trust and respect, do you think it is important in the process of assessment?

T4: It is important, especially the respect part; speaking of language learning, there is a lot of, you know, like background noise in the classroom... It's usually caused by the relationships between the students, they are very often shy to speak aloud, in front of the others, so I think teaching them respect is quite important for them not to be afraid to speak in front of the others, and to be fully confident in expressing their opinions. And of course respect towards the teacher, I think it should come naturally.

Int.: And what about you respecting them?

T4: I think every teacher has to respect the students, you know, I teach at secondary school, so they are fifteen, sixteen and older, so it is natural thing to respect an almost an adult, so, it's obviously like natural. I think teachers shouldn't even think about it, force themselves towards respect; it should just be there from point one. It might be different at elementary school, but I have never taught younger kids.

Int.: So, you would say that with younger kids, the respect from the teacher's side is not that important?

T4: It's also important, but... I don't know what I'm comparing here, maybe it's the level of... the level of importance is probably the same, but it might be not so natural, I think, you know, to respect younger

kids, I think one might find themselves in the position to respect forcefully, like, ten-year-old child... But I don't think it's about respect, what we are talking here, it's about treating the young differently... maybe.

Int.: And so speaking about the individuality and respect, do you think it's important to consider learner's opinion on the teaching and learning process, to get some feedback from them?

T4: Are we talking about the feedback on the lessons, feedback on my teaching? ... Okay, so, I think this part should be done as well, of course, I want to get my students' feedback, but I don't think it should be done so frequently. I usually do it once a year, or sometimes I do it whenever I feel my lessons don't work for some reason. Which happened to me a few times before, I simply sent the feedback questionnaire and I asked what they think about our classes. So, yeah... I think it's important, but it shouldn't be done too often because I think teacher should be confident in what they do and I think once or maximum twice a year it should be enough.

Int.: Okay, and so do you also give feedback to yourself, do you evaluate your lessons and do you think it's important to alter your methods for better assessment?

T4: Yes, I don't evaluate myself very often, but we do this with my colleagues, whenever we speak about what we do in our lessons, and we assess our lessons, so I think it helps a lot, because sometimes they see a method that I don't see, they see things that don't work so that I can change it, so I must say I don't evaluate myself, I don't assess my work very often; I think about every lesson, once it finishes, that's probably an assessment, and I realize what went wrong, what was okay and try to maybe learn a lesson from that for the future.

Int.: That's great to hear, yeah. And so, when you have a goal, do you think it's important to inform your students about the goal of each lesson?

T4: I briefly do it at the beginning of each lesson, I think it's important for the motivation, because if they hear what is going to happen in the lesson, they just don't sit there and do what I say to do, but it might help them realize why we are doing what we are doing. So I try to spend about thirty seconds at the beginning of each lesson and tell them what is going to happen in the next forty-five minutes.

Int.: And so, speaking of motivation, what do you think of the intrinsic motivation, and do you think it's more important than the extrinsic one?

T4: This is a beautiful question, I had a discussion about this with one of my classes just before Christmas, and I think the instrinsic motivation should be the key to the learning, okay, because, it's a long story, but to put it shortly, this particular class that I'm talking about, it's like advanced class of learners, their English is very good, some of them are even better than me at English in terms of speaking, but they really lack- you know, they can always improve, and they lack the intrinsic motivation to learn, they think they are good enough and they don't wanna proceed futher, so I had to tell them about this intrinsic motivation because I didn't feel like they wanted study English, because they speak English well enough, so I think the intrinsic motivation is the most important part of learning for teenagers. But it's hard to get it, to find from their side, I think.

Int.: And would you say that if they created their own goal, it could help? And would you say it's wise to let them create their own goal?

T4: Yes, of course, I just seem to struggle to know how to do it, to make them find the goal, as you said. The thing that works for me are the Cambridge exams, I try my students to sign up and pass the Cambridge exams, it's the best goal for them, I can see their motivation changed and they finally have a goal to learn, because in regular English classes, they don't find it motivational, you know, to learn at school, what do you get for that. So that's the best goal I can offer them, the Cambridge exams.

Int.: And so if they have some sort of a goal, do you think it's wise to check up on them, how they are doing towards their goal?

T4: Yes, because if you check up on that, you basically give them feedback, it helps them with going step-by-step, you pretty much guide them in reaching the goal.

Int.: And in general, either if it's their own goal, or if it's the goal of the study plan, so, do you think it's important to know where the learners are in their learning process?

T4: Yes, again, this question is quite good; as I've said, if you teach 80, 90 students, you know, it's quite hard work to know where each student is, at which level, so it's probably good idea to keep track of some sort, but I don't do it, I just memorize it, I monitor the students, and I know roughly, you know, where they are, so... But I think again, it's a natural part of the teaching process, you are in touch with students on the daily basis, it's inevitable not to know their level.

Int.: Okay, yeah. And so, we were speaking about the motivation and to motivating them, do you think there is certain technique of assessment that you use, that you would find motivation for the learners?

T4: Well I think positive assessment, any kind of positive assessment, if it's positive, it shows them the progress they are making and it definitely motivates the students to learn further, that's for sure.

Int.: Okay, and speaking of positive assessment, what about rewarding your learners? Do you think it's okay to reward them?

T4: To be quite blunt... I think it's okay, but I don't do it, I don't think it's necessary to reward students... I'm not there to reward my students and I don't think it's a part of assessment, so I'm gonna say no, I don't think reward from teacher is necessary for students. I think we should get reward elsewhere. Maybe I can praise them, I can give them feedback, I can tell them how they are doing, but... yeah, no, I don't think reward from teacher is good.

Int.: And would you see good marks as a reward?

T4: I think maybe... But most students don't really care about marks anymore, you know. They don't really care if they score A, B or C, maybe even D... Their only goal... Okay, I'm not talking about every single student, but I think that more than half the students I have, their only goal is not to score F, you know. So, I think is a kind of a reward, the mark is definitely a reward, but I'm not sure how strong a reward it is. I don't think it's strong enough for most of them.

Int.: And would you say that if the students get marks that they learn for the marks or for themselves, for the intrinsic motivation?

T4: I think the marks themselves are the opposite of intrinsic motivation. Some students, like half of them, they go to school, they learn for the marks, they score A, and they don't care about the knowledge. If I score them A, but they don't do their best, they are still happy. That's why I don't like grading and the system of marks; anyway there are like five marks in the Czech system and there's quite a huge gap, you score B or you score C, it's quite a huge difference, but there should be a lot more in between; yeah, so intrinsic motivation and marks, it doesn't really go together quite well.

Int.: And so would you say that if someone, like you said that there's someone who maybe doesn't do their best but still gets an A, that the marks somehow stop the learners from getting even better?

T4: Yes, definitely, I think for some students, and the number would be quite high, this is the end of the line, they are satisfied, and they don't make any progress.

Int.: Okay, thank you. And do you think it's good for assessment to inform the learners about the criteria of assessment?

T4: Of course, it is necessary, it's pretty much the first thing you do every school year, I inform my students about the criteria of the subject, the aspects of it, the things they need to do in order to pass the subject, and what they need to do to score the certain mark; they have to be ready beforehand, so they know what's expected from them in the subject.

Int.: And so, speaking of informating, we already said that it's important to know where the student is towards the goal, do you think there is a technique of assessment that informs the students about this? Where they are, what's their progress?

T4: Okay, so, I think pretty much all the techniques of assessment inform the students about their whereabout, where they find themselves, but mostly what I do, any discussion with the student, any oral

evaluation of their work, I tell them what they did better, or what they did well of what was expected from them and whether or not they passed or they met the expectations, and that tells them whether or not they are on that level that should be on at the moment, probably.

Int.: So you would say that your comments during the lessons, and conversations with students can be assessing.

T4: Certainly, it's the best assessment, because it's immediate because it happens instantly and they get the immediate feedback, which is, I think, the most important and the students learn what they did well and where they need to work some more.

Int.: And so, you think, that it's important for the assessment and the feedback to be immediate, regular, and often.

T4: It's important, and I think it's the best thing to do it immediately, and regularly, very often. On pretty much every other lesson. Or during any interaction with the student.

Int.: And would you also say that your nonverbal actions and communication is part of the assessment?

T4: Of course; I don't think it's as important as the verbal ones, but my nonverbal actions also send messages to students, of course, yes.

Int.: Next, I asked you about rewards, now I would like to ask you about punishing the learners, what do you think about punishing them? Do you think it's good?

T4: I can't think of the slightest punishment that would be wanted in the learning process, so 100% no. Maybe correct me if I'm wrong, but I think punishment has no business in education, in schools. No matter how hard I try, I can't find any punishment that would be wanted in schools.

Int.: Okay, and what about when students make a mistake, how do you cope with that, do you consider errors a bad thing or not?

T4: Errors are a natural part, especially in English language, if you think about it, error is a beatiful thing, it's the best feedback students can get; they make an error and if the error is like... if they make error in the aspect they are learning at the moment, I try to highlight it and I try to teach them a lesson about that. But most often I simply skip errors, and I don't even mention errors, it's quite a sensitive thing, I could spent all my lessons just correcting students' errors, but it would do no good, it wouldn't do any good to them, at all. So it has to be handled quite sensitively.

Int.: And so under what circumstances would you be able to imagine to work with the errors? If handled carefully or...?

T4: Yes, if handled carefully and if the errors are made in what the students are learning at the moment. For example if I teach them the household appliances, and instead of saying sink they say fridge, I think they should get the feedback that they misused the word, but if they use incorrect tense in the sentence, I would skip the error because it has nothing to do with what they are learning at the moment.

Int.: I understand, thank you. And so, I can see that you differentiate between when to focus on the mistake and when not, so, would you say that in general, your assessment differs according to what aspect of language you assess? Like if you assess grammar, vocabulary or pronunciation...?

T4: Yes the techniques of assessment and evaluation differ based on the skill. When testing speaking for example I try to be very benevolent towards mistakes. I go after fluency rather than accuracy.

When assessing grammar on the other hand I am quit strict and go into detail. I also differentiate between students who study towards Cambridge certificate exam and those who only go for Maturita. The former, I lead towards using English correctly in order for them to pass tests, the latter I focus on speaking and production skills in general without too much emphasis on accuracy.

Int.: Okay, thank you. I'd also last to ask, because there is the opinion of Czech psychologist Jana Nováčková that it's better to use descriptive feedback, to say how the learner accomplished the task and that it's better than just saying "good job". So I'd like to ask if you would agree with her or not.

T4: Totally agree, because if you say "good job", it's like giving them a grade A, B, C, that's all; but when you describe what did they do well, they pretty much remember and they'll get more feeback, they'll understand what they did well; so, saying good job... I sometimes do it, I say "good job", but I try to be more eloquent about it, be more descriptive as you said.

Int.: Okay. Last few questions, what do you think about self-assessment?

T4: Very good think in language learning, I think students get a chance to think about their own learning, and I think it might actually increase their intrinsic motivation, you know, if they think about it, they get into the point, it might engage them in the learning process.

Int.: And what about the peer-assessment, that students assess their peers?

T4: I love it, I love peer-assessment, but also it's quite sensitive, so I like to do it, but only occasionally. And I don't like to go into detail, because students can sometimes be quite mean to each other, so if it's sensitive or if it's handled well, I think it's a beautiful thing, because my approach to my students is different than the students' attitude, so I think they might even learn more from their peers than from myself, sometimes.

Int.: And so, speaking about sensitivity and approaches, how important is the atmosphere in the classroom and the mood, when you are giving assessment and feedback?

T4: Essential, absolutely essential, the atmosphere is the key to absolutely anything, and dynamics of the class is also very important; sometimes, I can't almost assess the individual because of the atmosphere, because the others wouldn't accept it, so, it is really important to create an atmosphere when assessment and feedback is positively received by the students. And any teacher with a little bit of experience can feel that the atmosphere is really important in the class.

Int.: And what about the students' needs and wishes? Do you consider if they have some needs and wishes when you are giving assessment?

T4: I look at them individually and I respect their individual differences, but looking into their wishes and needs, if that happens, it's great thing, but honestly I don't think there's enough time for that. It might work well in classes where there're like eight students, but if you teach classes where there're like fifteen or maybe even eighteen students, it is quite optimistic to say that I look into their needs and wishes.

Int.: But let's say there was a situation when you would be assessing a presentation or something like that and a student went to you that he or she as anxiety, would you consider that?

T4: Of course, that's the individual approach; I would consider the anxiety, but I would still like the student to present the thing. You know, it happened to me once in my career that I let the student skip the presentation because she was really anxious, and she was too shy to present, but I think that in this particular case that the students can learn just from presenting to the others; so I would look into their wishes but I wouldn't let them get away with it too easily.

Int.: And one last question, are you familar with Bloom's taxonomy?

T4: I am familiar with Bloom's taxonomy, it's been a while, we were taught it at university, but I don't actively use it anymore, I know it exists, I know what it is, but I don't enjoy talking about it, because I don't really know much about it anymore.

Int.: Yeah, that's okay. So, that's all from me, do you have any comments or questions at the end?

T4: Well, comments, I think, I really found a few questions really interesting and important, and probably also underestimated in the Czech school system; because I myself I graduaded fourteen years ago and I felt anything but prepared to teach, so all the skills I have I learnt by myself or from my colleagues, but the university education for teachers, it taught me almost nothing. And a few questions to ask are important to teach to teachers, like the intrinsic motivation, and like that there are other ways of assessment than grading and learning for the grades, yeah, that's all.

Int.: Thank you for that, and thank you again for participating and have a nice day.

T4: Thanks very much and good luck again with your thesis.