

ABSTRACT

This diploma thesis treats the influence of formative assessment on the development of language skills in the German language lessons at primary school. The thesis is divided into two parts - the theoretical part and the practical part.

The theoretical part deals with the issue of formative assessment and presents selected methods of formative assessment applicable in German language classes.

The practical part explores the effectiveness of formative assessment and its methods on the development of language skills by pupils at primary school in German language classes. The analysis describes specific methods and their perceived effectiveness by the pupils. The second phase of the research describes teachers' attitudes towards assessment and their perceptions and use of formative assessment in German language lessons.

The aim of this thesis is to create an overview of easy-to-use formative methods in German language classes and to assess the effectiveness of formative assessment. The thesis and its research confirm that formative assessment is effective and its systematic use in German language lessons has a positive effect on the development of students' competence in the areas of communication, grammar, vocabulary and cultural understanding.

KEYWORDS

formative assessment, feedback, self-assessment, peer assessment, German language, German language teaching, primary school, formative assessment techniques