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**IMPLEMENTING FORMATIVE ASSESSMENT
IN ENGLISH LANGUAGE INSTRUCTION**

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Prohlašuji, že jsem diplomovou práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

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ABSTRACT

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The thesis deals with implementing formative assessment in English language instruction. The main goal of the thesis was to show how teachers can become more responsive to the needs of their learners through the techniques that are in line with formative assessment. When the teacher follows the principles of formative assessment, they can become more informed about the learning of their learners and thus make immediate alterations to their lesson planning. They receive evidence of learning and decide whether the goal of the lesson has been achieved. The practical part describes the action research of formative assessment techniques realized with 6th-grade and 8th-grades learners of elementary school. The author comments on each technique and evaluates it from the perspective of getting the most valuable information for further lessons. There are also comments on the attitude of the learners towards the techniques. The thesis proposes ways of implementing formative assessment in teachers' daily work.

TABLE OF CONTENTS

I. INTRODUCTION	1
II. THEORETICAL PART	2
Summative assessment	2
Formative assessment	3
Informed action.....	4
Teaching better	5
Informing learners about where they are in their learning.....	6
Criteria.....	6
Eliciting evidence of learners' achievement.....	8
Providing learners with feedback with the focus on the future learning and only referring to the past.....	9
Activating learners as learning resources for one another.....	12
Activating students as the owners of their learning.....	13
Metacognition.....	14
Strategies.....	15
Strategies used prior instructions.....	16
Strategies used during instructions.....	17
Strategies used after instruction.....	18
Theoretical background summary	19
III.METHODS.....	20
Research goals	20
Research technique	20
The participants.....	20
Research process.....	21
Data analysis	22
IV.RESULTS AND COMMENTARIES	23
ABCD cards.....	23
Exit Tickets.....	24
C3B4ME.....	25

Entry Tickets.....	26
Think-Pair-Share.....	27
Coloured Cups	28
Test-Item Design.....	29
Preflight Checklist	30
No hands policy	31
Thinking Thumbs.....	33
Mini Whiteboards	34
Traffic lights/Smileys with the goal.....	35
Drawing Quiz.....	37
The muddiest point	38
Summary of Key findings.....	40
V. IMPLICATIONS	43
Pedagogical Implications	43
Limitations of the Research	44
Suggestions for Further Research	44
VI.CONCLUSIONS.....	45
REFERENCES.....	46
APENDICES	I
Appendix A.....	i
Appendix B	iii
Appendix C	xxiii
SUMMARY IN CZECH	I

LIST OF TABLES

Table 1: The pupils' final assessment of FA techniques in Year 8

Table 2: The pupils' final assessment of FA techniques in Year 6

LIST OF GRAPHS

Graph 1: The assessment of the technique ABCD Fingers

Graph 2: Assessment of the technique Exit tickets

Graph 3: Assessment of the technique C3B4ME

Graph 4: Assessment of the technique Entry tickets

Graph 5: Assessment of the technique Think-pair-share

Graph 6: Assessment of the technique Coloured cups

Graph 7: Assessment of the technique Test-item design

Graph 8: Assessment of the technique Preflight checklist

Graph 9: Assessment of the technique NO hands policy

Graph 10: Assessment of the technique Thinking thumbs

Graph 11: Assessment of the technique Mini Whiteboards

Graph 12: Assessment of the technique Smileys with the goal

Graph 13: Assessment of the technique Drawing quiz

Graph 14: Assessment of the technique The muddiest point

Graph 15: The overall assessment of all the strategies – Year 8

Graph 16: The overall assessment of all the strategies – Year 6

I. INTRODUCTION

Formative assessment has become an increasingly important topic in education, as it provides teachers and students with ongoing feedback to improve learning outcomes. As a language teacher, I have always been interested in finding ways to help my students take ownership of their learning and achieve success. That explains why I chose to research formative assessment in English language teaching for my diploma thesis.

Through this research, I have explored the various methods and strategies used in formative assessment, and their effectiveness in improving student learning outcomes. I have also examined the challenges and opportunities of implementing FA in the context of English language teaching in the Czech Republic.

This diploma thesis is the culmination of my efforts, and I hope that it will serve as a valuable resource for other language teachers who are interested in implementing FA in their own classrooms. I also hope that this diploma thesis will contribute to the ongoing conversation about how we can improve the quality of education for our students, and help them become successful learners who are able to take ownership of their own learning.

In my theoretical part, I will explain the following five areas of formative assessment that constitute the approach: informing learners about where they are in their learning; eliciting evidence of learners' achievement; providing learners with feedback with a focus on future learning and only referring to the past; activating learners as learning resources for one another; activating learners as the owners of their learning. I will also suggest effective strategies of achieving the above-mentioned principles that I will integrate in my teaching.

II. THEORETICAL PART

This chapter aims to explain the difference between summative and formative assessment. While summative assessment (SA) happens at the end of teaching period, formative assessment (FA) is practised throughout the teaching. It provides the teacher with immediate information of learner's learning process while the learner becomes the owner of his or her learning. FA provides learners with the skills of metacognition and thus they become better learners.

Summative assessment

The question whether we need assessment as such can be answered by Andrade (2009): "What students learn from a particular sequence of instructions can be very different from what the teacher intended to teach them. That is why assessment is a central and perhaps even a defining feature of effective instruction: Assessment is the only way that we can know whether what has been taught has been learned. Therefore, assessment is the bridge between learning and teaching" (p. 18). As teachers we need to know what learners have learnt. We come to the lesson with the lesson objective and at the end of the lesson we think that learners have mastered what we have taught. However, William (2018) knows the reality when he says that students do not learn what we teach (p. 53). SA is form of assessment, however, compared to FA - it lacks the essential part of assessment and it is the informed action that FA provides.

Irons (2021) describes any assessment activity which results in a mark or grade which is subsequently used as a judgment on student performance as a summative form of assessment (p. 7). OECD (2005) declares that SA's are used to measure what students have learned at the end of a unit, to promote students, to ensure they have met required standards on the way to earning certification for school completion or to enter certain occupations, or as a method for selecting students for entry into further education.

Ministries or departments of education may use SAs and evaluations as a way to hold publicly funded schools accountable for providing quality education (p.21). It also claims that in environments where summative tests have high visibility, teachers tend to "teach to the test" and students are encouraged to meet performance goals – they are expected to perform well on tests at the expense of learning goals which is meant to understand and master new knowledge (p. 24). SA brings many problems as Falchikov (in Irons, 2021) describes; there is the emphasis on examination, there are issues in reliability and teacher

marking bias, it does not contribute positively to student motivation, students play games, it does not promote deep learning but encourages surface learning and last but not least, it contributes to student stress (p. 14). OECD (2005) adds that in situations of comparison, weaker students absorb the idea that they lack the ability and thus lose motivation and confidence (p. 48). To sum up, SA works as a judgement on student performance after the teaching has been finished. FA, on the other hand, offers a variety of positive outcomes for learners. Irons (2021) contrasts FA to SA by saying that FA is any task or activity which creates feedback or feedforward for students about their learning. FA does not carry a grade which is subsequently used in a summative judgement (p.8). Andrade and Cizek (2009) distinguish between SA and FA when they say that some assessments support learning – used formatively, others verify it – they serve summative purposes (p. 234). OECD (2005) puts it straightforward: “FA differs from SA in that the information gathered in the formative process is used to shape improvements, rather than serve as a summary of performances” (p. 13). Greenstein (2010) claims that if a teacher uses an assessment instrument such as a test, a quiz, an essay, or any other classroom activity to measure the process of learning and use it to inform him or her students of progress and guide them through further learning then he or she is involved in FA. On the contrary, if the teacher uses the same instrument only to gather data to determine a final grade, the teacher is engaged in SA (p. 29). Similarly, she explains that SA asks students to express what they know. In comparison, FA inquires about what route the class is taking to reach the goal and in what way the teacher can assist in the journey. (p. 29). She advocates FA when she says that using formative activities in teaching has several objectives – all of which aim to enhance the student learning experience without the pressure of SA (p. 56). Greenstein (2010) explains the difference simply. While SA has traditionally asked students to definitively express what they know. It’s akin to asking, “Are we there yet?” or “Have we arrived at the intended learning destination?” In comparison, FA asks what route we are taking to reach the goal and in what way the teacher can assist in the journey (p. 26).

Formative assessment

“FA offers great promises as the next hope for stimulating gains in student achievement” (Andrade and Cizek, 2009, p.3). OECD (2005) is on the same positive note: “Teachers using FA approaches and techniques are better prepared to meet diverse students’ needs – through differentiation and adaptation of teaching to raise levels of

student achievement and to achieve greater equity of student outcomes” (p. 21). When accumulating the definitions and explanations of FA, one can easily conclude that FA is not assessment in the traditional meaning. It does not concern grading and evaluating students’ final work but works from the very beginning of the teaching process. The teacher is responsible for monitoring the ongoing learning process and by using FA methods and strategies he or she can adjust the instructional steps accordingly. The teacher is informed of the current learning process through evidence that he or she gathers. Simply put, the teacher is aware of what the learner is learning, which is undeniably valuable in the school environment. FA responds to the learner’s needs. By collecting the evidence of the learning process both the teacher and learner know exactly where they are. Fletcher-Wood (2018) is one of the most prominent advocators of such practice. In his book “*Responsive Teaching*” he claims that it focuses on the principles of FAs, not the techniques (p. 9) He believes that teaching is responsive when teachers use the evidence to identify effective ways to address instructional problems (p. 11). Andrade (2009) shares this view by saying that the best FA identifies recipes for future actions (p.27). Black and William (1998) claim that the term assessment refers to all those activities undertaken by teachers and by their students in assessing themselves. That provides information to be used as feedback to modify teaching and learning activities. Such assessment becomes FA when the evidence is used to adapt the teaching to meet student needs (p.2). Greenstein (2010) supports this idea by saying that FA is a process rather than a product in that it focuses on uncovering what and how well the student understands throughout instruction (p. 29). Fisher and Frey (2014) explain why teachers use FA. They use FA to improve instructional methods and provide student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, he or she can design a review activity to reinforce the concept or use a different instructional strategy to reteach it. The results of FAs are used to modify and validate instruction (p. 4).

Informed action

The definitions of FA suggest that the crucial function of using FA strategies in teaching is informed action. FA provides valuable information that teachers can use to modify their teaching based on students’ current needs. Greenstein (2010) supports this idea when he acknowledges that the primary function of FA is to inform instruction. By providing information about student understanding relative to goals, objectives, and

standards, FA helps teachers to target their instructions for greater effectiveness and make responsive instructional adjustments. In this respect, teaching and assessing are intertwined. The overlap is beneficial to students in that they regularly receive feedback in the course of learning, and it is beneficial to teachers because they regularly receive information about their teaching. With FA, teaching and assessing become a cyclical process for continuous improvement, with each process informing the other (p. 6). Furtak (2006) warns that if teachers elicit and analyze information but do not use it to design strategies to close the gap and move students forward in their learning, the main purpose of FA is lost. Similarly, Andrade (2009) warns that if teachers elicit and analyze information but do not use it to design strategies to close the gap and move students forward in their learning, the main purpose of FA is lost. Both informal and formal FAs require completing the loop. This is often the most challenging step for any teacher (p. 142). Both informal and formal FAs require completing the loop.

Teaching better

By using FA teachers gain information about the learning process. Through such information they can improve the teaching process and answer to students' learning needs. Black (1998) claims that it is clear that instruction and FA are indivisible. Fisher (2014) highlights the benefits of FA when he says that FA results in improved teaching. Old (and ineffective) habits associated with relying on an Initiate-Respond-Evaluate cycle of questioning are supplanted when teachers use questioning to determine what is known and unknown. Student's verbal and written responses are valued because they provide a window into the minds of learners by answering the teacher's perpetual question: What is the next instructional move? (p. 134). Andrade and Cizek (2009) stress that teachers must not only know how to create and implement FAs but also – and crucially – they must know how to respond to the information provided by those assessments by adjusting instruction, if necessary, according to students' needs. Similarly, students must be armed with the strategies and motivation needed to improve their work and deepen their learning after getting feedback (p. 345). However, it is still the teacher who bears the responsibility and has to somehow get used to the idea that there will be less teaching but more learning as Black and William (2006) suggest. They claim that teachers' plans should be evaluated in terms of how far those actions will enhance student's learning and how explicitly they will inform the teacher and the student about what is being learned (p. 80). Fletcher-Wood

(2018) agrees when he declares that constantly seeking to improve by identifying what students have learned and responding accordingly should be central to our identity as teachers. Tracking student learning shifts our perspective away from the effort we put into our teaching and towards how well it is working. This has powerful effects: experienced mentors see FA as central to helping teachers improve by focusing on students' needs. Responsive teaching allows us to focus on improving our teaching and our student's learning. It is not an easy mission as Black et al (2003) explain: If the substantial rewards promised by the evidence are to be secured, each teacher must find his or her ways of incorporating the lessons and ideas that are set out above into his or her patterns of classroom work. However, teachers face difficult problems in reconciling their formative and summative roles, and confusion in teachers' minds between these roles can impede the improvement of practice.

Informing learners about where they are in their learning

Students need to know where they are going and what success looks like. As William (2018) puts it – if students know where the teacher is heading then they have more chance of arriving at the destination. Hall (2004) agrees when she emphasizes that what counts as success has to be communicated and shared with the pupils themselves so they know what they know and know what to do to make further progress (p. 110). She further stresses out that helping children to understand what it is they are doing that causes their success or failure is the aim of teaching. If they know what to do to improve they can then “close the gap” between what they can do or know and what they need to do or need to know. In other words, it is better to focus on causes of success and failure than to praise performance based on the final product or completed task (p. 10). She confirms this by saying that if, for example, the teacher does not fully share lesson learning objectives or only chooses to give too limited independence of action or application, then the purpose of the learning may not be clear to the learner. It is quite possible, in these cases, for the learner to work to a different set of expectations than those of the teacher and this can lead to misunderstanding, frustration, and ultimately lower achievement (p. 85).

Criteria

Hall (2004) is clear about setting criteria with students. She believes that the criteria for success must be understood by pupils in their terms and not just remain in the teacher's

head (p. 55). As she puts it, one vital way of helping learners to self-evaluate and to assess their work and that of their peers is to equip them with some sense of what counts as “good work” (p. 59). She explains that teachers should help learners understand how their work is judged. Because the learner is the ultimate user of it, teachers should consider how they should help learners understand and use assessment information. One key aspect of this is helping learners come to know the criteria against which their work is judged and to recognize a successful product – a prerequisite for effective self-monitoring (Hall, 2004, 50). The criteria for evaluating any learning achievements must be made transparent to students to enable them to have a clear overview both of the aims of their work and of what it means to complete it successfully. Such criteria may well be abstract – concrete examples should be used in modelling exercises to develop understanding. Students should be taught the habits and skills of collaboration in peer assessment, both because these are of intrinsic value and because peer assessment can help develop the objectivity required for effective self-assessment. Students should be encouraged to bear in mind the aims of their work and to assess their progress to meet these aims as they proceed. They will then be able to guide their work and so become independent learners. (Black et al, 2003, p. 53). William and Leahy (2015) believe that setting learning intentions and success criteria is integral in FA. They are explicit when they state: “We use learning intentions to describe the things that we want our students to learn and success criteria to describe the criteria that we use to judge whether the learning activities in which we engaged our students were successful.” They also add that students should be encouraged through peer- and self-assessment to apply criteria to help them understand how their work might be improved. This may include providing opportunities for them to re-work examination answers in class (p. 55). Before outlining the right way to set the learning intentions and success criteria it is advisable to highlight the bad practice as Jones (2021) lists in her book *William and Leahy’s Five Formative Assessment Strategies in Action*. She lists the following six negative aspects that might hinder the importance of setting learning intentions. 1. Focusing on the lesson, not the learning. Teachers should be focusing on planning the learning rather than planning singular lessons. A learning intention may span over one or more lessons. 2. Learning intentions should not focus on activities and tasks. It is not suggested that tasks and activities should not be given careful consideration but they need to be selected and designed to support and enhance the learning and meet the learning intention. 3. Challenges and difficulties are not desirable. A task has a desirable level of

difficulty when learners can overcome the difficulty with increased effort. Learning intentions should be the same for the whole group, but success criteria may be differentiated. 4. Not using a clean language for learning. The role of the teacher is to articulate the learning intentions well, either in writing and/or verbally – ideally, it is best to do both. She also suggests that the teacher revisit the key terms when explaining learning intentions and be mindful of the curse of knowledge. Teachers should not assume that their students know, understand, or can recall the vocabulary even if he or they covered it in previous lessons. 5. Used to measure teacher performance. 6. Wasting precious lesson time. Time should be spent explaining and discussing the learning intentions to ensure all learners fully grasp them, hence the importance of clarifying, sharing, and understanding. (Jones, 2021, p.24). Teachers often set up learning objectives at the beginning of class. One teacher said, however, that she prefers not to always write up aims – instead, at the end of the lesson she asks: “What was the point of that lesson?” (OECD, 2005, 134).

Eliciting evidence of learners’ achievement

This involves gathering data about what learners know and can do. This can include FA’s such as tests and quizzes, as well as informal assessments such as observations and discussions. The goal is to gather evidence that can be used to provide feedback and guide future instruction. Unfortunately, as Schmoker (2006) notes, “an enormous proportion of daily assessments are simply never assessed – formally or informally. For the majority of lessons, no evidence exists by which a teacher could gauge or report on how well students are learning essential standards” (p.16). Wiliam and Leahy (2015) believe that the best way to find out what students are thinking is by talking to them. Jones (2021) considers finding out what students have learned and what they can or can not do yet to be at the heart of great teaching. (p. 34)

Questioning

Jones (2021) feels that questioning plays an essential role in every lesson regardless of whether the lesson is taking place in a physical or virtual classroom (p. 34). She suggests that both closed and open questions are a great form of eliciting evidence of learning. When asking higher-order questions the teacher needs to plant the question, ask it and be quiet (p. 35).

Mini whiteboards (MWBs)

“They have the potential to be used well to elicit evidence of learning or used badly in the classroom” (Jones, 2021, p. 41). If the teacher wants to make use of MWBs efficiently, he or she has to set the behavior policy first. Asking clear, specific, and desirably difficult questions is applicable and so is the rule of KISS – keep it short and simple. The teacher also has to make clear when the MWBs are to be shown to avoid the fast finishers holding their boards and others copying the answers. The golden rule here as it is with all other techniques is to have high expectations (Jones, 2021, p. 42).

Multiple-choice questions (MCQs)

“Multiple-choice questioning is a popular form of low stakes quizzing in the classroom” (Jones, 2021, p. 45). Jones (2021) presents tips on making MCQs effective evidence of learning. Keep it clear as complexity can cause confusion and misunderstanding. Keep it specific so the questions focus on specific aspects of knowledge, concepts, content, or thought processes. Take care about using “none of the above” as it can make students choose a wrong answer because they are not confident that all of the answers are incorrect. Take care of using “all of the above” as it might cause students to think that the teacher wants to catch them. Stick to one correct option for younger students (p. 46).

Exit tickets

It is a task that is given out near the end of a lesson, which takes students a few minutes to complete. It can check whether a concept has been understood at a single point in time but what it can't check is whether a student can still recall that after some time (Jones, 2021, p. 48).

Providing learners with feedback with the focus on the future learning and only referring to the past

This involves providing learners with specific and actionable feedback that is focused on helping them improve their future performance. Feedback should be given in a way that is non-judgmental and avoids criticism of past performance. The goal is to help learners see the connection between their actions and the outcomes they achieve. Black et al (2003) claim that it is feedback to the learner, which is an essential part of FA. It needs

to assess their current achievement and indicate what the next steps in their learning trajectory should be (p. 42)

Hall (2004) asks whether learners should be given grades. She points out that if we only give them (pupils) grades or marks or gold stars then we should not be surprised if our pupils devote their energy to obtaining those rewards. They will seek clues as to the right answers rather than attend to the needs of their learning – they will be performance-orientated rather than learning-orientated. In such a classroom climate pupils may avoid challenging tasks and not ask questions out of a fear of failure – their energies are concentrated on performance goals, not learning goals (p. 50). Russell and Airasian (2011) admit that students do not read written feedback when there are grades and scores. However, when assignments are returned without a grade or score, students pay closer attention to comments and are more willing to revise and improve their work (p. 110). Butler and Winne (1995) see the issue of grading when they claim that grades may undermine the positive help of specific feedback on tasks.

Irons (2021) agrees when she says that FA and formative feedback are very powerful and potentially constructive learning tools. Very simply, any task that creates feedback (information that helps a student learn from formative activities) or feedforward (information that will help a student amend or enhance activities in the future) to students about their learning achievements can be called FA (p. 7). Black and Harrison (2003) claim that an essential part of FA is feedback to the learner, both to assess their current achievement and to indicate what the next steps in their learning trajectory should be (p. 42). Russell and Airasian (2011) claim that rather than carefully reading comments, students accept grades and scores at face value and are often willing to move on to the next assignments. In contrast, when assignments are returned without a grade or score, students pay closer attention to comments and are more willing to revise and improve their work (p.110). Black et al (2003) insist that feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils. Also Hall (2004) has clear views of a good feedback. She believes that for feedback to be useful, the learner must know what to do and how to do it to bridge that gap between what it is they can do now and what they need to be able to do (p. 55). Andrade and Cizek (2009) believe that the most effective feedback focuses attention prospectively rather than retrospectively (p. 19).

Hall (2004) stresses out that feedback explains what is wrong and what is good about a pupil's work, and it suggests ways forward and ways of correcting it that make sense to the learners (not just to the teacher). A salient feedback is that it makes the criteria for success explicit to learners (p.50). She adds that students do compare feedback and their feedback and their experiences and teachers must ensure consistency and fairness“(p. 37). She later adds that providing feedback does not necessarily mean lots of extra marking for teachers, but does mean that students should be encouraged to engage in formative activity (p. 40).

It is also necessary to point out that not all feedback is suitable. Irons (2021) warns against students being demotivated as a result of feedback especially when they perceive the feedback to be unfair; feedback is unclear; they don't understand the feedback; the feedback does not seem to relate to the work they have done; they don't receive feedback in time; feedback is overly critical or feedback is non-constructive (p. 38). On the other hand, she also warns that if students are given only positive comments to encourage and motivate them or as a reward for the invested effort, they could get a false sense of achievement and the false sense of their understanding of the subject (p. 37). Andrade and Cizek (2009) agree with Irons that feedback can have negative consequences, so it is important to ask what we can learn about effective formative feedback. Critical or controlling feedback, grades with a low level of a specific city, and interruptive or distracting feedback can have negative effects. Feedback which either lacks a specificity or is too directive could be damaging. The feedback that is too long will be ignored (p. 61).

How to provide feedback?

Irons (2021) suggests two strategies: The feedback sandwich, where the teacher starts with praise, follows with weaknesses and finishes with options for improvement. The interactive approach, where the teacher asks pupils what they think went well, then he/she says what they think went well, the teacher then asks what could be improved and says what he/she and/or pupils think could be improved. In the end, the teacher discusses how the improvements could be brought about (p. 39).

Activating learners as learning resources for one another

This involves creating opportunities for learners to work together and share their knowledge and skills. This can include collaborative projects, peer teaching, and group discussions. The goal is to create a learning community where learners can support and learn from one another. In terms of feedback that is described above, learners can provide their peers with valuable feedback, too. According to OECD (2005) peer evaluation is important because it helps to create a more dynamic learning environment, helps students to build social skills, and lays the ground for the development of self-assessment skills (p. 67). In practice, peer assessment turns out to be an important complement and may even be a prior requirement for self-assessment. The interchange in peer discussions is in language that students themselves would naturally use. Their communication with one another can use shared language forms and can provide tenable models so that the achievements of some can convey the meaning and value of the exercise to others still struggling. An additional factor is that students often accept, from one another, criticisms of their work that they would not take seriously if made by their teacher. Feedback from a group to a teacher can command more attention than that of an individual and so peer assessment helps strengthen the student's voice and improves communication between students and their teacher about their learning (Black et al, 2003, p. 50). Peer and self-assessment can increase the amount of feedback students receive. Peer assessment also provides valuable opportunities for students to learn about their ideas and the quality of their work by carefully examining work samples produced by their peers (Russell and Airasian, 2011, p. 110). Both assessors and assessees can experience initial anxiety about the peer assessment process. Giving positive feedback first will reduce the assessee's anxiety and improve subsequent acceptance of negative feedback. In addition, students should be told that peer assessment involves students directly in learning, and should promote a sense of ownership, personal responsibility, and motivation. Teachers can also point out that peer assessment can increase variety and interest, activity and interactivity, identification and bonding, self-confidence, and empathy with others for assessors, assessees, or both (Andrade and Cizek, 2009, p. 68). As with all forms of their written work, students can be encouraged through peer- and self-assessment to apply criteria to help them understand how their test answers might be improved. This may include providing them with opportunities to discuss and clarify how criteria play out in a piece of work, to recognize which areas need to be improved to create a quality piece of work, and then to be allowed

to re-work examination answers in class (Black et al, 2003, p. 55). In the end, peer assessment is less emotionally 'loaded' than feedback from those in authority and is more easily accepted as well. Peer assessment and peer tutoring are not a technique for coping with inadequate student–teacher ratios – indeed, they can often secure better learning than would be achieved with one teacher for each student (Black et al, 2003, p.77).

Activating students as the owners of their learning.

“When students are owners of their learning, all the other strategies fall into place” (William and Leahy, 2015).

This involves giving learners a sense of ownership and control over their own learning. This can be achieved by providing opportunities for learners to set their own learning goals, make choices about what and how they learn, and reflect on their own learning. The goal is to help learners develop the skills and mindset needed to be self-directed and lifelong learners. Students who are actively building their understanding of new concepts (rather than merely absorbing information), who have developed a variety of strategies that enable them to place new ideas into a larger context, and who are learning to judge the quality of their own and their peer’s work against well-defined learning goals and criteria, are also developing skills that are invaluable for learning throughout their lives (OECD, 2005, p. 11). It is vital that learners are taught to self-assess their work as part of FA principles. A central purpose of both self-assessment and self-regulation is to provide learners with feedback that they can use to deepen their understanding and improve their performances (Andrade and Cizek, 2009, p. 91). Irons (2021) claims that the ability to self-assess will also help students when it comes to participating in peer assessment – both in providing constructive assessment for their peers and in receiving feedback from their peers (p. 135). Learners can take responsibility and ownership of their learning at three stages: 1.planning – learners understand the learning intentions and know how they can help them plan their work and what needs to be learned; 2.monitoring – learners always use success criteria as a reference and act on the feedback provided by teachers and peers.3.evaluating – learners can check, correct and reflect on their work to enhance, improve and evaluate their learning (Jones, 2021, p. 84). Peer and self-assessment can increase the amount of feedback students receive. Peer assessment also provides valuable opportunities for students to learn about their ideas and the quality of their work by carefully examining work samples produced by their peers. To assist students in

conducting self-and peer assessments, the teacher needs to make expectations and criteria for evaluating a performance clear to students. When possible, concrete examples of high-quality work, as well as work that requires further development, are also effective in making abstract criteria more concrete. (Russel and Airasian, 2011, p. 110-111). A central purpose of both self-assessment and self-regulation is to provide learners with feedback that they can use to deepen their understanding and improve their performances. (Andrade and Cizek, 2009, p. 91).

From all the words above, it is obvious how self-assessment can help become better learners. Once the learner is given success criteria and shown what counts as good work, he or she can also strive from feedback given by the teacher or peers. Ultimately, the learner can assess his or her own work and that counts as the goal of FA.

Metacognition

According to Education Endowment Foundation (2018), self-regulated learning can be divided into three main components: 1. Cognition: the mental process used in knowing, understanding, and learning. 2. Motivation: willingness to engage our metacognitive and cognitive skills. 3. Metacognition: often defined as “learning to learn”. Metacognition refers to the ability of the learner to reflect on and evaluate the thinking process itself; it refers to thinking about thinking. Metacognitive strategies would include self-awareness processes like questioning oneself to clarify the purpose of a task, searching for the main ideas, and seeking connections with what one already knows or with what conflicts with what one already knows. Such processes tend to maximize the learner's control over their learning. Hall (2004) believes that the learner can be helped to develop metacognitive knowledge and strategies if the teacher is prepared to spend time on the processes involved in learning and studying, and specifically to devote time to making 'technique thinking' public. One way of doing this is for the teacher to try and make explicit the cognitive and metacognitive processes by thinking out loud while modeling a task. In other words, you need to say aloud what thinking strategies you are using as you complete a task. For example, if the task involves, say, searching for information in a non-fiction text, you might model this task yourself and as you do so, you verbalize what you are doing and you verbalize what thinking strategies you are applying. It seems just doing or demonstrating the task is insufficient because then the strategic activity will be largely unobservable and the product, not the process, will be getting the greater emphasis (p.11). It involves

monitoring understanding, being aware of strategies that are used for learning, and recognizing when specific learning goals have been met or need to be revised or improved. A strong case can be made that all students need metacognitive skills for effective problem-solving and thinking, but if the emphasis is on the knowledge that is remembered, metacognition is unlikely to be a needed skill (Andrade and Cizek, 2009, p. 47).

Metacognition involves awareness of how one goes about learning and thinking about the new subject matter and is sometimes referred to as „thinking about thinking“. The student who has an awareness of how he or she learns is better able to set goals, develop a variety of learning strategies, and control and evaluate his or her learning process. (OECD, 2005, p. 51). To sum up: “Teachers using FA actively involve students in the learning process, to help students to develop their learning-to-learn skills” (OECD, 2005, 64). Hall (2004) agrees and describes metacognition as the ability of the learner to reflect on and evaluate the thinking process itself; it refers to thinking about thinking. Metacognitive strategies would include self-awareness processes like questioning oneself to clarify the purpose of a task, searching for the main ideas, and seeking connections with what one already knows or with what conflicts with what one already knows. Such processes tend to maximize the learner’s control over their learning. She adds that the learner can be helped to develop metacognitive knowledge and strategies if the teacher is prepared to spend time on the processes involved in learning and studying, and specifically to devote time to making strategy thinking public (p. 11). Similarly, Fisher and Frey (2014) believe that when teachers become more deliberate in the ways they check for understanding, they model the metacognitive awareness learners need to develop. Metacognition is the ability of learners to „predict their performances on various tasks....and to monitor their current levels of mastery and understanding (p.12).

Strategies

Based on the theory that has been given it can be summarized why teachers should use FA strategies in the following five reasons: 1. to monitor student progress: FA allows teachers to gauge student understanding of the material throughout a lesson or unit. This information can help teachers adjust their instruction to better meet the needs of their students. 2. to improve student learning: FA provides students with feedback on their learning, which can help them identify areas where they need to improve and adjust their approach to learning accordingly. 3. to promote student engagement: FA can help students

stay engaged with the material by providing them with opportunities to reflect on their learning and participate in classroom discussions. 4. to inform instruction: FA data can help teachers identify areas where students are struggling and adjust their instruction accordingly. 5. to prepare students for SA: FA can help students develop the skills and knowledge they need to perform well on SAs, such as exams or final projects. Overall, FA is an important tool for promoting student learning and improving the effectiveness of instruction. By using FA strategies, teachers can better meet the needs of their students and help them succeed academically.

Strategies used in formative assessments can be divided into three areas based on the time they take place.

Strategies used prior instructions

As Greenstein (2010) views it pre-assessment is key to effective instructional design, and it is the first and most crucial step in using FA. After all, how can we measure growth in learning without knowing the starting point? (p. 39) Moreover, it stands in accordance with the cognitive theory as the activation of prior knowledge promotes the brain's ability to make connections to new learning and improve comprehension. It is the brain's natural mechanism to try to fit new learning into existing knowledge (p. 43). The goal is to gather information so that the teacher knows exactly the starting point.

Entrance slips – the teacher asks learners to answer a question on a piece of paper, then he/she collects it and reads aloud. They can or cannot be signed. They can also be re-distributed at the end of the instruction as a measure of learning and a tool for self-assessment.

Corners – the teacher chooses a questions that reflects the content of the upcoming instruction and labels corners of the room with possible answers – one answer per corner. The teacher gets a quick and visual way of what learners know or believe before instruction begins.

Gallery/graffity wall – the teacher asks a question and learners come up with their answers in various forms such as images, computer graphics, single words or phrases, drawings and so on. Learners and the teacher then get a visual support for the upcoming instructions.

Sticky notes – they can be used for signalling, sorting, engagement and analysis before the instructions. (Greenstein, 2010, pp. 45-55)

K-W-L – strategy Know, Want-to-Know, Learned is also a great question-generating strategy where learners write about the given topic prior the instructions and thus give the teacher an overall idea of the learners' knowledge. (Hall, 2004, p 117).

Strategies used during instructions

Voting cards – the teacher asks a yes/no, agree/disagree, or true/false questions and learners use colour-coded voting cards to show their responses. Besides cards, they can use sticky notes, painted Popsicle sticks or wipe-off boards.

Fingers up – the teacher poses a question and learners use their fingers to signal their answers. One can show agreement, two to show disagreement. They might hold up the number of fingers corresponding to their level of understanding on a scale of zero to five.

Line-up – learners form groups with a prepared card on which the teacher have prepared. Learners then arrange themselves in the order in which they think the information should be sequenced.

Graphic organizers – these include diagrams, mind maps, concept maps, tables, charts, matrixes and semantic organizers. Teachers can learn how learners are categorizing and connecting information and identify gaps in learners' understanding.

Bump in the road – the teacher asks learners to write down a point they find confusing about the topic of instructions: a „bump in the road“ in their learning. The learners self-assess their own understanding and decide the cause of any confusion.

Questioning and Socratic Technique – the teacher asks learners to identify, explain or demonstrate what they know. The socratic technique is a dialogue of question and response that can challenge learners to use higher-order thinking skills. (Greenstein, 2010, pp. 71 – 82)

Wait time

Increasing the wait time can lead to more students being involved in question-and-answer discussions and to an increase in the length of their replies. One particular way to increase participation is to ask students to brainstorm ideas, perhaps in pairs, for two to three minutes before the teacher asks for contributions. This allows students to voice their ideas, hear other ideas and articulate a considered answer rather than jumping in to utter the first thing that comes into their head in the hope that it is what the teacher is seeking.

In this context, it is worth noting that the research on wait-time identifies two sorts of 'wait time': there is the gap between the teacher finishing the question and the start of the student's response, and there is also the gap between the end of the student's response and the teacher's response to the student's response. Both are important. The first allows students time to marshal their thoughts and to begin to assemble an answer, but the second wait time, allowing students time to extend, elaborate or just continue their answer, also improves learning. (Black et al, 2003, p. 35; 61)

Once the question has been asked, students need time to process the answer. Commonly referred to as "wait time", this questioning technique of pausing for three to five seconds allows learners time to digest the question, retrieve information, and formulate a response (Rowe, 1986). When questioning, there is a technique "No hands up, except to ask a question". Wiliam and Leahy (2015) justify this policy by saying: "If questioning aims to help the teacher find out what the students know, it makes little sense to select a respondent from the volunteers because, generally, students raise their hands only when they are confident they have the correct answer." Lemov (2021) promotes an approach called "cold calling". It is a no-hands-up questioning technique that the teacher can regularly use in lessons. Jones (2021) stresses the following tips for a successful cold calling. The teacher should know and use student names; ask another question; even if a student has been called, he or she cannot switch off but stay focused; keep it positive; make time for wait time; make it the norm in your classroom; observe others' cold calling; seek feedback on your cold calling and be clear, specific, and desirably difficult. (p. 37)

Think-Pair-Share – the teacher presents learners with a question/prompt/reading/visual or observation. Learners think about it alone. Then they pair up to discuss their respective responses. The teachers asks the pairs to share their thinking with the rest of the class. (Fisher, 2014, p.30)

The Green/Amber/Red light strategy – the learner indicates his/her level of understanding. The teacher can také a variety of approaches when there is too much amber or red. (OECD, 2005, p.135)

Strategies used after instruction

Nutshelling – the teacher asks learners to reflect on their learning and come up with a brief summary statement that captures the exxence of it. It can be written or drawn or it can be a

three-minute performance – the teacher needs to find out what most engages his/her learners.

3-2-1 – learners respond to three prompts, to the first prompt possible three vocabulary words, to the second two answers and to the third it could be a question to ask another student or a way to apply new learning.

Ball toss – the teacher picks a learner's name from a hat, tosses a ball and asks the learner a question. The learner answers or passes the ball to another learner. If there are more learners passing the ball, the teacher is aware that there should follow further review.

Q and A Mix up – learners write questions and corresponding answers on separate cards. A volunteer begins by asking his questions and the learners look the the answer cards and raise hands if they think they have the answer.

Grab Bag – a learner reaches into a paper bag where the teacher has put slips of paper with a question/answer/vocabulary unit and answers the question or explains whatever the paper slip says. (Greenstein, 2010, pp. 105-111)

Theoretical background summary

When assessing a learner, the teacher can use SA that evaluates the work that has been finished. It does not give any opportunity for improvement – it simply classifies the learner based on his/her performance. It is usually carried out through grades. In the background summary I mention the complaints of SA – the experts say that learners only learn for the assessment. On the contrary, FA's ultimate goal is to activate a learner as the owner of his/her learning. In the ideal world, the learner can assess himself or herself based on given success criteria. The learner can monitor his or her work and head to the learning intentions. Once the lesson or period of lessons has finished, the learner can assess the work done. FA provides teachers with indispensable information about where the learner is and what evidence of learning there is. When gaining such information, the teacher can alter the process of teaching so that the needs of learners are met. In my practical part, I will look at some FA strategies to see which ones can provide me with most information about the evidence of learning.

III. METHODS

This chapter discusses the practical part of the thesis. In detail, I describe the research goals, the research technique, I also look closely at the participants, the research process and finally I describe the data analysis.

Research goals

I wanted to test several strategies of FA and thus find out which ones in particular would help make my teaching more informed. My prime motivation for choosing to write this thesis on formative assessment was to become a more responsive and informed teacher. The research question thus asked: **Which technique/s work for me as a teacher best in terms of making my teaching more informed?**

Research technique

I used action research where I tested 14 strategies of FA over the period of two weeks. I was able to test one – two strategies per lesson. Initially, I made lesson plans for one week but I was aware that the FA strategies would give me information that would lead to the alteration of the following lessons. I would get valuable information of the learning process that would lead to the changes in the lessons that followed. I kept a teaching diary where I described each lesson. The complete set of the depicted lesson plans is embedded in Appendix B.

The participants

I tested the strategies in the following years and with the following level of the pupils.

Year 6 – 18 pupils; level A1; it is a mixed ability group, very challenging, there are four pupils with special needs (two Ukrainian girls, two boys with pedagogical plan of support), I have taught the class for two years. The teaching material is Project Explore 1. There is no teaching assistant although I would be grateful if there was one. The work with this group is slow; there is a lot of need for repetition.

Year 8 – 21 pupils; level A2 – B1; it is a group with very high academic results, the majority of the pupils have perfect results. I have taught the class for six years. The teaching material is Project Explore 2. There is no teaching assistant.

Research process

First, I designed a teaching plan for the two research weeks. The full teaching plan is described in Appendix A. I included the goals of the lesson and the FA technique that would lead me and the pupils to the goal. I was aware that I might modify the plan throughout the research after getting information from the research. I designed a detailed lesson plan for each lesson. When planning the lesson thoroughly, I decided to test one technique – NO HANDS POLICY – on every day of the research. I thought that it would give me more opportunity to see whether the situation in the class has changed somehow.

I introduced my plan to involve the pupils in the research at the beginning of the two-week period. I also included the exact number of pupils present in the lesson. Although Year 6 is slightly more challenging as the pupils are harder to motivate, however, throughout the research they proved to be very obliging and happy to try new things. Year 8 also showed excitement about the novelty of the technique that I introduced at the beginning. After each lesson I took notes on the observation of the technique in the class.

At the end of the research I asked the pupils to provide me with feedback of the strategies that I had used with them. I wanted to see how much they found the strategies enjoyable and whether they were able to remember them. In terms of the research itself, I used observation most. I also employed strategies where pupils needed to write and I include those in Appendix C.

Altogether, I tested the following strategies in Year 6:

1. Thinking Thumbs
2. Mini Whiteboards
3. Traffic lights (smileys at the goal of the lesson)
4. Dipstick strategies – drawing quiz
5. The Muddiest Point

I used different strategies in Year 8:

1. ABCD Cards
2. Exit Tickets
3. C3B4ME

4. Entry Tickets
5. Think-Pair-Share
6. Coloured Cups
7. Test-Item Design
8. Pre-flight checklist

Data analysis

I describe each technique in detail in the following chapter. I also designed a simple feedback questionnaire for the pupils to show how they liked each technique – see Table 1 and Table 2. The overall results are reflected in Graph 15 and Graph 16. It is interesting to compare both my view and the pupils' to see whether we happened to see the strategies identically or quite differently. I also comment on how much information I received from each technique and what impact it had on my further teaching.

IV. RESULTS AND COMMENTARIES

In this chapter, I look closely at my findings from the research. I describe each technique in general, then I share the observations from a particular lesson. At the end of each technique, I offer the feedback that the pupils made. Finally, I offer my comments and look at all the techniques together.

Year 8

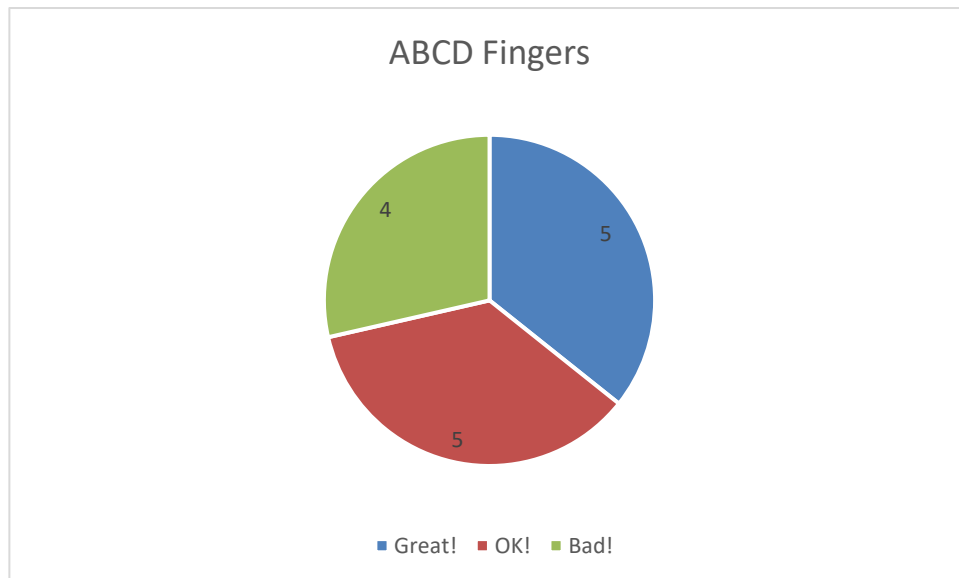
ABCD cards

The idea is quite simple. Each pupil gets or possibly makes a card with a letter A-D. The teacher then asks a question/questions and pupils show the corresponding answer by picking up the card with the letter of answer. It provides the teacher with instant information of pupils' understanding of the topic. It can also be used with questions or problems which have more than one correct answer. This technique can be modified into Four Corners where each answer has a designated corner of the classroom and pupils are asked to move to the corresponding corner based on their answer.

This technique was modified due to lack of resources. I asked the children to demonstrate the answers by using one finger for the expression A FEW, two fingers for FEW, three fingers for A LITTLE and four fingers for LITTLE. I used a PowerPoint presentation that contained ten sentences to practise these quantifiers. We rehearsed it in the first model sentence and then it went very smoothly. The effect was amazing – I could see immediately how everyone answered. I did not indicate the right answer – I only clicked and the right answer appeared in the sentence. In the first few sentences the children made mistakes but they felt relaxed, they enjoyed putting up the fingers. The latter five sentences were handled much better, the children indicated correct answers. Another benefit was that weaker children made sure they understood the system, they asked again before the activity whether they understood correctly as the answers were public. It was clear that the children were growing more confident at the end of the exercise – I could see correct answers.

Although I was convinced that the pupils enjoyed the technique, in the final feedback the pupils voted this technique as the second worst or the second least enjoyable (see Graph 1; Graph 15). The question is whether the technique was too complicated and difficult for them to bear in mind the four quantifiers or they just did not like the technique

as such. In terms of getting evidence of learning, this technique proved to be very effective for an immediate feedback.



Graph 1: The assessment of the technique ABCD Fingers

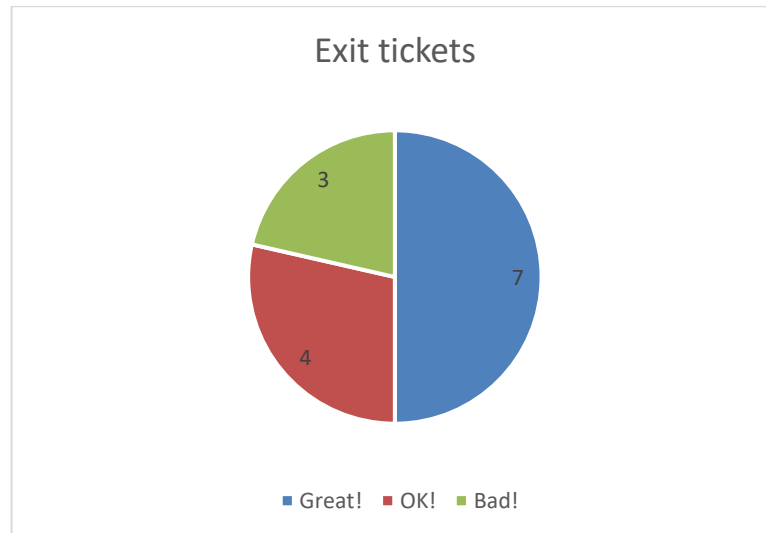
Exit Tickets

This technique is used at the end of the lesson. The teacher asks a question and pupils write their answers on a slip of paper that they give in before leaving the classroom. The teacher gets valuable information of the pupils' thinking and also a token of their learning. The exit tickets work perfectly for the teacher to modify his/her further steps in teaching.

I presented the activity that the children had never done before. I asked them to write me a short message about the usage of the target language pretending I had never heard of that. After giving in the exit tickets, I told them the lesson was over.

When analysing the exit tickets, I was happy to see that all 18 children explained the grammar correctly (see Appendix C). I believe this was the proof of the learning that happened in the lesson. The children were able to remember the difference between the phrases in terms of the countability and uncountability. They also grasped the concept of a few and few in the sense of positivity and negativity. I was able to declare that learning the target language was carried out successfully. I could now plan the following lesson where I could build on the target language. Nevertheless, I would include a revision of the target language in the following lesson.

There were seven pupils that enjoyed the activity and only three who gave the negative feedback (see Graph 2). I believe that this shows that children liked the activity and enjoyed using it in the lesson.



Graph 2: Assessment of the technique Exit tickets

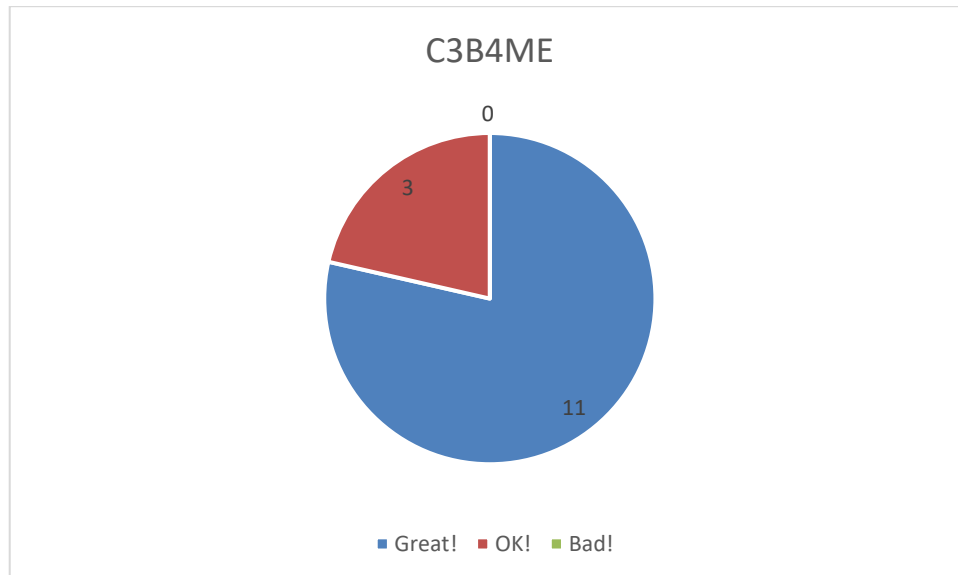
C3B4ME

In this technique, pupils must seek assistance from at least three other students before seeking it from the teacher, which explains the abbreviation: See three before me. The concept is that there is more than one teacher there in the classroom.

I originally thought that this technique that provides children with more people to turn to for help before the teacher would make the whole activity very loud. After the children completed their answers, they were very hesitant to actually rise and go and see somebody to check the answers with. I encouraged that by saying they could walk freely around the class. Still, the activity itself was very quiet, I got the impression that they felt embarrassed to ask for help others. I believe they thought it was a kind of cheating. The answers in the end were perfect there was not a single wrong answer. I felt that the children had an inner fight to do what I asked them to – they are not used to consulting their answers with people far from them. It served as a great eye-opener – they need to be trained to cooperate more.

This activity was the best that the pupils voted for (see Graph 3; Graph 15). I believe they enjoyed the mingling that this activity offers despite my feelings during the lesson. They must have overcome their impression of cheating and when they remembered the lesson;

they enjoyed it. This technique is formative in the sense of activating learners as learning resources for one another. It did not provide me with much information, however, the learners learnt to cooperate in the lesson.



Graph 3: Assessment of the technique C3B4ME

Entry Tickets

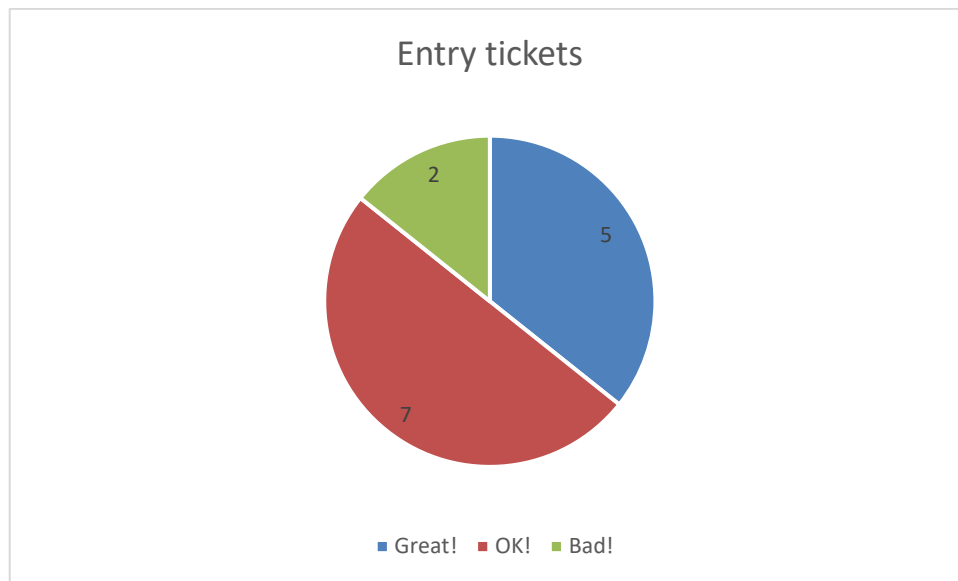
This technique is carried out at the onset of the lesson. The teacher asks a question and pupils write their answers on a slip of paper. The teacher is able to assess the previous knowledge and can build on it during the lesson.

I made sure that the children understood the topic that I introduced. I also resisted providing an example of the target language – instead I wanted them to think hard and search their memory for the key phrases. The children struggled and were at first a little hesitant – they were afraid the notes would be graded. I refused all the hesitation and the children worked on their own. After a while I collected the tickets and made sure the children signed them. This was a self-assessment technique – I did not have the opportunity to peak into the tickets, but it did not matter. I was planning to hand out the tickets at the end of the lesson again for the children to see how much they learnt. At the end of the instruction, I gave out the tickets and asked the children to use a different pen/colour to complete the notes on the target language. When I looked at the notes after the lesson, I could see that most children had already known what the target language was.

However, some of them completed their notes with the new language. In the end, all entry tickets contained both giving instructions and making polite requests (see Appendix C).

For me, it was a great proof of learning.

This activity came very low in the pupils' assessment (see Graph 15). It received only five smiling faces and seven indifferent ones. I believe this technique did not stick in the pupils' mind very much (see Graph 4).



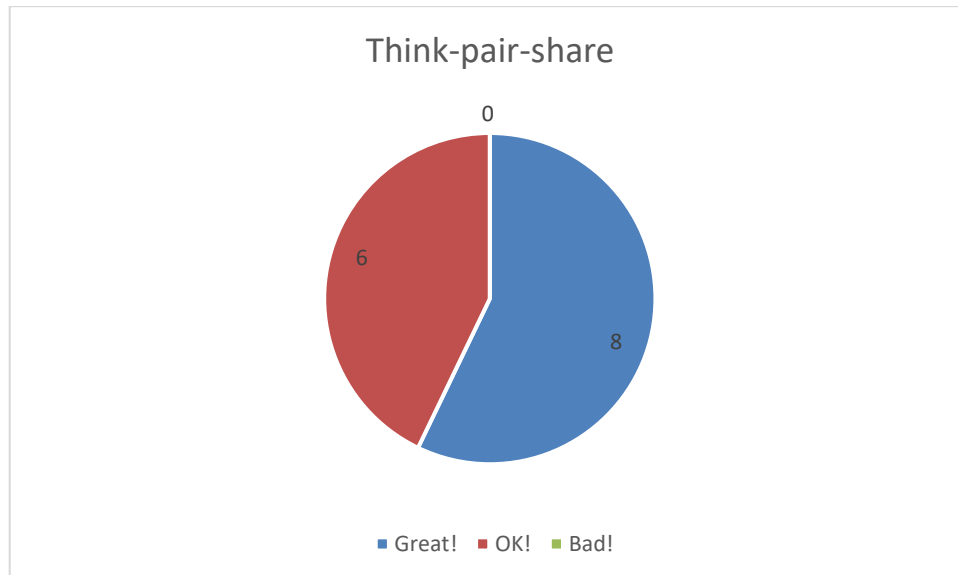
Graph 4: Assessment of the technique Entry tickets

Think-Pair-Share

This technique works in hands with the respect to the wait time. Instead of pressing on the pupil to answer a question, the teacher asks pairs or groups to think about the answer to a question and later present it as a group result.

I used this technique that eliminates the stress of answering questions immediately. It also provides more wait time that enables students to think deeper. I asked three questions that the children were supposed to discuss in pairs. There was heated debate and I could see the children were able to come up with interesting views. After two minutes of talking, I asked individual students to report on what they had been discussing. It was obvious that the children had enough time to think about the situations and come up with eloquent answers.

The pupils are quite familiar with this technique although I never called it that way. They assessed the technique high (see Graph 15) and showed that they enjoy sharing answers with their classmates (see Graph 5).



Graph 5: Assessment of the technique Think-pair-share

Coloured Cups

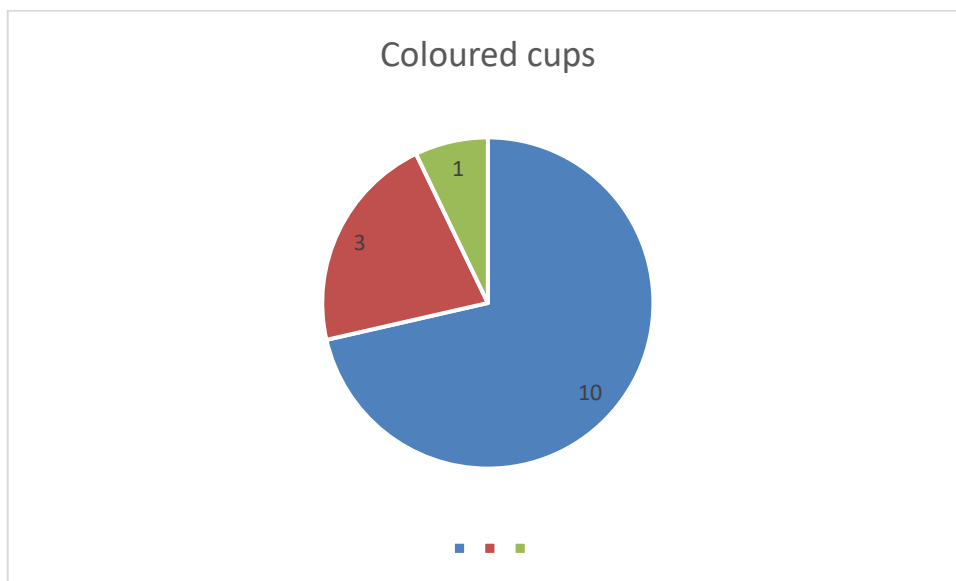
In this technique, each pupil is given three cups – a green, orange/amber and red one. During an activity, a pupil signals how confident he/she is with the work he/she is doing. It can also be done during a teacher’s talking/explaining a new topic – the green means that the pupil is okay, the amber one that it is getting too difficult and the red one that the pupil is stuck and the teacher should slow down. This technique presents two components of good FA, which is engagement and responsiveness.

I asked children to deal with two exercises in the workbook and as a sign of finishing, the children were supposed to show a cup. Red meant “I’m stuck and I need help.” Orange meant “I am slowly getting there but I still need some time.” The green one meant “I’ve finished and I am ready to help others.” The children all started with red cups. After a while, I could see that the high achievers were already on the orange one and soon turned to the green cup. I encouraged them to stand up and help “the red ones”. I explained that “the green ones” are not supposed to give direct answers but instead explain and

navigate towards the correct answer. Soon, the orange cups turned to green ones and we checked the work together.

The technique is good as it enables the fast finishers to help the weaker ones. The signal of a plastic cup is natural and enables the children to rise and mingle. The distribution of the colours matched the level of English of my students. The best ones finished the fastest, while the weaker ones took their time. The technique fastened up the revision and gave it a nice twist. It taught children to self-check whether they can go and help others.

This activity proved to be one of the most enjoyable(see Graph 6). It came second in the vote (see Graph 15). I believe it was a combination of novelty of the technique and the effect that it had. The pupils helped each other without any restrictions. The communication worked great with the different colours meaning the level of understanding. Similarly to the technique C3B4ME, the learners became learning resources for one another.

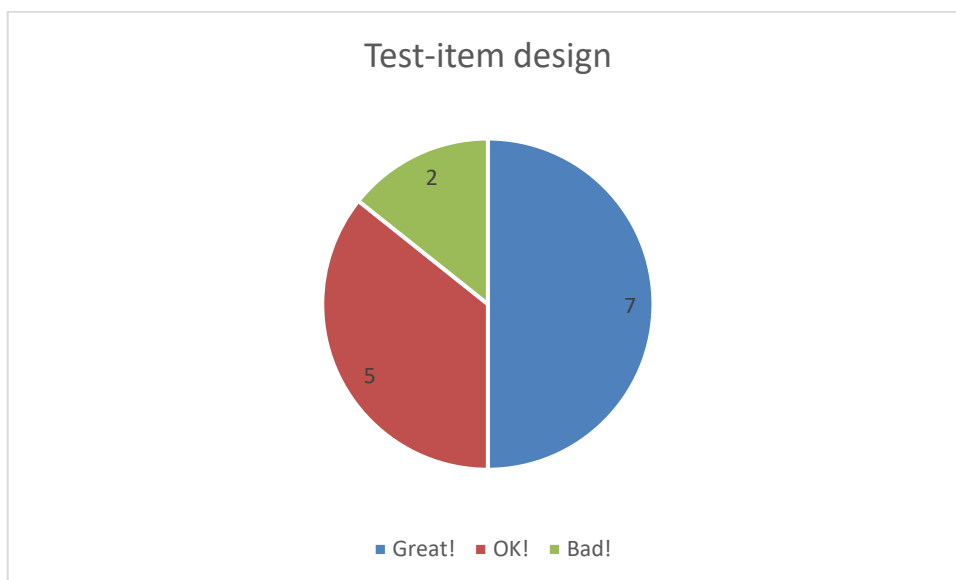


Graph 6: Assessment of the technique Coloured cups

Test-Item Design

Instead of giving pupils practice tests, it is effective to have students design their own test items with correct answers. It informs the teacher how well the pupils know the subject matter.

I introduced this technique to the children to realise what I was looking for. I told them to make up two polite requests and responses so that I could use the questions in a test at the end of the week. I told them I would not put in the test anything but their suggestions. They thought hard and came up with two requests and corresponding responses. As far as I checked the suggestions, they were all written and spelt correctly. It was motivating for them to design their own test and they tried hard to make it neat. I could see that they had learnt using polite requests well enough to design test questions. This technique was a novelty for the pupils and they dealt with it quite well. In terms of the popularity it came somewhere in the middle (see Graph 15), which means it was just perceived as an average technique (see Graph 7).



Graph 7: Assessment of the technique Test-item design

Preflight Checklist

This technique works well with assigned work with clearly given criteria. Before a pupil can submit a test, it must be signed off by a friend, who checks that all the required features are present. The friend is then taken responsible in case the work is short of something.

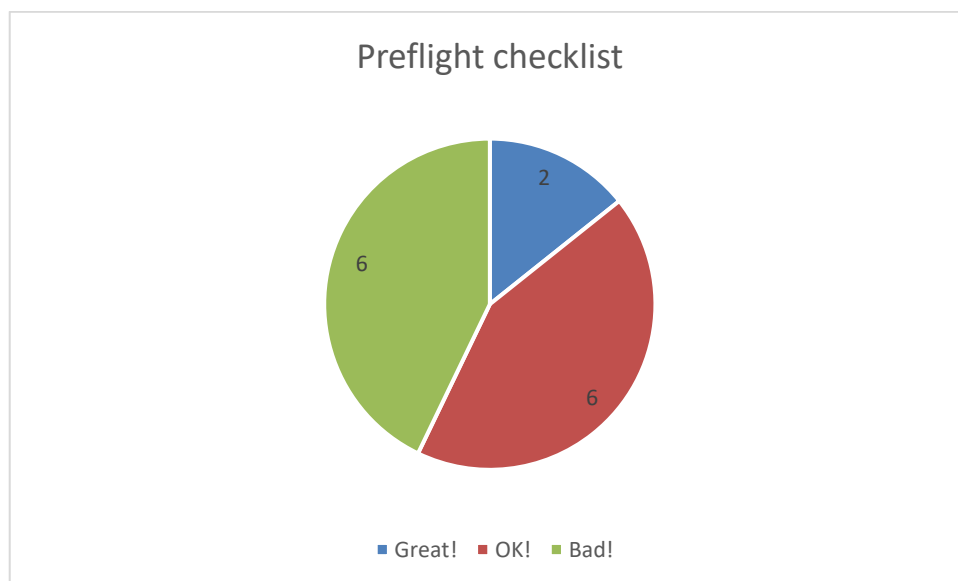
After the pupils wrote the test, I introduced a new technique. I asked them to look at their partner's test and correct any problems they could find. As a token of the check, they were

to sign the tests. I wanted the pupils to feel better about the results of the test. However, the children struggled and felt rather insecure about correcting their friends' tests. They did not feel competent to correct the tests and hesitated when doing so. One solution was offered – what if we do not find any problems, can we just sign it? I said that it was okay.

This technique might work better in a project with clearly given criteria. The student would pass the work to a friend who would check it against criteria and sign it as a proof of checking whether all the necessary things were used in the project.

When I analysed the tests, I could see that majority of the children left the tests untouched although their tests were written perfectly. There was only one girl who dared correct a friend's test. I considered the corrected answers as correct ones and I did not find it as a mistake.

Big no is the response that the pupils gave. They did not like this activity at all (see Graph 8), as it came as the very last one; the least enjoyable (see Graph 15). It goes in accordance with my observations – I could see how reluctant the pupils were when they were supposed to correct their friend's work.



Graph 8: Assessment of the technique Preflight checklist

No hands policy

This technique is effective when a teacher wants to encourage pupils to participate while remaining engaged. The teacher can use a technique of popsicle wooden sticks with

each pupil's name written on one stick. When the pupil has been called out, the stick is removed or put again in the cup or wherever the sticks are stored.

Day 1

I introduced this policy as I usually keep calling out the most active students. The reaction of the children was rather surprising. The active ones looked a bit disappointed and the less active looked a bit alarmed. I explained the benefits – everyone will get the opportunity to speak out and I will keep record of the children who have spoken. It was difficult at first not to call out the children that knew the answer immediately. I could see that they were looking at me expectantly as they really wanted to speak out. I resisted the old habit and instead called out random children. I believe they got used to it by the end of the lesson. I believe that the majority of the children enjoyed this approach as it is fair and requires everyone to pay attention all the time. Although some of them looked rather alarmed, they got used to it and worked hard.

Day 2

I continued using this technique throughout the lesson. I again had to resist the old habit of calling out the more active children. Instead, I ticked the children and had more space and opportunity to call out everyone. The children got used to it and were ready to answer the questions. One of the children asked what I would do if one did not know the answer. I said I would get back to that them in a while.

Day 3

Again, I used the policy and stuck to the list of the children. It was very tempting to call the active children but I resisted and the children were not surprised, however they were willing to answer my questions. I let them call out answers when we searched the text for the key language.

Day 4

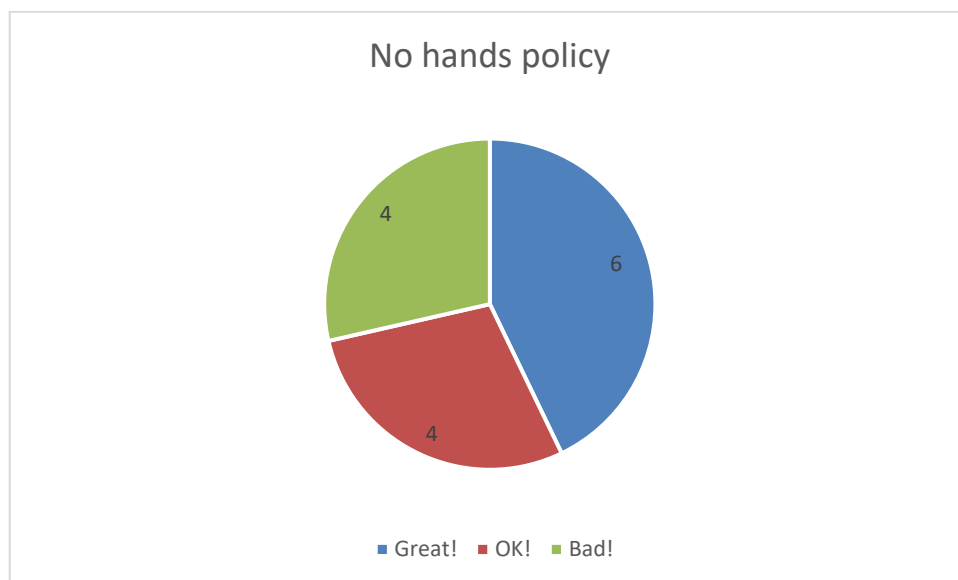
There was hardly any opportunity for the children to raise hands only in the overall checking of the results of the workbook assignment. It was easier not to call out the typically active children, instead I asked random children to provide answers. As this activity was done after Coloured cups, everyone in the group had done and checked the exercises. This technique offers a great deal of fairness and equality. Each student gets space to speak out and the teacher only needs to take care of the wait time. If the student

does not know the answer yet, the teacher can always say – „OK, I will get back to you later. “ So the pupil can still think about the answer.

Day 5

I strictly stuck to the technique of no hands policy again. It worked well, I ticked off the children that I asked for an answer. I kept record of the pupils who were asked to answer my questions. I believe that the benefits of this technique are obvious, the pupils get used to it quite quickly and the level of attention is much higher.

This technique only received six votes (see Graph 9); perceived through pupils’ eyes it was the second least favourite technique (see Graph 15). It is hard to say why it was not enjoyed more.



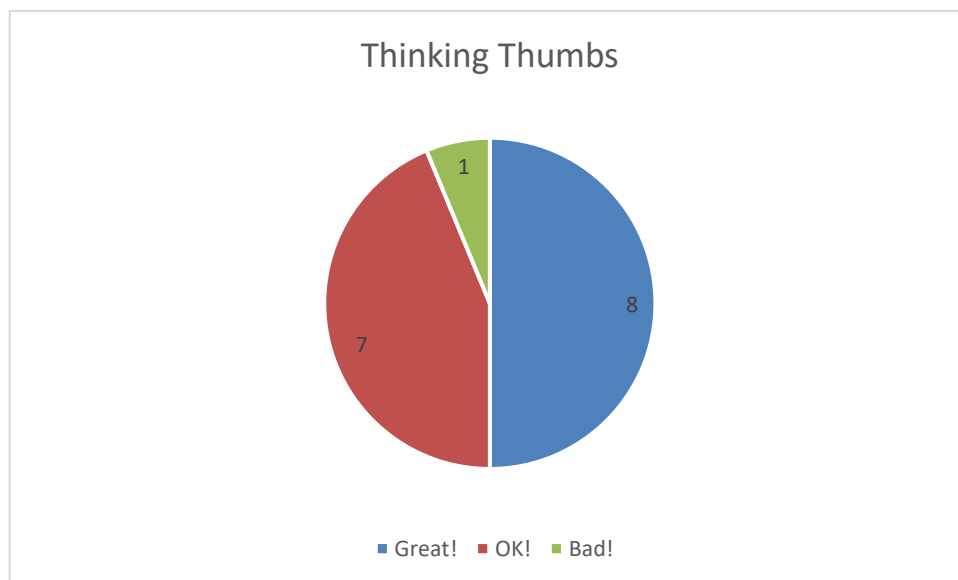
Graph 9: Assessment of the technique NO hands policy

Year 6

Thinking Thumbs

It is another student feedback system. When explaining a new topic or subject matter, the pupil can signal how much they understand by simply putting the thumb up/in the middle position/down. The teacher can see immediately how well the pupils are getting in the new subject matter. It is a self-assessment technique that also leads the children to learn metacognition.

I could see this technique – the group response system working wonderfully. I explained the concept maps very slowly and I demonstrated the main ideas on the board. The children showed me a thumb down whenever they did not catch what I said or just did not understand words on the board. It signalled me to slow down. I repeated the idea and elaborated further until I saw all children had their thumb up. It provided me with an excellent source of feedback that I could immediately change the course of my teaching. If I had not introduced the technique, the misunderstandings would probably not have come up at all, or the kids would have struggled with the assigned homework. From the pupils' point of view, this technique was quite enjoyable – half of the pupils gave a smiling face, seven the indifferent one and only one pupil marked this activity with the frowning one (see Graph 10).



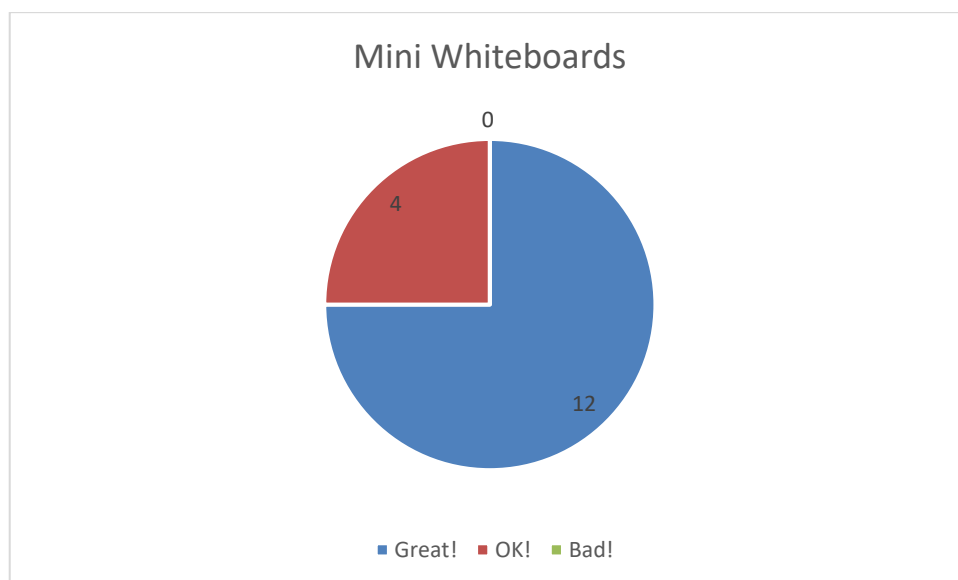
Graph 10: Assessment of the technique Thinking thumbs

Mini Whiteboards

Whiteboards are powerful tools in that the teacher can quickly frame a question and get an answer from the whole class, whether asking a pupil to write a word or a number or a letter of the correct answer.

I asked the children to use the boards to see how much they knew about big numbers. I wanted a tool to find out the already existing knowledge. I called out big numbers and the

children always wrote down the numbers and showed me immediately. They had no time to copy the answers and I strongly believe that they did not feel any urge to do so. I could see they did not have a problem with numbers till the number thousand; however, they made mistakes when writing larger numbers. I could see it was a weak point that needed both explanation and a lot of practice. I used the boards again after we practised the big numbers. I played a recording where there were big numbers and the children showed me their answers right after the dictation. It was great as I remembered the numbers and I could see no problems – all children managed to write down the numbers correctly. They paid attention to higher numbers and were able to write down thousands correctly. This technique came as the second most popular (see Graph 16). The pupils enjoyed drawing and writing on the board during the lesson (see Graph 11). When practising big numbers, they enjoyed the idea of having the instant feedback.



Graph 11: Assessment of the technique Mini Whiteboards

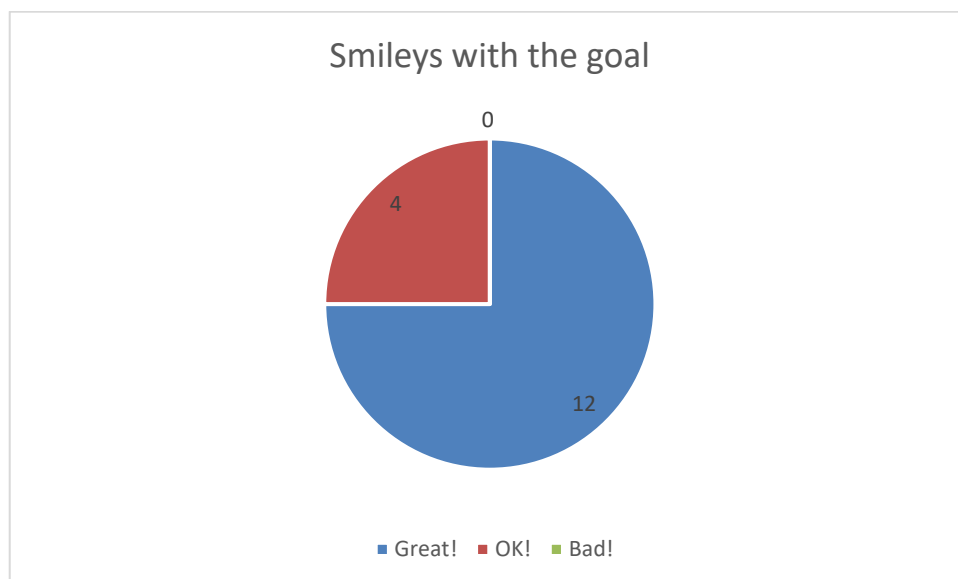
Traffic lights/Smileys with the goal

At the beginning of the lesson, the teacher shares the learning goal of the lesson and at the end of the lesson, pupils have to assess the extent to which they have achieved the intended learning goal by placing a coloured circle against the learning intentions that they wrote in their notebooks at the start of the lesson.

When planning the lesson, I thought of a technique of traffic lights where children draw the colour green, amber or red next to the goal of the lesson depending to what extent they managed to meet the goal. I asked children to write the objective of the lesson – I can name and write minibeasts of Unit 3 – in their notebooks at the beginning of the lesson. At the end of the lesson I changed my mind as I was running out of time and was afraid that the children would take too long to find the corresponding colours. Instead, I used a simple technique of self-assessment – I told them to draw three smileys – smiling, indifferent, unhappy and circle the one that best described their meeting the goal. I could see that the majority of the children circled the middle one which I read as the need to practise the vocabulary further. I was expecting that the children would circle the middle one as a couple of the new words were completely new for the children and it was their first time seeing them.

As a solution, I asked children to do a fun crossword as homework to practise the words. Moreover, there is the practice of learning vocabulary at home, so I believe the children will be able to name and write the minibeasts with more confidence.

This technique came at the joint second place together with the whiteboards and the muddiest point (see Graph 16). This is one of the few strategies that children are taught to use from an early age. They enjoyed drawing the smileys and took a moment to assess how much they learnt (see Graph 12).

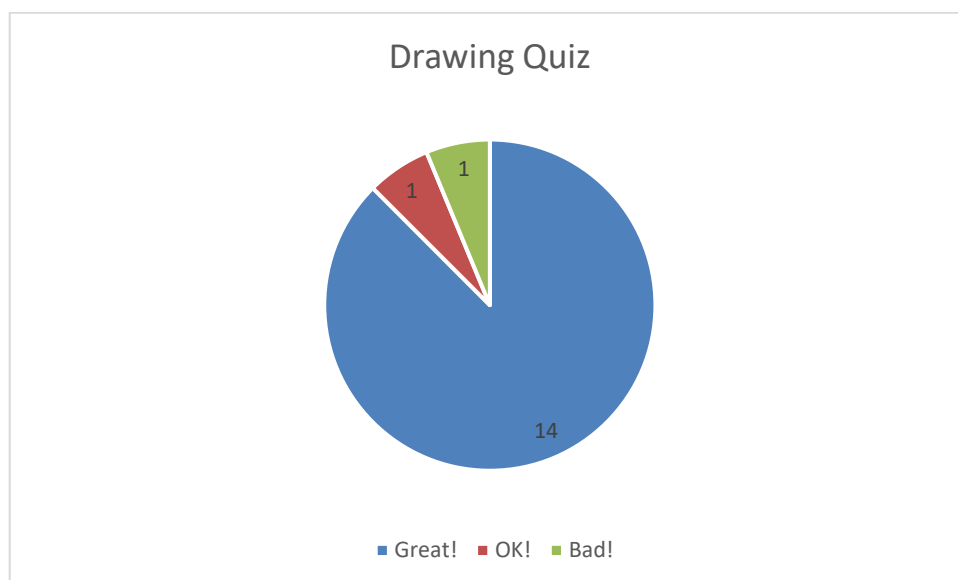


Graph 12: Assessment of the technique Smileys with the goal

Drawing Quiz

Dipsticks are form of FA strategies that instantly show pupils ‘understanding of subject matter that has been taught. Drawing quizzes can be used to check vocabulary while having a lot of fun drawing.

I had to improvise a lot, as I knew that the children had trouble with the vocabulary that I tried to teach them the day before. I built a lesson on the knowledge that the children did not feel confident using the new word-stock yet. Throughout the lesson we did various exercises to practise the vocabulary and in the end I used this dipstick technique – I asked the children to listen to the minibeast vocabulary and try to draw them. The children listened very carefully, visualized the minibeast and drew them on their whiteboards. When I checked the results, I was happy to see that all the children were able to draw minibeasts like beetle, centipede, butterfly etc. This form of formative technique gave me reassurance that the children were able to learn the vocabulary and use it in an activity. The pupils rated this activity the highest (see Graph 16). I believe that it is thanks to the combination of using mini whiteboards that the pupils rated high plus the fun of drawing (see Graph 13).



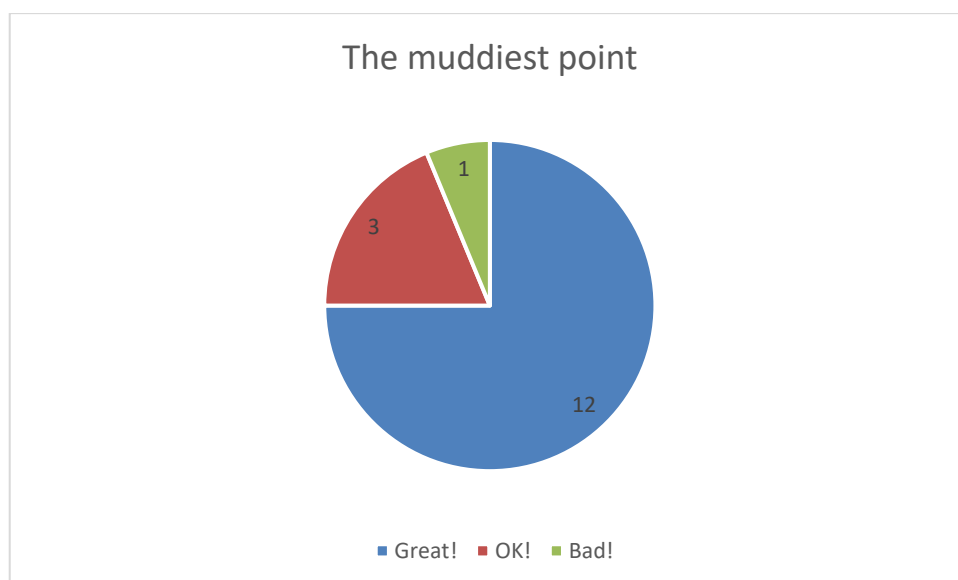
Graph 13: Assessment of the technique Drawing quiz

The muddiest point

The muddiest point is another classroom assessment technique that gives pupils opportunities to point out what they are most confused about. It gives them space to self-assess their learning simultaneously.

I used the technique called the muddiest point as it was a grammar lesson and I wanted to find out what the children found the most difficult. After we went through the grammar and practised the subject matter, I asked the children to write down what they felt they were going to need to revise at home. Some children asked what they were supposed to write in case they remembered everything. I told them to tell the truth that they felt they did not need to revise at all. The results were quite surprising. Nine pupils wrote down various question words with their Czech equivalent. One pupil still felt he or she needed to work on the vocabulary of minibeasts. Eight children either wrote nothing or said that they thought they were able to remember everything. I believe that the children were truthful to themselves, however, next time I would focus on those confident ones just to see whether they remembered the subject matter that well.

This technique was rated high (see Graph 14) – it came as the second most enjoyable technique (see Graph 16). I think that the pupils appreciated the opportunity to think about the subject matter and decide which particular parts were the most difficult.



Graph 14: Assessment of the technique The muddiest point

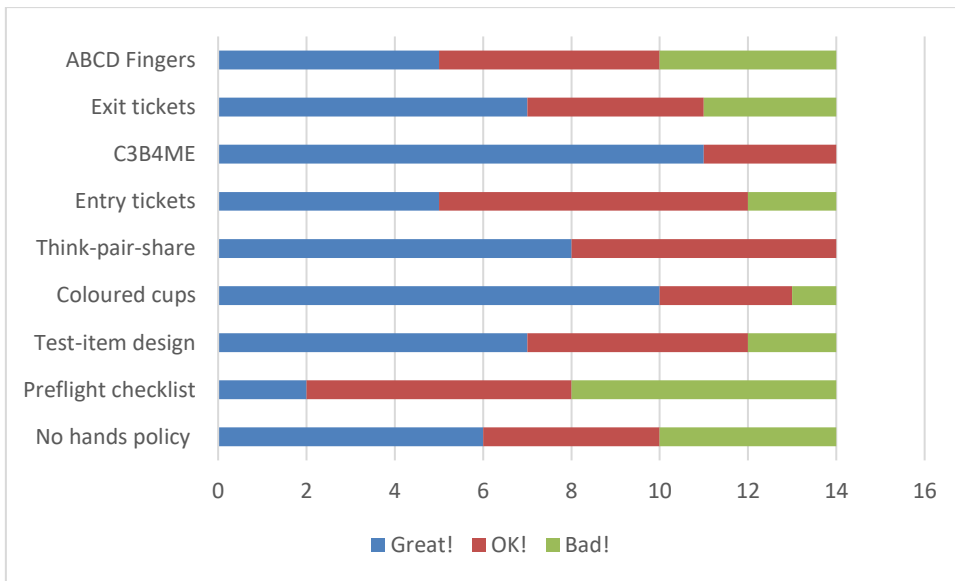
FA techniques	GREAT!	OK!	BAD!
ABCD fingers	5	5	4
Exit tickets	7	4	3
C3B4ME	11	3	0
Entry tickets	5	7	2
Think-pair-share	8	6	0
Coloured cups	10	3	1
Test-item design	7	5	2
Preflight checklist	2	6	6
No hands policy	6	4	4

Table 1: The pupils' final assessment of FA techniques (14 pupils, Year 8)

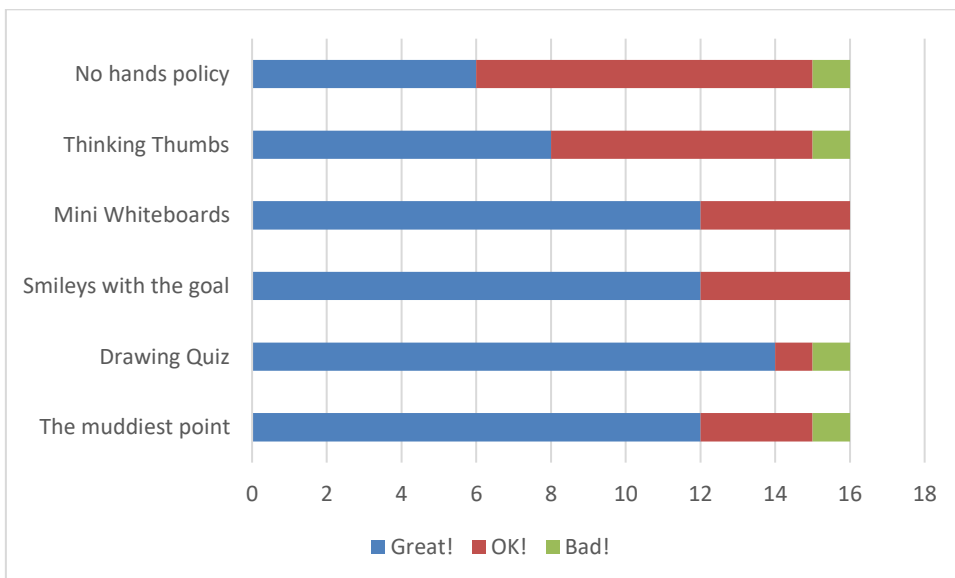
FA techniques	GREAT!	OK!	BAD!
Thinking Thumbs	8	7	1
Mini Whiteboards	12	4	0
No hands policy	6	9	1
Smileys with the goal	12	4	0
Drawing Quiz	14	1	1
The muddiest point	12	3	1

Table 2: The pupils' final assessment of FA techniques (16 pupils, Year 6)

Summary of Key findings



Graph 15: The overall assessment of all the strategies – Year 8



Graph 16: The overall assessment of all the strategies – Year 6

It is obvious that the pupils enjoyed the lessons with strategies of FA. Table 1 and Table 2 show that in Year 6 each technique except for one received at least fifty per cent of positive feedback and four strategies scored high from 12-14 out of 14. Generally speaking, the strategies were enjoyable, and the pupils had fun. Year 6 rated No hands policy the lowest and the question remains why they were not keen on the policy that

much. From the theoretical point of view, this technique makes sense as it follows the principles of FA – the responsiveness and engagement. In our school, there is not another teacher that would practise this technique and the pupils are not accustomed to it at all. It might explain the negative feedback that the technique received. When we look at the column of BAD! there is either zero votes or a single one, which supports my perception that the pupils enjoyed the strategies overall.

When I look at the results of Year 8, the situation is quite different. There are four strategies that failed to get at least fifty per cent of positive feedback. It is ABCD fingers, Entry tickets, Preflight checklist and similarly to Year 6 No hands policy. It could be generalised that the eight graders had less fun than the six graders, especially when I look at the column of BAD! There are a few strategies that received from 6 – 1 negative feedback and that shows that the pupils decided to mark the strategies for various reasons. As far as I know the pupils; I have taught them since Year 3, they had problems getting out of their comfort zone, especially with Preflight checklist that scored highest in terms of the least popularity. The pupils did not like intervening in their friends' tests as they are not used to being learning resources for one another. I believe that this provides me with a lot of space for improvement. On the other hand, the most popular technique proved to be C3B4ME and that came as a surprise for me. I experienced very tense atmosphere while administering the technique and I was convinced that the pupils had a hard time doing the task. However, they proved me wrong. It gives me a lot of optimism as this technique also falls in the category of activating learners as learning resources for one another.

However, the popularity of each technique does not reflect my top strategies. In Year 8, I could see instant answers while using ABCD fingers. Although this activity ranked quite low, it gave me a lot of evidence of learning. I could see instantly that the pupils had learnt to use the quantifiers and were able to make quick decisions to present their answers. Other strategies could be described as the ones that activate students as learning resources for one another; for instance the C3B4ME or Think-pair-share or coloured cups. The learners then learn how to provide feedback to their peers and through giving their peers feedback based on criteria, they learn how to assess themselves.

In year 6 I employed more strategies to elicit the evidence of learning – for example using Mini Whiteboard or Drawing Quiz helped me see instantly how much the learners were learning. I employed strategies where pupils were activated to become owners of

their learning. They self-assessed meeting the goal of the lesson in Traffic Lights technique and also expressed the hardest part of instruction in The muddiest point. All these strategies are valuable and deserve to be exploited through the instructions. The action research showed that strategies that are used during the instruction such as ABCD Fingers, Mini Whiteboards, Thinking Thumbs provide immediate information that I can use to navigate through my lesson. However, one strategy that is used at the end of the instruction – Exit Ticket – also offers a great amount of information that can be used while planning lesson. The action research answered my question which strategy would provide me with the most valuable information and the answer is those mentioned above – the strategies that provide pupils' answers while in the lesson.

To sum up, I really enjoyed the unpopular strategies as it gave me insight into my pupils' learning. I believe that when I carry on teaching formatively longer, the pupils may enjoy it more and appreciate the benefits of such teaching.

V. IMPLICATIONS

This chapter is devoted to a description of implications that the findings of the research have for teacher education. I also discuss the limitations of the research as well as possible improvements and suggestions for further research.

Pedagogical Implications

Based on my findings I have come to several ideas that might be worth considering when starting teaching. FA starts as soon as possible a teacher plans a lesson. The goal of the lesson is then achieved by carefully chosen activities. To be informed what the learner is learning the FA comes as indispensable tool. The strategies of FA provide the teacher with constant flow of information of what is actually being learnt in the lesson. Through such information the teacher can instantly see how well the instruction is going and can make immediate changes to make the most of the lesson. Through FA the teacher becomes more responsive to the needs of his /her pupils and thus becomes indisputably a better teacher.

During my research I discovered that the strategies are functional and provide me with what they are supposed to provide. Some of them prove to be easy to explain to the pupils and provide much wanted information, others can confuse the pupils when they are not explained properly. I tested the strategies of FA for two weeks and the longer I introduced the strategies the more relaxed the pupils felt about them. When introducing FA I would suggest that more than one teacher introduces the strategies so the pupils have more opportunity to learn and become more open to change. It is probably the case with No hands policy. In my research this technique ranked the lowest in both years and I wondered why. Then I thought of the whole system and remembered my supervisor who once said that English (subject) makes only a fraction of the entire week's instruction. The pupils do not only learn English but they need to learn Czech, History, Science etc. If I change the system of instruction and assessment in my classes, and nothing changes in other subjects, I will be foolish to expect the pupils to follow my new strategies easily. For a new teacher, FA is a good practice to follow as there is nothing better than that for the time being. However, one cannot be too ambitious to expect that the pupils will deliver miracles thanks to FA approach. The novice teacher has to seek other colleagues to make a joint mission and spread the positives of FA.

Limitations of the Research

My research was very small-scale. I only tested two groups of children that I had been teaching since their Year 3. I know the pupils very well and I know how to work with them. Still, it was interesting to observe, how they handled the new strategies and carried out the tasks. It provided me with priceless information of how the pupils learnt and what they learnt. It also gave me opportunity to find out what their previous knowledge was. I can imagine conducting a large-scale research where I would engage other language groups – parallel to mine. It would be rather interesting to have one group as a test one without the introduction of FA strategies and at the end of the testing period we could carry out summative testing to see which group would achieve better results. However, the FA does not only provide the better final results; it offers the pupil the opportunity to become the owner of his/her own learning. The pupil learns how to provide feedback to his/her peers and in the end the pupil is able to self-assess his/her work.

Suggestions for Further Research

The research for this thesis could be definitely extended in various ways. It could involve more pupils as it is suggested above; it could also involve one test group without any FA. The research might go on for a longer period of time, let us say for the whole school year and at the end of the school year the results could be measured somehow to see how effective FA is. Nevertheless, the research might be tailored for the teacher and based on the observation, the teacher might be able to say whether pursuing FA religion has made him or her a better teacher. In the end, the whole schooling system is about the teacher.

This chapter connected the findings with the theoretical background, providing specific teaching implications as well as limitations of the research. It also presented suggestions for further research. The next chapter concludes the thesis.

VI. CONCLUSIONS

The goal of this thesis was to provide some theoretical background and then connect the theory with practical teaching. My primary goal of this thesis was to find out if FA can make me a better teacher; a teacher who is well informed throughout the instruction and can make instant changes to meet the pupils' needs.

FA provides pupils with information about their learning and the teacher about the pupils' learning. The learner is given the learning intentions and success criteria so he or she knows exactly what he or she is expected to do. The teacher offers effective classroom activities that elicits the evidence of learning which is so valuable for every teacher. The learner is then provided feedback either from the teacher or his or her fellow learners that moves him or her forward. FA activates learners as learning resources for one another and the goal is to activate the learner to become the owner of his or her learning.

I tested fourteen strategies of FA – I chose the most popular ones and the ones that the father of FA, Dylan William (2018), promotes in his book *Embedded Formative Assessment*. I discovered that all of the strategies provide me with valuable information that help me plan the following lessons better. The strategies provide me with information that I can already use within the lesson and thus conduct teaching that is more responsive.

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APENDICES

Appendix A

The lesson plans

22 - 26 May

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 6	x		I can sort out information about an animal into a concept map I can write a short description of an animal based on a concept map	I can read and write big numbers	x
FA technique	x		Thinking thumbs	Miniwhiteboard	x
Year 8	I can use quantifiers with countable and uncountable nouns(a little, little, a few, few)	x	I can make a prediction about what will happen in a story next	x	I can give instructions by using imperatives and make polite requests using phrases Can you..., Could you...,please
FA technique	ABCD cards	x	C3B4ME - see three before me	x	Entry tickets Think-pair-share

29th May – 2nd June

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 6	x	I can name and write the minibeasts from unit 3	I can describe the minibeasts' look	I can choose the right wh-word or phrase with how and adj./adverb to make a question about minibeasts	x
FA technique	x	Traffic lights	Quiz (dipstick) (mini whiteboards)	The muddiest point	x
Year 8	I can complete dialogues with the phrases from the story and phrases of polite requests	x	A visit of a Jewish lady that survived the Holocaust	x	I can use the grammar of Unit 3 – countable and uncountable nouns, the phrases How much/many and pronouns some/any
FA technique	Coloured cups Test-item design	x		x	Preflight checklist (when sitting a test, a buddy must sign off the test for no mistakes)

Appendix B

Lesson plans

Year 8

Date	22nd May
Class	Year 8
Number of pupils	18 (3 absent)
Level of pupils	A1+
English class taught	22nd May
Class reflected on	22nd May
Objectives of the class	I can use quantifiers a little/little and a few/few with countable and uncountable nouns
Materials used	Powerpoint presentation
Groupings	Individual work
Technique of FA	ABCD cards – Fingers up Exit tickets

Reflection

Due to the school photo shoot, the lesson turned into a mini lesson of 30 minutes. I used the approach P-P-P – presentation, practice, production.

Opening

- **Links to previous learning**

Based on a test, the learners were given a list of common mistakes from the test that I compiled. I asked them how the sentences could be improved and they came up with the corrected versions. One of the mistakes contained target language – the mistake was I always do a few homework. I asked the learners what was wrong with that but they could not provide the answer.

Instruction

- **The main activities of the lesson**

I presented the target language on the board and the learners copied it in their notebooks. I revised quickly the countable and uncountable nouns. I drew a smiling smiley for a few and a little and a frowning smiley for few and little.

I played a before-prepared presentation with ten sentences with a gap for the quantifiers. I presented the ABCD cards technique. The kids decided on one of the four options by using the technique.

Closure

- **Review and preview of future learning**

I asked one kid to summarize the main points of the lesson. Then I cleaned the board and asked the kids to explain the use of the target language on exit tickets.

Follow up

- **Assigning homework**

I did not assign any homework. I only wished them a happy day.

Date	24nd May
Class	Year 8
Number of pupils	20
Level of pupils	A1+
English class taught	24nd May
Class reflected on	24nd May
Objectives of the class	I can make a prediction about what will happen in a story next
Materials used	Project Explore 2 pg 40, 41
Groupings	Individual work, pair work, group work
Technique of FA	C3B4ME

Reflection

Opening

- **Links to previous learning**

The lesson was started with a quick overview of quantifiers. I learnt from the exit tickets in the previous lesson that most kids had grasped the concept very well and were able to apply the rules. I asked the kids to complete one exercise from a worksheet on their own. Then I introduced a new technique – C3B4ME. The children were allowed to consult their answers with 3 different classmates before asking me for help.

Instruction

- **The main activities of the lesson**

We continued in No hands policy in the main activity. The kids summarized the story that we dealt with in the previous lesson. They were supposed to watch and listen to the story again and guess the meaning of the given phrases. They worked very well and were able to come up with correct answers. I asked the kids to try to predict what will happen next. They brainstormed a few different ideas with some of them quite creative. In the end, I played the end of the story and the kids summarized the plot.

Closure

- **Follow up**

At the end of the lesson, the kids constructed their own dialogues using new phrases from the story.

Date	26th May
Class	Year 8
Number of pupils	20
Level of pupils	A1+
English class taught	26thMay
Class reflected on	28th May
Objectives of the class	I can give instructions by using imperatives and make polite requests using phrases Can you..., Could you...,please
Materials used	Project Explore 2 pg 40, 41
Groupings	Individual work, pair work, group work
Technique of FA	Entry tickets Think-Pair-Share

Reflection

Opening

- **Links to previous learning**

As the very first thing of the lesson, I introduced my students to a new technique of FA – entry tickets. I told them what the goal of the lesson was – to make instructions and make polite requests. I made sure that everyone understood and distributed blank paper cards. The kids wrote down their ideas of how to give instructions and make polite requests.

Instruction

- **The main activities of the lesson**

The lesson then continued by revising what the story of the unit was about. I aske done student and let another to complete the summary. I introduced another technique – Think-pair-share and the kids looked at exe 41/4. They thought about the answers and then shared their ideas with the class. Afterwards, I asked the kids to look for means of giving instructions in the story and making polite requests. The ids then took notes in their notebooks.

Afterwards, they constructed simple conversations where they applied the phrases of instructions and requests.

Closure**- Follow up**

I distributed the entry tickets and the kids completed their notes with newly acquired knowledge.

- Assigning homework

I asked the kids to revise vocabulary from the whole unit 3.

Date	29th May
Class	Year 8
Number of pupils	18
Level of pupils	A1+
English class taught	29thMay
Class reflected on	29th May
Objectives of the class	I can use phrases from the story of Unit 3 and polite requests in short dialogues
Materials used	Project Explore 2 workbook page 30
Groupings	Individual work
Technique of FA	Coloured cups Test-item design

Reflection

Opening

- **Links to previous learning**

Students played a game where they were supposed to come up with polite requests. They were given only the responses and as a mingling activity they read the responses to other students who had to come up with the right polite requests. They distinguished between Can you and Could you depending on the formality of the situation

Instruction

- **The main activities of the lesson**

The students did two exercises in their workbook where they practised phrases and polite requests. I introduced a new technique of coloured cups that they implemented in their work. We checked the answers together and then playe done more game on the interactive board. The students were put into three Teams and had to construct polite requests based on a visual.

Closure

- **Follow up**

I introduced one more technique of FA at the end of the lesson – Test-item design. I said there would be a test the following lesson, however, it won't be me desighning it but the kids. They

were supposed to write two different polite requests and responses so that I could choose and make a test from the sentences.

Assigning homework

I asked the kids to deal with exe 4, 5 on page 31 in their workbooks to get ready for the upcoming test.

Date	2nd June
Class	Year 8
Number of pupils	17
Level of pupils	A1+
English class taught	2nd June
Class reflected on	2nd June
Objectives of the class	I can construct a dialogue with polite requests Can you/Could you..., please?
Materials used	Project Explore 2 Extra photocopiable materials
Groupings	Pairwork
Technique of FA	Preflight checklist

Reflection

Opening

- **Links to previous learning**

We checked homework from previous lesson. Kids completed dialogues in the workbooks.

Instruction

- **The main activities of the lesson**

There was a written test that was designed using students’ suggestions from the technique test-item design. There was a new technique Preflight checklist that I used with the kids after sitting the test.

After the test pupils worked in a worksheet where they completed dialogues with polite requests. In the end they constructed their own dialogues and presented them to the class.

Closure

- **Follow up**

I prepared a quick assessment of all the strategies of FA. pupils were supposed to mark each technique with a smiley plus add further comments.

Assigning homework

There was no homework.

Year 6

Date	24nd May
Class	Year 6
Number of pupils	18
Level of pupils	A0
English class taught	24nd May
Class reflected on	24nd May
Objectives of the class	I can sort out information about an animal into a concept map I can write a short description of an animal based on a concept map
Materials used	Project Explore 1 workbook 27/7a, b
Groupings	Pair work
Technique of FA	Thinking thumbs

Reflection

Opening

- **Links to previous learning**

The first thing we did was to introduce No hands policy. The kids were quite excited as they expected some novelty in the lesson that this group in particular is very fond of. I explained the reason for introducing lessons without raising hands. I asked kids not to raise hands or call out answers anymore.

We checked homework where the kids practised the conjunctions so/because. I was planning to introduce the Peer improvement of homework but then I thought No hands policy will be sufficient as a starter.

Instruction

I explained concept maps. I made analogy to other classes, and kids were well familiar with the technique. Before I explained the technique, I taught them quickly how to use Thinking thumbs. The kids were very quick and showed me thumbs whenever I paused in my explanation. I could

see this technique – the group response system working wonderfully. We brainstormed ideas about the cat and the kids provided their ideas.

We all drew a concept map and then the kids tried to make a coherent text about the pet. I did not call the active kids anymore – I stuck to the list of kids. It was still tempting to get back to the old habit.

After that, we read one short description of a turtle. I asked comprehension questions and kept calling kids in turns.

Closure

I asked one kid to explain the concept map idea. He said it was just main points and that we can make a text from the single words.

Follow up

- **Assigning homework**

I asked the kids to complete another concept map based on the article we had read.

Date	25th May
Class	Year 6
Number of pupils	18
Level of pupils	A1
English class taught	25nd May
Class reflected on	25nd May
Objectives of the class	I can read and write big numbers
Materials used	Project explore 1 student's book 40/1; workbook 28/1
Groupings	Individual work
Technique of FA	Mini whiteboards

Reflection

Opening

- **Links to previous learning**

First, there was a quick warm-up – a quick game to revise old vocabulary. I checked homework with the children – they were supposed to complete a mind map based on an article that we read in the last lesson.

Instruction

- **The main activities of the lesson**

I checked whether the kids brought the mini whiteboards – half of the kids did, the other half explained that the local shop ran out of them. I improvised and gave out blank paper to substitute for the boards. I asked the kids to listen carefully. They were supposed to write down numbers that I called out. They wrote every single number and put up the boards/paper so that I could see the answers. The answers showed that the kids were familiar with the numbers to one thousand, however, the kids struggled to write down higher numbers.

The kids took notes and wrote down in their notebooks how exactly are big numbers read and written. After that, the kids practised numbers in their books.

In the end, we tried another dictation, this time it was from their textbooks. I also used the minibboards and checked the answers after the kids heard all of them.

Closure

- **Review and preview of future learning**

I asked one kid to summarize the main points of the lesson.

Follow up

- **Assigning homework**

I assigned one short exercise in their workbooks where they will further work on their big numbers.

Date	30th May
Class	Year 6
Number of pupils	16
Level of pupils	A1
English class taught	30th May
Class reflected on	30th May
Objectives of the class	I can name and write the minibeasts from unit 3
Materials used	Project explore 1 student's book 40/1; workbook 28/1
Groupings	Individual work
Technique of FA	Mini whiteboards Traffic lights

Reflection

Opening

- **Links to previous learning**

First, there was a quick warm-up – no-stake quizz on Bamboozle.com where the kids practised saying big numbers. I split the class into boys and girls and we followed the game online. I checked homework with the whole group. I also had a quick dictation with mini whiteboards where I could see immediately how well they mastered the new subject matter.

Instruction

- **The main activities of the lesson**

I introduced today's topic – minibeasts and explained what it stands for. The kids wrote the goal of the lesson – I can name and write the minibeasts – in their notebooks to be looked at at the end of the lesson. I asked the kids to brainstorm examples of minibeasts and they did so. Then we looked at exe 2 in our textbooks and at the same time at the list of vocab in the workbooks so that the kids could find the names of the minibeasts which they were not familiar with. We practised reading the words and matched the words to the pictures.

In the end, kids asked and answered about the picture using coordinates of the grid. They could refer to their workbooks for the unfamiliar words

Closure

- **Review and preview of future learning**

I asked the kids to look at the goal of the lesson and draw a smiley (a smiling one, indifferent one or unhappy one) to indicate to what extent they were able to meet the goal.

Follow up

- **Assigning homework**

I asked the kids to do one exercise in their workbooks to practise the language of minibeasts.

Date	31th May
Class	Year 6
Number of pupils	16
Level of pupils	A1
English class taught	31st May
Class reflected on	31st May
Objectives of the class	I can describe the minibeasts' look
Materials used	Project explore 1 workbook 28/2-4
Groupings	Individual work, pairwork
Technique of FA	Dipsticks Mini whiteboards

Reflection

Opening

- **Links to previous learning**

As I learnt in the previous lesson that the kids were not confident using new language I decided to spend another lesson practising new vocabulary. We played a quick game of Simon says that the kids love and I always adjust according to the current subject matter of grammar and vocabulary. Today Simon said: „Pretend to be a fly.“ „Fly like a butterfly.“ „Walk like a scorpion.“

Instruction

- **The main activities of the lesson**

We practised the vocabulary in the workbook. Kids were supposed to do it for homework and only a few did not for various reasons. We practiced the whole lesson.

Closure

- **Review and preview of future learning**

There was a quick quiz at the end of the lesson on Bamboozle, where kids were split into two Teams and had to answer questions about minibeasts. Moreover, I prepared a form of dipstick – a quick quiz where I asked the kids to draw five minibeasts that I dictated. The kids all had a lot of fun. I could see that all of them were able to draw the right minibeast and thus I could say they managed to learn the vocab in the end.

Follow up

- **Assigning homework**

I asked the kids to revise the vocab a bit further and I told them to get ready for a written test that is scheduled for tomorrow.

Date	1st June
Class	Year 6
Number of pupils	17
Level of pupils	A1
English class taught	1st June
Class reflected on	1st June
Objectives of the class	I can choose the right wh-word to complete a question about a minibeast
Materials used	Project Explore 1 workbook page 29
Groupings	Individual work, pairwork
Technique of FA	The muddiest point

Reflection

Opening

- **Links to previous learning**

There was a quick test where kids only named the minibeasts we had learnt in the previous two lessons.

Instruction

- **The main activities of the lesson**

I asked kids to brainstorm wh-question words that I introduced to be the goal of the lesson. The kids were heading to be able to choose the right question word in a question about minibeasts. It was cognitively lower objective, I only planned to learn how much they know and to get them accustomed to the question words. They called out the words and I put them on the board. The kids then copied the words in the notebooks. I also managed to explain the word how that comes with adjectives and adverbs.

I asked the kids to work in pairs and complete the exercises in their workbooks. They were able to refer to their schoolbooks. We checked the answers.

Closure

- **Review and preview of future learning**

I asked the kids to look at board and their workbooks and write down on a piece of paper the muddiest point of the lesson.

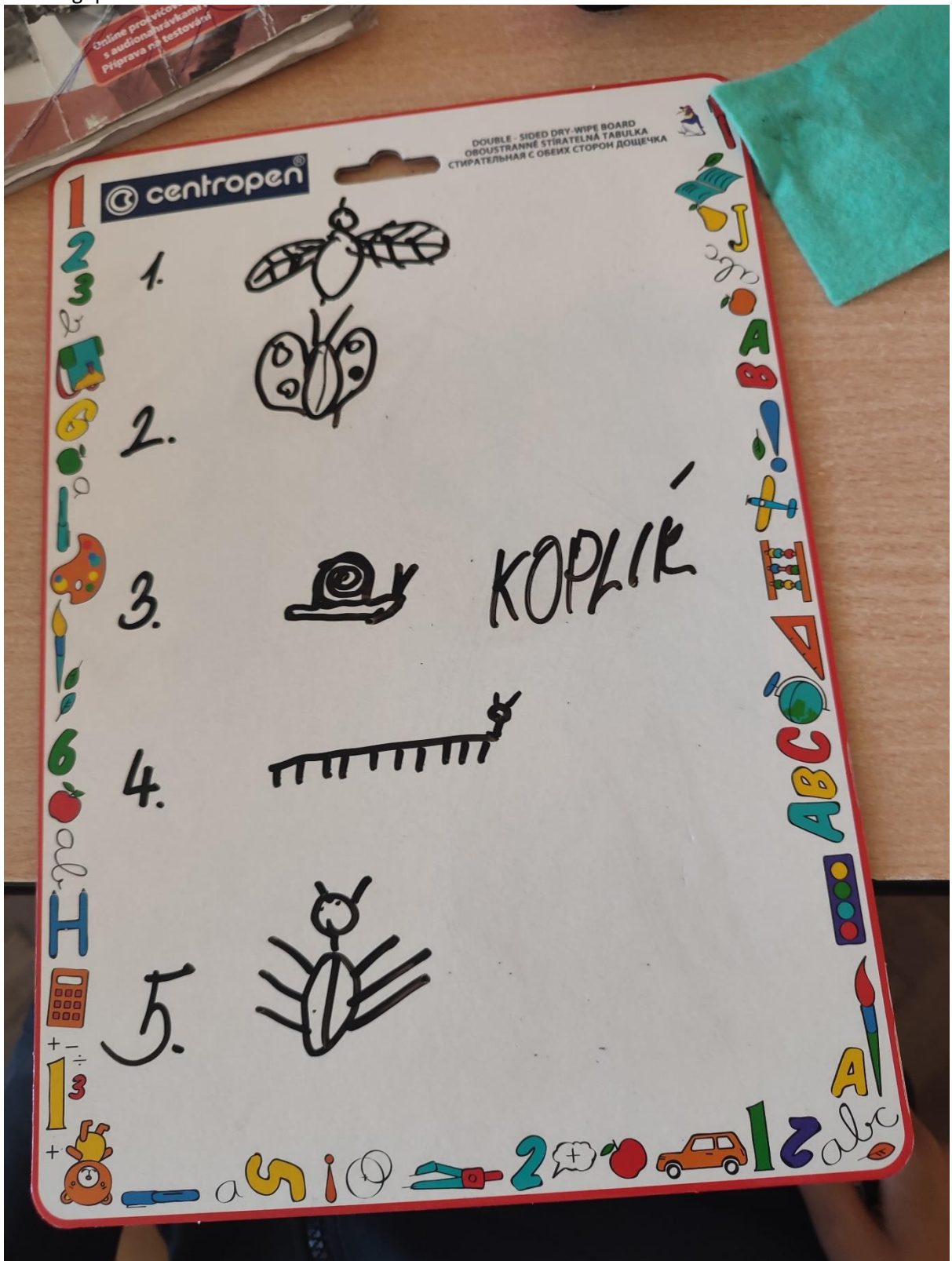
Follow up

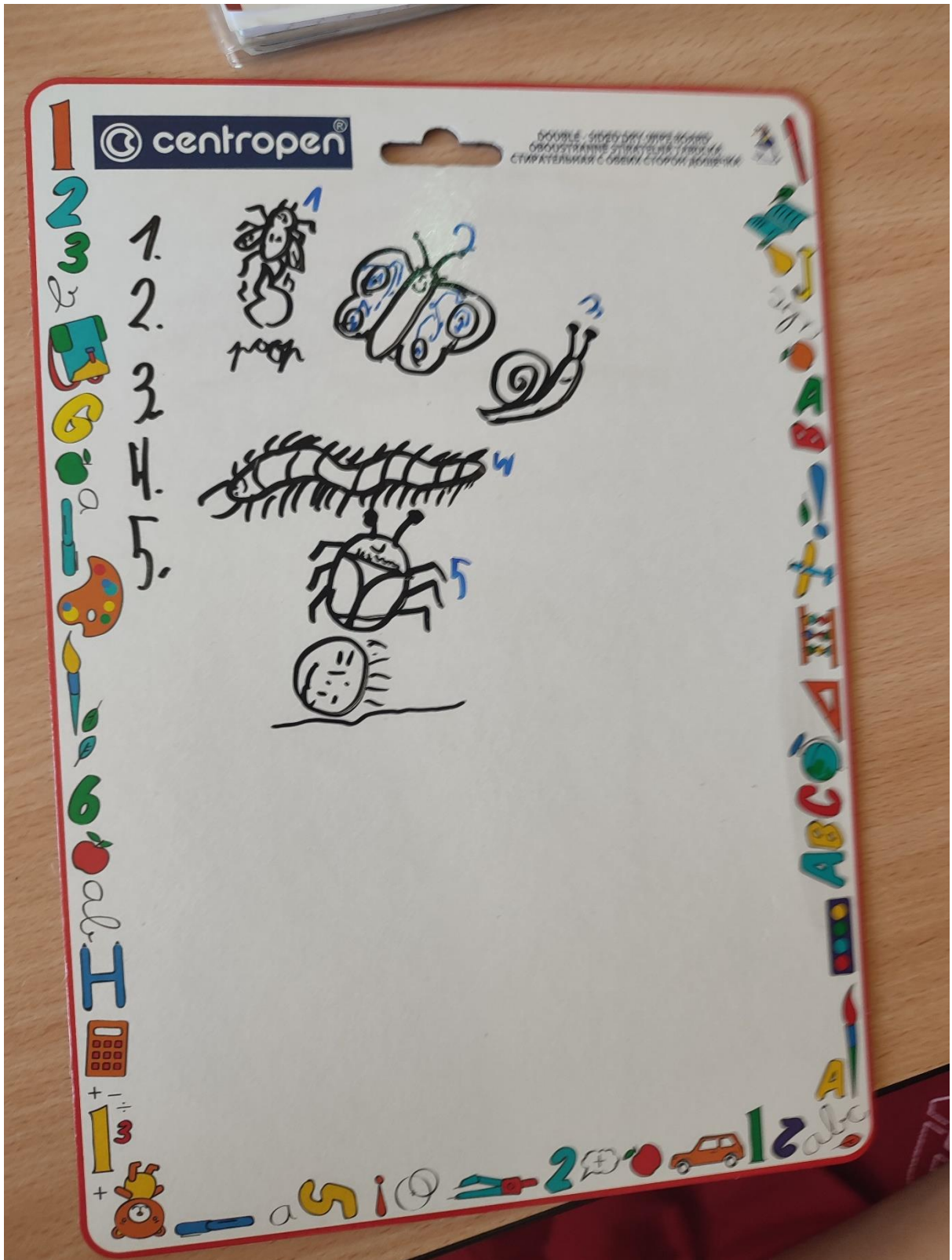
- **Assigning homework**

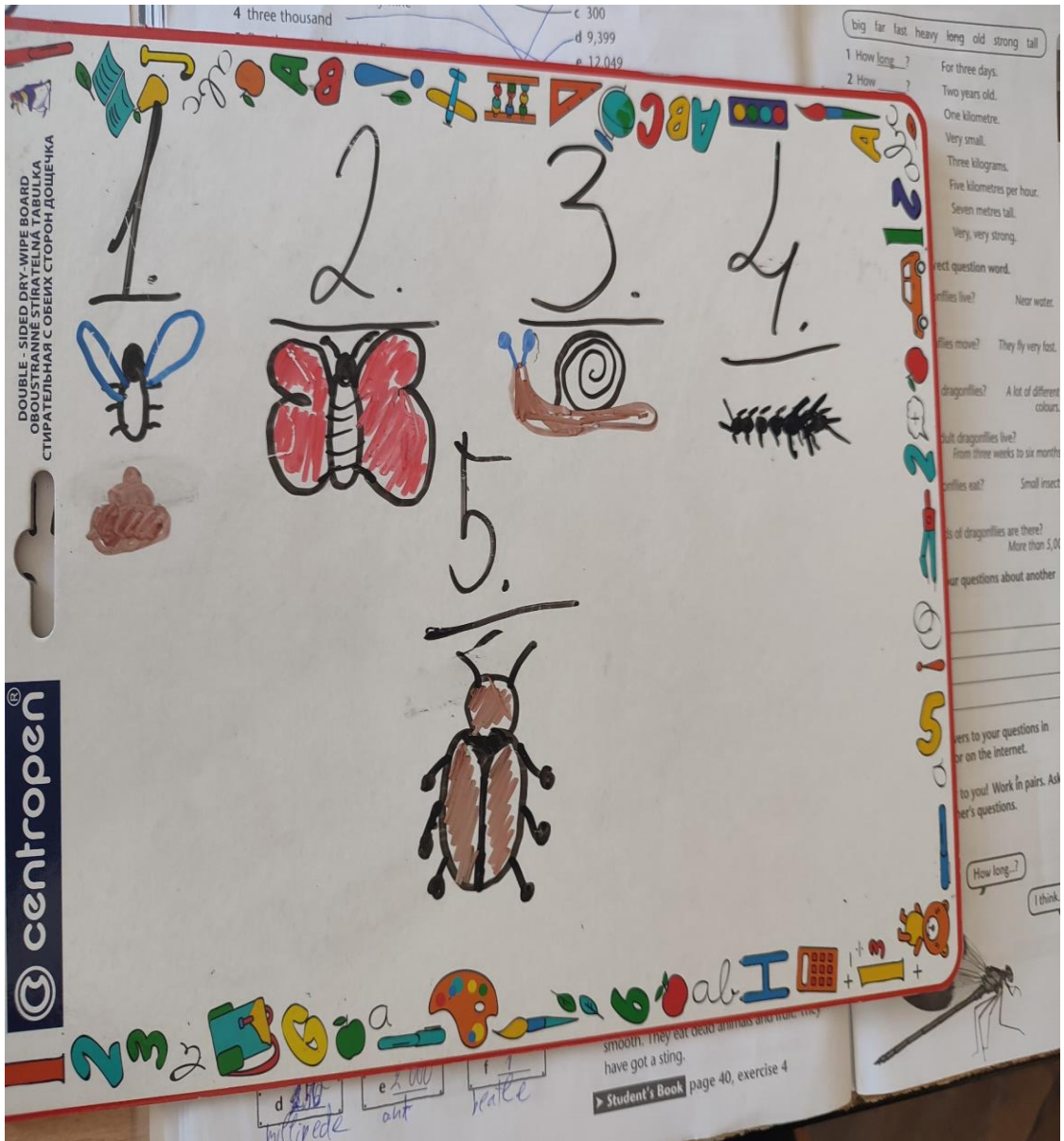
I told the kids to focus on the muddiest point that they had written, but I did not assign any homework at all.

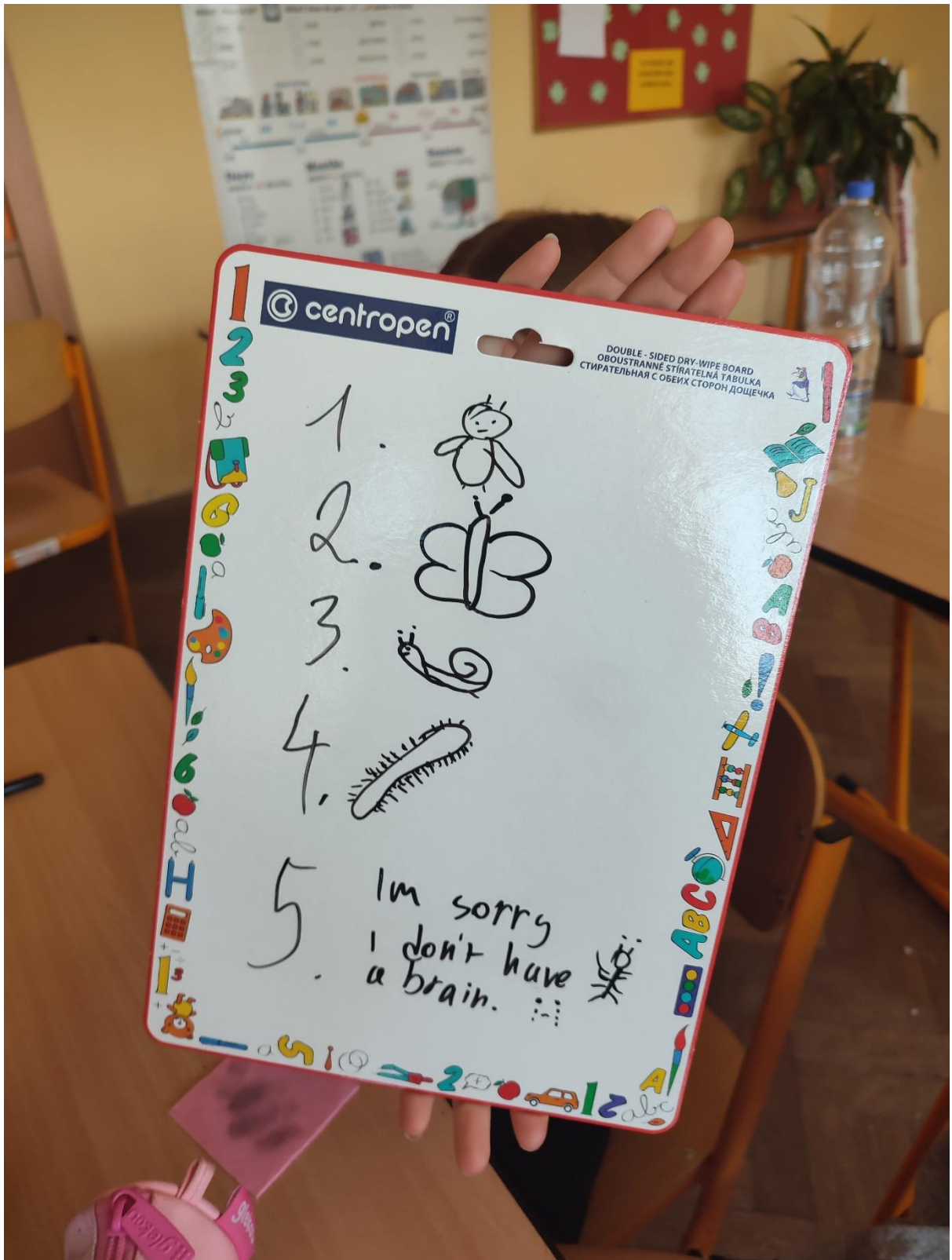
Appendix C

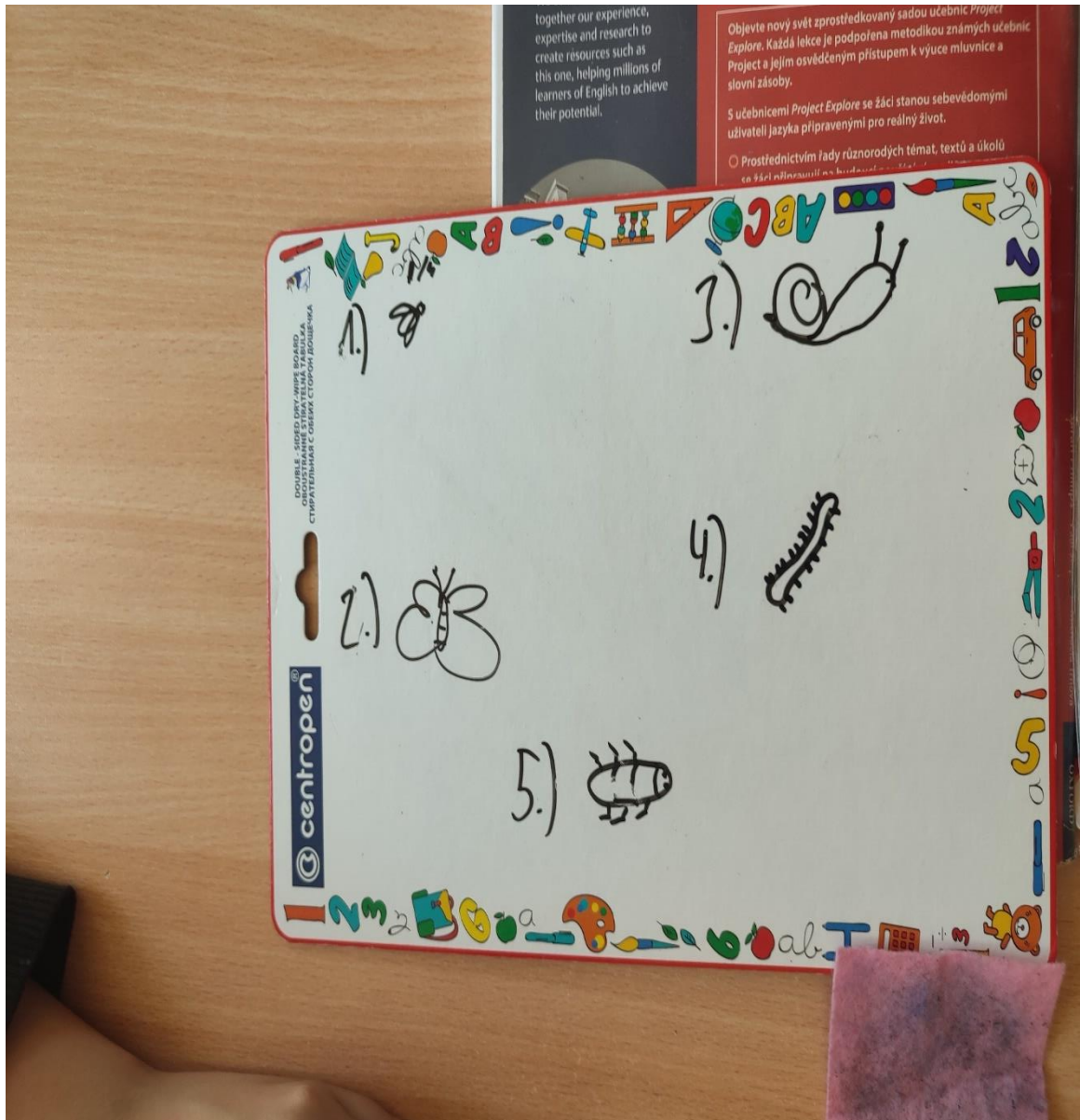
Drawing quiz



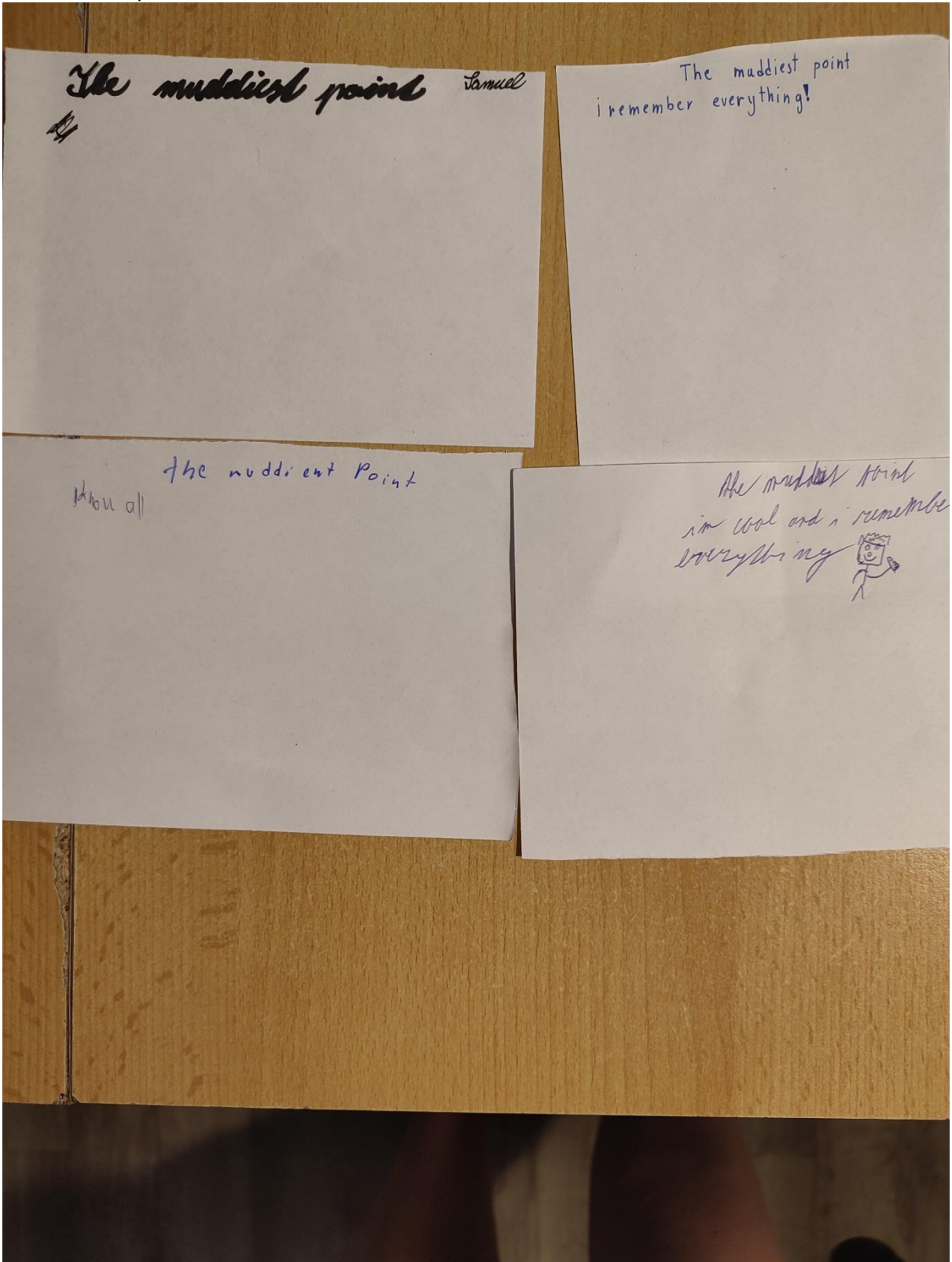


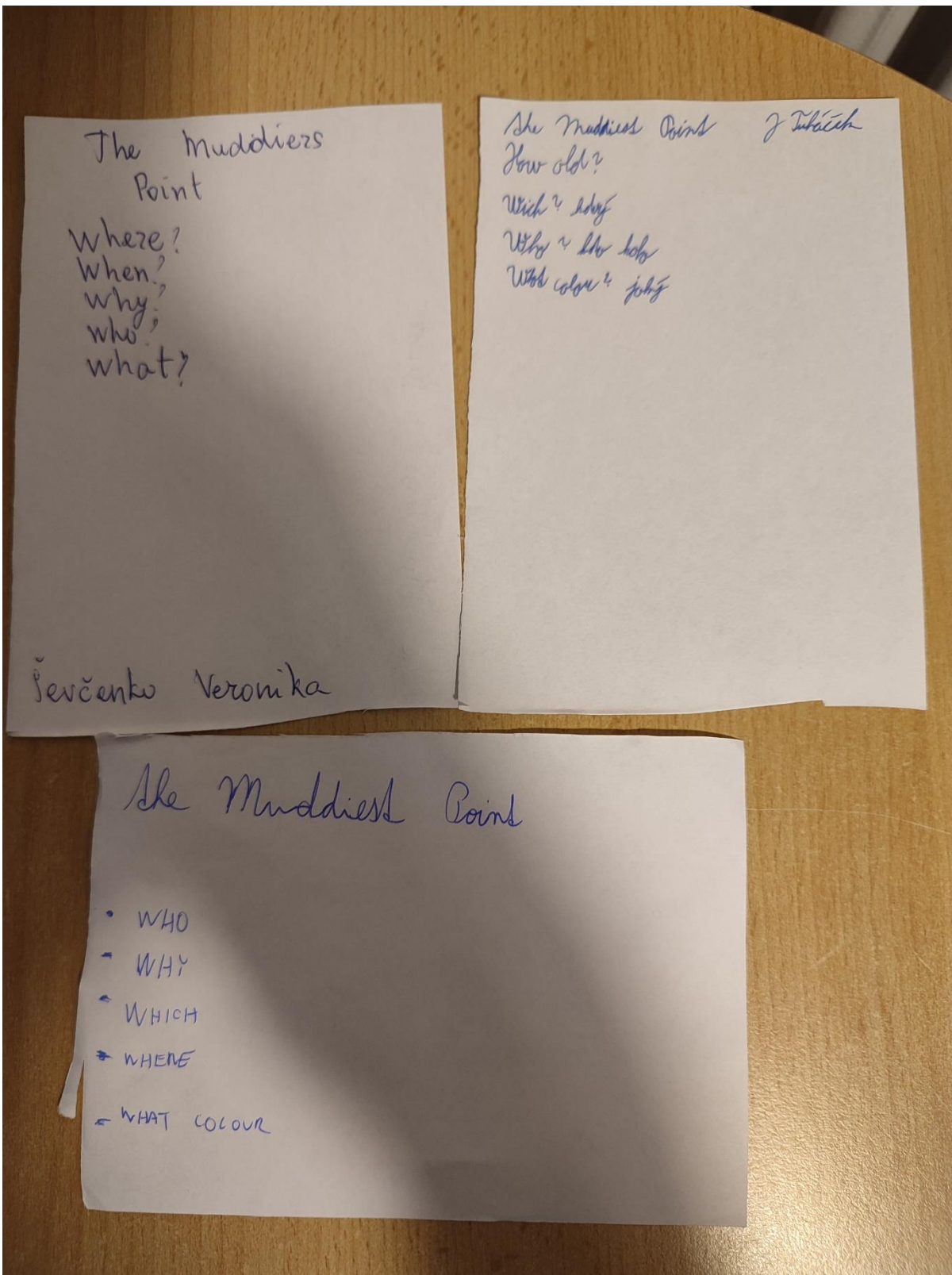






The muddiest point





The Muddiest Point

Where?
When?
Why?
Who?
What?

Ševčenko Veronika

The Muddiest Point J. Tabáček

How old?
Which?
Who?
What colour?

The Muddiest Point

- WHO
- WHY
- ← WHICH
- ⇒ WHERE
- WHAT COLOUR

The Muddiest Point

Where?
When?
Why?

the Muddiest point

How long = sak Dlanh's
How fast = sak hychly.

Bucholova
Dana
C.

The Muddiest Point

Which? = xoo?
Who? = ktet's?
How = sak?

The Muddiest Point

Which - hyl
Where hde, lan
When - hdy
Why - pwt
How - gal
Who - hde, lan

The Muddiest Point

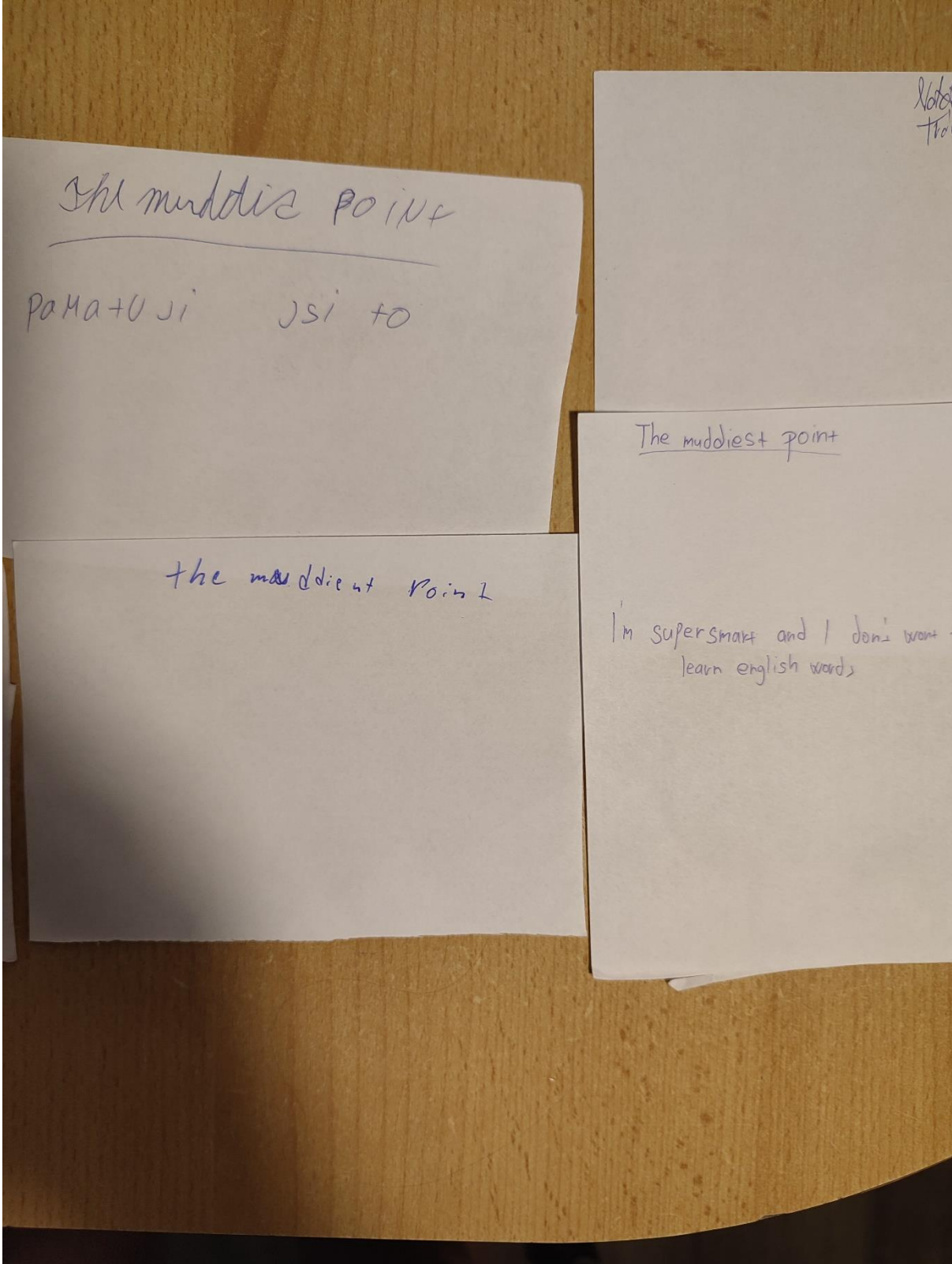
When?
What?
Who?
When?
Why?
Which?
How?

Chonpek
Cavel

The muddiest point

centipede
millipede

How
Which



शुद्ध मरुद्धि प्पुइत

पामा+उजि जसि +0

शुद्ध
त्रो

The muddiest point

the muddiest point

I'm supersmart and I don't want
to learn english words

Exit tickets

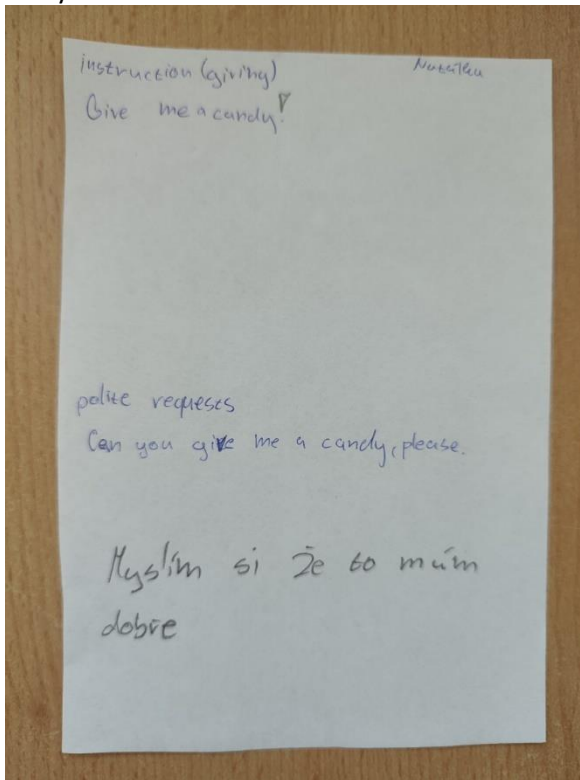
Handwritten notes on a wooden board, organized into several sections:

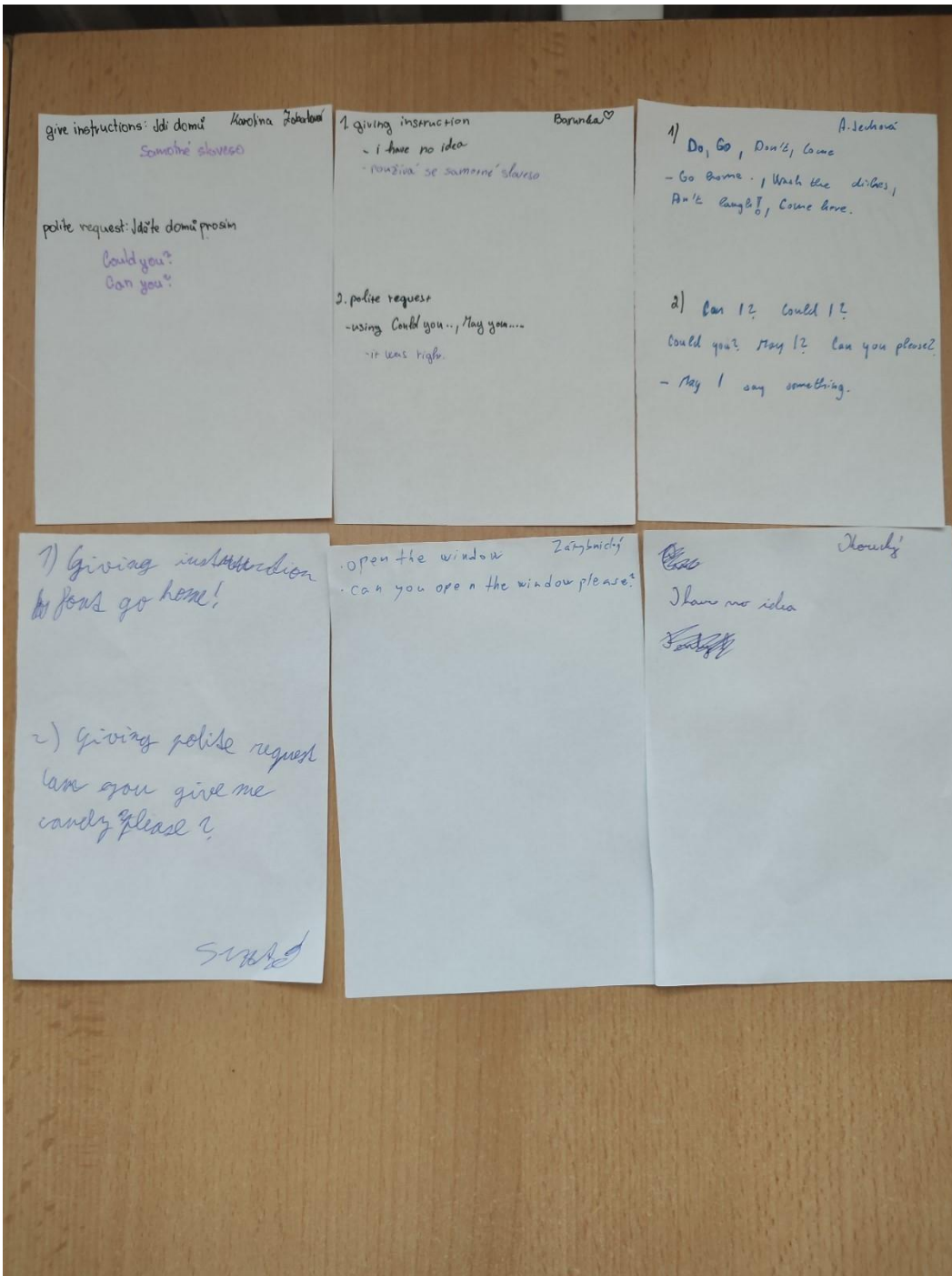
- Top Left:**
 - a few - niekoľko (počítateľné)
 - a little - trochu (nepočítateľné)
 - few - málo (počítateľné)
 - little - málo (nepočítateľné)
- Top Middle:**
 - a few - niekoľko
 - few - málo
 - little - trochu
 - a little - málo (nepočítateľné)
 - po málo - málo
 - po málo - málo
- Top Right:**
 - a few - niekoľko (počítateľné)
 - few - málo (nepočítateľné)
 - a little - trochu (nepočítateľné)
 - little - málo (nepočítateľné)
- Middle Left:**
 - a few - málo
 - few - málo
 - a little - málo
 - little - málo
- Middle Center:**
 - a few - počítateľné pozitívne, niekoľko
 - few - -||- negatívne, málo
 - a little - nepočítateľné pozitívne, trochu
 - little - -||- negatívne, málo
- Middle Right:**
 - a few - málo
 - few - málo
 - a little - trochu
 - little - málo
- Bottom Left:**
 - a few - niekoľko
 - few - málo (počítateľné)
 - a little - trochu (nepočítateľné)
 - little - málo
- Bottom Center:**
 - a few - niekoľko
 - few - málo
 - a little - trochu
 - little - málo
- Bottom Right:**
 - a few - niekoľko
 - few - málo
 - a little - trochu
 - little - málo

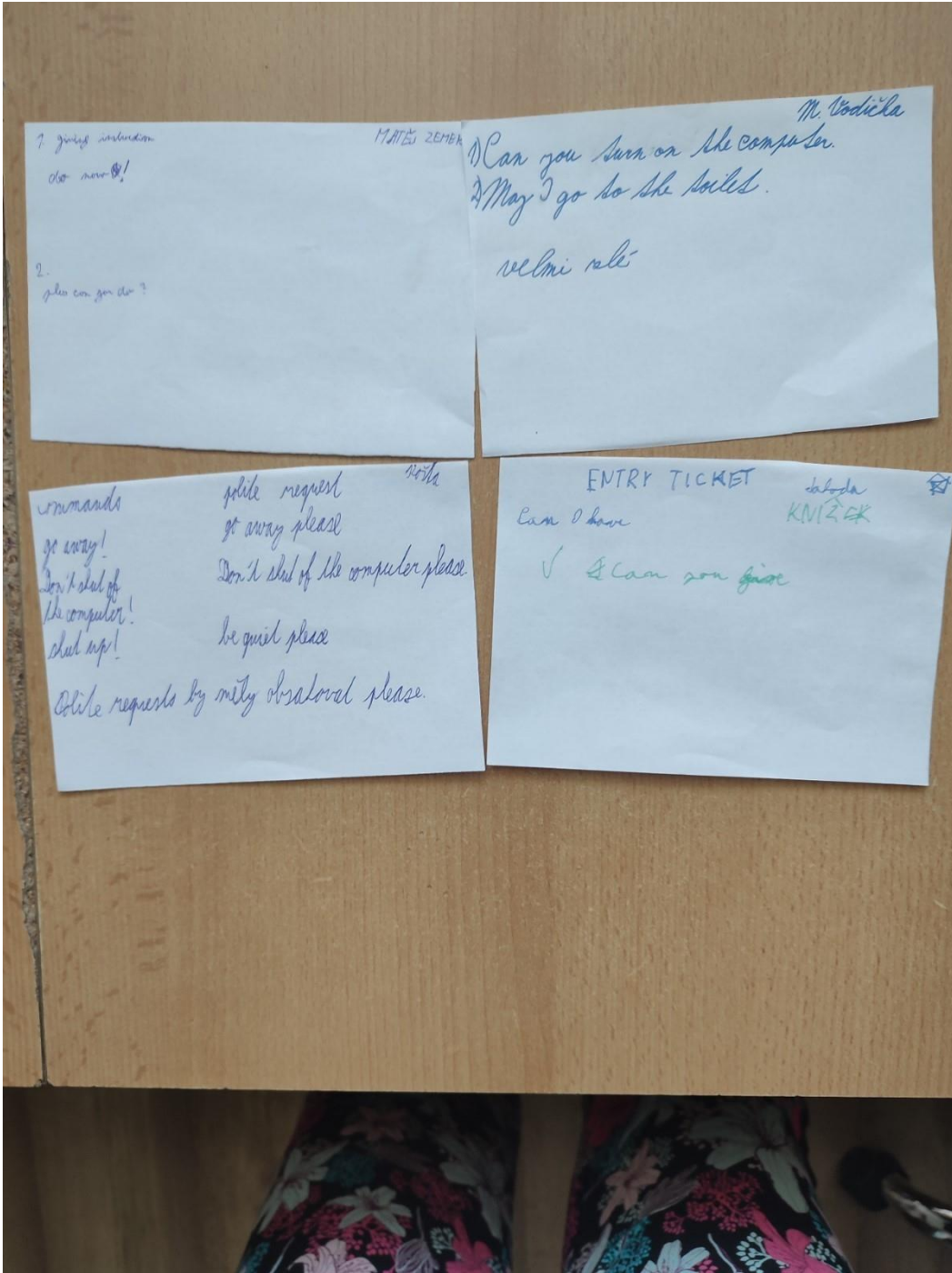
Additional notes include:

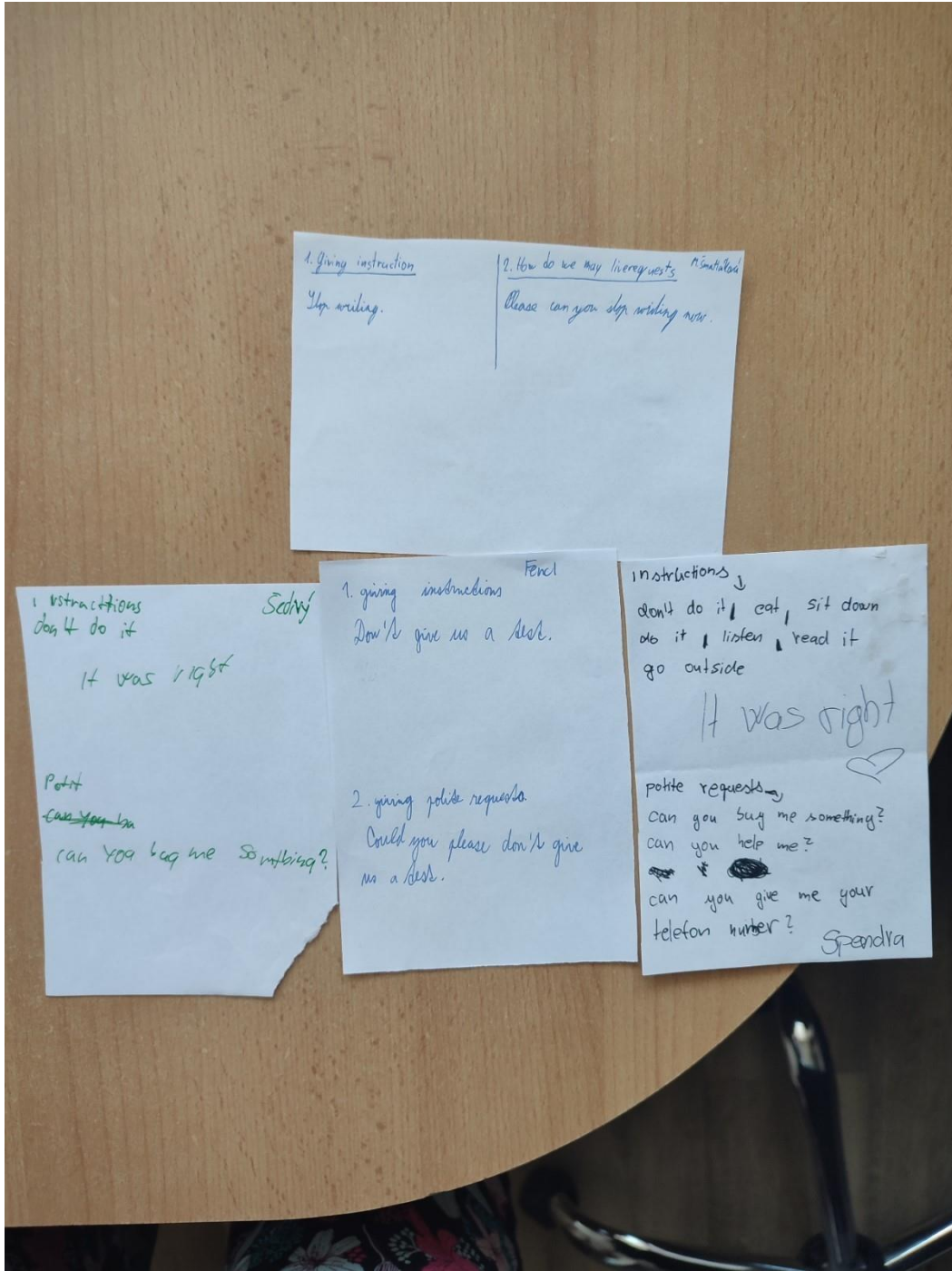
- Exit tickets** (written vertically):
 - Učte ľahko four words
 - a few - niekoľko
 - few - málo (u počítateľných)
 - a little - trochu
 - little - málo (u -||-)
- Meaning notes:**
 - a few is countable and it means you got a lot of something.
 - few is countable and it means you got.
- Examples:**
 - a few - niekoľko (friends) - I have a few friends
 - few - málo (bananas) - I've got few bananas
 - a little - trochu (money) - I have a little money
 - little - málo (love) - I have little love
- Countability notes:**
 - počítateľné / nepočítateľné
 - a few - niekoľko (počítateľné)
 - few - málo (nepočítateľné)
 - a little - trochu (nepočítateľné)
 - little - málo (nepočítateľné)
- Specific examples:**
 - a few - niekoľko - a few friends
 - a little - trochu - a little milk
 - few - málo
 - little - málo

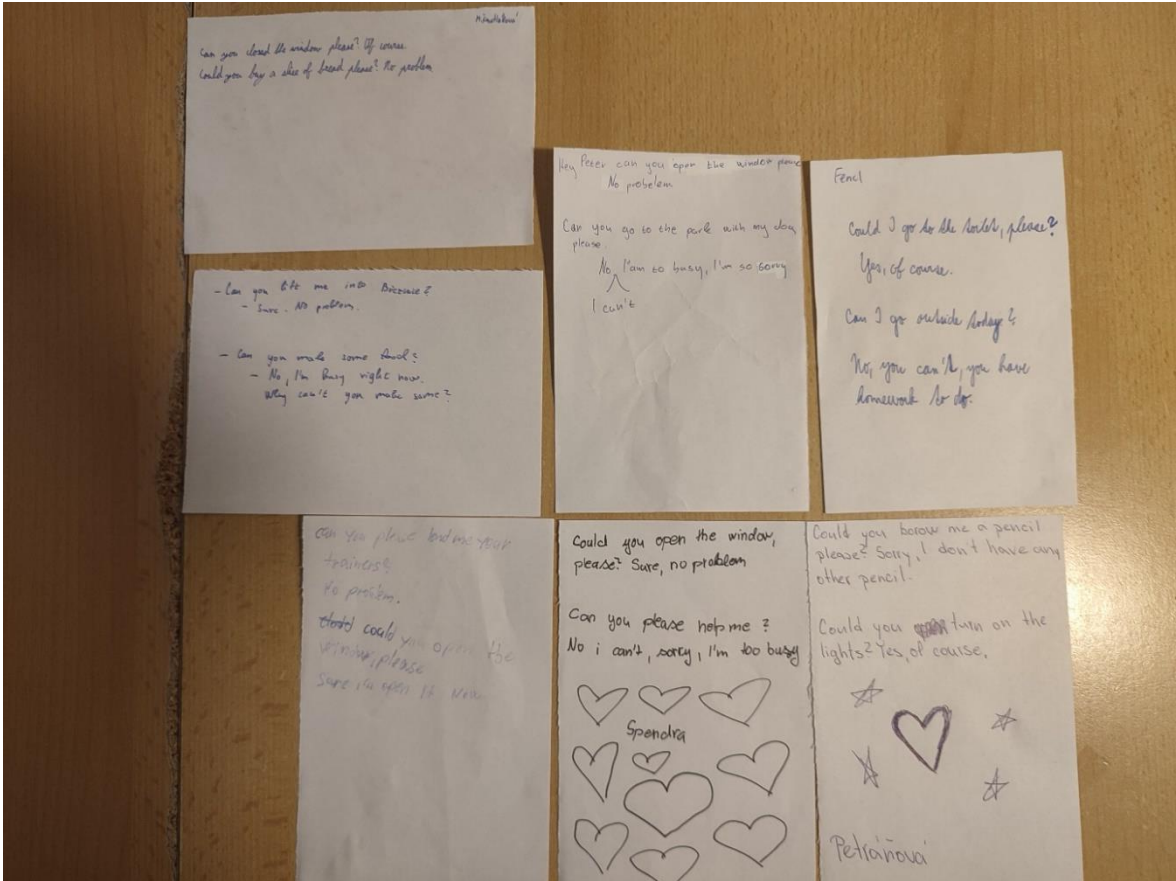
Entry tickets



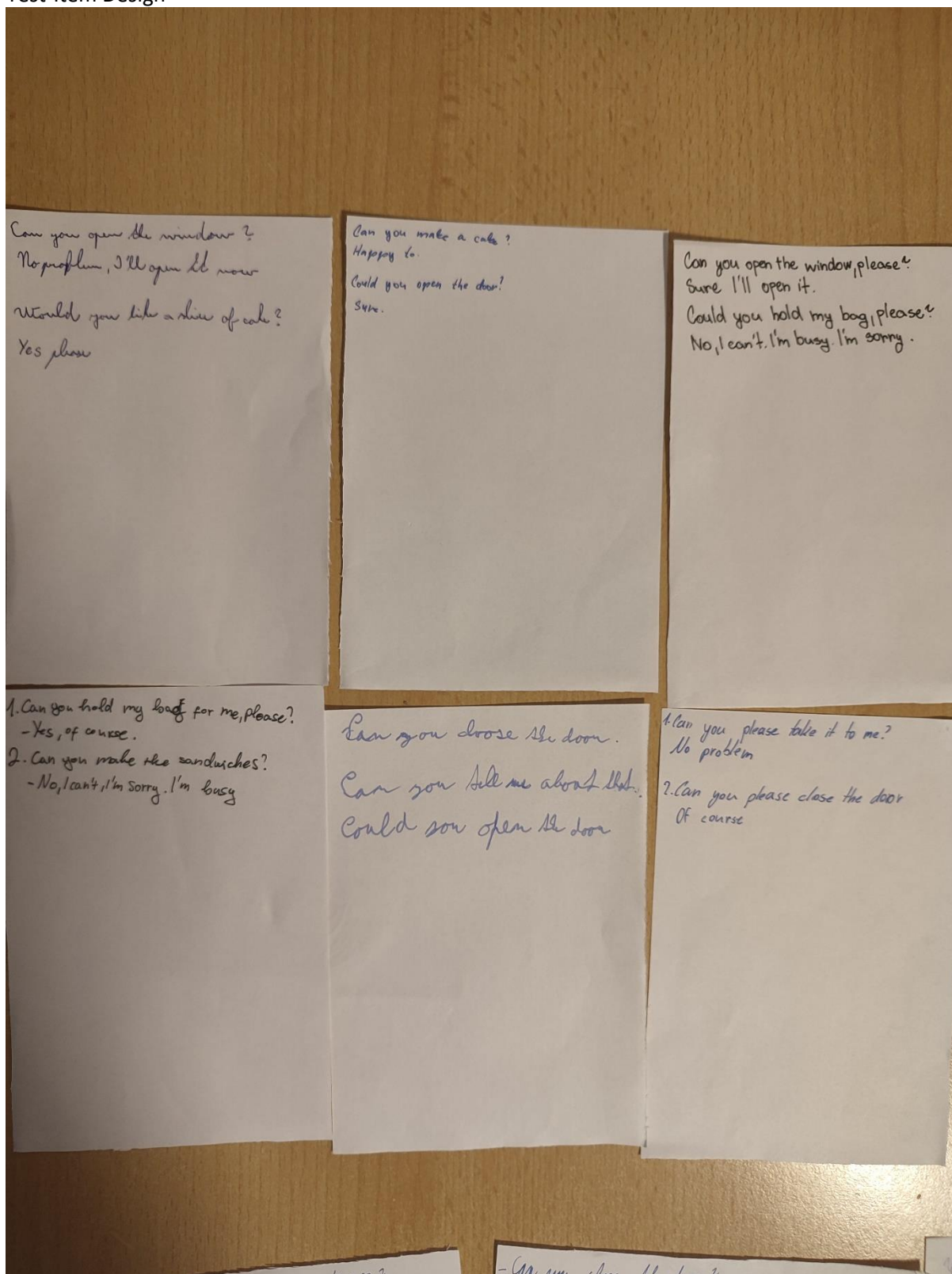


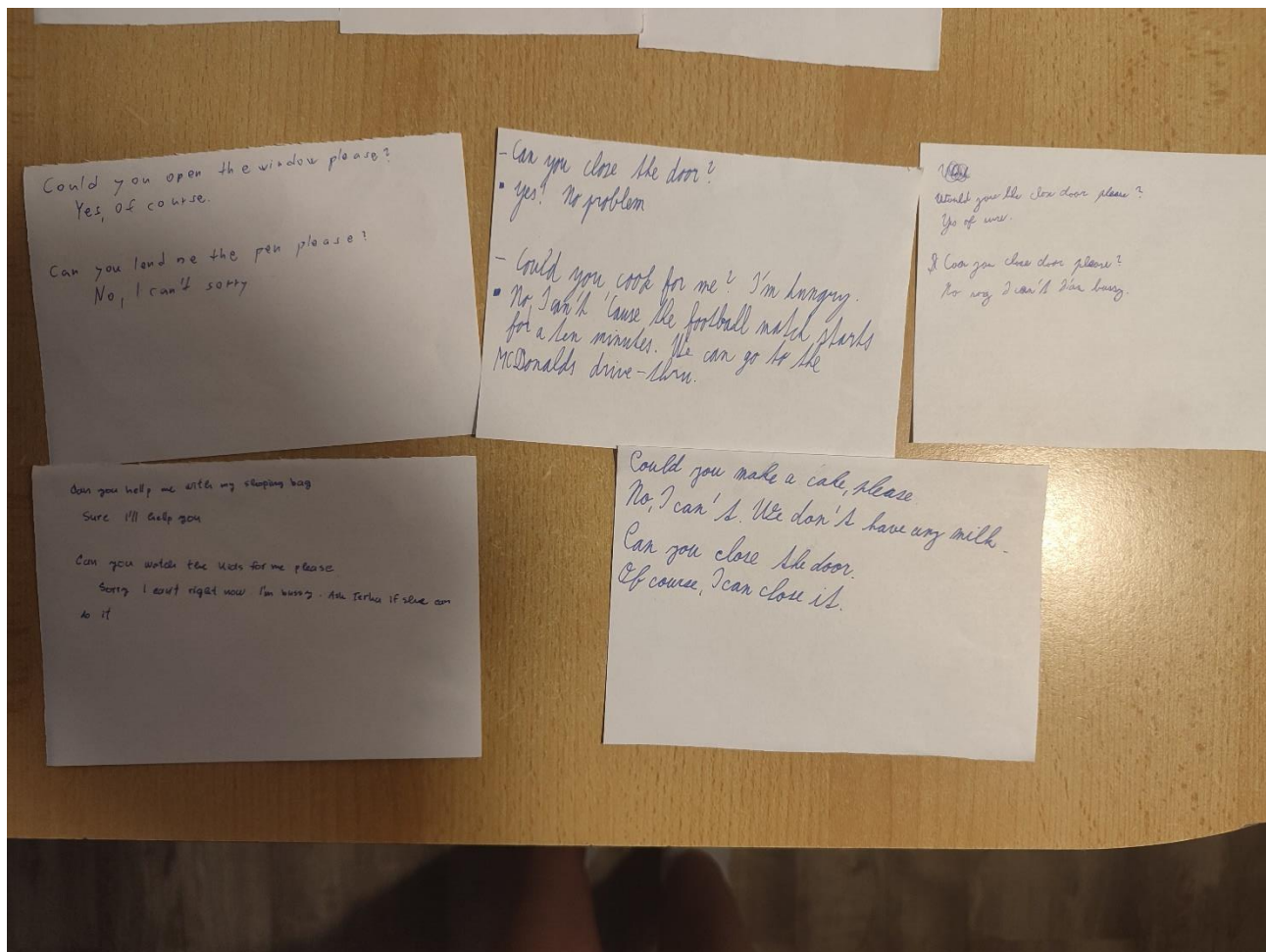






Test-Item Design





Could you open the window please?
Yes, of course.

Can you lend me the pen please?
No, I can't sorry

- Can you close the door?
- yes! No problem

- Could you cook for me? I'm hungry.
- No, I can't 'cause the football match starts for a ten minutes. We can go to the McDonalds drive-thru.

Would you be the door please?
Yes of course.

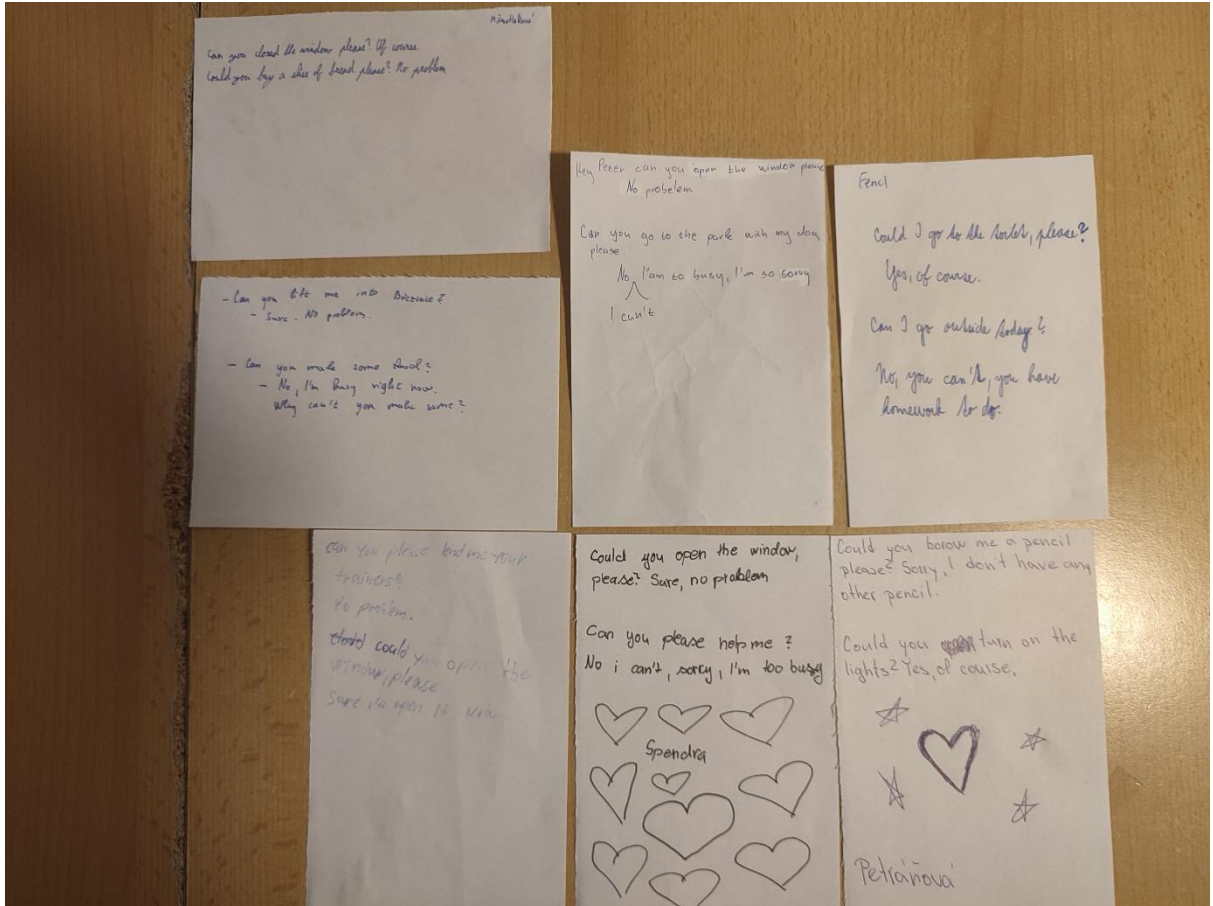
Can you close door please?
No way I can't be busy.

Can you help me with my shopping bag
Sure, I'll help you

Can you watch the kids for me please
Sorry I can't right now I'm busy. Ask father if she can do it

Could you make a cake, please
No, I can't. We don't have any milk.

Can you close the door.
Of course, I can close it.



Preflight Checklist

Eating out Unit 30

Write the corresponding number to the responses.

8	Could you hold my coffee for a minute?	8	Sorry, I can't. I haven't got a spare one.
7	Could you give me a lift to town, please?	4	Sorry, I can't. I'm too busy right now.
6	Can you lend me your earplugs?	8	Sorry, I need to leave right now.
5	Could you hold the door for me?	6	Sure, but I need them later.
4	Could you help me with the housework, please?	2	I'm sorry, I can't. You've got to do it yourself.
3	Could you lend me a pencil, please?	6	Yes, sure. Pass it to me.
2	Can you make me a sandwich?	7	Happy to.
1	Can you watch the kids for a moment?	7	Sure, jump in.

Translate:

- Chceš přijít na mou narozeninovou oslavu? Jo, to zní dobře.
- Tohle je spinner. Co?
- Chtěla bych něco dělat. Jako co?
- Jsem fakt dobrá na pečení dortů a tak.

1. Do you want to come on my birthday party? Yes, that sounds good.

2. This is a spinner. What?

3. I want to do something. Like what?

4. I'm really good at baking cakes and more.

Handwritten notes: 4+8 = 12, 8+8 = 16

Eating out Unit 30

Write the corresponding number to the responses.

8	Could you hold my coffee for a minute?	3	Sorry, I can't. I haven't got a spare one.
7	Could you give me a lift to town, please?	2	Sorry, I can't. I'm too busy right now.
6	Can you lend me your earplugs?	8	Sorry, I need to leave right now.
5	Could you hold the door for me?	6	Sorry, but I need them later.
4	Could you help me with the housework, please?	4	I'm sorry, I can't. You've got to do it yourself.
3	Could you lend me a pencil, please?	7	Yes, sure. Pass it to me.
2	Can you make me a sandwich?	7	Happy to.
1	Can you watch the kids for a moment?	7	Sure, jump in.

Translate:

- Chceš přijít na mou narozeninovou oslavu? Jo, to zní dobře.
- Tohle je spinner. Co?
- Chtěla bych něco dělat. Jako co?
- Jsem fakt dobrá na pečení dortů a tak.

1. Do you want to come on my birthday party? Yes, sounds good.

2. This is a spinner. What?

3. I want to do something. Like what?

4. I'm really good at baking cakes and that, all that.

Handwritten notes: 3+8 = 11, 7+7 = 14

Eating out Unit 30

Write the corresponding number to the responses.

8	Could you hold my coffee for a minute?	5	Sorry, I can't. I haven't got a spare one.
7	Could you give me a lift to town, please?	1	Sorry, I can't. I'm too busy right now.
6	Can you lend me your earplugs?	6	Sorry, I need to leave right now.
5	Could you hold the door for me?	6	Sure, but I need them later.
4	Could you help me with the housework, please?	4	I'm sorry, I can't. You've got to do it yourself.
3	Could you lend me a pencil, please?	7	Yes, sure. Pass it to me.
2	Can you make me a sandwich?	7	Happy to.
1	Can you watch the kids for a moment?	7	Sure, jump in.

Translate:

- Chceš přijít na mou narozeninovou oslavu? Jo, to zní dobře.
- Tohle je spinner. Co?
- Chtěla bych něco dělat. Jako co?
- Jsem fakt dobrá na pečení dortů a tak.

1. Do you want to come to my birthday party? Yes, sounds good.

2. This is a birthday spinner. What?

3. I want to do something. Like what?

4. I'm good at making cakes and all that.

Handwritten notes: 8+8 = 16

Eating out Unit 30

Write the corresponding number to the responses.

8	Could you hold my coffee for a minute?	8	Sorry, I can't. I haven't got a spare one.
7	Could you give me a lift to town, please?	2	Sorry, I can't. I'm too busy right now.
6	Can you lend me your earplugs?	8	Sorry, I need to leave right now.
5	Could you hold the door for me?	6	Sorry, but I need them later.
4	Could you help me with the housework, please?	4	I'm sorry, I can't. You've got to do it yourself.
3	Could you lend me a pencil, please?	7	Yes, sure. Pass it to me.
2	Can you make me a sandwich?	7	Happy to.
1	Can you watch the kids for a moment?	7	Sure, jump in.

Translate:

- Chceš přijít na mou narozeninovou oslavu? Jo, to zní dobře.
- Tohle je spinner. Co?
- Chtěla bych něco dělat. Jako co?
- Jsem fakt dobrá na pečení dortů a tak.

1. Do you want to come to my birthday party? Yes! That sounds good!

2. This is a spinner. What?

3. I would like to do something. Like what?

4. I'm really good at baking cakes and all that.

Handwritten notes: 8+8 = 16, 1+8 = 9

Eating out Unit 30
Write the corresponding number to the responses.

1	Could you hold my coffee for a minute?	3	Sorry, I can't. I haven't got a spare one.
2	Could you give me a lift to town, please?	7	Sorry, I can't. I'm too busy right now.
3	Can you lend me your earplugs?	4	Sorry, I need to leave right now.
4	Could you hold the door for me?	5	Sure, but I need them later.
5	Could you help me with the housework, please?	6	I'm sorry, I can't. You've got to do it yourself.
6	Could you lend me a pencil, please?	8	Yes, sure. Pass it to me.
7	Can you make me a sandwich?	9	Happy to.
8	Can you watch the kids for a moment?	10	Sure, jump in.

Translate:

- Chciť pľiť na mou narodeninovou oslavu? Jo, to ani dobie. *Do you want come to my birthday party?*
- Tahle je spinner. Co? *That's a spinner. A what?*
- Chciť bych něco dělat. Jaka co? *I want to do something. Like what?*
- Jsem fakt dobrá na pečení dortů a tak. *I'm really good in baking cakes and something like that.*

100

Eating out Unit 30
Write the corresponding number to the responses.

1	Could you hold my coffee for a minute?	3	Sorry, I can't. I haven't got a spare one.
2	Could you give me a lift to town, please?	7	Sorry, I can't. I'm too busy right now.
3	Can you lend me your earplugs?	4	Sorry, I need to leave right now.
4	Could you hold the door for me?	5	Sure, but I need them later.
5	Could you help me with the housework, please?	6	I'm sorry, I can't. You've got to do it yourself.
6	Could you lend me a pencil, please?	8	Yes, sure. Pass it to me.
7	Can you make me a sandwich?	9	Happy to.
8	Can you watch the kids for a moment?	10	Sure, jump in.

Translate:

- Chciť pľiť na mou narodeninovou oslavu? Jo, to ani dobie. *Do you want come to my birthday party?*
- Tahle je spinner. Co? *That's a spinner. A what?*
- Chciť bych něco dělat. Jaka co? *I want to do something. Like what?*
- Jsem fakt dobrá na pečení dortů a tak. *I'm really good at cooking cakes and, bread.*

100

Eating out Unit 30
Write the corresponding number to the responses.

1	Could you hold my coffee for a minute?	3	Sorry, I can't. I haven't got a spare one.
2	Could you give me a lift to town, please?	7	Sorry, I can't. I'm too busy right now.
3	Can you lend me your earplugs?	4	Sorry, I need to leave right now.
4	Could you hold the door for me?	5	Sure, but I need them later.
5	Could you help me with the housework, please?	6	I'm sorry, I can't. You've got to do it yourself.
6	Could you lend me a pencil, please?	8	Yes, sure. Pass it to me.
7	Can you make me a sandwich?	9	Happy to.
8	Can you watch the kids for a moment?	10	Sure, jump in.

Translate:

- Chciť pľiť na mou narodeninovou oslavu? Jo, to ani dobie. *100*
- Tahle je spinner. Co? *Will do.*
- Chciť bych něco dělat. Jaka co?
- Jsem fakt dobrá na pečení dortů a tak.

Eating out Unit 30
Write the corresponding number to the responses.

1	Could you hold my coffee for a minute?	3	Sorry, I can't. I haven't got a spare one.
2	Could you give me a lift to town, please?	7	Sorry, I can't. I'm too busy right now.
3	Can you lend me your earplugs?	4	Sorry, I need to leave right now.
4	Could you hold the door for me?	5	Sure, but I need them later.
5	Could you help me with the housework, please?	6	I'm sorry, I can't. You've got to do it yourself.
6	Could you lend me a pencil, please?	8	Yes, sure. Pass it to me.
7	Can you make me a sandwich?	9	Happy to.
8	Can you watch the kids for a moment?	10	Sure, jump in.

Translate:

- Do you want to come to my birthday party? *Yes, that sounds good.*
- That's a spinner. A what?
- I want to do something. Like what?
- I'm really good in baking cakes and, bread.

100

Eating out Unit 30
Write the corresponding number to the responses.

1	Could you hold my coffee for a minute?	3	Sorry, I can't. I haven't got a spare one.
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7	Can you make me a sandwich?	9	Happy to.
8	Can you watch the kids for a moment?	10	Sure, jump in.

Translate:

- Chciť pľiť na mou narodeninovou oslavu? Jo, to ani dobie. *100*
- Tahle je spinner. Co? *100*
- Chciť bych něco dělat. Jaka co? *100*
- Jsem fakt dobrá na pečení dortů a tak. *100*

1. Would you come to my birthday party? *Yes, that sounds good.*

2. This is a spinner. What? *100*

3. I want to do something. Like what? *100*

4. I'm really good at baking cakes and those other *100*

Eating out Unit 30
Write the corresponding number to the responses.

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Translate:

- Chciť pľiť na mou narodeninovou oslavu? Jo, to ani dobie. *Do you want to come to my birthday party?*
- Tahle je spinner. Co? *That's a spinner. A what?*
- Chciť bych něco dělat. Jaka co? *I want to do something. Like what?*
- Jsem fakt dobrá na pečení dortů a tak. *I'm really good at cooking cakes and, bread.*

100

SUMMARY IN CZECH

Tato diplomová práce se zabývá tématem formativního hodnocení v hodinách anglického jazyka. Teoretická část nejprve vysvětluje hodnocení jako takové, a dále vysvětluje rozdíl mezi sumativním a formativním hodnocením. Soustřeďuje se na formativní hodnocení a vyzdvihuje jeho pozitiva pro zlepšení učebního procesu. Jako nejdůležitější prvek poukazuje na důkazy o učení, které jsou získávány právě na základě principů formativního hodnocení. Vysvětluje, proč a jakým způsobem je možné žákovi poskytovat zpětnou vazbu v hodinách anglického jazyka. Dále popisuje, jak je možné, aby se sám žák stal zdrojem učení pro ostatní spolužáky. Konečným cílem je, aby sám žák se stal vlastníkem svého učení a dokázal hodnotit své vlastní učení. V praktické části je popsán akční výzkum, který odpovídá na otázku, která ze čtrnácti strategií formativního hodnocení přináší učitelům nejvíce důkazů o učení. Praktická část také popisuje, jak samotní žáci hodnotí každou ze zkoumaných strategií. Na závěr práce jsou nabídnuty možnosti, jak formativní hodnocení může zlepšit celkový učební proces s ohledem na učitele.