

Univerzita Karlova
Pedagogická fakulta
Katedra anglického jazyka a literatury

BAKALÁŘSKÁ PRÁCE

Evaluation methods in English Lessons in Elementary Schools in the Czech Republic
and Belgium

Metody evaluace anglického jazyka na základní škole v České republice a v Belgii
Nelly Dejová

Vedoucí práce:

Mgr. Karel Žďárek, Ph.D

Studijní program:

Specializace v pedagogice (B7507)

Studijní obor:

B AJ-FJ (7507R036, 7507R039)

2017

Prohlašuji, že jsem bakalářskou práci na téma Metody evaluace anglického jazyka na základní škole v České republice a v Belgii vypracovala pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury. Dále prohlašuji, že tato práce nebyla využita k získání jiného nebo stejného titulu.

Praha 8. prosince 2017

.....

podpis

Chtěla bych velmi poděkovat vedoucímu práce Mgr. Karlu Žďárkovi, Ph.D. za ochotu a zejména za cenné připomínky a poskytnutí nepřehledného množství zdrojů, knih, článků a jiných autor. Dále bych chtěla poděkovat svému věrnému příteli JUDr. Petru Karolovi za podporu a pomoc při hledání kontaktů v Belgii, a nakonec bych ráda poděkovala všem zúčastněným učitelům za jejich věnovaný čas.

ANOTACE: Tato práce představí rozdílné metody evaluace žáků v hodinách anglického jazyka na základní škole v Belgii a v České republice. Jejím cílem je identifikovat a popsat možné rozdíly mezi použitými metodami v těchto rozdílných členských státech EU, či naopak shodné metody hodnocení výkonu žáků. V rámci této práce bude stručně definována evaluace, její typologie a účel, neboť to je základním předpokladem pro odhalení a pochopení případných rozdílů. Součástí práce bude praktická část, ve které porovnáám a zhodnotím rámcově vzdělávací programy obou zemí a jejich případnou shodnost či rozdílnost. Pro svoji druhou sekci mé praktické části jsem si, pro zodpovězení mých stanovených cílů, vybrala interview jako výzkumnou metodu sběru dat, jelikož umožňuje sledovat motivy a osobní pohled respondenta na věc, a také mi vzorek odpovědí stačí k zodpovězení mých stanovených cílů.

KLÍČOVÁ SLOVA: metody evaluace, žák, hodiny anglického jazyka, angličtina, hodnocení

ANNOTATION: This Bachelor thesis will introduce different evaluation methods of pupils in the English lessons in primary schools located in Belgium and in the Czech Republic. Its goal is to identify and describe possible differences in evaluation methods in these EU countries or, on the contrary, possible similarities. I will briefly describe the definition of evaluation, its typology and its purpose, as it is the basic premise for revealing and understanding possible differences. Furthermore, the thesis will comprise of the practical part where I firstly evaluated the possible differences of their framework educational programs by comparison and for second part I have chosen an interview as a method of research as it enables to see the attitude and motives of respondents and it will allow me to introduce the comparison of obtained data.

KEYWORDS: evaluation methods, pupil, English lessons, English, evaluation

Content

1. Introduction	6
2. Theoretical Part	7
2.1. The Function and Purpose of Evaluation	7
2.2. Characteristics and Difficulties	13
2.3. Typology	19
2.3.1. Formative Assessment.....	19
2.3.2. Summative Assessment.....	20
2.3.3. Diagnostic Assessment.....	23
2.3.4. Criterion-Referenced Assessment.....	23
2.3.5. Norm-Referenced Assessment.....	23
3. The Practical Part	24
3.1. Goal of the Thesis.....	24
3.2. Research Questions.....	24
3.3. Methodology.....	24
3.4. Framework Educational Programs in the Czech Republic and Belgium ...	26
3.4.1. Czech Framework Educational Program	29
3.4.2. Belgian Framework Educational Program.....	31
3.4.3. Conclusion.....	33
3.5. Teacher's Evaluation Methods in English Lessons in the Czech Republic and Belgium.....	35
3.5.1. Interviews with Belgian Teachers	36
3.5.2. Interviews with Czech Teachers.....	39
4. Conclusion	43
Attachments.....	46
Questions for the Interview	46
Teacher no. 1	48
Teacher no. 2	50
Teacher no. 3	53
Teacher no. 4	56
Teacher No. 5.....	60
Teacher no. 6.....	62
Works Cited	64
List of Attachments	68

1. Introduction

The term "Evaluation" can be perceived as a systematic process that leads to determining the qualities and performance of a pupil. It is organized, prepared and constantly carried out and its results are subjected to revisions or changes.

(Pasch et al. 104)

In education, this term refers to the act of giving a mark to a pupil according to his or her capability and performance. It also enables him to see the progress he has made.

(Abernot 4)

We cannot forget the fact that a young learner of English is very susceptible to any criticism due to their age and a lack of positive feedback could result in loss of motivation and self-esteem. When a young learner is evaluated, it is important to have a positive overall experience and he or she should feel the progress and they should be encouraged for active participation and communication in English (McKay 6).

There are multiple types of intelligence as stated by Gardner in *How Are Kids Smart: Multiple Intelligence in a Classroom* - linguistic, musical, mathematical, spatial, bodily kinaesthetic, interpersonal, intrapersonal and naturalistic. Moreover, the socio-economic and cultural home background influence gives the child the experience and knowledge and thus it sets them apart from the other learners (Gardner 21).

Particularly in elementary education, a teacher should know every child and take some responsibility for his education. Some children need privacy and space for thinking, but other need structured group work (McKay 16). Learning in the elementary years is, therefore, a reciprocal activity between teachers, pupils and also their parents.

2. Theoretical Part

2.1. The Function and Purpose of Evaluation

We can say that one of the possible purposes of classroom evaluation is to see whether a pupil was able to meet the defined objectives outlined by Framework Educational Programmes, yet is much more to it. It is a common opinion idea that the evaluation means the same as assessment. However, it is only one component of the whole process.

John H. Schumann in his book *The Neurobiology of Affect in Language* suggests that the process of learning a second language is a deep learning that needs to be sustained over a longer period of time. When learners evaluate themselves and are evaluated by their peers, this highly influences their positive view of the acquisition of the second language.

"Successful foreign and second language learning is therefore strongly reliant on positive emotions and attitudes on the part of the learner and on positive feedback on the part of others and on self-evaluation."

(McKay 39)

Another purpose of evaluation is the monitoring of a pupil's behaviour and this includes his/her attendance, participation in tasks and submitting homework. The last purpose of evaluation is the implicit one. It deals with the teacher's personal view on a pupils: what he thinks of them, what they think of the motivation to study, their hobbies, moral and working habits or what actions and targets would advise enabling the pupils to improve their current English level. Thanks to the teachers' professional skills, he/she is able to make an opinion and give comments on learner's knowledge. It is thus difficult to express all these aspects with one grade. This is a problem as a dynamic learning process is being made to result in a single grade with a narrow viewpoint (McKay 40).

As a result of this, the teacher could indicate various factors that are happening in the class. He/she could plan lessons more efficiently if they are aware of the weak and strong points of their pupils learning. Furthermore, it could be used for the future direction of classroom practice or for organizing and planning. Even though this type of assessment is not playing a vital role in the whole process, its importance is not negligible.

According to Pauline Rea-Dickins and Kevin Germaine in their book *Evaluation*, we could distinguish both generalized and specific objectives of purposes for evaluation. Among general objectives, there is a mixture of accountability, curriculum development and betterment and lastly the continuous self-development of the language teacher.

1. Accountability - this category shows if the educational schoolwork is effective or ineffective and thus if it should continue or not. This type of evaluation should bring innovative approaches towards new educational systems and projects.
2. Curriculum development and betterment - has the function to monitor the strengths and weaknesses of language teaching and learning where the teacher plays a vital part as it is him who can help to build initiatives by gathering information from his/her classes by monitoring strengths and weaknesses of the state curriculum and then changing it with the help of other professionals and the authorized ministry on the national level.
3. Language teacher self-development - it helps to formalize and extend teacher's knowledge. Parlett and Hamilton usually describe this category as illuminative evaluation. In this category, teachers are aware of how their class is arranged and by the qualitative approach, they could illuminate the educational programme.

(Rea-Dickins & Germaine 23)

The second major category would be the evaluation for specific purposes. P. Rea-Dickins and K. Germaine describe this type as follows:

"Here, we examine ways in which evaluation is important to classroom teachers and how their awareness can be raised by evaluation activities. We are concerned with formative and illuminative evaluation associated with curriculum development and teacher self-development."

(Rea-Dickins and Germaine 27)

Evaluation helps to identify whether the schoolwork is too demanding or too easy and thus helps teachers to adapt their planning to the needs of a pupil and clarify his expectations. Moreover, as stated before, the curriculum should be improved based on the results from data collection and it also serves as a communication between parents and teachers. In order to assist pupils to tackle their weaknesses in lessons, a teacher needs to know the

pupil's level and intervenes if necessary. All of the functions are distinguished in detail in pedagogical guides but they vary regarding the terminology and the number of functions. As the evaluation has the function to show the status of student competences, we can distinguish three functions of it according to Belgian specialist A. Bonboir (1972):

1. Descriptive, which reveals the level a student was able to reach.
2. Diagnostic, which helps a student to indicate where he has several gaps in his learning.
3. Prognostic, that states an exact problem, which a student should focus on.

(Bonboir 6)

The French magazine *La Revue de l'Education* adds more division to evaluation functions. Unlike A. Bonboir, they include the "certification function" which is a type of evaluation that has come to designate all the knowledge and competence drawn up at the end of a stage of schooling with the pupil is given a certificate. Its primary function is to enable the pupil to be competitive on the market. It acts as a guarantee of knowledge of a pupil. This is because of the fact that an employer will trust the certificate. Czech division does not include the process of handing over the certificate at the end of the year as a function. Each author gives the definition of function differently. According to Kolář and Šikulová in their book *Hodnocení žáků*, the functions are presented as follows:

1. Motivational function

It is a significant function in the whole process and it is put on the top, as it is one of the most common functions used by teachers. The essence of motivation is to meet the needs and interests of pupils and it highly influences theirs in the field of performance and his participation in the learning process. The desire to be praised prevails and it is connected with the social nature. Kolář and Šikulová specify the need for success, recognition, self-respect and also self-respect, the need for knowledge and to be positively accepted.

(Kolář and Šikulová 45)

2. Informative function

This shows how well the student is doing in lessons. He/she finds out where they have gaps and what aspects need more practice. Moreover, it informs them whether the goal that they have been pursuing has been fulfilled (Mareš and Křivohlavý 95).

The informative function has the same definition as the diagnostic one spoken about by the French author Bonboir. Additionally, J. Průcha in his *Pedagogický slovník* uses the same naming: diagnostic. Czech pedagogues such as J. Štefanovič and J. Velikanič separate those two terms, believing they have slightly different meanings. More or less, the diagnostic/information function is focused on the relevance of pupil's difficulties and personal problems.

We know that the continuous monitoring helps us to follow the development of a pupil, whilst the exam has the verification function (Bloom 77).

It accumulates only descriptive and diagnostic viewpoints for several purposes. For example, the entrance exams for high schools or for other institutions that need to reveal the various competences of a pupil.

3. Regulative function

By using the regulative function of evaluation, a teacher deliberately uses the evaluation to give a pupil an incentive to learn. This process affects the quality of pupils' work in lessons, the amount of efforts and learning style (Taba 247).

According to Kolář and Šikulová, it is a teacher who regulates the pace of the lesson and also comments on pupil's activity. This could be a suitable means of how to make the pupil perform better. The teacher then outlines the steps pupils have to take or the knowledge they have obviously not obtained.

The Academy of Toulouse took an article from the book *Comment concevoir un enseignement?* by Musial, Pradere and Tricot where they prefer to call it "assisted learning" and they do not think that the teacher should instruct pupils and comment their development and progress. Instead of this, they say that regulating someone's learning is not indicating what did not work or what remains to be done. On the contrary, it is more regulating pupil's effort on what has been done and what has been achieved (Musial, Pradere & Tricot 210). This is a major, if not, the main purpose of evaluation. Though

those two interpretations of the regulative function are grasped from two points of view, one remains to be the same. The teacher has the primary role in the learning of the pupil. His/her guidance and methods are relevant in the entire process of evaluation.

Deliberately directing the teaching methods to help the pupil to fulfil the curriculum or to highlight the pupil achievement is the regulative function of education. With a good assessment, a teacher can have a positive influence on the pupil but if the evaluation process is not completed correctly, some areas of pupil's personality might be disturbed. (Kolář and Šikulová 53)

Even though Musial, Pradere and Tricot, do not agree with sanctioning as a function of evaluation, they implemented it in the possible options. In a chapter in the book *Comment évaluer les apprentissage?*, they say it could serve as a way to educate pupils. They claim that it could be possible to use it as a threat and, as a result, it could be a driving motive for a pupil to try harder. Another type of sanctioning would be the “surprise” evaluation. Then they conclude with the comment that it is the perversion of the evaluation. (Musial, Pradere and Tricot 212). The Czech books utterly avoid implementing this function in the classification.

4. Prognostic function

Its objective is to predict the pupil's success in training. It can take place at the beginning of it or at the end. The teacher of the 3rd class in the elementary school who, based on the grades given to the pupils, gives their advisory opinion or discourages them in decisions of potential future careers that would certainly not be appropriate for a pupil (Abernot 19). Czech pedagogue Jan Slavík is the same opinion and he states that this is particularly valid for Czech learners in the ninth grade of secondary school. This prognostic function is extremely valuable as it can help the pupil to avoid any future disappointment or disillusion.

(Kolář and Šikulová 53)

5. Differentiation function

The differentiation function of the evaluation has for a task to divide pupils into homogeneous units (Kolář and Šikulová 55).

Pupils are then divided into groups according to their level of ability and their grades. The primary School Paskovská in Ostrava, which I had visited, supported this division as they installed it in primary subjects: Mathematics, Czech and English. The other subjects were taught together. Allocating pupils into various groups should give them the certainty of being well prepared for entrance examinations at high schools. For example, there was an English course 1, 2 and 3. English 1 was for the pupils with best results, English 2 for pupils with good knowledge but they wanted to focus on another subject and English 3 was for pupils whose further education did not incorporate this subject. Moreover, there was a lesson of English for the whole class where the covered schoolwork was practiced and repeated together. The “joint English lesson” should ensure that the pupils are always a group, regardless of their level and those three groups should ensure the development for skillful pupils and less stress-free hours for slower ones.

In conclusion, the French authors tend to put the function of evaluation and its typology into one division. Some of them do not further divide the motivation, selective or activation function as J. Velikanič or J. Štefanovič. Not even in the *La Revue de l'Education* where besides the function stated by A. Bonboir, they specify formative and summative evaluation, which is in the Czech methodology classified as a type of evaluation. Another function was certificative evaluation which means granting a diploma or access to higher level of education, the normative evaluation which makes possible to situate the pupil in relation to other learners with which I had encounter also in the Czech classification but under the term differentiation. It is particularly useful for selection and recruitment and can allow emulation and competition.

Finally, a criterion-based evaluation can be used to measure the gap between the competences and the specific criteria for success. It is generally measured as acquired/not acquired.

(Canard 8)

2.2.Characteristics and Difficulties

The study of characterization of evaluation is called docimology coming from the Greek word dokime, which means a test. More precisely, it deals with the systematic study of examination. Gilbert de Landheere in his *Dictionnaire de l'Évaluation et de la Recherche en Education* (1979) also adds the behaviour of pupils and teachers, the generosity or severity of examiner, the fear of students and also the competition. The classic docimology is interested in problems of fidelity, validity, and sensibility.

According to Scott Thornbury in his publication *How to teach grammar*, he explores more factors to be taken into account while assessing:

- Practicality - how easy it to set up and mark?
- Reliability - does it give the consistent result?
- Validity - does it test what the teacher wants to test?
- Face-validity - do students recognise it as a fair test, do they perform to their ability?
- Backwash - does it positively influence the teaching?
- Spin-off - cant the test be used for review and remedial teaching?

(Thornbury 143)

These questions appear also in Belgian pedagogical guides, such as in *Les méthodes d'évaluation scolaire* by Yvan Abernot where he explores fidelity, validity, and sensibility. Teachers asking themselves if they consider the assignment excellent as they consider it now is the example of fidelity, if they are measuring correctly what they are trying to measure (validity) or if the notes vary quite finely depending on the quality of the work which is to be evaluated (sensibility) (Abernot 11).

Abernot also says that a faithful evaluation is the one where the results are the same irrespective of the number of revision tests or examiners. He thinks that two different evaluators will never mark two tests similarly, but if the schoolwork was properly explained to a pupil, the notes may be quite close.

Validity explores what it is supposed to be evaluated and nothing more or less, but correcting a large number of copies afterwards is not without causing differences in

correction between the first and the last. Like problems of fidelity, those concerning validity are never completely absent from an evaluation. However, they can be minimized. At last, sensibility deals with the grading system. Unfortunately, the teaches are not synchronized in the act of grading. Some of them take the extremes, the others border around the average. Then one may think where it is the point of evaluation in such a case. Various scholars tend to solve this irregularity with math figures. There are several methods presented which should eliminate the biased evaluation or dissimilarities. It is possible to use the same series of copies that would be corrected several times by the same corrector with the hindsight or several different correctors could correct this set of copies. Mr. Spearman and Mr. Brown contended that the number of evaluators for an accurate grade would be 28 people for the English language, which would be impossible to practice in a real life.

As a matter of interest, most examiners would be needed for a dissertation work in the field of philosophy - 127 examiners, and least in the field of Mathematics, where the number of examiners is 13 people. Physics needs 16 people.

(Abernot 21)

This figure was invented by Spearman-Brown:

$$R = \frac{nr}{1 + (n - 1)r}$$

Would be

$$n = \frac{R(r - 1)}{r(R - 1)}$$

Where

R is a coefficient of fidelity,

r is an average coefficient of correlation,

n is the number of evaluators.

Henri Laugier takes the view that the result of the average marks awarded by a certain number of evaluators is the “correct note”. In fact, there is no evidence proving that the “correct note” is more truthful than given by a single evaluator.

Some critics, such as Perrenoud and Crahay are of that opinion that the teacher is forced to make differences in performances, so at the end, they are to adopt more normative and criterion-oriented attitude. As a result, they distribute the notes according to the Gauss curve (some pupils are “weak”, but rarely, some are “strong” and the vast majority are in the average) (Abernot 25).

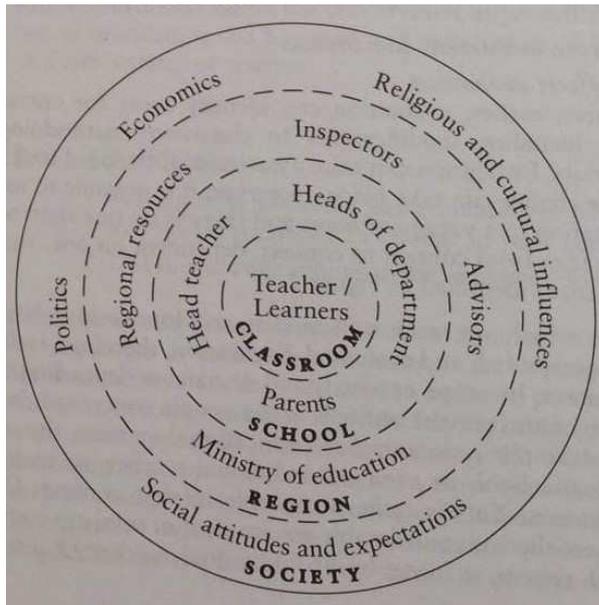
Gilbert de Landsheere in his book *Évaluation continue et examens, précis de docimologie* explains the phenomenon quite simply. He thinks it is a perfectly normal issue that reflects the teacher’s approach to the lesson. In his course, he gives a certain degree of difficulty adapted to the majority of this group. Hence, the results are average too and therefore it approaches the Gaussian curve. It is then called a “normal distribution”. He calls it natural that the curve indicates roughly 70% of the average, 13% good, 2% excellent and 2% very bad (De Landsheere 36).

Various types of interference might cause it, such as a corrector tending to assign a pupil grades comparable those that acquired previously. Moreover, De Landsheere claims that the stereotypes affect not only subjectively evaluated assessments, but also objective ones, such as orthographic dictations. The experiment inspired by Zillig, shows, that the teacher soon knows which pupils are better and which are worse. He noted that there is a significant oversight where teachers will favour better students over those who struggle more. In the first case, the teacher expects not to meet the errors in the dictate, in the second case, he expects them and therefore starts to watch for them (De Landsheere 41).

The Czech terminology refers to it as a *tendency of perseverance*.

Yet obviously, there are other factors that could influence the evaluation, and we know that these factors consist of various socio-cultural environment or politics of the education system, which affects every individual in the class. In the book *Evaluation* by Pauline Rea-Dickins and Kevin Germanie, there is a figure that shows how the context therefore directly affects this process (see figure 1).

Figure 1. A Context for Evaluation



Source: Germaine, Kevin, and Pauline Rea-Dickins. *Evaluation*. Oxford Univ. Pr., 2008. Figure 2:A Context for Evaluation.pp. 19.

At some point, the process of education can meet uneasy circumstances, such as politics or religion, but on the other side, it could bring an incentive for new innovation in education and break the old influences.

There are other factors, which could cause difficulties in evaluation, such as the fatigue or a momentary distraction of a corrector. The experiment of Hartog and Rhodes that was led in 1995 began by asking 14 correctors to rate, for the second time, fifteen copies after twelve to nineteen months they had noted them. Any trace of correction had been erased. In ninety-two cases out of two hundred and ten, the verdict was different from one another (McKay 13). The instability of the same corrector is then very common and the evaluation should include it although it is expected from the evaluators not to be biased at all. But yet, we need to take it into consideration and work with that fact as the natural phenomenon.

The evaluation tool also plays the role in distinguishing what information is valid and credible. It is firstly qualified based on the type of the response. If a test is in the form of a questionnaire, we need to take into consideration what type of the questionnaire it is. If it has a multiple choices answers, we need no more than just a cross to indicate the pupil's choice. Those tools with prepared answers are rather closed ones. Alternatively, if a pupil is given a freedom for his choice it is called an open question. However, there are plenty of variations where the degree of pupil's liberty is limited and variable. The tools, which are

closed, call out the convergent thinking, that is to say, the style where the expected answer is without ambiguity. For example with a question such as “ What is the year of the battle of Trafalgar?”, the student is not expected to require significant creativity.

Divergent thinking leads to creativity, more or less original, obviously cannot be evaluated the same way as the reproductions of the dates of several wars. In summary, the tests throughout the year might not hold the same value and we will need to set up some objectives first in order to choose the best tool how to achieve fulfillment of FEPs standards and also how to decide what we really want to evaluate in the subject.

While evaluating, teachers need to take into account the fact a pupil's entire personality is reflected in the process and not only the stated answers in the written assignments. Children bring to their language their interests, individual learning styles and abilities, strengths and weaknesses (McKay 5).

Effective assessment of pupil is tied to the principles of learning adopted within the curriculum but still, in educational institutions, there is natural relativity in this process. For example, a pupil in the class is not necessarily brilliant but in comparison with his/her classmates is the best. Perhaps he/her would be sixth or tenth in another classroom.

(McKay 23)

The ranks in the class relativize their performances as young people are susceptible to the criticism and take it very personally, another possibility would be the well-known issue of favouritism. According to Petr Matějů and Natálie Simonová who led the experiment in March 2014 for the Czech magazine *Orbis Scholae*, boys are more short-changed in schools. The leaders of the project, Petr Matějů and Natálie Simonová had begun with the analysis of data from the PISA 2003 student assessment and they had encompassed the academic performance of about 5800 pupils from the 9th grade. They drew the conclusion that the boys are much more short-changed in the evaluation than the girls, this is similar to most recent researches in other EU countries, which was a surprising result since the gender studies often claim the opposite. The school grades results show that girls are better in languages and in Math, but if we take a look onto the PISA results, it paradoxically shows a difference. Petr Matějů concludes the boys are measured lower and harder as in most of the OECD countries. The essay presented several possible explanations why it is happening such as a teacher including more factors into his evaluation - for example, a more conscientious approach to learning or doing homework meticulously.

In conclusion, there is no need to exaggerate the problems of fidelity of the evaluation. To be honest, the good works will never obtain a bad note and vice versa. It is fundamental to

understand that everything what is not a strict application of norms comprises also a part of the personal contribution of a corrector or an examiner, though we need to be aware of possible misconduct such as a momentary distraction, fatigue or the stress level of the evaluator, but still, there is no possibility to ensure a fully objective condition for “truthful note” such as 28 examiners for one English test.

A pupil needs to understand that if one teacher gives extra points for the originality of his work whilst the other does not and rather focuses on the formal side of the work and its accuracy, none of these teachers present an absolute model. One sees it good, other too personal or impersonal or heavy going. After all that has been aforementioned, we can try to work on the elimination of these problems, such as marking the assessment papers once again but with hindsight, or with the copies in a different order, or if the corrector finds something incorrect, it would be advisable if he leaves an explicative remark explaining the error, not only leaving an indicative remark or note. Without it, the experience would be very limited and not enhancing for the pupil. There is a suggestion that the explicative remarks should be on the separate sheets as it would serve as continuous checking of pupil’s amelioration and after several months, they could look into this sheet and review about their progress in learning the English language (McKay 24). For example, if they have stopped making the same common mistakes or if they have improved their writing skills.

2.3. Typology

We can come across to a number of different types of evaluation and therefore I will list the major ones that are stated by Bloom or by Kolář and Šikulová. I decided to give the most space for the formative and summative assessment as the interviewed teachers talked the most about it.

2.3.1. Formative Assessment

The term formative assessment stands for the type of assessment where a teacher will monitor a pupil's progress during lessons with the purpose of providing feedback to said pupil. It informs the teacher about a pupil's understanding, and it could be valuable information for possible adjustments that would help ensure the pupil will achieve targeted standards-based goals defined by the FEPs. It also helps a teacher to better explain the pedagogical expectations and to clear up the objectives based on his/her findings. Abrecht is of the opinion that the formative assessment identifies causes and surpasses them rather than sanctioning them as summative evaluation does (Abrecht 55). It is more concerned with the process of education rather than results.

In recent years, OECD has made a statement that the Czech Republic schooling system lacks a feedback method and therefore it should embrace the interest in the formative evaluation method and put it into the practice.

(Santiago et al. 4)

According to the OECD definition, the formative evaluation means continuous interaction between a teacher and a pupil. Formative evaluation helps to identify the pupil's needs and shortcomings, and then encourages adjusting the learning process to match what the pupil requires.

(Formative assessment 21)

Apart from that, OECD also defines the key components of formative assessment as:

- The school environment encouraging the interaction between pupils
- Defining the goals of the learning process
- Using different methods of evaluation
- Using various teaching strategies
- Active participation of pupils into the learning process

- Feedback

(OECD 121)

According to Czech pedagogue expert Karel Starý, the definition is not correct, and he is against it. He says that such a definition totally neglects the teaching, though most of the authors lean towards the more specific description of giving a feedback to children, and the teachers (Košťálová, Miková, Stang 25).

For pupils to view themselves as adequate, it is important that they are given many opportunities to be rewarded. Bloom presented the method of how to master learning and he came up with the formative tests that are models for formative evaluation. He believes that his technique of *Mastery learning* can be one of the sources of good mental health. Even though some pupils are more talented in this subject than others, Bloom believes that the best grade can be achieved by up to 95 per cent of the students in a class. It is assumed that it will take more effort for some of them to reach this standard, but appropriate conditions might modify the outcome.

There are many strategies for mastery learning, but one of them is the diagnostic formative tests that corresponds to a specific chapter in a textbook or well-defined portion of a course. These tests should be repeated, they should define whether a pupil has mastered the unit or what they still need to do to master it. The diagnosis should be accompanied by very specific description of the result. They would mark the test either mastery or nonmastery. Never should they be assigned with a grade since if they have a repeatedly low grade, a pupil will accept this low grade as his fate and he will lose the motivation.

“Formative evaluation tests should be regarded as part of the learning progress and should in no way be confused with the judgment of the capabilities of the student or used as a part of the grading process.”

(Bloom 10)

2.3.2. Summative Assessment

At the end of a course, the teacher, the pupils, and their parents will want to know how well he/she has progressed. This information needs to be measured and also needs to be reported to others. The assessment may be based on the results of tests or on a teacher's summative decisions after observations of the pupil's performance through the year. The results can be public and used for comparing with other past, future or foreign results (e.g. in PISA tests).

This type of evaluation is usually classed as high stake, meaning it has high importance and the final grade has a high point value. It could be in the form of mid-term tests, final projects or papers (Harlen 51).

If a summative assessment is used within the school, the information gained is used for keeping a record of the pupil's progress. Teacher-made tests and tasks are designed precisely for assessment purposes, they frequently focus rather narrowly on information gained through the course rather than on the full range of learning goals, such as problem-solving ability, critical thinking skills and creativity (Harlen 53).

The project lead by Flexer et al. (1995) in an English course in a school district in the USA totally waived standardized tests for two years and presented more hands-on activities, problem-solving and asking students for explanations. They had a greater success concerning a pupil's knowledge. If a summative assessment is used for external purposes, there is a concern about possible reliability of the grade. The results of those tests may be used for selection and comparison among the schools and the final gained grade might not give the information that is needed. Usually, there is pressure upon the teacher who is held responsible for the assessment, and thus they give multiple practice tests and also coaches pupils in how to answer the test questions rather than applying their understanding.

(Harlen and Deakin Crick 6)

Validity is then disrupted, as the results do not show the achievement but simple the pupils' ability to answer the test questions.

The table 1 on the next page describes state policy for internal summative assessment at ISCED level 2 designed by the pupil's own teachers and implemented as part of regular classroom instruction in schools. Here, we can see what is the most important method for evaluation. Both countries have similar approaches.

Table 1. Internal summative assessment frameworks at ISCED level 2 (2012)

Table 4.A.1.1. Internal summative assessment frameworks at ISCED level 2 (2012)

Country	Programme type	Is there a policy framework that regulates internal summative assessment?	Who is responsible for ensuring compliance with the policy framework for internal summative assessment?	Which reference standards are used for internal summative assessment?	What mechanisms are in place to ensure the reliability of marking in internal summative assessment across students (within and between school)?	What is the weight of internal summative assessment in determining student year-end marks?
Belgium (Fr.)	All programmes	No, but certain basic requirements are set at the central level for all schools	Inspectorate	National curriculum goals, national standards	Availability of guidance materials for marking student performance in the examination (provided by education authorities or school organising bodies)	100%
Czech Republic	All programmes	No, but certain basic requirements are set at the central level for all schools	School board or committee, Czech School Inspectorate	National curriculum committee, Inspectorate	None	100%

Source: OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning: Table 4.A.1.1. Internal summative assessment frameworks at ISCED level 2 (2012).

2.3.3. Diagnostic Assessment

This type of assessment searches for a pupil's strengths and weaknesses, knowledge and preconceptions before the assessment is set up. Like all forms of evaluation, diagnostic involves a valuing, determination, description and classification of students' progress and aspects of their learning (Bloom 87).

Usually, there are pre-tests and post-tests where the pupil is given a test before the course has been covered so as a teacher would find out where the pupil already stands intellectually or emotionally. It is a set of written questions and either short or multiples choices answers. The feedback of the teacher is informal (Kolář and Šikulová 19).

2.3.4. Criterion-Referenced Assessment

Students are measured based on their achievements of the outlined curriculum rather than against each other. Criterion-referenced measures serve two primary purposes. First, they provide specific information on the performance levels of individuals with regard to the instructional objectives. Second, these measures provide information that is useful in evaluating the effectiveness of the instructions received (Smith 5).

2.3.5. Norm-Referenced Assessment

Unlike criterion-referenced, the norm-referenced assessment compares the pupils and assess their performance based on the performance of others. According to Lee, Parry and Morgan, it is commonly named as “grading on the curve” and it does not say anything about the real learning outcomes. Moreover, this form of grading speaks to traditional and rather antiquated notions of 'academic rigour' and 'maintaining standards'.

(Lee, Parry & Morgan 1)

3. The Practical Part

3.1. Goal of the Thesis

The purpose of this thesis is to find out whether the evaluation methods used in the Czech Republic and Belgium educational system are different or equivalent for pupils in English lessons at primary schools. Both the Czech Republic and Belgium are members of the European Union, which could demonstrate similarities in the educational framework. I will display the evaluation methods of the language skills expectations through the school year in both countries.

3.2. Research Questions

Initially, I split my research into three sections, asking myself three research questions. As both countries have English as their chosen foreign language, I would like to find out:

1. Whether both Czech Republic and Belgium have any national curriculum and if so, how do they differentiate between the two countries?

Correspondingly, I would like to ask:

2. Is the Common European Framework for languages implemented in the national curriculum and examination?

Together with the above-mentioned questions, I would proceed to the last the most relevant research question which aims to find out:

3. What types of evaluation methods do the teachers use to fulfil the possible national curricula in the primary education?

3.3. Methodology

Firstly, I compared and analyzed the national curriculum between the two countries illustrating the difference and similarities when implementing the Common European Framework for Languages. Subsequently, within my research, I conducted a qualitative research in the form of interviews with a total of six interviews with six teachers from both the Czech Republic and Belgium. The schools were chosen based on their similarity in the education system since there are not specialized institutions. All of the interviewed teachers

are women as the share of men in primary education is only 15,7 %¹ in the Czech Republic and 18%² in Belgium. By interviewing the different teachers it allowed me to see the purpose of evaluation in their perspective, the different evaluation rules and criteria used in both countries, and the various methods of evaluations used. Permitting, me to see the evaluation methods in the Czech Republic in comparison to Belgium.

The scope of my work did not allow me to interview more of them and I am aware of the fact that it is rather a probe, instead of a research, which has not a high degree of generalization, but the benefit of representative sample is the opportunity to reveal new questions which would arise from my results. I chose an interview as it gives the possibility to learn more about teachers' views on the purpose of evaluation, the evaluation rules and criteria in both countries and finally on the various methods of evaluation and possible similarities and dissimilarities. I used 13 questions to structure the interviews, allowing me to evaluate my research as accurately as possible. I had studied the school curriculum of the Czech Republic along side with the *Programme Intégré* of Belgian schools.

When leading my interview, I decided to visit only the French part of Belgium as it follows the Catholic Education Programme, and its educational system is similar to the Czech Republics, allowing me to illustrate the similarities of evaluation methods between the two countries. The teachers I interviewed all taught pupils who were in their last academic year at primary school, at the age scale of 10-12 years old. In Belgium, primary school ends at the 6th grade whereas in the Czech Republic, pupils end with the 5th grade. I specifically chose teachers who taught in the last academic year of primary school as it allowed me to see the results of the evaluation method has had on the pupils, and whether it prepared them for the complexity of secondary school.

¹Ministry of Education, Youth and Sports of the CR. "Teachers, total and as % of female and male teachers: by type and kind of school." www.czso.cz/documents/10180/25704419/3000023302.pdf/57eb9a5a-f837-4dc8-87bf-64c3b3fdd33e?version=1.1. Accessed 3 Dec. 2017.

²Institut des statistiques de l'Organisation des Nations Unies pour l'éducation, la science et la culture. "Éducation primaire, nombre d'enseignants (% de femmes). 10 Sep. 2016. www.donnees.banquemondiale.org/indicateur/SE.PRM.TCHR.FE.ZS?locations=BE. Accessed 3 Dec. 2017.

³Be. Brussels. *Enseignement maternel et primaire*. www.be.brussels/enseignement-formation/enseignement-maternel-etprimaire. Accessed 3 Dec. 2017.

⁴Český statistický úřad. *Primární vzdělávání-ISCED 1*. www.czso.cz/documents/10180/20536112/022608v03.pdf/ea698eeb-e78d-4340-9c90-fd1e73f439d0?version=1.0. Accessed 3. Dec 2017

3.4. Framework Educational Programs in the Czech Republic and Belgium

Since both countries are member states of the European Union, Ministry of Education, Youth and Sports of the Czech Republic⁵ as well as the Belgian Ministry of National Education and Culture of Belgium⁶ present the information that they practice the guidelines of the Common European Framework of Reference for Languages, language proficiency and textbooks across Europe. The expected level of English is the acquisition of the level A2. Furthermore, in the majority of OECD countries, there is a central education authority, which outlines the curricula (e.g. Ministry of Education). A document that validates the content of education, which includes all the teaching that pupils receive at school and in activities related to school, which is split into two levels: State curriculum and school curriculum.

The state level represents the National Education Program (hereinafter referred to as NEPs) and Framework Educational Programs (hereinafter referred to as FEPs). The National Education Programme defines the education as a whole and FEPs defines binding education frameworks for individual stages - pre-primary, primary and secondary education. Then, the school level is represented by School Education Programs. The programme is carried out at different schools individually.

(Framework Educational Programme 4)

The Czech Republic has it shared between central and decentralized education authorities. Also, except for the Central education authority, it has *Czech School Inspectorate* and other regional education authorities responsible for the development of education system evaluation.

As for Belgium, there is *General Inspection Services (Service général de l'inspection)* and the Ministry of Compulsory Education, Culture and Childcare, which outlines the curriculum on the national level. Then, there are also framework educational programs, but there is a difference in absence of School Educational Program. In my thesis, I will focus only on the part of Belgium, which is administrated by the French Community of Belgium

⁵Ministerstvo školství, mládeže a tělovýchovy. "Společný Evropský rámec pro jazyky."

<http://www.msmt.cz/mezinarodni-vztahy/spolecny-evropsky-referencni-ramec-pro-jazyky>. Accessed 2 Dec. 2017.

⁶Ministère de la Fédération Wallonie-Bruxelles Administration générale de l'Enseignement. Référentiels de Compétences - Les Socles de Compétences. <http://www.enseignement.be/index.php?page=24737>. Accessed 3. Dec. 2017.

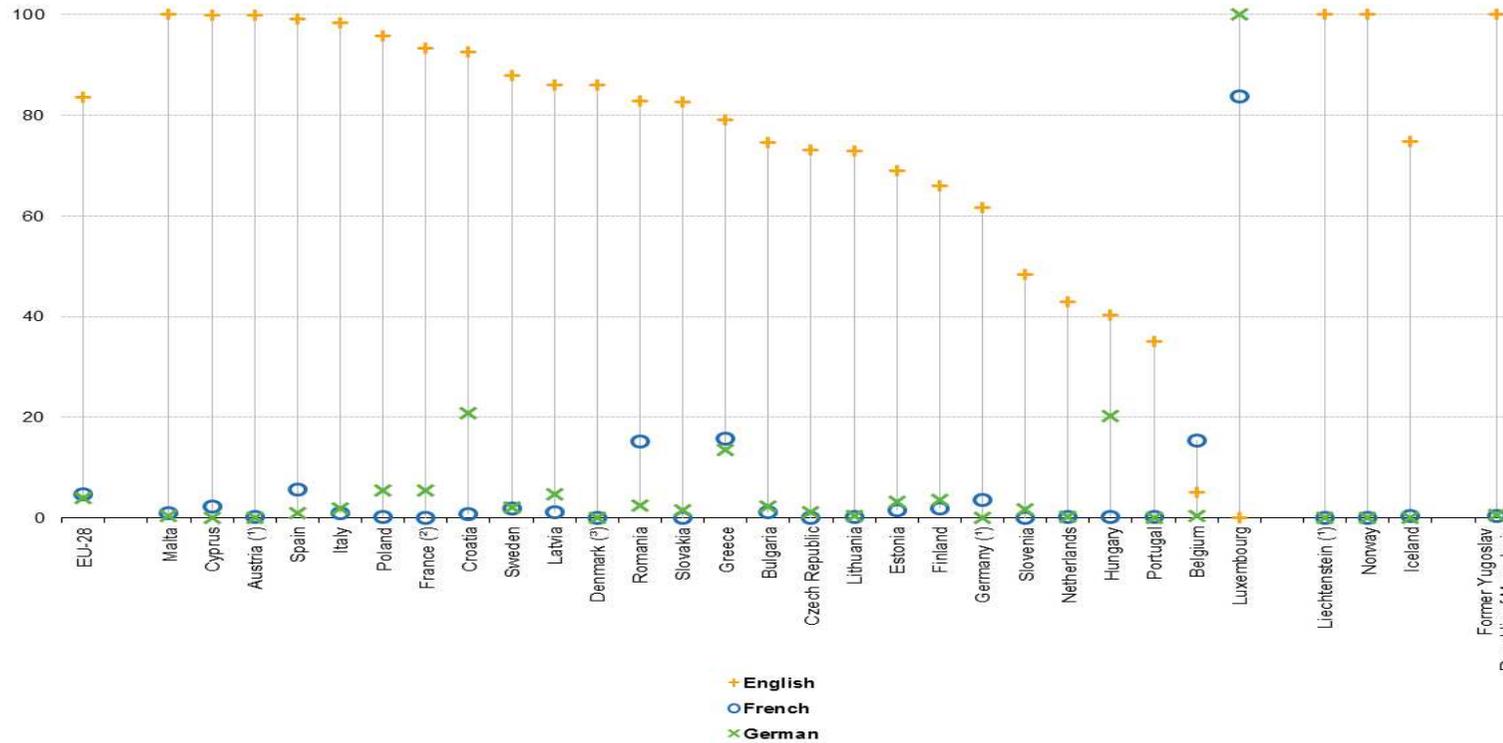
which organizes the programme for the main four networks: schools organized by the French Community, schools organized by the provinces and municipalities, free non-denominational schools and religious schools.

For elementary schools, both FEPs drift towards the flexible organization and, if possible, towards the personalization of teaching for the needs of each pupil, the use of different teaching methods, the creation of wider choice of optional subjects for the development of the interests and individual assumptions. It also contends that the educational institution should be a pleasant social, emotional and working environment. This demonstrates that more effort should be given in limiting the exclusion of pupils. Furthermore, they support the need for effective school, school counsellors and other people involved in pupil education.

According to the *Eurostat* by European Commission, within primary education, English is by far the most popular language studied in the EU countries - precisely 16,7 million pupils at primary level. When the Czech Republic has joined the EU in 2004, there was an immense change concerning the teaching of foreign language. Nowadays, the proportion of pupils learning English exceeds 50% of all pupils (Eurostat 2015), unlike Belgium where they rather focus on teaching French or Dutch instead of English. Thus, we should take into consideration the fact that demands and methods of evaluation might differ between the Czech Republic and Belgium.

On the next page, you will see that I have illustrated the proportion of pupils learning English in EU countries expressed in percentage (see fig. 2). Within primary education, we can observe there is a clear majority of pupils learning English in the EU Member States. The English is mandatory in several countries. Including the Czech Republic, where the Russian was compulsory in the past, we may see there is a rapidity of a share that exceeds more than 50% pupils in the country. This could not be said for the Belgium since the French language has its largest share. Those results might have an impact on the evaluation of the English language in the primary education:

Figure 2. Proportion of Pupils in the Primary Education Learning Foreign Languages



Note: ranked on English. Refer to the internet metadata file (http://ec.europa.eu/eurostat/cache/metadata/en/educ_uae_enr_esms.htm). Ireland: not applicable. The United Kingdom: not available.

(*) German: not applicable.

(?) French: not applicable.

(*) 2016. French and German: not applicable.

Source: Eurostat (online data code: educ_uae_lang01), UNESCO Institute for Statistics (UIS) and OECD

Source: Proportion of pupils in primary education learning foreign languages, by language in 2015 expressed in percentage. Eurostat (educ_ilang) and (educ_uae_lang01), UNESCO Institute for Statistics (UIS), OECD.

The Common European Reference for Languages suggests that the level A2 is supposed to be achieved by a pupil at the end of a primary school.

(Common European of Reference for Languages 33)

Also, the thematic areas should be more or less the same for both countries. The Council of Europe decided that there would be 14 topics that should be covered at the end of the level A2:

- | | |
|--------------------------------|--------------------|
| 1. Personal identification | 8. Education |
| 2. House and home, environment | 9. Shopping |
| 3. Daily life | 10. Food and drink |
| 4. Free time, entertainment | 11. Services |
| 5. Travel | 12. Places |
| 6. Relations with other people | 13. Language |
| 7. Health and body care | 14. Weather |

(Ek and Trim 59)

3.4.1. Czech Framework Educational Program

According to Czech Framework Educational Program, there are four key aptitudes of pupil that are required, these are:

- Flexibility
- Individuality in resolving problems
- Willingness to learn new things and the ability to cooperate

According to Čechová in her publication *Nápady pro rozvoj a hodnocení klíčových kompetencí žáků*, teachers are aware of it, but they are scared of not meeting the requirements of FEP if they are supposed to adapt all content of the lesson to learning key competences. It also arises a question how to implement them into the lessons.

(Čechová 117)

The FEP requires to cover all of the curriculum and the teachers worry about the lack of time, because they cannot focus all of the attention on key competences instead of learning their subject, e.g. English.

The key competences are crucial to help a student to reach the outputs that are outlined by FEP. The language is consists of four different skills: listening, speaking, reading and writing.

Czech FEP outlines the thematic areas, grammar and sound and graphic language expectations. Firstly, there are:

- Thematic areas that are to cover such as - home, family, school, leisure, occupation, human body, food, dressing, purchases, residence, means of transport, calendar year (holidays, seasons, months, days week, hours), animals, nature, weather
- Grammar - basic grammatical structures and sentence types when they are part of a grammar teaching (elementary errors are tolerated and do not interfere with the meaning of communication and understanding)
- Sound and graphic language - phonetic features (passive), basic pronunciation habits, the relationship between the sound and the graphic of the words

Vocabulary - basic vocabulary in the communication situations of the thematic subjects circuits, working with vocabulary

(Framework Educational Programme 24)

Within the defined limits in the Czech curriculum, a listening outcome of a pupil should:

- Understand words and simple sentences if they are pronounced slowly and clearly and pertinent to the themes learned, especially if it is available visual support
- Understand simple questions about his/her person

In speaking activities, a pupil is supposed to be able to:

- Engage in simple conversations
- Provide a simple way for basic information about himself, families, schools, leisure and other topics
- Talk about your family, friends, school, leisure and other learners themes
- Tell a simple story or event; describe people, places and things from yours everyday life

When it comes to reading, a pupil should be able to:

- Find the necessary information in the plain text that is adapted to the covered themes
- Understand simple short texts from everyday life, especially if it has visual support available

And finally, the writing competences are fulfilled if a pupil could:

- Fill in the basic data about itself in the form

- Write short text using simple sentences and phrases about himself, family, activities and events from the area of their interests and everyday life

(Framework Educational Programme 28)

3.4.2. Belgian Framework Educational Program

The Belgian FEP sets up the general objectives of education of modern language where the goal is the language should encourage self-confidence and the development of personality within the pupil. Furthermore, a pupil will be able to achieve the necessary skills and knowledge needed to succeed in other topics such as economic, social and cultural life.

Part of the Belgium culture, it is important to be a respectable citizen, representing the Belgium society. This is implemented within the English lessons in Belgium allowing the students to develop an inclusive and pluralist society, which is open-minded and struggles for democracy. The most vital practice in Belgium is that each pupil has an equal opportunity (Les Socles des compétences 51).

The core skills that need to be attained in the English lessons for the oral section is the ability to confidently understand and express themselves in the following areas:

Personal characteristics:

- Name, age, address, telephone number, close family, clothing and pets.
- Daily routine
- Instructions given in class (school materials)
- Out of school activities: relationships with others (greetings)
- Meal: Food and drinks, favourite meals and recipes.

(Les Soclés de Compétences 51)

In regards to the listening section, a pupil should adopt a positive listening attitude, and construct the meaning based on understood different elements. The following table 2 outlines the skills the pupil should be to achieve:

Table 2. Listening Core Skills

	EXPECTED SKILLS	IMPLEMENTATION CONDITIONS	LEVEL TO BE ACHIEVED
II	<ul style="list-style-type: none"> understand familiar words, common phrases 	<ul style="list-style-type: none"> in a face to face situation, in good reception conditions, with someone who speaks slowly and clearly 	<ul style="list-style-type: none"> recognise the target language identify syntactic structures, sounds, language functions, intonation (order, questions) recognise key words and understand their meaning

Source: Fédération Wallonie-Bruxelles, Enseignement et Recherche Scientifique: *Les Socles de compétences*, 2015, pp. 54.

When a pupil is speaking in English lesson, he/she would need to be able to form complex sentences when spoken to by the instructor. The FEP presents the necessary skills in the first at the end of primary school.

Table 3. Speaking Core Skills

	EXPECTED SKILLS	CONDITIONS OF ACHIEVEMENT	LEVEL TO BE ACHIEVED
II	Expressing oneself orally to produce simple messages	<ul style="list-style-type: none"> simple messages close to the models the pupils encountered in the lesson 	<ul style="list-style-type: none"> be able to use simple expressions and sentences

Source: Fédération Wallonie Bruxelles, Enseignement et Recherche Scientifique: *Les Socles de compétence*, 2015, *Les Socles de compétences*, pp. 53.

Furthermore, what is outlined in the FEP is reading, a pupil needs to understand and construct and understand the structure of text and its punctuation. The following criteria is shown in the below table (4):

Table 4. Reading Core Skills

	EXPECTED SKILLS	IMPLEMENTATION CONDITIONS	LEVEL TO BE ACHIEVED
II	<ul style="list-style-type: none"> be able to understand very simple sentences 	<ul style="list-style-type: none"> the text includes only known elements 	<ul style="list-style-type: none"> recognise the target language identify the syntactical structures identify key words and understand the meaning

Source: Fédération Wallonie Bruxelles, Enseignement et Recherche Scientifique: *Les Socles de compétences*, 2015, pp. 54.

And finally, the writing skills are not evaluated at the end of the second stage of compulsory education.

(Les Soclés de Compétences 54)

3.4.3. Conclusion

To conclude, in light of my research emphasizing that the educational systems have based their services on a learners' common need. By comparison of both FEPs, it highlights that the approach to language learning of the CEFR is implemented in the national curriculum and thus their FEPs do not differ noticeably to the Czech English curriculum yet there are minor differences in the choice of thematic areas and moreover in writing skill expectations. Both the Czech Republic and Belgium have a national curriculum with slight differences.

As we examine both FEPs, the Czech expectations in the listening aspect are focused on understanding slowly and clearly pronounced speech, which relates to the Belgium system, where pupils should also be aware of syntactic structures of phrases, which is not further developed in the Czech expectations.

Within the Czech curriculum, the knowledge that is needed in speaking is characterized by pupil's ability to ask for basic information and to respond to simple questions. A pupil needs to also be able to have a conversation describing a story/event clearly, where in the Belgium FEP focuses on a more basic messages, that the knowledge that is needed is how to use known expressions, which the pupil would have learnt in the English lessons. There is no need to have longer performance, e.g. to be able to tell the story. A pupil is tested on their clear pronunciation and confidence in forming sentences.

Reading skills have almost the same form in both curricula. Belgians and Czechs also point out the recognition of targeted language and to identify syntactical structures.

Writing skills have the least similarity; Belgium does not implement the evaluation of written production into their curriculum. Only the Belgium *Programme Intégré*, which is a compulsory document that needs to be taken in the French Community of Belgium. It presents the second greatest majority in the country after the Dutch-speaking area. In the document, there are only suggested outcomes a pupil should be able to manage, and that is *copying the words in exercises, solving crosswords, associate elements to create a compound word and complete a for or a simple incomplete text* (Programme Intégré 9). This suggests that it has only a formative function. On the national level, there are no demands on writing skills and therefore it cannot be evaluated. The Czech FEP has presented outcomes of writing skills and that is the ability to write a simple text and fill the basic data into a form.

Furthermore, the thematic areas are similar in both countries, but there are few topics that are not present in the Belgium framework for primary education, such as *weather*, *means of transport* and *calendar year*. Comparing to the Common European Framework, Czech framework covers all of the areas, which are presented in Threshold level 1990⁷, but furthermore, they implement the topic of *Animals* and *Travel*. Belgian framework took only 4 thematics out of 14 areas stated in it. The rest of the topics are further covered in the secondary level. Neither country included the topic of *Language*. However, the majority of the curriculum in both countries share a lot of similarities, although the Czech one has more demands and expectations.

⁷*Threshold Level 1990* is the latest version of *The Threshold Level* by Dr. J. A. van Ek, first published by the Council of Europe in 1975 as part of a project to investigate the feasibility of a unit system for language learning in Europe.

3.5. Teacher's Evaluation Methods in English Lessons in the Czech Republic and Belgium

For my second section of the practical part, I have decided to visit six different schools - three in Belgium and three in the Czech Republic in order to answer my last research questions how the national curricula influence the evaluation of pupils in the English lessons in the primary school. As for the methodology, I have chosen an interview since it is the best possible way how to see their personal attitudes and views about the problematics of evaluating. Before the interviews, I had studied the School Programmes of every Czech school and *Programme Intégré* of Belgian schools, which is the same for all of the schools following the Catholic Education Program.

My invitation for a face-to-face interview was accepted by the following teachers from Czech primary schools Paskovská, Lyčkovo náměstí and Průhonice and as for the Belgian part, the teachers from the primary school schools: Saint Michel, Catholic centre and Saint Rémi.

The age scale of teachers is around 30-50 years, therefore they have a long-term experience in the teaching at primary schools. The different length of their experience was the key point why I chose those teachers.

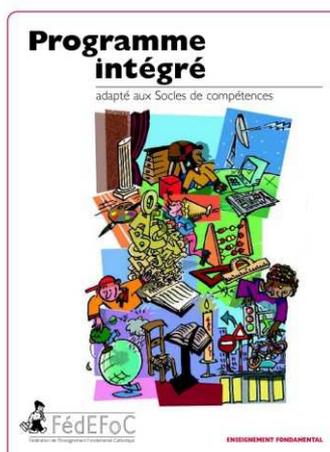
The aim of the first one is to observe their personal views on the purpose of evaluation as my first chapter also deals with this term, other two have for aim to find out whether the evaluation criteria are set up on the national level or not, and if so, then how. The question no. 4 tries to search whether the teacher prefers formative or summative evaluation through the school year. Another question no. 5 is for aim to find out whether the teachers can lower or improve the grade of a pupil based on his extra-activities or if the teacher evaluates only the four skills of the English language. The question no. 7 asks for exact methods of evaluation through the last year on the primary level. The question no. 8 deals with the self- assessment of pupils and whether it is implemented in the evaluation process. Other question, no. 9, tries to ask whether the tests are put in complete disposal before the examination to avoid the "surprise effect" and if a test could be sitted repeatedly until the mastery of the unit. Another question, no. 10, aims to find out if there is a particular skill the teachers prefer and thus it has a high-stake value in the evaluation process. With the question no. 11, I would like to discover if teachers put an emphasis on the pronunciation, as it seems to me a little bit marginalized element in the evaluation process. The final two

questions refer to my Chapter in the thesis where I analyze the possible difficulties in the evaluation.

3.5.1. Interviews with Belgian Teachers

As I stated before, the Belgian teaching of English needs to follow the criteria outlined in the *Socles de Compétences* (see Chapter 4.1.). The French community also works with *Programme Intégré* which is the document that is based on the demands stated in the *Socles de Compétences*, but furthermore, it presents various activities and role plays thanks to which children practice the skills that need to be based on real situations. It does not present any lessons plans or even the evaluation criteria as it is up to each teacher to plan the course on his own.

Picture 1. Programme Intégré



Source:Enseignement.be. *Programme intégré*. www.enseignement.catholique.be/segec/uploads/pics/PI.jpg. Accessed 29 Oct. 2017.

Not even the books are specified and mostly a teacher is the only one who possesses it to make copies for his pupils. All of the interviewed teachers claim that they set up the evaluation criteria by themselves. The common scale is from 0 to 20 points, but it could be from 0 to 10 or up to 100 if they want to. Normally, the points refer to the alphabetic grading system from A to E, but it is not compulsory to use it at all.

In the following table 5, we could see the conversion of the most common grading system. At least 10 points need to be obtained to pass the test. Recently, there has been the discussion about implementing the scale 1- 5. (Figaro).

Table 5. Grading System in Belgium

Scale	Grade Description	US Grade
20.00	La plus grande distinction avec les félicitations du jury (The highest distinction with the congratulations of the jury)	A+
18.00 – 19.99	La plus grande distinction (The highest distinction)	A
16.00 – 17.99	Grande distinction (High distinction)	A-
13.00 – 15.99	Distinction (Distinction)	B
10.00 – 12.99	Satisfaction (Satisfactory)	C
0.00 – 9.99	Fail	F

Source: Foreign Credits, Inc. *Grading System in Belgium*. Web 04 Sep. 2017. www.classbase.com/Countries/Belgium/Grading-System. Accessed 4. Dec. 2017.

Possibly, there are schools where English teachers decide whether they want to be unified in the grading system and therefore the criteria are decided collectively.

Summative evaluation prevails in the allocation of end grades at the end of the year. Formative evaluation is also present during the year, but it serves as a preparation for the final English test. Even though a pupil might fail this test, all of the interviewees agreed that it has no impact on the pupil's continuation in education and he can proceed to secondary level.

According to the answers of all interviewees, there is no way they could lower or improve the grade based on other pupil's activities. Martine Wilmots, MA from the elementary school Saint Rémi says that the grade should reflect the mastery of the four skills, which are expected to be known by pupil, and not his behaviour, disruption, activity or inactivity in a class. Also, the grade is not accompanied by comments with the possible explication of mistakes.

Pursuant the Anne Kretels, MA statement, pupils write many formative tests which have only an informative and diagnostic function as the points they obtain do not have any essential value. She was in agreement with Martine Wilmots, MA and Aurelie Stouvenakers, MA that there should be at least one test per a week, otherwise *the children do not learn*. As for the oral examination, there are various examples of activities; games and strategies outlined in the *Programme intégré* which could be used during the class and which present the way how to teach speaking and then how to evaluate it.

According to all of the interviewees, there is no dictation as it is forbidden to evaluate the writing at the primary level. Not even homework is allowed to be evaluated. Martine Wilmots, MA from the elementary school Saint Rémi gave reason that there is no guarantee the pupil was the one who prepared it at home and thus the grade would not be objective at all. She, but also Anne Kretels, MA and Aurelie Stouvenakers, MA are also

against projects or portfolios, which are very time-consuming and ineffective. They justified their opinion by saying that as there are only two hours allocated for English courses per a week, and none of the teachers at secondary school would ever ask for portfolios since the educational plans are flexible, and incoherent concerning the transition from primary to secondary level.

Although pedagogical books such as *Hodnocení žáků*⁸, *Promoting learning and achievement by self-assessment*⁹ or the article work with the term “self-assessment” and its need to be implemented in the evaluation process, all of the teachers said there is no time left to be able to put into practice and Martine Wilmots, MA emphasizes the informative function of evaluation and thus it is supposed to be external.

The evaluation should always reflect the learning objectives and therefore there is no space for surprise-effect for pupils. Two of the interviewees Martine Wilmots, MA and Anne Kretels, MA admitted they give all test questions or exercises which will appear in a test to pupils and Aurelie Stouvenakers, MA gives pupils a sheet of paper with possible questions. Listening and reading skills are for two of the interviewed teachers an essential skill of all four at this level of English, as the speaking skill is too demanding for such young learners and the writing is not to be taught, and thus evaluated. Martine Wilmots, MA and Ann K, MA are of that opinion the passive knowledge of English language is more important at that age than speaking or reading. As for the pronunciation, all the teachers agreed there is no way pupils could fail in an oral examination if their pronunciation is not correct. Aurelie Stouvenakers, MA says the final points of the oral examination could lower the final score, but only up to three points.

The penultimate question refers to the second chapter *Characteristics and difficulties* (see Chapter 2.) whether the current mood could make it difficult to evaluate and therefore could have an impact on the final results. They all agreed that they might be influenced by their personal issues or a momentary distraction, but a teacher should not focus on himself but rather on the pupil claimed Aurelia Stouvenakers, MA.

According to McKay, the relativity in the grading is natural. One pupil might exceed in one group but when he is placed to another, his results might drop down as he is not considered as “the best learners” anymore and vice versa. Everything depends on the severity of a teacher, their learning style and the personality of a pupil. As I stated above, it is

⁸Kolář, Zdeněk a Renata Šikulová. *Hodnocení žáků*. Vol. 2, Pedagogika Grada, Prague, 2009. pp. 151.

⁹Andrade H., Valtcheva A. *Promoting learning and achievement by self-assessment*, Vol. 48, no.1, 7 Oct. 2009, www.tandfonline.com/doi/abs/10.1080/00405840802577544. Accessed 3 Dec. 2017. pp. 12-19.

fundamental that everything that is not a strict application of norms comprises also a part of the personal contribution of a corrector or an examiner and it might have an impact on the final result of a pupil. It leads to the last question of my interview how the teachers ensure that the grade is as much objective as possible. All of the interviewees admitted it is hard to evaluate without bias, but at the same time they do not take any necessary steps to avoid it. Firstly, they try to decide what is their expectation from pupils and then they search for information whether the pupil was able to manage the objectives, which they set up. As every teacher prepares the whole programme of English language individually or by a group of teachers, it is hard to set up fixed criteria that would ensure the disinterested grades for every pupil in every school. Anne Kretels, MA is of the opinion that the evaluation is not the crucial in education process thus she does not put an emphasis on it, but if she feels a test was not well structured, she would drop it and not evaluate at all. Another interviewee, Mrs. Wilmots, MA says she would stop the examination if she felt her current mood would bias the final grade and then postpone it for the next time. None of the teachers would repeat the whole evaluation of the set of sheets that were already graded, which was recommended by Abernot in *Les méthodes d'évaluation scolaire*. Even though there are formative and summative assessments, the evaluation serves more like a motivation for children to learn more but it does not have any impact on the continuation of pupil's education unless at the primary level.

3.5.2. Interviews with Czech Teachers

According to gained information from the interviews, all of the teachers use the quantitative form of assessment with the scale 1-5. There is a possibility to use the signs + and - to indicate a certain nuance within the grade. On the next page, we can see the rating scale, which is used in the Czech Republic. The schools can legally set their own assessment systems, which are approved by the school board and controlled by the Czech School Inspectorate.

(OECD 154)

Table 6. Grading System in the Czech Republic

Scale	Scale 2	Grade Description	US Grade
1.00 – 1.99	86.00 – 100.00	Výborně (Excellent)	A
2.00 – 2.99	70.00 – 85.99	Chvalitebný (Commendable)	B
3.00 – 3.99	50.00 – 69.99	Dobrý (Good)	C
4.00 – 4.99	40.00 – 49.99	Dostatečný (Satisfactory)	D
5.00	0.00 – 39.99	Nedostatečný (Unsatisfactory)	F

Source: Foreign Credits, Inc. *Grading System in the Czech Republic*.2. www.classbase.com/Countries/Czech-Republic/Grading-System. Accessed 4 Sep. 2017.

Teachers have to follow the School Educational Programme, which incorporates the objectives from FEP. All of the interviewees admit that there is a lack of time to cover all of the stated objectives and they are forced to skip several parts of subject matters so as the children from different classes cover the same amount of curriculum. All three schools I had visited teach from the student's book *Project* by Tom Hutchinson. Teachers can slightly adjust the evaluation criteria, but they must always meet the scale from 1 to 5. The teacher Ing. Barbora Vošická from the Průhonice Primary School admits that she tries to reduce the evaluation criteria as much as possible so as the weaker pupils would also have the opportunity to have good grades since she feels the student's book *Project* is too difficult for the children. Mgr. Eva Machejová from the Paskovská Primary School is resistant to the idea it is too difficult but she agrees that the criteria might be adapted as the subject committees define approximately same amount of mark for a certain period and then the content of is determined individually, but for tests, they use fixed scoring tables which is unanimous within the subject committee.

All the interviewed teachers agree that the evaluation is the greatest motivation for the pupil to go to school and to learn. Furthermore, the main reason why evaluation is so important, is so that the teacher and parents can see whether the pupil is able to meet the objectives and if they have improved in the English language or not. Mgr. Barbora Křížová from the Lyčkovo náměstí Primary School believes a child should be rewarded as much as possible.

This statement corresponds with Hvozdič's theory that motivation requires a stronger emotional impulse. This impulse can be just an assessment at school. The assessment should become an experience for a pupil.

(Kolář and Šikulová 12)

According to all of the interviewees, there is a possibility to alter the final grade based on extra-activity of a pupil including the participation in competitions, doing homework or good behaviour during lessons. Such an extra work could motivate pupil since it is a way to obtain better grade even though their skills are not perfect.

All of the teachers find it impossible to comment every outcome of their pupils as the correcting would last for hours. Sometimes they leave a short comment on the test, but it does not exceed one or two phrases. It does not include the pupils with IEP. But still, there is a possibility to obtain more information on parents' evenings.

Concerning the methods of evaluation, all of the interviews accentuate trimestral or midyear tests, which are high-stake as opposed to oral evaluation. They have a smaller value but are evaluated more often. Not a single school use dictates as an evaluation technique, while projects are of great importance as it can have an impact on the final evaluation of a pupil. Other two interviewed teachers also agreed on the importance of projects. Written assignments are rare in all of the interviewed schools, but they take place at least two or three times a year.

Of the three schools interviewed, only one is using the self-assessment method. Mgr. Barbora Vošická from the Průhonice Primary School admits the school had tried this method but most of the time, children tried to answer the way they thought it is ideal and therefore it did not reflect the real self-assessment, but rather phrases teachers wanted to hear. Usually, the children's answers tried to depict the anticipated outcomes that were expected of the children. Mgr. Eva Machejová from the Paskovská Primary School has the opposite view of the school organizes trimestral written self-assessment where the children set up the objectives and contemplate whether they achieved it or not. Then the teacher makes comments about their progress and work.

Concerning the question regarding whether or not the pupils know the questions for a test, the opinions of the interviewees differ. Only Paskovská Primary School does not give test questions to pupils, but at least they know thematic areas and practice it during the lessons. All three interviewees agreed that the most important skill they emphasize is speaking, then ensues writing, reading and finally listening. Speaking is thus evaluated in the role-plays and prepared dialogues, which are taken place at least once a year, but biannual tests, and unit tests have a greater importance.

There are different views on the perception of pronunciation. Mgr. Barbora Vošická from the Průhonice Primary School does not put an emphasis on it as she believes that the

intelligibility of a speech is more helpful for the children since there are more non-native speakers than native ones, and thus the pronunciation is not reflected in the final evaluation. Mgr. Barbora Křížová holds the opinion that the pronunciation creates the intelligibility and need to be evaluated, but the pupil will never fail in the oral examination just because of it.

Concerning the last two questions I had asked, all of the interviewees admit their current mood might make it difficult to stay objective, but their strategies and methods ensure that the grade is as realistic as possible. As the tests and other examinations have a precise score and clear answers with close questions, there is not enough space for bias.

In summary, all teachers try to be as objective as possible, and thus often use discreet-item tests, which are very practical and reliable. Concerning the oral examination, they are aware of the subjectivity of the note and therefore they try to set up what they want to evaluate first and then they evaluate whether a pupil was able to fulfil the requirements. While deciding the final grade, all of the aspects are included, such as extra-activity, classroom behaviour, submitting homework, and scores from tests, dialogues, and projects. The evaluation criteria are fixed and they are obliged to use them. The key to help pupils to obtain a good final grade, teachers set up a plenty of tests, examination, homework or projects so as the average of all the marks would generate good results.

4. Conclusion

My objective is to see the 'Evaluation methods in English Lessons in Elementary Schools in the Czech Republic and Belgium', and from my research shown above it demonstrates how I concluded my final answer. As I set up three questions to enable me to conduct my research, allowing me to highlight the different comparisons in two framework educational programs that are obliged for primary schools to be followed in both countries. To backup my research, I interviewed six teachers from the Czech Republic and Belgium who emphasize the similarities and connections both countries have within their framework educational programs.

Firstly, I found out that both countries have their framework educational programs, *Les Socles de Compétences* (Belgium) and *Rámcový vzdělávací program* (Czech Republic), issued by their governments and public primary schools are obliged to follow them. There is a significant difference in the teaching and evaluation of the writing production since the Belgium FEP does not implement it in their national curriculum and thus it cannot be evaluated at all as opposed to the Czech curriculum where it follows the suggested outcomes (see p. 28.). Other methods used are slightly different in comparison between the two. There is also a great difference in the School Educational Programs. Unlike the Czech Republic where almost every school sets up its SEPs, this is not implemented in Belgium. There is only *Programme intégré*, which is one document for all of the schools, which follow the Catholic education programme. It is presented almost a half of Belgium public schools. However, *Programme intégré* only introduces the list of possible activities and there are no thematic plans for the English language as every teacher or a group of teacher need to set up their own plan for the lessons.

As demonstrated from my research I come to understand that both countries are patterned on the Common European Framework of Reference for languages and their FEPs pivots on the objectives cited there. Therefore, their FEPs share a lot of similarities to the exception of few differences. One of the difference concerns the thematic areas as the Czech curriculum, adding to the topic of *Travel, Education* for primary schools, unlike the Belgian curriculum which implements only four main areas, which have to be covered during the six-year of primary school. It is, therefore, up to the individual teacher which

area they could focus on afterwards. In conclusion, the Czech Republic revolves more around the CEFR in contrast to Belgium.

Lastly, I have assessed that both countries use typical diagnostic methods of evaluation such as oral examination or written examination. As for the written examination, the majority of the tests are diagnostic and formative. There are many elicitation techniques that can be used when writing a test. Usually, they are typically tested by means of discrete-item tests: multiple choices, gap-filling, matching and True/False. One exception were open questions, this was not presented in Belgian tests and also, all of the answers were meant to be in French as opposed to the Czech Republic, where the pupils' answers in English. Also, I came across to the fact, that in tests, pupils usually record the answer either graphically or in the French language. As for the oral examination, all of the interviewed school specified that it is in the form of dialogues or role-plays. Speaking activities are listed in the Programme intégré. Another nonconformity was spotted at work outside school. In the Czech interviewed schools, work outside school is normally evaluated and it does not impact a role a pupil's final grade. According to the interviewed Belgium teachers, a teacher is not permitted to evaluate work outside the classroom, as it is forbidden for them since there is not a 100% guarantee that a pupil was the one who completed the work. Furthermore, projects are not assigned in any of the schools I have visited, unlike in Czech schools where the projects take place during the English lesson and they are further evaluated and taken to consideration in their final grade.

Regarding the evaluation criteria, we could see the dissimilarities as both countries use different scales. In the Czech Republic, there is a rating scale from 1 to 5 unlike in Belgium where they most frequently use the scale from 0 to 20 or from 0 to 10. A pupil needs to obtain at least half of the points to pass the examination which is more difficult than the Czech system where a pupil needs to obtain at least the 4 grade to obtain a pass, emphasising the complexity of the grading system in comparison to the Czech system as there is no average.

Both countries are therefore oriented on criterion-referenced assessment. There are formative and summative assessments as well, since the biannual and trimestrial tests hold a high standard. I have not come across my research where a school would use the norm-referenced assessment. All of the interviewees emphasize the motivation and information function of evaluation.

As the Belgian education programme is more flexible and incoherent, it gives to all teachers the freedom to set up their plan and evaluation criteria, but there are a few

discrepancies in this method, as when I conducted my interviews teachers mentioned they feel unsupported and the level of pupils' knowledge differs from one pupil to another when they enter secondary education, as opposed to Czech education programme which is more consistent and balanced as they try to unify pupils' knowledge and skills by following thematic plans, but at the same time it is more binding for teachers.

Fundamentally, I was able to lead a successful research differentiating between the two countries within the evaluation methods. In addition, to my research one could raise another research question, how the evaluation of English language learners is portrayed in the Flemish part of Belgium or in other EU Member States, as there are various rating scales, which could have a different degree of validity. Also, concerning the gained information from the Belgian teachers, who claim that the evaluation process is not crucial for the teaching, and thus not emphasized, I would like see how they proceed to motivate pupils to study. This could be my subject matter for my diploma thesis.

Attachments

Questions for the Interview

Question no. 1

What is the main purpose of evaluation for you?

Question no. 2

Are the evaluation criteria set up on a flat-rate basis or does every teacher set them by himself/herself?

Question no. 3

How are the evaluation rules set up?

Question no. 4

In the case of deciding the final grade, is it more important for you to summarize the whole year's work (using all of the language skills: listening, reading, speaking, writing) of a pupil or a final exam?

Question no. 5

Do you have the opportunity, as a teacher, to adapt (improve, lower) the grade in accordance with pupil's other activities concerning the English language?

Question no. 6

Is the grade accompanied by verbal evaluation? (If so, in what language and scope?)

Question no. 7

What assessment tools and techniques do you use to evaluate the pupil during the year?

- Tests
- Oral examination
- Dictation
- Essays
- Projects
- Portfolios

Question no. 8

Are pupils led to self-assessment? If you, then how?

Question no. 9

Do you put test questions to pupils in advance (or at least very similar questions which will appear in a test) or can a pupil correct his previous mark?

Question no. 10

Which skill do you emphasize the most and why? (writing, listening, speaking, reading)

Question no. 11

Do you evaluate pronunciation in general?

Question no. 12

How do you proceed to ensure that the grade is as objective as possible?

Question no. 13

Have you ever met with the fact that your personal qualities, or your current mood, made it difficult to evaluate? (the tendency to give more "average" marks, fatigue, lowering the rating score)

Teacher no. 1

Aurelia Stouvenakers, MA from the primary school Catholic Centre (Liège)

Question no. 1.

I want to check if my pupils remember what we learn in class and if they can practice it, for example if we learn vocabulary, I want to be sure they understand it. I want to be sure that they communicate with the vocabulary they learnt.

Question no. 2

In this school, we do it ourselves, but in some schools the teachers decide together. The team decides the skills.

We have to follow the Catholic program; it is the majority of schools in Belgium. There are only competences the pupils are supposed to be able to manage, but there are no specific plans for lessons.

Question no. 3

It depends. We have the scale up to 10 or 20 points, but sometimes, when there is an important test, we can use the score 80/80. We a sheet of results - bilan, we test all of the grammar for 20 month and it is the score 40/40. We have to work with competences /skills/, they have to read, to listen, to speak and write. We can evaluate the vocabulary and grammar but it is only 20% of it. It really depends on me.

They obtain letters from A to E.

Question no. 4

They are really important, because we have to double the exams, for instance, if the student fails all the tests but if he has the good results in large-scale tests, which are overtaken two times per year (June and Christmas), he can pass. They have two exams and two bilan, it is not an exam but it is as important as exam.

Question no.5

No. I do not have it.

Question no. 6

It depends, if it is a test of skills, I do it, Sometimes when I give them back the test, I talk to them, but not always, because it takes time and in some classes, it would go crazy.

Question no. 7

Usually, they have one test a week, I try stick to that otherwise they do not study, but they are small vocabulary and grammar tests and do the other skills at the end of the period

because they have the bilan. I tend to do more test of vocabulary than skills. I do not do any dictation or projects or portfolios.

Question no. 8

No.

Question no. 9

Yes, almost everything is the same as in class with no surprises and each time they have an exam, I give them a sheet of paper with all they have to study and with the questions.

Question no. 10

It depends on what I am evaluating. I focus on speaking, because English is for communicating. If they go on a holiday, I want them not to be afraid of talking. Most of the years are about speaking. They have never written anything since the September. So far, just listening and speaking. I do not give any homework and I certainly do not evaluate it

Question no. 11

I do. When there is a test, there is a little section of 3 points in oral tests. I give them a paper with the context (situation) and they are given a task to prepare and then they have to come to me and speak to me and then I grade. It is not really important, but they can see if their pronunciation is good or bad. At that age, it is not really important and they cannot fail because of it. In Belgium it is not really important.

Question no.12

This is really hard. It is easier when it is a vocab test. When it is a listening and reading, you have one answer and if it is not correct, they do not have the grade. When it is the speaking, it is really hard. I try to think in advance what I am expecting from them what I want to evaluate. I try to be really fair. Concerning the grammar test, I want them to respect the task. Sometimes, while I am correcting the tests, I figure out that I was too hard and I get back and change the grade, but the grade is never objective, never.

Question no. 13

Well, I have already experienced the year I was tired and I could not focus. It is true that personal qualities can affect the qualities of the evaluation. I try best not to focus on myself.

Teacher no. 2

Martine Wilmots, MA from the primary school Saint Rémi (Liège)

Question no. 1

To see how the pupils work, and how they progress. I want them to feel comfortable to learn new language. As you know, the English is not crucial for our education system and therefore the grades are not so important. It starts on the late secondary level when the English is evaluated and they have to learn it a lot, but for the primary and the first years of secondary, it is not essential.

Question no. 2

It differs, the teachers at school might agree upon the evaluation criteria, but normally every teacher sets it up individually, so you are on your own in this. Actually, I know some schools where teachers decide together how the plan will look like and how you will evaluate. But then, it is like a competition, you know. You come back to your cabinet asking your colleague on what page he is and he tells 25 and you start freaking out that you are only on 24. There are some schools like that - more secondary than primary. But there are plenty and plenty flexible schools where they give all the power into the teachers' hands.

Question no. 3

Well, me, I am supposed to use 0 to 20 points and after I give the letter from A to E. But still, every teacher chooses. The scale from 0 to 20 is the most common scale.

It does not matter if it is up to 20 or up to 10 points. You know, because if you have 5 out of 10 it becomes 10 out of 20. Other teachers use the percentage too.

Question no. 4

Well, for the secondary school it is only the final exam which is relevant to go to another grade, but if he fails, the school board can decide whether it was just an accident and the pupil is much better than his performance score in the final test, he can proceed to another level.

Sometimes it is formative, sometimes it is not, it depends on a teacher. Concerning the primary school, the grades of English language are not important at all and the parents do not take it into account because it is not needed for the transfer from primary to secondary education. I do not have to do any tests if I do not want to. But still I have tests almost every week.

Question no. 5

No. I try to give the mark, which they deserve. We need to follow the Socles de Competences, not the activity around.

Question no. 6

No.

Question no. 7

Well, the tests are almost every week. The thing is that you just build your tests the same way you do in a class, ticking the right choice, draw the correct word.

We have an oral examination 2 or 3 times a year. There is a dialog and they have to prepare it and play it. These are the situations role-plays outlined in the Socles de Competences.

We do not have any dictation, no writings, any projects or portfolios. The projects take too much time and it is useless. It was just taking over from the internet. There is no point doing it. Even ordering food in McDonalds seems to be more helpful to do in my classes rather than 3weeks long projects.

Question no. 8

We have around 25 to 32 pupils in English classes, so it could not be done. You know, I would refer to the first question you asked me. I think that the evaluation is to see if a child knows what you expect him to know and to see for yourself if he covered it all. I think, when you ask them and you know that there are weaker pupils, they feel that they fails and they want to defend themselves. I am little bit doubtful about that. It is important to give a word to the child, but when it comes to evaluation, there is a time when it is got to be little bit external. It is little bit strange for me.

Question no. 9

There should never be a surprise effect, because the test should include only what was covered in the lessons.

They have to get used to the fact that they do not understand everything so I put an emphasis on listening tests. But the things is, when you make an exercise and you test them or even when you do an exercise in the class, not to expect them to understand that. You know as a teacher that they do not understand several sentences, so do not ask the about the sentences because the children think that the teacher is clever. So, he thinks:" if the teacher asks me, then I should be able to answer. So if I am not able to answer, I am not good at English." But it is not true and then the child gets scared, he is reluctant to continue to speak and learn English.

Question no. 10

I evaluate the listening the most. I think it is the most important to get used to the fact that you do not understand everything. I really want them to practice it and not become stressful about not getting the message of speech. Speaking and reading is also important for me, but not writing. We are not supposed to evaluate writing it at all - only at secondary level.

Question no. 11

Yeah, I think that the pronunciation is the most important when you start learning a new language. Some teachers say, we will do it later. No. It is important to have the musicality and the pronunciation in the language. if you learn it badly, you have to give twice or triple time more correcting it in the following years.

Question no. 12

It will never be objective, I try to be as fair as possible, sometimes I get back to look at the test again, but not all of them. And the grades are not that important. Maybe in secondary schools, but still, we have a whole year preparation for summative evaluation, for the big final tests which give the pupil a white card to proceed to another level.

Question no. 13

Yes, we are humans. Once, I could not pay attention during the oral examination, so I just cut it, I let the pupil go and I told him that I would test and evaluate him next time.

Teacher no. 3

Anne Kretels, MA from the primary school Saint Jean et Saint Sépulchre (Liège)

Question no. 1.

If I am honest, my main purpose of evaluation is to see if they learn something, which I was supposed to teach them, I want to check for myself more than for them.

Question no. 2

I set them by myself. I know what I have to do in general. We do not have any plans set by the school. I am the boss of my class so I do what I want to do. It seems to me that the Czech system is too boring, you have no freedom. We are free but alone, as we have to work in several schools. Me, personally, I teach in three different schools but my colleague works in seven different schools. You can imagine.

Question no. 3

I always mark 0 to 10 as it is easier for me, but you do what you want. Every teacher chooses which scale suits him the best. I do not use letters A to E. Some teachers do.

Question no. 4

Well, In Belgium, at the end of the primary, they have CEB, but no tests for English. I give it to the board, and to the head teacher, but that it is. In CEB, there is only French, History and Geography. It is not compulsory to make language tests. Sometimes I say testing is not important. It is to give them the incentive to learn something.

Question no. 5

No, we cannot do that. It is forbidden here because you do not know who does it. If he or she has parents who can help, his/her mark would be always good but if he does not have anybody, it is unfair. We are supposed to assess the competences, not his activity in lessons or submitting homework. Moreover, it is forbidden in Belgium to evaluate homework.

Question no. 6

No, I do not have the time. I have 250 pupils every year.

Question no. 7

Formative tests almost every week, but very short tests. From September to November - 2 or 3 tests, not so many, because it is a beginning of it. But for the end of the primary, it is 6-7 tests. They have English twice per week.

For Christmas I make bigger evaluation, more important tests.

I do not want to surprise them. If I ask in the tests, I made it during the lessons. I try to teach to understand the message. I know they do not know every word, but I ask them if they understand the message. In my tests, they have to listen and find 10 information. I always put 4 or 5 information I know that they do not know, but I want them to pick the information they know. They write those big tests twice a year, for Christmas and for June.

For example, my test looks like this: they have to find the words; they have to draw the vocab I told them in the class. They read a very short text and afterwards they have to tick the right pictures or answers. We use many pictures and drawings; it eliminates the French language in the English classes. They have to read the sentences and they have to tell if it true or false. Most of the time, they answer in English, but they can answer in French.

Concerning the oral examination, two or three times a year, I make a dialog and they have to prepare and present in the classroom. What I think is very important for English language is to be able to ask questions. Most of the time it is you not a teacher who needs to ask questions in the real life. No, they do not have any dictations, any writing exercises. Sometimes, I want them to listen at home. And no, they do not do any projects or portfolios, because teachers at secondary schools do not ask for it. The primary schools are totally different from the secondary and every primary school has different system.

Question no. 8

No.

Question no. 9

Yes, all the time. Most of the exercises were covered during the lessons and the tests are really easy. If you look into the Socles the Competences, you can see that the demands are really low. Normally, teachers do much more in the lessons than the demands outlined by the Ministry, but we cannot evaluate those extra-things we did in our class because otherwise the parents might be angry that we evaluate something, which is not needed. But normally they are happy to see that the children know more than what is expected from them.

Question no. 10

Listening, reading and speaking. More listening and reading. Speaking is important too, but not for my evaluation. All the time they are trying to speak English, they are good at it but if I say, "now I test", they lose the ability and get stuck. Well, then I cannot evaluate objectively.

Question no. 11

Yes I do when I evaluate speaking, intonation and pronunciation, always "th". In secondary school they do not insist on that. I always tell them that if they do not do it with me, they will never do it and they will always have the strong French accent. I make them sing the sentences and exaggerate it.

In this part of Belgium, French pupils they always go up with the intonation and that's why we do many many intonation exercises and then I evaluate it. Some pupils do not listen to anything. It is the most important problem for foreign pupils, they only learn Arabic or Turkish at home and they do not listen to English or even French. This is a huge problem here.

Question no. 12

Well, as the grades are never really objective, I do not put an emphasis on it.

Question no. 13

Well, if I make a test and most of the pupil fail, the first impression is what did I do. I ask the pupils: " Was there any problem in a school? Or other test in other subject? You did not have time to learn? If I realize that my question were not good or it is my problem, than I make another test and I let the previous go.

Teacher no. 4

Ing. Barbora Vošická from the Průhonice Primary School

Question no. 1

So as I would know how they are doing, and if they have progressed. For many children, it is a motivation to be evaluated and if they are not, they are not motivated to do any work. For them, having nice grades is the crucial motivation to go to school. It is also a feedback for my lessons and me and at last, our superiors want us to do it.

Question no. 2

We have well-defined assessment methods. I can adapt it slightly, but both parents and children need to be aware of it. In English, the rules are more lenient, but for the children English is still too difficult. Also, I have to motivate the weaker pupils somehow, otherwise they would stop studying. I want everyone to feel that they know at least something. The fundamental problem is that today's generation of children does not remember things for a long time. They are able to learn vocabulary in one lesson, but they do not remember it in the next. As a result, it is hard to teach them anything and also to build on something they do not remember, for example the irregular verbs or present tenses. Every year I teach it over and over again.

Question no. 3

We have a scale from 1 to 5. The school results in particular subjects is classified as follows:

- 1 - Excellent
- 2 - Praiseworthy
- 3 - Good
- 4 - Sufficient
- 5 - Inadequate.

Question no. 4

Well, it is the classic Czech scale from 1 to 5 where 1 is the best and 5 is the worst. The exact delimitation could be found on our websites in the section *Inner Regulation*.

Question no. 5

Yes, I can, and I use it very often. We write the mark into our system *Bakaláři*, which is very comfortable as it sets the values for each examination. For example, written work has

a value of 6, reading is 2, a project has a value of 5, while I am deciding the final grade, I open the system, see the grades, the average and finally I take into account a pupil's activity, for example, if he/she was active and did extra work. That is why the kids try to work hard, because they know it is also a way how to achieve a good grade even though their English is not as good as it should be.

Question no. 6

No, it is not. I talk with my children about the obtained mark, but it is just an oral comment during the lesson. If the parents want, they can call me or come to the school, but mostly they do not do so at all.

Question no. 7

I am a bit of an atypical teacher. To ensure every child will would pass, I have many marks. I evaluate the activity, short interviews, homework, and participation in competitions, group work. They are not stressed if they have 15 marks and based on the average, they can obtain 1 or 2 at the end of the period.

They write a small test almost every week. It is just a test for vocabulary or grammar. A few times per year, they have to write large-scale tests, which include grammar, listening and reading. The value of the mark is high but as I mentioned before, the children have many notes, so the average keep the mark high if a pupil fails in this test. For an oral examination, I give them role-plays and they have time to prepare themselves in a group, then they have to play it before the board and I evaluate.

I do not give any dictates, but I do not even know why. Well, one reason comes to my mind and that is the handwriting of my kids. It is impossible for me to imagine that I would have to read it. For written work I assign projects with various topics, such as "Favourite city", "Favourite animal" or "Favourite country" and the main criterion is to make it comprehensible to all classmates who make notes of the facts presented by the pupil. They have two weeks to prepare it.

As for the listening, I prepare many exercises where they hear the conversation and have additional questions to it.

Well, every child has his file where we gather all of the tests and its projects, writings, etc. Written work is often a stumbling block, so I put a lot of individual projects where children have 14 days to prepare and then they present it before the whole class. The rest of the pupils take notes. I want my pupils to communicate, to talk, and not to be afraid of talking. I still believe that grammar can be taught at a later age. I have seen teachers which force

child not to talk unless he is 100% sure that it is grammatically correct. I hope we are over it.

Question no. 8

Well, we tried. We had tables and criteria for it and once a year, pupils were given a sheet of paper with questions and they should evaluate themselves. To be honest, it did not work. Usually, they wrote the phrases that they thought teachers wanted to hear. For them, it was another homework to do. Sometimes I experienced that the children asked me what they should write there and what I want them to write. In our school programme, we have the chapter with the self-assessment and its need to implement it in our lessons, but not, we do not do it.

Question no. 9

Yes, we have student's books and practice books and based on this, the pupils have the chance to prepare. Before the test, we repeat everything, and I always say what a test will include, what type of exercises there will be. It is like a guide for them, furthermore, they can look into the book, and so they have plenty of materials. Sometimes, I give them draft tests, which contain the same questions, so the children are not surprised and they know the answers as we did it in a previous lesson. It is because we have many children who do not study at home and this is the only way that they can obtain a good mark. The only thing they do for that test is what they do with me at school, and I do not want them to have a bad grade at the end of the year. There are really many kids who do not learn at home as no one wants them to.

I do my own tests but I take many exercises from the Internet or the Teacher's book. We have Projects, I guess you know that. I admit the book is really difficult for the children.

Question no. 10

Speaking is the most important skill I focus on and this the reason why I assign many role-play and conversation exercises. Children love this. I must admit that the value of the grade is not as high as a test, but the average will of all marks would improve the final grade.

Question no. 11

Ten years ago, I participated at a teaching course in the UK. They told us that there are many more non-native English speakers than native, so I do not evaluate the pronunciation. As for me, the intelligibility of the speaking is what I evaluate. The English spoken by a Czech person will be always the English spoken by a Czech person.

Question no. 12

It is set by the school rules and my great advantage is that these tests are already prepared in advance. I have a score of points and then I distribute the points, so for example there are 50 point in total, so 50 points is the grade 1, minus 20% is the grade 2 and so on. I guess that the objectivity is ensured, and I did not experience anybody who would complain.

Question no. 13

Sometimes it is terrible, because you have many test which need to be corrected and you are sick or tired or under pressure, because it has to be corrected by tomorrow. We are humans, not robots so I am counting on it.

Teacher No. 5

Mgr. Eva Machejová from the Paskovská Primary School

Question no. 1

The main purpose of evaluation is to check how well I am doing my job. For the pupils, it is the way to check their effort and level of understanding.

Question no. 2

Well, within the subject committee, teachers define approximately the same amount of marks and then the content of marks are given more or less by a teacher.

Question no. 3

We have defined criteria for evaluation. There is a scale from 1 to 5, as you definitely know. For written tests, we use the scoring table, which is the same for every subject committee. If we evaluate an oral performance, then it is up to us what mark we choose.

Question no. 4

Yes, it is more important to summarize whole year's work. After all, the final test should reflect the grade, which was estimated through a school period. Even if a pupil wrote a test and is given 1 and the average of his marks is rather 1,8, I would still give him 2 as a final grade in the report.

Question no. 5

Yes, I do appraise every extra- activity, but I do not punish if a pupil does not want to participate in competitions. I just suggest, but do not force. I also appraise the interest in English. Sometimes, if a pupil prepares an activity for a class (e.g. crossroads), I give him a mark or if I assign a voluntary homework, I do appreciate the pupils who do that.

Question no. 6

No, the mark is not accompanied by verbal evaluation or commentary. It is just the matter of pupils who follow the individual study plan and the parents want us to do it. But still it is a short commentary on every skill and an advice of steps how to improve the learning of a child.

Question no. 7

Well, there are several methods I use while evaluating. Firstly, I make tests, there are 8 of them (at the end of each unit), and then there are one biannual test and final test. And among this, there are plenty of sub-tests (vocab, irregular verbs). Afterwards, we have oral examination, but it takes place only once a year. There is a conversation or dialogue, which should be prepared by pupils in advance. Then we have reading and listening (also once a

year). We do not write any dictates, but we are fond of projects, especially for the European Day Languages, but many more. I can see their teamwork and pupils like it.

Question no. 8

Yes, they actually do a written self-assessment in the form of *smiles*. They evaluate whether they were able to succeed in the objectives we had set up. They also include their desire about the progress they wish to make in the English language. At the end of the school year, I confront my personal view with theirs and I ask them what grade they think they achieved and afterwards I will tell them the results and explain. In most of the time, we do not differ in our views and if so, it is because of pupil's serenity over their level in English.

Question no. 9

To be honest, I do not put tests in complete disposal, but we practice on vary similar exercises and at the end of the practice, I tell them the list of areas that will appear in a test. They do not have the opportunity to correct the mark and write a test again as we have many of them, so they have to learn for another.

Question no. 10

It is the speaking first, then follows writing, reading and listening- that is the continuity.

Question no. 11

Yes I do, it is very important for Czech pupils to learn pronunciation at the beginning. They can fail in the oral examination just because of it, but I make notes and correct them if it is not okay. If it is really bad, I give a small minus

Question no. 12

The only way I can assure the greatest objectivity is to have plenty of marks as one pupil is better at listening whereas the other in speaking. Then I take into account homework and 3 per year are evaluated and the pupil is given a mark. In the term, I count an average of those marks, so at the end, I have awareness about homework too.

Question no. 13

We, human, are prone to judge and comment based on our current mood or other "states of mind" - that is why I have a clear set of rules and criteria which help me to stay objective, so I believe there is no doubt. But I must admit that after my 23-year experience of teaching, the marking is more benevolent than before, but the general knowledge of my pupils is worse and smaller.

Teacher no. 6

Mgr. Barbora Křížová from the Lyčkovo Primary School

Question no. 1

I believe that the main function is a motivational one. It is a drive for children to show what they can do, also it is a way in which to prove to them and to their parents they are the best of all as it creates a natural competition among pupils. They will be prepared for a life, won't they?

Question no. 2

No, teachers themselves do not set them up. On the contrary, the school has a fixed system of evaluation and we need to follow it.

Question no. 3

We use the evaluation scale from 0 to 5 which is I believe the most common in the Czech Republic. It is the same for all of my colleagues. I have not experienced anyone who would use something else, but certainly there are specific schools, but I suppose it is not goal of your thesis, right?

Question no. 4

Yes, it is more important to summarize whole year work. Everyone has a bad day sometimes and therefore we could fail the test. It would lose the main point of evaluation if we decided on the basis of one large-scale test.

Question no. 5

Yes I have and I do it almost continuously. I evaluate homework, extra-activities, behaviour in the class so as they would have a plenty of notes and based on the average, it would generate a good final grade.

Question no. 6

I would love to do it and sometimes I talk to them while handing over the test or I leave a short commentary to show whether the submitted assignment was excellent or not bad, etc.

Question no. 7

Well, we have many small tests on vocabulary or grammar. Also, after each unit in the book, we write the unit test. I find the students' and exercise book very convenient. Everything is well structured, they could go back to the grammar section they did not understand and I believe that those tests do not have any surprise effect. Tasks in tests

are usually the same, there are true/false exercises, then multiple choice, gap filling, open questions, but I expect very short answers. Other type of tests are biannual ones. These are high-stake. It comprises of selection of the most crucial vocabulary, grammar and reading exercises. But still, if they fail this test, it could lower the final grade, but I also evaluate small oral examinations such as role-plays and dialogues so as they would have a lot of notes. Additionally, we do projects, which I find very exciting for children

Question no. 8

No, we did not implement it in our evaluation process. I think it has some point at the secondary or upper-secondary level but not at the primary.

Question no. 9

No, but we have book *Projects* from Thomas Hutchinson and there are very similar exercises that we do in our class. We also have the revision of all the subject matter we did through the unit.

Question no. 10

I emphasize the speaking, as it seems to me the core skill, which has to be mastered. The language was invented so as the people would communicate. Other skills could be taught in the course of time.

Question no. 11

Well, I correct them while they are speaking, but I do not lower the note just because of the pronunciation. It is not as much important as the comprehensibility. We practise it during the lesson and I correct them but I do not evaluate it.

Question no. 12

It is hard. Every teacher is just a human being and thus we could make mistakes. I follow the tables that are outlined by our School Educational Program and it ensures it would be an appropriate note that the pupil will obtain. In the oral examination, I am aware of the subjectivity and therefore I evaluate more moderately.

Question no. 13

Yes, all the time, traffic jams in the city, sickness, whatever. But it is expected from us, teachers, to be professional and to know our limits. I always try to stay positive. It is the key for everything, but to be honest, it is hard sometimes.

Works Cited

“Comment évaluer les apprentissages.” Académie de Toulouse. www.toulouse.fr/automne_modules_files/standard/public/p8841_7fd7bd1f32a0daf1e809e0cd0bd94803Evaluation.pdf. Accessed 22 Aug. 2017.

“Les différents types d'évaluation.” Le Canard de l'Education, 8 Nov. 2015, www.lecanarddeleducation.wordpress.com/2015/11/08/les-differents-types-devaluation/. Accessed 22 Aug. 2017.

Abernot, Yvan. *Les méthodes d'évaluation scolaire*. Bordas, Paris, 1988.

Abrecht, R. (1991). *L'évaluation formative*, Bruxelles : De Boeck. pp. 10-20.

Bloom, Benjamin Samuel., et al. *Handbook on formative and summative evaluation of student learning*. McGraw-Hill, 1971.

Bonboir A. *La docimologie*. Paris, P.U.F. pp.35-48.

Common European framework of reference for languages: *learning, teaching, assessment ; case studies ; language policies*. Council of Europe Pub./Éditions du Conseil de l'Europe, 2002.

De Landshere, G. *Evaluation continue et examens, précis de docimologie*. Bruxelles-Paris. Coll. Education, 2000. pp. 27- 58.

Dunn, Lee; Morgan Chris; Parry Sharon; “Seeking quality in criterion referenced assessment.” University of Leeds, Education-Line, 28 Oct. 2002, www.leeds.ac.uk/educol/documents/00002257.htm. Accessed 20 Aug. 2017.

Ek, J.A. van & Trim, J.L.M. *Threshold Level 1990*. Cambridge, CUP. 1990.

Enseignement.be. "Référentiels de compétences - Les Socles de Compétences". www.enseignement.be/index.php?page=24737. Accessed 12 Jul. 2017.

Jeřábek J., Tupý J et al. *Framework Education Programme for Elementary Education*. www.vuppraha.cz/wpcontent/uploads/2009/12/RVP_ZV_EN_final.pdf. Accessed 27. Jul. 2017.

Gardner, Howard. *How Are Kids Smart? Multiple Intelligences in the Classroom*. S.n., 1995.

Genesee, F. and J. Upshur. *Classroom-Based Evaluation in Second Language Education*. Cambridge University Press, 1996.

Germaine, Kevin, and Pauline Rea-Dickins. *Evaluation*. Oxford Univ. Pr., 2008, pp. 3-33.

Harlen W., Deakin Crick R. *A systematic review of the impact of summative assessment and tests on student's motivation for learning*, Version 1.1. London: EPPI-Centre, Social Science Research Unit, Institute of Education, 2002. pp. 6-30.

Hartog, Philip Joseph, and Edmund Cecil Rhodes. *An examination of examinations ... a summary of investigations on the comparison of marks allotted to examination scripts by independent examiners and boards of examiners, together with a section on viva voce examination*. MacMillan, 1936.

Kolář, Zdeněk a Renata Šikulová. *Hodnocení žáků*. 2., dopl.vyd. Praha: Pedagogika Grada, 2009.

Košťálová, H., Miková, Š., Stang, J. *Školní hodnocení žáků a studentů se zaměřením na slovní hodnocení*. Praha : Portál, 2008.

Košťálová, Hana, et al. *Školní hodnocení žáků a studentů: se zaměřením na slovní hodnocení*. Portál, 2012.

Laugier, H., Weinberg, D. *Elaboration statistique des données numériques de l'enquête sur la correction des épreuves dans les examens..* Maison du Livre, Paris, 1936.

Le Figaro. "Une nouvelle notation de 1 à 5 testée au collège." FIGARO, 17 Sept. 2015, www.lefigaro.fr/actualite-france/2015/09/17/01016-20150917ARTFIG00156-college-test-d-une-nouvelle-notation-de-1-a-5.php. Accessed 3. Sep. 2017.

Mareš, J., Křivohlavý, J.: *Komunikace ve škole*. Brno, MU, 1995, pp. 219.

Matějů, Petr, and Natálie Simonová. "Koho znevýhodňuje škola: chlapce, nebo dívky?" *Orbis Scholae*, vol. 3, Nakladatelství Karolinum v Praze. 7 Apr. 2013, pp. 107–139.

McKay, Penny. *Assessing young language learners*. Cambridge University Press, 2011. pp. 5-50.

Hansen Čechová, Barbara. *Nápady pro rozvoj a hodnocení klíčových kompetencí žáků*. Vyd. 1. Praha: Portál, 2009. pp. 117

Novotná, Kateřina , and Veronika Krabsová. "Formativní hodnocení: případová studie." *Webové prezentace zaměstnanců UK, Univerzita Karlova*, www.pages.pdf.cuni.cz/pedagogika/files/2014/01/P_2013_3_05_Formativn%C3%AD_35_5_371.pdf. Accessed 12 Aug. 2017.

Pasch, Marvin. *Od vzdělávacího programu k vyučovací hodině*. Portál, 2005.

Perrenoud, P. *Des différences culturelles aux inégalités scolaires: l'évaluation et la norme das un enseignement différencié*. Berne, 1979. Paris, P. Lang. pp. 14-50.

Průcha, Jan (Ed.). *Pedagogická encyklopedie*. Praha : Portál, 2009.

Santiago, P. et al. *OECD Reviews of Evaluation and Assessment in Education*. Czech Republic, OECD, 2013. www.oecd.org/dataoecd/33/47/49479976.pdf. Accessed 11. Aug. 2017.

Slavík, J. *Autonomní a heteronomní pojetí školního hodnocení – aktuální problém pedagogické teorie a praxe*. Pedagogika. 2003, pp. 5–25.

Slavík, J.: *Hodnocení v současné škole. Východiska a nové metody pro praxi*. Praha. Portál, 1999.

Smith, Charles W. “Criterion-Referenced Assessment.” *International Symposium on Educational Testing*, 17 July 1973.

Synergies for Better Learning - OECD.Org.www.oecd.org/edu/school/Synergies%20for%20Better%20Learning_Summary.pdf. Accessed 21 Aug. 2017.

Taba, Hilda. “The Function of Evaluation.” *Childhood Education*, vol. 15, no. 6, 18 Sept. 2013, pp. 245–251.

Thornbury, Scott. "How to Teach Grammar". Pearson Education Limited, 2013, pp. 143-150.

Wittrock, M. C., and E. L. Lindman. “Learning for Mastery by Benjamin S. Bloom, Professor of Education, University of Chicago.” UCLA CSEIP Evaluation comment, May 1968,www.programs.honolulu.hawaii.edu/intranet/sites/programs.honolulu.hawaii.edu.intranet/files/upstf-student-success-bloom-1968.pdf. Accessed 15 Oct. 2017.

Attachments:

Figure 1. Germaine, Kevin, and Pauline Rea-Dickins. *Evaluation: A Context for Evaluation*. Oxford Univ. Pr., 2008.pp. 19.

Figure 2. Proportion of pupils in primary education learning foreign languages, by language in 2014 expressed in percentage. Source: Eurostat, UNESCO Institute for Statistics (UIS), OECD. 2015.

Table 1. OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning: Table 4.A.1.1. Internal summative assessment frameworks at ISCED level 2 (2012)

Picture 1. Programme Intégré. Source: www.enseignement.catholique.be/segec/upload/pics/PI.jpg.

Table 2. Listening Core Skills. Source: Fédération Wallonie-Bruxelles, Enseignement et Recherche Scientifique: Les Socles de compétences, 2015, pp. 54.

Table 3. Speaking Core Skills. Source: Fédération Wallonie-Bruxelles, Enseignement et Recherche Scientifique: Les Socles de compétences, 2015, pp. 53.

Table 4. Reading Core Skills. Source: Fédération Wallonie Bruxelles, Enseignement et Recherche Scientifique: Les Socles de compétences, 2015, pp. 54

Table 5. Grading System in Belgium. Source: Foreign Credits, Inc. "Grading System in Belgium." www.classbase.com/Countries/Belgium/Grading-System. Accessed 4. Dec. 2017.

Table 6. Grading System in the Czech Republic. Source: Foreign Credits, Inc. "Grading System in the Czech Republic." Czech Republic Grading System, www.classbase.com/Countries/Czech-Republic/Grading-System. Accessed. 4. Dec. 2017.

List of Attachments

FIGURE 1. A CONTEXT FOR EVALUATION.....	16
TABLE 1. INTERNAL SUMMATIVE ASSESSMENT FRAMEWORKS AT ISCED LEVEL 2 (2012)	22
FIGURE 2. PROPORTION OF PUPILS IN THE PRIMARY EDUCATION LEARNING FOREIGN LANGUAGES	28
TABLE 2. LISTENING CORE SKILLS	31
TABLE 3. SPEAKING CORE SKILLS	32
TABLE 4. READING CORE SKILLS	32
PICTURE 1. PROGRAMME INTÉGRÉ	36
TABLE 5. GRADING SYSTEM IN BELGIUM.....	37
TABLE 6. GRADING SYSTEM IN THE CZECH REPUBLIC.....	40