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Teachers' assessment and grading criteria in ELT at lower
secondary schools

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Čestné prohlášení

Prohlašuji, že jsem bakalářskou práci vypracoval sám s použitím pouze zdrojů uvedených v bibliografii.

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Podpis

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Abstract

There are constant debates in regards to assessment, testing and grading in schools. This is in regards to how to improve the current state of things. The aim of this thesis is to discover the effect of Czech grading, assessment and test system on young learners of English language. The thesis attempts to discover what form of assessment is used mostly and why. Furthermore, it attempts to discover how grades are made and what do teachers think of them. In addition, the thesis aims to uncover the possible benefits and drawbacks of tests on young learners. To discover this, interview with seven lower secondary English teachers was done. The analysis of the results showed that both formative and summative assessment seems to have its place. Grades are seen as traditional and simple, however there seem to be concerns in regards to how well they actually represent a learner as well as how much feedback do they actually provide. Finally, tests seem to both motivate and demotivate learners. It may therefore be concluded that a change in regards to evaluation is needed.

1 Introduction

Grades have always been something that interested me. They appear to be held in such a high regard by parents and seem to be an integral part of a life of a pupil and eventually a student. However, outside of school, there seems to be little attention paid to grades and scores of a learner. What seems to matter most in the real world is experience. This experience however, does not appear to be reflected by the grades very much. Therefore, I have been interested what actually comes into making a grade. Tests and assessment are tied to grades and seem to be the easy answer to how grades are made. Therefore, what interests me as well, is what sort of assessment teachers use and why. I am also interested in how teachers grade tests and what they choose to include in them.

The thesis is organized into two major parts, theoretical part and practical part. In the theoretical part, the focus is given on establishing the terminology. The first chapter of the theoretical part focuses on general definition of main terms used in this thesis. The second chapter discusses two main types of assessment, which are formative and summative. Third chapter deals in general purpose of tests and aims to compare their established benefits and drawbacks. Fourth chapter of the theoretical part is focused on types of tests as well as testing of English language skills.

The practical part then focuses on interpreting and analysing interviews done with teachers of the English language on lower secondary schools. This research is therefore qualitative, with method used being semi-structured interviews.

The aim of the thesis is to discover the effects of Czech grading, assessment and testing on learners of English from the perspective of selected lower secondary English language teachers.

To reach the aim, following research questions have been formulated:

What kind of assessment is mostly used by interviewed teachers and why?

What do the interviewed teachers believe to be the benefits and drawbacks of tests?

What do the interviewed teachers think about the Czech grading system?

This thesis focuses on teachers and their decisions in regards to grades, assessment and testing. Therefore, the research may reveal the opinions of the teachers themselves. While the teachers may be the ones making the decisions, they too are restrained by legislature on how to do things. Therefore, their opinion may open a way for further investigation.

2 General overview

This chapter will serve as an introduction into the theoretical part of this bachelor thesis. It aims to offer explanation of terms that this thesis works with the most.

2.1 Assessment

Assessment is a necessary part of what a teacher must do. According to Harmer (2015, p. 408) assessment can be used to guide learners by showing them what they are allowed or forbidden to do. By doing this, assessment further shows learners what they should do in the future. Due to this, assessment and feedback are interconnected. Furthermore, assessment is linked to testing, however as explained by Thornbury (2006, p. 18) those two terms are not interchangeable. Moreover, according to Thornbury (2006, p. 18), learners with sufficient knowledge and interest in the subject may be able to assess themselves in terms of their own progress.

Ur (2012, p. 167) claims that assessments can show us how well learners have understood a topic or material as well as their overall level of English. Moreover, Ur (2012, p. 167) adds that assessment may also be beneficial to teachers themselves. Ur (2012, p. 167) appears to suggest that by assessing learners and finding out what they may be struggling with, teachers may discover certain flaws in their own teaching. This may result in benefits for future learners as the teacher may avoid making certain mistakes when teaching.

2.2 Test

Ur (2012, p. 168) believes that tests are the most commonly used tools of assessment. According to Ur (2012, p. 168), tests have a clear criteria which learners need to reach in order to pass, this criteria is most commonly expressed by a certain percentage. Thornbury (2006, p. 227) adds that testing can be applied at any point in learning stage, this ranges from placement tests, to final examinations. Furthermore, Thornbury (2006, p. 227) claims that tests are a tool to encourage learners to revise what they have learned over the course of the study. Ur (2012, p. 168) summarizes that test results are generally agreed to be the main basis for creating a grade for learners. This is due to properly created tests having a clear goal and structure in mind.

2.3 Feedback

Thornbury (2006, p. 79) defines feedback as an information that learners receive in response to their performance. Thornbury (2006, p. 79) believes this information will have an effect on the future performance of the learners. An article by Kerr (2020) states that feedback is the most essential information a learner can gain to improve their skills.

Thornbury (2006, p. 79) defines two types of feedback based on the form it takes. This can be either negative feedback, or positive feedback. Negative feedback works on the basis of finding a mistake and marking it as an error. Positive feedback on the other hand, works with learners asking a question and teachers answering.

Kerr (2020) states that feedback can be formative and summative. Summative feedback is defined as an evaluation, whereas Formative is an information passed by the teacher upon the learners. Thornbury (2006, p. 79) continues to add that feedback can be explicit or implicit. Explicit appears to be a clear correction, or providing a clear, correct answer. Implicit on the other hand may require more autonomy from the learner, as it merely seems to suggest that something may be incorrect. Kerr (2020) further states that in order for any sort of feedback to be effective, it requires a certain activity from the learner.

A qualitative study dedicated to giving feedback on presentations (Bo Wang, et al., 2018, p. 6-10) illustrates beliefs of teachers when giving feedback to student presentations. According to this study, teachers should focus on formative aspects of a feedback. Furthermore, there should be a constructive criticism from teacher, in addition to peer-to-peer feedback.

3 Types of assessment

This chapter is dedicated to assessment. More specifically individual types of assessment that may be used by teachers in their profession. Focus is given to formative and summative assessments as those appear to be used most frequently in general English education.

3.1 Formative assessment

Harmer (2015, p. 408-409) talks about formative assessment as an ongoing process during education. According to Harmer (2015, p. 408-409), formative assessment is there to give the learners feedback during their education, rather than at the end of it. Ur (2012, p. 167-168) adds that this type of assessment may also be graded by teachers. However, this grade is meant to provide feedback to learners and offer suggestions for improvement.

Harmer (2015, p. 408-409) mentions this assessment may sometimes be called assessment for learning, due to its nature of providing feedback and aim to help the learners improve in the future.

Common European Framework of Reference for Languages (2001, p. 186) points out a possible weakness of this type of assessment. The feedback provided by this type of assessment may only be useful, if the learner is willing to listen and improve, or, is familiar with the form of the feedback and can thus gather relevant information from it.

3.2 Summative assessment

This type of assessment is used to summarize what learners know at the end of a given course (CEFR, 2001, p. 186) or is meant to offer a picture of what learner knows at a specific time and age (Harmer, 2015, p. 408-409).

Due to its nature, it appears that this type of assessment is mainly useful for sorting learners out for purposes of selection to universities, secondary schools or even finding out whether they have the required knowledge to do a specific job (Ur, 2012, p. 167-168).

Ur (2012, p. 167-168) adds that this type of assessment is of little value to learners themselves, as it offers only a reference to their abilities, but offers little to no feedback for learners themselves. This may lead to a conclusion that the usage of summative assessment in schools should be lesser than that of formative. However, Ur (2012, p. 167-168) points out that summative assessment is also an important part of educational system and teachers need to know how to do it correctly.

4 The purpose of tests

This chapter is dedicated to tests, more specifically their purpose. Their potential positive and negative impact on the learner. In addition to that, this chapter also discusses the criteria of a good test that best serves its purpose in education.

4.1 general purpose of tests in ELT

Harmer (2015, p. 417) points out to many possible purposes of giving tests to students, however among the most important one, Harmer (2015, p. 417) points out that tests are meant to give students a feedback of their performance, to show them what to improve and what they may be already good at.

Hughes (2002, p. 8-10) mentions that different types of situations call for different types of tests and that the difference in situation and therefore purpose may not always be properly recognized.

Hughes (2002, p. 8-10) further points towards several main purposes, which include measurement of their language proficiency. Whether the students have successfully achieved the objectives laid before them, to find out their strengths and weaknesses and find a way to improve themselves based on what they already know and where their knowledge may still be lacking. Ur (2012, p. 167) adds that tests may also be used in evaluation of students overall level, in this case, the English language proficiency.

4.2 Benefits of tests

Heaton (1975, p. 6-7) considers one of the main good points of testing the ability for teachers to have a feedback from their class. Heaton (1975, p. 6-7) seems to suggest that in ideal world, tests may provide a way to teachers to no longer focus mainly on the average portion of the class, but identify the issues of the weaker students as well as the strengths of the strong ones and thus adjust accordingly. Hughes (2002, p. 2-3) states that measurement and information given by tests may be one of the key benefits of tests. Furthermore, Ur (2012, p. 168) mentions the possibility of tests encouraging learners to prepare themselves by revising the lesson material on their own. Moreover, Ur (2012, p. 168) mentions the possibility of tests serving as a motivator for learners by providing a sense of pride and achievement.

A team of researchers Roediger, Putnam and Smith (2011, p. 5) conducted an experiment focused on discovering positives of testing. Based on their findings, it has been discovered that frequent testing increases the ability of learners to recall information. With the most frequently tested group recalling up to 80% more information than the other, less tested groups.

4.3 Drawbacks of Tests

While there are certainly positives about tests, there are negatives as well. Hughes (2002, p. 1-3) mentions that some tests simply do not measure what they are meant to measure. Ur (2012, p. 169) provides an example of listening test with long possible answers not truly measuring listening ability, but rather reading ability.

Furthermore, Ur (2012, p. 169) mentions that teachers may have different criteria in terms of marking the tests; therefore, the results among different classes who have taken the same test may be different simply because of a different teacher. Moreover, Ur (2012, p. 169) points out to test anxiety and stress as one of key reasons why learners may perform poorly in a test.

A research posted by author Naw Sant (2018, p. 218) talks about possible negative impact of tests on learners. That is, if teachers focus mainly on tests and offer little to no other tools or forms of assessment. It is then further mentioned that including other assessment tools, such as projects, may increase the motivation of learners.

A qualitative study (Selami Aydin, et al., 2020, p. 4302-4303) offers further insight into the possible reasons behind test anxiety as well as its effects. According to the study, one of the most frequent reasons for test anxiety appears to be fear. This may, among others, fear of parents or failure. The study further mentions possible physical effects on learners. These may include sleep as well as eating disorders. Furthermore, according to the study, learners often do not know any ways to alleviate the test anxiety.

4.4 Criteria of a good test

For tests to have as much positive effect and achieve their desired effect, it is essential that teachers and test makers follow specific rules when creating their tests. Ur (2012, p. 173) mentions that while creating tests, one should have a clear vision of what the test will reveal about the learner's abilities.

Moreover, what specific abilities are supposed to be tested is also something one should keep in mind, according to Ur (2012, p. 173).

4.4.1 Transparency

Hughes (2002, p. 8) explains how it is important for learners to understand what exactly a specific test is going to test them about. Heaton (1975, p. 168-169) explains that learners tend to be under stress while taking a test, therefore, it is essential that the instructions are as clear as possible. Failing to provide clear can, according to Heaton (1975, p. 168-169), lead to lowering both reliability as well as validity of the taken test.

4.4.2 Validity

According to Harmer (2015, p. 409), in order for a test to be valid, it needs to give a clear idea and a picture of what it is trying to measure. Harmer (2015, p. 409) defines this as “construct validity” and it is one of multiple types of validity mentioned by Harmer (2015, p. 409). Bachman and Palmer (1996, p. 21-22) further elaborate on specifics of construct validity. According to Bachman and Palmer (1996, p. 21-22), testers need to provide information of what they are trying to test, but in addition to that, there needs to be a clear evidence of that in the test itself. According to Heaton (1975, p. 159), it does not matter, whether the test is formal or an informal classroom test; all of them still require a proof of validity.

Heaton (1975, p. 159-161) further mentions that another type of validity is “face validity”. Heaton (1975, p. 159-161) defines this validity as the appearance of the test. This means that even if the test may not be valid, it at least appears as one. Heaton (1975, p. 159-161) then continues to mention the importance of allowing other teachers or testers to check a test before it is administered. This is to be done in order to distinguish between face validity and an actual validity of the test.

Harmer (2015, p. 409) defines another type of validity as “content validity”. According to this validity, Harmer (2015, p. 409) mentions the issues of creating tests that may be meant for testing writing skill, but require a background information for something else, as the theme the learners are supposed to write about could be some sort of science. Heaton (1975, p. 160-161) however, appears to define “content validity” slightly differently. According to Heaton (1975, p. 160-161), to achieve this validity, tests should be made out of a relevant sample of the course. Heaton (1975, p. 160-161) warns about testers and teachers often only using very specific and limited areas of the tested subject, which are simple to make tests out of.

The final type of validity discussed in this subchapter is “criterion validity” as defined by Harmer. Harmer (2015, p. 409) describes this validity as comparing new tests to already existing ones. If a test yields similar results to one that already exists and is considered valid, then criterion validity is achieved. Heaton (1975, p. 161) offers similar explanation, however his terminology appears to differ slightly. In his work, Heaton (1975, p. 161) calls this type of validity “empirical” or statistical” validity. However the principle of comparing tests appears to be the same.

4.4.3 Reliability

Heaton (1975, p. 162) defines reliability as consistency between test results on different occasions. This means that if a specific class takes the test twice, without any revision in between the takes; their results should be very similar. Harmer (2015, p. 409) further adds that reliability of tests can be increased by clarity of instructions from the test giver.

Furthermore, Harmer (2015, p. 409) expresses the concern over the markings of tests. Harmer (2015, p. 409) claims that it makes a significant difference whether the test is marked by a human or by a computer.

4.4.4 Interactives

Bachman and Palmer (1996, p. 25-26) define this as the amount of involvement a test demands out of the learner. This is further explained as the need for learner to draw not only upon their knowledge of language, but also, for example, upon their knowledge of previously discussed topics.

4.4.5 Washback

Harmer (2015, p. 410) defines washback as the effects of tests on learners. According to Harmer (2015, p. 410) , this effect can be either positive or negative. In order to accomplish a desired positive effect, one must ensure that the tests taken by students include skills that are believed to be beneficial. Bachman and Palmer (1996, p. 30-31) add that multiple individuals may be affected by the test. Those individuals may include test takers, test givers, future co-workers and family members. The main individuals affected are learners and teachers, test takers and test givers.

Harmer (2015, p. 410) expresses the concern of potential focus solely on grammar in some countries. These tests may be based on multiple-choice answer due to the pressure from parents and students themselves. This could result in negative or at least problematic washback, since such a situation may affect the ideals of the teachers.

One study of washback (Kh, Atikur Rahman, et al., 2021, p.19-20) shows the possible negative washback of teachers being forced to prepare their learners for final examinations, rather than developing their English language skills. According to this study, the law makers are the ones who can decide whether teachers ought to prepare learners only for final examinations, or if they may instead focus on developing English language skills of the learners as needed for their future life.

Another study focuses on revising washback itself (Qi Kuang, 2020, p. 15-16). The study shows that analysing washback is a complex matter. The study further recommends teachers to be mindful of their test properties and make sure the tests are properly used within the stury in order to achieve a positive washback.

5 Testing and types of tests

This chapter focuses on specific types of tests that may be administered within educational system. In addition, this chapter covers testing of specific skills related to English Language.

5.1 Types of tests

This part of the chapter covers certain types of tests, which may be encountered during educational process.

5.1.1 Placement tests

According to Hughes (2002, p. 16-17) placement tests are meant to be used for the purpose of placing learners into a category that fits their individual skills. Harmer (2015, p. 410) explains that these types of tests tend to assess the learners knowledge of vocabulary and grammar, as well as their reading and listening abilities. This is often extended to their ability to speak as well.

Hughes (2002, p. 16-17) further explains that these types of tests may be purchased, however Hughes (2002, p. 16-17) warns away from doing so, unless the specific institute is certain that the purchased test will reflect and represent its teaching programme.

Furthermore, Hughes (2002, p. 16-17) explains that in order to create a successful placement test, one must do so in regards to a specific situation in which they are needed. This usually means that institutions should design and create their own placement tests in order for them to be effective.

5.1.2 Progress tests

Hughes (2002, p. 15-16) defines these tests as means to identify strengths and weaknesses of a learner. This is done in order to understand what the learners already know and what they still may need to improve on. Due to their nature, these kinds of tests fall under the formative category (Harmer, 2015, p. 411)

Harmer (2015, p. 411) explains that progress tests are relatively simple to make and are often made by teachers themselves, as they are the ones who need to understand the struggles of their learners.

However, while these tests are useful, Hughes (2002, p. 15-16) mentions that they may not be always accurate. This is mostly an issue in terms of grammatical knowledge. Learners may sometimes simply guess the correct answer, without truly understand it. To counter this, progress tests should, according to Hughes (2002, p. 15-16), offer multiple examples of specific grammar in order to minimalize the chance of simply correct guessing. It is also nearly impossible and impractical to conduct comprehensive progress tests on routine basis, as for these tests to be as accurate as possible; they would need to be relatively extensive.

5.1.3 Achievement tests

Achievement tests are made by teachers in order to measure what the learners have learned at the end of a course (Harmer, 2015, p. 411) or, how well have they achieved individual objectives of the course (Hughes, 2002, p. 12-14). According to Hughes (2002, p. 12-14), these tests are made out of the topics discussed and taught in the specific course throughout its duration. This differentiates them from proficiency tests which will be discussed on the following portion of this chapter.

Both Hughes (2002, p. 12-14) and Harmer (2015, p. 411) warn about a potential washback effect these tests may have on learners. In case a learner fares poorly in such a test, it might have a very negative washback effect on their future studies. Multiple negative results may even have a negative washback effect on the teacher. On the other hand, positive results from these tests may encourage further studies and have overall a positive washback.

Furthermore, according to Hughes (2002, p. 12-14) success or failure in the achievement test may not always be accurate representation of how well a learner has met the objectives of the course. An example could be that course objective was to attain an ability to have a conversation in English language, however the achievement test may be structured to favour those who have simply prepared a detailed description of their favourite hobby.

5.1.4 Proficiency tests

Both Harmer (2015, p. 411) and Hughes (2002, p. 11-12) describe this type of tests as a way to measure learner's knowledge and level of language at a specific time. These types of tests are usually administered in order to determine whether a specific person is able to be admitted into a foreign university, or obtain a specific job.

Hughes (2002, p. 11-12) further elaborates that proficiency tests that determine admission into a foreign university may differ based on what kind of subject a person may be interested in. This means different kind of proficiency tests for people who wish to study arts, and different types for people who wish to study the language itself.

Another form of these tests may be public. According to Hughes (2002, p. 11-12), these may have nothing to do with education system, but rather, offer a certificate upon successful completion for a person to have a clear representation of their abilities. These examinations may be for example Cambridge First Certificate in English examination (FCE) or Cambridge Certificate of Proficiency in English examination (CPE).

5.2 Testing of language skills

This chapter covers testing of individual skills a learner may wish to gain in English. These skills are writing, listening, reading and speaking.

Due to these skills representing a certain variety, Ur (2012, p. 178) notes that each might require a different technique in order to test successfully. However, Harmer (2015, p. 415) points out that these skills, while they are different, may very often mix with each other in terms of testing and usage.

Furthermore, Harmer (2015, p. 414) adds that in order to test these skills successfully, one needs to make sure that the tests themselves are prepared in a fair way. This would mean that, for example conversational topics, need to be picked in a way that will not put a certain learner at a disadvantage simply due to them lacking knowledge of a specific area or science.

5.2.1 Testing writing

There are multiple possibilities that may be chosen as a writing task. Harmer (2015, p. 415) mentions for example usage of plays or articles in order for learners to write reviews on them. Composing stories, sending informational letters to friends or simply writing instructions are also possible. However as written in the opening statement of this part of the chapter, attention needs to be paid to ensure that learners are not asked to write about something they may have little or no knowledge about.

Hughes (2002, p. 93) talks about the need to be as specific in our demands and objectives that we set before our learners. However, this is to be done in a manner that does not give learners too many examples of what we are testing their writing on. Due to this, Hughes (2002, p. 93) suggests not using full sentences, to be clear and informative but short in our explanations of the task.

Furthermore, Hughes (2002, p. 94) talks about the scoring of these tests. Hughes (2002, p. 94) mentions that for writing tests to be as reliable as possible, the tests should be made in a way that forces the learners to write as much as possible, in an organized manner, during a specified amount of time.

Ur (2012, p. 181) talks about the possible fears of teachers and testers about using computers when conducting writing tests. These fears are related to learners using tools for auto-correction in order to avoid grammatical mistakes. Ur (2012, p. 181) however says that such tools are unable to mask insufficient writing skills and that teachers do not need to avoid using computers for writing tests. Heaton (1975, p. 149) talks about correcting tests focused on writing. Heaton (1975, p. 149) claims that focus on correcting intelligibility of text over grammatical errors may be seen as a more positive approach. However, Heaton (1975, p. 149) also claims that in order for writing tests to be as reliable as possible, it may be necessary to give focus to grammatical mistakes as well.

5.2.2 Testing reading

Hughes (2002, p. 142) urges the importance of using a text of appropriate length. Hughes (2002, p. 142) appears to suggest that a text too short may not offer a valid example of the learner's reading ability, while a text too long may tire them. That may be correct especially when relating to young learners.

Furthermore, Hughes (2002, p. 142) warns about using certain types of text. Hughes (2002, p. 142) believes that certain types of text may affect the learner's performance due to their content. If a content is seen as overly interesting to the learners, they may be compelled to rush their reading and therefore, reducing their effectiveness. On the other hand, a text that may be viewed as disturbing to the learners is likely to cause them unease whilst reading.

In order to test comprehension, Ur (2012, p. 179-180) suggests tasks in which learners are asked to read a text and then answer questions about it. This may be done with multiple learners at once as it does not require the teacher to constantly paying attention to the production of the learners. Hughes (2002, p. 142-143) makes a point of not using text which may contain a simple general knowledge. This is to ensure that the learners may not be able to fill the answers without reading the text itself.

Another way to test reading comprehension may be simply breaking a text into paragraphs and asking the learners to properly organize them (Ur, 2002, p. 180). Harmer (2015, p. 416) offers an alternative during which learners would be asked to instead assign a headline to a corresponding paragraph. When it comes to using the method of splitting text into paragraphs however, Hughes (2002, p. 142) points out that teachers ought to choose texts that have an easily recognizable structure. This is due to the possibility of not all texts being of high quality and may unnecessarily hinder the ability of the learners to properly work with the paragraphs.

5.2.3 Testing listening

When testing listening skills, Hughes (2002, p. 160) mentions that due to the general nature of such tests, learners are unable to go over one passage multiple times as they may be able to during reading tests. However this appears to be somewhat mended by teachers usually playing the recording at least twice.

Ur (2012, p. 179) mentions that listening to a text which is followed up by filling out questions is possible the most commonly used technique when testing listening. Harmer (2015, p. 417) appears to further specify these kinds of tests. According to Harmer (2015, p. 417), learners may listen to a text and based on that may decide who says what. Furthermore, Harmer (2015, p. 417) talks about the possible tasks of following directions or identifying the correct object. Moreover, Harmer (2015, p. 417) mentions the possibility of asking learners to identify the moods of certain speakers.

Other types of listening tests may ask learners to fill specific gaps (Harmer, 2015, p. 417) or taking of notes (Ur, 2012, p. 179). However, Ur (2012, p. 179) mentions that note taking requires additional skill of quick writing and thus may not be suitable for young learners, or learners with certain learning difficulties.

Hughes (2002, p. 163-164) mentions multiple sources for listening tests. These can be all sorts of recordings either physical or to be found on the internet. However, Hughes (2002, p. 163-164) mentions a potential quality problem in regards to using recordings. If a recording is of poor quality of sound, it may result in both reduced validity as well as reliability of the test. This is due to the fact that learners may simply not understand what the recording says, however their misunderstanding would be not due to their level of English but simply because the recording may not be eligible.

A research appears to delve into listening comprehension enhanced by visuals (Clara Herlina Karjo et al., 2022, p. 161). According to this research, combining audio and video leads to the increase in student's comprehension skills as well as their memory. This research therefore recommends to combine both audio and video when teaching and possibly testing listening skills.

5.2.4 Testing speaking

When testing speaking, Ur (2012, p. 180) mentions one may encounter certain problems. One of these problems appears to be the fact that testing speaking may be extensively time consuming. This is because one is likely to lead these tests in one-on-one format, or at the very least, in small groups of students.

Another potential issue mentioned by Ur (2012, p. 180) is the fact that during these tests, correct or incorrect answers ought to be of no consequence, as those may simply be ideas of the learners and their correctness is inconsequential when measuring their ability to speak.

Furthermore, due to the nature of these tests, teachers may not be fully able to remember all the mistakes and issues they may detect in the speech of a learner (Ur, 2012, p. 180). This appears to be at least in some instances levitated by the fact that there are two teachers per learner or a group of learners (Hughes, 2002, p. 125).

Preparation for the tests appears to be one of key points mentioned by Hughes (2002, p. 124). Teacher should have a direction in mind in which the conversation will go, furthermore they are required to select a proper place for the test to take place. The room in which the test will take place needs to have good acoustics and be situated in a place where there will be no outside disruption.

Hughes (2002, p. 125) further mentions the requirement of teachers to relax their learners while examining. This is likely due to avoiding stressing the learners by the fact that they are being examined, as stress may result in worse results than the learners are truly capable of.

Ur (2012, p. 180-181) and Harmer (2015, p. 415) mention several ways by which testing speaking may take place. One such way is simple interview. According to Ur (2012, p. 180-181), this may offer a clear representation of the ability of the learner. However, Ur (2012, p. 180-181) mentions that leading an interview may sometimes be difficult for the teacher due to the possible shyness or other hindrances of the learner. As such, Ur (2012, p. 180-181) expresses the requirement of having two teachers present, so that one may focus solely on leading the interview while the other focuses on assessing the learner.

Picture descriptions appear to be a simple way to get learners to speak during the test. According to Ur (2012, p. 180-181) they also require very little conversation leading from the teacher who may thus focus on assessing the learners.

Harmer (2015, p. 415) offers examples of group activities such as role-play or simple discussions between peers. Ur (2012, p. 180-181) mentions that these methods may be time saving, however Ur (2012, p. 180-181) also points out the possible danger of less outspoken learners being overshadowed by some of their more assertive peers. This would deny them the opportunity to show their capabilities of speaking, due to this Ur (2012, p. 180-181) mentions the need that even these conversations ought to be skilfully led.

6 Framework Educational Programme and School Educational Programmes

This chapter explains the Framework Educational Programme for Elementary Schools in the Czech Republic. Furthermore, it compares it to the School Educational Programmes of schools where the respondents for the practical part of this thesis come from. The focus is on ELT portions of these documents.

Framework Educational Programme (RVP 2021, p. 7) refers to § 51 to 53 of Czech School law when it comes to assessing learners. With detailed descriptions attributed to § 11 of decree number 48/2005 Sb.,

Framework Educational Programme (RVP 2021, p. 27-28) establishes criteria required for learners to master during lower secondary education period. These criteria are sorted into specific language skills. These include Listening, Speaking, Reading and Writing. It further illustrates specific curriculum required for learners to master. This curriculum consists of Grammar, Vocabulary, Phonetics and Thematic areas.

School Educational Programmes (ŠVP ZŠ Morkovice, p. 72-73 and ŠVP ZŠ Prostějov, p. 142-143 and ŠVP ZŠ T.G.Masaryka, p. 70-73 and ŠVP ZŠ Oskol “Anglický Jazyk” file, p. 1-3) all state English Language as the first foreign language taught at their schools. Furthermore, they all have very similar amount of lessons per week in each year. Ranging from three to four lessons a week in each year. Moreover, they all aim to cover individual key competencies as a part of the ELT. However, some of them add a seventh, digital competency, in addition to the existing six.

School Educational Programmes (ŠVP ZŠ Morkovice, p. 82-101 and ŠVP ZŠ, Prostějov p. 146-161 and ŠVP ZŠ T.G. Masaryka, p. 76-81 and ŠVP ZŠ Oskol files AJ6-AJ9) all mention curriculum and ELT criteria learners are expected to meet in each year. The curriculum and ELT criteria vary in each programme, as it appears that each School places different level of difficulty and importance on individual criteria required by Framework Educational Programme. However all Programmes include the development of speech, writing, listening and reading skills during every year.

7 Introduction to the practical part

This research is related to testing and grading in ELT. The decision was made in order to gain an insight into how teachers create grades. Furthermore, it is my aim to discover the thoughts and opinions of selected teachers on Czech grading system.

A portion of this research is dedicated to testing and assessment. This is due to tests being one of the main ways learners receive their grades. Therefore, it may be important to see how teachers approach testing and assessment in general.

The objectives of this thesis are to discover what kind of assessment is mostly used by teachers. Furthermore, it is to analyse and compare the benefits and drawbacks of testing according to the teachers. Finally, to examine the grading system in the Czech Republic and its potential strengths and failings from the teacher's perspective.

The research focuses on points of view of teachers of lower secondary education. In order to gain the most insight into the thought process of the teachers, a decision has been made for this to be a qualitative research (Švaříček a Šed'ová, 2010). The process used for analysing gathered data is open coding as described by Švaříček and Šed'ová, (2010, p. 211-222).

Method for data gathering in this thesis is a semi-structured interview. This was done through online means. The decision for online interviews is due to simplicity and comfort. As it stands, most schools, if not all, have been forced into an online mode during the Covid-19 pandemic. Therefore, the popularity of using online platforms and methods of communication has grown.

There are a total of seven respondents. The identities of the respondents are kept anonymous due to protection of their personal information. The anonymization was achieved by referring to the respondents as individual or group or capital letters. However, they are all teachers of lower secondary level of elementary schools. The respondents are all female. Although there was no criteria which would forbid males from participating, female teachers were those who responded and have shown interest in the research. The respondents were approached by email which contained basic information about the research. Upon showing interest, further information in regards to time and platform was exchanged. The schools from which the respondents are, were picked based on the previous acquaintance with the researcher or relation with University Palacký, however in one case, a contact provided by a colleague was used.

The respondents have a variety of experience in teaching. Ranging from recently starting teachers, to teachers with decades of practice.

Interviews were led in Czech and portions of them are translated and added into the analysis of the practical part of this thesis. The respondents were asked nine questions. Three questions are tied to assessment, three to grades and three to testing (See Appendix 1 and 2). Follow up questions were asked where the response may have not been relevant due to potential misunderstanding or misinterpretation of the main question. The responses were grouped together under corresponding questions. Open coding was then used to select similar responses and create subgroups under each question. These subgroups were then analysed and interpreted in the practical part of this thesis.

8 Analysis of the gathered data

This chapter analyses the answers of the respondents. Furthermore, the answers of the respondents are compared to the findings of the authors used in the theoretical part. Finally, where possible, the answers are furthermore compared with Framework and School educational programmes.

8.1 Benefits and drawbacks of formative assessment

This subchapter is split into two parts. One analysing the potential benefits of formative assessment indicated by the respondents, while the other analysing the potential drawbacks of formative assessment.

8.1.1 Benefits of formative assessment

Possibly the most frequently implied benefit of formative assessment appears to be an immediate feedback for learners. This seems illustrated by a quote from respondent KO: *“The formative assessment is cool in a way that it’s ongoing. That you can give learners some feedback. You can advise them what to improve”*. This is in accordance with the findings in theoretical part (See chapter 2.1). This immediate feedback seems to be quite useful for young learners as well as teachers. As shown by the following quote from respondent L: *“It is possible to catch it in time and maybe do something about it or at least they can realize their mistake”* This might indicate formative assessment to be a vital tool in regards to finding out where learner’s knowledge may be lacking.

Respondent H appears to further prove the immediate feedback. However, they do make a remark that in order for this feedback to be efficient, the learners are required to know how they teacher may assess them: *“I think that learners sort of know where they stand if they are somehow made aware of how do I assess and why do I assess that way”*.

Another mentioned benefit of formative feedback appears to be the amount of concrete information given to the learners as illustrated by respondent M: *“The advantage is that this form of assessment gives a lot of information to the learners and for those who wish to learn something is far more useful”*. The respondent appears to suggest that formative assessment is more useful for learners. However, they also seem to suggest that for this assessment to truly be utilized, the learners themselves have to wish to improve. It appears that if a learner wishes to improve, formative assessment is a beneficial tool to show them how, this appears further illustrated by respondent CH: *“Uh jeez, well I think the advantages are that we are being concrete”* .

As mentioned in the theoretical part, (See chapter 2.1) formative assessment does not necessarily include testing. This appears to be, according to respondent S an advantage: *“You can say the advantage is lesser stress of learners given by informality of the assessment and it is non-direct impact on the final grading”* It may be concluded that the absence of grade allows formative assessment to be relaxed. This in turn appears to negate a possible stress-inducing situation where the learner may be worried more about the grade, rather than a feedback gained from this assessment.

8.1.2 Drawbacks of formative assessment

One of the main drawbacks of formative assessment appears to be the issue of time consumption. This seems illustrated by respondent M: *“I would say the drawback is time requirement. At least for me it always takes more time”* It may be concluded that this issue is valid. Moreover, in larger classes a teacher may simply not have enough time to offer as much feedback from this assessment as some may need. This may in turn lead some learners being neglected. This concern appears illustrated by a quote from respondent KO: *“Drawbacks are that it’s more difficult. Mainly to make sure you do not just point out one learner. It is necessary to leave no-one out”*.

Another possible drawback appears to be the possibility of constant revisions of the same topic as stated by respondent L: *“Drawbacks on the other hand are impacts to the flow of the lesson, where we return to the answers. Where we delay ourselves by constantly dealing with the same issues”* This may become a valid concern should there be a more difficult topic. Another possible issue may be if some learners attempt to take advantage of these constant revisions, therefore stopping the class from moving forward. However, it may be safe to assume that teachers have a personal limitation in regards to time dedicated to revision.

It may be concluded that one of the main possible drawbacks of formative assessment is depicted in the following quote by respondent S: *“In practice of classical Czech education system, it is not on the same level as summative and learners nor teachers don’t have experience in using formative assessment”* This may raise a valid concern. Should formative assessment be done incorrectly, it may result in none or quite possibly even harmful effects on the learners.

Another possible issue of formative assessment appears to be a lack of transparency for parents. The following quote by respondent CH appears to depict this: *“Drawbacks, I do not know if parents even learn about it unless I write it into the system”* This concern may be tied to the one in previous paragraph. The lack of experience and proper usage of formative assessment may result in schools not having a system for sharing possible issues with parents or other legal guardians of the learner. This may result in formative assessment not truly achieving its goal, due to learner ignoring the feedback given by the assessment.

8.2 Benefits and drawbacks of summative assessment

This subchapter is split into two parts. One analysing the potential benefits of summative assessment indicated by the respondents, while the other analysing the potential drawbacks of summative assessment.

8.2.1 Benefits of summative assessment

One of the main benefits appears to be simplicity. Respondent KO remarking: *“They see the value immediately without the need of thinking about it even parents can see where they stand”* This may imply the grade. Grades in Czech Education system are numbers. Therefore, one does not need any previous knowledge or education to understand the worth of the number. Although this simplicity may be mostly beneficial to parents. Another benefit of this simplicity may be the ease of comparison. This appears to be supported by a quote from respondent M: *“I see the biggest advantage in how easy it is to compare it between pupils”*. This may imply that summative assessment may be a great tool in regards to placement or proficiency.

Respondent L’s quote indicates that summative assessment may force learners to revise: *“The benefit is that a person can make them go back and revise, because there are multiple topics and they have to refresh them”*. This benefit may correspond well with a school as a whole. The idea of revising topics or specific grammar in order to achieve a greater mastery over them should not be understated. Both teachers and learners may benefit from this revision. Learners may realize they do not understand something as well as they should and may request a specific revision lesson from the teacher. This in turn may give the teacher a clear idea of what seems to be the greatest struggle of their learners. However, this assumes that the teacher will be able to discover an issue shared by most of the learners. It is not unlikely that different learners will have different issues, and there may not be enough time to revise everything.

8.2.2 Drawbacks of summative assessment

One of the drawbacks appears to be tied to its benefits. This is the previously mentioned simplicity. As indicated by respondent KO: *“They do not really know what to improve”*. The simple grade summarising an entire chapter may simply not provide enough feedback for the learner. This appears to be further supported by the fact that summative assessment in ELT is generally used at the end of the lesson. To measure and compile everything into one grade as indicated by respondent S: *“The drawback is the focus on measuring exact parameters, which may be evaluated in logic of grammar but much less in creative writing or conversation”*.

Another drawback that appears to be agreed on by multiple respondents is that summative assessment takes place after a certain amount of time. This seems illustrated by respondent L *“The learners can forget and not realize they do not quite understand something and then they get graded. Or the grade can be much worse due to it being after some time”*.

Something that respondents appear to disagree upon is the amount of topics presented in summative assessment. While it has been stated as a benefit, it may also be a drawback as indicated by respondent K: *“But when it’s this big test and there is a lot in it they can panic, or mix things up”*.

8.3 The frequency and usage of formative and summative assessment

There appears to be a disagreement between respondents on which assessment they use more often. Many of them appear to be uncertain. However, one clearly states formative, one summative and the rest claim to use both in a relatively similar amount.

The usage of formative assessment appears to be most frequent in oral examination as indicated by respondent M: "*I use formative assessment during oral examination and commonly during lessons*". The usage of formative assessment during oral examination appears to be logical. With formative assessment, teachers should be able to give learners instant feedback on their knowledge of vocabulary, sentence structure as well as their pronunciation. Furthermore, formative assessment appears to be popular during class activities as indicated by respondent CH: "*I assess activity, how they get involved*". This may once again offer instant feedback for learners. The activity may also imply their involvement in games and other classroom activities, which do not result in a grade.

Summative assessment appears to be mostly used in final tests at the end of a chapter as stated by respondent K: "*Summative mostly at the end of a chapter*". This seems to show summative as a way to end a chapter, rather than to improve the learner's abilities. However, respondent CH has made a remark about potentially splitting the end of chapter tests: "*If there was something difficult we can write it in parts*". This kind of mechanism may be beneficial to learners. One of the drawbacks of summative assessment appears to be the sheer number of information the learners are ment to recollect, however, splitting it into two may result in the learners gaining the ability to focus on individual grammar or topics. This may result in lower amount of stress and lessen the chance of panic or confusion. Therefore, splitting tests may result in learners achieving better scores.

However, respondent M made a comment about using summative assessment for homework: "*Tests and homeworks with summative*" This may be a simple preference of a teacher. It may be assumed that homework should be used as a form of feedback, however with summative assessment it may be pondered how much feedback can be gained from such a homework. Although it is possible the teacher may be using homework as a way to summarize and revise the lesson. In this case, summative assessment may then show the learners how well have they mastered the topic or grammar of the specific lesson. However, should a learner receive an unsatisfactory result for their homework, there ought to be a way for them to reflect upon it. Therefore, in regards to homework, it may be beneficial to combine formative and summative assessment.

8.4 Grades as a form of feedback

One of the most frequent answers appears to be the mention of tradition of grades as illustrated by respondent K: *“Our society and even the children are simply used to it”*. This appears to indicate that learners expect to be graded for their efforts. Furthermore, it appears that grades serve as a sort of satisfaction for the learners as well as a general feedback on their performance. This seems further indicated by respondent K’s quote: *“When we do not grade something and I would simply tell them what they managed and where they failed, they still ask me ‘And what would the grade be?’”*. Moreover, grades appear to serve as a motivator for learners as illustrated by respondent H: *“It is part of the motivation. Of course, it is individual. For some, grades are very important, for others, not so much”*.

Respondent L mentions the clarity of the grades: *“I am a supporter of grades because they are quite clear”*. This may be interpreted as a general clarity. When someone receives a grade, they ought to know if they did well, or if they failed. However, respondent CH appears to point out the lack of concrete feedback: *“because you give the learner a bad grade, because there are too many mistakes, but you don’t specify why or where the mistakes are”*. This may be seen as grades only giving a general stance of the performance. However, they appear to lack a chance for improvement on their own.

However, it appears that the teachers attempt to negate the lack of feedback from grades. When asked about the potential of learners to improve based on the grade, many teachers seem to offer a variety of ways to offer feedback. Some possibilities appear in respondent K’s quote: *“So, we take a look. For example I go through the grammar tests again and show the pupils why they have a mistake there and how it should be done correctly”*. This appears to be an essential part of providing valuable feedback for learners. It appears to compensate for the lack of concreteness in grades and show the learners the correct way. However, the possible drawback of this may be that doing it too often may be time consuming. Furthermore, learners a feedback may be beneficial, however they may feel as if it comes too late. To this end, many respondents have stated that they offer the chance of re-takes or other forms of correction as illustrated by respondent KO: *“when it is small tests I offer them the chance of writing it again. With vocabulary I do not do that, but I do offer them a chance of trying another time”*. Respondent L mentions what appears to be a unique approach: *“If he shows that he knows more than he did before, even though it is not on the same level as others, I evaluate this very positively. I give them a one for this, even if it’s not for a test, it helps them improve their average score”*. While only one respondent mentioned this method, this may be seen as a unique and overall a beneficial method of motivating weaker or slower learners.

Many respondents mention verbal evaluation as an alternative form to grades, as illustrated by respondent K “*My personal opinion is that I would rather give verbal evaluation*”. Verbal evaluation may offer more feedback to learners as indicated by respondent CH’s quote: “*I think that verbal evaluation, while it is more work for teachers, has the advantage in being concrete in what the pupil struggles with.*” . However as stated in the quote, this form of evaluation is indicated to require far more work. Respondent K appears to further support this: “*It would be extremely time consuming for teachers to attend every single pupil and write them a verbal evaluation of high quality*”. High time consumption appears to be a key drawback for verbal evaluation.

However, this may be alleviated by splitting the classes into halves or thirds in order to reduce the amount of learners per teacher. However, such splitting may be impossible due to capacity of schools. Another drawback of verbal evaluation appears to be the lack of tradition as illustrated by respondent H: “*I am not a huge fan of grades. I would rather give verbal evaluation but I understand the tradition is simply not here*”. Some respondents mention the possibility of combining the traditional evaluation with the verbal one as indicated by respondent M: “*I must say I believe a combination would be the best version for learners, however it would be extremely time consuming for teachers*”. Apart from the time consumption issue, the benefit of combining the two evaluation methods may be visible. On one hand, it may offer the well-known general statement in a form of a grade. However, on the other hand it may offer valuable and concrete feedback for learners.

Many respondents have mentioned parents in relation to grades as a form of feedback as illustrated by respondent L: “*It is good for parents because they understand it*”. This appears to be related to the tradition of grades. Parents generally know what individual grade means and therefore they receive a feedback from school on how their children are faring. This appears further proven by respondent L: “*With verbal evaluation, for now, it is hard to say what it actually means*”. This may yet again be more of a problem for parents. However, should both forms of evaluation be utilized, it may be assumed that this problem would be solved. Parents would receive a feedback they can understand. While learners would receive feedback not only on their general stance but also concrete advice what to focus on.

Respondent S mentions the small scale of grading system: “*Five grades are not enough.*”. While only one respondent says this, it does seem to offer a unique perspective on grades. This may solve issues mentioned by respondent K: “*There are pupils for whom three is good. But there are others for whom three means ‘I will not be able to go out during the weekend because my mom will ground me and make me study’*”. By increasing the number of grades, it may offer more ground for learners to be evaluated on. Furthermore, it may alleviate potential demands of parents for their children’s performance.

8.5 Things taken into account when creating a final grade

When asked about how a grade is created, many respondents have stated similar things as illustrated by respondent M: *“I include all grades collected during the half a year. This includes long and short (I mean revision) tests, oral exams and classroom activity”* This appears to generally correspond with Framework and School educational programmes. However, as stated in the respondent quote, classroom activity appears to be an important part of grades. Respondent CH states: *“I put a lot of emphasis on speaking”*. This may be linked to classroom activity. However, classroom activity does not always mean speaking. This emphasis on speech may therefore be interpreted as learners trying their best to answer questions or otherwise show their attempts at using English Language. Respondent K mentions: *“On the other hand, when a pupil is lazy but he is really good, I won’t grade him as two simply because of him not raising his hand that much. One just has to use common sense”*. This may be seen as an indication that activity in class, while important, serves more as an offer of help to those who need it. Respondent S offers what may be seen as a unique set of classroom activities: *“Included in conversation can be singing, reading out loud, role-play and even recording of a promotional video”*. This may be interpreted as offering learners a large variety of ways for them to show their skills. However, a point could be made about young learners deciding to do such activities due to shyness. Respondent L makes a note of not being able to give much attention to individual learners: *“For example we have large groups of pupils so there isn’t much of a space for individual approaches”*. It appears that capacity of some schools may simply not allow for more advanced options of activities to be included into a grade.

When asked about the importance of average score of learners, respondents appear to not be in agreement. Some of them seem to hold average score in a great importance as appears to be the case with respondent L: *“About 70% of weight, which is a ration you can calculate exactly. That is then supplemented by learner’s behaviour in class”*. It appears that grades collected during the year or half a year contribute to the final grade in a large portion. On the other hand, some respondents, such as respondent CH, appear to put lesser weight on the average score: *“As I have said, the average score in pupil’s record book is not the only deciding factor”*. The deciding factor may be hinted upon in the upper paragraph. It seems that activity of the learners and their willingness to improve may be taken into account by some teachers when creating a grade. However, some schools appear to be strict and centralized in how teachers are allowed to make grades as indicated by respondent K: *“Well, to be honest, our school uses Edupage and I was told I ought to stick to what it says, because Edupage calculates average scores for school report”*.

Due to the seemingly high importance of average score, a question may be asked in regards to how a learner can improve it. This appears to be tied to the previously mentioned activity in class. An example of this appears to be provided by respondent KO: *“Well there are projects that a pupil can work on and when they work on it from home someone can help them so even a weaker pupil can receive a good grade. Also in pairs there are all sorts of puzzles and crossword puzzles and when I see that they are trying the group can receive a one”*. Projects or any other extra work appears to be quite popular among the respondents. Furthermore, such activity may result in improvement on English language skills of the learner. Moreover, it may teach the learners to be more self-sufficient. Self-sufficiency and originality appears to be promoted by respondent H: *“I also like it when children are self-reliant and can come up with some activity they would like to do on their own”*. While it may not be directly linked to English language, this may be seen as a positive development of a learner’s key competencies. A different approach in improving a learner’s grade can be seen by respondent L: *“In case the results were really bad I can let them write it again and they would keep the better result”*. It may be assumed that they would not write the exact same test again. However, writing a test of a same type may be beneficial for learners. This benefit appears to be described in the findings of Roediger (et al. 2011).

Respondent K points out that learners themselves appear to value the average score: *“And this seemed funny to me, or even surprising, as a new teacher that the pupils, they came to tell me: ‘How come I got three when I was supposed to get four according to Edupage’. Right, they are not happy to have a three, they instead come to complain because the computer said they are supposed to have four”*. It may have been a rare occasion, however, it does seem to show the importance of average score for pupils. This may be related to the previously mentioned tradition. It is possible this tradition may offer them some sort of security and steadiness. Therefore, it may be better for certain learners to receive a worse grade simply because that is what their average score says.

One last thing taken into account when creating a final grade appears to be that not every grade is equal. This may be indicated by respondent M’s own way of placing weight on grades: *“I evaluate it all with the idea that grades have different value. For example classroom activity is worth 0,3 short tests and oral evaluation 0.8, revision tests 1,0 and so on”*. This may be seen as a drawback of grades. This is due to the possibility of each individual teacher giving grades a different value. This may lead to distortion of what the final grade truly means.

8.6 Grades as a representation of skills and abilities of a learner

Many respondents do not seem to believe grades serve as a valid representation of the learner's performance. Only respondent KO has stated that: *"With about 90% of pupils it matches, but I do have some pupils that, there's a couple and those are the pupils who are great at English but they are lazy"*. An assumption might be made that laziness could be a representation of a learner. Therefore, should a learner be considered lazy, the grades ought to reflect it. However, respondent KO further states: *"So for example they are great at speaking but fail the task due to not following assignment. If it comes to it, they'd beat a really good pupil in conversation"*. This appears to suggest that while a learner may have greater skill, their grade may be worse.

Many respondents appear to suggest that grades do not represent a learner correctly due to them not reflecting their experience with English language as illustrated by respondent K: *"Well I would say grade does not represent or does not show their total knowledge and experience with the language"*. This could be seen as a critical issue with the grades. Should they not represent the learner, then their existence may be seen as pointless. Respondent S offered similar response, however they also pointed out a potential way to counter this seeming failure of grades: *"It is up to the individual teacher how they use this tool in order to make the evaluation fair."* Such a way of thinking may be a way to utilize the grades in a way where they may serve their purpose. However, the responsibility would be up to every teacher to make sure they use them properly.

Following respondent K's answer reveals another potential issue of grades: *"Yes I have a pupil who if I do oral examination with, he will receive one. He will say every word perfectly but when he is supposed to write it he won't write it properly. He will skip letters and often leans to writing it the way you say it"*. This may reveal an issue with grading in languages in general. This issue appears to be hinted at in respondent H's response: *"English evaluates many things. Pronunciation, understanding, grammar, vocabulary, writing, reading all sorts of things"* This might mean that English language, although it may be assumed that this could apply to all languages, has many areas that ought to be covered. Some learners may be proficient in one, while they struggle with another. This appears to not be taken into account by the standard grading system.

Some respondents appear to offer a different point of view on the potential issue of grades, such as one illustrated by respondent M: *"Knowledge of a language is difficult to represent by a single number, when we pick out of five numbers, or four, because five is usually not given due to a number of reasons"*. This issue has been mentioned in grades as a form of feedback (See chapter 7.4).

Further concern appears to be given to the seeming inequality of range of grades as indicated by respondent H: *"The scale for one or two is too narrow. On the other hand the scale for three is far too wide, because under three can hide a child from 2,51 to 3,48 which is a huge difference"*. It appears that one of the issues of grades may be pointed towards simple mathematics. Mathematics works with numbers, however a teacher ought to work with people. Therefore, grading people according to mathematical proportions may be another issue. This issue appears illustrated by the respondent's quote. A learner who managed to cling to three is according to the grading system on the same level of skill as a learner who narrowly missed two.

Some respondents have mentioned verbal evaluation. It seems that some, like respondent CH, may prefer verbal evaluation over standard grades: *“As I have said, classical grades are not very telling. Personally, I would rather use verbal evaluation”*. However, the lack of tradition for verbal evaluation has been previously mentioned. Furthermore, respondent L appears to suggest the possible issue with this lack of tradition: *“And pure verbal evaluation can be hard to grasp in a way that tells us what does it actually mean. Due to us not being used to it, everyone can interpret the word slightly differently and it can be complicated”*. A different interpretation of a word may indeed prove to be an issue in regards to verbal evaluation. However, it may be pointed out that due to something lacking tradition, it may not be reasonable to avoid it.

Lastly, it appears that grades as a representation of a learner’s skills and abilities may be seen as a part of motivation for learning as said by respondent S: *“As of today, it is one of motivational tools for children”*. The motivation of learners through grades has been hinted at in the first paragraph of “grades as a form of feedback” (See chapter 7.4).

8.7 Beneficial effects of tests on learners

Some respondents point out the possible motivation a test may have on a learner as hinted upon by respondent H: *“It is some sort of motivation to make them continuously revise and also for them it is some way to tell how well they handled the topic”*. Furthermore, respondent KO appears to suggest that this motivation may be tied to an encouragement after writing a test well: *“Encourage it surely does. When they study and have underlined ones you can see the joy they are having”*. It may be presumed that a benefit of tests may therefore be a certain positive reinforcement. Learners may be motivated to study in order to enjoy the feeling of success. However, this may only work on learners who show interest in receiving good grades.

Respondent K seems to make a statement related to the possible encouragement: *“I think it depends on the teacher. Whether he or she puts emphasis on success or failure”*. This may be seen as a potential issue. Some teachers may simply choose to instead focus on the negative results from a test. Therefore, it may serve as a discouragement for successful learners due to them being ignored. Moreover, it may create a stressful environment where failing a test may lead to potential embarrassment.

Another beneficial effect of test appears to be feedback as illustrated by respondent CH: *“Positive influence, knowledge for sure, if they managed to understand the topic during lessons, if they prepared themselves sufficiently”*. This may be tied to the grade, however it may still be a valid point in beneficial effect of tests due to them realizing what they struggle with as they write the test as stated by respondent L: *“The tests are a good way for them to try out their knowledge”*. Feedback on how well a learner has studied may prove to be essential in their struggle to improve. Although, this may be more relevant only in regards to tests that allow re-takes or other form of correction.

What appears to be a rare potential benefit seems to be an appreciation of weaker learners if they manage to write a test well. This is mentioned by respondent M: *“But I have seen classes where they knew how to appreciate each other, when a weaker pupil got a good grade. Those are very nice moments. I think it depends on the relationship in class”*. Appreciation from classmates may serve as another form of motivation for learners to study well. Therefore, it may be beneficial for teachers to attempt to create a healthy class environment where such behaviour from learners is possible.

Respondent S seems to suggest tests serve as a way to prepare learners for their future struggles: *“Pupil outdoes him or herself and learns to gain control over stereotypical habits during their life, which may be annoying but bears fruit”*. While this may not be strictly tied to English language, it may be beneficial for learners to learn to adapt to unpleasant situations, which they may encounter in life.

8.8 Harmful effects of tests on learners

While the beneficial effects of test may be motivation, it may in some cases have the opposite effect as indicated by respondent M: *“They can feel demotivating if someone constantly receives bad grades”*. It appears that receiving bad grades from tests may have a negative effect on the learner. This may then lead to some to stop trying to improve as stated by respondent H: *“Or if he fails multiple tests in a row and they might be difficult for the pupil so it demotivates them. They simply no longer give any effort to improvement”*. It appears that constant failure in tests may be an escalating issue for both learners and teachers. For learners this may lead to a potential loss of interest in a subject as hinted upon by respondent L: *“If by fourth test they did not receive a better grade than four, they may start to give up on the subject”*.

Respondent S appears to suggest a possible escalation of a learner losing interest in a subject, or simply failing too often: *“In some cases a pupil can, under the weight of repeated failure, lower himself to cheating”*. Cheating may be seen as a failure for the teacher as well. This may depend on the personality of a teacher. However, with a learner showing no interest in a subject as well as cheating it may affect the teacher negatively. Furthermore, should a learner be caught cheating it would most likely result in some sort of punishment. Moreover, this may harm the relationship between the learner and the teacher.

There appears a way in which a teacher may prevent the demotivation of learners as shown by respondent CH: *“Yeah they can feel bad and that is the reason why I try to help them in some ways with private tutoring. They then have the chance to improve their grade”*. Giving a learner the opportunity to compromise and improve may therefore improve their results. This may prevent the demotivation. Moreover, it may build a positive relation between the teacher and the learner. Furthermore, a teacher may be able to identify strengths of a learner that may not reveal themselves in a standard classroom environment. Therefore, it offers an opportunity for the teacher to further aid the learner and allow them alternate ways to show their strengths.

A possible harmful effect appears to be tied to parents of a learner as indicated by respondent CH: *“And then there are pupils who do it mainly for parents ‘Jeez, mom is going to kill me but I do not really care’ “*. It may seem that in some cases, parents appear to be placing substantial value on test results of their children. This may result in learners feeling anxious. This appears to be further supported and elaborated upon by respondent K: *“For parents, three can be a bad grade and the child is afraid, for example my pupils told me ‘Miss K, do not write in the grades on Friday, and write them in on Monday because I want to go outside during the weekend’”*. It may suggest that some parents may be too strict in regards of grades received from tests. This may be an individual issue for each learner and their parents. In case of pupils having negative feelings due to the possible reaction of their parents, it may be beneficial for schools to offer more detailed explanation to parents of the meaning of grades as illustrated by respondent M: *“Maybe for now, we can work on that so they do not give grades greater importance than they actually have”*.

Respondent KO appears to contradict the upper statements: *“I do not think there is something of note. Quite the opposite. After illness they come to me and say ‘Miss teacher when can I write it?’”*. It appears that in some cases, tests do not have a harmful influence on learners. However, out of the sample of respondents collected for this study, it appears to be a rarity.

8.9 Ways of testing knowledge of English language skills of a learner

When asked about what specific English skills are tested, many respondents appear to agree on a mixture of skills. This appears indicated in respondent M's quote: *"I do my best to ensure that during the half year, pupils are tested in all active and passive speech capabilities, grammar, vocabulary, different kinds of exercises and so on."* It appears that teachers generally refer to framework and school educational programmes and follow the criteria and skills required for learners to master. This all appears to be done in accordance to the level of learners as stated by respondent H: *"Listening, grammar, vocabulary, writing. It all depends on the level of a pupil"*.

Some respondents, such as respondent K, have elaborated upon the grammatical part further: *"My grammar tests have a given structure. So always from the simplest exercises to the more difficult ones"*. This might indicate that introducing a given structure may aid the learners in lowering their anxiety. The reason for it appears to be that if a learner knows what to expect, they may not be surprised by the structure and may therefore focus on showing their skills. In regards to grammar, respondent CH appears to point out a potential issue with some learners: *"and generally I think it is a problem to connect the individual topics and the grammar, only some can do it"*. The respondent then further mentions the presumed struggle of learners to make a connection between their different English lessons. This may be an issue of certain class, however it may be beneficial for learners if the connections were made more obvious.

There appears to be a positive view on speaking as pointed out by respondent M: *"I would like to focus on speaking more. That is after all the main point of a language"*. This may suggest that certain schools may not offer enough room for speech development in their curriculum. Respondent CH points out that including more speech may aid the learners in developing their grammatical knowledge as well: *"As a reaction of a specific situation, but I think they can only do this if a person talks to them more. Which is why I think conversation is better for English"*.

On the other hand, there appears to be a certain aversion to including listening in tests as indicated by respondent KO: *"There is grammar for sure, but I do not give listening exercises into tests, because I think those are very stressful and personally I've always struggled with them"*. It may be that due to possible poor recording quality, certain teachers may abstain from including them in a test. However, despite them not being included in tests along with other English language skills, it appears that they are still a part of the curriculum, albeit done separately as suggested by respondent CH: *"Listening is the part which I do not include into tests too often and rather do it during classes"*.

When it comes to reading and writing, it appears that teachers consider it as general part of tests to include, however there appears to be no elaboration on writing. Respondent CH has mentioned certain details in regards to reading: *"Reading is something I give occasionally on a text that is similar to one we have dealt with during a class"*. Using similar texts may once again be a way to lessen the potential anxiety of learners. However, this might require an assurance that the texts are not too similar. In a case where a text used for test may be too similar to the one used in class, or perhaps it may even be the same text, it may result in testing of a memory rather than testing of an English language skill.

When asked about specific types of exercises, it appears teachers generally choose similarly. Example of this seems provided by respondent K: “*Usually in my tests, there is some gap filling. There is some grammatical tense with a verb put into brackets in infinitive*”. Furthermore, teachers seem to deploy connecting expressions, or writing a correct answer based on the text.

Some respondents have mentioned a potential way to help weaker learners as illustrated by respondent KO: “*Usually in the big tests, I try to make it to where there is at least one easy exercise for the weaker learners, so that even they can at least get a grade four*”. It may be assumed that classes comprise of a large variety of learners. By helping the weaker ones, it may encourage them to not give up on the subject. However, as mentioned in the previous chapter, a teacher ought to identify the weaker learners and offer further assistance where possible.

Some respondents, such as respondent L, have mentioned short, five minute-long tests. These usually include only some portion of a grammar: “*If it is a five minute test then it depends what we have been going over, but usually there is an easier and more difficult exercise*”. These short tests may be a way to keep both the teacher and the learners informed on how well the current topic is handled. However, they seem to be very specific and therefore, they do not include a variety of English language skills.

9 Overall opinion of the respondents

In regards to assessment, most respondents appear to be attempting a combination of formative and summative assessment. However, respondent S seems to believe more in the usage of summative over formative. Formative assessment appears to be seen as a tool of progressive feedback while summative seems to be a more general way to tell where a learner stands at the end of a chapter. Summative further appears to be an easier way to keep parents informed.

In regards to grades, there seem to be two major thoughts. On one hand, grades are seen as easy and traditional, however on the other hand all of the respondents have stated a certain drawback of grades. The teachers can then be split into two groups. One group appears to be highly preferring the idea of verbal evaluation, or at the very least a combination of standard grade based evaluation and verbal evaluation. The other group, while admitting there are issues with grades, seems to be more content with the current grading system.

When it comes to tests, most respondents seem to have similar ideology. Tests can both motivate and demotivate. Teachers seem to include a combination of English language skills into their tests, with only two respondents making a group of people who seem to have an aversion towards listening tests due to their personal beliefs. However, they still do include listening exercises in their lessons.

9.1 Opinion of respondent K

Respondent K is a starting teacher. She is the only respondent who said she uses formative assessment more, although she still combines both. She mentions the wish to further add more formative assessment in her following year, especially relating to grammar: *“I wish to plan it better next year. I think we don’t write the continuous grammar tests as much as we should right now”*.

When asked about grades. Respondent K states that she would prefer verbal evaluation: *“My opinion is that I would rather give some verbal evaluation”*. However, respondent K does acknowledge the simplicity and tradition of grades.

Respondent K appears to believe that in terms of tests, it depends on the representation from the teacher. This representation seems to be in regards to whether a teacher puts more emphasis on failure or success: *“I think it depends if the teacher emphasises success or failure of pupils”*.

9.2 Opinion of respondent KO

Respondent KO seems to have better opinion of formative assessment, as she provided more detailed description. However, when asked, she states that she uses both in relatively equal amount: *“More often, hard to tell...”*.

She seems to have a more positive opinion of grades than some other respondents. Having stated that grades usually correspond with the skills of the learner: *“In about 90% of cases it matches”*. However, she states that in some cases it does not correspond: *“but they are lazy. They pay little attention at school”*.

When asked about tests, respondent KO is the only one who has not stated any negative effects of tests. During her talk, she seemed cheerful, this may be that in her classes, learners are indeed motivated and therefore, the negative effects of tests may be non-existent: *“After illness they come, asking when they can write it”*.

Respondent KO is furthermore one of the respondents who seem to have an aversion towards including listening exercise into tests: *“I think listening is stressful and I’ve always struggled with it”*.

9.3 Opinion of respondent CH

Respondent CH stated that she uses both formative and summative assessment equally: *“I would say it’s about half this and half that”*. However, she does seem to have a preference towards formative assessment. When asked about benefits and drawbacks, she focused on benefits in regards to formative and drawbacks in regards to summative.

When asked about grading, respondent CH mentioned that she has the possibility of comparing standard grade-based evaluation and verbal evaluation. This is due to her teaching in Montessori Classes where she uses verbal evaluation: *“I think that verbal evaluation, while it is more work for teachers, has the advantage of being concrete”*. This appears to show respondent CH as a supporter of verbal evaluation instead of standard grade-based evaluation.

When asked about tests, respondent CH is another teacher who seems to have an aversion towards including listening exercises into tests: *“Listening, well, listening is a part which I do not include into tests and instead do it during lessons”*. However, she did not elaborate further as to why that may be.

In regards to benefits and drawbacks of tests, respondent CH seems to believe that tests can serve as an assurance that learners did well. On the other hand, she does state that they may have negative effects as well.

9.4 Opinion of respondent M

In regards to assessment, respondent M appears to be truly neutral, having provided benefits and drawback for both summative and formative assessment. When asked about which she uses more often, she stated: *“I combine both, or at least try to”*.

When asked about grades, respondent M seems to be more on a neutral side, although she suggests a combination of verbal and grade evaluation. She mentions that she too teaches in Montessori classes, therefore she, just like respondent CH, has experience with both. *“I teach in Montessori classes so I’ve tried both ways”*.

Respondent M mentions that tests may be demotivating, but on the other hand their benefit is that : *“They can gain an ongoing insight into the state of their knowledge”*.

9.5 Opinion of respondent S

Respondent S states that she uses summative assessment more, although she attempts to balance it: *“Summative, even though I try t balance it”*. When talking about benefits and drawbacks of individual assessments, she seems to view formative assessment as overall less stressful, while summative as more simple and clear.

While respondent S does mention potential experience with Montessori classes, she does not mention verbal evaluation as alternative to grades. However, she does have some issues with grades, mainly the small scope of it: *“Five grade scale is not enough”*. Unlike other respondents who also show dislike towards grades, respondent S seems to have a more unique approach to it. She seems to show more interest in improving, rather than replacing.

When asked about tests, respondent S mentions the possibility of learners cheating as a drawback of tests: *“Occasionally a pupil can result to cheating”*. In regards to benefits of tests, respondent S seems to state that they prepare learners for their future struggles.

9.6 Opinion of respondent H

Respondent H mentions using both formative and summative, however she claims that she uses formative more. She mentions more in regards to benefits and drawbacks of formative. The main point of formative assessment being fast feedback: *“They know where they stand”*. While summative seems to be, according to respondent H, more of a way to see how have the learners fared: *“They see, not that they managed something but how they moved”*.

In regards to grades, respondent H seems to not be a supporter of grades: *“I don’t have positive relations to grades, I’d rather evaluate verbally, but I know the tradition isn’t there”*. Furthermore, respondent H points out the possible unfairness of the range of individual grades: *“There scale for 1 and 2 is small while under 3 you get a pupil with average score from 2,51 till 3,48”*.

When asked about tests, respondent H seems to have similar opinion to the previous respondents. Tests may serve as a motivation as well as demotivation.

9.7 Opinion of respondent L

Respondent L appears to be neutral in regards to formative and summative assessment. Stating benefits and drawback towards both. She also seems unsure which do they use more often, however she does mention she uses both: *“More often, I can’t tell because I use both”*.

When asked about grades, respondent L mentions being a supported of grades. Mentioning their clarity and tradition. She further elaborates upon this by giving an example of verbal evaluation possibly not being quite clear: *“With verbal evaluation, it’s hard to tell what it actually means”*. Respondent L does however mention, that verbal evaluation may help learners with concrete feedback.

When asked about tests, respondent L mentions that they can be a way to learners to practice their skills. Due to the possibility of not always having the option during classes: *“The tests are one of good ways for pupils to test their knowledge”*. Respondent L does mention however, that tests may also demotivate learners if they are met with constant failure: *“If by fourth test they did not get anything better than four, they can begin to give up”*.

10 Conclusion

The aim of this thesis was to discover the opinion of lower secondary English language teachers on Czech grading, assessment and test system on lower secondary learners of English language.

The theoretical part of the thesis established what the individual items, such as tests and assessment, are. The first chapter of the theoretical part is dedicated to general definition of feedback, assessment and tests. Second chapter further elaborates of specific types of assessment, in this case, formative and summative. Third chapter is dedicated to the purpose of tests, their benefits and drawbacks. Fourth and final chapter of theoretical part is dedicated to types of tests that may be utilized in the educational system and testing of language skills.

The practical part then worked with responses of lower secondary English language teachers. The research is qualitative, therefore an online interview was done with the respondents. The data gathered from the interviews was divided into groups based on the corresponding questions, then, with the usage of open coding, groups of similar answers were established under each question. These groups were then analysed and interpreted.

The practical part aimed to answer three research questions:

What kind of assessment is mostly used by interviewed teachers and why?

What do the interviewed teachers believe to be the benefits and drawbacks of tests?

What do the interviewed teachers think about the Czech grading system?

In regards to the first research question, the data indicates that both formative and summative assessment is used in relatively equal amount, however some individual teachers do have a preference towards one of them.

When asked about tests, a conclusion based on the respondents' answers may be drawn that among the chief benefits is motivation, feedback for learners on how well have they learned a specific topic and the opportunity to practice their skills. On the other hand drawbacks of tests appear to be demotivation due to multiple failures, which may lead to a learner giving up on the subject, or resulting to cheating.

Finally, Czech grading system appears to be a controversial topic. However, most respondents indicate severe flaws in grade based evaluation and have voiced their support towards verbal evaluation or combination of the two. Some respondents, while also noting the flaws of grade based evaluation, have instead offered thoughts on improving the current form of evaluation, rather than replacing it.

It may be concluded that schools and teachers should be encouraged and even educated if needed, to include more formative assessment in their curriculum. Verbal evaluation has appeared multiple times and multiple respondents have shown their interest and preference in using it as opposed to grades. While some had reserves about it not being used and the possible difficulties, especially time consumption. However, in order to improve the education system, it may be necessary to start including and combining verbal evaluation along with grades.

It is possible that by including verbal evaluation, the harmful effects of testing may be elevated. This is due to verbal evaluation possibly offering a way to improve, rather than simply stating whether someone failed or not.

When comparing the results with theoretical part connections are easily drawn between the theory about testing and the practical effects (See chapter 2). Based on the teachers' opinion, tests serve as a form of feedback for both learners and teachers. The drawbacks of tests appear to be more aligned between the theoretical and the practical part. Different criteria of teachers and not measuring what they are supposed to measure seem to be key factors that appear in both parts of this thesis. However, despite test anxiety being mentioned in the theoretical part, none of the respondents appears to mention it in the practical part (See chapter 4.3). When testing specific skills, it seems that there is an aversion towards listening. This may be caused by the possible issues illustrated in the practical part, however the respondents who have reported this aversion do not seem to share the reasoning depicted in the theoretical part (See chapter 5.2.3). On the other hand, despite the possible difficulty of conducting a successful test in speaking, it seems highly preferred among teachers (See chapter 5.2.4).

In regards to assessment, it appears that formative assessment is indeed useful for learners, however the drawbacks mentioned by respondents do not seem to particularly align with the possible issues depicted in the theoretical part (See chapter 3.1). On the other hand, respondents have pointed out time consumption and in some cases unfamiliarity with this type of assessment as its greatest drawback. Summative assessment appears to bear similar description in both theoretical and practical parts (See chapter 3.2). The respondents further elaborate on the potential drawbacks as well as usefulness of summative assessment.

Grades appear to be a controversial topic. Although given the responses of the teachers, their effect on learners appears to be more tied to the drawbacks of testing (See chapter 4.3). These may include not showing what they were meant to measure, therefore their feedback value may be low. The scale of grades referred in the theoretical part, corresponds with what respondents use in practice (See chapter 6). However, many respondents have indicated displeasure with the current grading system. Often commenting on preference towards verbal evaluation, or in some cases, increasing the grading scale.

This research was qualitative, therefore it captured the thoughts of only seven teachers. It may be necessary to conduct further studies in this topic with larger sample of people and by deploying both qualitative and quantitative methods. More research may reveal further issues or possible solutions to the issue of grades, assessment and testing.

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Appendices

Appendix 1: List of interview questions in Czech

Co považujete za výhody či nevýhody formativního hodnocení?

Co považujete za výhody či nevýhody sumativního hodnocení?

Který z těchto typů hodnocení využíváte častěji? Případně v jakých situacích?

Jaký je váš názor na známky jakožto forma zpětné vazby pro žáky?

Co všechno berete v potaz, když tvoříte konečnou známku z anglického jazyka?

Jaký je váš názor na známky, jakožto reprezentace znalostí a dovedností žáka v anglickém jazyce?

Podle vaší zkušenosti, jaký pozitivní vliv mohou mít testy z anglického jazyka na žáky?

Podle vaší zkušenosti, jaký negativní vliv mohou mít testy z anglického jazyka na žáky?

Jakým způsobem ověřujete v testech úroveň anglického jazyka?

Appendix 2: List of interview questions in English

What do you consider to be benefits and drawbacks of formative assessment?

What do you consider to be benefits and drawbacks of summative assessment?

Which of these types of assessment do you use more often or in what situations?

What is your opinion on grades as a form of feedback for learners?

What do you take into account when creating the final grade in English language?

What is your opinion on grades as a form of representation of skills and abilities of a learner?

According to your experience, what beneficial effect can English language tests have on pupils?

According to your experience, what harmful effect can English language tests have on pupils?

In what way do you check the level of English language in your tests?

List of abbreviations, symbols, tables and figures

RVP – rámcový vzdělávací program

ŠVP – školní vzdělávací program

ELT- English language teaching

Resumé

Cíl této téze je zjistit efekt Českého známkování, hodnocení a testování na mladé žáky Anglického jazyka. Analýza výsledků interview ukázala, že sumativní i formativní hodnocení mají své místo v rámci výuky Anglického jazyka. Znamky mají svou tradici a hlavně, jsou jednoduché. Ovšem problém se známkami je ten, že nerepresentují žáka tak jak by měli a nedávají žákům dostatečnou zpětnou vazbu. Testy mohou sloužit jako motivační prostředek pro žáky. Ovšem je zde hrozba, že testy mohou žáka demotivovat a v některých případech hrozí, že žák z důvodu špatných známek předmět vzdá. Dá se tedy říci, že změna je potřeba. Alespoň co se týče známkování a známek jako takových.

Anotace

Jméno a příjmení:	Martin Staněk
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická Ph.D.
Rok obhajoby:	2022

Název práce:	Učitelova kritéria hodnocení a klasifikace ve výuce anglického jazyka na základní škole
Název práce v angličtině:	Teachers' assessment and grading criteria in ELT lower secondary schools
Anotace práce:	Tato práce se soustředí na zjištění názorů učitelů ohledně toho, jestli je momentální systém známkování, testů a hodnocení pro žáky benefiční, nebo jim spíše ubližuje. Dále analyzuje, jakým způsobem učitelé tvoří známky, jaký je jejich postoj ke známkám, hodnocením a co vše zahrnují do testů
Klíčová slova:	Hodnocení, známky, testy, zpětná vazba, výuka Anglického jazyka
Anotace práce v angličtině	This thesis focuses on discovering the opinion of teachers in regards to whether the current system of grading, testing and assessment is beneficial to learners or harmful. Furthermore, it analyses the way by which teachers make grades. What is their stance on grades, assessment and what do they include in tests.
Klíčová slova v angličtině:	Assessment, grades, tests, feedback, English Language teaching
Přílohy vázané v práci:	Appendix 1: List of interview questions in Czech Appendix 2: List of interview questions in English

Rozsah práce:	34 stran
Jazyk práce:	Angličtina