



Formative Assessment in Lower Secondary EFL Classes

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ABSTRACT

This diploma thesis deals with the usage of various techniques, methods, and strategies of formative assessment in lower secondary English classes in order to promote students' understanding, communication, and learning autonomy.

The theoretical part introduces the origin of formative assessment, concentrates on its description and contrast to summative assessment. Furthermore, the role of motivation and feedback in formative assessment is emphasized. The theory is concluded with recommendations for teachers about how and when to use formative assessment techniques, strategies, and methods that arise from the studied literature. In the empirical part, the theoretical knowledge is transformed into practice. There are several formative assessment classroom techniques described in twelve lessons with reflections for each of them.

The objective of this thesis is to evaluate the impact of formative assessment together with the chosen techniques on students, their learning performance, motivation, and autonomy. The research proved that formative assessment techniques and strategies improved students' outcomes in learning, communication, motivation, and autonomy were facilitated.

Keywords:

Evaluation, assessment, formative assessment, summative assessment, motivation, feedback, learner's performance, learner's autonomy.

ANOTACE

Tato diplomová práce se zabývá používáním různých technik, metod a strategií formativního hodnocení v hodinách anglického jazyka na 2. stupni základních škol. Účelem je zlepšit u studentů porozumění, komunikaci a samostatnost při učení.

V teoretické části se zabýváme původem formativního hodnocení, soustředíme se na jeho popis a dáváme ho do kontrastu s hodnocením sumativním. Dále je v této části zdůrazněna role motivace a zpětné vazby při použití formativního hodnocení. V závěru teoretické části jsou uvedeny doporučení pro učitele k tomu, jakým způsobem a kdy používat techniky, strategie a metody formativního hodnocení plynoucí z prostudované literatury. V empirické části jsou teoretické poznatky převedeny do praxe. Je popsáno několik technik formativního hodnocení s reflexemi ve 12 vyučovací hodinách.

Cílem této práce je vyhodnotit vliv a funkčnost formativního hodnocení spolu s technikami na studenty, na jejich práci při hodinách, motivaci a autonomii. Výzkum potvrdil, že techniky a strategie formativního hodnocení vedly ke zlepšení výsledků studentů, podpořily komunikaci, motivaci a samostatnost.

Klíčová slova:

Evaluace, hodnocení, formativní hodnocení, sumativní hodnocení, motivace, zpětná vazba, výkon žáka, samostatnost žáka.

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INTRODUCTION

In this diploma thesis, I focus on formative assessment and its implementation in lower secondary English language classes. I have chosen this topic because I would like to emphasize its high potential as it seems to be marginalized. Formative assessment not being used to its fullest potential is caused, according to Kratochvílová, by relation to school reports with grades that students get, which reflects another type of assessment – preferably summative (Kratochvílová 2013, 12). She adds that at schools in the Czech Republic most children are graded summatively at the end of the term which implies that during the whole term grades also outbalance other forms of assessment (Kratochvílová 2013, 13).

At contemporary schools, teachers are more and more occupied with the question that deals with the assessment of students with the view of better understanding, improving communication, and students' achievements in general. For this thesis, there are two fundamental types of assessment opposed – some teachers' preferences are on the side of summative assessment, some aim at the direction of formative assessment.

How are the students supposed to be assessed to be motivated in further learning, how to prompt them to improve and work on themselves? One of the possibilities is the above-mentioned formative assessment which is supposed to help in the positive development of students – both in learning and behaviour. Although formative assessment has a high potential, it is “not used systematically in Czech schools” (Santiago, et al. 2012, 10) which decreases its impact on students.

Each student should know the reasons how and why his work and efforts are assessed in a particular way – what is correct or not, what can be improved, and what he/she should concentrate on more. It is also important to make students see which

phase of learning they are in and which way they should orientate their efforts. Grading – marks, pluses, minuses, or percentages – do not provide that to the full extent. They are only numbers or symbols which do not bring the necessary information about the level of knowledge and skills students are on, what to improve and what to do to move forward in learning.

On the one hand, the students with excellent school results can feel that they know everything and there is no need to make any further effort. On the other hand, the weaker ones may suffer from helplessness – they may think that the battle is lost beforehand, and they are not able to succeed.

First, it is the teacher who should assess each student individually and lead him/her in a proper direction. Secondly, students can assess themselves or each other, too. It gives them opportunities to participate more in lessons; to become involved. All that is included in formative assessment – students' individualities are taken into account which is vital.

Finally, I would like to add that we all make mistakes and that is why students have to understand where they make them and how to prevent themselves from making them. The teacher is the one who is supposed to inform students as often as possible. The formulation of these pieces of advice plays a significant role as sometimes well-intended advice can influence students negatively. It is highly recommended to think about the formulations. Also, students themselves can express ideas about their learning situation and future opinions. That is another way how to engage them in the process of assessment.

This diploma thesis is composed of two parts – theory and empirical research. In the theoretical part, I have concentrated on the terminology that relates to assessment in general. There are types of assessment defined, such as assessment by

the teacher, self-assessment, and peer-assessment. A brief section of the thesis is devoted to summative assessment to contrast formative assessment. Also, there is summative assessment described as the form that is used frequently (especially at school where I teach). Formative assessment techniques and strategies are described and their role for motivating students and providing valuable feedback is explained.

Empirical research concentrates on some formative assessment classroom techniques that were applied in English lessons. These are described and analysed using both qualitative and quantitative research methods. For that purpose, questionnaires and tests were used to confirm or refute the stated empirical research questions.

Summing up, the research showed some interesting findings, above all a positive influence of formative assessment on students and their performances in lessons. It has enriched the researcher and students and changed their attitudes to teaching and learning. The research was worthwhile for all participants. Hopefully, more teachers will be able to subsume formative assessment in their lessons in the future.

THEORETICAL PART

1. ASSESSMENT AND ITS ORIGIN

It is known that the term *assessment* is not contemporary – it has had long existence behind it. Its origin is dated from “the early Chinese civil-service exams entry into high public office” (Earl 2013, 11). There are also known Aristotle students’ public presentations and Socrates’s questions to his students that he used to ascertain their knowledge in order to give him directions on where to go next in education. Last but not least, Earl (2013, 11) mentions “practical assessments for entrance to craft guilds”.

A historic breakthrough was the industrial revolution which brought schooling successively for everybody as people started to move from rural areas to towns. The newcomers needed to be educated to achieve the basic skills in reading, writing, and arithmetic. “Assessment, in the form of classroom tests and final examinations, were the gates that students had to pass through, to move to the next level of education” (Earl 2013, 12).

However, it is necessary to admit that the kind of education we know today was not for everybody and was considered a privilege. Testing and examinations were used to measure students’ knowledge; we can talk about the summative form of assessment.

Although the term formative assessment is rather new, the term “*formative*” dates back to the late 15th century. There existed a French word “*formatif*”. It comes from Latin “*format*” which is the past participle of “*formare*” meaning “*form*” (Formative 2021).

Michael Scriven (1966, 5) suggested both terms (formative and summative evaluation – as he called assessment) and applied them “to a program evaluation

approach” (Frey and Schmitt 2007, 411). He showed the differences between them – *formative evaluation* when the students are still developing the skills and *summative evaluation* as a final stage. From the historical point of view, it is suggested that “formative assessment was so named to distinguish it from summative assessment – one occurred while learning was still occurring or forming; the other occurred at the end of learning” (Frey and Schmitt 2007, 411). It indicates that the two assessments were in contrast. Greenstein (2010, 20) refers to Benjamin Bloom and his application of both concepts to the educational process. It is apparent that “the concept was attached to assessment first by Bloom (1968), who saw a relationship between formative assessment and mastery learning” (Frey and Schmitt 2007, 411).

The year 1998 is considered as the utter turning point regarding formative assessment. Black and Wiliam (1998) published their research findings as “Inside the Black Box”. They asserted that “firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement” (1998, 139). They presented positive evidence in the learning outcomes. The result was the application of formative assessment in classrooms all around the world – mainly in New Zealand, Australia, and Great Britain – not only in the United States of America. Since then, it has been more than 20 years and formative assessment is still a hot issue. Although educational techniques and strategies have changed over the years, there is still a lot of work ahead in the implementation of formative assessment in classrooms.

2. DEFINITIONS OF ASSESSMENT AND EVALUATION

In the preceding part, there are two terms mentioned – assessment and evaluation. It is essential to look at them more closely and explain their meanings to

forestall any misunderstandings that can arise as some inconsistency in the usage of the terms exists; they are often used interchangeably which causes confusion.

In the Czech educational environment, there is ‘hodnocení’ (assessment) and ‘evaluace’ (evaluation). Both terms are clarified straightforwardly by Čapek. According to Čapek (2015, 495) “assessment takes place among all participants of education, brings information, feedback, and moreover – in case it is realized ‘climatically’ correctly – also enjoyment, feelings of proudness and other emotions”¹. It is evident that it should support motivation, show students their strengths and weaknesses. Evaluation “indicates a more complex process in which the teacher analyses his/her functioning in class”² (Čapek 2015, 495). The teacher evaluates methods, the effectiveness of projects, and his/her activities in class over a period of time; it is dealt with the consequences of the assessment process. He/she also “seeks indicators which would show him/her meaningful results”³ (Čapek 2015, 495). Afterward, further steps are taken that are supposed to lead to an improvement in education.

In addition, Brown (2003, 4) claims that assessment in the classroom is “an ongoing process” performed either incidentally or deliberately; teachers’ instructions are needed. However, it is also very important to leave students the feeling of freedom in trying the language. Simultaneously, the teacher should play a role of an observer of students’ performances in order to make diverse assessments of each of them – comparing their performances with the previous ones or with other students and so on.

¹ Hodnocení probíhá při vyučování mezi všemi účastníky edukace, přináší informace, zpětnou vazbu, ale – jestliže je správně ‘klimaticky’ realizováno – i radost, pocit hrdosti a další emoce. (English translation by the researcher)

² Evaluace označuje složitější proces, ve kterém učitel zkoumá své působení ve třídě. (English translation by the researcher)

³ Hledá indikátory, které by mu ukázaly smysluplné výsledky. (English translation by the researcher)

Regarding assessment Greenstein (2010, 169) states that it measures “the outcomes of teaching and learning” and the collected information is supposed to improve both teaching and learning. She also defines *classroom assessment* as “developed, administered, and scored by teachers for the purpose of evaluating individual or classroom performance on a topic” (2010, 170).

Overall, assessment is considered as a feedback provider with the view of elevating learning and teaching outcomes in the future. Evaluation, on the other hand, serves a different purpose. It functions as a performance quality determiner at the time being. On its basis, it is possible to make decisions about the future (or following) steps. They both have their significant place in the educational process.

3. TYPES OF ASSESSMENT

3.1 In terms of participants

From the perspective of participants of the educational process there are three types of assessment significant for this thesis:

- assessment by the teacher
- self-assessment
- peer-assessment

In the following paragraphs, there is the key information concerning the above-mentioned types of assessment introduced.

3.1.1 Assessment by the teacher

Čapek (2015, 495) designates assessment by the teacher as the “key process”⁴. He explains that the teacher “obtains not only the overview of the accomplished level of the student but in this performance, he/she also finds a reflection of the quality of

⁴ klíčový proces (English translation by the researcher)

his/her work”⁵ – those are fundamental elements of formative assessment which he is a big supporter. He prioritizes an individual approach in which each student should be considered.

The teacher usually uses praise or criticism to assess students’ performance. Harmer (2001, 100) asserts that although students are positively responsive to praise, it is not a good idea to over-compliment their work as it tends to become counter-productive. The teacher should provide either positive or negative assessments. Nevertheless, it is highly important to supply students with reasons why he/she approves or disapproves of their performance. In that case, students are more likely to understand and the impact on their learning is favourable. Besides, it supports their future learning growth.

3.1.2 Self-assessment

Self-assessment is another possibility of how to judge and monitor students’ attainments. It should be a part of any modern educational process. According to Harmer (2001, 102) students themselves are very effective at encompassing in the assessment as they are aware how good or bad their outputs are and “if we help them to develop their awareness, we may greatly enhance learning” (Harmer 2001, 102). In addition, reflections upon their work can be encouraging and imperative for their future development – to embrace accountability of their outcomes is the primary attribute on which they should work. Last but not least, they may have a better chance to perceive teachers’ assessment and feedback.

Self-assessment is crucial for developing students’ skills and abilities, critical thinking, and identifying their strengths and weaknesses. The teacher must bear in mind that “if students do not have an opportunity to assess themselves according to

⁵ Získává nejen přehled o úrovni dosažené žákem, ale v tomto výkonu také nachází odraz kvality své práce. (English translation by the researcher)

their scales, they start to be apathetic to teachers' assessment"⁶ (Čapek 2015, 552). The teacher should avoid his/her unreasonable interference into students' self-assessment as they should be the ones who are in charge (or at least should have the feeling of being in charge). However, the teacher could interpose (or help) with well-aimed questions such as "*What did you learn in the lesson? Can you use it in real-life situations? What was beneficial for you?*" – they only serve for guidance, not for criticism or discrediting students' opinions.

Brown (2003, 270) notes that "most successful learners extend the learning process well beyond the classroom and the presence of a teacher or tutor, autonomously mastering the art of self-assessment". He compares self-assessment to the art which is necessary to learn and subsequently internalize. Neither the teacher nor students can expect that it will come without any work or practice. When initial difficulties are overcome and dealt with, the results such as more autonomy in learning, setting own goals, and strengthening intrinsic motivation will be achieved.

3.1.3 Peer-assessment

In peer-assessment students are the ones who take into consideration the value, quality of performance, or work of other students; "it comes from the finding that students can learn a lot from each other"⁷ (Starý and Laufková, 2016, 28). It usually takes place in classrooms while learning. Students can assess their peers' projects, tests, essays, portfolios, and so on; there are no limits. It can be performed individually (one to one), in pairs, in (small) groups, or the whole class; it can be anonymous when necessary (however, it is not very common). Brown (2003) calls it "collaboration in learning" (270) and considers it highly valuable.

⁶ Pokud žáci nemají možnost hodnotit se podle vlastních měřítek, začínají být na hodnotící soudy učitelů apatičtí. (English translation by the researcher)

⁷ Vychází z poznatku, že žáci se mohou hodně naučit od sebe navzájem. (English translation by the researcher)

Topping states that “learners give elaborated, qualitative, formative feedback about the relative worth of each other’s work” (Topping in Andrade and Cizek 2009, 62). He emphasises several advantages that peer-assessment has such as (2009, 62):

- helping each other while planning their learning
- identifying their strong and weak points
- developing better products or work
- pointing at parts that should be amended or improved

Although peer-assessment is said to bring a lot of positive outcomes, it is needed to comment on its disadvantages. It is suggested (Topping in Andrade and Cizek 2009, 67) that in case it fulfils a supplementary role to feedback from the teacher, the results are not so beneficial. Students start to feel they are not in charge and their opinions are not valued much. Then, they tend to be not so open and active while assessing the others. However, metacognitive benefits such as monitoring, assessing understanding, and referring to planning learning persist.

Čapek also supports the above-mentioned ideas about enhancing a better climate in classes and increase of knowledge. On top of that, he states that some rules are necessary to be maintained (Čapek 2015, 568):

- 1) Students do not defend their work after they have been assessed. This is rather important for accepting opinions from others. Additionally, it is supposed to lead students to be thoughtful and take something (positive, important) from the given assessment for their future work.
- 2) There are always several less communicative students (or introverts) in each class. Here, they are given some space to show their views and become involved.

- 3) The teacher is not advised to assess students' products – it would not make sense since students are in charge.
- 4) The teacher can assess the process itself – how well students performed (both pros and cons).

Well-conducted peer-assessment needs practice. It is not possible to expect students to know how it is done properly. The teacher must be prepared that it takes time to start being familiar with it, however, it is worth spending. Students have to internalize the skills of both being assessors and assessed. Topping claims that “a peer assessor with less skill at assessment but more time in which to do it can produce an assessment of equal reliability and validity to a teacher” (Topping in Andrade and Cizek 2009, 63) which is positive. On the one hand, it is obvious that peer-assessment has its priceless potential and irreplaceable role in the educational process. On the other hand, the teacher must keep in mind that it may bring some risks, too.

Starý and Laufková (2016, 30) assert that “it can be counterproductive in case it reinforces students' apprehensions”⁸. If students are worried about their peers – because the climate in the class is not good or supportive; there are unfriendly relationships – this type of assessment can succeed only if the mentioned obstacles are surpassed and risky factors eliminated. For the start, it can be achieved by anonymously written assessment.

Overall, all three types of assessment are supposed to help students learn more efficiently: be more motivated and active. All of them should be integrated into lessons as they have a lot of advantages to offer, which is described in the previous paragraphs. In the beginning, it is the teacher who should lead students in peer-

⁸ Může být kontraproduktivní, pokud posiluje obavy žáků. (English translation by the researcher)

assessment and self-assessment showing them how they can do that, what they should concentrate on and observe. Gradually, they become more and more independent in developing the mentioned assessment skills.

3.2 In terms of time

Two types of assessment are covered in this thesis – *summative as opposed to formative*. Not until the 1960s did the distinction between them arise, “having originated in identifying the roles of programme evaluation” (Dolin et al. 2018, 54) as new curriculum materials started to develop. Formative evaluation⁹ served for early draft revision, while summative evaluation¹⁰ was supposed to supply measurement “of the effectiveness of the final draft” (Dolin et al. 2018, 54). The above statements ensue that formative means helping to learn (in the case of students), while summative assessment is about results at certain times or periods.

The purposes of formative and summative assessment aim at different directions and are conducted dissimilarly. Nevertheless, they both are performed in today’s schools (although according to my opinion summative to a greater extent) and have their pros and cons. On the one hand, students are tested as their overall results are essential to pass examinations and get higher education. On the other hand, what is needed from students nowadays is more self-reliance and autonomy in learning since the teacher is not asserted as the only bearer of knowledge and information anymore (McFadzien 2015, 16). At this point, formative assessment can serve as a powerful tool as it enhances all that; students are supposed to become self-reliant and autonomous learners and have gradual information for their further development.

⁹ Dolin uses the term of evaluation instead of assessment.

¹⁰ Dolin uses the term of evaluation instead of assessment.

3.2.1 Summative assessment (assessment of learning)

It is also called *final* because it serves to summarise the students' attainments "at a particular time, rather than to impact on ongoing learning" (Dolin et al. 2018, 61). Dolin et al. (2018, 62) add that "assessment for summative purposes involves collecting, interpreting and reporting evidence of learning". Additionally, they mention various ways how to collect the evidence, such as (2018, 62):

- tests, examinations
- observations and records kept during the period of time
- portfolios

Dolin et al. (2018, 68) note that it is the teacher (examiner) who is the judge of students' achievements. The teacher focuses on the knowledge which should be accomplished to the date. Testing and some separate tasks are created (used) to collect the evidence. Afterwards, students (and parents, other teachers...) are given the results that "are usually used as evidence for a grade" (Chapman and King 2005, xxi).

According to McAlpine (2002, 6) summative assessment "generally provides a concise summary of a student's abilities which the general public can easily understand either as a pass/fail or a grade". This statement shows that the purpose of summative assessment is, among other things, to decide on grading; however, with a low (or almost no) information value about the learning and further improvements.

Also, Ur (1996, 244) states that "the evaluation¹¹ usually called *summative* is, where the teacher evaluates an overall aspect of the learner's knowledge in order to summarize the situation".

¹¹ In this context Ur uses the terms of evaluation, evaluate instead of assessment, assess.

The result of summative assessment is to acquire a degree of competency in a learning area that is desired to be measured. Cizek mentions that the typical design of summative assessment is “to yield highly reliable and valid total scores” (2009, 3). Although the presented statement sounds positive, it is good to bear in mind that the overall picture is not all that – there is no intention to assess each student individually, give advice on how to proceed forward in learning and not stagnate or, which is even worse, to deteriorate.

Preceding assertions can be supplemented by Price’s views. She promotes that “summative assessment is effective for informing third parties of student achievement in comparable methods” (Price 2015, 13). This supports the claim of OECD (2005, 6) that “summative assessments are an efficient way to identify students’ skills at key transition points, such as entry into the world of work or for further education”. It has its logic because the data thus collected is easily executed to illustrate the (inter)national knowledge potentialities of students.

Although the information can be useful for future employers and institutions, it is not much eligible for students themselves. They can be under pressure and discouraged which hinders them from achieving their goals. Hence it is assumed that summative assessment should not become influential on students’ learning activities. It is supposed to serve as summarizations of students’ knowledge in order to convey the information to third parties (Price 2015, 14).

3.2.2 Formative assessment (assessment for learning)

Petty (2009, 480) explains that “formative assessment is informative feedback to learners while they are still learning the topic”. From this explanation, it is an ongoing process in which the students are given information about their learning achievements. The mentioned feedback is supposed to serve for the students’

improvement. When formative assessment is used continuously and in the right way, it is considered highly effective.

In this context Ur (1996, 244) claims that “formative assessment is directed at specific bits of learner-produced language with the aim of bringing about improvement. Its main purpose is to ‘form’: to enhance, not conclude, the process”. Students need to know constantly how good or bad their performance is. Furthermore, the information on how to improve brings the most effectivity into their learning.

Cizek (2009, 4) offers several purposes of formative assessment:

- identification of students’ strengths and weaknesses
- planning of consequential advice
- help and guidance for students in their learning process
- revision of students’ work
- support self-assessment and autonomy in students
- raising students’ responsibility for learning

All in all, the intention of formative assessment is to help students improve their skills and knowledge content. The Assessment Reform Group (Broadfoot et al. 2002) summarizes in their definition of formative assessment that “assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. Hence it is evident that formative assessment has students in the centre. They are the ones whose learning, autonomy, and motivation should be promoted. Teachers are given a tool in the form of formative assessment to design an effective learning environment for their students to achieve improvement rather than to point at their shortcomings.

Formative assessment provides interaction between the teacher and his/her students and students themselves. It means that students are not only receivers but also providers – they get information about their progress and how to improve their learning from the teacher as well as from their peers; another role they fulfil is that they give evidence about their learning to the teacher which clarifies the learning process and achieving their future goals. What is more, students are not passive anymore; they participate actively in lessons and become resources for the teacher, their peers, and themselves.

Both formative and summative types of assessment are used in schools today. They influence teaching and learning very much, however, in different ways. It is not easy to decide which one should be preferred, and it might not be even the task. We should realize that the key competencies are supposed to be developed in students. With regards to the fact, formative assessment is the key to achieve that.

4. MOTIVATION IN FORMATIVE ASSESSMENT

Motivation is closely linked to formative assessment. It makes learning easier and students improve much faster. Petty (2009, 44) regards motivation as “a prerequisite for effective learning”. It is always challenging for teachers to wake the need and desire for learning in their students. In case the teacher makes his/her students want to learn new things, the efficiency of their learning abilities increases rapidly. The relationship between motivation and achieving good learning results is very strong. Motivated learners (and they do not have to be the ones for whom language learning is an easy task) improve more quickly. They are also easier to teach. In the past, it used to be mainly the teacher who was supposed to motivate his/her students. However, nowadays the students themselves take more responsibility in this respect.

There are two main types of motivation existing – *extrinsic* (which comes from outside the student) and *intrinsic* (which comes from within the student). Out of the mentioned two types, intrinsic motivation is the one that is significant for formative assessment which is considered a motivation provider. The following text introduces shortly both of them to see the differences.

4.1 Extrinsic motivation

Harmer (2001, 51) asserts that “extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel.”

On the one hand, teachers are not able to access plenty of sources of this kind of motivation. On the other hand, there are some sources they can have their influence on, for example, “success and its rewards, failure and its penalties” (Ur 1996, 278). Ur (1996, 278) even states that “success with its rewards is perhaps the most important feature in raising extrinsic motivation”. She (Ur 1996, 278) yields that students tend to be more obliging and cooperative in their future efforts, however, they must know about their successes and failures. As they become more confident, they do not need so much external encouragement. Failure can help them realize how sweet and pleasurable success is.

4.2 Intrinsic motivation

As it is written *supra*, formative assessment encourages learning and raises especially intrinsic motivation. According to Assessment Reform Group (Broadfoot et al. 2002), it emphasises “progress and achievement rather than failure”.

Ur (1996, 280) explains intrinsic motivation as “the generalized desire to invest effort in the learning for its own sake” which can be developed better in the

formative assessment. The teacher can also contribute with some challenging information about the language or its background and attracts the interest in the students by taking these steps. It can be done by setting clear goals, visualization, games.

Petty (2009, 71) also mentions one interesting idea that prioritizes intrinsic motivation – “it works when the teacher is not there”. That is of considerable importance because students start to be more autonomous while learning, which is another goal of formative assessment. To support intrinsic motivation in students Petty (2009, 70) gives some examples of how it is possible to achieve that such as the proposition of an interesting topic to study, discovering something new, evolving creativity, and more.

5. FEEDBACK IN FORMATIVE ASSESSMENT

The vital role in the educational process is ascribed to feedback. The main objective of the feedback is the improvement of learning, which is also one of the important key objectives in the formative assessment as it is the feedback provider. It is supposed to have a positive impact on students’ goal achievements. The teacher must pass it to his/her students in a positive manner sounding like giving advice, mixing praise and criticism. Provided that the individual feedback on what students have achieved, how to improve more, and how to get to their goals is received (either written or oral), they start to trust the teacher; they learn that he/she is the one who wants to help them, they can rely on his/her advice and “use it to progress them towards improvement” (McFadzien 2015, 17). In a more relaxed and friendly atmosphere, it is much easier to give advice that students take to heart and obey.

According to Petty (2009, 479), “the main use of assessment for teachers is the ongoing or formative assessment” which can be both inspiring and motivating and it

serves as the feedback provider as said above. However, in the wrong hands, any feedback can be useless. This view is shared by McFadzien who claims that “if implemented effectively, with the emphasis on assessment for learning, it can positively affect teaching and learning” (2015, 16). She thinks of feedback as “a tool used in this process which helps students to make meaning of their learning journey” (2015, 16). Here, teaching and learning are linked together as feedback is significant not only for teachers but also for their students. We can consider this link as a circle in which teaching affects learning and vice versa as both sides have responsibilities to each other; they both should desire the best outcomes.

Ur (1996, 242) distinguishes two components of feedback which are *correction* and *assessment*. While assessing students the teacher gives information regarding their learning accomplishments. During the correction, the teacher explains what the students did well and (or) wrong, offers alternatives and advice for improvement. However, in reality, the term is understood and used as the correction of mistakes. Nevertheless, both components cannot be separated to make feedback efficient and valuable. Through good feedback, students’ learning attitudes are modified and promoted.

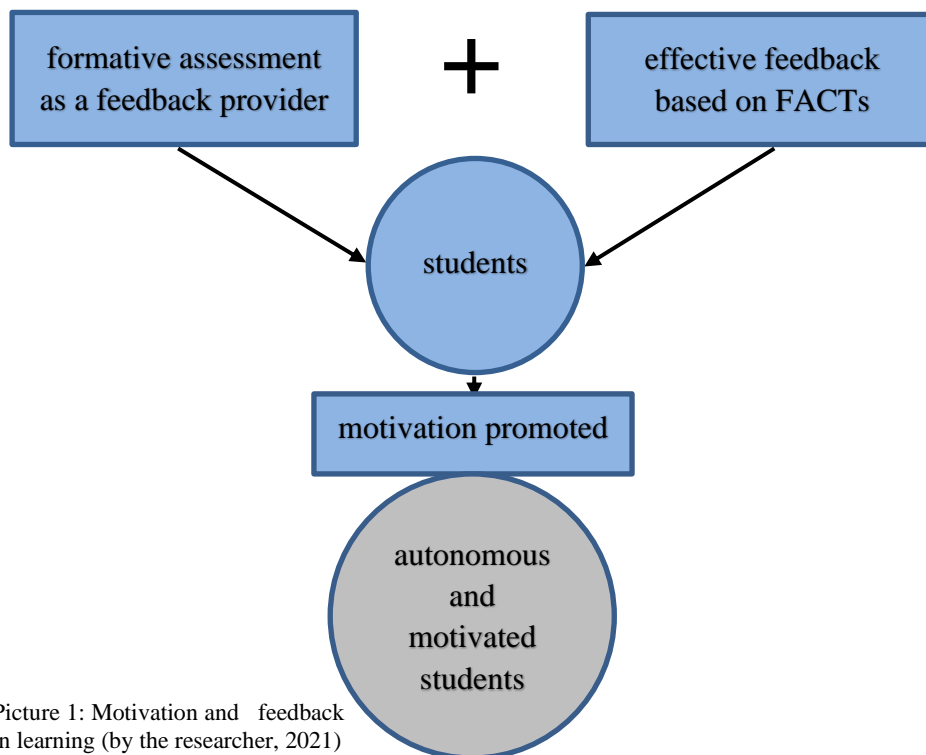
Another surprising fact is that in case the feedback is presented simultaneously with marks or other scores, the beneficial potential of feedback may be reduced since students start to concentrate on grade interpretations and ignore the comments from the teacher (Black et al. 2004, 13). At this point, it can be easy to slip back to summative assessment, which is final, serves for summarization of knowledge (abilities), provides (alongside with grades) no or little information how to improve. The teacher should come to the foreground in that case and prevent that from happening.

Contrasting the afore-mentioned ideas and views, it is imperative to say that “too much of any behaviour even if it is positive can be too much and lead to undermining the learning” (McFadzien 2015, 17) which means that excessive use of feedback, even well-intended, can become counterproductive and expected outcomes will not be achieved. As a result, neither teachers nor students would benefit from the circumstances.

Taken together, both motivation and feedback are integral parts of formative assessment. When students are motivated, they are keener to learn and participate not only in lessons but outside the school environment, too. Moreover, provision with good and supportive feedback from the teacher and peers contributes to better learning as well. The course of both motivation and feedback is directed to students’ autonomy as they do not need (or at least not that much) urging in learning from outside.

In the following picture, it is shown how motivation and feedback are connected to students’ learning and how important their roles are. At the beginning of the learning process, some students do not know exactly where they are in learning, what to do to improve, and even what their goals are. Suppose formative assessment as a feedback provider is used together with FACTs¹², motivation (especially intrinsic) is developed. Subsequently, students change into autonomous and motivated life-long learners.

¹² Formative assessment classroom techniques. Detailed description is on page 36.



Picture 1: Motivation and feedback in learning (by the researcher, 2021)

6. FORMATIVE ASSESSMENT STRATEGIES

To understand formative assessment better we should see it as the crossroads of three main processes:

- where the students go (their goal)
- where they are now
- how to get to the goal

Furthermore, there are three factors in interaction:

- the teacher(s)
- the student(s)
- the peer(s)

The result is five key strategies that are described by Wiliam and Leah (2016); in addition to some useful techniques. Each strategy has its significance, and they all create a powerful chain that leads to students' autonomy. Their order is intentional –

starting with the students having their responsibilities in learning to obtain their self-reliance. This part is to outline the main ideas of each strategy.

6.1 Aims in learning

The first key strategy is about being able to formulate aims in learning. It is imperative for students to know and understand where they are in learning and what their aims are.

According to OECD (2005, 2) “teachers make the learning process more transparent by establishing and communicating learning goals”. Establishing aims in lessons is substantial for all participants in education. First, the teacher should decide and make the learning goal(s) clear; after that, he/she chooses activities to get there.

William and Leah (2016, 25) yield that the specification of learning intentions is not as easy as it seems to be. Generally, it is a good idea for students to see where they are going in their lesson(s) as it is often explicitly written on the board but the teacher must have in mind a few things – the established aims may change during the lesson; the students may not see a sense of the lesson (they are not able to imagine anything underneath the surface and cannot make meaningful connections); the students may find different solutions that can vary from the teacher’s. From this point of view, it is not recommended to follow the aims too strictly as at the end of the lesson the class can get somewhere else. What is more, describing the lesson with its exact aims can lead to boredom – there is nothing that would motivate the students in their efforts, nothing unexpected. Even though clarifying directions is very helpful for students, it is not good to overestimate the fact.

Starý and Laufková (2016, 47, 48) summarize that the teacher is supposed to make students understand where their efforts are aimed. The aims must be incentive

enough for them, too. Establishing aims helps students in learning and enhance their responsibility for learning. Gradually, they are able to judge their steps in learning.

6.2 Proofs about learning

In the second key strategy, the role of the teacher is emphasised. The teacher's task is to determine where the students are in their learning. According to OECD (2005, 1) "teachers make frequent, interactive assessments of student understanding" when the formative assessment is performed. The reason is to get as many proofs as it is possible about their understanding.

It may be better to start to talk to the students in smaller groups or individually depending on the climate in each class. It is the teacher's goal to create a positive learning environment open for discussions and sharing views. Likewise, the teacher can ascertain students' knowledge by saying various statements about the topic. Students are supposed to decide about their correctness and add some more information. According to Wiliam and Leah statements have a more positive impact on students in comparison with questioning. In reaction to the statements, no answer is bad as no opinion is bad, either (2016, 72).

A good teacher must detect what his/her students' knowledge level is. It cannot be always expected that they learn what the teacher wants them to learn. Good teachers keep looking for proofs of their students' learning all the time. However, they must be certain of what they are looking for.

6.3 Effective feedback by the teacher

The strategy of giving effective feedback is an integral part of formative assessment. Here, the teacher is emphasised as a feedback provider – giving information to students about where they are and what to do to move forwards to

achieve their goals. If there is no proof about students' learning and understanding, it becomes difficult to lead them in the right direction in their learning. This is the reason why it is essential to subsume the strategy into the lessons.

The key is that students use feedback to improve their learning – it should be “timely and specific” (OECD 2005, 3). It must be supportive, not demotivating; making students believe in their abilities.

6.4 Peer-assessment activation

The fourth key strategy concentrates on students themselves and their active involvement in the learning process.

OECD (2005, 1) states that when students are involved in the process of learning actively, their learning skills are improved, and they achieve better results in learning. Provided students are involved in assessment (or in the learning process in general) properly, it becomes a powerful tool for the teacher. As students start becoming more active and attentive, their performances improve. While cooperating and communicating together, they tend to learn more – not only as individuals but also as the whole class. The key idea is not to judge their peers' work but to improve it.

6.5 Self-assessment and autonomy activation

In the last strategy, students are supposed to move to the most important point of their efforts – to become possessors of their learning (Starý and Laufková, 2016, 26, 27), which is the fundamental element of formative assessment. They must be able to learn without their teachers' help and guidance. Human society is becoming more and more complex and it is changing dynamically all the time (nowadays the changes are much faster than they used to be). In this respect, it is vital for people in

general not to stop longing for more knowledge after they finish compulsory education. Everybody needs to take responsibility for learning and their future lives into their hands. This makes the last strategy the most important. Students must understand that their learning is a lifelong process that never ends if they want to succeed in the future.

As it can be noticed from the above paragraphs, all five strategies are interrelated and inherent in terms of formative assessment. It is inevitable to realise that the teacher must take them into consideration. They are not to be followed strictly but they are helpful while planning the lessons with the application of formative assessment.

7. FORMATIVE ASSESSMENT CLASSROOM TECHNIQUES

In some sources, they are called strategies, or methods but I would use the term *techniques* (Cullinane 2011, 1) to distinguish them from Wiliam and Leah's strategies of formative assessment. There are tens of FACTs known and the number is not definite as more and more of them are being created. The reasons why to use them in lessons are multiple, for example (Keeley 2015, 6 – 7):

- engaging students in learning
- considering alternatives
- promoting discussions
- evaluating the effectiveness of lessons
- providing feedback
- helping in self-assessment and peer-assessment

Cullinane (2011, 1) notes that “there is no one best FACT or collection of FACTs for teaching and learning” meaning that the teacher is in charge in this field.

He/she determines which one to use in the lesson. The teachers are the ones who know their students and class dynamics and “it is through trial and error that the best fit for each group will be found” (Cullinane 2011, 1). The teacher must pay attention to students’ understanding and their progress.

The lack of understanding or no positive reactions should warn the teacher to readjust instructions or readapt techniques to facilitate the students’ growth in learning and autonomy. Cullinane (2011, 4) gives several notes regarding FACTs. Some of the important points are:

- to select the techniques, put them into practice, and observe whether they work for the particular purpose
- to check if the teacher herself/himself can answer the questions or do the activities chosen along with the technique
- to introduce the techniques to the students as they should know what is going on and why
- to remind the students they should make an eye-contact while speaking in the class not only with the teacher but also with the peers (they are equally important) to make connections

Determination of the techniques which should be used in lessons is the key factor that is necessary to consider. We can mention students’ learning preferences, type of work (individual work, pairwork, groups), and skills measured which should be taken into account. In addition, teachers should be prepared to change the techniques in order to achieve the desired goals – their students’ understanding, mastering their knowledge, and self-reliance.

In case the teacher sees students struggle in learning or identifies misunderstanding, he/she can offer individual help, forward the knowledge

differently or adjust the technique accordingly. Students can use the assessment information in their service as well. Gradually, they should be able to reflect on their learning independently. It should help them determine their future goals and learning outcomes. They can rearrange their learning habits according to the obtained information (both by the teacher and peers). They can adjust the current FACTs for their purposes of improving, their reflection, and setting new goals (Regier 2012, 6).

In the following paragraphs, there are described the FACTs used in the lessons which were part of the research. They were chosen by the researcher who considered them as a good start for applying formative assessment in the chosen groups. The choice was made according to the researcher's teaching experience with the pre-supposed respondent groups. The techniques are:

7.1 “Hands up only when you want to ask a question”¹³

This technique was introduced by Wiliam and Leah (2016, 63). The teacher can use sticks or cards with names. He/she draws the cards or sticks out of the cup to call the students randomly. Although this technique has a lot of advantages, the students may not quite see them at the beginning. The usual process is that the teacher calls the student with his/her hand up. On the one hand, it is not so time-consuming, and the clever students are able to show their knowledge. On the other hand, there are some (sometimes a lot of) students who are not forced to participate at all. Random calls ensure that anybody can be given a word; no-one would be skipped or forgotten. In case the student does not know the answer, the teacher asks somebody else and then she/he can return to the previous student and make him/her repeat the correct answer. The students are obliged to pay more attention. One of the most important advantages is that the dominating students are not prioritized

¹³ Hlaste se jen tehdy, chcete-li položit otázku. (English translation by the researcher)

anymore (but not demotivated; they are given their space) and the stress is pointed at the opinions and knowledge of all students which is vital. To enhance a peer dialogue, it can be a good idea to let another student assess whether the answer was correct or not – the class discussion can be developed this way. Furthermore, according to OECD (2005, 3) “the quality of responses improves a great deal when students have time to think”. It means that the teacher must have in mind to provide students with enough time before they answer.

7.2 Brainstorming

Students, in general, tend to use a rather limited range of words or knowledge. They usually rely on their strong points and keep putting aside the weak ones. They are able to recall more vocabulary and knowledge performing brainstorming and integrate it into the practice. This technique gives the teacher a good idea about his/her students’ knowledge of the topic. It can be extended as “ABC brainstorming” (Regier 2012, 7) in which “students brainstorm words or phrases that begin with each letter of the alphabet” (Regier 2012, 7). It can be performed as a class activity written on the board or an individual task in students’ exercise books which they hand out to the teacher. The technique helps determine the gaps in students’ knowledge which the teacher can concentrate on in following lessons as it is necessary to work with the obtained information further.

7.3 Exit slips (cards)

Exit slips are a wonderful way for the teacher to see individual problems that each student can have and aim further practice on that. It is also a good opportunity for students’ self-assessment as it is important to encompass that into lessons and make students think about their work subsequently. Regier (2012, 10) claims that

they “could be used on a regular basis to formatively assess” students – their knowledge, understanding, and learning difficulties. Students are given a question or a statement and should react to that when leaving the classroom. It can be done orally or in a written form which the teacher goes through after the lesson. He/she has to give a response (feedback) to the students in the next lesson or further concentrate on the practice of the problematic points written in the exit slips.

7.4 Discussions

Class discussions are also imperative in providing the teacher with information about students’ knowledge. The teacher gives students a few (can be only two) questions and encourages them to share their opinions – what they have learned, where their weaknesses are, how they could improve, what to do to manage better next time... Thereby, the teacher ascertains whether his/her students have taken the desired knowledge from the lesson and can build on that in the following lesson(s) and adapt them. Further to that, the teacher can get an idea of how they see themselves in the lessons. It is important for the students not to underestimate or overestimate themselves but think about their work carefully and realistically. Regier (2012, 9) recommends to “give students a few minutes to reflect on their learning before beginning the discussion” as students need some time to consider their answers.

7.5 Examples and non-examples

Students can share their knowledge while providing examples and non-examples of a studied topic. Regier (2012, 10) states that they should also give their reasons for example and non-example classification to make it obvious that they

understand the topic. The teacher has an opportunity to see how deep students' knowledge is and what is to be improved.

7.6 Think-pair-share

In this technique, thinking and communication are combined (Cullinane 2011, 2). Students are asked to think about (or do) the problem/task/activity individually first. Then, they should make pairs (or be divided into pairs) and discuss with their partners. This middle step should “solidify and refine their thinking before having to share their answers” (Regier 2012, 17). The last part is sharing in which they should talk to their peers about their ideas either in larger groups or in the whole class. Monitoring and circulating the students should help the teacher find out about the knowledge students have.

7.7 Traffic light (red-yellow-green cards)

This technique was developed by “the teachers working with the King’s-Medway-Oxfordshire Formative Assessment Project¹⁴ in England” (OECD 2005, 3). Students are given three cards in different colours. If students understand the topic, they have a green card on the top of the pile. In case they need some help or more explanations, they put a yellow card on the top. The red card means that students are confused or do not understand. The teacher can see who needs help and can provide it or can ask a student with a green card to help (peer assessment). The cards show the teacher the depth of understanding during the lesson; they serve as immediate feedback according to which the teacher can adjust his/her instructions.

¹⁴ The project covered a lot of issues concerning formative assessment, such as the literature reviews, practices of formative assessment, students' involvement, feedback, strategies and more.

7.8 Three facts and a fib

This is another technique that offers the idea of what students have studied. Regier (2012, 17) explains that students write three facts (true statements) and a ‘fib’ (false statement) about the studied topic. Then, they share the facts and a ‘fib’ with the others whose job is to identify the ‘fib’.

7.9 The trickiest point (the muddiest point)

Students are asked to write or talk about the most problematic or unclear part of the lesson. It usually takes place at the end of the lesson. They have an opportunity “to think about their learning and what they find difficult or easy to understand” (Cullinane 2011, 2). The teacher reviews the answers, and on that basis, he/she can address the difficulties in the next lesson to make students understand.

Summing up, countless techniques can play an important role while the teacher wants to discover whether his/her students understand the topic and help them on their way to autonomous learning; and while students want to influence their learning positively. What the FACTs have in common is that they provide feedback to both the teacher and students. From the gathered information the teacher should adjust the next lesson(s) to overcome difficulties students can have with their learning. In addition, students start to be able to recognize their strengths and weaknesses; they use the information for their further development in learning.

8. SUMMARY

There can be stated several recommendations and conclusions based on the studied literature. It is necessary for the teacher to determine where his/her students are in learning, where they should go and how to get there. The teacher has to consider the students’ preferences in learning, their level of knowledge and the type

of work that will be performed in the lesson. He/she should choose (or adapt) the FACT(s) and type(s) of assessment for the lesson accordingly. All that means that the teacher must pay a lot of attention to his/her students, their performances, activity, and efforts in each lesson.

Last but not least, it should be asserted that it is better to start with smaller changes in the beginning and let the students get used to new methods, strategies, and techniques. Moreover, these should be used systematically to get the desired effect.

PRACTICAL PART

Empirical research

9. AIMS AND RESEARCH QUESTIONS

This thesis aims to use various formative assessment techniques in lower secondary English lessons and research their impact on students' learning, understanding, communication, and autonomy. The acquired findings will be helpful both for teachers who would like to start implementing formative assessment in their English lessons and for those who have already started and are still looking for more ideas on the subject.

The theoretical part dealt with the key definitions connected with assessment in general. There were 2 types of assessment introduced – summative and formative – and their advantages and disadvantages were compared. Furthermore, assessment by the teacher, self-assessment, and peer-assessment were closely analysed as they all take important roles in applying formative assessment into practice. The concern was centred on their employment into lessons and their influence on the participation of students.

Are students more inclined to participate when certain types of assessment are used? Is their learning, cooperation, and communication in lessons enhanced? What role does formative assessment play in motivation? Do students consider feedback important for their learning? We tried to find the answers to the questions based on the thorough study of theoretical literature on evaluation and assessment.

To verify the theoretical findings and to further research important aspects of formative assessment in the context of lower secondary English classrooms the following research questions were defined:

1. How do the students evaluate the implementation of formative assessment in English lessons?
2. Do formative assessment techniques chosen by the researcher promote the students' performance, understanding, and autonomy in English lessons?
3. Which techniques are considered more effective for the students from the researcher's point of view?

10. INTRODUCTION TO THE RESEARCH

The research took place at a low secondary school where the researcher has been working full-time for many years. Given the fact, she was familiar with the educational environment and the students at that specific school the decision was made to apply formative assessment techniques in her English lessons. As summative assessment prevails in lessons in general (based on grades judging overall knowledge at certain periods), it seemed like a good idea to learn what effect the implementation of formative assessment would have on students. From the point of studied literature and consultations with several teachers at the school, it was expected that the research would have a positive impact on students, and they may want to continue with the formative assessment techniques after it was finished. However, all that was necessary to prove while using different formative assessment techniques in the English lessons.

The research was held at the beginning of the school term which is the period of overall revision from the previous term. It started with a computer test and Questionnaire 1 (Feedback to the teacher) in one lesson. In the second lesson, the written test was sat. Afterwards, 12 lessons where FACTs were performed followed. Then, the students sat the same written test. The last lesson was devoted to the computer test and two questionnaires (Feedback to the teacher, Questionnaire 2). The

tests were supposed to show whether and how much the students' results changed while the formative assessment techniques, strategies and methods were applied.

There were 2 groups of students chosen to participate; both groups were in Year 9. The reasons were easy to explain. The older ones had experienced summative assessment for a long time which was deeply rooted in them. Moreover, they were in their last year at the school and it was desired for them to see they could approach their learning differently (hopefully more enjoyably). That would help them achieve their future goals more effectively and become life-long motivated and autonomous learners.

In the first group (9.A) there were 13 students: 7 boys and 6 girls. One of the boys suffered from a reduced intelligence capacity¹⁵. The second sample group (9.C) with 11 students consisted of 6 boys and 5 girls. There were no specific learning needs in that group. Although both groups may seem similar, they were not; the outlined explanations follow:

Group 9.A

This group had been more communicative and active in the English lessons before the research took place. Also, their marks had been better. Although the girls had always been diligent and conscientious, the boys (especially two of them) had had tendencies to disturbances and not paying attention.

Group 9.C

The second sample group had functioned as the opposite to the first group. Before the research they had been calm and quiet; moreover, they had been worse learners. They had preferred to work individually and in fact, they had

¹⁵ According to the educational psychology counselling centre.

communicated only when the teacher had asked them to do so. The lessons had lacked activity and liveliness.

11. RESEARCH METHODS

With the regard to the research questions, there were applied both quantitative and qualitative research methods. It is recommended (Chráska 2016, 29) to combine both types to obtain not only ‘the hard facts’ in order to verify existing theories but also what is going on underneath – concentrating on students’ subjective feelings and opinions. Also, Švaříček and Šed’ová (2014, 27) claim that in pedagogical research the two methods are not considered as rivals; rather, when they are combined effectively, the researcher can be able to take full advantage of their strengths.

11.1 Qualitative research

It emphasises the subjective aspects of people’s behaviour and allows the existence of more realities (Chráska 2016, 29). Using those methods, it is possible to ascertain what the students think of the implementation of FACTs into their lessons, what types of assessment in view of participants they prefer, and what subjective feelings they have about formative assessment in general.

There are various methods in qualitative research how to collect data – for this thesis questionnaires and observations were chosen as the most effective tools.

Questionnaires:

There were 2 questionnaires created to collect the needed data. They both were written in Czech because it was highly important not to limit the students. Some students, especially the weaker ones, may not have understood the questions properly and could have tended to tick the answers without even reading the questions. In case they should have written the answers in their own words, they would not have been

able to express everything and therefore they would have skipped that type of questions completely.

Questionnaire 1 (based on Wiliam and Leahy 2016, 214) was completed twice – at the beginning and the end of the research – to see whether the students noticed the changes in the lessons and to what extent. (Appendix 1)

Questionnaire 2 (Appendix 2) was filled in at the end of the research only as it served as an evaluation of the formative assessment methods and techniques that had been used in the lessons. The students were supposed to express their preferences in English lessons. They were asked to write their reasons as well to support their opinions and chosen options.

Both questionnaires served as a useful source of information for the researcher. It was expected that the impact of formative assessment techniques and methods would be positive, however, the students could have perceived it the other way round.

Observations:

Pedagogical observation is considered (Chráska 2016, 146) as the oldest and most frequently used method in data obtaining. For the purpose of the empirical research extrospection (the observation of the others) was used. In addition, it was non-standard direct observation performed by the researcher who was in charge of teaching in the English classes of both sample groups. The aims were to detect the main phenomena in the lessons of both groups such as:

- how the students performed
- how the students communicated
- the students' effort and participation in lessons
- the students' autonomy

to describe them and reflect on them in order to get answers to the research questions. The phenomena were studied right in the learning environment. The participants were not aware of the research which is called hidden observation (Švaříček and Šed'ová 2014, 146). When the participants do not know that they are observed, they are not tempted to act or behave differently in comparison to normal classes. Hence, their behaviour is authentic, not simulated which is a big advantage.

11.2 Quantitative research

The second type of method used in this thesis is quantitative research which works with measurable data. Because of that, there were 2 tests sat by the students – a test on computers and a written test – to find out whether the FACTs chosen by the researcher led to the improvement of their learning and understanding: accordingly, to better results.

Both written and computer tests were evaluated using “student’s t-test” according to which we can decide whether 2 groups of data (here the same tests at the beginning and the end of the research) obtained from the same 2 groups of objects (here students of English) differ or not and how much. The aim was to ascertain whether the FACTs had a positive impact on the students’ learning and effort. The data from the 1st tests was compared with the data obtained in the 2nd tests. Both tests and groups of students were compared together to see the impact.

For calculations, an Excel programme was used. There had to be one decision made before the calculations. The decision was related to 2 questions:

1. Are we able to predict the direction of the tests? Are we clear (more or less) about the results? – *Tail 1* should be used in calculations in this case.
2. Are we not able to predict the results? Are we unclear? – *Tail 2* should be used in calculations in this case.

The above questions had to be answered in order to choose an appropriate tail. Based on the studied literature which predicted positive outcomes, we chose *Tail 1*. The significant number was:

$$p = 0.05$$

It says that the difference of 5 % between the values is not significant. It results in the statement that there is a 95% probability that the difference is significant. Therefore, another question is “Is there a significant difference between the scores in the tests at the beginning and the end of the research?”. The result is probability; in statistics it is:

$$p < 0.05$$

(*p ... critical value; probability*)

In case the number is lower, the difference between the 2 observations is substantive. The number of students in each group must be at least 10, which was accomplished. Our aim was to get the value of $p < 0.05$ to prove the results were not accidental.

Tests:

Test on computers

Terasoft 5 programme was used for testing on computers. The programme consists of several parts concentrating on vocabulary, comprehension, and grammar. For our purpose, the grammar part was chosen as the beginning of the school term had started with the grammar revision. The students were asked to complete 15 sentences generated by the programme. The grammar in the sentences was based on the students' previous knowledge and it included:

- past simple
- present simple
- present perfect
- imperative
- should, can, must, have to

When the test started, the students saw Czech sentences on their screens, one at a time. Sometimes the sentences were partially translated; sometimes the complete translation was missing. The students were offered a few expressions (or words) for each gap; by clicking on the option, they thought to be correct, they translated all the sentences step by step. (Appendix 3)

When the test finished, the computer showed the results immediately such as the number of mistakes and expressions. The same test was sat at the end of the research to see if the students made any progress in learning and how big it was.

Written test

Another test the students had to complete was the written test (Appendix 4). They sat the same test at the beginning and the end of the research. The exercises were based on the level of their knowledge which was A2/B1 according to Common European Framework of Reference for Languages.

12. FORMATIVE ASSESSMENT CLASSROOM TECHNIQUES IN LESSONS

The nine techniques described in the theory were used in 12 English lessons and are outlined with short descriptions as follows. After each lesson, there is a reflection from the researcher added to see what she observed. The lessons for Classes 9.A and 9.C were performed along the same line.

Green – yellow – red cards (traffic light) were available for the students in all lessons thus they could show whether they needed help or advice at any time. Additionally, the cards served as the identifier that the particular student was able to help the others. Also, *cards with names* for random calling-out were used in each lesson in order to make all the students attentive. Furthermore, they were used when the researcher needed to divide the students into pairs or groups. The other

techniques were used unevenly depending on the performed activity; or the result that was desired to achieve. Their frequency and usage in the lessons is shown in the following table:

	1	2	3	4	5	6	7	8	9	10	11	12	FACTs in the lessons (total)
cards with names	○	○	○	○	○	○	○	○	○	○	○	○	12
traffic light	○	○	○	○	○	○	○	○	○	○	○	○	12
think-pair-share	○	○	○	○						○			5
the trickiest point	○			○			○						3
discussion	○		○				○					○	4
examples and non-examples		○									○		2
3 facts and a fib					○			○		○			3
exit slips					○	○			○				3
brainstorming						○			○				2

Table 1: FACTs in the lessons

Lesson 1

Aim of the lesson: To introduce FACTs called *think-pair-share*, *the trickiest point*, and *discussion*.

Objectives of the lesson: Students revise the present perfect tense while *think-pair-share* and analyse the lesson while *the trickiest point* and *discussion* FACTs are used.

Anticipated problems: Students may be shy or diffident while sharing their ideas without not only reading the rules from books or grammar charts. They can find it problematic to express the trickiest point in the lesson.

Materials: Sheets with 20 sentences prepared by the researcher (Appendix 5), students' books, workbooks, grammar tables, exercise books, pens or pencils, board, chalks.

The FACT(s) in the lesson:

The technique called *think-pair-share* was introduced. The students got a piece of paper with 20 sentences in 3 different tenses – present simple, past simple, and present perfect simple. They were supposed to choose the ones in the present perfect and decide about the definitions of the present perfect as well. They were allowed to use all materials they had with them in the lesson and which they considered helpful – their exercise books, workbooks, grammar tables.

In the beginning, they were asked to work alone. They got a few minutes to fulfil the task. Afterwards, the second phase took place – they were divided into pairs by the researcher who had used the *cards with their names*. The students discussed their work and definitions with their partners. The last phase was about sharing. The researcher asked one pair to read the numbers of the sentences in the present perfect. The others had to listen carefully and in case there was a mistake according to them, they should say, or shout “stop” and correct the pair. It worked well. Then, the pairs should share their definitions of the present perfect with the others. (15 minutes)

There were two more FACTs used at the end of the lesson – *the trickiest point* which was performed as a class *discussion*. The researcher asked the students about their most difficult part of the lesson: “What was the most difficult part of the lesson for you? Why?”. They all agreed on the definitions. The students admitted that it was a problem to use their own words instead of reading the prepared definitions from the books or grammar tables. They also acknowledged that they did not often understand the rules in general although they knew them. (5 minutes)

Reflection:

In the beginning, the students had to be reminded that it was fine to use all the materials (books, workbooks...) they had with them to complete the task. At that

point, it was obvious that they were not used to go through the materials – the researcher had to urge them to open the books... Some students also started to copy the rules; without thinking much. However, it was not intentional to copy the definitions from the books or grammar tables but to use their own words and apply them to the sentences. This part was important for the students' understanding of the grammar. It often happens that the students know the rules by heart; however, they do not understand them and are not able to work with them. The aim was to avoid that to happen and make the students think about their reasons. Therefore, the researcher had to guide them – in case she saw *an orange or red card*, she went to them and discussed the problem. When the students were asked to work in pairs, which were made randomly by the teacher according to *the cards with names*, they were more certain, and the part was conducted with no obvious problems. The sharing part was performed surprisingly smoothly – the students used their own words to give the reasons for the sentences. They helped each other when some of them got stuck. The researcher did not have to interfere much.

It was expected that the students would not be able to express their opinions about the most problematic part of the lesson; however, the opposite was true. Although they agreed on changing the rules into their words as the trickiest point, they also admitted that it had been very useful for better understanding.

Lesson 2

Aim of the lesson: To use FACTs called *examples and non-examples* and *think-pair-share*.

Objectives of the lesson: Students distinguish the present perfect simple tense from the present simple and past simple tenses while *examples and non-examples* and *think-pair-share* FACTs are used.

Anticipated problems: Students may have difficulties distinguishing *examples* from *non-examples* while working alone.

Materials: Students' books, exercise books, pens or pencils, board, chalks.

The FACT(s) in the lesson:

Another FACT that was introduced to the students was *examples and non-examples* in connection with *think-pair-share*. The students worked with the text in their students' books (Appendix 6). First, the researcher asked the students to make 2 columns in their exercise books with the headings of 'examples' and 'non-examples'. Then, they should read the text and write the examples of the present perfect simple in the 1st column and non-examples (meaning other tenses) in the 2nd column. It was performed as individual work. They were given about 10 minutes to do so. After that, they were asked to work with their partners to compare the sentences and explain the reasons why they had chosen them (in the context of the article). Finally, they shared the sentences and also the reasons with the whole group. Each pair was asked to read their *examples and non-examples* for the teacher who wrote them on the board for everybody to see. In addition, they had to name the tenses in the non-examples' column. (20 minutes)

Reflection:

Some students (especially the weaker ones) had problems while working individually on the task of *examples and non-examples* as had been expected and wrote fewer sentences in their exercise books. In order to that, some of them used the opportunity of *the coloured cards*. That deficiency was balanced once the *think-pair-share* technique was applied. The students were asked to compare their work in pairs and explain their reasons. In addition, they should write their partner's sentences in order to have more examples and non-examples. The group sharing part was not

problematic at all as the students had had time for that in the pair-discussions beforehand. There were no problems identifying the tenses in the non-examples' column, either.

Lesson 3

Aim of the lesson: To use FACTs called *think-pair-share* and *discussion*.

Objectives of the lesson: Students distinguish the present perfect simple tense from the past simple tense while *discussion* and *think-pair-share* FACTs are used.

Anticipated problems: Students can have difficulties in the discussion part of the lesson as they may only describe things for no reason.

Materials: Sheets of paper with exercises (Appendix 7), audio CD, pens, or pencils.

The FACT(s) in the lesson:

The beginning of the lesson was devoted to listening and speaking activities. The students were supposed to listen to Ryan talking about his life experience and tick the things he has done so far (individual work). After the 1st listening, the students were asked to make pairs and check their ideas and discuss them. Then, the 2nd listening followed. After that, they should have chosen 5 classmates and ask them the same questions. When they finished, they sat down again and shared their findings with the whole group. (15 minutes)

The last part of the lesson was *discussion*. The teacher had 2 questions for the students:

- What have you learned today and why?
- How would you assess your today's work in the lesson? Give reasons.

Each student had his/her space to answer. They were sitting in the circle while talking. (10 minutes)

Reflection:

The activity in which the *think-pair-share* technique was used ran smoothly. The technique had been used in the previous lessons and the students started to be familiar with it. The students were communicative and keen to help and give advice to their peers. They could also use *the coloured cards* in case they needed to discuss a problem with the researcher. The researcher's role was to observe and guide them; listen to them and possibly redirect or correct them. She was not the only person who was explaining and helping anymore; the role was conveyed to the students.

The researcher began the *discussion* technique by asking the questions and the students started to describe the lesson only. She had to prompt them to talk more, to describe their feelings about their work: "What did you manage to do right? What should you concentrate on more? What did you learn?". Each student was asked to reply – it was the most difficult for the first few of them; however, they gradually understood the point and talked about the lesson and their participation more freely. The students were supposed to realize that all the practice could be implemented into their everyday lives. That realization should come from them, not from the researcher. Although this technique took some time in the lesson, it was worth it.

Lesson 4

Aim of the lesson: To use FACTs called *think-pair-share* and *the trickiest point*.

Objectives of the lesson: Students distinguish present, past, and present perfect tenses while *think-pair-share* and *the trickiest point* FACTs are used.

Anticipated problems: Students can have difficulties distinguishing between the tenses; sometimes they may have problems in expressing their reasons why that tense should be used in the particular sentence.

Materials: Sheets of paper with Czech sentences prepared by the researcher (Appendix 8), exercise books, students' books, workbooks, grammar charts, pens, or pencils.

The FACT(s) in the lesson:

Each student was given a sheet of paper with 20 Czech sentences and should decide which tense it was in English. In the beginning, the students had to deal with the sentences individually making notes. Then, they were asked to make pairs and discuss their ideas and reasons with their partners. The researcher used *the name cards* to get the students into pairs. When they finished comparing and discussing their work, they shared their ideas with the others. During the whole activity, they could get help from their peers or the researcher using *coloured cards*. (20 minutes)

At the end of the lesson, the students should say what caused them difficulties. It was performed as a class *discussion* with the researcher. (5 minutes)

Reflection:

As *the think-pair-share* technique proved valuable in previous lessons, it was used again. It is much easier and faster to start with the task when the students are familiar with the technique and know what is expected from them. In addition, the pairs are different every time and the students can discuss their ideas with several people. They hear the same explanations but in different words, which is expected to impress on their minds.

The trickiest point technique was supposed to give feedback to the researcher. At this point, the students admitted that sometimes they had not been able to determine the correct tense while working alone. In pair-work it had been much better, however, their reasons had varied, too. In addition, they said that working with Czech sentences had been much more difficult. These acknowledgments can be

considered as positive signals because the students begin to think more thoroughly about what they are being taught. Furthermore, as for the tenses it was clear that more practice was needed in the following lessons.

Lesson 5

Aim of the lesson: To use FACTs called *three facts and a fib* and *exit slips*.

Objectives of the lesson: Students are knowledgeable in using present, past, and present perfect tenses while *three facts and a fib* and *exit slips* techniques are applied.

Anticipated problems: Students may have difficulties applying some of the grammar rules properly and make meaningful statements.

Materials: Exercise books, pens or pencils, slips of paper with prepared questions.

The FACT(s) in the lesson:

The technique called *three facts and a fib* was applied to the knowledge of the grammar rules. The students should work in three groups of four (or three) as it was the first time this technique was used and might have been a bit complicated for some of them. The request from the researcher was to make three true grammar statements and a false one in each group. She also had her statements prepared for the students to see what is needed from them. The statements were written in Czech:

1. Činnosti v minulém čase začaly a skončily v minulosti.
2. V přítomném prostém čase se u sloves ve 3. os. j. č. používá –(e)s.
3. Ve větách v předpřítomném čase se často používá “yesterday”.
4. Když mluvíme o zkušenosti, používáme předpřítomný čas.

Afterwards, the students were asked to prepare their statements and read them aloud. The other groups were supposed to choose the incorrect one. They were not allowed to use any materials to help them, only their knowledge based on previous

learning. Again, the students could use *the coloured cards* to get some help or advice from the researcher. (20 minutes)

At the end of the lesson the researcher handed in slips of paper with 2 questions:

- When (in what situations) do we use the present simple, past simple and present perfect simple tenses?
- How would you assess your work in groups (use marks 1 – 5)? What was good? What would you improve?

The students had to hand out the slips to the researcher while leaving the classroom. (5 minutes)

Reflection:

It is a good idea to allow the students to work in groups when the technique of *three facts and a fib* is used for the first time. The students did not find difficult the technique itself but the statements they were supposed to make. They had to rely on their peers' knowledge as they were not allowed to use books or any other materials. It was also helpful that the researcher prepared her examples for them to see how they could approach the task. After a few minutes of arguing in groups on how to start, the students set to work and made really good statements. They were asked to read them for the others who should decide which of the statements was incorrect (a fib) which they managed fine.

The technique of *exit slips* was used for two reasons. First, the intention was to check the overall knowledge and how each student understood the rules without the help of the others. Second, it was intended to find out how the students saw their participation in the groups – how (and how much) they contributed, whether they saw any space for improving their contribution. Most of the students assessed their work as good (no improvements needed from their point of view); only 3 students

admitted they could have worked harder. The students did not underestimate themselves and their opinions were in line with the researcher.

Lesson 6

Aim of the lesson: To use FACTs called *brainstorming* and *exit slips*.

Objectives of the lesson: Students are able to provide a lot of examples on a topic related to weekend activities. They can assess their work realistically (without over- or underestimating their abilities).

Anticipated problems: Students can have problems thinking of more sophisticated expressions (not only basic ones).

Materials: Exercise books, pens or pencils, board, chalks.

The FACT(s) in the lesson:

The *brainstorming* technique was used at the beginning of the lesson after the topic was introduced. The students were supposed to brainstorm as many everyday activities as they could, and the researcher wrote all of them on the board for everyone to see. The emphasis was on more sophisticated expressions such as do my hygiene routine, spend the night watching TV, make myself up, and more. (5 minutes)

At the end of the lesson, the students had to fill in *exit slips* prepared by the researcher. There were two questions:

1. How would you assess your today's work in the lesson? Give reasons.
2. What did you do well? What should you improve?

The students were supposed to express their opinions and assess their performance in the lesson realistically; the emphasis was on the reasons. It was important to make them name the reasons exactly; not only write: "*It was good. I don't know exactly.*" as such reasons would be saying nothing worthwhile. (5 minutes)

Reflection:

Brainstorming was useful for both good and weaker students. The reason for the technique was to expand the students' vocabulary and to practise the expressions as students, in general, have the tendency to use a rather limited range of words. They were able to recall more vocabulary doing this activity and integrate it into their further practice.

The problem that occurred in the lesson according to *exit slips* was the 3rd person singular and omission of *-(e)s*. Some students kept forgetting about it. They assessed their work while *brainstorming* at the beginning of the lesson positively – the board was full of various activities and they had a lot of expressions to choose from while talking later on. On the one hand, they thought they had been doing fine while talking about their activities during the week. Only few students used *the coloured cards* to get help from the researcher. On the other hand, they admitted they could have had faster reactions while speaking as it had taken them a lot of time to decide what to say. Both groups (Classes 9.A and 9.C) had similar opinions as regards their work, however, there were some differences:

- Class 9.A – noticed mistakes in prepositions, expressions with *do/go* such as *do the shopping* or *go shopping*.
- Class 9.C – noticed mistakes in articles.

Although some students were able to assess themselves and give the reasons, there were a few of them in each group who only wrote: "My work was good. I don't know; maybe OK. Not good." which was not bad as the students need time to become accustomed to assess their work.

Lesson 7

Aim of the lesson: To practise the 3rd person singular in the present simple as the reaction to the *exit slips* from Lesson 6. To use FACTs called *the trickiest point* and *discussion*.

Objectives of the lesson: Students practise the 3rd person singular in the present simple in dialogues and talking about their peers. They identify the most problematic part of the activity for them. They assess their peers in the *discussion*.

Anticipated problems: Students may keep forgetting –(e)s in the 3rd person singular in the present simple and may have problems while making questions. They may be shy or diffident while assessing their peers – they may not be able to express the positives and negatives of their peers' work properly.

Materials: Cards with verb expressions for dialogues. (Appendix 9)

FACT(s) in the lesson:

In the 1st part of the lesson, the concentration was on the present simple the 3rd person singular in order to reflect the information from the last lesson's *exit slips*. The researcher prepared sheets of paper with 10 activities (there were 4 options to choose from). The students were divided into pairs by the researcher who used *the name cards* for that. They were supposed to ask questions using the expressions and make notes about their friends' answers. They were reminded to use *the coloured cards* in case of any difficulties. The whole class work followed – the students should say what their friends did or did not do on a particular day. The emphasis was on the 3rd person singular. (15 minutes)

After that, *the trickiest point* and classroom *discussion* were held. The students were asked to think about the most difficult part in the activity and tell the others about it – they should be able to identify the most problematic part, name it and try to

say what could be done to improve it. At this point, the peers were prompted to produce their suggestions for improvements, too. Furthermore, they should tell the others about their work with peers – what they had found positive/negative, what could be improved alongside with possible ideas how. (10 minutes)

The activity from the beginning of the lesson was repeated in order to practice the questions more. The students got different cards for further practice and were divided into pairs randomly again. (15 minutes)

At the end of the lesson, another discussion followed to find out whether the second activity had been useful. (5 minutes)

Reflection:

The activity that concentrated on the 3rd person singular in the present simple proved to be very effective. The students could remember their problems from the previous lesson, so in this lesson, they tried hard not to make the same mistakes which they achieved rather well.

According to the students, *the trickiest point* of the lesson was to make questions correctly. Here, the peers' help was imperative – some students were able to explain the formation of the questions. As they did so (in the 1st discussion), the researcher only monitored to make sure everybody could understand. The second activity ran smoothly afterwards.

In the 2nd discussion the students were keen to offer their advice regarding the revision of the present simple (especially the questions at this point):

- write the questions from the lesson at home a few times
- say the questions several times aloud
- ask somebody from the class to check your questions
- look at the grammar revision in the book again

They also regarded the help and explanations from their peers as valuable, more natural, and as a positive change. The ones who took the role of teachers admitted that they had been a bit nervous at the beginning, but they had been enjoying themselves then.

Lesson 8

Aim of the lesson: To use a FACT called *three facts and a fib*.

Objectives of the lesson: Students use the technique *three facts and a fib* while working on comprehension with the text in the books.

Anticipated problems: Students can have difficulties in making grammatically correct sentences while using the technique.

Materials: Project 4 students' books, audio CD, pens or pencils, exercise books.

The FACT(s) in the lesson:

The lesson was devoted to reading comprehension. The FACT called *three facts and a fib* was used again. This time the students worked alone which was more difficult. They should read the text (Appendix 10) and prepare three true sentences and one false one for the others in order to show they understood the text. They were not allowed to copy the exact sentences from the text but make their own.

First of all, they were asked to skim the text to get a general idea. After that, the researcher played the CD for them – they could listen and follow the lines or only listen and try to understand without following the text in the books. The next step was reading for detail to prepare the sentences. The students were left with enough time for the task. When they had the sentences ready, they discussed them with the researcher so that no mistakes could be found there which would cause trouble in comprehension by the others. They used *the coloured cards* for the researcher to see

where her help (advice) was needed. In the end, they were divided into 3 groups by the researcher (using *cards with names*). They read the sentences to the members of their groups whose job was to decide which sentence was a “fib”. (30 minutes)

Reflection:

The students prepared good sentences. However, there were some grammar mistakes in them (which was expected) – mainly in articles, word order, or tenses. Especially the weaker students had the mentioned difficulties. This time the researcher was the one who helped the students. Each student could use *a yellow or red card* to show the level of a problem and could come for a quick discussion of his/her sentences. The researcher either underlined the mistakes or wrote a number of the mistakes the students had made. Then, the students were asked to try to correct their sentences. It worked very well and most of the students were able to do the corrections on their own, without another interference from the researcher. Although the weaker students needed more help from the researcher, they managed fine – their sentences were comprehensible.

Lesson 9

Aim of the lesson: To use FACTs called *brainstorming* and *exit slips*.

Objectives of the lesson: Students are able to say a lot of time expressions and adverbs of frequency connected with the past simple and present perfect. They are able to recollect the lesson using three or four words only.

Anticipated problems: Students can have problems deciding whether the adverbials and time expressions belong to the past or present perfect. They also may have difficulties summarizing the lesson in so few words.

Materials: Pens, exercise books, board, chalks.

The FACT(s) in the lesson:

At the beginning of the lesson, the *brainstorming* activity took place. The researcher made two columns on the board for the past simple and present perfect. The students were supposed to brainstorm as many adverbs of frequency and adverbials of time as they could. The activity was supposed to help them become aware of and revise differences in time reference of the mentioned tenses. (5 minutes)

At the end of the lesson there were exit slips used – this time it was the oral version. The task was: “Summarize this lesson in three or four words.” When the students were leaving the classroom, they had to come to the researcher one by one and give their summaries. After that, they were allowed to leave the classroom. (5 minutes)

Reflection:

The *brainstorming* activity proved that some students still had some misunderstandings regarding both tenses. They made notes in their exercise books and were advised to look at them at home to stick them in their minds. It showed that more practice was needed in the following lessons.

At the end of the lesson when *the exit slips* were performed it was really interesting how the students coped with the task. Some students were quick to think of three or four words; conversely, for some students, it was difficult. However, in the end, all of them managed. Their answers were for example: some past activities, past and present situations, two years ago, ago is in past, past and present perfect, my life experience...

Lesson 10:

Aim of the lesson: To use FACTs called *three facts and a fib* and *think-pair-share*.

Objectives of the lesson: Students are able to make sentences about the text in order to show how they understand it. They are able to distinguish sentences that are not true according to the text.

Anticipated problems: Students may have problems with grammar while making the sentences.

Materials: Students' books Project 4, audio CD, exercise books, pens, or pencils.

The FACT(s) in the lesson:

The students listen to and read the story called 'The necklace' (Appendix 11). They should write 3 true sentences about the story and 1 false sentence. The sentences should not be copied from the book only; it was recommended to use their own words while making them. After the listening, the students were asked to work alone. They were given 15 minutes. Then, the researcher used *the cards with names* in order to make pairs. The students should discuss their sentences with their peers so that they could help each other. They were supposed to concentrate on and check the grammar and also the content of the sentences. They could improve the sentences with the help of their peers. The last step was sharing the sentences with the whole group. Each student read his/her sentences and the others were supposed to decide which one was "a fib". (30 minutes)

Reflection:

This time the students were the ones who were in charge to check the sentences and they did their part very well. Indeed, some minor mistakes occurred (missing

articles, word order); however, they were not so big to make the sentences incomprehensible. In this respect, the pair-work functioned perfectly. The students also had *the red – yellow – green cards* at hand. They could use them in case they were not sure while making and, by extension, checking the sentences.

It was also obvious that the students started to get used to the techniques. They knew what was expected from them – the work was based on co-operation and giving advice; not only saying “Change this. Rewrite that.” without any further explanations or reasons why.

Lesson 11:

Aim of the lesson: To use FACTs called *examples and non-examples*.

Objectives of the lesson: Students are able to find adjectives that can be changed into nouns from the text.

Anticipated problems: Students may have problems finding all adjectives in the text.

Materials: Students’ books Project 4 p. 24, exercise books, pens or pencils, board, chalks.

The FACT(s) in the lesson:

The teacher writes ‘Adjectives’ on the board. She explains that on the left side there are adjectives that can be changed into nouns (*examples*) and on the right adjectives that cannot be changed like that (*non-examples*). She gives one example for everybody to understand: famous – fame (*example*), new (*non-example*). There are more of those in the text ‘Fame’ (Appendix 10). The students are supposed to find more *examples and non-examples* in the text and write them in their exercise books. They work individually; however, they can use *the red – yellow – green cards* if they need some help or are unsure and need to discuss their choices with the

teacher or peers. The researcher asked the students to say their *examples and non-examples* from the text and wrote them on the board. For calling out the students' names she used *the cards with names*. (15 minutes)

Reflection:

It was expected that the students may have problems dividing the adjectives from the text into correct columns correctly. However, they managed well. Several students wanted to discuss their choices to be sure. In order to that, they changed the colour of their cards from green to yellow and the researcher came with advice. Therefore, when the checking part started, everything was fine.

Lesson 12:

Aim of the lesson: To use the FACT called *discussion* in order to assess the work during the lesson.

Objectives of the lesson: Students are able to talk about the reasons for doing the activities.

Anticipated problems: Students may have problems identifying the reasons for the activities properly.

Materials: Games, counters, dice.

The FACT(s) in the lesson:

The whole lesson was devoted to two board games (Appendix 12). The students were supposed to revise their knowledge of past simple and present perfect tenses while playing. They were advised to use *the coloured cards* if they needed some help from the researcher. Another FACT used was *discussion* which took place at the end of the lesson. The questions for the whole group discussion were (10 minutes):

- Why have we revised past simple and present perfect tenses this lesson again?

- What was difficult for you? How could you improve it?

Reflection:

The discussion at the end of the lesson was effective. It was good to hear that the students were able to understand what the revision had served for. Additionally, they emphasized their weakest points very well. The whole activity was worthwhile. The answers to the first question were for example: “To remind us the grammar. We could see the tenses in different situations. To know how to answer questions. To make questions and answers. To talk about past activities and experiences.”. The answers to the second question were for example: “Sometimes questions. I didn’t know the tense but my friend helped me. Sometimes I forgot to change the verb.”. The pieces of advice for improvements: “We can play more often. We can write some examples in our exercise-books. I should look at irregular verbs again.” There were also a few students with no problems. They were the ones whose knowledge of English was on a higher level due to additional English courses, films, and so on.

13. RESEARCH RESULTS AND COMMENTS

The results of the research were evaluated and commented on. All collected data was written into tables together with the calculations; information from the observations was commented on, too.

13.1 Results of qualitative research

The qualitative research consisted of two research methods: questionnaires and observations. They both proved valuable in obtaining the necessary information in the evaluation of the techniques and methods that were part of the research. The questionnaires served the purpose of finding out what the students’ opinions on the implementation of FACTs in the lessons were. The observations from the teacher

were to illustrate and supplement the findings. They are written as a reflection after each lesson.

Questionnaire 1 (Appendix 1) was filled in before and after the research. It was supposed to ascertain whether the students noticed the differences between the work in the lessons before and during the research. The total number of answers is shown in Tables 2 and 3.

question	never		sometimes		often		always	
	9.A	9.C	9.A	9.C	9.A	9.C	9.A	9.C
1	0	0	4	2	6	6	3	3
2	0	0	8	9	5	2	0	0
3	0	0	3	0	6	10	4	1
4	1	1	12	9	0	1	0	0
5	3	3	6	4	4	4	0	0
6	3	2	7	7	3	2	0	0
7	2	0	5	5	6	4	0	2
8	0	0	0	0	3	5	10	6
9	9	6	4	5	0	0	0	0

Table 2: Questionnaire 1 (before the research)

question	never		sometimes		often		always	
	9.A	9.C	9.A	9.C	9.A	9.C	9.A	9.C
1	0	0	0	1	3	2	10	8
2	0	0	0	2	7	6	6	3
3	0	0	1	0	8	7	4	4
4	0	0	3	3	10	8	0	0
5	0	0	0	1	6	4	7	6
6	0	0	8	7	5	4	0	0
7	0	0	0	1	9	6	0	4
8	0	0	0	0	3	4	10	7
9	0	0	5	5	8	6	0	0

Table 3: Questionnaire 1 (after the research)

From the above tables, it is clear there was a shift in the students' opinions on the proceedings in the lessons. They started to pay more attention to the lessons. Both groups noticed there was more emphasis on explanations of what was going to be taught, why, their understanding, cooperation, peer- and self-assessment. As the biggest shift can be considered Question 9 – in the questionnaire before the research

it is shown that most of them had never used self-assessment tools; some students even wrote that they had no idea what they were. Conversely, four weeks later they sometimes (or often) used self-assessment. They mentioned *exit slips*, *discussions*, and *the trickiest point*, the FACTs used in the lessons, to answer Question 10 (“*What kind of self-assessment do you use?*”); this can be considered as a good start because at the beginning of the research they had no idea what ‘self-assessment’ was.

After the 12 lessons of the research, Questionnaire 2 was filled in. The purpose was to know the students’ opinions concerning the FACTs that had been used, which assessment they saw the most and the least beneficial, and whether they preferred the traditional (or old) type of assessment to the new one.

technique	1		2		3		averages	
	9.A	9.C	9.A	9.C	9.A	9.C	9.A	9.C
brainstorming	8	6	5	3	0	2	1,38	1,64
discussions	6	5	5	5	2	1	1,69	1,64
exit slips	3	2	7	6	3	3	2,00	2,09
examples and non-examples	9	7	3	2	1	2	1,38	1,55
think-pair-share	8	8	5	3	0	0	1,38	1,27
traffic light	6	6	7	4	0	1	1,54	1,55
three facts and a fib	4	5	5	3	4	3	2,00	1,82
the trickiest point	7	6	4	2	2	3	1,62	1,73
random name picking	4	3	6	6	3	2	1,92	1,91

Table 4: Questionnaire 2 – evaluation of the FACTs

Table 4 shows how the students see the FACTs that were performed in their lessons. According to the questionnaire, they were supposed to circle numbers 1 – 5 as if marking somebody’s work (1 – the best, 5 – the worst). The FACTs chosen by the teacher can be considered as successful with the students as they did not use marks 4 or 5 at all, hence, these columns are missing. Moreover, the positive acknowledgement by the students can be seen in the last two columns with averages. For Class 9.A the most beneficial FACTs were *brainstorming*, *examples and non-*

examples and *think-pair-share*. For Class 9.C it was *think-pair-share*. These FACTs are highlighted blue in Table 4. The evaluation of the *random name picking* comes as a surprise because in the theory (and also the practice based on “*The Classroom Experiment*” by Dylan Wiliam) this technique takes some time for the students to adjust; they may not like it in the beginning.

From the researcher’s point of view, all nine FACTs proved to be valuable in the English lessons. They were chosen with respect to the students of both groups and the choice proved to be well-considered. Each of the techniques had something different to offer. *Random name picking* avoided the inactivity of some students, enhanced attentiveness, and participation. *Traffic light* was useful to show the researcher how the students understood the task and where her help (or peers’ help) was needed without any obvious attention to the particular student. *Discussions*, *exit slips* and *the trickiest point* were important for realising what had been learnt in the lessons and also for explanations. They served as a good source of information (feedback) for the researcher and students. Furthermore, *discussions* developed communication. *Brainstorming* and *examples and non-examples* were performed to perceive how wide the range of vocabulary the students had and how good their grammar knowledge was. The techniques also enhance autonomy as the students have to rely on their knowledge.

To include *three facts and a fib* was challenging because I was not sure how the students would cope with the technique. When it was used for the first time, the grammar revision was chosen to see whether the students understood and remembered the rules. They were left to work in groups to make it easier for them. Despite the initial discussions in the groups, the students set to work and cooperated

very well. The technique was applied two more times and proved valuable. The technique evolved the students' performance in general.

The technique I consider the most essential to include in the lessons is *think – pair – share*. As the students work alone, in pairs, and then share their findings (explanations and so on) with the others seemed beneficial. When it was used for the first time, the students were a bit unsure about what to say and how to cooperate. However, in the following lessons, they had no problems and the initial uncertainty disappeared. From the researcher's point of view, the technique is universal as it evolves communication, effort, autonomy, and students' performance in general.

Tables 5 and 6 show the students' assessment preferences. As the most useful assessment is still considered the one from the teacher and the least useful is self-assessment. This is not surprising because it is needed to have in mind that the students are used to that type of assessment. The teacher had been the chief knowledge transmitter – advisor and helper – for long. It is not easy to change the established routines so quickly; it takes more time.

the most useful assessment	9.A	9.C
self-assessment	2	1
peer-assessment	5	3
from the teacher	6	7

Table 5: The most useful assessment

the least useful assessment	9.A	9.C
self-assessment	8	7
peer-assessment	5	4
from the teacher	0	0

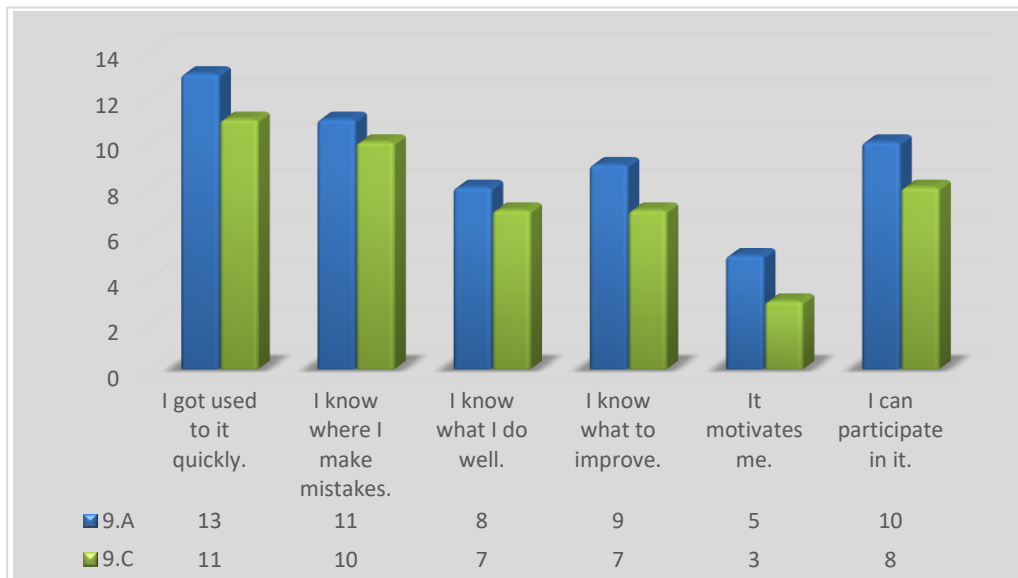
Table 6: The least useful assessment

The findings from the last two questions (*“I like the original assessment more because...”* and *“I like the new assessment more because...”*) are commented as follows. The students were asked to read both questions carefully and skip the one

which was not preferred. They could choose more options that justified their feelings. All the students except one (from both groups) provided no answers to question 4. The mentioned student wrote that the old assessment had been boring and not interactive. Question 5 is exported into Table 7 supplemented with Graph 1.

OPTIONS	9.A	9.C
I got used to it quickly.	13	11
I know where I make mistakes.	11	10
I know what I do well.	8	7
I know what to improve.	9	7
It motivates me.	5	3
I can participate in it.	10	8

Table 7: Students' reasons for formative assessment



Graph 1: Students' reasons for formative assessment

According to the table and graph, it is clear that all students got used to the formative assessment quickly and they started to see where they made mistakes. The students also acknowledged that participation in the lessons was promoted. Conversely, the role of motivation was still rather low. Still, they did not perceive connections between learning and motivation.

13.2 Results of quantitative research

Summing up, all the students made progress provided that we take into account the differences in scores between both tests (written and computer). The maximum score in the written test was 50 points, there was no maximum score in the computer test as the sentences were generated by the programme and neither the researcher nor the students could influence the number of expressions that were supposed to be completed.

In the written Test 1 (at the beginning) both groups (9.A, 9.C) did not perform well. The scores were much lower than was expected. There could have been two reasons for that – the students were not motivated enough to make an effort or their understanding was on a low level so that they were not able to perform better even if they intended to. Although Class 9.A was considered as better learners (from the researcher's previous experience), their scores were much lower in comparison with Class 9.C who showed higher accountability in that respect. Further to that, in Class 9.A the students who are highlighted pink in the table failed to meet expectations even more – such low scores were not typical for them at all. The student A012 did not even complete the whole test. Conversely, the scores of the students from Class 9.C were higher than had been expected.

In Test 2 (at the end) the students performed much better. In Class 9.C there were 6 students whose scores were 40 and more out of 50 points; besides, there were 2 students who had 39 and 38 points. Suppose, we take into consideration that there are only 11 students in the group, the results are really good. Class 9.A also made a progress. It was not so big – there was only 1 student with more than 40 points and one who was nearly there. However, this time 8 students achieved 30 and more points which can be considered a success comparing to the scores in Test 1. Further

to that, it is necessary to remark that the pink highlighted students improved a big deal in Test 2.

Student's code	Test 1	Test 2	Variance	Variance in %
A001	21	30	+9	18 %
A002	12	34	+22	44 %
A003	13	33	+20	40 %
A004	10	27	+17	34 %
A005	28	39	+11	22 %
A006	10	17	+7	14 %
A007	35	43	+8	16 %
A008	29	33	+4	8 %
A009	26	32	+6	12 %
A010	20	32	+12	24 %
A011	18	34	+16	32 %
A012	8	28	+20	40 %
A013	14	20	+6	12 %
t-test	6,14271E-06			

Table 8: Written tests Class 9.A

Student's code	Test 1	Test 2	Variance	Variance in %
C001	44	48	+4	8 %
C002	35	47	+12	24 %
C003	37	42	+5	10 %
C004	13	23	+10	20 %
C005	31	39	+8	16 %
C006	32	40	+8	16 %
C007	16	25	+9	18 %
C008	22	33	+11	22 %
C009	25	38	+13	26 %
C010	30	42	+12	24 %
C011	37	46	+9	18 %
t-test	4,41789E-07			

Table 9: Written tests Class 9.C

In the computer tests, the differences between both groups were not so obvious. The test was easier for them because the students always had several options to choose from. Although there was a time limit for each expression, it was long enough to make correct decisions. The results show that the students improved their knowledge as they made fewer mistakes in Test 2 (at the end).

Student's code	Test 1 expressions	Test 1 mistakes	Test 2 expressions	Test 2 mistakes
A001	33	13	34	5
A002	34	5	32	2
A003	36	8	32	5
A004	35	10	36	7
A005	30	5	32	2
A006	34	11	33	8
A007	31	6	33	2
A008	34	8	36	3
A009	30	4	26	1
A010	34	8	37	4
A011	32	7	34	4
A012	33	9	27	2
A013	31	20	31	14
t-test	7,25296E-07			

Table 10: Computer tests Class 9.A

Student's code	Test 1 expressions	Test 1 mistakes	Test 2 expressions	Test 2 mistakes
C001	34	2	36	0
C002	30	6	36	4
C003	33	2	30	1
C004	34	21	39	15
C005	25	9	34	5
C006	32	8	32	2
C007	33	10	32	6
C008	26	4	30	3
C009	32	4	35	4
C010	35	11	35	4
C011	38	2	29	0
t-test	0,000595047			

Table 11: Computer tests Class 9.C

The student's pair t-test was used to find out whether there is a significant difference between the scores in the tests. To prove that, the p number should be

lower than 0.05 . In each table, there is a value of p highlighted in dark grey. In all cases, it is much smaller. In order to the aforementioned calculations, we can claim that there is a statistically important difference between the values. We have an extremely low probability that the data is random and extremely high confidence that the data is significantly different.

In Tables 12 and 13, the results from the computer tests are converted into percentages for better clarity. In the variance column, it is shown how much the students improved in the second test.

Student's code	Test 1 success rate	Test 2 success rate	Variance
A001	61 %	85 %	25 %
A002	85 %	94 %	8 %
A003	78 %	84 %	7 %
A004	71 %	81 %	9 %
A005	83 %	94 %	10 %
A006	68 %	76 %	8 %
A007	81 %	94 %	13 %
A008	76 %	92 %	15 %
A009	87 %	96 %	9 %
A010	76 %	89 %	13 %
A011	78 %	88 %	10 %
A012	73 %	93 %	20 %
A013	35 %	55 %	19 %

Table 12: Class 9.A results

Student's code	Test 1 success rate	Test 2 success rate	Variance
C001	94 %	100 %	6 %
C002	80 %	89 %	9 %
C003	94 %	97 %	3 %
C004	38 %	62 %	23 %
C005	64 %	85 %	21 %
C006	75 %	94 %	19 %
C007	70 %	81 %	12 %
C008	85 %	90 %	5 %
C009	88 %	89 %	1 %
C010	69 %	89 %	20 %
C011	95 %	100 %	5 %

Table 13: Class 9.C results

13.3 Research summary

At the beginning of the research the students were acquainted with the changes there were going to take place. Furthermore, it was decided that in case they liked the new methods, approaches, and techniques, the lessons would be performed in the same way onward.

The students made a progress throughout the research in communication, cooperation, efforts, and autonomy. Their performance in lessons improved in general. It is necessary to submit that there was no special preparation for the tests which is also evident from the description of the 12 lessons that took place between the tests. The lessons concentrated on the general revision with the implementation of the FACTs. However, the revision was not aimed at the specific exercises in order to achieve better results in the second tests. It was desired that the students started to be more motivated and engage themselves in the process of learning – not only in the lessons but also outside the school environment. From that point, it functioned well and proved that the time was not wasted or misused.

14. RECOMMENDATIONS

It is possible to suggest several recommendations with the respect to the studied literature and attainments from the research as it is written in the following paragraphs.

It is advised to move forward slowly. Smaller changes, especially in the beginning, are of greater value than the big ones that are not thought through thoroughly.

It is recommended to plan everything well for students' benefits. Let us remember that all changes must be integrated successively as they take time to settle and get used to. Teachers are the ones who help their students on their way to possess their learning and as a result to become autonomous. Additionally, let us bear in mind that students create their learning with the support of their teachers (William and Leah 2016, 192). Although it is a long way to go for students, given proper assistance, they have good prospects in their future lives.

As the techniques can be applied universally, their usage in the lessons can be changed or adapted. The ways, the FACTs were used in the lessons of Classes 9, may not be working in lower classes or with different groups of students. It is the teacher who knows his/her students well and can make the needed adjustments to achieve the best outcomes. It is also advisable to change the FACTs and methods to prevent boredom in lessons.

The teacher should not be discouraged by the early troubles that may appear. It may happen that techniques, methods, and strategies do not proceed as it is expected or desired. Students' reactions may feel dissuasive, too. The teacher should persist in his/her efforts which will prove worthwhile in the end. In general students' views can differ from the teachers' a lot. The teacher may think that the changes he/she has

made so far are radical and helpful, but the students may have opposite opinions. Therefore, some students will need more time to adjust than others.

15. DISCUSSION

The fact that the researcher worked as a full-time teacher at the particular school influenced the contents and topic of the diploma thesis, and also the formulation of the research questions. Moreover, the formative assessment was not implemented in the lessons so far. It offered a good opportunity to research the functionality and role of the formative assessment methods, strategies, and techniques in English lessons at the school.

It was ascertained that FACTs and methods chosen by the researcher and implemented into the lessons in Classes 9 were worthwhile for the researcher and students, too. The students started to be more interested and communicative in the lessons. They also found that peer-assessment had its advantages such as helping each other with explanations.

Although there was no special preparation for the tests, the students' results considerably improved. That can be attributed to more learning and effort not only in the lessons but also at home. At this point, a caveat can be raised against the mentioned claim – there might have been other factors that could have influenced the results, or the fact that the FACTs used were of no (or low) importance. However, in all lessons the emphasis was on working with the FACTs and methods to show the students the way for improvement and that their effort would pay off. Additionally, there was not enough time in the lessons such thorough revision to achieve such good results in tests. Without additional work at home, it would not work that well. Furthermore, it is obvious from the lessons that the researcher's role was decreased for the benefits of peer- and self-assessment.

During the research, there was the direction of further research thought through. Considering the fact there are 3 suggestions introduced as follows.

First, it would be interesting to find whether the same FACTs and methods could be applied in classes 6 to 8 as well. Or whether they should be changed or adjusted (and how much). According to the literature, the formative assessment and FACTs can be used across all years of studies (William and Leahy 2016, 8). Thereby, factors concerning students' ages and language abilities could be included and compared.

Secondly, we could apply the same experiment to 2 groups of students of the same age. In one group, the FACTs and strategies could be applied and in the second group, there would be no changes in lessons. How would the results change? Would there be big differences between the tested groups?

The last suggestion could be applied to a long-term experiment (at least half of the term). From my point of view, it would be the most valuable and interesting one. In Questionnaire 2 there were quite a lot of students who still regarded the teacher's assessment as the most helpful comparing to self- and peer-assessment. Suppose the experiment was performed for a longer period of time, this attitude could change for the benefit of the 'now' underscored type(s). Would the teacher's assessment become less important for the students and put aside?

CONCLUSION

The aim of the diploma thesis was to evaluate the role of formative assessment in lower-secondary English lessons, use of various tools, strategies, and methods, and verify their functionality in reality. In order to that, three research questions were formulated: (1) How do the students evaluate the implementation of formative assessment in English lessons? (2) Do formative assessment techniques chosen by the researcher promote the students' performance, understanding, and autonomy in English lessons? (3) Which techniques are considered more effective for the students from the researcher's point of view?

With the respect to the research questions, the aim of the thesis is considered to be fulfilled. The students' opinions about the formative assessment techniques, methods, and strategies were positive – they enjoyed the lessons more. Even the less communicative students started to participate as their worries (sometimes boredom or reluctance to cooperate) were moderated by the different approach. The FACTs chosen by the researcher were effective and considered successful by the students, too. Nevertheless, the researcher had an advantage at this point because she had known the students for a long time. In this respect, she was able to choose the FACTs that would suit both groups well.

The research acknowledged that the students would become more active, start communicating with each other (not only with the teacher) better, find new ways in learning from discussions and explanations from their peers. They would think more deeply about what they were learning and why – that the learning at school was connected with the outside world; the reality which all of us deal with every day.

All in all, it can be concluded that formative assessment is never too late to start with. It is recommended to use across all ages (William and Leahy 2016, 8).

Even the students at their last school year evaluated the whole research as beneficial for them. Moreover, they all agreed to carry on in the lessons the same way they had been set during the research and not to return to the previous approach.

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LIST OF ABBREVIATIONS

FACT – formative assessment classroom technique

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Appendix 1:

QUESTIONNAIRE 1 – FEEDBACK TO THE TEACHER: (vyberte jen 1 možnost)

1. Říká vám učitel(ka), co je cílem hodiny (týdne) – tedy to, co se budete učit?
nikdy – někdy – často – vždy
2. Ptá se učitelka na konci hodiny, co jste se naučili a proč jste se to učili?
nikdy – někdy – často – vždy
3. Při hodnocení své práce – dostanete od učitele komentář, který vám pomůže se zlepšit (chápete z něj, co se máte učit, aby to příště bylo lepší)?
nikdy – někdy – často – vždy
4. Dáváte zpětnou vazbu spolužákovi – máte možnost okomentovat jeho práci?
nikdy – někdy – často – vždy
5. Když pracujete ve dvojicích nebo skupinách – vysvětľujete si látku navzájem?
nikdy – někdy – často – vždy
6. Porovnáváte práce, abyste věděli, jak má vypadat dobře vypracovaný úkol?
nikdy – někdy – často – vždy
7. Probíráte správná řešení zadaných úkolů a důvody, proč tomu tak je ve skupinách nebo dvojicích – máte možnost si takto pomáhat mezi sebou?
nikdy – někdy – často – vždy
8. Probíráte správná řešení zadaných úkolů a důvody, proč tomu tak je s učitelem?
nikdy – někdy – často – vždy
9. Používáte některý z nástrojů sebehodnocení, abyste měli přehled o svém pokroku?
nikdy – někdy – často – vždy
10. Pokud jste v přechozí otázce odpověděli **někdy**, **často** nebo **vždy**, tak napište které:
.....

Appendix 2:

QUESTIONNAIRE 2:

1. Hodnocení technik (zakroužkuj pouze jedno číslo u každé techniky podle toho,

jak se ti líbila: 1 výborné hodnocení; 5 nejhorší hodnocení):

- a. brainstorming 1 – 2 – 3 – 4 – 5
- b. diskuse (discussions) 1 – 2 – 3 – 4 – 5
- c. propustky (exit slips) 1 – 2 – 3 – 4 – 5
- d. tvorba správných a nesprávných příkladů k tématu (examples and non-examples) 1 – 2 – 3 – 4 – 5
- e. přemýšlej nad odpovědí – udělej s někým dvojici – poděl se o své myšlenky (think – pair – share) 1 – 2 – 3 – 4 – 5
- f. červené – žluté – zelené karty (red – yellow – green cards) 1 – 2 – 3 – 4 – 5
- g. tři pravdy a jedny lež (three facts and a fib) 1 – 2 – 3 – 4 – 5
- h. nejsložitější část (the trickiest point) 1 – 2 – 3 – 4 – 5
- i. náhodné vyvolávání (random name picking) 1 – 2 – 3 – 4 – 5

2. Jaké hodnocení považuji pro sebe jako nejvíce prospěšné? (zakroužkuj 1 možnost)

- a. sebehodnocení
- b. hodnocení od spolužáků
- c. hodnocení od učitele

Důvod:

3. Jaké hodnocení považuji pro sebe jako nejméně prospěšné? (zakroužkuj 1 možnost)

- a. sebehodnocení
- b. hodnocení od spolužáků
- c. hodnocení od učitele

Důvod:

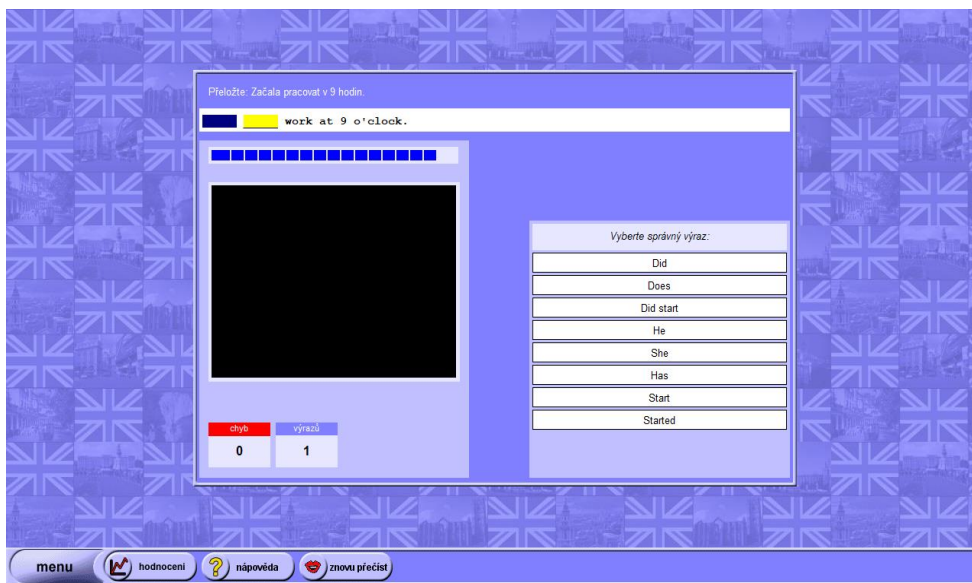
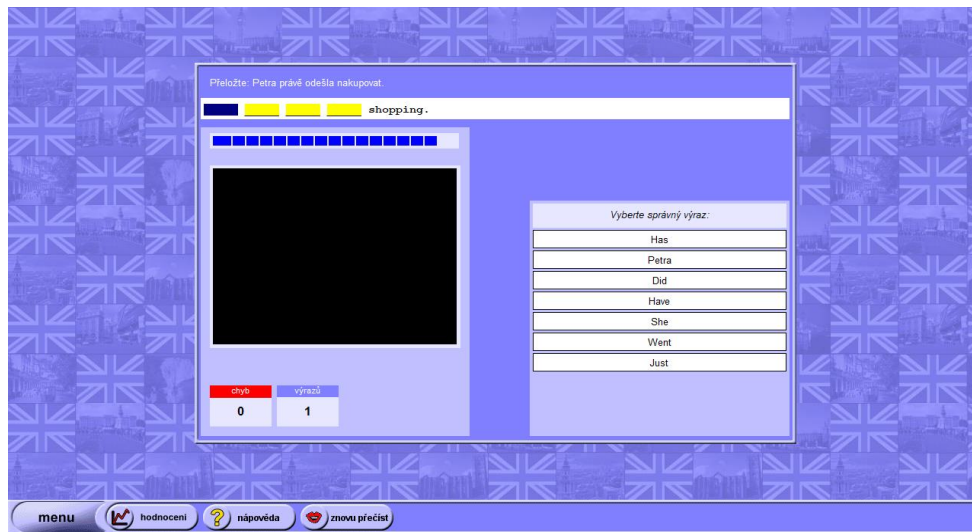
4. Více se mi líbí původní hodnocení, protože: (můžeš vybrat více možností)

- a. jsem na toto hodnocení zvyklý
- b. vím, v čem chybuji
- c. vím, co mi jde dobře
- d. vím, v čem se mám zlepšit
- e. motivuje mě, abych se více snažil
- f. mohu se na něm podílet
- g. jiný názor:

5. Více se mi líbí nové hodnocení, protože: (můžeš vybrat více možností)

- a. rychle jsem si na toto hodnocení zvykl
- b. vím, v čem chybuji
- c. vím, co mi jde dobře
- d. vím, v čem se mám zlepšit
- e. motivuje mě, abych se více snažil
- f. mohu se na něm podílet
- g. jiný názor:

Appendix 3: Terasoft 5 thumbnails.



Appendix 4: Written test

Exercises taken from:

Oxford University Press. 2016. "*Project 3, 4th edition tests*". Accessed from http://oup.com/elt/project_tests. Unit test 6, exercise 2.

Hutchinson, Tom and James Gault. 2008. *Project: teacher's book 3*. 3rd ed. Oxford: Oxford University Press. Oxford English, p. 136/2; 142/3, 4; 146/1, 2.

1. Read the text and complete the sentences:

High Street Help

What do you do when you wake up and you don't feel well? You've got a sore throat and a headache. You feel sick and you can't go to school. Well, you don't always have to go to the doctor for help. First, you should visit your local chemist. You can go to them and ask for advice. Chemists will listen to you and suggest what pain killers or medicine you should take. They can tell you if you should stay at home or if you should see a doctor. They sell all kinds of painkillers and medicine so they should have something that you need.

Chemists don't only sell medicines. They also sell products such as shampoo, soap and perfume. They sometimes have a notice board on the wall where you can read notices about local exercise classes and clubs. We all know that we should eat healthy food and that we should exercise regularly, but we don't always do it!

Most chemists are open from Monday to Saturday from nine in the morning until 5.30 in the afternoon. They sometimes close for lunch from one until two, and in small towns they often close for one afternoon a week. But there's always a chemist open in your area. Phone 098 558723 to find out which chemist in your area is open in the evening and on Sunday. Or you can look at the list in your chemist's shop window.

Chemists are qualified professionals. They can give you professional advice and save you a trip to the doctor. However, they aren't doctors and if a baby is ill, or you have a serious health problem, you must call your doctor immediately.

- a. They can tell you if you should
- b. Chemists sell medicines and other things like.....
- c. Some chemists have notices about
- d. After 5.30 in the afternoon, most chemists are.....
- e. Sometimes chemists close for one.....
- f. If you need a chemist on Sunday, look
- g. You must see a doctor if your health.....

2. Write the short answers to these questions:

- a. Have you ever caught a fish? No,.....
- b. Should we eat more vegetables? Yes,
- c. Do the students have to do their homework? Yes,.....
- d. Must we sing this song? Yes,
- e. Must we watch this film? No,
- f. Has Miss White marked our test yet? Yes,

3. Complete the sentences with the correct form of the verbs in brackets.

Today Victor (be) very excited. He (not be) on television before, but later today his family and his friends (see) him on TV in their own homes. His invitation (come) last week and he (look) at it right now. It (lie) on the desk in front of him. How (get) this invitation? Two months ago he (watch) a children's TV show when he (hear) the announcer talk about a competition. The TV show (want) children to send a letter saying why they would like to meet Bob Geldof. Victor (write) them a letter saying he likes Bob because he (do) so many things for children in Africa. He (not think) he would win, so when the invitation (drop) through his letter box, he (cry) with happiness.

4. Make sentences and questions with these words:

- a. won – my – just – sister – has – a competition.....
- b. never – have – we – visited – Madame Tussauds.....
- c. run – a marathon – ever – you – have?.....
- d. before – DVD – that – haven't – seen – they
- e. countries – visited – you – have – which?.....

5. Correct the verbs in the sentences:

- a. I have to make karate on Fridays.....
- b. She beat the tennis match against her friend.
- c. I went to the cinema to look a film last night.
- d. We're going to do football tomorrow.....
- e. It is really stupid to walk cigarettes.

6. A detective is asking a witness questions. Write the questions.

- a. We were walking in the park.
- b. I saw a man with a gun.
- c. A dark coat and a big hat.
- d. He ran into the café.
- e. He was tall and fat.

Appendix 5: Sentences for the revision of the present perfect tense prepared by the teacher (Lesson 1).

1. He is often sad.
2. He has known her since she moved here from Prague.
3. Did you meet her sister at the wedding?
4. They don't often visit their great grandparents.
5. I'm not hungry. I've just eaten a cucumber sandwich.
6. His brother has looked much older since the operation last year.
7. He plays the violin very well.
8. Judy has lost her keys. She can't find them anywhere.
9. Does he need it?
10. Where did he find his umbrella? – At the supermarket.
11. We read the instructions, but we didn't understand anything.
12. His parents haven't had much free time recently.
13. Have you spent all your money on that dress?
14. Sarah could read and write when she was five.
15. My sister has never received such a beautiful birthday present.
16. We met a lot of interesting people in Italy in summer.
17. I have always liked his hairstyle.
18. My classmates always do their homework at home.
19. Our niece didn't go shopping with us at the weekend.
20. They never travel in autumn because of the bad weather.

Appendix 6: Stunt doubles (Lesson 2)

The text is taken from Project 4: student's book, 4th edition, Hutchinson et al., 2014, p. 20.

STUNT DOUBLES

- 4 six stunts that Angela Meryl has done
- 5 the most expensive stunt ever
- 6 two injuries



Have you ever done anything really dangerous? Have you fallen off a bridge? Have you walked through a fire? Rick English and Angela Meryl have. You've probably never heard of Rick or Angela, but you've seen them when you've watched a film at the cinema or on a DVD. They've been in a lot of famous films, including *Kill Bill*, *Pirates of the Caribbean*, *Casino Royale* and the Harry Potter films. You haven't heard of them, because they're stunt doubles. Most film stars don't want to do dangerous things in films, so stunt doubles do them. Rick and Angela have been stunt doubles for some of the biggest movie stars.

They've done a lot of very dangerous stunts. Rick has driven cars through walls and into rivers. Angela has fallen off bridges, high buildings and motorbikes. She's also fallen out of windows and cars. Stunts look good in films, but they can be very dangerous. In 2002, Angela

fell through a glass table in the film *Kill Bill*. The glass cut her hand very badly and she ended up in hospital.

Probably the most dangerous stunt ever was in the film *Cliffhanger*. The stuntman, Simon Crane, climbed from one aeroplane to another, while they were flying at nearly five thousand metres. That was also the most expensive stunt ever. Simon got a million dollars for it.

'Danger is part of our life,' says stuntman Frank Street. 'A lot of stunt doubles have died and most of them have been in hospital several times. In fact, I've just come out of hospital myself. I broke my arm when I jumped out of a helicopter last week.' Because stunts are so dangerous and expensive, film directors have started to use CGI (Computer Generated Imagery) instead. It's safer and cheaper. So, in the future, there probably won't be any stunt doubles.

Appendix 7: Exercises for Lesson 3

The exercise is taken from:

Soars, Liz and John Soars. 2000. *New headway English course: student's book*.

Oxford: Oxford University Press, p. 108/1.

Listen to Ryan talking about his life. Tick the things he has done.

	Ryan	Student
1. live in a foreign country
2. work for a big company
3. stay in an expensive hotel
4. fly in a jumbo jet
5. cook a meal for 10 or more people
6. meet a famous person
7. see a play by Shakespeare
8. drive a tractor
9. be to hospital
10. win a competition

Appendix 8: Sentences for the revision of present, past and present perfect

tenses (Lesson 4) – prepared by the teacher.

1. Bydlí tady celý svůj život. (oni)
2. Na své zahradě pěstují hodně zeleniny.
3. Jejich rodiče v létě navštívili mnoho hradů.
4. Ještě jsem to nezkusil.
5. Odjel do Londýna.
6. Jane včera nevolala do banky.
7. Moji kamarádi se s tebou nechtějí setkat.
8. Ještě jsem nečetl jeho knihu.
9. Náš školní rok nezačíná v srpnu, ale v září.
10. Don přijel v 10 hodin.
11. Její rodiče jsou spolu 30 let.
12. Její balíček přišel v pátek.
13. O víkendu vždycky jezdíme na chatu.
14. Kdy jste ráno vstávali?
15. Tento film jsem ještě neviděl.
16. Už jsem ten dort upekl.
17. Na tom večírku jsme neviděli Petra. Nebyl tam.
18. Jsou deštné pralesy důležité pro naše klima?
19. Obchod otvírá v 9 hodin.
20. Zrovna jsem našel tvé klíče.

Appendix 9: Verb expressions for dialogues (Lesson 7) – prepared by the

teacher.

- | | |
|--------------------------|------------------------------------|
| 1. wake up | 1. make a meal |
| 2. oversleep | 2. have a rest |
| 3. how often – oversleep | 3. when – come home from school |
| 4. put on glasses | 4. dry the dishes |
| 5. how – go to school | 5. have a bath |
| 6. take a taxi | 6. wash your hair |
| 7. do housechores | 7. have dreams when you sleep |
| 8. play outside | 8. when – go to bed |
| 9. what – for breakfast | 9. dust the furniture in your room |
| 10. when – go for lunch | 10. how often – clean your room |

- | | |
|----------------------------------|---------------------------------------|
| 1. have a sleep in the afternoon | 1. have a nap in the afternoon |
| 2. go for a walk | 2. wash the dishes |
| 3. when – have a shower | 3. when – take a shower |
| 4. eat your lunch at home | 4. set the alarm clock in the evening |
| 5. sweep the floor | 5. go to sleep |
| 6. how often – water the plants | 6. clean up |
| 7. iron your clothes | 7. make your bed in the morning |
| 8. change the sheets | 8. toast bread in the morning |
| 9. get up early | 9. when – load the dishwasher |
| 10. go fishing | 10. go mushrooming |

Appendix 10: Fame (Lessons 8 and 11)

The text is taken from Project 4: student's book, 4th edition, Hutchinson et al., 2014, p. 24.

- 2 What does he like about being famous?
- 3 What doesn't he like?
- 4 What does he do now?
- 5 What does he want to do in the future?

Fame



Three years ago, Mason Macdonald was a successful contestant on the *Desert Island* reality TV show. Millions of people watched him and the other seven contestants as they tried to survive on the famous island for six weeks.

Before he went to the island, good-looking Mason was a teacher in a school in Manchester. He shared a flat with two friends. However, in the last three years, his life has changed a lot.

'At first, it was really exciting,' he says. 'I did a lot of interviews for newspapers and celebrity magazines. Whenever I opened a newspaper, I saw my picture. People recognized me in the street and I signed a lot of autographs. I went to a lot of parties and had a fantastic holiday in Australia, too.'

It was great. I really enjoyed all the fame and the excitement, but there were difficulties, too. After a while, photographers started to follow me and my girlfriend everywhere. One Sunday morning, someone knocked on my door. It was quite early and I was still

in bed. I opened the door in my pyjamas and there was a photographer there. I was very angry, so I grabbed his camera and threw it across the street. Well, he called the police and then the newspapers were full of the story. 'Police arrest *Desert Island* Mason.' It wasn't true. The police didn't arrest me. They just asked some questions and I paid for a new camera. That's the danger when you're famous. You lose a lot of your freedom.'

After that, things became quieter, but Mason didn't want to go back to his life in Manchester. He's lived in London for two years now and has worked as a DJ for a radio station for over a year. He's still famous, but photographers haven't followed him for a long time. 'I've been very lucky,' he says. 'And I've really enjoyed my success.' What about the future? 'Well, my girlfriend and I are getting married in three months. I'm very happy about that. As for a job, I've enjoyed being a DJ, but in the future, I'd really like to be a game show host on TV and write a book, too.'

Appendix 11: The necklace (Lesson 10)

The text is taken from Project 4: student's book, 4th edition, Hutchinson et al.,

2014, p. 83.

The Necklace

Mathilde Loisel lived in Paris. Her husband was a clerk at the Ministry of Education. They weren't poor. They had a nice flat and one servant, but Mathilde dreamed of a better life full of silk dresses and gold jewellery, parties and rich, famous people.

One evening when her husband came home, he looked very happy. 'I've got something for you,' he said. 'It's an invitation to a party with the Minister of Education.'

Mathilde started to cry. 'What's wrong?' said her husband. 'You want to go, don't you?'

'Of course,' she said. 'But I haven't got anything to wear to a party like that, have I?'

'How much will you need for a new dress?' asked her husband.

'Four hundred francs,' she said. It was a lot of money, but her husband agreed.

A few days later, however, Mathilde was unhappy again. 'I haven't got any jewellery to wear with my dress,' she said.

'Why don't you ask your friend, Madame Forestier? She'll lend you something, won't she?' said her husband.

Jeanne Forestier was Mathilde's old schoolfriend, and she was very rich. So Mathilde borrowed a beautiful diamond necklace from her.



What a party! Mathilde was the most beautiful woman there. All the men wanted to dance with her. It was the happiest night of her life.

At four o'clock in the morning, they took a taxi home. When they arrived, Mathilde stood in front of the mirror and took off her coat. She froze in horror. 'The necklace,' she cried. 'It's gone!'

'Perhaps you lost it in the taxi,' said her husband. 'I'll go and look for it.'

He came back at seven o'clock.

'Have you found it?' asked his wife.

'No, I haven't,' he replied. 'What can we do?' said Mathilde. 'I can't tell Madame Forestier that I've lost it, can I?'

'We must buy another one,' said her husband.

They went to all the jewellery shops and finally found a similar necklace. 'But it costs thirty-six thousand francs!' said Mathilde.

'My father left me eighteen thousand francs when he died,' said her husband. 'We must borrow the rest.'

They borrowed from banks, from money-lenders, from friends and relatives, and they bought the necklace.

After that, everything changed for the Loisels.

They moved to a small room. There was no servant now. Mathilde did all the housework. Her husband worked every evening and at weekends. They didn't buy any new clothes and ate only poor food.

After ten long, hard years they finally paid back all the money, but Mathilde wasn't young and pretty any more. She looked old and thin. Her hands were red and rough.

One Sunday afternoon, she saw Madame Forestier in the park. She still looked young and beautiful.

'Good afternoon, Jeanne,' said Mathilde.

'I'm sorry,' said Madame Forestier. 'I don't know you, do I?'

'Yes, it's me, Mathilde.'

'Oh, my dear, what has happened to you?' said her friend. 'You've changed so much.'

'Yes, life has been very difficult for the last ten years,' said Mathilde and she told her the whole story. At the end, she said proudly: 'I can tell you everything now, because we've paid back all the money.'

'But my poor Mathilde,' said her friend. 'My diamonds weren't real. The necklace was worth no more than five hundred francs!'

3 How does Mathilde look in each picture? Why?

g Mathilde has a wonderful time at the party.
 h Mr Loisel tries to find the necklace.

Appendix 12: Board games (Lesson 12)

Taken from:

<https://en.islcollective.com/english-esl-worksheets/grammar/present-perfect-or-past-simple-tense/present-perfect-vs-past-simple-game/62402>

<https://en.islcollective.com/english-esl-worksheets/grammar/present-perfect-or-past-simple-tense/have-you-ever-speaking-cards/82747>

PRESENT PERFECT VS. PAST SIMPLE GAME

Take it in turns to roll the dice and move your pieces. Use the words in the square you landed on to make a sentence.

START	33 I/feet/ the cat/ already.	32 you/walk/ the dog/yet?	31 you/ever/ write/a/poem?	30 GO TO SQUARE 23
25 They/be/married for/2 years Now they are divorced	26 She/not prepare/yet/ anything/for the party	27 GO TO SQUARE 19	28 Uncle Ben/get/himself/a new motorbike/a few weeks ago.	29 GO TO FINISH
24 Grandpa/yet/ take/his pills?	23 GO TO SQUARE 28	22 She/have lunch/ already.	21 I/see/the latest movie/by Polanski/last weekend.	20 What year/ you/ leave school?
15 She/ever/drive/ a Ferrari before?	16 I/make the biggest mistake of my life/just.	17 She/visit Paris/three times so far.	18 GO TO SQUIRE 11	19 He/yet/get back home?
14 They/know/each other/since/they be children	13 GO TO SQUARE 17	12 Jack and Jill/ go to Spain / on their honeymoon.	11 How long/you be/married/to Mike?	10 Jack/buy a new car /last week.
5 She/live in London/ for 10/years. Then she moved to Scotland.	6 I/never/eat/ seafood before.	7 GO BACK TO START	8 I cut/my finger. It's bleeding!	9 It's the first time/she ever/ride a bike.
4 Jack/already/go to bed.	3 You/finish/yet/ the report?	2 She /the floor/ clean /just	1 I live/in Aberdeen all my life.	FINISH

HAVE YOU EVER...?

Have you ever been abroad? Which countries have you visited?



Have you ever travelled by airplane? Where did you go?



Have you ever eaten Chinese food? What other international food have you tried?



Have you ever met anyone famous? Who did you meet?



Have you ever had a pet? What kind of pet did you have?



Have you ever been on a beach holiday? Where were you?



Have you ever been on a concert? Whose concert was it?



Have you ever won anything? What was it?



Have you ever been to another continent? Which continent was it? Which continent would you like to see?



Have you ever cried because of a film? Which film made you cry?



Have you ever been camping? Did you enjoy it?



Have you ever bought anything from the Internet? What was it?



Have you ever ridden a horse? Did you enjoy it?



Have you ever had a broken bone? What happened?



Have you ever been late for school? Why were you late?



Have you ever tried an extreme sport? What was it? Was it scary?

