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Hodnocení a testování v anglickém jazyce

Diplomová práce

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Cílem diplomové práce je analyzovat třídění a hodnocení testů v anglickém jazyce. Práce se především zaměří na způsoby testování na základních školách. První část práce je teoretická a nastiňuje typy testování, druhy hodnocení a celkové složení testovacích úloh. Druhá část je praktická a zaměřuje se především na zpracování vytvořeného dotazníku jak pro žáky, tak i pro učitele. Výzkum bude vycházet z analýzy dotazníkového šetření.

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala pod vedením vedoucího diplomové práce samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne

Prohlášení

Prohlašuji, že diplomová práce je uložena v souladu s rektorským výnosem č. 13/2017 (Řád pro nakládání se školními a některými jinými autorskými díly na UHK).

Poděkování

Anotace

ŽEMLIČKOVÁ, Adéla. *Hodnocení a testování v anglickém jazyce.* Hradec Králové, Pedagogická fakulta Univerzity Hradec Králové, 2019. 84 stran. Diplomová práce.

Cílem diplomové práce je analyzovat třídění a hodnocení testů v anglickém jazyce. Práce se především zaměří na způsoby testování na základních školách. První část práce je teoretická a nastiňuje typy testování, druhy hodnocení a celkové složení testovacích úloh. Druhá část je praktická a zaměřuje se především na zpracování vytvořeného dotazníku jak pro žáky, tak i pro učitele. Výzkum bude vycházet z analýzy dotazníkového šetření.

Klíčová slova: hodnocení, testování, anglický jazyk, výuka, vzdělání

Annotation

ŽEMLIČKOVÁ, Adéla. *Evaluation and Testing in ELT.* Hradec Králové, University of Hradec Králové, Faculty of Education, 2019. 84 pages. Diploma Thesis.

The aim of this diploma thesis is to analyse sorting and evaluation of tests in English language teaching. The thesis mainly focuses on the ways of testing in primary schools. The first part of the thesis outlines types of testing, evaluative ways and overall structure of English tests. The second part is practical and analyses the collected data from teachers and pupils. It also includes a research, executed via questionnaires.

Key words: evaluation, testing, English language, teaching, education

Content

Introduction

The popularity of foreign languages, especially English, grows in the Czech Republic every year. Although the situation in education has got better during the past thirty years, it is necessary to improve English Language Teaching (ELT) constantly. Nowadays, the English language is used widely spread in every sphere of life such as media, relations, science, education and environment, where new and new English words occur. The influence of English language means that people have been facing English words since the very young age more than they ever had. Therefore, the innovations and improvements in education should be discussed by all participants of the learning process, mainly by teachers.

Nobody doubts that the teacher profession is very challenging. Teachers' behaviour and decisions are closely observed by pupils, their parents, colleagues, superiors and, moreover, by the public. All these learning process participants imagine a teacher as a fair and objective person. However, is fairness in teaching possible at all? What does a teacher need to know to be in fact objective? What are the consequences of an evaluation for the whole teaching process?

Any evaluation in teaching influences the quality of the educational process significantly. A teacher is not only able to assess the success of teaching, but also to plan other learning objectives and the means of their fulfilment, particularly a content of teaching, a choice of methods and organizational forms. Pupils provide important information about their own learning process. It is essential to motivate pupils to learn and to participate in the pupils' self-concept to influence their aspirations.

This thesis presents the evaluation and testing in ELT in Czech primary schools. The work aims at teachers and their roles as controllers, assessors, organizers, participants and tutors when evaluating and testing pupils. In other words, how exactly teachers test their pupils during English lessons and which evaluative ways they prefer. The author also examines whether teachers' preferences correspond with the pupils' ones. The thesis is divided into two main parts: the theoretical part and the practical part.

The theoretical part is further divided into two chapters. The first one is more general and describes the term *evaluation* and its history. Later, the author focuses on the evaluation connected with learning process, ELT, purposes, functions, language and types of evaluation. This chapter also offers an insight into an evaluative project in the Czech Republic. The second chapter specifies and deals with the ways of *testing* pupils in the class,

offers modern types of tests for teachers with examples of their utilization in ELT and presents the disadvantages of testing pupils in front of a class and outlines the most common way of evaluating pupils in Czech schools - *grading*. As evaluation and testing are closely connected terms, the topics penetrate into both theoretical part's chapters.

The practical part introduces the research project executed by pupils and teachers from three primary schools in Hradec Králové region. It consists of the profiles of the schools with author's focus on the ELT, the description of a project, the graphical depictions and interpretation of the obtained data from the questionnaires completed by pupils and teachers. It also includes questionnaires distributed to both pupils and teachers at the beginning of the research.

The main aim of the thesis is to analyse sorting and evaluation of tests in English language teaching. Moreover, the author focuses on the teachers' and pupils' satisfaction with current evaluative way in their schools as well as on the prevailing ways of evaluation pupils' performances.

For the means of political correctness of this thesis, the words *pupil* and *teacher* will be further represented by the personal pronouns *he* in one case and *she* in the other to avoid any offence from either males or females. The titles of the used sources as well as quotations are written in italics in this thesis.

1 Evaluation

The theoretical part of this thesis mainly deals with the terms testing, evaluation and other closely connected terms. Evaluation and testing play integral roles during our whole lives. We can even say that we somehow evaluate everything every time and everywhere – activities, people, things, situations, etc. The term was derived from the verb *to evaluate* that has its origin in Italian word *valere* meaning being strong, have validity or to appreciate. *The Online Cambridge Dictionary* describes the term *to evaluate* as *"to judge or calculate the quality, importance, amount, or value of something"* (CAMBRIDGE 2019, [online]).

The noun *evaluation* refers to two definitions. First one describes the evaluation as *"the process of judging something's quality, importance, or value, or a report that includes this information"* and the second one is highly connected with IT and refers to *"the action of trying of new computer system or program in order to decide whether to buy it"* (CAMBRIDGE 2019, [online]). Other source, Michael Scriven's *Evaluation Thesaurus* (1991) defines evaluation as *"process of determining the merit, worth and value of things, and evaluations are products of that process."* Furthermore, evaluation is seen as key analytical process in all intellectual and practical disciplines, which helps us to avoid eventual dead-ends (Scriven 1991, p.1). Even though, there is not any mention of evaluation as a term connected with education in Cambridge Dictionary, the author of this thesis will primarily focus on evaluation in schools, especially on ELT (English Language Teaching) in Czech primary schools.

1.1 History of evaluation

Scriven in *Evaluation Thesaurus* (1991, p. 3) believes that evaluation is a new discipline, however, an ancient practice. The stone-chippers, the earliest craft workers of which we have a record, left the record of improving quality of materials by signatures in stone across the millennia. *"There is no craft without evaluation, and in some crafts the evaluation activity has reached considerable heights".* The author proves this idea by mentioning Japanese sword-making and Egyptian empires as the systematic practices of personnel and program evaluation. *"But evaluation is not home-based in the instinct of judges, instructors or training manuals-or even in education as a whole, where every one of us leaves our most extensive evaluation trails".*

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1.2 Definition of Evaluation in Pedagogical Literature

Evaluation is a term we come across with in schools every day. However, many authors agree with the idea that evaluation is not only connected with education but also with other spheres of our lives. According to Page's *International Dictionary of Evaluation*, the term evaluation means *"value judgement"* on an observation, performance test or any data whether directly measured or inferred. Educational evaluation is therefore used for the educational objectives judgement as well as for the explaining how a pupil has achieved the stated objectives in the learning process (Page 1980, p. 62).

Kolář and Šikulová named 1st chapter in their book *Hodnocení žáků* (Kolář and Šikulová 2009, p.10-11) *Evaluation as an organic part of every human activity.* In this chapter, authors describe the process of every evaluation. First of all, we need some wish, wish, idea or need that later formulates our aim. Second step is being able to realize the perfect conditions, in which we would be able to realize our goal. Conditions are divided into external – relations we link to other individuals or groups, our/their behaviour, the results of human work, and internal – our knowledge, skills, emotions and motivation. Other step leads to planning our goals followed by realization and finished by analysis. Evaluation plays major role in this analysis which fulfil needs and leads to a self-realization. Kolář and Šikulová furthermore believe that even though most people try to avoid it, evaluation always has a subjective context due to a connection with our personal values based on person's benefits, experience and beliefs. Simply said, there is always a personal subjective point of view in every evaluation we make.

Průcha, on the other hand, assumes that evaluation, especially pedagogical evaluation, is not just a process but it includes a set of many aspects that are inseparable. The characteristics below describes the pedagogical evaluation as a complex and qualitative versatile phenomenon. According to Průcha (Průcha 1996, p. 10-11 - my translation), evaluation consists of:

1. Theoretical approach – educational processes, their programs and functions, educational results and institutions
2. Methodology – a set of instruments (methods and techniques) that allow to carry out the approach
3. Process – all activities organized by institutions that analyses the educational reality

4. Educational practice and experience – on different levels from evaluation the individuals to evaluation compared to national educational system

5. Different types of utilization – scientific, experimental and practical purposes

International Dictionary of Education defines evaluation as *"classification of collected data taken from observation, test-measuring or otherwise"* (Page 1980, p. 72). Being able to describe the term pedagogical evaluation, we also have to take into consideration Slavík's definition in *Hodnocení v současné škole* who explains the term evaluation as a subjective and intellectually highly demanding skill that permits everybody to be able to distinguish between important and unimportant. Moreover, evaluation is closely connected to our values and our ability to revel, raise, confirm or infirm them (Slavík 1999, p. 22).

Rea-Dickins and Germain mention in the chapter *What is Evaluation?* (part of their publication *Evaluation*, Rea-Dickins and Germaine 1993, p.3) that we should not interchange the words testing and evaluation. According to them, however, testing is only a small component of the whole evaluative process.

Průcha in *Pedagogický slovník* mentions Michael Scriven's article *Evaluation as a Discipline* in the magazine *Studies in Educational evaluations*, which is focused on formulating general theory of pedagogical evaluation seen as a superior discipline above all specific evaluative domains. According to Scriven, it consists of these fields: program evaluation, personnel evaluation, performance evaluation, product evaluation, proposal evaluation, policy evaluation and metaevaluation, which is in other words an evaluation of the evaluation (Scriven in Průcha 1995, p. 22-23). Since this classification is very general and wide, it was necessary to formulate more comprehensive determination and division based on subject matter perspective. Following Scriven's classification, Průcha separates pedagogical evaluation creating a subject matter field to:

1.   Needs assessment – monitoring and interpretation of individual or group's educational needs

2.   Program evaluation – educational projects, plans and programs including goals and content

3.   Textbook evaluation – evaluation of learning materials, a sophisticated sphere focused on analysis and disinterested measurable text parameters and other didactic materials

4.   Educational process evaluation – findings and interpretation of characteristic process and conditions in scholastic environment

5.   Evaluation of learning environments – evaluation of a particular physical situation in a circumstantial psychosocial climate

6.   Evaluation of educational achievements – the main and mostly elaborated section that includes evaluation via educational standards and evaluation of attainment targets

7.   Evaluation of effects – targeted at long-term consequences of educational processes that are difficult to measure or identify

8.   Evaluation of school effectiveness - evaluation of institutions' quality and effectiveness

9.   Evaluation based on education indicators – the evaluation of educational system throughout the world and their comparison based on agreed quantitative indicators created by special international organisations such as OECD and UNESCO

10.   Research evaluation – the evaluation of education itself, kind of self-reflection measured by scientometric techniques

To summarize this subchapter, pedagogical evaluation from the point of view of a subject matter (fields of pedagogical reality) is a broader sphere than assessing pupil's results or school performances.

1.3 Evaluation in ELT

As it was already mentioned, evaluation occurs at all spheres of our lives as well as in ELT. To be able to describe evaluation in ELT, the author will focus more on English and foreign sources. As the title predicts, evaluation in ELT aims closely at measuring in the process of teaching and learning. Many encyclopaedias and magazines concerning evaluation in ELT occurs nowadays. In United States, *The International Encyclopedia of Educational Evaluation,* the most extensive summary about pedagogical evaluation, is being published since 1990. This encyclopaedia substituted the older one: *Educational Research, Methodology, and Measurement* from 1988. *The Routledge Encyclopaedia of Language Teaching and Learning* defines evaluation as *"investigation of merit and worth, the first being measured against professional standards and the second against institutional and societal needs."* Byram also describes 10 dimensions essential for evaluation: purposes for evaluation, audience of an evaluation, evaluators themselves, evaluative approaches, objects

of evaluation, kinds of selected evaluative information, methods of data collection and criteria for judging (Byram 2004, p. 206).

Along with encyclopaedias, various magazines specialized on evaluation are being published too. The magazines *Educational Research* and *Evaluation and Studies in Educational Evaluation* are proper examples of a wild range of magazines. The European Educational Research Association (EERA) issues the first magazine mentioned in Netherlands 4 times a year. The magazine deals with articles about theoretical and empirical characters from the whole pedagogical reality evaluative spheres. The second one, edited by an expert A. Lewy, studies basic scientific criteria for pedagogical education.

From the very beginning of education, evaluation itself has played a major role in the whole pedagogical system. Not only it has provided teachers information about their past teaching, but also it has helped them with the future teaching when preparing lesson plans, activities, exercises and tests for their pupils, considered as the core components of evaluative process. The process of evaluation is further depicted in detail in the picture 1. In Rea-Dickins and Germain publication *Evaluation* (Rea-Dickins and Germaine 1993, p. 11), the process of evaluation is described as an essential tool in development of language teaching and reading highly connected with innovation, management and context. Moreover, the authors aim at various aspects of evaluation such as methodology, learning processes, performance of pupils, feedback on oral mistakes, materials, syllabus and last but not least self-evaluation. All of these aspects lead to an efficient and high-quality teaching and learning. What is important to underline and remember, according to the authors is that *"teachers should emphasize the need to evaluate what is actually happening in the classroom, as opposed to examining what teachers think is happening."* In their words, evaluation should precisely describe what actually occurs in the classroom during teaching and learning. Teachers are bound to be able to analyse and interpret the situation truthfully. According to Rea-Dickins and Germaine, *"the implications of evaluation in an educational setting are potentially far more powerful than those we make in informal social settings. It becomes crucial that careful thought is given to make explicit what it is we are evaluating, and the criteria by which we judge whether something is 'very good', 'adequate', or 'inadequate' must be clearly identified"* (Rea-Dickins and Germaine 1993, p. 4).
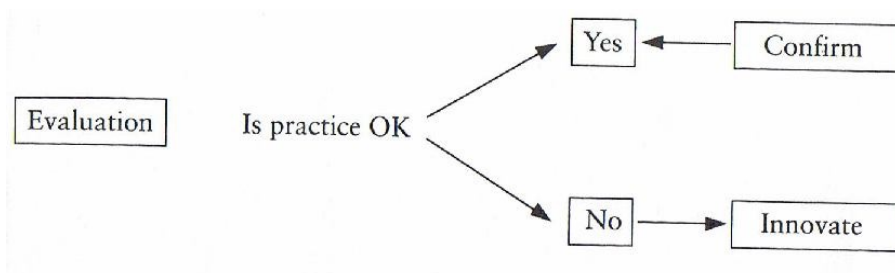
Picture 1: Reasons for Evaluation Source: REA-DICKINS Pauline, GERMAINE Kevin, P. *Evaluation.* Oxford, OUP, 1993, p. 10)

1.4 Evaluative Purposes

The educational purpose of evaluation is to make judgements about the educational quality, performances of workers and proficiency of pupils' competencies. The main goal should not be only focused on description of an evaluative process but mainly conducted to answers on question such as: How good the performance is? Is teachers' / pupils' work good enough? Have teachers/pupils prepared sufficiently? Being able to answer to those questions, the evaluators must take into consideration what kind of information is required and how it should be gathered and analysed.

The opinions on the number of evaluative purposes differ from one author to another. In general point of evaluative view, Unite for Sight web page determines even three purposes why evaluation is conducted - adequacy, plausibility and probability. *"An adequacy assessment is conducted if evaluators are only interested in whether or not the goals, were met."* For example, if a teacher tries to reduce the number of mistakes in one final test, the adequacy assessment will show whether the goal was reached or not. The second purpose – plausibility deals with attaining expected goals and improvements in targets and identifies changes with the use of experimental control group. The last reason for evaluation is assessing the probability. The probability, same as adequacy and plausibility, deals with reaching the goals. However, unlike two previous assessment, *"probability assessments use the randomized control trials to determine the true effect of the program activities on the indicators of interest."* This type of assessment should be used only in unavoidable cases due to the high time consumption and expensiveness (UNITE FOR SIGHT 2015, [online]).

According to Vališová in *Pedagogika pro učitele*, the term evaluation is the expression of the pupils' learning outcomes and the learning outcomes in relation to the intended goal. The evaluation fully corresponds with the overall character of teaching, reflects the type of goals and, in particular, social relations in teaching. The evaluation

focuses not only on the pupils' current development but also on the level of her knowledge at the same time (Vališová 2011, p. 249 - my translation).

The Rea-Dickins and Germaine mention two main evaluative and educational purposes. The first one is used as a feedback about both recent and long-term classroom practice. Moreover, it can also confirm and explain existing teachers' technique validity applied during teaching. The second reason for evaluation is described as obtaining information about what is going on in the classroom and as the possibility for potential changes and upgrades. In other words, through evaluation, we can identify the required need for a change and it might help to create a plan for improvement (Rea-Dickins and Germaine 1993, p. 8 and 20).

Some sources, as for example, *My Environmental Education Evaluation Resource Assistant* (MEERA) web, stress that evaluation can improve all program designs and implementations and also demonstrate program impacts leading to a successful and progressive education (MEERA 2015, [online]). *The Joint Committee on Standards for Educational Evaluation* has already published three sets of standards for educational evaluation: The Personnel Evaluation Standards (1988), The Program Evaluation Standards (1994) and The Student Evaluation Standards (2003). Each of these standards provide guidelines for designing, implementing, assessing and improving the identified form of evaluation. *The Joint Committee on Standards for Educational Evaluation* is a non-profit American/Canadian organization formed in 1975 to help improve the quality of standardized education (JCSEE, 2019, [online]). The particular purposes are reflected based on the different types of evaluation that will be described in the next subchapter.

1.5 Attitudes to evaluation

As well as evaluation purposes, the attitudes to evaluation of different persons in different disciplines and situations vary. Many people think that evaluation is a data reduction process. For example, it is inappropriate to radically summarize a year's work into one grade. This would definitely be unacceptable in circumstances demanding richer and fuller evaluative account *"as for example, when the need is to help the pupil or a counsellor to plan changes of program or study approach. But in other circumstances and for other purposes, such as selection for admission to advanced courses, jobs or graduate school, there is probably no better general approach than the letter grade"* (Scriven 1991, p. 8). It

is not possible to avoid evaluation in the practical life, nor in the intellectual life. The key is to be able to realize how to evaluate well. Even though, it might cause some bad feelings or hurt others.

1.6 Functions of evaluation

The fact that learning is the most effective when it is directed according to the needs, difficulties, and accomplishments of children is commonly accepted. Therefore, evaluation is aimed to fulfil goals in the learning process. According to Kolář and Šikulová, evaluative character and its consequences differ due to the function dominant in that moment. Before teacher's evaluation, it is necessary to make a choice of appropriate approach and function (Kolář and Šikulová 2009, p. 16 - my translation). Despite the fact that the division of evaluative functions differs from one author to another, in this thesis, functions of evaluation are divided according to *Rámcový vzdělávací program* website and my translation of these definitions.

Motivational function of evaluation

The most frequent and most used function of evaluation which on one hand might encourage pupils and serves as a good incentive and motivation for further learning outcomes. On the other hand, it might be used as a punishment. Moreover, motivational function might frustrate the pupils from the educational process or school subject, or worse any school work.

Informative function of evaluation

Through evaluation, the teacher provides information to pupil's parents about how she approached the target norm, how she performed in comparison to others and what is the quality of the acquired knowledge and skills. It also gives information about the pupil's learning style, her causes of failure and the success quality. Vališová adds the diagnostic function providing the information about pupil's learning approach as well as about the causes of her failure to informative function of evaluation (Vališová 2011, p. 250 - my translation).

Educational-formative function of evaluation

The educational-formative assessment should lead to the formation of positive characteristics and attitudes of a pupil (responsibility, persistence, diligence). At the same time, it helps creating attitudes towards oneself and visions about the value of one's own personality. In other words, educational-formative evaluation provides a significant stimulus for pupil's personality development (RVP 2011, [online]).

As it was already mentioned, the division of evaluative function differs from one author to another, Jan Slavík mentions orientation, didactic and official functions as basic general functions. Concerning the functions related to pupils, the function of motivation, cognitive function and acting function are further described by Slavík. The orientation function provides teachers with a quick orientation in the social atmosphere in the class, the didactic function assists in selecting the curriculum and the planning of teaching, and the official function stands for the official requirements fulfilment, for the reporting of formalized information on the outcome and behaviour of individual pupils (Slavík in Vališová 2011, p. 250 - my translation).

1.7 Types of evaluation

The exact type of educational evaluation can be distinguish based on various aspects or criteria connected with education. Evaluation has two board categories: formative and summative. Both categories consist of several different types of evaluation. Formative evaluation is sometimes also known as a process evaluation whereas summative evaluation stands for a called product evaluation. In the specialized literature, the types of evaluation slightly differ.

Before describing the specific types of evaluation, it is necessary to explain the term evaluative criteria. As the role of the teacher in educational process varies, it is not easy to settle these criteria. Mainly due to pupils' comparison among themselves and due to their sensitivity to the teacher's fair approach. The teacher is expected to formulate the evaluation criteria for assessing pupils' results and behaviour clearly and accurately. Certainly, the rules must be comprehensible and acceptable to all participants of educational learning process. For example, when evaluating an essay, teachers might evaluate the handwriting's clarity, the grammatical errors, the richness of the vocabulary, the originality of the idea, the expression of pupils' own opinion, etc. The unclearness of the criteria in the assessment of

controversial situations might worsen the overall climate in the classroom. Therefore, pupils should always be familiarized with the evaluative criteria, for example, whether teachers focus on the number of errors, the correctness of the result, the correctness of the approach, the pace of pupils' outcome, the originality, the pupil's own idea or the willingness to cooperate. The teacher gradually teaches pupils to evaluate their own work and works of others. Primarily, the teacher should start with the positive evaluation. According to Vališová, the formulation of the evaluative might be helpful with developing short-term and long-term objectives criteria (Vališová 2011, p. 257-258 - my translation). The short-term and the long-term objectives of educational process will be described in more detail in the chapter 1.10 *Educational goals and their roles in evaluation*.

1.7.1 Formative evaluation

A significantly variable social context as well as human and cultural factors request new claims on the concept and the quality of education. The inclination towards humanization and placing pupils to the centre of evaluation contributed to brand new expectations from schools, their roles, functions, goals, content, educational strategies and from the activities of all participants of educational system. One of the main critical points was inventing of evaluative system of schools and pupils corresponding with methods and forms of school assessment. A quantitative, formal, feedback impedance, individualized and diagnostic assessment as well as teachers' positive approach towards pupils' mistakes came into use. Since all those factors influenced the educative assessment, the belief that evaluation plays a crucial role in improving the learning process has spread and resulted in an upcoming preferred change of Czech schools (ČŠIČR KRITÉRIA 2016, [online]).

The term *formation,* meaning the action of forming or process of being formed, has its origin in Latin word *formo* meaning to form or to give a shape. The derived word *formative,* led to the collocation *formative assessment* in connection with education to underline the long-term process of pupil's fixed attitudes and values. These findings imply that humanistic interest of positive evolution of everybody's cognition and behaviour had influenced recent formative assessment (Starý 2016, p. 11).

Formative evaluation is conducted within the developing of the school year and is useful for providing teachers and pupils the direction on how to best achieve or improve the settled goals. In other words, formative evaluation includes any form of classroom interaction that generates information about pupils' learning. The benefits of formative evaluation are encouraging the pupils to learn from mistakes, providing models and instructions to help pupils connect formative feedback and encouraging a mastery goal orientation instead of performance goal orientation. This type of assessment is the most common in higher education since educators are searching continuously for ways to improve their efforts.

The methods of formative evaluation include: Classroom Assessment Techniques (CAT), Knowledge surveys and Structured mid-term feedback. CATs are used to monitor pupils learning before and between summative assignments and instruction strategies that help to discover pupils' needs. Among others, they help to evaluate pupil's prior knowledge, critical and creative thinking skills, problem-solving skills and response to class activities, assignments and materials. Fifty techniques that can be adapted for the specific teaching contexts are depictured in detail in Angelo and *Cross's Classroom Assessment Techniques: A Handbook for College Teachers* (1993). Knowledge surveys in general represent a set of questions typically completed at the beginning, middle and end of the courses indicating their ability to answer questions about the course. The evaluation of a new pedagogy effectiveness is another way how to use knowledge surveys. Structured mid-term feedback is usually anonymous and underlines the collective pupil sentiments about teaching process. (Angelo 1993, p. 115-343). Formative evaluation unlike summative evaluation deals with questions associated with current evaluation progress, as for example: Is the evaluative program operating as planned?

Wiliam presents a review of practice from 2005 by Janet Looney, the Director of the Institute of Education and Social Policy, saying that OECD across eight countries defined formative assessment as *"frequent interactive assessments of pupils' progress and understanding to identify learning needs and adjust teaching appropriately"*. William in *Embedded formative assessment* concludes that the definitions of formative assessment used to describe it as a process (Looney in Wiliam 2011, p. 42). On the other hand, according to him it now appears that the formative assessment now refers to an instrument than to a process. To support this statement, he points out the definitions of Stuart Kahl (2005), who

defined formative assessment as *"a tool that teachers use to measure pupils grasp of specific pupil misconceptions while the material is being taught"* (Kahl in Wiliam 2011, p. 42).

Formative assessment is every assessment that bears useful information about pupils' current knowledge and skills. Useful primarily in that sense, where exactly pupils stand and what should they do to learn something new. Even though it sounds easy, realizing it is not easy at all. In these days, the effective feedback is given rarely in Czech schools, mainly due to the system preference of grading. Some teachers use grades only as a feedback. However, what information does the grade bear? Starý in his publication *Formativní hodnocení ve výuce* (2016) mentions the interview with an eleven-year-old girl who believes to be best in English in her class. After his question how does she know that, she replied that she has seven best grades while others have only six. The message of seven best marks for the pupil and her parents in fact reveals: everything is perfect, no need to involve in the pupil's learning process, the pupil manages each task. On the other hand, does it explain anything about the level of adapted foreign language knowledge? In what skills is she actually strong? In what skills does she have any deficiencies? Answering to all these questions is impossible from one grade, which proves that grading does not provide a formative assessment (Starý 2016, p. 12-13). Moreover, pupils need to learn from feedback two important components to be able to improve their performance:

1) Qualitative component - whether the pupil's performance is satisfactory or not

2) Quantitative component - to what extent is satisfactory (pupil's performance is compared to other pupils' performances or considering his personal development)

These findings imply that grades miss one of two important spheres pupils need to know: the qualitative component describing in which criteria, area or knowledge sphere a pupil prospers or not. Using the numerical rating (grades, percentage, points) primarily leads to comparison which pupil is better and which one is worse. If teachers want to evaluate with the formative way, comparison is not sufficient enough. It is necessary to add some extra information for pupils: what they have / have not already learnt and how to achieve to learn easier yet unlearnt. Starý's hypothesis has been made on the premises that grades do not fulfil the conditions of formative assessment. His statement is disproved by William in *Embedded formative assessment* (2011). William states that even one single grade might represent a symbol of formative assessment if it refers to a verbal performance description. Therefore,

pupils know what verbal assessment is hidden behind the grade symbol (William 2011, p. 62). However, can teachers evaluate without using a numerical rating?

As it was already mentioned, formative assessment requires comprehensible verbal description. Teachers might help themselves with pictures, symbols and graphs. For example, in one school pupils are assessed graphically every three months. In their personal notebook with evaluation, in Czech "žákovská knížka", they have several stairs for every teaching subject. Each step represents one expected performance in a subject. The tenth step, the very last one, indicates the level pupils should reach at the end of a school year. The evaluation of pupils is expressed by the distance between the expected and the reached level. (Starý 2016, p. 17 - my translation). The method is following:

1) The teacher marks the level that a pupil should reach at the assessed date.

2) The teacher marks the level where a pupil actually stands

Some teachers evaluate formatively unknowingly by individual and social progress norm (Starý 2016, p. 13 - 14). The terms individual and social progress norm are described in more detail in the following subchapter.

Individual and social progress norm

To define the individual and social progress norm in education, it is necessary to explain fully the meaning of the term *"norm"*. According to online *Cambridge dictionary*, the term norm might be described either as *"an accepted standard or a way of behaving or doing things that most people agree with"* or as *"a situation or type of behaviour that is expected and considered to be typical"* (CAMBRIDGE 2019, [online]).

In deeper sight, Slavík in *Hodnocení v současné škole* (1999), considers a norm as *"an important instrument for evaluation, which enables teachers to compare the qualities."* In other words, Slavík describes the term as *"a defined and obligatory medium used for judging a phenomenon as acceptable, therefore normal or unacceptable, exceeding the norm"* (Slavík 1999, p.53 - my translation).

Košťálová asserts that the individual and social progress norms are two reference frameworks that teachers can rely on. The reference frame is a measuring tool used for
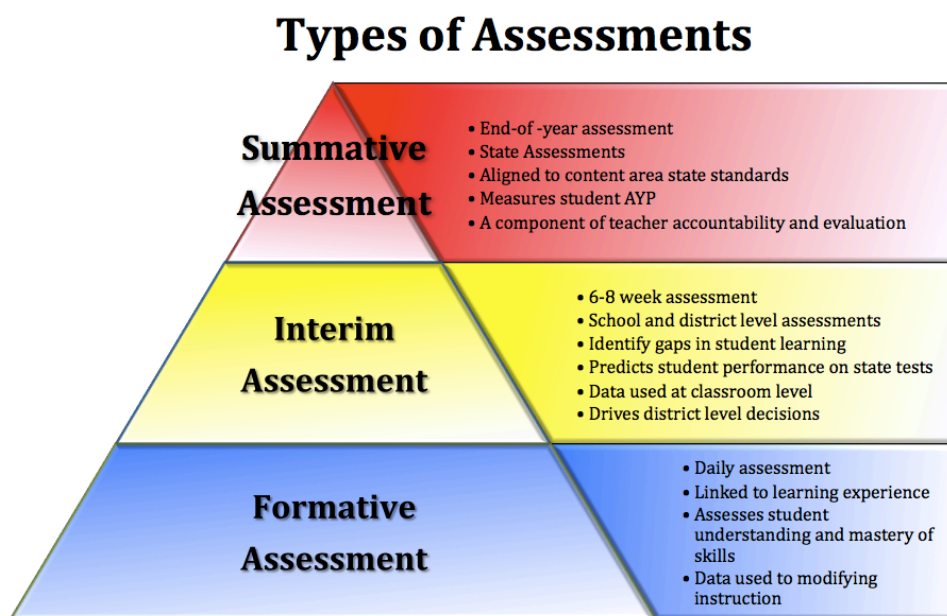
pupils' evaluation. The pre-determined criteria represent the third reference framework. Unlike the social standard, the criteria are set and known in advance and the evaluation is independent of the others' results. In advance, the teacher prepares a scale and the pupils receive grades according to their performance. Although the principle of objectivity is respected, it is important to note that, as with the social progress norm, not every evaluative situation has the same starting conditions, which for foreigners means that their language barrier will again be a handicap on the way to better results (Košťálová et al. 2008, p. 19 - my translation).

Košťálová defines an individual norm as an instrument for comparing recent pupils' performances with the previous ones with the intention to searching for an improvement within acceptable educational goals. This method of evaluation is the most supportive for learning. Moreover, it serves as the only possible way how to evaluate foreigners who have poor or zero knowledge of the Czech language. The evaluation has its basis on a teacher's pre-specified set of criteria representing several level descriptions of the expected performances. In this set of criteria, the teacher evaluates improvements with the pupil continually (Košťálová et al. p. 21, 2008 - my translation). Starý introduces individual progress norm when teaching to play a musical instrument in art schools. He explains that teacher needs to know if a pupil is getting better, worse or keeps the same level than in previous evaluation. For the foreign pupils, Starý confirms Kolářová's theory that individual progress norm is the most suitable method. The classmates would understand that in practice, such pupil can get the best grade for a performance that would not be sufficient for an "average" pupil. Still, others would not think it would be unfair (Starý 2016, p. 15 - my translation).

On the other hand, in social progress norm, the results are interpreted in relation to the other members of the group. These findings imply that the grades are given according to the quality and performance of others (the best grade: one, the worst grade: five). However, Košťálová believes that the social progress norm has its basis on the enormous assumption: "*In every aspect except the assessed performance the pupils are the same, and they do not take into account their different individual assumptions for given performance, their diligence or talent, cultural and social background"* (Košťálová et al. 2008, p. 22 - my translation). This reference framework seems inapplicable to foreigners due to the invalidity of the assumption that pupils have all conditions of performance the same. Cultural

differences and, above all, the language barrier affect the performance of pupils, so it cannot be compared to others (Košťálová et al. 2008, p. 22).

Starý points out that the competitive principles, on which the present Euro-American culture stands and pupils cannot avoid it in their lives, shape the social progress norm. According to him, this might be the reason why it is impossible to avoid it even in school. However, in the learning process, the social progress norm should apply the rule of justification for its use. In other words, it should only be used where it contributes to improving individual development or is necessary for diagnosis focused on pupils, teachers, pupils' parents or state institutions (Starý 2016, p.15 - my translation).

Types of Assessments

Summative Assessment
- End-of -year assessment
- State Assessments
- Aligned to content area state standards
- Measures student AYP
- A component of teacher accountability and evaluation

Interim Assessment
- 6-8 week assessment
- School and district level assessments
- Identify gaps in student learning
- Predicts student performance on state tests
- Data used at classroom level
- Drives district level decisions

Formative Assessment
- Daily assessment
- Linked to learning experience
- Assesses student understanding and mastery of skills
- Data used to modifying instruction

Picture 2: Types of Assessments. Source: (EDULASTIC 2014 [online]).

1.7.2 Summative evaluation

As depicted in the picture 2, summative evaluation takes place at the end of the school year to document outcomes and judging values. It is mainly used for providing feedback to teachers and institutions about the quality of educational process. The summative evaluation deals with questions such as: Is the evaluative program achieving its objectives? What predicated and unpredicted impacts has the program had? Assigning a grade to a final exam and course evaluations represent the examples of summative evaluation (TEACHER THOUGHT 2011, [online]).

From the discussion above it seems that assessing teaching and learning might improve instructors' future teaching practice and pupils' learning and performance. It means that assessing pupils' learning together with teaching behaviours and teacher qualities lead to the efficient educational process. As it was already mentioned, formative and summative types of evaluation are two board categories, some authors distinguish between subsequent types of evaluation. To better understand the difference between these two assessments, here is what Grant Wiggins says:

"*In short, no matter the pure definition, I don't think it is accurate to say that formative assessments can't ever be graded. What matters – what makes a formative assessment formative – is whether I have a chance to get and use feedback in a later version of the 'same' performance. It's only formative if it is ongoing; it's only summative if it is the final chance, the 'summing up' of student performance"* Grant Wiggins is the former President of Authentic Education in New Jersey best known for his works in assessment reforms and author of *Educative Assessment* and *Assessing Student Performance* (EDULASTIC 2014 [online]).

1.7.3 Formal and informal evaluation

According to Brenda Weaver, formal evaluation is based on mathematically collected and measured data from a test tried before on pupils. Formal evaluation enables teachers to realize pupil's mistakes or weak performance, as for example: reading below average for his age. On the other hand, informal evaluation reflects the evaluation by observing pupils during the lessons or reaching some goal - school record in running (SCHOLASTIC 2013, [online]).

1.7.4 Subconscious and purposeful evaluation

In the book *Evaluation* the authors claim that evaluation can also be an unconscious process. In other words, on one hand, teachers evaluate purposefully - they plan the evaluation and think about it in advance but on the other hand a little smile or nodding is a reflection of subconscious evaluation. This means that subconscious evaluation is part of our everyday lives and occurs more often than the subconscious assessing (Rea-Dickins and Germaine 1993, p. 4).

1.7.5 Norm-referenced and criterion-referenced evaluation

When teacher compares every pupil with her classmates, he uses a norm-referenced evaluation. The poignant example is, giving grades according to best results in the class. That means that best percentage of pupils would be given the best mark. In comparison to the norm-referenced evaluation where all grades then appear within one testing, the criterion-referenced evaluation rates pupils according to certain standards without taking into consideration how other pupils succeeded (Kolář and Šikulová 2009 p. 32). It means that in criterion-referenced testing, it is not appropriate to evaluate with the best mark if the standards for it were not accomplished in the test.

1.7.6 Subjective and objective evaluation

One of the main teacher's aim when assessing pupils is to try to evaluate as much objective as possible. This should be done by using the same criteria for all pupils. The test efficiency is easier to evaluate objectively than for example written tasks or essays due to simpler identification of made mistakes. In multiple choice tests or fill in the blanks tests the pupils' answers are either correct or not. On the other hand, written tasks require more sensitive approach to mistakes. Teachers might reflect their emotions, mood and current circumstances during assessing even though it is not their intension. Moreover, every teacher evaluates the same tests differently (Kolář and Šikulová 2009 p. 34).

1.7.7 Internal and external evaluation

External evaluation is conducted by an authorized person outside the school who does not know the pupils whereas internal evaluation is evaluation carried by a teacher in a classroom and focuses on evaluation of pupils (Kolář and Šikulová 2009 p. 35).

1.8 Assessment as a process

As it was already mentioned, the assessment can be viewed as a process of collecting different kinds of information about pupils' achievement. According to Solano-Flores, assessment should provide critical information of the educational process, especially instructional decisions, learning goals and program effectiveness. As depicted in the picture 3, the whole process is composed by three components creating a triangle: cognition, observation and interpretation. Cognition represents mental processes and proficiency of activities in pupils' knowledge, skills and abilities. A good test is developed through a clear

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idea of a cognitive process. Observation refers to the tasks and situations prompting pupils to say, do, or create something that demonstrates important knowledge and skills. The last component, the interpretation, refers to *"the different patterns of student responses that correspond to varying levels of student competence."* Moreover, according to Solano-Flores, *"the test would be useless without a set of rules for determining degrees of correctness of the possible student responses."* In other words, teachers would like to know which option in multiple-choice test is the correct one (Solano-Flores 2016, p. 6 - my translation).
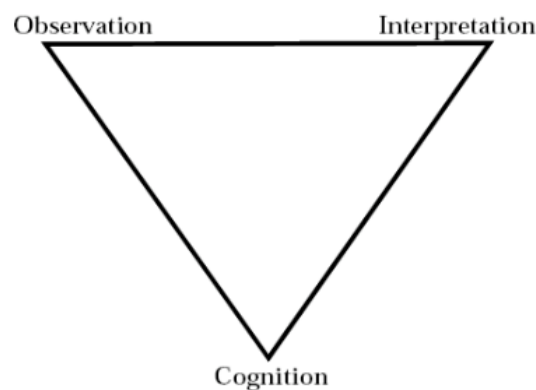
Picture 3: Assessment as a process Source: SOLANO-FLORES, Guillermo. *Assessing English language learners: theory and practice*. New York: Routledge, 2016, p. 6
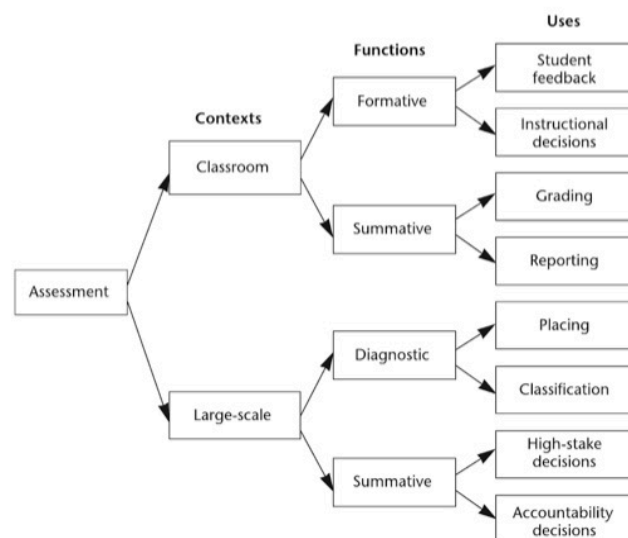
Picture 4: Contexts, function, and uses in the assessment process. Source: SOLANO-FLORES, Guillermo. *Assessing English language learners: theory and practice*. New York: Routledge, 2016, p. 7

The picture 4 shows two assessment contexts are identified by Solano-Flores: classroom assessment and large-scale assessment. Obviously, the first one takes place in the

classroom and compromises the formal and informal assessment activities within the classroom as for example quizzes, conversations and assignments. However, large-scale assessment contains such activities that are performed by entities external to the classroom as for example a state's department of education. The large-scale assessment involves the testing of a large number of pupils. Solano-Flores divides the large-scale assessment in two parts according to its functions - the diagnostic function, which is not embedded in the instruction and takes place at the beginning of a school year, and the summative function which *"informs high-stake and accountability decisions such as admission, retention or graduation for individual pupils"* (Solano-Flores 2016, p. 7).

1.9 Evaluative language

When discussing the language of evaluation, Slavík warns about the possibility of *"labelling"*. He explains that neither positive nor negative labelling should be ever used by a teacher. Labels as *"You are our vocabulary king"* or *"The biggest scatterbrain in the class"*, might, unfortunately, lead to their true fulfilment. After a while, the labelled pupil will start to behave according to his/her label. Slavík also underlines the importance of the feedback and the describing language connected with it. The describing language evaluates pupils' performance as detailed as possible, as for example: *"You did well today, your work is precisely done, the result is correct as well as the process"* (Slavík 1999, p. 68-70 - my translation). The difference between this phrase and those two used above is mainly in attitude. While first two mentioned focus on the pupil, the last sentence primarily deals with her work or performance.

1.10 Educational goals and its roles in evaluation

Amy: *"I taught my dog to whistle."*

Betty: *"Let's hear it then."*

Amy: *"He can't whistle."*

Betty: *"But you said you taught him."*

Amy: "*I said I taught him. I did not say he learned it."*

(William, 2011, p. 56)

This joke illustrates the difference between the verbs to teach and to learn. Almost everybody has the experience with trying to learn something for a long time without actually learning it. The older generation, for example, finds difficulty associated with learning foreign languages. According to Starý, unfortunately, teachers overcome this obstacle in

schools as well. Pupils are learning continuously, however, nobody actually knows what exactly they did learn. Even though, setting up the educational goals is one of the common didactic topic and all teachers face them already in preparation courses or universities, the everyday reality shows that teachers work with them very rarely (Starý 2016, p. 40 - my translation).

Educational goals are verbal descriptions of what pupils are supposed to learn, what knowledge, skills and attitudes will reflect their learning. Every teaching activity, both the individual task and the group discussion, has its own goal in the class. Its own goal is also assigned to each lesson, those goals then form a complex unit's goal in learning process. The educational goals have to be created from the pupil's point of view. When forming the goal, a noun pupil always represents subject in a phrase. Therefore, the predicate expresses the pupil's activity. The object usually stands for the teaching topic. An example of a suitable English lesson goal might be: By the end of this lesson, pupils will be able to formulate a phrase in present simple tense correctly. In other words, a goal should be formulated to find out empirically if it was reached or not (Starý 2016, p. 40-41, my translation).

As it was already mentioned in the chapter 1.4, the formulation of evaluative criteria might help to develop the short-term and the long-term objectives of the learning process. Vališová divides goals into short-term goals and long-term goals. The short-term goal, or a goal of an individual lesson, expresses the concrete activities of pupils by using the verbs. Unfortunately, in practice, teachers are often used to replace the words educational goal and the lesson plan. However, the educational goal and the lesson topic do not mean the same thing and teachers should avoid making this mistake. On the other hand, a long-term goal might enrich pupils' thinking by searching any causes and contexts related to the subject. Therefore, the long-term goals express the purpose of every school subject and identify key concepts, the pupils' basic knowledge, the key competencies, the attitudes, and they help with pupils' overall assessment. Long-term goals are met and developed on a variety of topics and are more important than partial examinations. Long-term goals as assessment criteria are the subject of the pupil's overall assessment (Vališová 2011, p. 259 - my translation).

According to Vališová, the effectiveness follows the relationship between the intended and the realized goal. Only when comparing these two aspects of the learning process, teachers are able to evaluate. Therefore, a goal is the key element of the learning process modernization. The general social vision, the vision of groups and individuals about

what should be achieved, what is expected, what creates the norm or which changes should be discussed, all those aspects are reflected in the goal. However, not every expert insists on the importance of the goals fixing. Vališová mentions John Dewey, the most famous representative of pragmatic pedagogy, to be one of them. Dewey understands education as a growth. Moreover, he protests against the vision of growth and development in that sense that it is a move towards the goal. In other words, Dewey opposes against the externally given target as well as against the search for goals beyond education (Vališová 2011, p.135 - my translation).

To summarize this subchapter, teachers should understand that the correctly selected goal shows pupils where to focus on, in other words, where the core of the educational process is located. From the above statements, it is obvious that the goals and the formative assessment are closely connected together: Especially, settled goals that represents the basis for the evaluative criteria formulation help teachers with planning the lesson, increase the pupils' responsibility for their own learning process, and finally, provide pupils better orientation in the curriculum.

1.10 Complex system of evaluative project in the Czech Republic

From the 1st of February 2017, the Czech School Inspectorate initiated the realization of an individual five-year project Complex evaluative system. The amount of the project, CZK 248.7million, is co-financed from the European Union means and from the operating program *The Research, evolution and education* and from the national budget of the Czech Republic.

The Strategy realization's result will be the next connection between external and internal school evaluation and selected school facilities in all spheres. In other words, between the evaluative educational system of the Czech Republic level, where the external evaluation is held throughout the international investigation such as PISA, PIRLS, TIMSS and TALIS and the internal evaluation led by Czech School Inspectorate. On the evaluation of school level, the external evaluation is taken by the Czech School Inspectorate and the organizer whereas the internal evaluation is carried out by self-evaluative instruments.

Moreover, the methodologies of usage of a good-quality school model will be completed as well as closely tide-up criteria of evaluative conditions, process and educational results in the real Czech school areas. Furthermore, new methods, approaches,

instruments of key competencies and tools for detection and socio-economical mainstreaming and territorial backgrounds will be created. Their main goal is to monitor the level of equity in educational process and to defend possible inequalities effectively. The innovation of instruments and tools for result's validating is included as well.

The Strategy also deals with the data analysis and with information from all parts of the inspection (electronic findings, pupils' results national validation, international findings, etc.). The relevant analytic outcomes based on the Czech School Inspectorate's data will be the crucial contribution to this project. These outcomes might serve to help with the initial educational management and to educational policy makers or to further research interpreted by academic and scientific workplaces. New methods, procedures and instruments will be implemented in education system in the Czech Republic practice systematically as well as the emphasis on the rigorous training of those who will work with the new methods, procedures and instruments within the system.

The result of the project will be to set up a comprehensive system through which individual components of the initial education system will be able to assess the quality and effectiveness of education on the basis of sophisticated methods, procedures and tools synergistically linked to the national and international perspective and reflecting the socio-economic aspects of education. At the same time, the individual components of the initial education system will possess educational survey data's sophisticated analyses useful for adopting effective educational policies. The result will also share the idea of quality and effectiveness in education across the regional educational segment.

The project outputs (methodologies, sets of evaluative ways, test tasks, analytical reports, national reports of pupils' results, e-learning courses, methodical guides and publications, a map of schools' socio-economic conditions, etc.) will be available not only to the Czech School Inspectorate actors of initial education, the ministry of Education, Youth and Sports and its sectoral organizations, schools and school facilities, educators and founders in particular.

By using these outputs, all relevant actors in initial education will be able to evaluate their quality and effectiveness using the shared methods, practices and tools in an innovative and more comprehensive way. The result of the project will also be a synergic linking of the outputs of other individual system projects in order to maximize the benefits of individual outputs within their complementary perception.

The project is realised through its own expert teams, including experts on various issues from the academic sector, non-profit sector, schools and school facilities as well as from other institutions outside the Czech School Inspectorate and is fully in accordance with the Strategy of the Czech Republic's Education Policy by 2020, with the content and concept of the Operational Program Research, Development and Education, the Long-term Plan of Education and Development of the Czech Republic's Education System for the 2015-2020 period, the Lifelong Learning Strategy of the Czech Republic and the recommendations of the international organizations. The Lifelong Learning Strategy also reflects the long-term recommendations and opinions of the academic sector (ČŠIČR SYSTEM 2017, [online]).

2 Testing

The Czech teacher appears to be obsessed with testing. However, not to blame just teachers, some directors are obsessed with testing as well. It is necessary to point out that the entire Czech education system, including school inspectors and officials, is obsessed with testing. This means that teachers test in classroom continuously. Especially before the end of a half year, the pressure on pupils becomes enormous.

In the classroom, there is a teacher in front of pupils and he or she should know which ways of testing affect the climate in the class, indicate many other objects, and even create a picture of his character. Certainly, it is useful to evaluate some ways of testing didactically.

Teachers often consider testing as a separate part of the lesson. A teacher teaches, teaches, and then comes the unpleasant part for the pupils - testing, after which many of them will obtain bad grades. However, the modern didactics consider testing as an integral part of classroom education and puts the same demands on different classroom works. As well as teaching activities, testing should be fun, colourful, practical, developing and supporting: in other words, of good quality.

One of the roles of a teacher in the classroom is to educate pupils. Such role is best realized if pupils themselves are ensured that the teacher in the classroom stands for them. If the teacher decides to test pupils, let pupils at least follow their wishes of how the test should look like according to them.

2.1 Types of tests

The tests are divided into two main groups: standardised tests and non-standardised tests. The standardised tests are created by a group of experts and fulfil all criteria of a suitable test. In other words, with standardised tests, every pupil gets the same test, instructions and time for a successful fulfilment of a test. On the other hand, the non-standardised tests provide information about an individual performance that cannot produce scores allowing the comparison to other performances (Flippo 2015, p. 2). The types of tests would be further divided according to a website goodluckexams.com.

Diagnostic tests

Teachers use diagnostic tests to diagnose how much and what do a pupil know. Moreover, they help teachers to understand what should be reviewed or reinforced during the learning process based on the pupils' weaknesses.

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Placement tests

These tests place pupils in the appropriate class which correspond with their needs. Usually, pupils are tested through grammar, vocabulary, reading comprehension, writing and speaking tasks.

Progress or achievement tests

Pupils' improvement in knowledge they gain in class is tested through progress tests. They are rather structured as quizzes than as tests and can be answered by group of pupils rather than individuals. Usually, presentations, posters, assignments, or research projects represent the progress tests. Progress or achievement tests subdivide into two types: short-term tests and long-term tests.

The short-term progress tests check pupils' obtained knowledge within a chapter or a unit. Furthermore, they help teachers to decide whether the reinforcement is necessary or not.

The long-term tests also known as course tests check learners' progress over one course. In other words, how well pupils have progressed. Based on the long-term progress tests, pupils might be promoted to the next course.

Proficiency tests

Proficiency tests provide the comparison of pupils' knowledge and skills with the general standards.

Internal and external tests

Internal tests take part in the learner's course and are often provided as a final exam at the end of a course. External tests, however, are carried out by an outside body. The examples of such tests might be the TOEFL, IELTS, SAT, FCE, etc.

Objective tests and subjective tests

These tests have either right or wrong answers. Moreover, tests with various possibilities, called multiple-choice tests also fall into this type of tests. A good example of a subjective test might be essay questions and oral interviews. The need of the evaluator who makes a subjective judgement on the deserved assessment is inevitable. The most important part of a subjective test is to make both pupils and teachers aware of the assessment criteria due to increasing its validity (GOOD LUCK EXAMS 2009 [online]).

2.1.1 Modern types of tests

As teachers try to be creative in teaching methods, they should attempt to be creative concerning pupils' testing as well. There are endless possibilities how to verify pupils' knowledge, skills and attitudes. What actually makes the modern test modern? Robert Čapek in *Moderní didaktika* (2015) specifies the following criteria, modern types of tests should:

- compose of interesting and entertaining (and practical if possible) tasks and questions
- have an adequate difficulty
- provide clearly described and explained questions and tasks
- correct or at least discuss answers and possible mistakes immediately after the end of a test so that pupils learn from mistakes
- not be frequent during the school year
- not be excessively long
- not enable pupils to work on them and get the bad grade no matter how successful or unsuccessful they have been in solving their tasks
- not be difficult for the pupils to prepare at home, the preparation for about 20 minutes must be sufficient for the pupils at primary schools
- contain different types of tasks that reflect different types of pupil learning
- contain tasks and questions that can be solved even by the least strong pupils in the class

Basilisk's test

It is unknown where and when the name for this test appeared. Probably, it refers to the cleverness of the basilisk animal. The test provides an opportunity to pupils while it supports them the correct way. The difficult thing for a teacher is not to find out where the weaknesses of a pupil lay, however, the troublesome appears when finding out what are their strengths. Basilisk test can be used when preparing for Czech maturita exams. Four topics are written on the board and the teacher gives pupils following instructions: *"Chose one topic and write everything you know, chose the second one and write down its content in points, chose third topic and describe the part you know the best. The last topic might remain undescribed"* (Čapek 2015, p. 442 - my translation). These opportunities influence positively the climate in the class and moreover, motivates the pupils.

Differential test

The most effective way of differentiating is the one that aims to an individual pupil. Therefore, the differential test adjusts this rule and focuses on pupil's individuality (Čapek 2015, p. 444 - my translation). The example of a differential test might be in the topic *Sports*.

Each pupil associates her ideas connected with the given topic. At the same time, the pupil chooses the subject that interests her. One pupil picks team sports, second one individual sports, other pupil choses equipment, and other subtopics that pupils spontaneously associate with sports: What life do sportsmen have? What is the advantage or disadvantage of being a professional athlete? The next work of each pupil goes in the individual direction she chooses. Each pupil processes the acquired knowledge through her own practice, and the teacher then selects one or more learning methods to enable pupils to share their findings. A differential test should have the same structure. All pupils have an optional question: What are the most common athletes' injuries? Which equipment do a football player need? These questions will be answered correctly not only by the pupil who dealt with the subject, but also by the pupils who were interested in her classmate's presentation. Compulsory questions are those that determine the character of the whole topic, and no pupil working on the topic had to come across with them.

Pin test

Pin test represents simple testing with an immediate feedback. On one side of the paper there are questions with possible answers written below. Pupils pick the correct answer and pinch a pin on it. On the other side of the paper, the answer is marked with a coloured dot. When all questions are answered, the pupils turn the paper and see if they were right or wrong. Teachers might also add some extra information about the right solution on the reverse side of the paper (Čapek 2015, p. 444-445 - my translation).

Open-book testing

Open-book testing enables pupils to use any literature and resources. Such testing is focused on higher cognitive processes (analytical, critical and creative thinking, problem solving, ability to obtain and use information). A teacher allows the pupil to have a look at his or hers notes before testing to refresh the basic knowledge. During the testing, the teacher finds out if the pupil understands the topic or not, anyway (Čapek 2015, p. 445 - my translation).

Signalisation

The teacher might test the pupils' knowledge by the signalisation. According to the agreed rules, the pupils raise their hands, thumbs, cards with answers, voting cards, number of fingers, pen, etc. Pupils might also write on a small white board. During author's practice at elementary school in Hradec Králové, she has come across with this type of testing concerning the topic *Insects.* The pupils had huge sheets between them, so they could not see his/her neighbour, and all pupils had the same cut images of different kinds of insects in front them. The teacher said the English words: a cricket, a praying mantis, a ladybug and the pupils had to sort the pictures in the right order. The author has to admit that this way of testing was fun.

Meaningful teaching

"Why do I have to learn it? Why is it so important? Will I ever use it?" Teachers are often asked these questions by pupils. According to Čapek in *Moderní didaktika* (2015), we can only consider learning meaningful when it is meaningful for pupils themselves. In that case, teachers would not need neither test, rewards, nor any other external motivation. Pupils would learn because they would need it.

The concept of meaningful learning is based on humanistic theories and is the natural continuation of the child's discovery of the world by exploring what the child is interested in by getting answers to the questions he has in his head.

What can a teacher do to make pupils learn meaningfully? First of all, a teacher should present resources such as books, magazines, videos and audio materials. Moreover, a teacher should differentiate lessons, provide topics, in which each pupil would find something interesting, and allow them to develop their own life intent. Suddenly, pupils are active with a desire to work. The meaningful teaching might also create a relaxed disciplined class.

Reciprocal testing

In the reciprocal testing, pupils find themselves in the role of a teacher. They invent tasks suitable for their classmates. Reciprocal testing is an effective way of examining and evaluating pupils, as well as enabling them to diagnose on what level they occur. Moreover, pupils are involved as partners in the evaluation process.

2.2 Grading

Every teacher realizes that evaluation by grades in schools is very restrictive. Especially the limited scale of grades in Czech schools from the best grade 1 to the worst 5. Some teachers reduce it even more to avoid the pupils fear of failure in Art, P.T. or Music. On the other hand, other teachers try to soften the grades by adding pluses and minuses next to them which leads to the extension of their grading scale, which Starý proves with the primary school teacher's statement: *We have a 5-grade scale to cooperate with. I must admit that it is too much limited, so I extended it by adding pluses and minuses. Especially when correcting some writing tasks such as essays or narration, the 5-grade scale is simply insufficient. I use the worst grade only when the paper is empty and the second worst grade if it is full of mistakes, so I must then fit into 3-grade scale, which is impossible. That is why I use pluses and minuses.* This thought reflects teachers' subconscious judgement about grades: the best mark as a reward and the worst one as a punishment (Starý 2016, p. 13 - 14 - my translation).

A bad mark itself is a great disappointment for most pupils, especially in younger school age and in connection with misunderstanding in a family environment, these situations might be very traumatic for a child. For those parents facing the task of helping a child with learning, the confidence in school institution might decrease. The school institution should offer pupils the necessary information and detailed explanation of new learning so that she might only repeat it at home, particularly in a most entertaining way.

In any case, parents should know more about their children, their work at school, their successes, failures, weaknesses and many other issues that relate to the education of their child. On the other hand, the school should be able to provide a satisfactory information service. In this sense, a grade in pupil's notebook does not play informative enough role and moreover, it has lost meaning. According to Čapek, the noticeable thing is that the parents' community has not yet enforced making meaningful and high-quality assessment methods such as annual pupils' benefit reports, the verbal evaluations as an attachment to the end-term school report, or another alternative. On the contrary, in schools endeavouring to get used to these reports, teachers often face the parent's mistrust. (Čapek 2014, p. 110-111 - my translation).

The vast majority of teachers evaluate the same way they were evaluated as pupils. In addition, trying to teach in a modern way while evaluating in the obsolete one seems

pointless. Čapek in *Odměny a tresty ve školní praxi* mentioned following deficiencies concerning the grading evaluation:

a) teachers themselves cannot explain in detail what the grade actually evaluates

b) teachers do not admit to themselves that the grades do not clearly reflect the most important educational goals

c) teachers put too much emphasis on the grades

d) grading evaluation punish pupils' mistakes inappropriately

e) teachers put too much emphasis on their preference

f) teachers themselves cannot maintain the continuity of their own assessment let alone among their colleagues where the demands on pupils differ from one teacher to another

g) usually, teachers let pupils know about the assessment in advance, so the pupils know, when to prepare

h) teachers place heavy demands on pupils

Beside those deficiencies, Čapek highlights the biggest grading misconception, according to him, teachers cannot use grades in pupils' favour (Čapek 2014, p. 112 - my translation).

Evaluations plays a major role in the motivational process. Čapek poses a question: "*Grades do motivate pupils, don't they?"* Undoubtedly, pupils take the best mark as a reward. *In Odměny a tresty ve školní praxi* (2014), a psychologist points out that children get rewards in schools. However, a reward in inappropriate sense: if you do this, you will get that, which actually is a bribe. In other words, our society raises children to corrupt behaviour very soon. There are two types of activities, those that people do because they make sense and mainly, please them. Such activities are done due to internal motivation. On the contrary, those activities people do not enjoy are part of the external motivation. These statements imply that once we reward pupils for their work at school, the school becomes uninteresting and boring to them (Čapek 2014, p. 114 - my translation).

According to Čapek, there is no single motivation but various motivational approaches that reflect different models. Teachers should be able to separate the internal motivation from external motivation. However, every external motivation hides the external one. "*I am studying English and I work hard at school because I would like to be a flight attendant." - "Why do you want to be a flight attendant?"* Thereafter, a list of stimuli follows. Previous sentences prove that the internal motivation, which is a drive for a pupil during the learning process, actually represents the external motivation. Therefore, which motivation

should teachers pay attention to? The answer gives Čapek in his publication immediately: teachers should be interested in one kind of motivation - the one that works. Moreover, teachers should do everything to motivate pupils: a warm-up activity, a reward, a pupil's participation in evaluation, a game, a best grade, an evaluation of classmates, a price, a diploma, etc. (Čapek 2014, p.114 - my translation).

According to Čapek, a well-used assessment not only motivates appropriately but also improves classroom climate. However, teachers should be careful when assessing pupils verbally. An inappropriate verbal assessment may hurt pupils' feelings. Čapek underlines the existence of interconnection between the verbal assessment and grades. Moreover, teachers should understand that these two major evaluative types are not in contradiction. In other words, the verbal assessment and grades are suitably connected and cannot replace each other without losing its relevance.

Concerning the percentage assessment, Čapek believes that is inappropriate in education and should not be used anywhere but in the mathematics subject (Čapek, 2014 p. 116 and 177 - my translations).

Vališová in *Pedagogika pro učitele* (2011) mentions that from January 2015, a teacher in a primary school might use both verbal and non-verbal assessment without the parental agreements, nevertheless, Vališová recommends teachers to obtain such agreement. Generally, parents see grades as symbols of school. Moreover, they perceive a verbal assessment as a tool to evaluate pupils with dyslexia. Another obstacle which appears due to the parental prejudice aiming at the verbal evaluation is that parents want their children to have the best marks which assures their child of being the best. Undoubtedly, marks bear the simpler information about the performance of pupils despite their lack of interest in achieving the goals in the learning process. How then obtain the parental agreement for a verbal assessment? First of all, a teacher himself must be convinced that verbal evaluation has its advantages. When working with parents, teachers should be patient, provide enough space for both collective and individual discussions and present them his goals concerning the teaching English (Vališová 2011, p.261).

2.3 Providing a feedback

In general, pupils are expected to try their best in school. Every pupil puts enough of her energy into her performance not only to please herself but also to satisfy her parents and last but not least, her teacher. Such effort should be appreciated by appropriate feedback

provided with same effort from a teacher. In other words, teachers should require same effort as they themselves are able to make. However, providing feedback to teachers seems to be important as well, especially to the novices, in order to improve the learning process. Giving a feedback requires experience and skills that are gained during the whole teacher's career. Moreover, giving a feedback to a teacher frequently seems to be the best way to teach him how to provide feedback to his pupils.

One of the main researches concerning school evaluation and providing a feedback is led by the Teaching And Learning International Survey (TALIS) which is a worldwide evaluation on the teaching and learning conditions coordinated by the Organisation for Economic Co-operation and Development (OECD). Its main goal is to improve educational policies and outcomes. The data are collected by questionnaires filled by teachers and school headmasters, in other words, active participants of the learning process.

In 2008, the first wave of the TALIS research focused on the self-evaluation has been made. Twenty-four countries had involved in the research without the participation of the Czech Republic. The main task dealt with those questions: Which feedback is given to teachers? How often? Which value does it have for their further professional practice? The investigation found that the evaluation is mainly focused on the relationship between teacher and pupils, on the knowledge of teaching subject and finally on the class leadership ability.

About 80% of teachers involved in the survey who had already obtained any feedback admitted its efficiency and positive benefit. On the other hand, no differences were discovered between the beginning teachers and the experienced ones. Nevertheless, the differences had been expected due to the fact that less experienced teachers showed out more frequent troubles with the class leadership ability as well as regular problems with keeping discipline in the class.

Investigation has further confirmed feedback as supporting instrument when introducing the key changes targeted on the educational improvement and the discipline in the class during the learning process. Nine of ten less experienced teachers considered any feedback as beneficial. Moreover, the more frequent feedback teachers get, the more self-confident they become. Not all queried teachers, however, receive a feedback. More than 20% of teachers in participating countries have never obtained feedback from their headmaster. On average, 13% of teachers never received a feedback neither from the school headmaster, nor from the other teachers or external evaluators. From the above collected

data, it seems that one-fifth of the less experienced teachers have never face any form of feedback (ČŠIČR VÝSLEDKY 2012, [online]).

2. 3 Disadvantages of testing an individual pupil in front of a class

In the Czech Republic, being tested in front of the class is a regular phenomenon despite the fact that the pupils feel humiliated and, moreover, it is considered as a pedagogically and psychologically inappropriate way of testing as well as a desperately ineffective waste of time, which strengthens the ridiculous and pathetic role of a teacher - *"Mr. Know It All"*. Do teachers really have to prepare this spectacle for other, in that moment untested, children in the class to laugh at their examined classmate? The teacher finds himself in the role of the principal director and entertainer, which, unfortunately, pleases some sarcastic teachers.

The author remembers herself being afraid at primary and secondary schools and she prayed for not to be chosen for the examination in front of the class. Certainly, some teachers give some kind of work to other pupils sitting behind the desks, however Čapek describes it as a naive idea that does not bring anything innovative. Čapek himself appeals to teachers not to test the pupils in front of the class and summarizes its disadvantages (Čapek, 2015, p. 453 - my translation):

- It is an inefficient waste of time, only one pupil works for a relatively long time
- This type of examination - interrogation puts the pupil in a subordinate role
- The teacher usually requires hearing what he said himself before
- Testing leads to a reducing of knowledge to the lowest level
- The effect of social facilitation - if the pupil does not know what to say, the presence of other pupils even reduces his performance
- No teacher is able to provide the same difficulty for different pupils - the testing becomes unfair
- It is disgraceful for the pupil

3 Research

Reading various articles and books based mainly on the evaluation system in Czech schools, in which authors discussed the problems of evaluation, especially grading, as an inappropriate feedback for pupils, gave the impulse for the research of this diploma thesis. It is important to point out that the topic is discussed frequently in these days, not only thanks to the boom of several alternative schools but also thanks to the growing interest in pupils' needs as well as in their further development.

After the literature was read, the important questions needed to be answered. *How do teachers evaluate pupils in English lessons? Do grades still remain as the main way for evaluation? Are pupils satisfied with grading, or not? Is it even possible to prefer one form of evaluation from others? Is ESL teaching the subject where teachers should provide different types of evaluation? What would be the best way to find the answer for these questions?*

The questionnaires for both pupils and teachers appeared as the best method to help with the unanswered questions. To avoid mistakes and misunderstandings, the questionnaires were tested, thoroughly discussed and rearranged with several teachers in advance. The questionnaires were distributed among three elementary schools, where English teachers and pupils filled them in. Firstly, teachers learnt how to fill their questionnaires, then they were given instructions to be able to help pupils to fill their own questionnaires in. It is important to mention that the questionnaires were distributed in the Czech language due to the high amount of technical terms that pupils from elementary schools would not know in English language (appendices 2 and 4, p. 82 and 84). Afterwards, for the purpose of the diploma thesis, the questionnaires were translated into English (appendices 1 and 3, p. 81 and 83).

3.1 Profile of the schools

The research was taken in three primary schools in Hradec Králové region in the Czech Republic, where both teachers and pupils participated in filling in the obtained questionnaires. The schools were chosen carefully depending on the population of cities or villages where the schools are situated. One of the research preferences was to choose one school from a big city, one from a small town and the last one from a village. In the following subchapter, the selected schools are presented according to the number of habitants in each town or village in descending order.

3.2 Primary school Masarykova, Plotiště

Masarykova Primary School is situated in Plotiště, part of the Hradec Králové city. Therefore, one of its preferences is the low number of pupils in each class. The English language is taught from the second grade and consists of two standard forty-five minute lessons per week. From the third to the last ninth grade the amount of English lessons increases to three per week. In the seventh grade, teachers wanted to lower the number of pupils, so the pupils are divided into two English groups - boys and girls and the English language is taught separately. In the same time, when one group has English language, the other group has P.T.

Furthermore, there are two additional voluntary lessons each week at the end of a school day aimed at first grade pupils and seventh grade pupils. To improve English language, Masarykova Primary School provides an opportunity to its pupils to take their part in international projects such as *"Culture Unites Nations"*. In this project, pupils from Masarykova Primary School cooperate with pupils from a Polish school in Walbrzych, visit the city with English guide, make new friends and spend some time in foreign families (PLOTIŠTĚ, [online]).

3.3 Primary school Chlumec nad Cidlinou

Primary School Chlumec nad Cidlinou is located 30km westwards from Hradec Králové city. This school takes pride mainly in modernly equipped classrooms, positive climate in the school and prevention of bullying. Since 2008, the school takes part in *"Improvement and Modernization of Primary Education through Modern Teaching Methods"* project, which aims are focused on equipment of classrooms such as interactive whiteboards, projectors, computers, extensible screens, furniture, language classrooms and utilities. Moreover, the school arranges projects about foreign countries all around the world, where pupils come across with different cultures. Unfortunately, those projects are completely in the Czech language as well as articles in the primary school's magazine published by its pupils.

The English language appears in timetables from the third to the ninth grade three times a week in each grade. Unlike in the Masarykova Primary School in Plotiště, where pupils choose their second language already in the seventh grade, pupils from Chlumec nad Cidlinou choose Russian or German as the second foreign language in the last two years of

their studies. There are no voluntary English classes provided by this primary school (CHLUMEC, [online]).

3.4 Primary school TGM Borohrádek

The village of Borohrádek is situated 25km eastwards from Hradec Králové city. Its population consists of 2300 habitants, which makes it the smallest school of this research. Both Plotiště and Borohrádek primary schools have a partnership with University of Hradec Králové (UHK), which means that pupils from UHK fulfil their practice in both schools.

Even though Borohrádek Primary School is the smallest of the three examined primary schools, it is definitely the most interesting one concerning the English language. Not only teachers organize special thematic days such as *"The Language Day"* and *"International Meeting",* but the school also provides several projects and programs to improve teaching English language. Next to the Eramsus+ exchange program, the school is also a part of the Comenius program helping pupils from all European countries to understand the necessity of learning foreign languages throughout collective projects, traveling and living in foreign friends' families. In 2013, the first eTwinning project *"Crossing Borders via Videos"* appeared and was a huge success supported by the cooperation with Česká televize lasting until these days. The purpose of eTwinning is to communicate with eleven partnership schools via letters, e-mails, videos, videoconferencing and skype. The school also offers the trip to London organized each year in May. Borohrádek Primary School publishes its newspapers informing about news and recent projects, however, the articles are in the Czech language like in Chlumec nad Cidlinou Primary School. Unfortunately, there are no additional voluntary English lessons for pupils in Borohrádek.

Learning English in Borohrádek Primary School starts in the third grade with three forty-five minute long lessons per week. The number of the English hours per week remains the same until the last grade. Depending on pupils' choice between the Russian language and the German language as a second foreign language, two lessons per week are added to timetables from the sixth to the ninth grade (BOROHRÁDEK [online]).

Author of the research's personal experience with this school is very positive. She participated in the Erasmus+ exchange programme, where pupils from other European countries spent time in Borohrádek and learnt about the Czech Republic via posters with

special QR codes and application for augmented reality *"Aurasma"*. The result of this exchange programme was a creation of a teacher book called *"European Teachers in Action"* published by teachers participating in the Erasmus+ programme.

3.5 The Research Project

This diploma thesis project primarily focuses on evaluation and testing in ESL classrooms. As evaluation plays a huge role throughout our lives, the main aim of the project was not only to find out how exactly primary school pupils in the Czech Republic are tested and evaluated by teachers but also what do pupils themselves prefer. The topic was chosen due to the increasing number of occurred discussions whether grades provide sufficient feedback to pupils and their parents or not. Moreover, the research points out the various possibilities of evaluation and testing that might be used in English lessons and their factual utilization in ESL.

As mentioned in the previous subchapter, the research was completed with support of three primary schools of Hradec Králové region in the Czech Republic. The schools were chosen carefully due to author's personal experience and recommendations. Both teachers teaching English as a second language and pupils from the 6th and 9th grades participated in the research by filling in the obtained questionnaires. The questionnaires were completely the same for all pupils and the same for all teachers. One teacher of each school was given information about the questionnaires and instructions on how to fill them in personally. Later, these teachers distributed the questionnaires to their colleagues and pupils before they were returned back to the author for subsequent home analysis. Both questionnaires are presented, described in detail and analysed separately in the following chapters.

Author's interest in feedback provided to pupils at primary schools played the crucial role when choosing the topic of the diploma thesis and composing the questionnaires. After a few discussions with the diploma thesis supervisor and author's close relationships with several primary school teachers to avoid eventual mistakes and misunderstandings, the final versions of teachers' and pupils' questionnaires were draught.

The goals of the research were to find out, how exactly pupils are tested and evaluated during English language classrooms and eventually, whether the evaluation on primary schools differs based on the population of the town or village where the observed school is situated. The next researched aim focuses on the satisfaction between pupils and teachers

with present-day evaluative system and the impact on pupils' mental conditions. Last but not least, the author paid attention to all forms of testing applied in the observed schools and the frequency of their occurrence in lessons. As a future teacher, the author might use the collected data for his/her later teaching experience.

3.6 Research findings

This chapter analyses findings and collected data from the completed questionnaires. The research took place in March 2018 at three primary school in different parts of Hradec Králové region: Hradec Králové - Plotiště, Chlumec nad Cidlinou and Borohrádek. As it was already mentioned, the questionnaires were filled in by 6th grade and 9th grade pupils. As the teachers and pupils filled different questionnaires, therefore the chapter is divided into two main parts. The first one focuses on teachers' questionnaires whereas the second part describes pupils' ones. Furthermore, both subchapters are subdivided into three sections. Both first ones present questionnaires and teachers' and pupils' responses. The second ones provide the analysis of obtained data. The questions are analysed one by one due to the more detailed insight into the teachers' and pupils' responses. The last sections summarize the research and suggest some ideas for further utilization of the research in English teaching experience.

3.7 Questionnaires

As mentioned in previous chapters, the author presented in detail both questionnaires to one teacher from each researched school were distributed to pupils. Afterwards, those teachers gave instructions to their colleagues and also pupils from 6th and 9th grades. It was necessary to provide all explanations orally in Czech to avoid mistakes. None of the schools made a complain concerning any misunderstandings in the questionnaires when the author picked already filled questionnaires up. The estimated time for the completion of questionnaires was about ten minutes.

The questionnaire was chosen as quick and efficient way to obtain data from a small group of respondents. However, the author takes into consideration that the answers might differ from the reality as respondents tend to present themselves in a positive way. The questionnaires use open-ended and closed questions. Therefore, both quantitative and qualitative data might be measured. The author provides a list of alternatives to all questions, of which some of them are supported with an additional open question helping teachers and

pupils not only to express their opinions in their own words but also elaborate their answers. When structuring the pupils' questionnaire, the author does not use technical terms to avoid any misunderstandings. The research provides easily ranked and standardized data that are further depicted in the graphs.

Overall, the questionnaires gather information from 21 teachers (7 from each school) and 60 pupils who participated in this research. Only age and gender of teachers and pupils were questioned, the rest information remains anonymous. The average age of teachers was 43 years old and more than two thirds were women, exactly 71% of inquired teachers. Concerning the pupils, 30 of them were from the 6th grade (10 6th grade pupils from each primary school) and 30 from the 9th grade (10 9th grade pupils from each primary school). The 6th grade pupils', involving 56.6% of girls, average age amounts to 11.6 years old. On average, 14.4 years old 9th grade pupils participated in the research from which 60% of them were boys. The rest of the analysed data is depicted graphically below in this chapter.

3.7.1 Questionnaire for teachers

The questionnaire for teachers is a one-page questionnaire consisting of 12 questions and statements. At the beginning three lines, the author presents herself briefly. Moreover, the author outlines the topic of the diploma thesis based on the answers from the filled in questionnaires. Just before the first question, it is necessary for teachers to fill in their gender, age and qualification for teaching English.

1st Question: *I know the goal of every lesson, sometimes I do not present it to pupils at the beginning of the lesson.*

A) Yes

B) I always present the goal

C) I know the goal but do not present it to pupils

D) I do not know the goal

Plotiště   Chlumec   Borohrádek
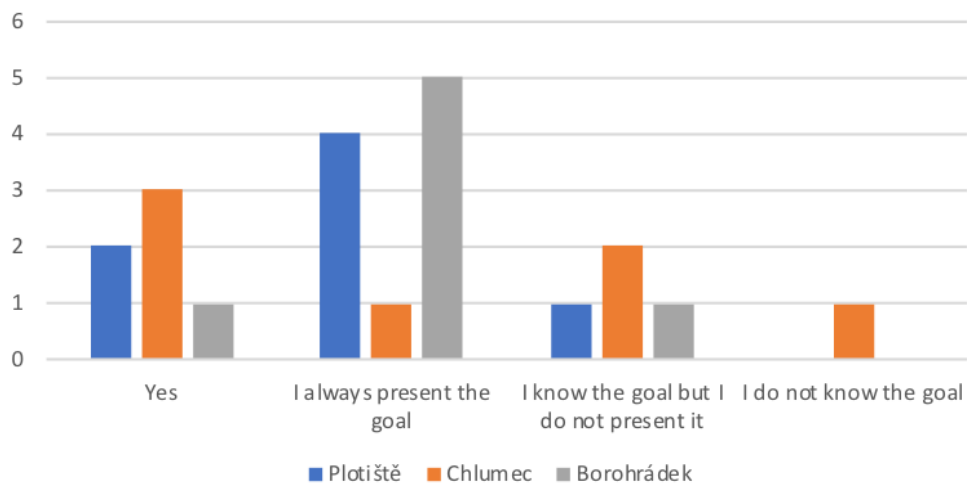
The graphical depiction shows that the majority of the English teachers presents the goal of the lesson to pupils. Moreover, the most frequent answer B expressing presenting the goal of every lesson, was chosen by 47,61% of teachers. Only 1 teacher admitted that he does not know the lesson's goal.

2nd Question: *I focus more on the pupil's reaction to my feedback than on the feedback itself.*

    A) Yes

    B) Sometimes

    C) No

Plotiště   Chlumec   Borohrádek
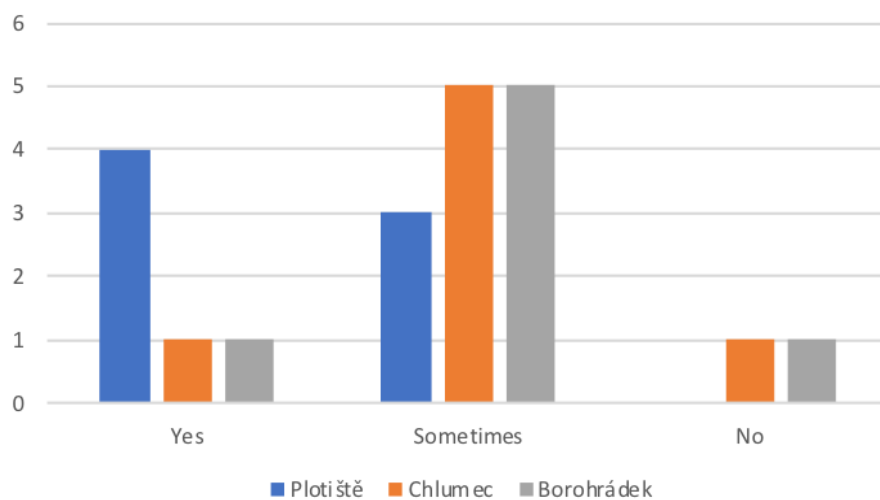
The majority (13) of teachers responded that they sometimes focus more on pupil's reaction to their feedback than on feedback itself. Concerning Plotiště primary school, none of the teachers responded with C meaning that they pay attention to the pupils' reaction more than on reaction itself. The data collected from Chlumec and Borohrádek primary schools are identical.

3rd Question: *I praise pupils for their effort more than for their abilities. If yes, which pupils?*

      A) Yes - all pupils

      B) Yes - some pupils   Which ones? ....

      C) Sometimes

      D) No
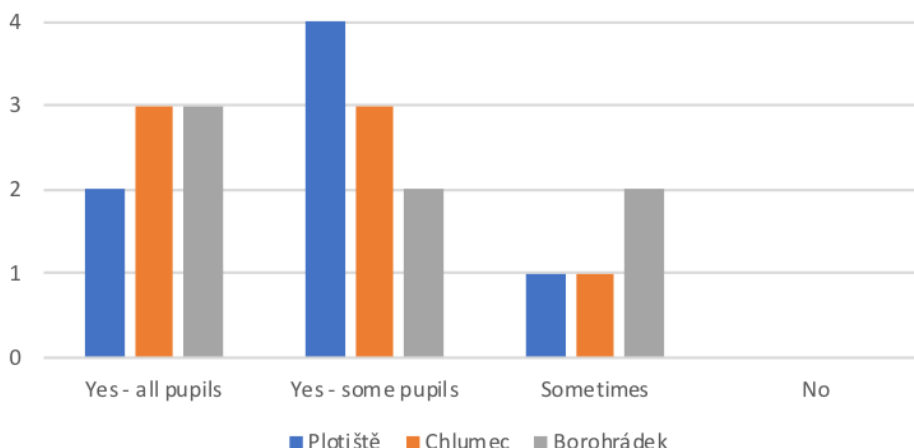
All teachers claim that they praise pupils for their effort more than for their abilities. Most teachers answering B in the questionnaire mention pupils with the dyslexia, also known as reading disorder, and other specific learning disabilities. One teacher from Plotiště also point out the pupils with the individual educational plan in the answer B.

4th Question: *I give the feedback to pupils related to given work rather than to their abilities.*

      A) Yes

      B) Sometimes

C) No
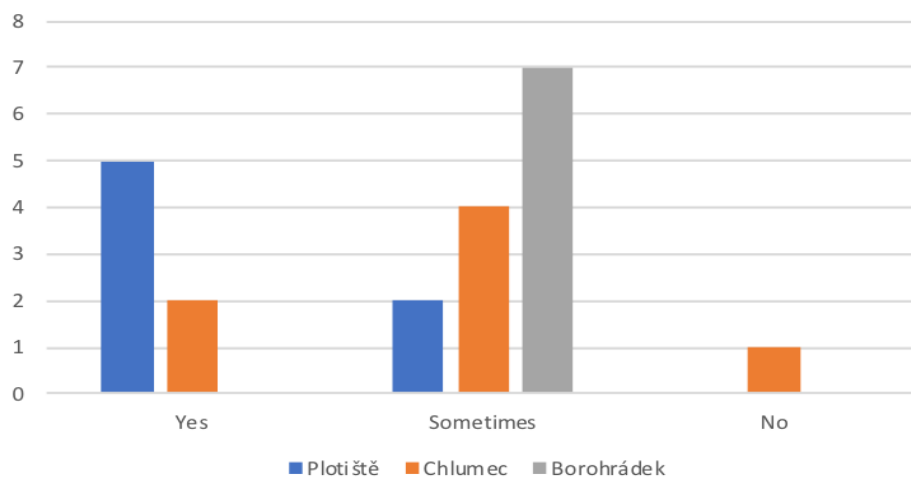
Almost all teachers agree that their feedback is related to given work rather than to the pupils' abilities. The answer B chose 13 teachers from which 7 of them are from Borohrádek primary school making 100% accord between them. The given work is appreciated mostly in Plotiště, where only two teachers sometimes take into consideration the pupils' abilities.

5th Question: *I provide the written feedback for written tasks in limited amount and I give pupils time to react to my feedback.*

    A) Yes

    B) Sometimes

    C) No
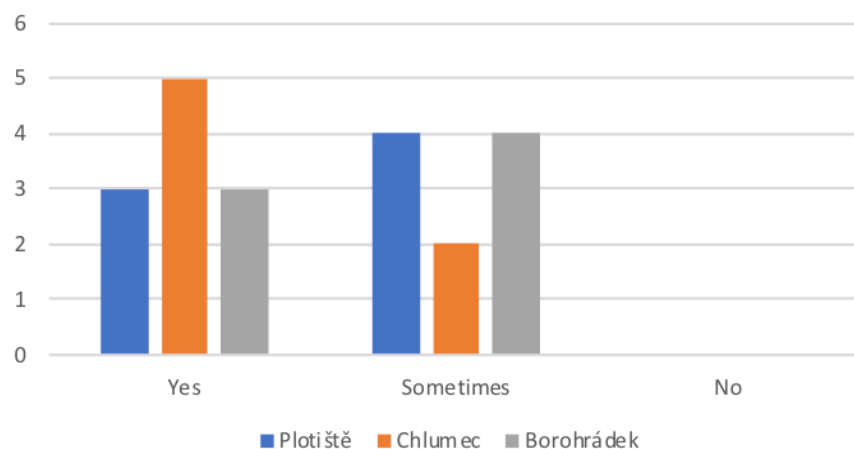
100% of teachers provide at least sometimes written feedback for written tasks, which means that every grade is supported with written feedback. Furthermore, all teachers give pupils some time to react to the feedback. In Plotiště and Borohrádek primary schools collected data match each other. Teachers from Chlumec seem to provide the written feedback most frequently.

6th Question: *In which way do you usually evaluate?*

     A) Grade

     B) Written evaluation

     C) Oral evaluation

     D) Stamps, pictures

     E) Others ....
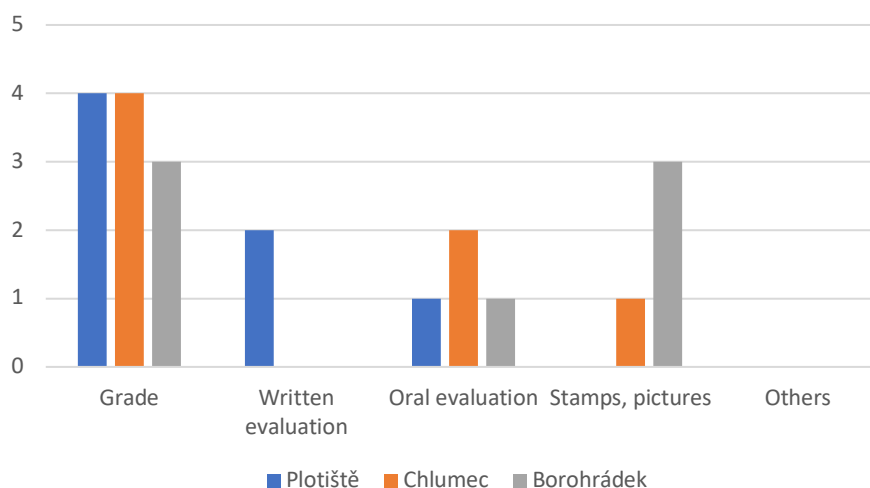
The author considers the 6th question as the most crucial of this thesis. The teachers expose their evaluative principles during the English lessons. As it is depicted in the graph, the teachers chose grades as the most frequent way to evaluate their pupils. The answer A was picked by 11 teachers out of 21 corresponding with 52,38% of teachers. Plotiště primary school is the only school where answer B - written evaluation was chosen. However, it is also the only school where stamps and pictures are not used for evaluating the pupils. An interesting fact occurs at Borohrádek primary school with equal amount of answers A and D. In other words, the same number of teachers selected grades and stamps/pictures as their most frequent evaluative method.

7th Question: *I test pupils individually in front of a blackboard.*

    A) Yes, often

   B) Every pupil at least once a half year

    C) Rarely

    D) Never
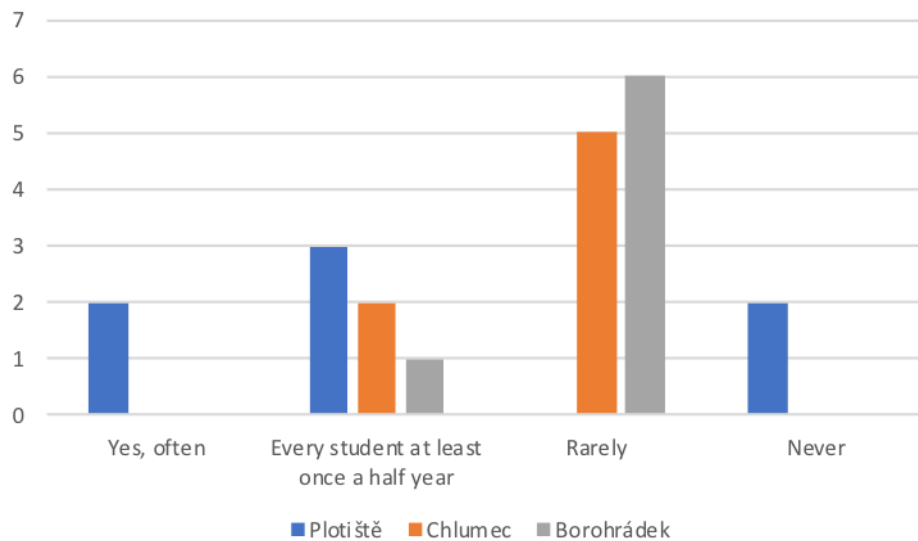
Only 2 teachers, both of them from Plotiště primary school, often test pupils in front of the blackboard. In general, teachers from Chlumec and Borohrádek primary schools prefer testing pupils in front of a blackboard only rarely. Only 2 teachers out of 21 (less than 10%) admitted that they never test pupils in front of a blackboard.

8th Question: *Do you think that the grade provides the sufficient feedback for pupils at the end of a school year? Why?*

    A) Yes

    B) No

    C) I do not know

    ....
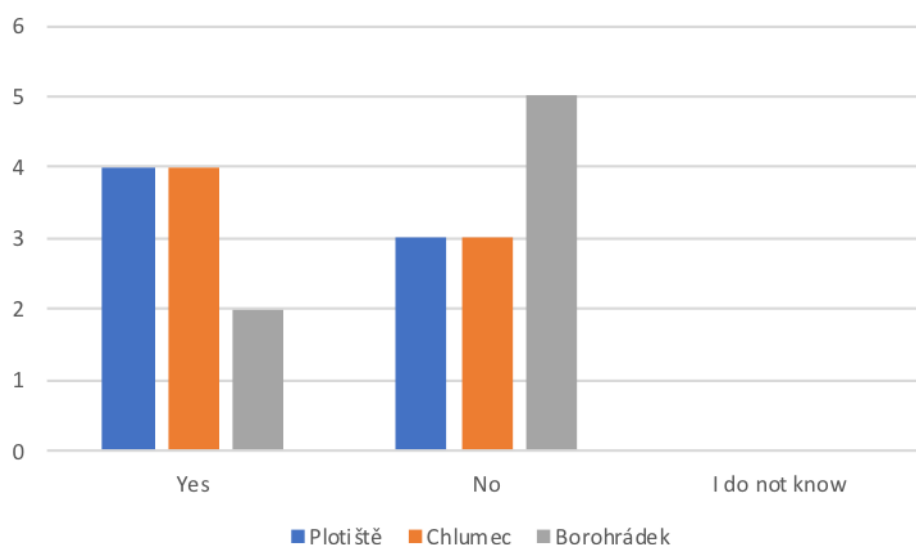
This question is based on the evaluative system in the Czech Republic where pupils obtain grades from each subject at the end of a half year. The author's aim was to find out if the teachers consider it as a sufficient feedback for pupils and why. Even though all teachers have some opinion on grades since no one chose answer C, in this case, teachers do not have a predominant one. 10 teachers chose answer A supporting the grade as a sufficient feedback, whereas 11 teachers believe that it does not provide competent evaluation. The second part of the question serve to reveal teachers' opinions. 3 teachers who do not consider grade as a sufficient feedback at the ends of a half year claims that it does not strictly correspond with pupils' knowledge. Moreover, one teacher from Borohrádek primary school even points at the necessity of oral evaluation together with grading to involve the pupil's work during the ESL lessons.

9th Question: *Which type of evaluation do you use during the English lessons? You can choose more answers.*

        A) Grades

        B) Oral evaluation

        C) Grades + oral evaluation

        D) Points

        E) Percentage evaluation

        F) Points + percentage evaluation

        G) Body language

        H) None

I) Others ....
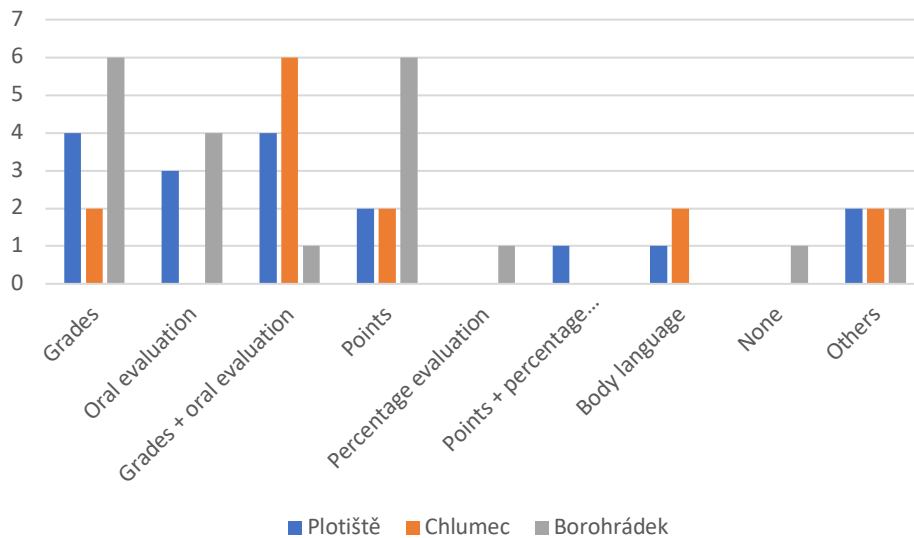

As the 6th question refers to the usual evaluation during the English lessons, this question reflects all applied evaluative ways. Teachers incline mainly to grades or to the combination of grades and oral evaluation. The graphical depiction shows us that grades were chosen by 12 teachers, from which 50% of them from Borohrádek primary school. 85% of teachers from Borohrádek also use points as an evaluative method. Primary school in Chlumec prefers the combination of grades and oral evaluation. Concerning the last option I - *Others,* teachers from Chlumec and Borohrádek mention the evaluation by stamps and pictures.

10th Question: *What kinds of test do you use during the English lessons? You can choose more answers.*

A) Essay

B) Short-answer tasks

C) Fill-in tasks

D) Multiple-choice tasks

E) True-false tasks

F) Assign

G) Re-creating the texts

H) Others ....
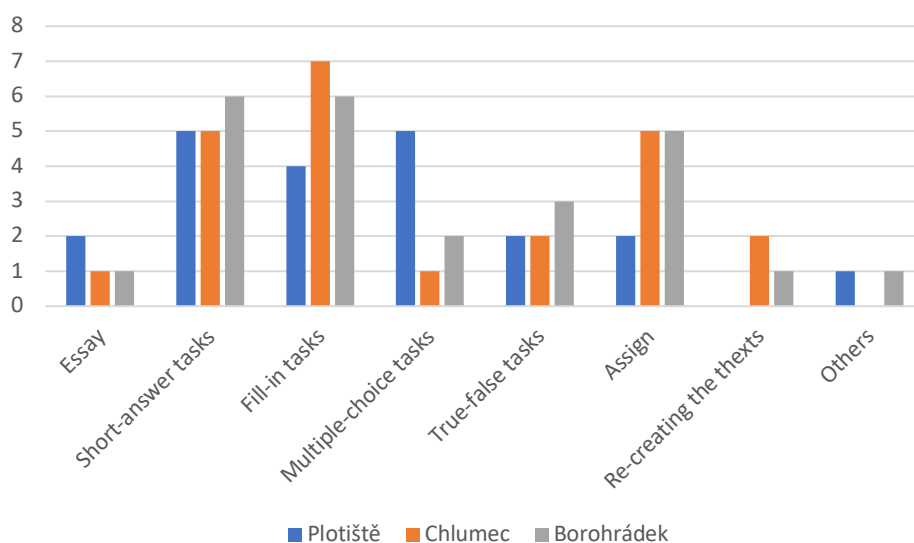
As in the previous question, teachers could choose more answers. However, questions 10 and 11 are based on the tests structure rather than on the evaluation. The author's aim was to find out how teachers compound their tests in English lessons. The graphical depiction shows us the dominance of fill-in tasks (used by 81% of teachers) and short answer tasks (76% of teachers). Together with these two kinds, teachers from Plotiště primary school prefer multiple choice tasks as well. On the contrary, Chlumec and Borohrádek apply assigns as a type of evaluation. Concerning the option H = *Others*, one teacher from Plotiště mentions a translation kind of tests and one teacher from Borohrádek tests pupils by crosswords.

11th Question: *On a scale from 1 to 6, put in order these spheres you test during the English lessons. 1 - the most frequent*

.... Reading

.........Writing

.... Listening

.... Speaking

.... Grammar

.........Vocabulary
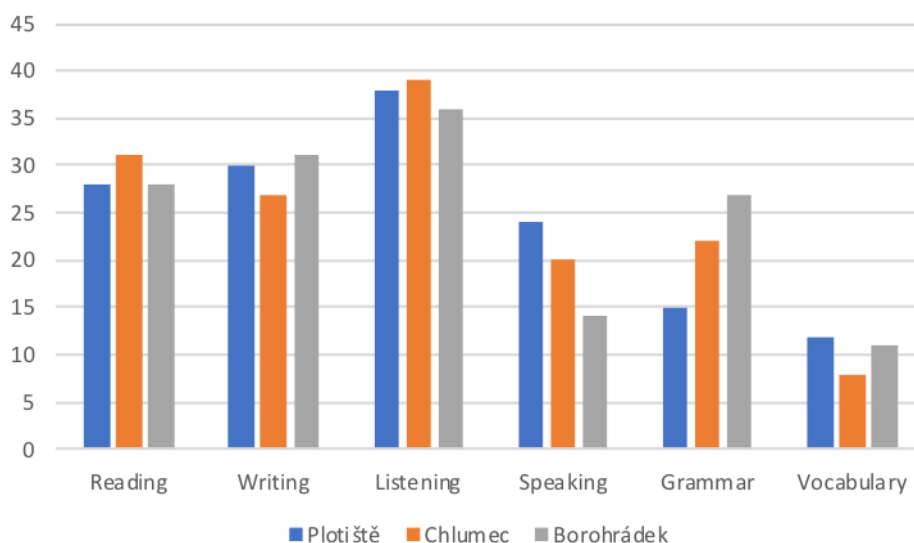
The graph shows how often teachers test various spheres during the English lessons. Teachers put in order the given spheres from the most frequent tested sphere to the least tested sphere. It is important to mention that the higher the number, the less tested the sphere becomes. In this case, vocabulary appears to be the most frequent tested sphere among the teachers from all three schools with 41 points. The second most tested sphere is speaking (58 points), followed by grammar with 64 points, reading with 85 points and writing with 88 points. On the contrary, listening becomes the least tested sphere with 113 points, making it almost three times more than vocabulary obtained.

12th Question: *Would you like to change the evaluative system at your school or not? If yes, please specify how within one sentence.*

A) I do not want to change it

B) I would like to change it

....
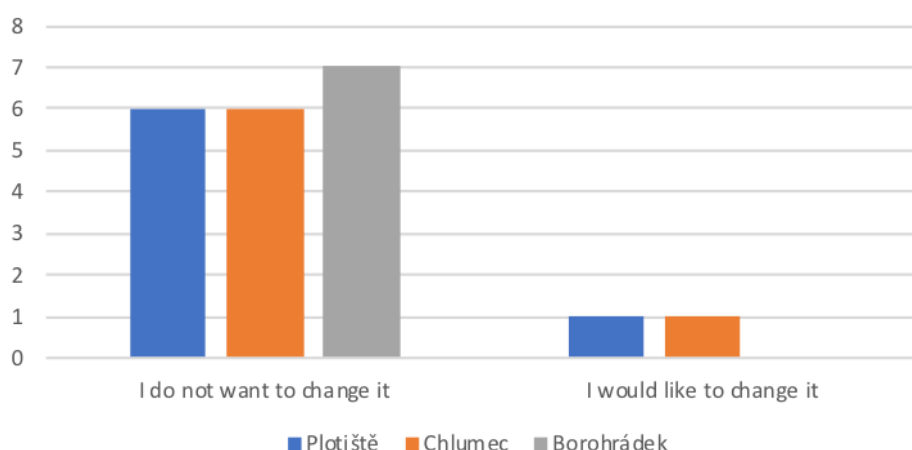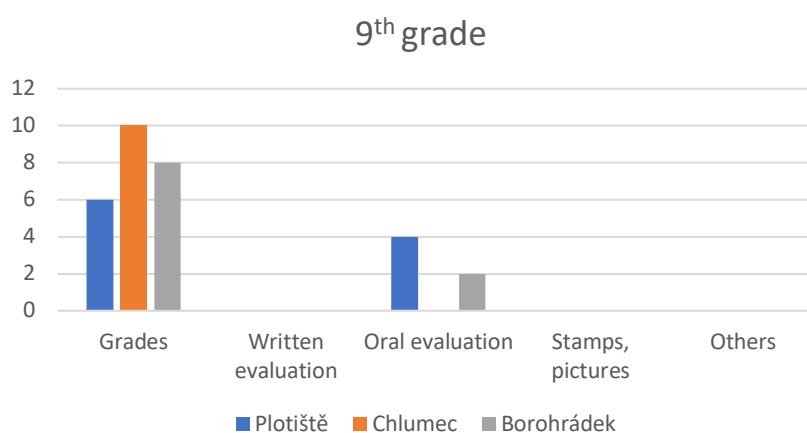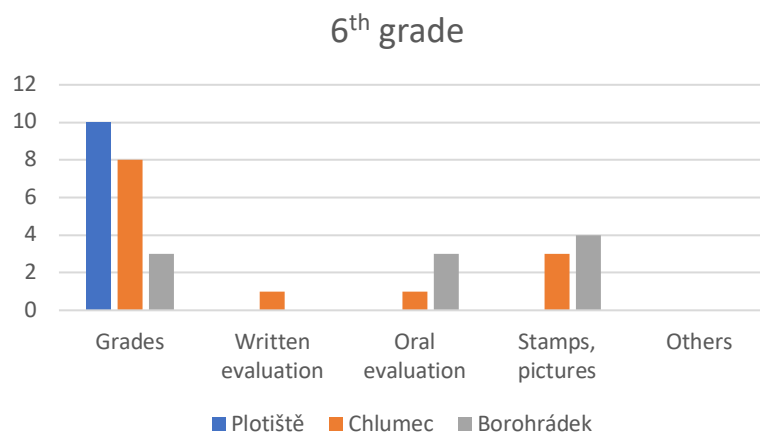
The last question of the questionnaire for teachers aims at the teachers' satisfaction with evaluative system. The author wants to find out whether teachers are satisfied or not and if not, how exactly would they change the present-day system. The results are almost single-valued. In Borohrádek, 100% teachers are satisfied with a remark from one teacher who points out the possibility of evaluative system adaptability with regard to both pupils and teachers. Only 2 teachers (less than 10%), one from Plotiště primary school and one from Chlumec primary school, would change the evaluative system due to its great difference from the reality.

3.7.2 Questionnaire for pupils

As well as the questionnaire for teachers, he questionnaire for 6th and 9th class pupils is a one-page questionnaire consisting of 12 questions and statements and in the beginning three lines, the author presents herself briefly. In addition, the author outlines the topic of the diploma thesis based on the answers from the filled in questionnaires. Just before the first question, it is necessary for pupils to fill in their class, age and gender.

1st Question: *In which way are you usually evaluated during the English lessons?*

    A) Grades

    B) Written evaluation

    C) Oral evaluation

    D) Stamps, pictures

    E) Others ....

6th grade

	Grades	Written evaluation	Oral evaluation	Stamps, pictures	Others

Plotiště ■ Chlumec ■ Borohrádek

9th grade

Plotiště ■ Chlumec ■ Borohrádek

The first question of pupils' questionnaire corresponds with the 6th question from the teachers' questionnaire. 70% of 6th grade pupils and 80% of 9th grade pupils answered A, meaning that they are usually evaluated with grades. Moreover, all 9th grade pupils from Chlumec primary school selected A. Only 6th grade pupils from Borohrádek are usually evaluated by stamps and pictures.

2nd Question: *Which of the previous ways do you prefer? Why?*

....

6th grade

Plotiště   Chlumec   Borohrádek

9th grade

Plotiště   Chlumec   Borohrádek
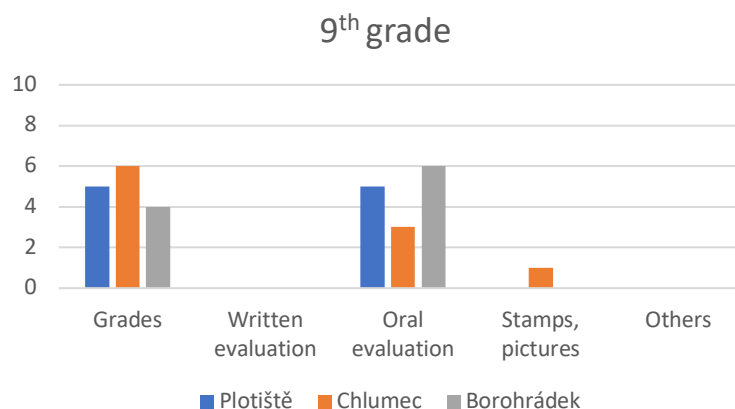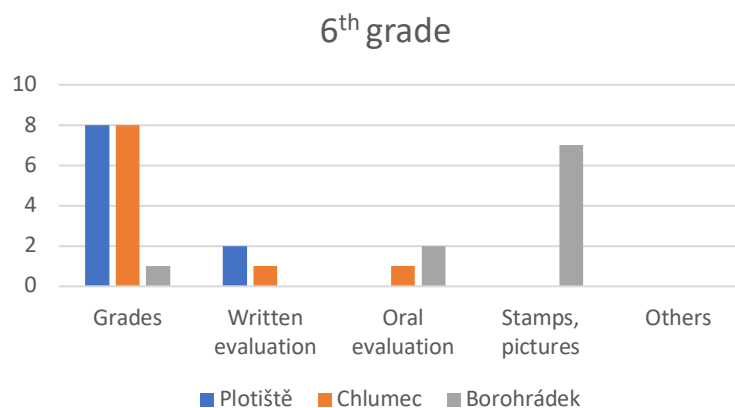
The author wanted to find out, if the reality corresponds with the pupils' preferences. The graphical depictions show a slight decline of grades in the collected data. 47% of 9th grade pupils would prefer to be evaluated orally, however, neither of them requires the written evaluation. 6th grade pupils from Borohrádek seem to like being evaluated by stamps and pictures since 70% of them chose the answer C. As it is obvious from the first two questions, all three primary schools do not use any other evaluative types. Even though pupils were asked to support their choice by explaining why, none of all 60 pupils provided any commentary.

3rd Question: *How many grades do you usually get per half a year in English lessons?*

    A) 1-3

    B) 4-6

    C) 7-8

    D) More

6th grade

9th grade
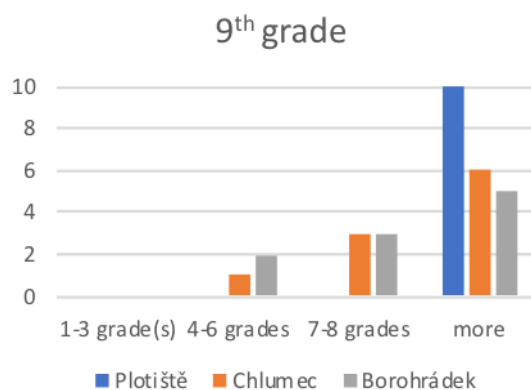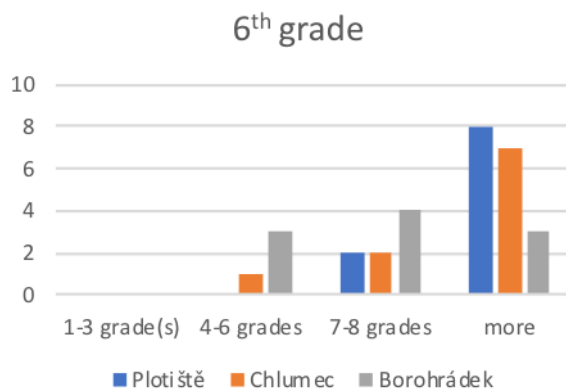
The pupils were asked how many grades do they usually get per a half year in English lessons. The pupils from Plotiště seem to obtain more grades than the pupils from Chlumec and Borohrádek. 90% of pupils from Plotiště get more than 7 grades per a half year, whereas in Chlumec it is 65% of pupils and in Borohrádek 40% of pupils. in general, all pupils are evaluated with grade at least 4 times per a half year.

4th Question: *If a teacher evaluates your work, does he/she provide any commentary (written, oral) which helps you to improve yourself?*

    A) Never

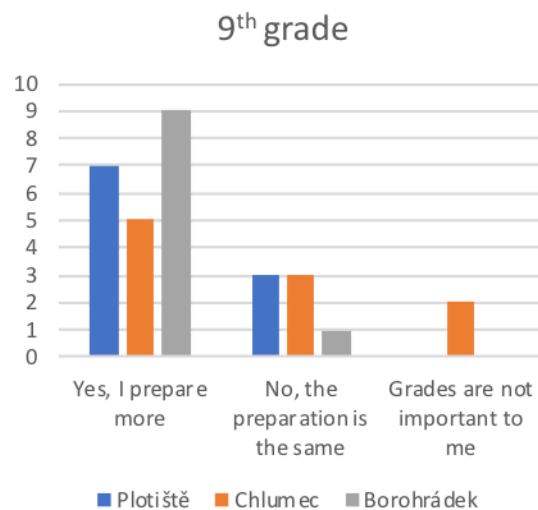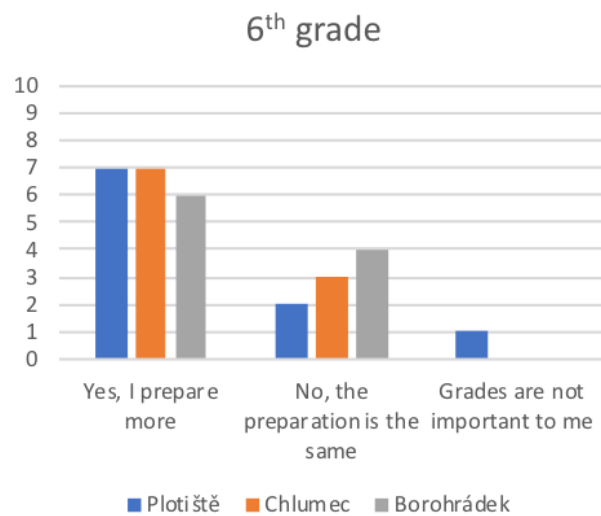   B) Sometimes

    C) Often
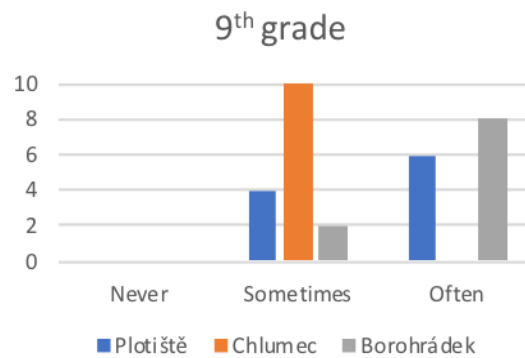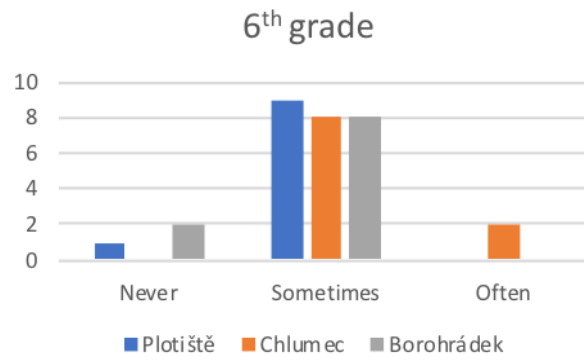
6th grade

9th grade

Only 3 pupils, all of them from 6th grade, answered with A, meaning that they never get any written or oral comment from the teacher on their work. Generally, pupils chose answer B, therefore, their work is sometimes followed by written or oral commentary. Expressed in percentage, 68% of pupils chose answer B, 26,6% of pupils preferred C (meaning often) and as it was already mentioned, only 5% answered with A. A huge difference is seen between both grades concerning the answer C. The graphical depiction shows that 80% of 9th grade pupils from Borohrádek and 60% of pupils from Plotiště circled C, whereas none 6th grade pupil from these primary schools did.

5th Question: *Do grades motivate you?*

    A) Yes, I prepare more

    B) No, the preparation is the same

    C) They are not important to me

6th grade

	Yes, I prepare more	No, the preparation is the same	Grades are not important to me
Plotiště	7	2	1
Chlumec	7	3	0
Borohrádek	6	4	0

9th grade

|	Yes, I prepare more	No, the preparation is the same	Grades are not important to me
Plotiště	7	3	0
Chlumec	5	3	2
Borohrádek	9	1	0

A very interesting question focuses on pupils' opinion if grades motivate them. To author's surprise, the majority of pupils admitted that grades motivate them to prepare more for the English lessons. In percentage, 66,7% of 6th grade pupils and 21/30 (70%) from the 9th grade chose the answer A. Only 3 pupils, from which one 6th grade pupil from Plotiště and two 9th grade pupils from Chlumec primary school, consider grades unimportant to them.

In relation with the 5th question, the following one depicts the pupils point of view not only on the grades but on the importance of the all types of evaluation as a feedback provided by teachers to pupils.

6th Question: *Why is evaluation important for you? You can choose more answers.*

    A) I find out where my deficiencies are.

    B) How I handle the learning, what I know.

C) I identify the mistake I made. Next time, I would do it differently.

D) I can find where to improve.

E) It is not important to me.
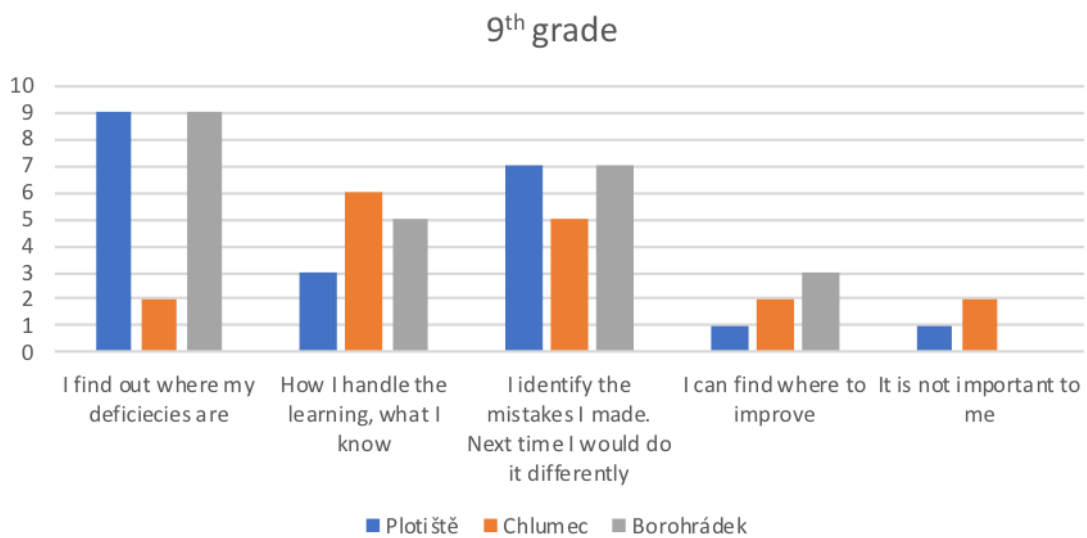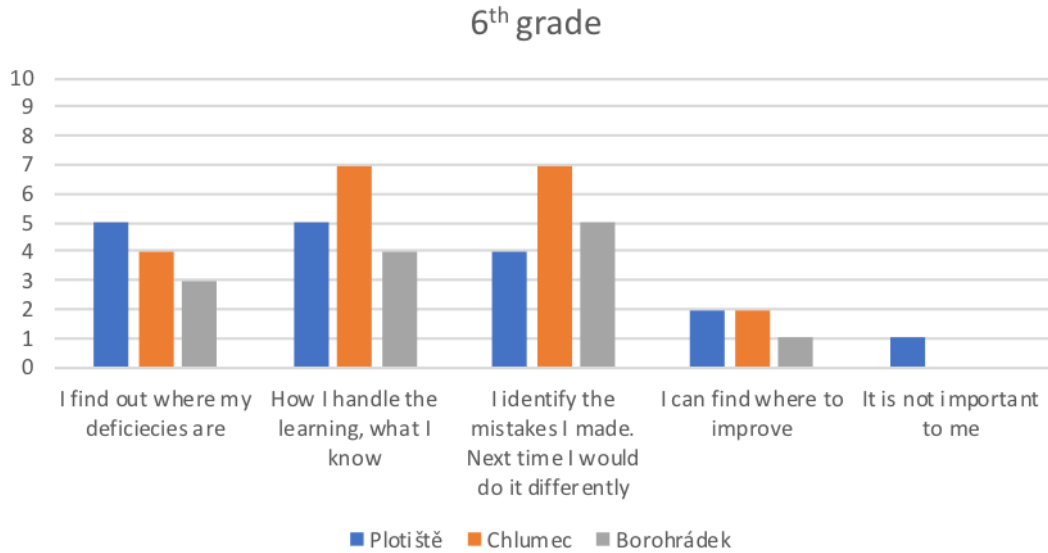
6th grade

9th grade

As in the previous question, the lowest number of pupils chose the last answer signifying their disinterest in the evaluation. Compared to the 5th question, another 9th grade pupil from Plotiště believes that the evaluation is not important to him/her. The graphs show the change between 6th and 9th grades. The majority of 6th grade pupils sees the evaluation as a tool helping them to understand what they already know (53,3% of pupils) and to identify the mistake they made (53,3% of pupils). On the contrary, the majority of 9th grade pupils

switch their perception of evaluation as 20 of them (66,7%) chose the answer A, meaning that they find out where their deficiencies are. In other words, the younger pupils pay attention to what they know and what they did right, the older pupils wish to find out their deficiencies. However, this rule must not be applied on pupils from Chlumec primary school, were the data differ from other two primary schools. In Chlumec, Both 6th grade and 9th grade pupils chose mainly the answers B and C. Only 11 pupils out of 60 put emphasis on the evaluation as a tool helping pupils to know where to improve.

7th Question: *Have you ever been evaluated by your classmates?*

A) Yes

B) No

C) I do not remember


6th grade

9th grade
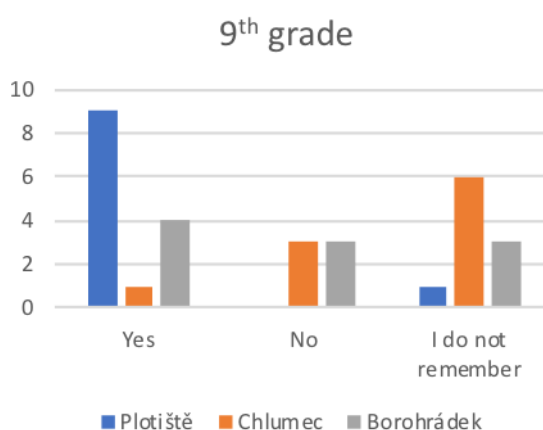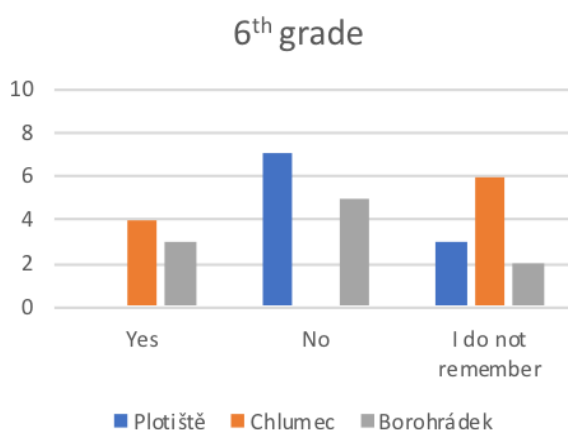
The teacher is usually the person who evaluates the pupils during classes. However, the author wanted to find out if teachers give the permission to other pupils to evaluate their classmate after some performance in front of the class. Again, the graphs show the difference

between both grades. The answer A - Yes chose 7 pupils from the 6th grade (none of them from Plotiště), however, 14 pupils from the 9th grade (9 of them from Plotiště). Unfortunately, 35% of pupils do not remember if they have or have not been evaluated by their classmates.

The following 8th question relates to the 7th question and addresses those who answered positively on the 7th question.

8th Question: *If you have ever been evaluated by your classmates, did the teacher incline to your opinion during his/her evaluation?*

A) Yes

B) No

C) I cannot say
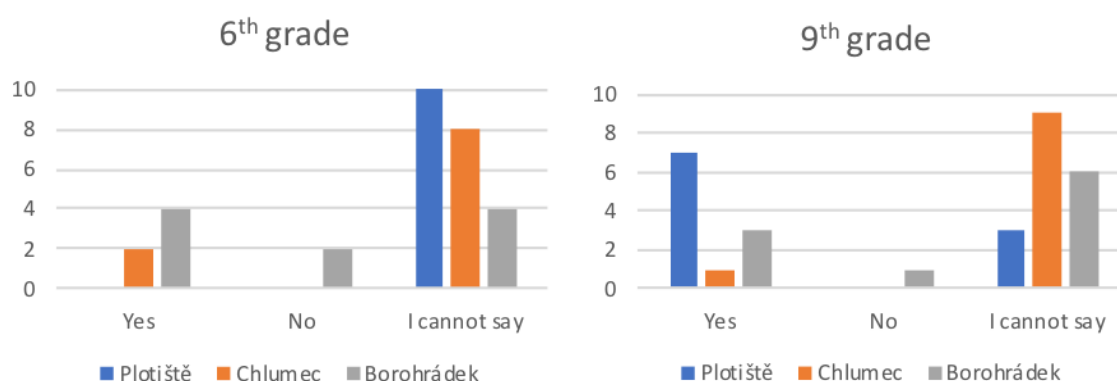
One thing is giving the opportunity to evaluate but other thing is taking pupils opinion into consideration. Therefore, those who answered positively on the previous question, responded A or B to find out whether teachers listen to others opinion. Concerning the 6th grade, 6 pupils (2 of them from Chlumec and 4 of them from Borohrádek) answered positively, while 2 pupils from Borohrádek negatively. The pupils from 9th grades are used to evaluate their classmates more frequently and according to graph, teachers incline to pupils' opinions in 11 from 12 (91,7%) cases.

The last option C = *I cannot say* was aimed at those who responded B = *No* or C = *I do not remember* in the previous question. However, the author made a mistake and did not specify it sufficiently, so the data might be slightly different from the reality.

9th Question: *Would you be able to evaluate your performance during the oral test in front of a class?*

A) I would feel embarrassed.

B) It would be unpleasant to me.

C) I would like to do that.

D) I would not handle it.

6th grade

9th grade
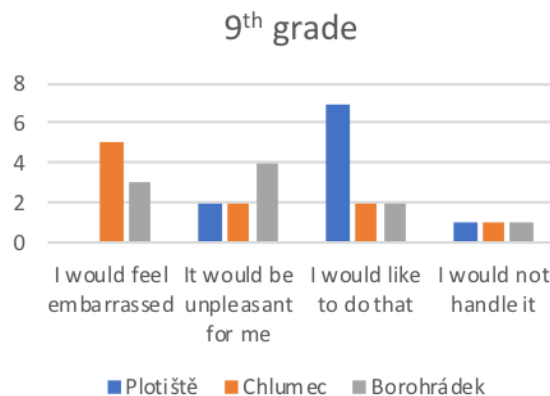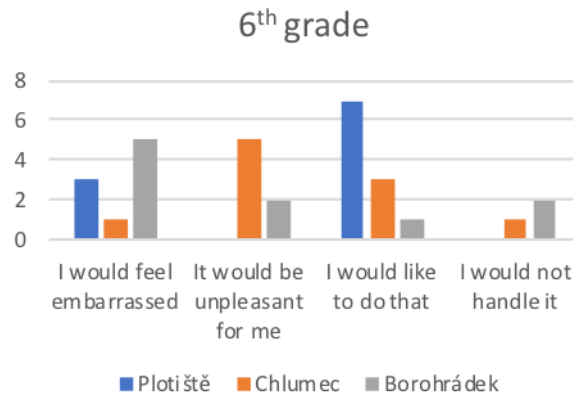
Being able to evaluate someone's performance does not seem easy at all, however, evaluating our own performance might be even harder, even though the ability of giving feedback to ourselves plays crucial role in our lives. The most self-confident pupils appear to be in Plotiště primary school, where 70% of pupils from both grades would like to evaluate themselves in front of a class after an oral performance. Of all questioned pupils, 28,3% would feel embarrassed, 25% admitted the displeasure of evaluating themselves in front of their classmates and only 10% would not handle it.

10th Question*: Which of these evaluative ways would you prefer?*

A) Oral evaluation

B) Grading

C) Combination of oral evaluation and grading

D) Others ....

6th grade

9th grade
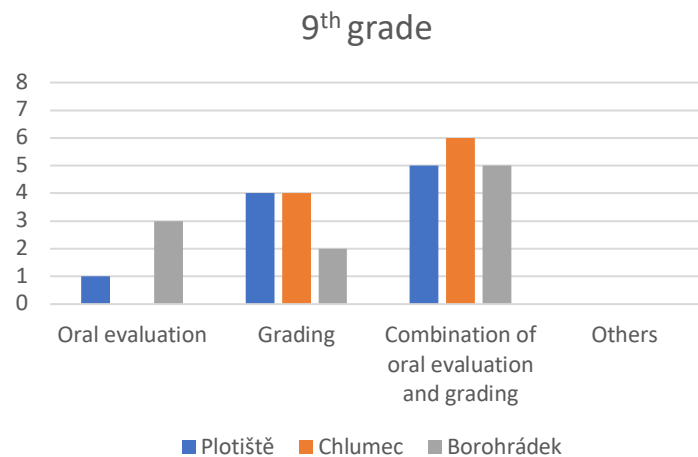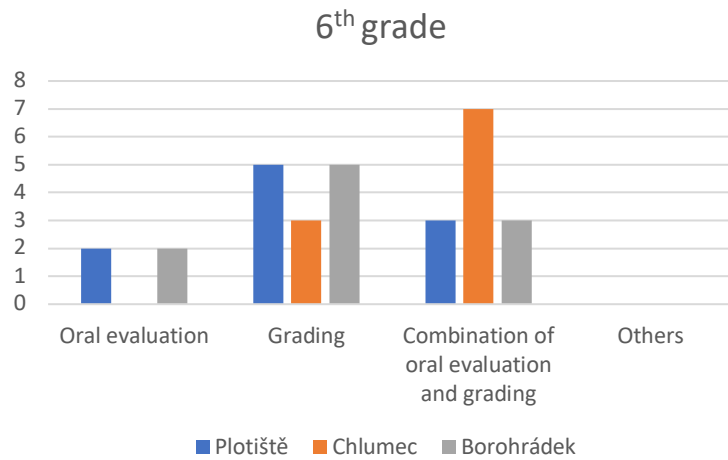
This question appears to be similar to the second question of the pupils' questionnaire, nevertheless the possibilities provided to pupils differ. The answer C = *Combination of oral evaluation and grading* was added. The graphical depiction shows the pupils preference of the answer C, as it was chosen by 48% of them. Concerning grading, 53% of pupils preferred grading in the question 2, whereas in this question it is only 38%. In other words, the most favoured way for pupils to be evaluated seems to be the combination of oral evaluation and grading. Only 8 pupils from which none of them from Chlumec primary school picked out A = *Oral grading*. None of the pupils chose the last possibility D = *Others*.

11th Question: *What do you feel when being tested in front of a class? You can choose more answers.*

A) Stress

B) Expectations

C) Joy

D) Concern

E) Humiliation

F) Enthusiasm

G) Excitement

H) Suffering

6th grade

9th grade
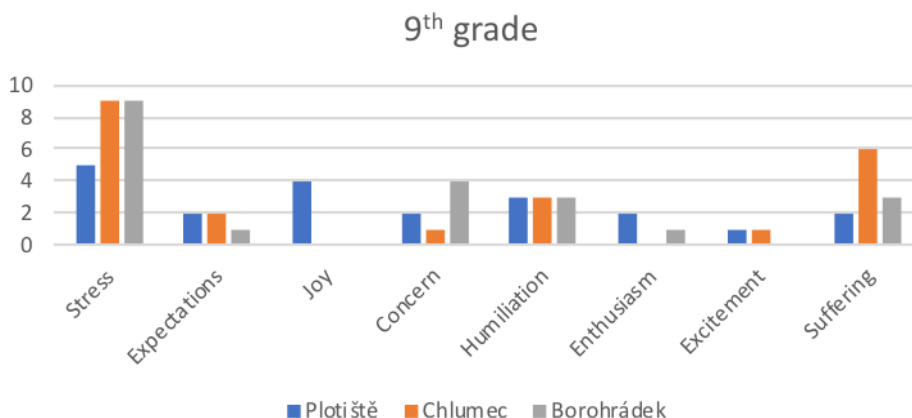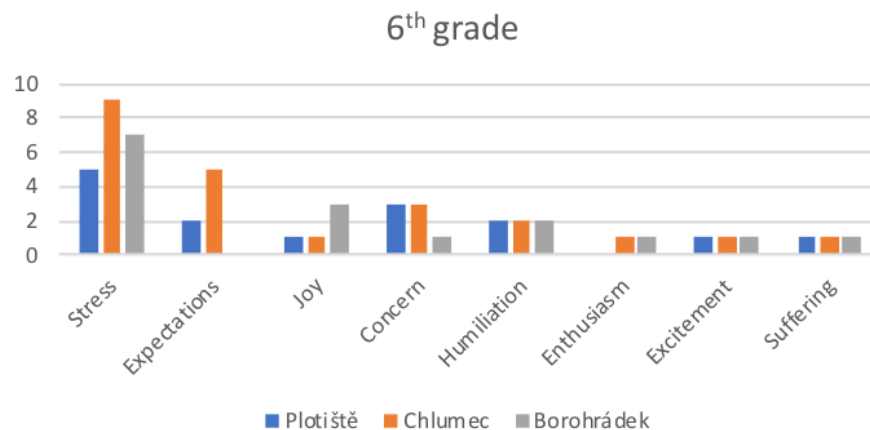
The pupils were asked to describe their feelings when being tested in front of a class. The question corresponds with the 7th question of the teachers' questionnaire based on the frequency of such testing. As it is obvious from the graphs, 73% of pupils describe testing in front of a class as a stressful situation. In general, the negative emotions such as stress, concern (chosen by 23,3% of pupils) humiliation (25% of pupils) and suffering (23,3% of pupils) outnumber the positive ones. To author's surprise, 6 pupils out of 10 from the 9th grade from Chlumec picked out the last answer H = *Suffering*. Concerning the positive emotions, 4 pupils from 9th grade of Plotiště primary school feel joy during testing in front

of a class. The other positive emotions were chosen by the minority of pupils. The collected data of both grades do not differ much from each other.

12th Question: *Would you like to change the evaluative system at your school or not? If yes, please specify how within one sentence.*

> A) I do not want to change it.
> B) I would like to change it.

....
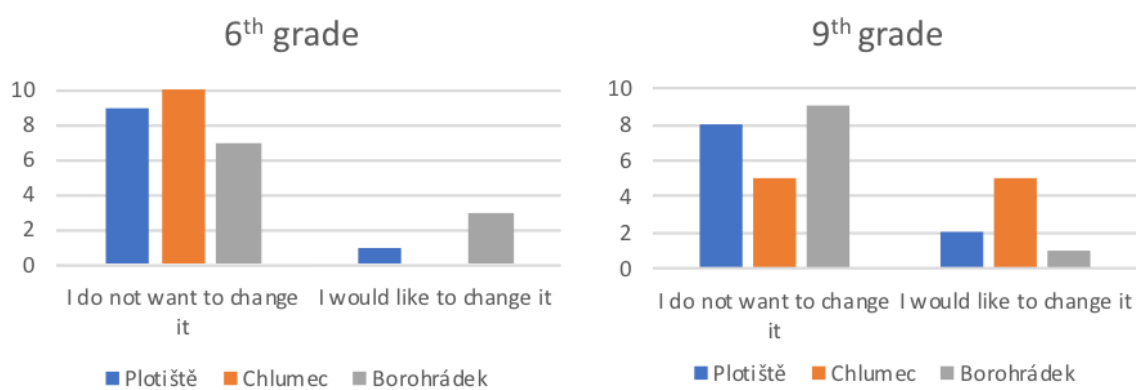
The last question completely corresponds with the last one from the teachers' questionnaire, where the majority of teachers do not require the change of the evaluative system within their schools. The pupils agree with the teachers' opinions as 80% of them are satisfied with the current evaluative system. The collected data slightly differs in 9th grade pupils from Chlumec, where 50% of pupils chose the answer B - *I would like to change the evaluative system at my school.*

Some of the pupils add a short commentary to support their opinions. One girl from the 6th grade from Borohrádek wrote: *"I do not want to change it because I am used to it and it is good."* A 6th grade boy from Chlumec adds: *"We are given good grades which we deserve. I have really good grades and I am satisfied with them."* An interesting commentary comes from a 9th grade pupil from Borohrádek who points out the possibility of asking a teacher about his mistakes to improve himself. On the contrary, one girl from the 9th grade of Plotiště primary school wrote: *"Some teachers do not take into consideration our performance during the lessons."*

3.8 Interpretation of obtained data

In the final analysis is important to point out that the questionnaires were filled only by a small number of pupils and teachers. To increase the complexity and reliability of the findings, it would be necessary to address more primary schools. However, both pupils and teachers were able to answer willingly to all questions that might not only help teachers to take a think to contemplate about how exactly they evaluate but also outline other possible ways of evaluation used during English lessons to pupils.

Concerning the teachers' questionnaire, the first five questions focused on the teachers' feedback to pupils' performances during the English lessons. All teachers but one know the goal of every lesson and almost half of them always present the goal to pupils which contradicts the Starý's thought that teachers work with lessons' goals only rarely. However, a misunderstanding might have occurred as teachers often reverse the terms goals and lesson plans. The majority of teachers focus more on pupils' reaction to feedback than to feedback itself, especially in Plotiště. Regardless the location of the observed schools, all teachers praise their pupils more for the effort during the lessons than for abilities. In Plotiště, pupils seem to be appreciated for the given work rather than for abilities more often than in the rest of the schools. The author also found out that 100% of teachers provide at least sometimes a written feedback for written tasks. The teachers from Chlumec nad Cidlinou provide the written feedback most frequently.

The second part of the teachers' questionnaire (questions 6-9) aims at the evaluative ways used during English lessons. As the author presumed, grading appears to be the most frequent way when evaluating pupils, even though they miss a qualitative feedback component. Only Plotiště primary school uses the written evaluation, however, unlike Borohrádek and Chlumec primary schools' teachers from Plotiště do not evaluate with stamps nor pictures. Moreover, in Borohrádek, the frequency of evaluating by grades and stamps is the same. Although grades appear to be the most frequent way when providing feedback, teachers definitely react to pupils by oral evaluation and body language even more often. Gestures, one-word feedback and facial expressions occur during one English lesson several times without noticing.

A slight difference between schools appeared concerning testing pupils in front of a blackboard. As mentioned in the theoretical part, it is considered as a disgraceful inefficient waste of time as only one pupil has the teacher's attention. In general, the teachers from

Borohrádek and Chlumec test pupils in front of a blackboard rarely, whereas some teachers from Plotiště often and some of them never test pupils this way. Most of the teachers from Borohrádek believe that grades do not provide a sufficient feedback as they do not correspond with pupils' knowledge, so they should be supported with oral evaluation. This finding corresponds with Čapek who beliefs that oral evaluation and grades are closely connected since they cannot replace each other without losing any relevance.

The last part of the teachers' questionnaire relates to the test structure. More than 80% of teachers use fill-in tasks, followed by short answer tasks with 76% of teachers. Both examples represent the objective and standardized types of evaluation. Concerning the tested spheres, listening is definitely the least often tested sphere within all schools. On the contrary, teachers from all schools test vocabulary and grammar most frequently. Only 2 teachers demonstrate the dissatisfaction with the evaluative system in their school since the grading system differs from the real performances and knowledge of pupils.

Pupils' questionnaire consists of similar questions as could be found in the teachers' one. Corresponding with the obtained data from the teachers' questionnaire, 70% of 6th grade and 80% of 9th grade pupils admitted being evaluated mostly by grades. The 10% difference is caused by evaluating younger pupils by stamps and pictures as well. Concerning the pupils' preferences, the majority of 6th grade pupils from Borohrádek favour stamps and pictures, while 47% of all 9th grade pupils prefer oral evaluation. The most grades per a half year are given to pupils from Plotiště primary school, followed by Chlumec and Borohrádek. These findings imply that all pupils get at least four grades per a half year during English lessons. It is difficult to say, whether it is a lot or not. Together with grades, teachers sometimes provide written or oral commentary, especially in 9th grades in Borohrádek and Plotiště where the frequency of such comments is the highest.

Moreover, grades seem to motivate the majority of all pupils. 66,7% of 6th grade pupils and 70% of 9th grade pupils prepare more to obtain a better grade supporting the idea of reward or punishment for pupils. Only 3 pupils show no interest in given grades. The point of view on grading differs in both grades. A half of 6th grade pupils see grades as tools helping them to understand what they already know and to identify the mistake they made, whereas the majority of 9th grade pupils find out their deficiencies thanks to grades. These findings cannot be implied on Chlumec primary school where grades are given to

understands how pupils handle the learning and what they know. However, only 11 pupils see grades as a tool helping them to discover where to improve.

The questions 7-9 observe the evaluation from the pupils' points of views. Together 7 6th grade pupils from Plotiště and Borohrádek and 14 9th grade pupils, from which 9 of them from Plotiště, admitted being evaluated by classmates during the English lessons. Habitually, the teachers take into consideration pupils' opinions while evaluating. The observed data show that the most self-confident pupils attend Plotiště primary school since 70% of them would be able to evaluate their performance in front of other pupils. 28,3% pupils would feel embarrassed and 10% of pupils would not handle it.

An interesting fact occurred in the question 10 that slightly corresponds with the question 2 in pupils' questionnaire. In the question 10 pupils' preferences on evaluating switch from the grading itself to the combination of oral evaluation together with grading. It is important to say that evaluation in lessons also creates stressful situations for pupils. An example for such situation might be testing in front of a blackboard since 73% of respondents select this answer in the question 11, followed by humiliation with 25% of pupils, concern and suffering both with 23,3% of pupils. The last question reflects the pupils' satisfaction with current evaluative system. 80% of respondents do not want to change it. The least satisfied pupils can be found in Chlumec primary school where 50% of respondents would like to change it. In other words, pupils seem less satisfied with evaluative system than teachers.

Conclusion

The topic of this thesis *Evaluation and Testing in ELT* covers a very complex part of the whole learning process. Testing, however, is only a small component of the evaluative process. Current evaluation in the Czech primary schools requires grading as a formative and summative type of evaluation provided to pupils. During my practice, I did not encounter any other alternative ways, even though I taught 10-year-old pupils as well as 19-year-old students. In my opinion, younger pupils require different evaluation than students from grammar schools. Moreover, I do not like the emphasis put on the grading leading more to a comparison between pupils rather than to an appropriate feedback. Based on this experience, the title of my diploma thesis was specified.

In the first chapter, the term *evaluation* represents new discipline but an ancient practice and is further defined by several authors with different points of views, firstly in general, later with connection to the education. This chapter also offers an insight into evaluative purposes, functions, language and types of evaluation. Even though there is always a personal subjective point of view in every evaluation teachers make and evaluative character with its consequences differ due to the function dominant in that moment, all teachers should try to be as much objective as possible when evaluating their pupils. The second chapter in the theoretical part specifies and deals with the ways of *testing* pupils in the class and points out the inefficiency of testing pupils in front of a class.

The final part covers the research including the profiles of the schools, detailed descriptions of questionnaires, analysis and graphical depictions of collected data in comparison with the theoretical findings connected with the main aim of the thesis.

The aim was fulfilled due to the research based on the filled in questionnaires from both teachers and pupils. The primary schools located in the Hradec Králové region were chosen carefully according to my personal experience and recommendations from the supervisor of this thesis. The majority of pupils and teachers seems to be satisfied with the current evaluative way used in their schools. This finding does not correspond with my belief that it is inappropriate to try to teach in modern way but evaluate with the obsolete one.

All things considered, it would be necessary to address and collect data from more teachers and pupils in order to obtain authoritative results. Moreover, some of the questions in questionnaires might be misleading as for example the possibility of replacing the goal of a lesson by a lesson plan. It would also be useful to spend some time with pupils during

English lessons to observe the testing, evaluation and reactions to the evaluation and to take my personal notes to avoid any misunderstandings.

It is important to mention that despite my interest the thesis is focused only on selected topics due to the given framework of this academic type of work. However, many other contextual themes such as oral evaluation, written evaluation as well as the specific types of tests used in teaching English lessons remains in my interest for the eventual next research. According to my opinion, the diploma thesis might help with finding an appropriate way of evaluating suitable for pupils and teachers not only to current English teachers but also to the future ones in order to fulfil both quantitative and qualitative components of a feedback. Moreover, the modern types of test presented in the thesis might serve as a good way to consider testing fun, colourful and practical as it is necessary to reduce the stress put on pupils.

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Appendices

Appendix 1

Diploma thesis questionnaire - teachers

Dear teachers,

My name is Adéla Žemličková and I am currently studying at the Faculty of Pedagogy at the University of Hradec Králové. Therefore, I would like to ask you to fill in the questionnaire concerning the evaluation and testing in the ESL teaching. It is not necessary to mention your name.

Please fill in:

Gender: a) male   b) female   Age: a) 25 and less b) 26-30   c) 31-40   d) 41-50   e) 51-60   f) 60 and more

Qualifications for teaching English ....

1) I know the goal of every lesson, sometimes I do not present it to pupils at the beginning of the lesson.

a) Yes   b) I always present the goal   c) I know the goal but do not present it to pupils   d) I do not know the goal

2) I focus more on the pupil's reaction to my feedback than on the feedback itself.

a) Yes   b) Sometimes   c) No

3) I praise pupils for their effort more than for their abilities. If yes, which pupils?

a) Yes - all pupils b) Yes - some pupils   Which ones? .... c) Sometimes   d) No

4) I give the feedback to pupils related to given work rather than to their abilities.

a) Yes   b) Sometimes   c) No

5) I provide the written feedback for written tasks in limited amount and I give pupils time to react to my feedback.

a) Yes   b) Sometimes   c) No

6) In which way do you usually evaluate?

a) Grade b) Written evaluation c) Oral evaluation d) Stamps, pictures e) Others ....

7) I test pupils individually in front of a blackboard.

a) Yes, often b) Every pupil at least once a half year c) Rarely d) Never

8) Do you think that the grade provides the sufficient feedback for pupils at the end of a school year? Why?

a) Yes   b) No   c) I do not know...

9) Which type of evaluation do you use during the English lessons? You can choose more answers.

a) Grades b) Oral evaluation c) Grades + oral evaluation d) Points e) Percentage evaluation f) Points + percentage evaluation g) Body language h) None i) Others..

10) What kinds of test do you use during the English lessons? You can choose more answers.

a) Essay b) Short-answer tasks c) Fill-in tasks d) Multiple-choice tasks e) True-false tasks f) Assign g) Re-creating the texts h) Others...

11) On a scale from 1 to 6, put in order these spheres you test during the English lessons.1 - the most frequent

.... Reading   .... Writing   ...... Listening   ...... Speaking   ...... Grammar   .... Vocabulary

12) Would you like to change the evaluative system at your school or not? If yes, please specify how within one sentence.

a) I do not want to change it   b) I would like to change it ....

Appendix 2

Dotazník k diplomové práci - učitelé

Dobrý den, jmenuji se Adéla Žemličková a studuji na Pedagogické fakultě na Univerzitě Hradec Králové. Ráda bych Vás poprosila o vyplnění dotazníku týkajícího se hodnocení a testování v anglickém jazyce. V dotazníku nemusíte uvádět své jméno.

Doplňte prosím:
Pohlaví: a) muž   b) žena   Věk: a) 25 a méně b) 26-30 c) 31-40   d) 41-50   e) 51-60   f) 60 a více
Kvalifikace pro výuku AJ: ....

1) Vím, co je cílem učení hodiny AJ, ale někdy ho žákům na začátku hodiny nesděluji.

a) Ano b) Sděluji vždy   c) Vím, ale nesděluji   d) Nevím

2) Zaměřuji se spíše na reakci žáka na mou zpětnou vazbu než na zpětnou vazbu samotnou.

a) Ano   b) Občas   c) Ne

3) Chválím žáky spíše za snahu než za jejich schopnosti. Pokud ano, které žáky?

a) Ano - všechny b) Ano - některé   Které? .... c) Občas   d) Ne

4) Dávám žákům zpětnou vazbu vztahující se spíše k danému úkolu než k jejich schopnosti.

a) Ano   b) Občas   c) Ne

5) Písemnou zpětnou vazbu pro písemné úkoly a testy používám v omezené míře a dávám žákům čas na to, aby mohli zareagovat.

a) Ano   b) Občas   c) Ne

6) Jakým způsobem nejčastěji hodnotíte?

a) Známkou b) Písemným hodnocením c) Ústním hodnocením d) Razítka, obrázky e) Jiným ....

7) Žáky zkouším individuálně u tabule.

 a) Ano, běžně b) Každého alespoň jednou za pololetí c) Zřídka d) Nikdy

8) Myslíte si, že je známka na vysvědčení dostatečnou zpětnou vazbou pro žáky? Proč?

a) Ano   b) Ne   c) Nevím ....

9) Jaký typ hodnocení ve výuce AJ využíváte? Můžete zaškrtnout i více odpovědí.

a) Klasifikace b) Slovní hodnocení c) Klasifikace + slovní hodnocení d) Bodové hodnocení e) Procentuální hodnocení
f) Hodnocení body + procenty g) Řeč těla h) Žádné hodnocení i) Jiné...

10) Jaké typy testů ve výuce AJ využíváte? Můžete zaškrtnout i více odpovědí.

a) Slohová práce b) Úlohy krátké odpovědi c) Úlohy doplňovací d) Úlohy vícenásobného výběru e) Úlohy typu pravda-lež f) Úlohy přiřazujícího typu g) Uspořádání rozkouskovaného textu h) Jiné...

11) Na stupnici od 1 do 6 seřaďte tyto oblasti podle toho, jak je nejčastěji testujete. 1 - nejčastěji

.... Čtení   .... Psaní   ...... Poslech   ...... Mluvení   ...... Gramatiku   .... Slovíčka

12) Chtěli byste změnit systém hodnocení na Vaší škole, nebo Vám stávající plně vyhovuje? Pokud ano, uveďte jednou větou proč.

a) Vyhovuje mi b) Ne, nevyhovuje …………………...

Appendix 3

Diploma thesis questionnaire - pupils

Dear pupils,

My name is Adéla Žemličková and I am currently studying at the Faculty of Pedagogy at the University of Hradec Králové. Therefore, I would like to ask you to fill in the questionnaire concerning the evaluation and testing in the ESL teaching. It is not necessary to mention your name.

Please fill in:

1. class:.......... 2. age:............ 3. Gender a) female b) male

1) In which way are you usually evaluated during the English lessons?

a) Grades b) Written evaluation c) Oral evaluation d) Stamps, pictures e) Others ....

2) Which of the previous ways do you prefer? Why?...

3) How many grades do you usually get per half a year in English lessons? a) 1-3   b) 4-6   c) 7-8   d) more

4) If a teacher evaluates your work, does he/she provide any comment (written, oral) which helps you to improve yourself?

a) Never b) Sometimes c) Often

5) Do grades motivate you?

a) Yes, I prepare more b) No, the preparation is the same c) They are not important to me

6) Why is evaluation important for you? You can choose more answers.

a) I find out where my deficiencies are. b) How I handle the learning, what I know. c) I identify the mistake I made. Next time, I would do it differently d) I can find where to improve e) It is not important to me

7) Have you ever been evaluated by your classmates? a) Yes   b) No   c) I do not remember

8) If you have ever been evaluated by your classmates, did the teacher incline to your opinion during his/her evaluation?

a) Yes   b) No   c) I cannot say

9) Would you be able to evaluate your performance during the oral test in front of a class?

a) I would feel embarrassed b) It would be unpleasant to me c) I would like to do that d) I would not handle it

10) Which of these evaluative ways would you prefer?

a) Oral evaluation b) Grading c) Combination of oral evaluation and grading d) Others..........

11) What do you feel when being tested in front of a class? You can choose more answers.

a) Stress b) Expectations c) Joy d) Concern e) Humiliation f) Enthusiasm g) Excitement h) Suffering

12) Would you like to change the evaluative system at your school or not? If yes, please specify how within one sentence.

a) I do not want to change it b) I would like to change it

....

Appendix 4

Dotazník k diplomové práci - žáci

Ahoj, jmenuji se Adéla Žemličková a studuji na Pedagogické fakultě na Univerzitě Hradec Králové. Ráda bych Vás poprosila o vyplnění dotazníku týkajícího se hodnocení a testování v anglickém jazyce. V dotazníku nemusíte uvádět své jméno.

Doplňte, prosím:
1. třída:.......... 2. věk:............ 3. Jsem a) dívka b) chlapec

1) Jakým způsobem jsi při AJ nejčastěji ve škole hodnocen/a?

a) Známkou b) Písemným hodnocením c) Ústním hodnocením d) Razítka, obrázky e) Jiným ....

2) Který z výše uvedených způsobů máš nejraději ty? Uveď: ....

3) Kolik známek za pololetí dostaneš v AJ?   a) 1-3   b) 4-6   c) 7-8   d) více

4) Když učitel/ka ohodnotí tvůj úkol, poskytne ti k tomu nějaký komentář (ústní, písemný), který ti pomáhá se zlepšovat?

a) Nikdy b) Někdy c) Často

5) Mají pro tebe známky motivační charakter?

a) Ano, více se připravuji b) Ne, příprava probíhá stejně c) Nezáleží mi na tom

6) V čem je pro tebe hodnocení důležité? Můžeš zakroužkovat více odpovědí.

a) Zjištění, v čem mám nedostatky. b) Jak zvládám učivo, co umím. c) Poznám, kde jsem udělal chybu, příště to udělám jinak d) Mohu zjistit zlepšení e) Hodnocení pro mě není důležité

7) Byl/a jsi někdy v hodině hodnocen/a svými spolužáky?   a) Ano   b) Ne   c) Nevzpomínám si

8) Pokud jsi byl/a někdy hodnocen/a svými spolužáky, přihlížel/a učitel/ka k názoru spolužáků na tvůj výkon při hodnocení?

a) Ano   b) Ne   c) Nemohu posoudit

9) Dokázal/a bys ohodnotit slovně svůj výkon při ústní zkoušce před celou třídou?

a) Ostýchám se b) Bylo by mi to nepříjemné c) Ano uvítal/a bych to d) Nezvládl/a bych to

10) Kterému průběžnému způsobu hodnocení bys dal/a přednost?

a) Slovnímu hodnocení b) Známkování c) Kombinací slovního hodnocení a známkování d) Jinému......

11) Co v tobě zkoušení před třídou a následné hodnocení vyvolává? Můžeš zaškrtnout více odpovědí.

a) Stres b) Očekávání c) Radost d) Starost e) Ponížení f) Nadšení g) Vzrušení h) Utrpení

12) Chtěl/a bys změnit systém hodnocení na tvé škole, nebo ti stávající plně vyhovuje? Pokud ano uveďte jednou větou proč.

a) Vyhovuje mi b) Ne, nevyhovuje

....