

Abstract

This thesis deals with the types of assessment in foreign language classes in Czech schools. The aim is to provide a theoretical introduction to the variety of assessments that can be used, and then investigate whether teachers use them, what they think about them and how their approach to assessment is influenced by aspects such as the common practices in the educational system.

To obtain the results a semi-structured interview has been used based on a series of questions about assessment. The participants of the study were grammar-school teachers.

It has been found that the teachers used both summative and formative assessments. In the latter, they put emphasis on providing their students with feedback and using activities which reflected real-life situations. They hardly ever or never used self-assessment and peer-assessment. No one used dynamic assessment. The most significant outer influence on their assessment was the pressure to use marks within the Czech educational system.

The main finding of the thesis is that Czech teachers use a range of assessments and try to find balance between the requirements of the school system (for example, the use of marks) and more innovative approaches, such as giving feedback or assessing the performance on tasks based on real life (task-based language assessment).

Key words: assessment in language learning, summative assessment, formative assessment, dynamic assessment, task-based language assessment, self-assessment, peer-assessment, portfolios, languages in the Czech educational system