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PLATFOREM**

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Thesis
**FORMATIVE ASSESSMENT OF GRAMMAR AND
VOCABULARY USING ONLINE TOOLS AND
PLATFORMS**

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Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

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ABSTRACT

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The thesis deals with formative assessment of grammar and vocabulary using online tools and platforms. The main goals of the thesis were two: to summarize data about options and functionalities of each particular online tool or platform; and to choose which of them suits formative assessment the most. These were chosen based on the selected websites and theoretical sources. In the theoretical background chapter, the formative assessment and teaching language structures are explained. Emphasis is placed on five key strategies of formative assessment. Based on the theoretical part, fourteen criteria for research were developed. The practical part of the thesis contains research conducted by means of comparing the online tools and platforms with developed criteria and comments on these findings. The results indicated that not every online tool or platform is suitable for formative assessment. Several tools and platforms were selected to be the most suitable for different teaching situations.

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Table 1: The summary of criteria fulfilment

I. INTRODUCTION

This thesis deals with the topic of formative assessment using online tools and platforms. This topic increases its popularity in both of its parts. First, formative assessment acknowledges current tendencies in pedagogy and didactics all over the world. Since the publication of the book *Inside the Black Box*, written by Black and William (1998), teachers' community started to be aware of its importance and started to embed it into their teaching. It can be claimed that it is nowadays the most popular topic. Second, online tools and platforms literally rocketed in popularity during the last two years due to the world pandemic, when pupils and teachers were sent to distance learning. Indeed, they were popular before, but their use was bound by technological equipment of schools and pupils; hence, their use was often limited only for revision at school and not for formative assessment or home assignments. My intention, to research the options and functionalities, resulted from my teaching experience, when I spent too much time correcting pupils' works and too little time by actually planning the lessons and focusing on feedback-influenced teaching.

The aim of this thesis is to collect data about different online tools and platforms and present them to the teachers' community. Every teacher should choose these tools and platforms wisely in order not to use too many of them or the inappropriate ones. Teachers should know which options and functionalities are effective for their needs. Therefore this thesis should be helpful while choosing the most appropriate ones.

The second chapter of this thesis introduces the theoretical background, which served as a basis for the research and criteria development. It includes a short introduction about different assessment types and how they may intersect one another. Thereafter it profoundly explains formative assessment, its aspects and role of criteria while applying formative assessment. It is also dedicated to the explanation of how the teaching structures are taught and what it means to actually acquire them. This chapter ends by explaining how to connect formative assessment and English language teaching. The third chapter introduces research methods, materials and procedures. The fourth chapter then presents the research findings. These are closely connected to the criteria (Appendix A) and they are always further commented. The fifth chapter presents implications for teaching. It is

also dedicated to the limitations of the research, which arose during the research and delineate further research possibilities.

II. THEORETICAL BACKGROUND

Assessment Types Overview

When assessing pupils, there are four different terms to be encountered. According to Kolář and Šikulová (2009), there are four main concepts of assessment that teachers can perform – summative, formative, norm-referenced and criterion-referenced (p.33). These concepts very often overlap one another. The following paragraphs describe them briefly. According to The Glossary of Educational Reform (2018), summative assessment specifies three benchmarks. Primarily, it assesses what and how much pupils have learnt from the information taught. Secondly, it figures out the success rate of different teaching programs and curriculums. Finally, it is used as a final result assessment in the pupils' record.

Another fact to be mentioned is that “summative assessment is used at the end of a course or period of learning in order to measure what students have learned, both individually and as a group (Richards, 2015, p.749)”. Summative (lat. summa = a comprehensive treatise or summary of a subject) assessment gives the final overview on an achieved performance or offers performance comparison of the whole class. Its relevance is in eliciting the final grade of pupils. It can be used either as a piece of information for pupils about their progress or as a diagnostic tool to scale the pupils according to their performances. This final grade is usually based on standards set by curriculum. It is judgemental and definite (it might have a strong demotivational effect). According to Brown et al. (2014), contrary to this obvious disadvantage, there are also studies which proved that regular testing (evaluated by summative assessment) can lead to performance improvement by developing pupils' ability to recall subject matters from their memory. Agarwal et.al. (2014) also points out that it lowers their fears.

According to Slavík (1999) it is very often identified as the grading, but there are more types, i.e. ranking the pupils at the entrance exams to the high school or ranking the applicants according to their performance at the job interview. It is not just the final assessment but this type can be used even for small tests, oral examination, unit tests, etc. (pp. 37-38).

Petty (2013) claimed that it is necessary to use such types of exams which are already known to the pupils, so they are not surprised by unknown types of exercises, which would potentially lead to pointless mistakes. For this assessment type the following scaling systems are usually used: passed/failed, grades 1 – 5 going up to the higher year, admitted/denied, mastered/passed/failed, etc. (p.384).

According to Žlábková & Rokos (2013) summative assessment normally occurs in the following means: numerical grading and narrative grading. Numeral grading has several types: percentage (0 – 100), letter (A-F), mastery (mastered, passed, failed), pass/fail, etc. Narrative grading includes a complete description of the pupils' progress, including a report of (un)mastered topics. In some special cases (i.e. individual learning plan of pupils with special needs), this type of grading can also contain the information that pupils were just introduced to the topic, but were not examined in its mastery. In most of the Czech elementary schools it is not possible to avoid this type of assessment yet and it is used after the particular learning period when there is not any chance to improve anymore (p.329).

Kratochvílová (2011) claimed that this type of assessment is also used in the European schools to assess general and specific competences of pupils, which is done twice a year (p.29). Kratochvílová also stated that there is a trend in Europe to combine summative assessment with narrative description of pupils' performance as an answer to insufficient value of numeral assessment scales. Petty (2013) pointed out that summative assessment in academic and extra-curricular fields is currently under the process of turbulent transformation. Its course is often different in each subject and it changes also in one subject year to year (p. 473).

Formative (lat. forma = shape, form) assessment gives feedback at the moment when there is still possibility to improve the performance or activity. Formative assessment is also “used during a course of instruction, for the purpose of improving learner’s learning” (Richards, 2015, p.738). It should support the pupils and give them leadership and advice focused on improvement. It refers either to strong points or weak points of the work. It is supposed to be a dialogue between teachers and pupils. This type of assessment will be described in detail in the following section. Taras (2005) claimed that it is necessary to add that summative assessment can work on its own, whereas formative cannot work solely without the summative one.

Norm-referenced assessment is based on comparison of the individual's performance with the performance of the others. This type of assessment does not take into account differences between pupils, their different capabilities or their preconditions. As Kratochvílová (2011) stated, norm-referenced assessment is potentially very harmful and demotivational towards future work and efforts to self-improvement (p. 30).

Criterion-referenced assessment evaluates whether and to which extent the performance fulfilled the description of required output. The pupils are assessed exclusively on comparison of the criteria and their performance. Grading output is limited only to "accomplished" or "not accomplished" and there is no comparison between the pupils. Slavík (1999) claimed that this assessment can be successful only on a condition that the criteria are set correctly (p.40). Kratochvílová (2011) added that these criteria can also be set by pupils themselves, after discussion between the teacher and pupils, by some other school authority or by some curricular documents (p.30).

As was written above there are four concepts of assessment – summative, formative, norm-referenced and criterion-referenced. They differ especially in the use, in the targeted outcome and in the field where they are used.

Formative Assessment

First use of the term *formative assessment* is assigned to Michael Scriven when he characterized the role of evaluation as "an on-going improvement of the curriculum" (Scriven, 1967, p. 41). Just two years later was the term used again by Benjamin Bloom (1969) when he assigned another function to it:

Quite in contrast is the use of formative evaluation to provide feedback and correctives at each stage in the teaching-learning process. By formative evaluation we mean evaluation by brief tests used by teachers and students as aids in the learning process. While such tests may be graded and used as a part of the judging and classificatory function of evaluation, we see much more effective use of formative evaluation if it is separated from the grading process and used primarily as an aid to teaching ... Evaluation, which is directly related to the teaching-learning process as it unfolds, can have highly beneficial effects on the learning of students, the instructional process of

teachers, and the use of instructional materials by teachers and learners (pp. 48 and 50).

William (2006) concluded these two views as “the crucial feature of formative evaluations is that the information is used in some way to make changes ... and if it shapes student’s learning” (p.2).

The term was not used much in the next decades but there was one project lead which explored the results of assessment combined with instructions – the CGI project (CGI - cognitively guided instructions). The teachers at several elementary schools were to compare children's behaviour on video examples. The teachers took notes about the pupils’ development throughout the project and based on these notes they had to alter their instructions to achieve better results in fulfilling students’ needs. This project took four years and it ended really successfully (Fennema et al., 1996). Pupils showed improved results and reflected that learning was much easier and more structured. According to William (2011), several more studies and researches followed and proved that “it can have a significant impact on student learning.” The problem is that there are several different definitions but none of them is accurate and all of them differ in a lot of details. However, the most accurate definition would say that “any assessment can be formative and that assessment functions formatively when it improves the instructional decisions that are made by teachers, learners, or their peers” (William, 2011).

As reported by William (2011), there are three main determining processes: where the pupils are in their learning, where they are going and how they will get there. He also set up three individual roles involved in the assessment process: teacher, learner and peer. William (2019) also set three different types according to the length of the assessment: long cycle, medium cycle and short cycle. The term cycle describes the length of collecting evidence so the teacher is then capable of adjusting the instructions in order to improve pupils’ learning. The long cycle correlates with long-term lesson planning. It can assess performance in a month period or even in the course of the whole school year. It may assess the whole content of the course or of the unit in the curricular coursebook. The medium cycle measures the performance between lessons; it may cover a time period within a few weeks. The shortest cycle happens within the lessons themselves and can alter the instructions based on the current development of the lesson. All of these cycles are

connected and depend on each other. When the teachers assess the short cycle, they always have to bear in mind the long cycles and the goals they established earlier.

Aspects of Formative Assessment

According to Leahy et al. (2005) there are five main strategies. These strategies are listed further.

Clarifying, Sharing, and Understanding Learning Intentions and Criteria for Success

Teacher is supposed to clarify all the intentions (which is something that the pupils should understand, know and can do as a result of the learning process) in order to know that the pupils understand them and they are able to follow them. Learning intentions are supposed to “describe what it is that we want students to learn, and their clarity is at the heart of formative assessment” (Hattie, 2012, p.47). For the purpose of this it is good to use the syllabus or rubrics.

When the students know where the lesson is heading it can fasten the whole process of learning. It may be shared at the beginning of the lesson but there might be situations when it is not desired – i.e. when the given task is more creative and the pupils might end the lesson with different outcomes; telling the goal of the lesson will make it impossible to fulfil an inductive approach in teaching.

It is necessary to share with the students what success looks like. Criteria for success can lead towards this goal. However, Hattie (2007) warned that this might possibly discourage some pupils as something unattainable. For this reason there are also process criteria which hint the position of the pupils on their way in achieving the goal. This is especially important for showing the pupils that they are the owners of their own learning.

In conclusion, good understanding of the intentions leads towards efficient and successful outcomes and prepares pupils for the learning process. The intentions can be addressed from the beginning of the lesson with pupils or they can just help the teachers with their lesson planning and lesson aiming. It is also necessary to set criteria which lead

towards the intentions fulfilling in order to simplify the way for the pupils, who could possibly become overwhelmed and get scared of the difficulty.

Engineering Effective Classroom Discussions, Activities, and Learning Tasks that Elicit Evidence of Learning

William (2011) explained that for successful continuation of the learning process it is necessary to get evidence of learning from the pupils. Pupils do not always learn everything teachers teach them. Teachers need to find out what pupils really know. The simplest way is to ask questions. Questions should cause thinking. Wiliam (2020) pointed out good questioning – teachers cannot make questions on their own because they are victims of their own thinking. He also stated that it is bad to make decisions for the whole class on the basis of one pupils' answer. Teachers should ask randomly (i.e. by using little woods with pupils' names on them). This method helps to raise awareness of the real situation in class. According to Wiliam (2011) pupils gradually learn to pay attention and not rely only on those pupils who always know the answer and raise their hands first. He also mentioned that pupils start to support each other and benefit from other pupils' way of thinking, which could have been suppressed in the past by the quick respondents. Another way of getting the answers is embedding all students' response system. Wiliam (2020) suggested several possibilities such as an electronic voting system, which is safe because of the anonymity and it allows them to be secretly successful; or white boards that can be used several different ways; or for instance ABCD cards, which make the class a safe place, because there will always be someone else with the same wrong answer.

As said above, getting the evidence of learning is extremely important. It helps teachers to quickly change the instructions to raise the effectiveness of their teaching and to meet the pupils' needs. It grounds them the position to give pupils feedback and plan next steps.

Providing Feedback that Moves Learning Forward

The need for feedback emerged from the situation that pupils are so used to getting grades so when they do not get them, they stop working. In addition, when they get it, it can possibly be very harmful. Giving grades and praise have absolutely no impact on a

student's achievement. Research (Butler, 1988) showed that commentary feedback connected with grade was less effective than those without connection with grade. Another reason to embed the commentaries to pupils' works was one of the recommendations in the book "Inside the Black Box" by P.J. Black and Wiliam, which said that feedback is much more useful in the form of commentary than of grade (1998). Every teacher provides some kind of feedback on pupils' learning. It can have several different forms – pupils get to know an extent of their achievement or they find out what is missing to achieve the goal or they are being compared with others. The pupils compare each other by themselves, even though the teacher does not. According to Assessment Reform Group (2002) feedback is a process of searching and interpreting evidence for pupils' use and their teachers to decide where the pupils are, where they go, and how they can get there. Furthermore, there was said that "feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative" (Hattie and Timperley, 2007, p.81). Feedback should not cause emotional reaction, just the cognitive. Even when it causes the emotional reaction, teachers should attempt to slow the reaction by focusing on what it really says and not what it says about pupils themselves. For instance the comparison between pupils is highly undesirable. Feedback should not mean the end of the performance. If it says only what is wrong, it cannot be effective. As reported by Wiliam (p.121, 2011) it must provide a way for what to do next. It should leave pupils with some more work to do – not just the final solution. The focus on the next step lowers the emotional reaction on the performance itself. Overall it is necessary to say that the reaction is always more important than the feedback itself.

Hattie (2007) warned that feedback cannot be effective if pupils are not given time to work with it. The essence of feedback is responsive. It has to be part of the overall system. It does not matter whether the feedback is corrective or supportive. They both must confirm to the pupils that they are on the right way or it should show them how to get back on it. Feedback is helpful even for the pupils who did very well. It may contain follow-up questions and lead to subsequent thinking.

To sum up, feedback is a very useful tool in the teaching process. It was proven that it is much more effective than just simple grading. Furthermore it is more effective without grading. It is a tool which provokes pupils' reactions and leads to further learning.

Activating Learners as Instructional Resources for One Another

Cooperative and collaborative work management is proven to be very effective. Although it is not used as much as would be desired (Wiliam, 2006). First, it raises the motivation as pupils are forced to help each other. Second, the shared care of the group increases effort. Third, it helps to overcome the problems with mixed-abilities within the group. And eventually, the helpers of the group are forced to think more about the ideas and see them from different perspectives. It is also a well-known technique that the pupils fully understand the topic at the moment when they are able to teach or explain it to someone else. Hence it is necessary to include peer tutoring into the teaching process and mutual assessment is an inseparable part of it.

Wiliam (2020) offered several possibilities how learners can become resources for one another. Students should have a chance to make their own test. Before turning their work in, they can ask buddy to review their work at first (it doesn't have to be checking for correctness but only for the form, necessary things such as name, date, margins, etc.) If there are still some mistakes or missing things, the correcting student is in trouble, not the one who wrote the work originally. The teacher can also ask at the end of a difficult topic whether they have some questions. Pupils can put together one group question. While doing it they can answer questions of others and learn even more this way. It also helps to elicit the group weaknesses. Students can assess each other's work using rubrics or examples. Wiliam (2006) marked that pupils are much more often stricter than teachers ever would be. It indicates that the feedback can be more effective because pupils tend to follow their peers much more than teachers. It is considered as a breaking point at the pupil's development when the pupil wants his/her work to be reviewed by someone else. It means that they are not focused only on a verdict about their work, but that they see the feedback as a possibility to grow and improve.

As written above, cooperative and collaborative work is very important for raising motivation, increasing effort, overcoming problems with mixed-abilities within a group and seeing topics from different views. Pupils also benefit from the feedback done by their peers because it is based on different relationship status and can possibly mean more than the feedback done by their teachers.

Activating Learners as the Owners of Their Own Learning

According to Barkat (2014), there are three key factors that are particularly important in helping pupils to achieve bigger ownership of their work and increasing their performance. First, pupils must set their learning activities to the context of their personal goals – i.e. by connecting it to their career aspirations or something less existential such as travel desires or personal wishes to understand lyrics of a favourite artist. Second, pupils should connect their efforts with success. It means that they are supposed to understand the criteria of success, recognize the correct way of performing tasks, but also to be able to ask for help or to be able to redo their work based on the given feedback. Third, pupils should have the chance to plan their work, organize their tasks and choose how they will perform them after discussion and mutual agreement with teachers. Templates, to-do lists or criteria checking lists are very helpful. This factor closely relates with metacognition – this includes the knowledge of what pupils know, what they can do and what they know about their own cognitive abilities. Metacognition is highly important in improving pupils' performance but Boekarts (2006) added that it is necessary to view it from a bigger perspective. She claimed that metacognition is just part of autoregulation. It also includes emotions. She defined it as a multi-component, multi-level and repeating process of self-control, which focuses on self-recognition, emotions and attributes of the environment leading towards the changes in the goals. She developed the dual-processing model. She believes that when the pupils are given the task they immediately consider it within its context, their information sources, their attitude towards the subject, their overall knowledge and possible invested endeavor. After this consideration they decide whether they want to proceed and do the task or they assess the task as too hard and not to do it. The first alternative leads to the growth of their abilities. It is then teachers' duty to facilitate the way or at least explain that it is completely normal that the first attempts are condemned to failure and that it can take several more attempts for the final version. Wiliam (2020) again offered several techniques on how to facilitate the process within class. Traffic lights technique – there are students who are not willing to ask questions for understanding publicly, but this technique (by flashing the red light) helps them to ask for better explanation, consequently it raises their success rate. Green/red discs placed on their desks showing if they currently understand what is going on – if not they turn the disc and

“green” student has to answer “red” student’s question – red student is owner of his learning improvement and the teacher can respond to the current needs.

In conclusion, pupils need to be owners of their own learning. When they connect their goals with the tasks, consider all the criteria and steps and plan their work process, they are more than capable of performing successful work. The indispensable role of the teacher is then fading and they are just in the role of guidance and help. Pupils are much more likely to educate themselves for all their lives.

The Role of Criteria in Formative Assessment

As already mentioned above, pupils need to understand where they currently are, where they aim and how to get there. The role of teachers is crucial. Teachers have to set criteria which will allow pupils to compare their work with the required standards. Criteria are explicit definitions of what is asked of them. Clarke (2014) suggested that teachers should demonstrate required skill and then ask pupils to describe their actions. This way they can elicit the final evidence of their learning. Then she suggested illustrating good and bad practice together with working through an example. Finally she suggested providing bad criteria so pupils can correct them and cooperate on creating new and better ones. This way they can fulfil the requirement of being responsible for their own learning. This idea was supported by Margaret Heritage (2010) who stated that pupils who are not able to control their own learning become overwhelmingly dependent on their teachers’ feedback which means they are not able to develop the skill of life-long learning.

As we can see the role of criteria in formative assessment is crucial. It leads pupils’ performance towards learning goals and supports their own responsibility of being owners of their own learning.

Advantages of Formative Assessment

In the following section, I will summarize views of different authors on the advantages of formative assessment in English language teaching. The connection between assessment and teaching is one of the basic ideas of formative assessment. Greenstein (2010) claimed that it is beneficial for both pupils and teachers. Pupils get regular feedback

on their performance and teachers get feedback, which can be used in future lesson planning and adjusting their future steps. Based on these two feedbacks, the educational process becomes cyclical and leads towards constant growth and improvement.

Greenstein (2010) summarized the main advantages of formative assessment in English language teaching into four main points. First, formative assessment supports pupils and teachers to work in collaboration. Second, formative assessment raises active engagement of pupils in activities and their motivation. Third, formative assessment ensures that given marks fully reflect pupils' progress based on given standards. Fourth, it ensures that basic skills are taught according to their own skills and pace and that teaching of more difficult skills respects their possibilities.

Another advantage to be mentioned is that "the use of formative assessment facilitates improvement in instructional practices, identifies "gaps" in the curriculum, and contributes to increased student performance" (Dunn and Mulvenon, 2009). Weurlander et al. (2012) proved that formative assessment is an important tool in three areas – motivation, ownership awareness of one's own learning and impact on it. They also stated that formative assessment helps pupils with bigger thoroughness. In their article they also collected several other research studies that emphasized advantages of this type of assessment. They mentioned Black and Wiliam's book *Inside the Black Box* (1998), in which the authors asserted that giving feedback improves pupils' learning. They even tested it at different levels of schools. Nevertheless, they pointed out that success of formative assessment depends on the extent of the use by teachers – how they use it for adjusting their teaching strategies. They also highlighted that effective learning is based on active engagement of pupils. Weurlander et al. also acknowledged Carrillo-de-la-Pena et al. (2009) who proved that students assessed by formative assessment reached better results at the final assessment than those who were not assessed formatively.

Abrecht (1991) considered seven significant qualities of formative assessment:

1. Formative assessment focuses on pupils and their individual needs.
2. It includes pupils into the whole learning process because they are constantly being informed about their steps.
3. Pupils can perceive the educational process as easier because it is continuous and without interruptions.

4. Formative assessment is adaptable to particular teaching situations and is able to cover mixed-abilities and diversity.
5. Formative assessment does not focus on the results but on the process of reaching them.
6. Formative assessment helps the educational process by permanent adaptation and adjustment.
7. Formative assessment localizes the difficulties and obstacles and helps with overcoming them, instead of their definitive evaluation.

In conclusion, formative assessment brings a lot of advantages into the teaching process. It helps to see the goals clearly. It allows us to adjust learning for every particular pupil by showing them what is topically important. It brings pupils and teachers together and allows them to cooperate. It raises pupils' engagement and motivation. It covers exclusively the process and not the results. And finally it helps to overcome the gap between curriculum, instructions and assessment.

Teaching Language Structures – Grammar and Vocabulary

Teaching language structures requires to cover several different phenomena – accuracy, fluency and complexity. Accuracy is “the ability to produce discourse that is free of grammatical errors” (Richards, 2015, p.266). Accuracy is usually taught by grammar exercises, gap-fills or exercises based on drill. It corresponds with the controlled stage of practice. As stated by Ellis and Johnson (1994), in this stage pupils' skills are consciously managed and directed. Accuracy practice does not demand context and authenticity. However, it seeks explicit knowledge. Fluency on the other hand does not focus on precision but on “the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication” (Richards, 2015, p.266). In the course of lesson's fluency it belongs to the open stage (=non-controlled practice). It cannot be controlled and it is practised during conversations, discussions or role-plays. Contrary to accuracy, fluency requires implicit knowledge, authenticity and demands context. Complexity then combines these two previous concepts. The greater knowledge of accuracy is, the more fluency develops. I will focus more on accuracy for the purpose of the nature of this thesis.

It is necessary to elicit what pupils are capable of to consider grammatical structure as learned. There are several approaches. One of them is made by Celce-Murcia & Larsen-Freeman (2015). They thought about it through a form, meaning and use (FMU). Form represents correctness of phrase or clause. It can refer either to the required form of a word or word order. It can also indicate given rules. Form is closely connected also with its use. The fact that pupils can describe grammar rules (explicit knowledge) does not necessarily mean that they can use them in appropriate situations (implicit knowledge). Different situations require different types of language. For instance, formal letters would use completely different grammatical structures than informal conversations in the supermarket. Last concept is meaning. Without meaning would not any conversation make any sense. Different grammatical structures have different meanings. For that reason, pupils need to use the correct form to aim for the correct meaning. The authors also pointed out that this approach is closely connected with mistakes made by pupils. If pupils know all three concepts, then they make only minor mistakes which do not influence comprehension. On the other hand, if they do not connect form with its meaning, they will possibly make mistakes which will lead to misunderstanding or complete incomprehension. Nonetheless, all mistakes are always clues for teachers on which part it is necessary to focus more in the next step. Larsen-Freeman (2003) then connects all above. She believed that engaging pupils into learning grammar can be achieved through connection of FMU concepts with the concepts of accuracy, fluency and complexity. She even suggested the term “grammaring as a fifth skill that is intimately interconnected with the other skills” (Larsen-Freeman, 2003, p.143).

As pointed out by Richards (2015), assessment of grammar slowly slides to the idea that grammar is a part of communication and primarily of productive skills – writing and speaking. Hughes (2003) then highlighted that grammar is becoming part of proficiency and achievement tests. For instance, lower-level Cambridge English Language Assessment’s tests do not cover it, but the higher-level ones (FCE, CAE and CPE) include grammar into the part “Use of English” compared to other skills such as listening, writing, speaking and reading. According to Larsen-Freeman (2009) testing is done on decontextualized and solitary structures (typically by fill-in-the-blanks, multiple-choice, error identification and correction, clause combining, word-order structuralizing, etc.). However, this is not a sufficient approach. This approach assesses only form accuracy but

does not assess meaning and use of grammatical structures. According to Rea-Dickins & Germaine (2003), to measure communicative grammar we need to fulfil following five characteristics:

1. The grammatical structure must be situated into context.
2. It must be clear what the communicative situation is and what the purpose of it is.
3. Pupils must know who the audience is.
4. Pupils must focus more on meaning than on form.
5. Pupils must be able to “produce grammatical responses”.

Vocabulary is another element explicitly taught. However, according to Scrivener (2011), the term vocabulary is often assigned to a single word. He offered to use the term lexis for broader use. Lexis includes single words, collocations and chunks. Similarly to the previous description of grammar, it is necessary to state what it means to fully master the knowledge of lexis. If we stay loyal to the distinction of approach by Celce-Murcia & Larsen-Freeman (2015), we can distinguish again form, use and meaning of vocabulary. Nevertheless, in this case it is possible to divide form further. Form of lexis is spoken and written.

Scrivener (2011) noted four stages of remembering lexis: putting lexis into storage (memory), keeping it in the storage, retrieving it from the storage and using it. Richards (2015) then summarized ten points of lexis acquisition. Pupils know:

1. the spelling of the lexis.
2. the pronunciation of it.
3. the meaning of it.
4. the lexis receptively.
5. antonyms and synonyms of it.
6. grammatical function of it.
7. the lexis productively.
8. other meanings of it.
9. the affixation of it.
10. the collocations in which the lexis occurs.(p.307)

Richards (2015) noted two perspectives of lexis assessment. First approach assumes that a solitary set of lexis is tested, when pupils are given different lexis and are to select the

correct meaning or give its translation. Second approach assumes use of lexis in some context of a language-use task and tests meaning much more than the first one. He also listed typical tasks used for testing lexis: multiple-choice, matching, sentence completion or writing, gap-fill and self-rating. Lexis assessment can also be viewed from different dimensions. Read (2000) distinguished three of them – discrete or embedded, selective or comprehensive and context-independent or context-dependent. Discrete measures lexis knowledge as a singular construct. Embedded then measures it as a part of a bigger construct. Selective dimension counts lexis as a main focus of the assessment, whereas comprehensive counts all lexis of the input material. Finally, context-independent dimension measures pupils' responses based on missing context and vice versa with context-dependent dimension.

In conclusion, it is necessary to view teaching language structures as a complex problem. It requires us to consider their accuracy, fluency and complexity with respect to their form, use and meaning. Assessment of these structures then requires excellent knowledge of the principles of their acquisitions.

Formative Assessment in English Language Teaching

In language teaching, formative assessment is a crucial part of the process. Brown (2004) considered a basic requirement that pupils need to have the opportunity to use the language and not be graded all the time. He also believed that they should get feedback, consider it and revise their work based on it (p.351). Ruan (2015) also added that nowadays there is an increasing need to take into account the ability of problem-solving, of being decisive and of communicating and cooperating. He also claimed that these abilities are needed to be graded and that it is very hard to cover them in assessment tests (94).

The need for formative assessment results also from pupils themselves. Mansourizadeh and Izwan (2014) found out that students in the EFL (English as a Foreign Language) classes do not often know what their grades mean and in many cases demand further explanation and clarification (p.121). Best et al.(2014) then proved that students in EFL classes pursue their performance better, but also appreciate the teachers who give them further suggestions to improve their essays (p.351). Torres (2019) then summarized

in his study that summative and formative assessment have both their irreplaceable place in EFL classes. Nonetheless, pupils value the comments most since they can use them as a guidance for further work (p.2).

The possibilities of formative assessment in language teaching are endless. Starting with asking questions. They can be in the “true/false” form, multiple-choice form or they can be open. Teachers can collect the evidence of learning by interviewing the pupils or by listening to the dialogues they lead with one another. As Black and Wiliam (1998) noted, discussions and questions can lead students toward better knowledge and engage them into more meaningful thinking. Nevertheless, Ruan (2015) questioned subjectivity and objectivity of assessing pupils’ answers. She contemplated that with open questions, pupils have more freedom to express themselves, which means that teachers can see the current state of pupils’ language more realistically. However, open questions are much more demanding on assessing. Teachers need to set specific criteria (which will be known to pupils before assessment) to avoid subjectivity (p.94).

Pupils can also keep the progress diaries. They can learn how to recognize their strong and weak sides. Such a diary can also show teachers how to progress or whether there is another need to revise some topic more.

Keeping pupils’ portfolios is also a good method of controlling their performance progress. For example, comparing the first draft with the final version can have a huge effect on pupils’ self-confidence by showing them how big their progress was. Teachers can also mark mistakes in pupils’ work and let them correct it. This way they will see the space for improvement. And if kept in a portfolio, it can serve as a comparison for future reference.

Another method can be a task-based project. The focus is on completion of the task and not on the language structure. However, successful completion of the task requires use of appropriate and correct language structures.

Torres (2019) also mentioned that fundamental assessment methods are two of the five key strategies described above – namely self-evaluation (activating learners as the owners of their own learning) and peer-evaluation (activating learners as instructional resources for one another) (p.10).

Coursebooks used in the English language learning usually offer some kind of assessment tests. These can be of several different types – for instance unit tests, placement

tests, introduction tests, end-of-course tests, etc. Especially the tests from the older coursebooks are aimed mainly on receptive skills. They asked for perfect grammar and vocabulary knowledge or for text understanding (=accuracy), but they did not ask for productive skills, such as writing or speaking. These tests were always the only assessment tools offered by the methodology books or by teachers' books. The situation is slowly changing. For example, the coursebooks of the series English File offer nowadays formative assessment while teaching writing skill. They count with multiple drafts before handing in the final version.

Taking all of this into account, it is necessary to highlight the importance of using formative assessment in English language classes. The studies proved that it is beneficial for both the pupils and teachers. Formative assessment helps to realize the mistakes done and creates space to correct them and improve the final product. I also listed several different possible methods of formative assessment in EFL classes in this section. I also mentioned how formative assessment is included into current accessible coursebooks.

Theoretical Background Summary

We can conclude, from the theoretical framework of formative assessment in language teaching described above, that it is a very useful teaching technique. Different approaches to assessment showed that there is a need to explain the grades. Grades alone cannot transfer the information about pupils' performance and learned skills. Formative assessment enables pupils to improve their performance. Nevertheless, it helps teachers as well. It collects the evidence of learning which can be used as valuable information for future reference and lesson planning. Formative assessment also overcomes possible diversity within the class and creates an environment for activating pupils as instructional resources for one another. Therefore, formative assessment (if used properly) can encourage pupils to be motivated and to be owners of their own learning.

III. METHODS

This chapter describes the practical part of the thesis. I will describe the research material, research procedure, and criteria for assessment of online tools and platforms. The main aim of the research was to assess online tools and platforms for formative assessment of grammar and vocabulary knowledge. Specifically, how and to what extent online tools and platforms allow teachers and pupils to make use of feedback. I developed two research questions:

1. What formative assessment can be done with individual online tools and platforms?
2. Which of the selected online tools or platforms supports formative assessment the most?

Research Material

For the purpose of the research, ten different online tools and platforms were selected, namely *Kahoot!*, *Quizlet*, *Google Forms*, *Google Docs*, *Padlet*, *Quizziz*, *Mentimeter*, *Flipgrid*, *Liveworksheets*, and *Survio*. I chose ten most often mentioned online tools and platforms on the ground of compilation of two different sources - chapter “Using Mobile Technology for Formative Assessment in the Classroom” in *Handbook of Research on Mobile Devices and Smart Gadgets in K-12 Education* (Khan & Umair, 2018) and selected websites (Dyer, 2019; Store, 2020; George, 2017; Restifo, 2021; Educatorstechnology, 2018).

Research Procedure

First, I selected ten online tools or platforms. Second, I created criteria (Appendix A) for assessment of the tools and platforms. These criteria were based on the theoretical part of this thesis with regard to particular correct form, task types, feedback possibilities, and necessity to pay premium version or registrate pupils into the platform. Third, I subjected all the tools and platforms to analysis using established criteria. I always tried to create set/flashcards/quiz/questionnaire and then compared the options of the teachers’ and pupils’ interface with the criteria. Fourth, I compiled my findings presented in the next chapter of this thesis.

IV. RESULTS AND COMMENTARIES

This chapter presents findings of the online tools and platforms' analysis. The data were collected on the basis of the theoretical background. The data collected are organized according to criteria for assessment of online tools and platforms presented in the previous chapter. The individual review criteria (Appendix A) are numbered 1-14. The findings are aligned with these. Further, the results are summarized in the commentaries to enable an overall view on the subject matter. At the end of this chapter there is a simple table (Table 1) providing an overview of the findings. It presents the findings in a simplified way. Key findings are described at the end of this chapter.

Kahoot!

This online tool is based on creating presentations, which can be created by several different pre-set possibilities - knowledge testing, collecting opinions and presentation slides. These kahoots are assigned to pupils either as live game mode or as challenge game mode.

1. Kahoot! allows teachers to use kahoots already made by someone else. Teachers can choose them based on the name of the kahoot. Teachers can edit it and adjust it for their personal use.
2. Kahoot! allows them to track automatic feedback based on their input. Teachers can create their own kahoots. This online tool also allows teachers to track either particular pupil and his/her answers or particular question. Teachers can discover potentially complicated questions, which will allow them to use the principles of formative assessment.
3. Kahoot! does not allow to confirm automatic feedback before announcement to pupils. The only possibility is to explain the correct form during the class presentation - at the moment after finishing answering and seeing the percentage of correct answers.
4. Kahoot! does not allow teachers to make a narrative assessment before announcing the correct answers to pupils.
5. Kahoot! does not allow teachers to additionally correct already given feedback.

6. Kahoot! does not identify areas for further practice. Teachers are notified about pupils who need help (because they answered less than 30% correctly) in the Report tab. In this tab they can also see the percentage of correct answers for each particular question.
7. Teachers can set replaying of the particular kahoot. Pupils can try to improve their results. Big disadvantage is that pupils cannot see their results after the end of the game. Only teachers can show them to them.
8. Multiple-choice is the basic game mechanism of Kahoot!. Pupils are given a question and they choose the correct answer from 2 - 4 possibilities. Correct answer can either be one or more. Ordering of words is available only in the paid Premium variant of Kahoot! Even though it still has its limits. It is only possible to rearrange four words at maximum and they must be arranged only in the order preset by the teacher. Gap-filling is available only in the paid Premium variant of Kahoot! It can be created in the "Type answer" possibility. True/false tasks are available. Open question tasks are available only in the paid Premium variant of Kahoot! Pupils can type up to 250 characters and their answers are shown in the slide presented by the teacher. It is possible to set the time limit up to 4 minutes. Error identification and correction task type can be run i.e. with true/false possibility by asking the question whether the word/sentence is correct or not. It can also be run with multiple-choice possibilities by asking which of four given possibilities is correct or wrong. The task types which were not mentioned are not available in Kahoot! online tool.
9. Kahoot! allows teachers to differentiate time given to each particular question. It consists of 8 possibilities in the range beginning from 20 seconds and ending at 4 minutes. However, it is not possible to differentiate time for particular pupils. The time given is the same for the whole group of pupils.
10. Kahoot! includes a competitive element. Primarily, it assigns points based on correctness and speed of the answer. Teachers can set double points for particular questions. Teachers can deactivate assigning points to particular questions.
11. Kahoot! allows teachers to insert pictures (Premium version offers image reveal function), GIFs, videos and audios (Kahoot! can read given text in several languages). However, the free version allows us to use only pictures, GIFs owned

by the user and videos uploaded from Youtube. The use of pictures and GIFs provided by Kahoot! and audio itself are part of the paid Premium version.

12. Kahoot! does not allow pupils to insert any prompts.
13. This online tool is cost free only in limited version. There are three financial plans for different Premium versions. The paid Premium version differs in number of players, slide templates, task types (paid are Puzzle, Poll, multi-select answers, type answer, etc.), audio in questions, navigation between questions, lesson plans and possibilities of sharing.
14. Kahoot! does not require registration of pupils. Pupils enter assigned kahoot via website kahoot.it by inserting numeral code given to them by teachers. They only enter their name or nickname.

Commentaries

Kahoot! From the point of view of formative assessment it does not offer much. The third strategy of providing feedback that moves learning forward is not feasible here. Teachers can see the wrong answers of particular pupils or particular questions, but the online tool does not offer any way to further work, unless playing the same kahoot all over again. It also does not offer the possibility to comment on the wrong answers or to confirm the results before announcing them to pupils. Big disadvantage is also no possibility for pupils to review their answers which defies the strategy of Activating learners as the owners of their own learning.

Quizlet

This online tool creates sets of flashcards. In the flashcard can be either a single word (and its translation) or complex sentence to the extent of a full paragraph. Quizlet enables several different options of work with them - simple learning by turning both sides of the flashcard, practice of writing, spelling, matching both sides of the flashcard or engaging games. It also enables Live game mode played by the whole class, either as an individual or as a team. Teachers can make a printed test (with a lot of possibilities of customization) or pupils can take the test in the tool itself.

1. Quizlet allows teachers to use sets of flashcards already made by someone else. Teachers can choose them based on the name of the set. Teachers can edit it and adjust it for their personal use.
2. Quizlet allows teachers to track automatic feedback based on their input. Teachers can create their own set. This online tool also allows teachers to track the progress of a particular pupil. However the teacher cannot see which particular flashcards are challenging. Teachers can observe potentially complicated questions, which will allow them to use the principles of formative assessment.
3. Quizlet does not allow to confirm automatic feedback before announcement to pupils.
4. Quizlet does not allow teachers to make a narrative assessment before announcing the correct answers to pupils.
5. Quizlet does not allow teachers to additionally correct already given feedback.
6. Quizlet identifies areas for further practice. The Learn mode recognizes the wrong answer, remembers it and reassigns the problematic flashcard again several times until pupils perfectly know the correct answer.
7. This criterion closely relates with the previous one. The Learn mode forces pupils to revise challenging flashcards again. Pupils can also revisit every mode again and again.
8. Multiple-choice is not a possibility by itself but it is part of the Learn mode. Matching is offered as a game in which the speed is measured. At the end of the game pupils can see the time results of their schoolmates. Gap-filling is again part of the Learn mode. True/false tasks are no longer available. The task types which were not mentioned are not available in the Quizlet online tool.
9. Quizlet does not allow teachers to differentiate time given for each flashcard.
10. Quizlet includes a competitive element. It offers Match and Gravity mode in which pupils can compare their time results or scores. Live mode for playing during class is also available. Pupils can play either as individuals or as a team (pupils are divided randomly in the version for free). Paid version Quizlet Teacher enables to customize the teams and change sets of flashcards more easily.
11. Quizlet allows teachers to insert pictures for each flashcard separately. It also allows teachers to insert a picture and make a diagram out of it. Visually oriented

pupils can then connect the term with its visual meaning more easily. Audio prompts are available only in the paid version.

12. Quizlet does not allow pupils to insert any prompts.
13. This online tool is cost free only in limited version. There is a paid version for teachers. The paid version differs in the possibility to insert audio, text formatting, more detailed diagrams' creations and offline version of the mobile application.
14. Quizlet requires pupils' registration. The sets cannot be assigned to unregistered users. Based on the registration pupils can also use mobile applications.

Commentaries

Quizlet is a simple online tool which allows revision of given sets of flashcards. In the Learn mode it provides feedback that moves learning forward by reassigning challenging flashcards until they are known perfectly. It also supports ideas of peer help and being the owners of their own learning by comparing the results and watching the percentage progress of learning. Teachers can also see the pupils' percentage progress of each particular mode. However, teachers cannot see specific challenging flashcards, which denies them future planning and feedback giving.

Google Forms

Google Forms is an online tool which is a part of Google Workspace platform. Primarily it serves as a survey tool, but it can be easily adjusted as a teaching tool. This online tool enables several options on how to ask questions and use it as a revision tool. It allows teachers to give narrative feedback and confirm or adjust the answers before announcing the results to pupils.

1. Google Forms potentially allows teachers to track automatic feedback without their input. It can be done by shared forms from other teachers, who have allowed sharing of their forms. Nevertheless, I tried to search for some shared forms of common grammatical and lexical topics taught at elementary schools and I did not find any.
2. Google Forms allows teachers to track automatic feedback based on their input. Teachers can create their own forms and monitor the percentage of each particular

question or each particular pupil. Teachers can also see every answer in detail. This allows them to work with the feedback based on the strategies of formative assessment.

3. Google Forms allows to confirm automatic feedback before announcement to pupils at the setting of each form. Google Forms pre-assesses the answers and teachers can subsequently confirm or adjust them according to their wish.
4. Google Forms allows teachers to make a narrative assessment before announcing the correct answers to pupils. Every question has a possibility to add individual narrative feedback.
5. Google Forms allows teachers to additionally correct already given feedback. They must only re-announce the results.
6. Google Forms does not identify areas for further practice in regard to particular correct form.
7. Google Forms allows pupils to redo their form again (if set like this). They cannot work with the original answers, but they need to fill the form all over again.
8. Multiple-choice is possible and it is also possible to choose more than one correct answer. Disadvantage is that teachers must alert pupils about this in the instructions because there is no mechanism, which would do it by itself, so pupils would know about this possibility. Matching can be realized via a grid of answers by connecting the correct row and column. Ordering words is possible in a complicated way. Teachers can create a grid. Rows will contain words and columns will contain numbers. Pupils then mark the correct box of correct order of words. Gap-filling is possible with short answer mode. True/false tasks can be created with multiple-choice mode with inserting answers true and false. Open questions task type is also accessible. Error identification and correction are also feasible with short answers mode or multiple-choice mode. Extended production is a little bit complicated but possible. Pupils can upload their extended production (i.e. audio or video) from their device or from their Google Disc.
9. Google Forms does not allow teachers to differentiate time given for each answer. However, it can be done by installing an additional plug-in into Google Chrome browser.
10. Google Forms does not include a competitive element.

11. Google Forms allows teachers to insert pictures and videos.
12. Google Forms allows pupils to insert prompts similarly as was described in criterion 8.
13. This online tool is cost free. There is a possibility to use it as a part of Google Suite for Education which is paid. The only advantage in this case is interconnectivity with Google Classroom platform. Teachers can assign forms and announce the results via this platform.
14. Google Forms does not require registration. However, if teachers want to monitor the results and provide feedback of any type, there is a need to fill at least an email address.

Commentaries

Google Forms is very effective for formative assessment. It offers the biggest amount of possibilities for giving instructions and also for giving feedback of several types. Pupils can redo their forms and improve their performance this way. It supports the strategy of owning their learning. This tool is very valuable also for teachers in regard to collecting the results, which creates valuable background for future lesson planning.

Google Docs

Google Docs is an online tool which is also a part of Google Workspace platform. Primarily it serves as a word processor, but it can be adjusted as a teaching tool as well. This online tool is easily alterable for use as a revision tool. It allows teachers to give narrative feedback and confirm or adjust the answers before announcing the results to pupils.

1. Google Docs does not allow teachers to track automatic feedback of particular correct form without their input.
2. Google Docs does not allow teachers to track automatic feedback of particular correct form based on their input.
3. Google Docs does not offer automatic feedback. Even so, teachers can give pupils feedback on their performance.

4. Google Docs allows teachers to make a narrative assessment before announcing the correct answers to pupils. Every single character can be commented on or corrected in the way that pupils will see the change in their original document.
5. Google Docs allows teachers to additionally correct already given feedback. They can comment on the pupils' performance without any limitation.
6. Google Docs does not identify areas for further practice in regard to particular correct form.
7. Google Docs allows pupils to redo their document again without any limitation. They can work with the original answers. Big advantage is that they always see the changes so they can compare their previous work with the new one. Furthermore, when teachers use criteria possibilities (connected with Google Classroom platform), pupils can compare their answers with set standards or criteria, which will help them cover their progress and be aware of their own learning steps.
8. As Google Docs is not primarily a teaching or assessment tool, all task types must be adjusted to its limitations and technical skills of pupils. All task types can be completed with simple typing the answers into the document. Teachers can assign an already prepared template and each pupil can fill their own copy of it (in the connection with Google Classroom platform).
9. Google Docs does not allow teachers to differentiate time given for the task.
10. Google Docs does not include a competitive element.
11. Google Docs allows teachers to insert pictures or links.
12. Google Docs allows pupils to insert pictures or links.
13. This online tool is cost free. There is a possibility to use it as a part of Google Suite for Education which is paid. The only advantage in this case is interconnectivity with Google Classroom platform. Teachers can assign documents and announce the results via this platform.
14. Google Docs can be used only with an already existing email address. Based on this fact, it is always visible who made changes in the document.

Commentaries

Google Docs can be a very effective tool for formative assessment. It is perfect for non-controlled practice. It offers plenty of space for pupils to express themselves. The

option which shows changes enables pupils to watch their progress and so they can become owners of their learning. When it is used with Google Classroom platform and its criteria option, it helps teachers to be more time effective with their feedback.

Padlet

Padlet is an online platform which allows collaborative creation of virtual bulletin boards. Pupils and teachers can create post-it notes, upload pictures and videos or post links. Teachers can set the bulletin boards as walls, streams, grids, shelves, canvases or timelines.

1. Padlet does not allow teachers to track automatic feedback of particular correct form without their input.
2. Padlet does not allow teachers to track automatic feedback of particular correct form based on their input.
3. Padlet does not allow teachers to confirm automatic feedback of particular correct form before announcement to pupils.
4. Padlet does not allow teachers to make a narrative assessment before announcement to pupils. It only allows teachers to comment on the post-it notes created by pupils.
5. Padlet allows teachers to additionally correct already given feedback in the form of correcting already given comments.
6. Padlet does not identify areas for further practice in regard to particular correct form.
7. Padlet allows pupils to redo their work again based on the given feedback. They can either redo their original post-it note or they can redo it in the comments section of their original entry.
8. Padlet is a shared bulletin board. From its principle it is not possible to use it individually, which means that task types such matching or ordering words are not doable. There are alternative ways of adjusting task types. Gap-filling can be done collectively with commenting under the original post-it note. True/false questions can be answered by “liking” the post-it notes with statements. Open questions task type is perfect for this platform. Questions can stand as a heading of the bulletin board and pupils provide their answers in the form of post-it notes.

9. Padlet does not allow teachers to differentiate time given for the task.
10. Padlet does not include a competitive element.
11. Padlet allows teachers to insert pictures, videos, documents, spreadsheets, presentations, PDFs or links. Padlet also allows recording audio or video straight into the board.
12. Padlet allows pupils to insert the same as to teachers.
13. This online tool is cost free only in limited version. The paid version differs in the number of padlets, size of uploaded files and possibility to upload HD videos.
14. Padlet does not require registration of pupils. However, if teachers do not want to work in an anonymous environment, they have to instruct pupils to enter their name into their post-it notes. The authors of post-it notes created by registered pupils are recognizable.

Commentaries

Padlet is an effective platform for collaborative work and peer feedback. The advantages are: immediate supervision of pupils' work, possibility to comment on their work, possibility to further work with feedback, possibility to activate learners as instructional resources for one another and amount of possibilities of using prompts. The disadvantages are: limited possibilities of task types and non-anonymous surrounding (which can possibly create unsafe surrounding).

Mentimeter

Mentimeter is an online tool for presentation creation. These presentations can be interactive which makes them accessible as a teaching tool. Teachers create a presentation and pupils can interact with it and see real-time results of their answers.

1. Mentimeter does not allow teachers to track automatic feedback of particular correct form without their input.
2. Mentimeter does not allow teachers to track automatic feedback of particular correct form based on their input.
3. Mentimeter does not allow teachers to confirm automatic feedback of particular correct form before announcement to pupils.

4. Mentimeter does not allow teachers to make a narrative assessment before announcement to pupils.
5. Mentimeter does not allow teachers to additionally correct already given feedback.
6. Mentimeter does not identify areas for further practice in regard to particular correct form.
7. Mentimeter does not let pupils work with the given feedback and remake their work.
8. Mentimeter offers several possibilities to work with the presentation. Teachers can create multiple-choice, ordering of words (with the ranking question type), true/false (with the multiple-choice question type) and open questions. Everything can be done either anonymously or not.
9. Mentimeter allows teachers to differentiate time given for the task.
10. Mentimeter includes a competitive element.
11. Mentimeter allows teachers to insert pictures, videos, word clouds or scales. It also allows the participants to use diagrams similar to those in Quizlet. Teachers can prepare a random picture and pupils pin their answers onto the picture. It can be used, for instance, as a task to spot the visual for given vocabulary.
12. Padlet does not allow pupils to insert prompts.
13. This online tool is cost free only in limited version. The paid version enables teachers to use only 2 question slides and 5 quiz slides in one presentation. However, teachers can prepare a limitless amount of presentations.
14. Mentimeter does not require registration of pupils. Pupils get access via link or numerical code. Teachers can get personalized answers when using quiz slides. Pupils need to enter their name or nickname.

Commentaries

Mentimeter is a great online tool especially for collecting anonymous feedback from pupils. Teachers can quickly discover the current situation of the learning and adjust their next steps according to the key strategies of formative assessment. This feature also creates a safe environment, so the stress factor is eliminated. Mentimeter also allows peer feedback. Pupils can like each other's answers in the Q&A question type. This way they can, for example, express that they like their peer's work or that they approve their solution

to the task. Disadvantage of Mentimeter is the limited number of specialized slides and missing features for personalized answers.

Flipgrid

Flipgrid is a video discussion platform. It allows pupils to share opinions without fear of real-world stresses because it can be re-recorded and does not require immediate answer to the question.

1. Flipgrid does not allow teachers to track automatic feedback of particular correct form without their input.
2. Flipgrid does not allow teachers to track automatic feedback of particular correct form based on their input.
3. Flipgrid does not offer automatic feedback. Nevertheless, teachers can give feedback.
4. Flipgrid allows teachers to make a narrative assessment before announcement to pupils. Teachers can comment on the uploaded videos with narrative assessment or they can reply also with a video.
5. Flipgrid allows teachers to additionally correct already given feedback in the form of correcting already given comments.
6. Flipgrid does not identify areas for further practice in regard to particular correct form.
7. Flipgrid allows pupils to redo their work again based on the given feedback. They can redo it with uploading a new video or they can redo it with the written comment in the comment thread.
8. Flipgrid is based on uploading videos. Possible task types are open questions and extended production. Pupils can prepare their answers and then record them on the video. The other task types are not possible to use with this online tool.
9. Flipgrid allows teachers to differentiate time given for the task. They can set the length of the uploaded video. Teachers can also set the deadline for finishing the given assignment.
10. Flipgrid does not include a competitive element.
11. Flipgrid allows teachers to insert pictures, GIFs, videos, and links (i.e. to Kahoot!, Nearpod, etc.).

12. Flipgrid allows pupils to respond with a video recording and uploading it.
13. This online tool is completely cost free.
14. Flipgrid does not require registration of pupils. They can join the platform with their email address or student username.

Commentaries

Flipgrid is an effective online learning tool. It creates a safe environment for pupils, especially for their extended production. Teachers have a great opportunity to give narrative feedback in the form of the video, which empowers them to build closer relationships with the pupils. On the contrary, this online tool does not offer more possibilities than video recording. It can be used as an additional tool.

Quizziz

Quizziz is an online teaching tool offering group work and revision. It enables formative assessment in real-time classroom work or as assigned homework. Its game mechanic is very similar to Kahoot!. However it offers better differentiation of time and it is better arranged for pupils' feedback (they can see questions and answers on their own device, which is not possible with Kahoot! online tool).

1. Quizziz allows teachers to track automatic feedback of particular correct form without their input. Teachers can share their quizzes with each other and search it based on the name of the quiz.
2. Quizziz allows teachers to track automatic feedback of particular correct form based on their input.
3. Quizziz does not allow teachers to confirm automatic feedback of a particular correct form before announcement to pupils.
4. Quizziz does not allow teachers to make a narrative assessment before announcement to pupils.
5. Quizziz does not allow teachers to additionally correct already given feedback.
6. Quizziz identifies areas for further practice in regard to particular correct form. Teachers can turn on the possibility of redemption questions. The system offers

pupils once in a while to retry incorrectly answered questions. Nevertheless, it does not give back all wrong answers.

7. Quizziz allows pupils to redo their work again based on the given feedback. They can redo it the way which was described above in criterion 6.
8. The basics of the game stands on multiple-choice task type. Quizziz is the only online tool which offers fill-in-the-gap task type. Pupils can also answer open ended questions. The other task types are not available.
9. Quizziz allows teachers to differentiate time given for the task. Pupils are not under time pressure and can choose their own pace. This really eliminates the stress factor and supports a safe environment.
10. Quizziz includes a competitive element. Pupils can compare one another at the leaderboard.
11. Quizziz allows teachers to insert pictures, videos and audios. In the paid version, they can also upload an answer explanation.
12. Quizziz does not allow pupils to insert prompts.
13. This online tool is cost free. However, there is a paid version which provides greater freedom in setting deadlines, embedding videos and supporting the questions with answer explanations or solutions.
14. Quizziz does not require registration of pupils. They can join the quiz only by entering their name. There is a need to register for the purpose of saving answers and further work with them.

Commentaries

Quizziz provides an effective revision and teaching tool. It enables real-time results collection and gives pupils a chance to revise repeatedly. It does not support the third strategy of formative assessment (providing feedback that moves learning forward) much. Teachers can see the wrong answers of particular pupils, but they cannot comment on them or give any sort of feedback. In comparison with Kahoot!, it offers more setting possibilities, better differentiation of time and better feedback arrangement in pupils mode.

Liveworksheets

Liveworksheets is an online tool which enables teachers to create interactive worksheets. Teachers use their PDFs and can recreate them with several interactive options. Pupils can immediately see results of their work and get back to challenging questions again.

1. Liveworksheets allows teachers to track automatic feedback of particular correct form without their input. Teachers can share their quizzes with each other and search it based on the name of the worksheet.
2. Liveworksheets allows teachers to track automatic feedback of particular correct forms based on their input.
3. Liveworksheets does not allow teachers to confirm automatic feedback of a particular correct form before announcement to pupils.
4. Liveworksheets does not allow teachers to make a narrative assessment before announcement to pupils.
5. Liveworksheets does not allow teachers to additionally correct already given feedback.
6. Liveworksheets does not identify areas for further practice in regard to particular correct form.
7. Liveworksheets does not allow pupils to redo their work again based on the given feedback. The only way to revise again is to fill the worksheets once more.
8. The functional options of this online tool allow to use every task type mentioned in the criteria overview. It even allows pupils to record an audio, i.e. with their pronunciation.
9. Liveworksheets does not allow teachers to differentiate time given for the task.
10. Liveworksheets does not include a competitive element.
11. Liveworksheets allows teachers to insert pictures, videos, audios, powerpoint files, and links. In the paid version, they can also upload an answer explanation.
12. Liveworksheets allows pupils to insert audio with their answers.
13. This online tool is completely cost free.
14. Liveworksheets does not require registration of pupils. They can join the worksheet only with the link sent to them by teachers.

Commentaries

Liveworksheets is a very effective online tool for revision. The impossibility to provide narrative feedback is a big disadvantage. Also it does not allow to change already given feedback. Nevertheless, it provides feedback of accuracy of form so it definitely supports the third strategy of formative assessment (Providing feedback that moves learning forward).

Survio

Survio is an online tool, which serves primarily for questionnaire collecting. It offers a wide range of task types possibilities and enables quite extensive scope of work with answers. It also offers ready to use templates which can be shared with other teachers.

1. Survio does not allow teachers to track automatic feedback of particular correct form without their input. As it is solely a questionnaire tool, it does not enable setting correct answers or sharing questionnaires with other teachers.
2. Survio does not allow teachers to track automatic feedback of particular correct form based on their input.
3. Survio does not allow teachers to confirm automatic feedback of a particular correct form before announcement to pupils.
4. Survio does not allow teachers to make a narrative assessment before announcement to pupils.
5. Survio does not allow teachers to additionally correct already given feedback.
6. Survio does not identify areas for further practice in regard to particular correct form.
7. Survio does not allow pupils to redo their work again based on the given feedback. The only way to revise again is to fill the questionnaire once more after a discussion with teachers, who should tell pupils where the mistakes were.
8. Survio allows teachers to use the following task types: multiple-choice, open rearranging and ordering words, gap-filling, true/false, open questions or error identification and correction. The other not mentioned possibilities are not available.
9. Survio does not allow teachers to differentiate time given for the task.

10. Survio does not include a competitive element.
11. Survio allows teachers to insert pictures, videos, and links.
12. Survio does not allow pupils to insert prompts.
13. This online tool is only partly cost free. Individual teachers can assign only up to 100 questionnaires. The rest is paid.
14. Survio does not require registration of pupils. They can join the worksheet only with the link sent to them by teachers. However, teachers have to include one question dedicated to entering the pupils' name.

Commentaries

Survio online tool is not quite useful for revision, as it does not offer nearly any feedback possibility. It was originally created for survey questionnaires. Teachers can use it the same way as paper tests as it does not help them with correction and feedback.

Summary of Key Findings

From the findings mentioned above it is clear that some online tools and platforms are more suitable for formative assessment than the others. It is clear that the online tools and platforms which are originally not mentioned as a revision or teaching tool are not suitable or need a wide range of adjusting for the intended purpose of teachers. However, some of them are still applicable for the desired form.

The first strategy of formative assessment (Clarifying, sharing, and understanding learning intentions and criteria for success) is accomplished mainly at the possibilities of setting criteria which help pupils to follow them on their way to success – i.e. Google Docs offers the possibility to set criteria and rubrics and also allows teachers to present examples of intended performance. The second strategy of formative assessment (Engineering effective classroom discussion, activities, and learning tasks that elicit evidence of learning) appears to be the most important one in the connection with these online tools and platforms. It turned out that some of the mentioned tools and platforms do not offer this option which makes them useless in terms of formative assessment. Nevertheless, some of them are great for this purpose – i.e. Kahoot!, Google Forms or Quizziz. The third strategy (Providing feedback that moves learning forward) is also crucial for this thesis.

Some tools and platforms appeared to be very suitable. Google Forms enables all kinds of feedback and teachers can also check the results before announcing them to pupils. This is a very valuable option. The fourth strategy (Activating learners as instructional resources for one another) proved not to be covered in any tools or platforms. The last strategy (Activating learners as the owners of their own learning) is represented in every tool or platform except for the Survio tool. Pupils can nearly always see the results of their work and can work with them further.

According to the criteria is Google Forms online tool the most suitable for formative assessment. It provides the biggest amount of options and functionalities for formative assessment. Teachers can use automatic feedback with or without their input. They can also confirm the feedback before the announcement of results to pupils. The most valuable option is to give narrative feedback for each question. Very valuable and suitable online tools and platforms for formative assessment are also Kahoot!, Quizziz and Quizlet. These tools and platforms simplify teachers' corrections and still offer possibilities to track feedback. In addition they contain a competitive and time differentiation element, which encourages pupils' motivation and engagement. On the opposite side of suitability appeared Liveworksheets and Survio. They did not offer nearly any forms of feedback possibilities and also did not enable other criterial functionalities, which would help their suitability. The other online tools and platforms always offer just partial fulfilment of criteria and it is up to teachers and their needs whether they select them or not.

Selected online tools and platforms proved to be useful for formative assessment. Teachers can select within them based on their requirements or current needs.

This chapter provided the findings of the research. Every particular criterion (Appendix A) was described and the findings were further commented on. The findings were simplified and organized into Table 1. Based on the results and commentaries, the following chapter presents possible implications for pedagogical use.

	Kahoot!	Quizlet	Google Forms	Google Docs	Padlet	Mentimeter	Flipgrid	Quizziz	Liveworksheets	Survio
1	+	+	*	-	-	-	-	+	+	-
2	+	+	+	-	-	-	-	+	+	-
3	-	-	+	-	-	-	-	-	-	-
4	-	-	+	+	-	-	+	-	-	-
5	-	-	+	+	+	-	+	-	-	-
6	-	+	-	-	-	-	-	+	-	-
7	*	+	*	+	+	-	+	+	-	-
8	*	*	*	*	*	*	*	*	*	*
9	+	-	*	-	-	+	+	+	-	-
10	+	+	-	-	-	+	-	+	-	-
11	*	+	+	+	+	+	+	+	+	+
12	-	-	+	+	+	-	+	-	+	-
13	*	*	+	+	*	*	+	*	+	*
14	-	+	-	+	-	-	-	-	-	+

Table 1: The summary of criteria fulfilment¹

¹ The sign + means that the criterion was fulfilled. The sign – means that the criterion was not fulfilled. The sign * means that the criterion was fulfilled only partially and for further information it is necessary to read the description of the findings of the particular criterion.

V. IMPLICATIONS

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

Pedagogical Implications

According to research findings I would like to list several possibilities to bear in mind when choosing and incorporating online tools and platforms into the lessons. Each online tool or platform can be implemented according to the lesson's objective, teachers and pupils current needs and lesson's topic. First, teachers have to decide whether they want to simply collect evidence of learning for the purpose of further lesson planning, or they want pupils to further work with the given feedback and learn from their mistakes. If they choose the first option, they can use Liveworksheets or Survio. If they choose the second option, I would definitely recommend Kahoot!, Quizlet, Google Forms or Quizziz. These online tools and platforms also allow teachers to collect evidence of learning but also review given feedback and they let pupils to redo their performances and learn more this way.

Second, some of the online tools and platforms are more user-friendly and allow more possibilities to share already prepared sets/quizzes/forms/flashcards within the teachers' community. From this point of view Quizlet, Kahoot!, Quizziz and Liveworksheets are recommendable. Teachers can choose from thousands of already prepared templates from their colleagues. Furthermore, some of the publishing houses, such as Oxford, Cambridge or Macmillan, use these platforms to support their coursebook series. Teachers can find i.e. sets of flashcards for each unit for the coursebook Project in the Quizlet online tool.

Third, some of the online tools and platforms (Quizlet, Kahoot!, and Quizziz) offer the possibility to download mobile applications, which can help pupils to learn during their free time wherever they go with their mobile phone. This allows teachers to assign sets/quizzes/forms/flashcards whenever they want their pupils to learn some new language structures and they do not have to wait for the lesson. The competitive element within

some of the online tools or platforms supports motivation and willingness to improve pupils' performance. It also supports the strategy of Activating learners as instructional resources for one another.

Fourth, some online tools and platforms allow pupils themselves to create their own sets/quizzes/forms/flashcards so they can individualize their learning and this way they can become owners of their own learning. Pupils can also share these sets with one another and become instructional resources for one another this way. The examples of these tools and platforms would be Kahoot!, Quizlet, and Quizziz.

Fifth, it is necessary to choose the online tool or platform wisely. Teachers should not choose more of them, because excess of them can make them confusing and as a result non-attractive and demotivational. Based on the findings and my professional experience, the best tools are Google Forms (for collecting evidence of learning and extended options of feedback) and Kahoot! and Quizziz (for being entertaining, well-arranged and including a competitive element with the possibility of time differentiation).

Limitations of the Research

Even though the research presented a lot of options for formative assessment, there were several limitations that need to be taken into account. The biggest issue which emerged was the extended variety of online tools and platforms which were not mentioned. Although the online tools and platforms were selected according to the recommendation lists, there are still many more of them. Therefore the results cannot be generalized for all teachers and pupils. The limitation extends also to the issue that only a limited number of criteria were examined.

Furthermore, the findings of the applicability of some task types was highly subjective. Some of the options require a high ability to improvise and to adjust them to the teachers or pupils needs. While my primary aim was to summarize all the options available to teachers, it is questionable to what extent teachers are capable of adjusting them. The findings would be more reliable if the online tools and platforms were examined by more examiners.

Suggestions for Further Research

The current research could be definitely extended in various ways. As indicated above, the research could be extended to more online tools and platforms. Furthermore, the research should be revised regularly, because all the online tools and platforms are getting constant improvements and updates.

It would be also beneficial to summarize which of them were actually used during distant learning and collect teachers and pupils' experience of using them. Teachers could share their findings and recommend different tools and platforms for different task types or teaching techniques.

I evaluated these online tools and platforms only in regard to formative assessment of selected language structures (grammar and vocabulary). Further research could focus on other language structures or language skills, such as pronunciation, speaking, listening or reading. With enough time it would be possible to test different teaching situations in regular lessons instead of without pupils' input.

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

VI. CONCLUSION

The goal of this thesis was to evaluate the online tools and platforms recommended for formative assessment of grammatical and lexical language structures. The primary aim of this thesis was to summarize the data about the options and functionalities of the tools and platforms. What formative assessment is possible with individual tools and platforms? Based on answering this question, I tried to decide which tool or platform is the most suitable for formative assessment.

The thesis presented a theoretical overview of formative assessment and its use within teaching grammatical and lexical language structures. According to Leahy et al. (2005), I took into regard five key strategies of formative assessment, which were applied to the criteria development. When developing these criteria, the ways of teaching language structures were also taken into consideration. The focus was on accuracy of form and possibilities of giving feedback either automatically or with previous confirmation before announcement to pupils. Narrative feedback was also implied in one of the criteria.

The results of the conducted research were collected on the basis of criteria. These criteria showed the advantages and disadvantages of each particular online tool or platform. The findings of the research showed that it is highly important to choose the tools or platforms wisely, because they do not always offer the needed options or functionalities and it would be overwhelming for pupils to use more of them. It also showed that some of the possibilities are paid, therefore the necessity to choose sensibly increases rapidly. Moreover, it presented the online tools and platforms which allow pupils' own work (i.e. by creating the sets, flashcards, quizzes, etc.) which would significantly support the fifth strategy of becoming owners of their learning.

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APPENDICES

APPENDIX A

Criteria for assessment of online tools and platforms

1. The online tool or platform allows teachers to track automatic feedback of particular correct form without their input.
2. The online tool or platform allows teachers to track automatic feedback of particular correct form based on teachers' input.
3. The online tool or platform allows teachers to confirm automatic feedback of particular correct form before announcement of results to pupils.
4. The online tool or platform allows teachers to make a narrative assessment before announcement of results to pupils.
5. The online tool or platform allows teachers to additionally correct already given feedback.
6. The online tool or platform identifies areas for further practice in regard to particular correct form.
7. The online tool or platform lets pupils work with the given feedback and redo their work.
8. The online tool or platform offers these task types:
 - a. multiple-choice
 - b. matching
 - c. rearranging of words
 - d. ordering of words
 - e. gap filling
 - f. true/false
 - g. open questions
 - h. error identification and correction
 - i. extended production (i.e. possibility to record the pronunciation)
9. The online tool or platform allows teachers to differentiate time given for the task.
10. The online tool or platform includes a competitive element.
11. The online tool or platform allows teachers to insert prompts, i.e. picture, audio, video, website link, etc.

12. The online tool or platform allows pupils to insert prompts, i.e. picture, audio, video, website link, etc.
13. The online tool or platform is cost free or partially cost free.
The online tool or platform requires registration of pupils in order to track their performance.

SUMMARY IN CZECH

Tato diplomová práce se zabývá tématem formativního hodnocení gramatiky a slovní zásoby pomocí online nástrojů a platforem. Práce je rozdělena na dvě části – teoretickou a praktickou. Teoretická část nastiňuje čtenáři nejprve typy hodnocení. Poté se v detailu zaobírá hodnocením formativním, jeho aspekty, klíčovými strategiemi, rolí kritérií při použití formativního hodnocení. Teoretická část pokračuje popisem toho, jak se gramatika a slovní zásoba vyučuje a jakým způsobem se osvojuje. Teorii uzavírá spojení těchto dvou komponent – a to jak využít formativní hodnocení v rámci výuky gramatiky a slovní zásoby v hodinách anglického jazyka. Praktická část této práce obsahuje výzkum, který byl proveden jako analýza jednotlivých online nástrojů a platforem na základě kritérií. Kritéria byla stanovena na základě teoretické části. Online nástroje a platformy byly vybrány pomocí souhrnu doporučení z webových stránek a odborné literatury. Cílem výzkumu bylo zjistit jaké možnosti formativního hodnocení jednotlivé nástroje a platformy nabízejí, a která z nich je pro formativní hodnocení nejvhodnější. Výsledky ukázaly, které aplikace jsou nejvhodnější pro zpětnou vazbu (a její různé varianty) a které jsou vhodné pouze pro sběr důkazů o učení žáků. Diplomová práce je zakončena návrhy pro učitele, jak vybírat online nástroje a platformy.