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Self-assessment in English Lessons at Grammar Schools

Master's Diploma Thesis

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2015

I declare that I have worked on this thesis independently,
using only the primary and secondary sources listed in the bibliography.

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Author's signature

I would like to thank my supervisor, Mgr. Linda Nepivodová, for her patience, valuable advice and immense encouragement. I would also like to thank Mgr. Sylva Kolářová and pupils from Gymnázium Slovanské náměstí Brno who participated in the research.

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1 INTRODUCTION

1.1 The topic

Assessment is an integral part of human life from its very beginning. It is no exaggeration to say that even in prehistoric times, people had to decide the most convenient division of labour, the safest place to stay and the best way to organise a tribe. From the recent point of view, assessment is perceived as an evaluation of a product of any activity.

In schools, assessment is generally a symbolic articulation of teachers´ opinions on students´ performance. However, the process of creating an objective and meaningful assessment is complex and demanding, yet underestimated. Moreover, the role of students has shifted as well. The aim of teachers should now be to foster the students´ independence, self-sufficiency and ability to bear full responsibility for their choices and deeds. In theory, proper assessment should serve as a means of achieving this objective.

In reaction to the complexity of the process of assessment, the first half of the presented thesis describes the system of assessment in Czech schools and provides an overview of types and forms of assessment a teacher can choose from. Further on, the thesis is focused on the importance of continual assessment of a teacher interwoven with peer-feedback and feedback from students on the teaching process as such. The terminus a quo for this is the conviction that the skills of self-assessment and objective peer-assessment are fundamental principles of the new approach to learners.

The new approach lies in the pro-active role of a learner in the process of assessment into which the mental qualities of an individual enter as well. The goal orientation, self-conception and perception are discussed in the following section. As will be discussed, student´s role is to eliminate the gap that separates them from their

current state and the goal. In order to determine both these points they should control self-regulatory skills which when mastered equalise to what is called self-assessment.

1.2 Aims of the research

The author of the thesis is familiar with the practice of self-assessment at primary schools. Its purpose there is to contribute to effective, complex and stimulating assessment for all. However, at grammar schools where the primary role of teachers is mostly to prepare their pupils for universities, the stress is put more on the overall results. The skill of objective and realistic self-assessment is not purposefully trained. Therefore, the research aim is to implement selected methods of self-assessment, determine if self-assessment is applicable also in the grammar school environment and potentially establish conditions necessary for its successful utilisation. In general, answer the question "Does the concept of self-assessment hold its place at grammar schools?" The utilisation of the self-assessment strategies follows the participant observation and focus group interview the purpose of which was to determine the perception of self-assessment and attitude of the target group towards English. The research section is then concluded with individual interviews with the teacher and selected members of the target group. To sum it up, the second half of the presented dissertation is dedicated to the methodology and findings of the research, as well as examples of possible intervention and compilation of the self-assessment methods employed within the research.

1.3 Clarification of the terminology

Terms such as assessment, evaluation and judgement will be commonly used in the thesis. There is a scholarly diversity in their definition. For example Bachman and Palmer (2010) determine assessment as the process of gathering information on the basis of which the evaluation is made. Then, the evaluation is the decision making

process and judgement of the values. They believe that teaching and learning, assessment and evaluation are three autonomous parts that are cyclically bonded together (Bachman & Palmer, 2010, p. 27). Brown´s discussion of these terms is similar. The definition of assessment is based on Mousavi´s opinion that assessment is "appraising or estimating the level or magnitude of some attribute of a person" (Brown & Abeywickrama, 2010, p. 3) and evaluation is according to him the interpretation of the estimated data. It also claimed that testing is a part of assessment and when a teacher gives the scores, s/he is making an evaluation, i.e. grades (Brown & Abeywickrama, 2010, p. 5).

The presented dissertation inclines more to Brown and Abeywickrama´s approach of testing, measurement, assessment and teaching being overlapping processes that result in evaluation (Brown & Abeywickrama, 2010, p. 6). The term assessment represents gathering information, suggesting remedial and corrective actions and the feedback in all its possible forms. The verb describing the activity between the data collection and intervention will be either to evaluate or to judge, seldom to assess. These might then be used interchangeably.

Due to cultural differences, a comment on the term grammar schools, sometimes called upper secondary general schools, should be made. Within the presented thesis what is referred to as grammar schools are school institutions that should prepare pupils for further education. The teaching is not specialised in only one area and its aim is not to prepare pupils for their future jobs. Rather, it should provide them with a battery of general knowledge on which they will develop prerequisites for desired employment.

2 THE LEGISLATION OF EDUCATION IN THE CZECH REPUBLIC

The Oxford Dictionary (2002) defines the word education inter alia as "the systematic instruction, schooling, or training of children and young people, or, by extension, instruction obtained in adult life." (p. 792). Therefore, not only is the education a part of one´s life, it is something that interweaves all people´s life. The motive of education should then lie not only in the provision of knowledge and abilities but also in the cultivation of attitudes, skills and values in order to prepare an individual for the future life.

With shifts in various spheres of human existence, the urge to react to these changes appeared also in the Czech education system. Czech legislators responded to this urge with the so-called *White Paper* which is considered to be "a fundamental strategic document for the whole education system of the Czech Republic" (White Paper, 2001, p. 9)[1] and that was launched at the turn of the 19th century as a *National Programme for the Development of Education in the Czech Republic*.

The *White Paper* itself is divided into several parts in which general concepts as well as specific issues connected to each stage of education are discussed. The emergence of an education system was preceded for example by the complexity of human society, shift of adulthood, global issues and the need of sustainable environment, democracy and civic societies, unemployment, integration and cultural interdependence. The education system should secure levelling of life opportunities for everybody, mobility in society, social stability and what is defined as a "lifelong

[1] White Paper is a shortened reference to the following legislative document: *National programme for the development of education in the Czech Republic.* See the References for the full bibliographical entry.

learning for all" (White Paper, 2001, p. 13–17). This would mean that "all members of the society can not only find their own educational path but also change it later in their lives" (White Paper, 2001, p. 18), that everybody has the same opportunity to acquire any skill at any point in one´s life. Apart from economic measures, EU directives and demographic data, it also mentions a planned decrease of pupils who study programmes which are not finished with the final examination "maturitní zkouška" (which is defined in the *White Paper* as an examination that entitles students to continue to higher education). The decrease is calculated to 25 %. This means that 75 % of students will sit the school-leaving exam that allows them to study at a university and to demand a better paid job which in fact is a recent trend in the Czech Republic.

Furthermore, the *White Paper* also describes the guidelines of the organisation of Czech schools and education. It analyses the aims of all stages of education from the pre-school and compulsory schooling to the education of adults. The education as such used to be understood as a national phenomenon with one common programme. The curriculum and its organisation were the same at every school of a type in the whole Czech Republic, i.e. if a family moved, children simply changed schools and continued where they ended. However, with the *White Paper* this approach has transferred from the centralised level to a regional one. The role of schools is no longer simple meeting of directives but rather following certain mechanisms in order to form partnerships among schools and find balance between regulations when pursuing common goals as well as their own aims (White Paper, 2001, p. 39).

As far the education at grammar schools is concerned, the *White Paper* suggests more general approach towards the curriculum which would enable schools to vary the framework programmes according to their needs and aims. Upper secondary schools should then concentrate mostly on preparing young people for the lifelong learning,

broadening their general knowledge and realisation of the key competencies (see section 2.2). It already describes the reduced possibility of students´ and schools´ comparison without the state final examination ("státní maturita") and emphasises the importance of a wide choice of elective courses for students that a school should provide based on its facilities.

In addition to the purposes, motivation and strategic steps that will be taken for the sake of the educational reform, the *White Paper* provides that an education bill should be passed. This act would define the aims and content of the Czech education programme and introduce a multi-level structure of curricular documents. Thus, on 24th September 2004, the Parliament of the Czech Republic resolved upon the *Act on Preschool, Basic, Secondary, Higher Professional and Other Education*, commonly known as the so-called *Education Act* (Act No. 561/2004 Coll.). This Act was effective from 1st January 2005 and changed the way the participants of the educational process (teachers, students and pupils, parents, officials and other pedagogical workers) should look upon the system and organisation of schooling. The Act was amended several times with the last effective amendment from 1st January 2012 (Act No. 472/2011 Coll.). Nevertheless, the subject of its application remains the same:

> This Act shall regulate pre-school, basic, secondary, tertiary professional and other education at schools and school facilities, lay down conditions under which education and training (hereinafter referred to as "education") are executed, define the rights and duties of natural and legal persons involved in education, and specify the scope of competencies of the bodies executing state administration and self-government in the system of education.
>
> (Novela, 2012, p. 1)

The Act formulates not only legal measures, restrictions and regulations but also classifies 3 types of curricular documents and divides them into two levels. This hierarchic division is introduced as a system of education that "can respond to the needs of pupils and students" (White Paper, 2001, p. 39). The first level is a state one and is "represented by the *National Education Programme* and *Framework Education Programmes*" (FEP, 2007, p. 1)[2]. The second level being a school one is then represented by *School Education Programmes*. The levels will be shortly described below.

2.1 National Education Programme

This document is issued by the Ministry of Education and sets general aims and curricular policies for schools. It emphasises the needs for democratic values not only for schooling itself but for pupils, too. It is the general overview of competencies pupils and students should acquire in order to become successful in further personal life and career. Despite the fact that the name of the document is legally anchored, the paper itself has never been issued. Therefore, it tangibly does not exist (J. Kratochvílová, personal communication, April 21, 2015).

2.2 Framework Education Programmes

The Educational Research Institute in Prague publishes the Framework Education Programme (hereinafter referred to as FEP) for all school types. The principles of the FEP say that it should:

[2] FEP is a shortened reference to the following document: *Framework education programme for secondary general education (grammar schools).* See the References for the full bibliographical entry.

- be based on a new educational strategy, which emphasises key competencies, their interconnectedness with the educational content and application of the acquired knowledge and skills in real life
- build on the concept of lifelong learning
- formulate the expected level of education stipulated for all graduates of the individual stages of education
- support the educational autonomy of schools and professional responsibility of the teachers for the outcomes of the educational process.

(p. 6)

Besides the general principles, the characteristics of schooling on the given type of school, acceptance requirements and conditions of completing the education are determined in a FEP. Moreover, the concept and objectives of the education are established.

The *White Paper* sets strategic development programmes in theory and FEPs are the starting points of their application. Following the *White Paper*, the core sections of a FEP are the "Educational Areas" which define the subject matter and expected outcomes of grammar-school graduates and the "Key Competencies" that "are a set of knowledge, skills, abilities, attitudes and values which are important for personal development of and individual, his/her active participation in society and future success in life" (FEP, 2007, p. 8). There are eight Educational Areas set for education at grammar schools:

- Language and Language Communication that include teaching of the mother tongue and two foreign languages as well as literature and rhetorical skills;

- Mathematics and its Application where pupils gain mathematical knowledge in the required areas such as combinatorial analysis, geometry, functions;
- Man and Nature is an area which covers physics, biology, chemistry, geography and geology;
- Man and Society is a complement of the preceding area since it comprises history, civics and social sciences;
- Man and the World of Work does not contain specific school subjects. However, its aim is to prepare pupils for their future career, either at a university or labour market. Financial literacy is one of the interim goals of this area;
- Arts and Culture provide pupils with the knowledge of fine arts, music along with artistic production;
- Man and Health represented by health education and physical education prepare pupils for healthy life style, foster a positive relationship to movement and varied diet;
- Information Science and Information and Communication Technologies react to the recent development of technologies. Since the society has become a digital one, computer and internet literacy are essential for pupils. Teaching of basic software is self-evident;

Within the areas of education, six key competencies are cultivated. Those are:

- learning competency ensures that a pupil is able to plan his/her own learning, uses the time wisely and effectively, can organise his/her own work and apply the most convenient learning methods;

- problem-solving competency equips pupils with the critical thinking skills, objectivity when considering more possibilities and the ability to recognise a problem and create hypotheses;
- communication competency means that a pupil can clearly express his/her ideas, utilise correct registers depending on the audience and is able to retrieve messages from written and oral forms of communication;
- social and personal competency imply that pupils should be able to judge the consequences of their conduct, choose tasks according to their capabilities, recognise dangerous factors of life and adjust their conduct accordingly;
- civic competency can be perceived as a synonym to respect for others, willingness to cooperate, interest in public events and development of the society;
- entrepreneurial competency is crucial for endeavour to achieve the set aims and basically suggest that pupils should be active and prepared to take risks that are part of decision making.

(FEP, 2007, p. 4–11)

2.3 School Educational Programmes

In accordance with the *Education Act No. 561/2004 Coll.* as subsequently amended and with the Framework Education Programme for grammar schools, a handbook for writing School Educational Programmes (hereinafter referred to as SEP) was created. It sets the criteria every SEP should meet and defines common rules and steps for their creation. A SEP should not include only the plan and outline of a school year, but also an evaluation of the conditions of the school, capabilities of the teaching staff and the climate of the school. To do so, the authors of the manual from

the Education Research Institute suggest using a SWOT analysis. Considering and evaluating strengths, weaknesses, opportunities and threats of the schools and its background might help to stipulate the objectives, means, strategic steps and forms of the educational process. The obligatory parts of a SEP are the following:

- identification information
- characterisation of the school
- characterisation of the SEP
- curriculum
- syllabi
- assessment of the students and self-evaluation of the school.

(FEP, 2007, p. 86)

2.4 The Role of Students´ Self-assessment in the Legal Documents

The *White Paper* and the *Education Act* define the assessment and evaluation as a natural part of the decentralization process. In order to create an effective educational system, the school needs to be capable of the so-called auto-evaluation (or sometimes translated as self-evaluation), the ability of a school to assess its qualities as well as students´ level of knowledge. Vašťatková (2006) adopts the opinion of Burkard and Eikenbusch when describing the self-evaluation of a school as a process when all participants of the school life such as the employees, city council, parents and pupils take part in the planning and management of strategic development of the institution (p. 12). The *White Paper* speaks about certain standardization on the European and national level, as well as international comparison of schools, whereas the *Education Act* authorizes the headmaster and school board to decide on the type of assessment they will be using – oral, numeral or mixed. Thus, these two documents set the boundaries for further implementation of core and additional evaluative methods and approaches.

The decree No. 48/ 2005 Sb. defines requirements for the compulsory school attendance and the rules for assessment and self-assessment of the students. Despite the fact that a similar regulation of the secondary education (decree No. 13/2005 Sb.) has been issued, the first reference to self-assessment at grammar schools can be found only in the FEP for grammar schools. As was mentioned above, the FEP distinguishes six competencies a grammar-school graduate should have. Within the bounds of learning competency, a graduate should for example "organise his/her learning" or "evaluate his/her progress when achieving the objectives of his/her learning" (FEP, 2007, p. 9). The problem-solving competency includes the ability to "consider advantages and disadvantages of the individual solution variants, including the assessment of their risks" which is more developed with the social and personal competency. This dictates a graduate to "realistically evaluate his/her physical and spiritual possibilities, set his/her objectives and priorities [and] adjust his/her conduct and behaviour accordingly" (FEP, 2007, p. 10). The civic and entrepreneurial competencies then synthesize the fractions and appeal to a graduate to "approach the fulfilment of his/her duties responsibly and creatively, develop his/her personal as well as professional potential, apply proactive approach and attain set objectives" (FEP, 2007, p. 10—11).

The second scope of the FEP for grammar schools is the educational areas. Their description consists mostly of knowledge and abilities of graduates such as awareness of the cultural situation in foreign countries, solution of equations or adherence to orthographic rules. Therefore, the objectives of individual educational areas will not be examined in more detail. However, one section of the FEP called "Cross-Curricular Subjects" has not been mentioned yet. According to the FEP, cross-curricular subjects pervade all the other obligatory subjects as collateral topics and their aim is

to influence the pupils´ behaviour, values and approach to life and education in areas such as environmental or global education (FEP, 2007, p. 65). Moreover, the socio-cultural development of human society suggests that people should be familiar with means of preventing themselves from high-risk behaviour and socio-pathological phenomena, understand themselves and maintain their self-esteem. A cross-curricular subject "Moral, Character and Social Education" determines objectives for grammar-school graduates for instance to "realise the value of human cooperation, respect the value of diversity, examine the realia of the everyday life of a Man, seek ways to confront stress" (FEP, 2007, p. 67) and other goals that might be labelled as self-efficacy.

The SEP represents the school level of curricular documents and from the hierarchical point of view is the lowest one. Nevertheless, as far as the concreteness and specific information value is concerned, it´s the one public, meaning pupils, applicants and parents, will presumably refer to. For the reasons of validity of the thesis, the SEP of a grammar school in Brno which is attended by the target group of the research will be now examined since individual schools create their own SEPs.

The school is claimed to be open and democratic towards students providing them with liberal and cosmopolitan atmosphere. It is asserted that teachers utilise modern innovative teaching methods and offer a creative environment to their pupils. The key competencies and both strategic steps and teaching techniques are analysed. With respect to the self-assessment skill of pupils, the main strategic steps accompanied by methods are the following:

- to strengthen self-evaluative abilities of pupils (active participation of pupils when creating and employing classification rules of the school)

- to provide pupils with an opportunity to assess their own realistic abilities (group learning, individual tasks and external school evaluation)
- to teach pupils how to establish perspective objectives (cooperation with universities, profile parts of school-leaving examination)
- to lead students to decide on their further education and future career (self-evaluation of pupils, public talks and debates).

(Gymnázium, 2013, p. 7–9)

Following the legislative documents, the aim of the Czech educational system is to foster the pupils in brave, objective and self-reliant personalities who master all the key competencies. However, if this aim was to be achieved, not only a proper evaluation of mentors, represented by classification, but also their guidance through the process of maturing and self-formation, to which the ability of self-assessment is cardinal, should be an integral part of schooling. Therefore, these two concepts will be examined in the following chapters.

3 ASSESSMENT IN TODAY´S SCHOOL

Educational objectives, pupils´ responsibilities and key competencies they should master before finishing a school emerge from the Czech legislation. In order to be able to provide objective feedback on these, certain assessment methods are established. Assessment might be defined in various contexts, but from the educational point of view, Brown & Abeywickrama (2010) define it as an "ongoing process that encompasses a wide range of methodological techniques" (p. 3). The primary role of assessment is then to provide a report to pupils and their parents and in wider sense to the school and government, with the reported features being the amount of acquired knowledge and newly adopted skills, and comparison of the students on the classroom, school and national, sometimes international, level. In addition, Earl (2003) quotes Black´s identification of "three broad purposes of assessment in schools: support learning; report achievement of individuals for certification, progress, and transfer; and satisfy the demands for public accountability" (p. 12).

It has been already suggested that the demanded evidence of progress does not concern merely pupils´ knowledge but also teachers´ methods and success as well as the school itself, its educational and leisure facilities and organisation of the school as an institution. Therefore, the assessment in school environment might not only be perceived in Brown´s point of view but also as a process that accompanies education and is influenced by multiple factors from the volition and aptitudes of the pupils to the teaching approach and general climate of the school.

Further to this conclusion that there are more ways of understanding and grasping assessment one may derive another fact. Teachers have to apply more than one method if they want to cover all the demanded areas and alongside consider all the elements entering the process of assessment. As Earl (2003) puts it, assessment is

not a linear simple activity, it requires the educators to think about its purposes and to utilise proper tools. Moreover, she uses Haynes´ quotation who suggested that "using one assessment for a multitude of purposes is like using a hammer for everything from brain-surgery to pile driving" (Earl, 2003, p. 13).

Due to the different purposes of assessment, it is also possible to distinguish its several functions. Kratochvílová (2011) points out that terminology-wise the terms differ, although their content denotes the same ideas (p. 24). As a solution she determines four basic functions of assessment:

- informative that helps pupils to be well versed in their results and it provides even parents with the information about the progress and how is their child getting on at school;
- corrective serves pupils to improve their scores since it should provide means of rectification;
- motivational is supposed to challenge pupils, helps them to gather their strengths for further learning;
- developing that contributes to creating pupils´ self-conception.

Thus, the individual functions ratio a teacher selects when presenting the outcomes of an assessment to the pupils can be crucial for what a pupil carries off. The feedback provided has several forms that should be connected with the objectives of the teaching, given pedagogical context and also the policy of a school (Kratochvílová, 2011, p. 33). Forms of assessment legally permitted in Czech schools and the perspectives of looking upon the aims of one´s assessment are now going to be described.

3.1 Forms of assessment

What Earl (2003) suggests is that every day in classrooms everywhere happens something which she calls classroom assessment (p. 9). This might be carried out to diverse extents from simple commenting on an activity and quietening the pupils to intentional assessment of tests. To do so, teachers use various techniques and tools, i.e. forms. Kratochvílová (2011) defines verbal, nonverbal, numerical and graphical forms of assessment (p. 33).

The first one, *verbal assessment* corresponds to the use of words and sentences in either oral or written form. Proper assessing language is the basis of the message a pupil receives. The language needs to be clear, specific and preferably in accordance with the criteria set for the evaluated task so that the assessment can serve as a source of applicable information.

Secondly, *nonverbal assessment* includes gestures, facial and bodily expressions and movement. It holds an important position in the education process since pupils might ascertain many things from the body language of their teacher. It is imperative to be cautious with nonverbal assessment due to possible motivational and hurtful effects it can have.

Numerical assessment is often the kind of assessment that emanates from the traditions of a country, which is definitely true of the Czech Republic. Despite the fact that both verbal and numeral assessments are legitimate, the five-level classification scale is used most frequently. This form of assessment includes percentage, marks, points and scales.

Finally, the *graphical form* of assessment is represented by pictures, symbols, colours and diagrams. Even though it is visual and may sound childish, if used purposefully and soberly the data gathered during the assessment process are still valid and reliable.

3.2 Types of assessment

Another significant factor for school assessment is the familiarity of a teacher with the functions of his/her assessment. This determines not only the form but also the type of assessment used in a classroom. The variety of scholarly approaches towards this issue can be distinguished. For instance Brown and Abeywickrama (2010) differentiate formative and summative, formal and informal, norm-referenced and criterion-referenced assessment, Kratochvílová (2011) sets four viewpoints of looking at types of assessment from the viewpoint of preparedness, learning process, time and relational norm, and Earl (2003) distinguishes between assessment of, for and as learning. Due to the Czech educational background, for which this thesis is intended, the approach of Kratochvílová will be discussed in more detail and compared to Earl´s approach that mildly differs and summarises features of the former approach.

3.2.1 The perspective of purpose

It has been already suggested that a teacher should be aware of the functions and reasons of implementing an assessment. Therefore, the categorisation according to the purpose of assessment will be introduced as the first one.

Earl (2003) distinguishes *assessment of learning* which she claims is "the predominant kind of assessment in schools" (p. 22). It is executed mostly by teachers at points when they want to measure pupils´ knowledge acquired after a particular stage of learning. The second type is *assessment for learning* which usually takes form of notes, portfolios, observations and its purpose is mainly a diagnostic one. The last type is *assessment as learning* for which the leading idea is that students are connectors between the final assessment and teaching. Its role is then to motivate pupils and to equip them with the capability to adjust their learning style.

Once the purpose of assessment is clarified, teacher is able to choose other forms of assessment that would lead him to the identification of desired factors of the teaching process. These are now going to be examined.

3.2.2 The perspective of preparedness and readiness

The fact that assessment is something interwoven with all classrooms all around the world has been already stated. Brown and Abeywickrama (2010) support the idea when claiming that "whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an appraisal of the student´s performance" (p. 3). This approach is represented by *unintentional* and *deliberate operative assessment* from Kratochvílová´s point of view. The former one is often an immediate reaction on any event in the classroom. The most common manifestation of this are the expressions such as "I (do not) like it", "It is nice", etc. Teachers express their prompt opinions on pupil´s performance. On the contrary, the latter is intentional, even though it is still a response to a natural instant situation. But with the operative assessment a teacher intends an intervention.

However, the intentionality of assessment is only a sub-part of more explicit forms of assessment in which a teacher conveys the results to pupils. Earl (2003) understands assessment as a tangled process that requires teachers to manage methods of assessment in various situations for various purposes (p. 21). The implication is that the concepts of *intentional* and *operational assessment* can be assigned neither merely to *assessment of learning*, nor to the *assessment for* and *as learning* due to the fact that (un)intentionality is an integral part of any assessment.

3.2.3 The perspective of learning process

Kratochvílová (2011) brackets *formative assessment* and *assessment of results* under this heading (p. 27). The *formative assessment* provides pupils with information

throughout the learning process. It enables them to improve, to eliminate errors and mistakes, and to achieve all learning objectives. It is advisable for teachers to make notes about individual students and to provide them with regular pragmatic feedback so as the pupils know how they are doing. Earl (2003) emphasises this need by stating that "both a teacher and a student should have a clear idea where they are headed. … When people succeed or fail, they can explain it to themselves" (p. 102). They can state whether it was caused by their effort, ability, task factors or mere luck. *Assessment of results* stands in opposition to that and can be described as an evaluation of a product of activities ranging from a completed exercise to a presentation or a project.

Both these approaches could be integrated into Earl´s concept of *assessment for learning* as tools for an early intervention. Mostly on account of the fact that the main aim of *formative assessment* and *assessment of results* is to highlight students´ strengths and weaknesses and they should, as well as the *assessment for learning*, serve as a diagnostic base for correction and improvement.

3.2.4 The time perspective

By its definition, this category defines the assessment depending on when the assessment is carried out. Kratochvílová (2011) claims that there is an *entrance assessment* that is made at the beginning of an educational period, i.e. at the beginning of a school year, or after a long absence. However, teachers must pay attention not to evaluate what pupils forgot but what they remember due to their motivation for following learning.

The second category is *continual assessment* that is made throughout the learning process similarly to the formative method. If assessment was really to become an ongoing process then this form should be an integral part of a school day. Brown and Abeywickrama (2010) confirm this idea by saying that "a good teacher never ceases to assess students, whether those assessments are incidental or intended" (p. 3).

The last form of assessment that belongs to this section of Kratochvílová´s division is a *summative* one. *Summative assessment* is made at the end of a certain period of education and it acquaints the teacher, pupil and parents with the final result of one´s performance. In the background of Czech grammar schools, this is often represented by quarter term´s assessment and school reports.

As far as this perspective is concerned, it is rather ambiguous to label it with Earl´s terminology. A teacher can apply various forms of assessment from simple grading and feedback in the form of a percentage to observation worksheets and feedback leading to corrective steps. For this reason this perspective oscillates between *assessment of learning* being represented by the former forms and *assessment for learning* discussed above (see section 3.2.1).

3.2.5 The relational norm perspective

This viewpoint distinguishes assessment of a pupil according to aspects with which we compare pupil´s performance. If we compare a pupil to a social norm, it is a *norm-referenced assessment*. However, as Kratochvílová (2011) says, this form can have a demotivational effect since it typecasts pupils (p. 30). The second type is *criteria-referenced assessments*, which is directed at a performance of individual pupils in relation to the set criteria. These two references are accepted also by foreign scholars, for example Brown (2010) distinguishes the same two categories. Nevertheless, Kratochvílová (2011) adds one course of assessment and proposes an *individual norm-referenced assessment*. Within this a teacher compares the current performance of a pupil with his/her prior activities and determines whether or not a change has been accomplished (Kratochvílová, 2011, p. 31).

The last perspective is the one which approximates to Earl´s concepts the most. The *norm-referenced assessment* is similar to the *assessment of learning*. Both are widely accepted and evaluate the accuracy and quantity of pupils´ knowledge.

The *criteria-referenced* type resembles the *assessment for learning*. They judge pupils´ abilities in order to identify drawbacks and determine specific areas they should focus on to improve. And finally, the *individual norm-referenced assessment* could be compared to the *assessment as learning* due to the fact that both concepts concentrate on the evaluation of one´s own skills.

3.3 Shift to formative assessment

The concept of lifelong learning introduced in section 2 is a global approach to education. The European Commission defines it in terms of "acquiring and updating all kinds of abilities, interests, knowledge and qualifications" at all stages of lives of all people. Moreover, it accents "six priorities for action: (1) valuing learning, (2) providing information, guidance and counselling, (3) investing time and money in learning, (4) bringing together learners and learning opportunities, (5) ensuring basic skills and (6) introducing innovative pedagogy" (ESAE, n.d., p. 23). All of the priorities should be ideally pursued by teachers apart from the third one which is regulated by the government. Therefore, what recently occurs is a shift from knowledge-based to learner-centred teaching complemented with the change of the role of the teachers. They are no longer mediators but rather facilitators who do not regulate activities of pupils but their learning (Black & Wiliam in Gardner, 2006, p. 86–87).

Once the role of teachers and education has been clarified, the form of assessment suitable for fulfilling the above mentioned priorities can be selected. To use the terminology determined in the section 3.2, *formative* assessment, or in a broader sense of the term *assessment for learning*, can be considered the most appropriate to meet the newly established standards.

> Formative assessment [serves] as a means to meeting the goals of lifelong learning. … Teachers using formative assessment approaches guide students toward development of their own "learning to learn" skills – skills that are

> increasingly necessary as knowledge is quickly outdated in the information society. (OECD/CERI, 2008, p. 1–2)

Black and Wiliam published a major review of literature on classroom formative assessment in 1998 and proved it to be a useful and influential element of pupils´ progress and goals achievement. The reason for their writing is that they too see

> the shift in focus of attention, towards greater interest in interactions between assessment and classroom learning and away from concentration on the properties of restricted forms of test which are only weakly linked to the learning experiences of students. (Black & Wiliam, 1998, p. 7)

Even though the review is seventeen years old, its reasoning is still valid for the current trends in education. Therefore, *formative assessment* can be objectively referred to as the type of assessment that meets the legal and social requirements of the present.

However, formative assessment entails certain drawbacks. Firstly, some teachers might perceive it "as a loss of control" (Black & Wiliam in Gardner, 2006, p. 87), or for some it can be a useless waste of time. It requires change of a teacher´s approach to the regulatory nature of assessment as well as his/her attitude towards the pupils and subject as such (Black & Wiliam in Gardner, 2006, p. 84). Secondly, when creating lesson plans, teachers should now actively think about what the pupils are going to learn in addition to what they are going to do. Utilisation of formative assessment thus additionally requires a change in methods and ways used for teaching. The last point is that at the majority of Czech grammar schools, the real evaluation of pupils´ knowledge is the number of students who passed the final examination with distinction or were admitted to universities. For this reason it might be quite difficult for

teachers to recognise formative assessment as a valid and reliable form of providing feedback to students.

Nonetheless, as Black and Wiliam (1998) deduce from all the researches they examined, “formative assessment does improve learning” (p. 61). Furthermore, with an appeal to the individual approach to pupils, using tools and methods of formative assessment might help to prepare teachers to be able to diagnose pupil´s problems and needs. The international Centre for Educational Research and Innovation followed the survey of Black and Wiliam on formative assessment. The outcome of their research that was carried out at secondary schools from eight different educational systems is a designation of six key elements of formative assessment:

A) Establishment of a classroom culture that encourages interaction and the use of assessment tools.
B) Establishment of learning goals, and tracking of individual student progress towards these goals.
C) Use of varied instruction methods to meet diverse student needs.
D) Use of varied approaches to assessing student understanding.
E) Feedback on students´ performance and adaptation of instructions to meet the identified needs.
F) Active involvement of students in the learning process.

(OECD/CERI, 2008, p. 6)

The elements are learner-centred and correspond to the requirements for modern teachers. In the globalised world and education defined by the key competencies, summative assessment is no longer sufficient for learners. The interaction between a teacher and pupils on the learning process is imperative if all participants of that

process were to understand its purpose. Moreover, learning competence, personal competence or even problem-solving competence requires a student to define his/her goals and discover ways of achieving them. Pupils cannot rely merely on the teacher and they thus need to be able to judge pros and cons of their actions on their own. And that is the ultimate point to the defence of formative assessment that is closely related to the self-assessment as has just been indicated.

Just for clarity, this is not an argument for abandoning summative assessment. This would not be desirable because summative assessment is still needed from the individual school levels (for example due to the state final exam in the Czech Republic), to the international levels (for instance the Organisation for Economic Co-operation and Development (OECD) secures research into literacy testing). The discussion is rather presented in order to show that a balance between all forms of assessment needs to be found if students are to become successful lifelong assessors. Hence, a conclusion incorporating also the significance of self-assessment to participants of the learning process will now be drawn.

3.4 Self-assessment as a tool of sustainable assessment

It has been clarified that an educational revolution introduced a new approach to learners and learning as such. The aim of education according to the FEP is to "prepare the pupils for lifelong learning, for their professional, civic as well as personal lives" (FEP, 2007, p. 8). On a global scale, OECD (2012) claims that "equipping citizens with the skills necessary to achieve their full potential, participate in an increasingly interconnected global economy, and ultimately convert better jobs into better lives is a central preoccupation of policy makers around the world" (p. 3). With the politically determined goals of the new learning, it is now logical to search for a scholarly

definition. Shepard introduced her view on the mind and learning which seems to be suitable due to its comparative syntax:

> In contrast to past, mechanistic theories of knowledge acquisition, we now understand that learning is an active process of mental construction and sense making. From cognitive theory we have also learned that existing knowledge structures and beliefs work to enable or impede new learning, that intelligent thought involves self-monitoring and awareness about when and how to use skills and that "expertise" develops in a field of study as a principled and coherent way of thinking and representing problems, not just as an accumulation of information. (Shepard in Torrance, 2013, p. 23)

Therefore, learning cannot be henceforth equated with the final performance, results from tests and the amount of acquired knowledge. The ability of students to produce the right answer should be in symbiosis with teacher´s interest in what students think (Black & Wiliam in Gardner, 2006, p. 91). Only then can learning become a lifelong process and assessment a sustainable one.

Boud is another scholar who proceeds from Black and Wiliam´s review of literature on formative assessment. He regards it as "an important starting point for an examination of what is needed for sustainable assessment" (Boud, 2000, p. 156) for he understands formative assessment as a foothold of lifelong assessing. The points he regards the most important provide an objective framework of what is needed for supportive assessment and therefore will be used to conclude the chapter. Boud´s (2000) pillars commented on by the author of the thesis are the following:

A criterion- or standards-based framework is necessary. Boud sees barriers in norm-referenced assessment mostly because of the fact that "learners cannot know whether their achievements are a result of meeting an acceptable standard or simply

doing better than other students in the same cohort" (Boud, 2000, p. 156). Moreover, for most of their lives, pupils will not be assessed according to a national scale. They will get a job if they meet the criteria set for it or as businesspeople they will earn more if they improve their own performance.

A belief that all students can succeed is needed is an item all teachers should bear in mind. This is also the point where teachers should consider implementation of more types of assessment. If a pupil does not receive good grades, even a smile or a simple gesture like a thumb up can show to the pupil that the teacher is aware of the immediate success the pupil has achieved. This also means for teachers to respect all their pupils and their responsibility to help the pupils find a strong domain. Here, the importance of self-monitoring and mutual interaction between a teacher and pupils starts to grow.

Learners´ beliefs about their own capacity as learners can affect achievement is an item which will be discussed in more detail in the following chapter since self-concept and self-efficacy are outcomes demanded by the FEP (see p. 18) and are necessary to the concept of self-assessment. However, it is again clearer that self-assessment is one of the rare ways of gathering data on one´s confidence and feelings.

The separation of feedback from grading should be considered. This would demand teachers to really ruminate on the forms and types of assessment they are going to apply. Summative numerical assessment is suitable if they wish to evaluate a final test before the end of a school year. But what is the purpose of grading a group-project made for the annual school celebration? Do we really want our pupils to hunt for "As" and "ones" instead of knowledge? This is something every teacher should answer in his/her head.

The focus of assessment should be on learning rather than performance. Boud explains it in a way that the focus on performance leads to excessively high self-esteem of more competent individuals. He sees the decentralisation of the ego as a solution to this state (Boud, 2000, p. 157). The individual norm-referenced formative assessment should be then applied. If pupils are familiar with their strengths as well as weaknesses, it can help them to determine an objective picture of the self.

The development of self-assessment is vital. What Boud discovered already in 1995 is that "formative assessment by others can only have an impact on learning when it influences a student´s own self-assessment" (Boud, 2000, p. 157). Any assessment is valid only if a pupil learns from it. On account of this, self-assessment should be practiced at all levels of education at least minimally.

Reflective assessment with peers should be encouraged. Pupils should not be encouraged to judge and grade their classmates. Rather they should help a teacher to evaluate the fulfilment of criteria, call attention to the progress a peer has accomplished or to the contrary highlight a skimped aspect of a performance. It has already been suggested that students should be familiar with the purpose of their learning and assessment. This is a way of controlling whether or not they truly understand it.

For assessment to be formative, it has to be used. Any type and form of assessment can be perceived as formative provided that it is used effectively and with reason. However, "unless students are able to use feedback to produce improved work, through for example redoing the same assignment, neither they nor those giving feedback will know that it has been effective" (Boud, 2000, p. 158). To redo tasks is not practical and therefore, self-assessment might be utilised. If students monitor their own work, the moment they would believe in improvement should equate with the moment they will be able to demonstrate at least fractional progress.

In conclusion, for formative assessment to be sustainable, it has to be comprised of several aspects that lead to a development of pupils´ evaluative and personal skills. Therefore, self-assessment cannot be regarded only as a tacit support that happens in the pupils´ minds but rather as an explicitly formulated feature of the learning process. The following chapter is thus dedicated to the concept of self-assessment, its basis, principles and possible consequences.

4 SELF-ASSESSMENT

It is now evident that teachers have a wide choice of means of providing pupils with feedback. Nevertheless, it is still up to the teacher´s decision whether s/he will use a summative assessment only or will digress from the mainstream. Everybody who has ever studied or tried to learn anything would have to agree that mere looking or listening to the speaker/teacher does not mean that s/he was automatically learning. The promotion of active learning is an approach that is visibly beneficial from the primary stage of education. For instance there are two publishers in the Czech Republic that print textbooks for children that aim at deductive methods of independent learning. However, it seems that the higher the level of education, the more frontal and mechanical learning becomes and the aim of higher education to develop independent and critically-thinking learners is due to the conformity of assessment only ostensible (Torrance, 2012, p. 324).

The definition of key competencies and objectives of FEPs suggest that a change of teachers´ assessment policies is required. However, Shepard believes that "improving the content of assessment is important but not sufficient to ensure that assessment will be used to enhance learning. … Changes in classroom practises … are also needed to make it possible for assessment to be used as part of the learning process" (Shepard in Torrance, 2013, p. 29). And on this basis, the following chapter intends to convince the reader that self-assessment is a valid technique that could help to change the assessment practice, is feasible in grammar school classrooms and ameliorates learning.

4.1 Mentality of a learner as a core factor of self-assessment

The mathematical theory of communication tells us that generally the message transmitted from the information source is affected by certain noise and therefore the message can reach its destination in quite an altered way (M. Dosedla, personal

communication, April 8, 2015). In human communication even more factors enter the transmission because it is self-evident that one message can be perceived in many ways depending on the communication partner. As far as the assessment of students is concerned, Black and Wiliam´s (1998) say that it would be wrong to perceive students as passive recipients of feedback. They support it with the following:

> There are complex links between the way in which the message is received, the way in which that perception motivates a selection amongst different courses of action, and learning activity which may or may not follow. (p. 21)

The fact that pupils who are motivated and want to perform their best would perceive the message of feedback in a different way than students who just wish to pass can be perceived as a general educational truth. Yet, already in 1991 a research into this was carried out by French scholars and it proved that there are numbers of pupils who do not aspire to realize their full potential and do not see it as a failure (Black & Wiliam, 1998, p. 22). Therefore, what influences the reception of the message from any form of feedback and subsequently the course of actions a learner chooses depends on the goal orientation and self-perception of a pupil.

4.1.1 Achievement motivation of pupils

The word motivation is derived from Latin “movere” which means to move. The implication is that motivation can be understood as an incentive of human behaviour which stimulates a person to take action, “move”. The achievement motivation in particular is a theoretical theme that has been studied since the second half of the last century. Hrabal and Pavelková (2011) mention two psychologists whose approaches can be applied in the school environment. The first one is Heckahusen who believed that achievement motivation needs to be defined from time perspective as well as with regard to expectations, preparedness for the task and assurance that one is

capable of doing the task. The second psychologist is Atkinson who divides students into those who want to *achieve success* and those who want to *avoid failure* (p. 6). This leads to different choice of tasks because those who want to be successful will choose easier or medium difficult exercises exactly for the reason that they want to complete it correctly. On the other hand, pupils who do not want to encounter failure choose either very easy tasks or very difficult ones because it is not regarded as failure if no one can finish the task. To transform this phenomenon to English classes, teacher can sometimes see that their pupils express themselves in a very simple way despite the fact that their "on paper" abilities are much stronger. This way, though, pupils cannot improve their speaking skills and thus, teachers necessarily have to help them to overcome this state of hibernation.

However, learning and performance at school does not depend merely on motivation, this is an approach of "naïve learning theory" (Ng & Bereiter, 1991, p. 243). There are other areas that enter the learning process and emerged from psychological research. "These areas focus on learners´ strategies, learners´ beliefs about learning, and learners´ goals" (Ng & Bereiter, 1991, p. 244). At a grammar school level, pupils already have their tried and tested learning strategies and their attitude towards schools is no longer modified by them. But what can still change pupils´ opinion on education are their beliefs and goals of learning. Therefore, the section below will focus on the two factors.

4.1.2 Pupils and their goal orientation

The shift of pupils´ school attitude is visible as they grow up. At primary schools children would do anything to please the teacher but later they focus on good marks. When they enter puberty they can lose interest in education but as their work career approaches they start considering it again. At grammar schools, which are supposed to

be selective to a certain level, competitiveness emerges and pupils already feel the urge to stand out. And lastly, university students already face the fact that only the best ones can win recognition in their field and here mere memorisation and getting through will not be sufficient.

Not only a teacher who gives pupils challenging tasks and good feedback can stir pupils to achieve more from an early age. It is also their own personal orientation towards objectives and the way they determine them. Black and Wiliam (1998) observed two categories of people´s goals and claimed that students can be either *mastery oriented* or *performance oriented* (p. 23). They again examined several researches and found out that the mastery or learning oriented students were more successful at solving problems, had positive attitude towards learning and they valued the understanding of a problem and effort to learn as such. On the contrary, performance oriented pupils "were more likely to show maladaptive questioning patterns and solved fewer problems". Moreover, these students concentrate more on the comparison of themselves with others and their main goal is to outperform classmates with relatively little effort (Black & Wiliam, 1998, p. 22).

The goal orientation depends on various aspects. Pupils can have alternative goals in different subjects, in lessons taught by different teachers and at specific stages of a school year or school attendance. Sometimes they can concentrate more on the learning process, at another time on products. Black and Wiliam (1998) identified two studies from 1993 in which the relationship between the goal and pupils´ performance was discovered. There it is stated that

> better results were secured by giving process goals rather than product goals, and … where the feedback on process goals was supplemented to include information about students´ progress towards the overall aim of the learning,

both the students´ learning performance and their beliefs about their own performance capacities (self-efficacy), were at the highest level. (p. 23)

Pupils´ engagement is thus determined by their goals and goal orientation is evidently interconnected with the character of an individual. The thesis thus proceeds with clarification of self-perception aspects of motivation.

4.1.3 Pupils and their self-concept

Self-concept is a notion of a person about his/her self. It is a personal picture about oneself. Biological, psychological, social and volitional aspects along with the past development, upbringing and encouragement rate create a coherent canvas for the future picture to be painted on – they represent a base for future development of a self. In addition, the ratio of the need to be successful to the desire to avoid failure is important for the formation of one´s self-concept (Dvořáková in Kalhous & Obst, 2009, p. 196). The self-concept consists of four dimensions: real self, perceived self, ideal self and presented self. The real self is the actual behaviour, the real content of the self-concept of a person. The perceived self is formed in the shadow of one´s mirror image. It is affected by the way others perceive and judge a person. The third dimension is the ideal self which is the vision of people, their notion of what they want to be like and who they wish to become. The presented self is a dimension in which an individual behaves in front of a specific group of people (J. Kratochvílová, personal communication, November 19, 2014). Self-concept can be cogently defined as a long-term process of one´s identification which includes real behaviour as well as aspiration tendencies of a person. Smékal (2009) claims that the difficulty and adequacy of the aspired tasks document the level of one´s self-concept (p. 109). Nonetheless, the quality of self-concept depends on more personality traits that cannot be interchanged although they might connote the very similar.

The first term is *self-esteem*. Mareš (2007) defines it as a global perception of a self that is saturated with emotions (in Čáp & Mareš, p. 540). People with high level of self-esteem can appreciate and value themselves, they like their personalities.

To what degree an individual believes in his/her capacities determines the degree of one´s *self-confidence*. Self-confidence is then a result of a self-evaluative process during which a person objectively realises own abilities and underutilised potential. Smékal (2009) offers a five-level scale of self-confidence. People with very high self-confidence are not interested about what impression they make and generally they blame others for any mistake or error that occurs. Such people are not willing to work on themselves and often ignore their surroundings. Little less superior feel people with high self-confidence who are sometimes insecure about themselves although they fight this feeling almost immediately. The opposite extreme is low self-confidence which might be an outcome of repeated criticism. People who are not confident often concentrate on the way they look to others, they do not believe in their abilities and feel feckless. People with healthy and rather lower self-confidence stand between the two extremes. The former one is a label for people who are aware of their price, they believe in their abilities and at the same time realise weaknesses. The latter is represented by people who occasionally tend to underestimate themselves. The one step that holds them from healthy confidence is the skill of maintaining their balance.

The last term that impacts learner´s beliefs about their own capacities and learning is *self-efficacy*. The theory of self-efficacy is a concept established by Albert Bandura and it can be explained as a belief of an individual in his/her own potential and opportunities to prove successful. However, it does not include an image of outcomes since it is a different concept. As Bandura (1997) points out "perceived self-efficacy is a judgement of one´s ability to organize and execute given types

of performances, whereas an outcome expectation is a judgement of the likely consequence such performance will produce" (p. 21). Self-efficacy is, similarly to the concepts mentioned above, not only a personal but also a social process that can be influenced by observation, other people´s opinions and own experience. It "also refers to the amount of effort individuals will put into performing a particular behaviour and how much time they will spend in this endeavour" (Rew, 2005, p. 232). To sum it up, self-efficacy can be described as a variable concept that directly influences the motivation and performance of pupils.

Despite the fact that the section is about self-perception of pupils, it is clear that it is not merely an individual operation. All kinds of social relationships and situations contribute to the development of self-conception. H.W. Marsh defined a *big fish little pond effect* (BFLPE) that can be applied especially at schools for talented pupils (Mertin & Krejčová, 2012, p. 177) such as grammar school in the Czech Republic. The theoretical framework for this effect originates in the idea that school self-concept of an individual is based on a comparison with classmates. One report on BFLPE discovered that "students who attended high-ability schools had lower academic self-concepts than their equally able counterparts in low ability schools" (Seaton et al, 2010, p. 392). If pupils are constantly reminded of the selectivity of the school they were admitted to and intensively compared to classmates, even successful and apt pupils can suddenly feel less competent (Mertin & Krejčová, 2012, p. 178).

This would not be such a problem, if the situation occurred only at school. However, the role of teachers is to raise pupils into independent strong personas who can find their own life paths. It is thus important to lead pupils to the full development of their mental abilities and endowments and their complex awareness of these, as well

as to teach them to utilise their potential to the maximum. Self-regulation and self-assessment are loci of successful escape from the little pond.

4.2 Self-regulatory skill

Pupils always know what and when they should study but how they should study is always up to their decision. It implies that all pupils regulate their learning to a certain level but not everybody does it intentionally. And yet, a large degree of self-sufficiency is expected from grammar school pupils who are supposed to be cognitively prepared for independent learning and utilisation of proper learning strategies. They should have already mastered what scholars call auto-regulation (e.g. Čáp & Mareš 2007), self-regulation (e.g. Zimmerman 1990, Bandura 1997, Nicol & Macfarlane-Dick 2006) or self-directedness (also Bandura 1997). For the purposes of the thesis, the term self-regulation was chosen.

Self-regulated learners are thus distinguished from their counterparts by the motivational and behavioural strategies that they apply on purpose and with a specific outcome in their minds (Zimmerman, 1990, p. 5). Self-regulation contributes to the development of lifelong learning, an expected outcome anchored in the FEP, mainly due to the wide range of skills it is comprised of.

> Self-regulation encompasses skills for planning, organizing and managing instructional activities; enlisting resources; regulating one´s own motivation; and applying metacognitive skills to evaluate the adequacy of one´s knowledge and strategies. A high sense of self-regulatory efficacy contributes to mastery of academic subject matter… (Bandura, 1997, p. 174–175)

Nevertheless, the self-regulatory skill is worth noticing for a teacher not only from the educational - cognitive perspective but also from the pedagogical - behavioural point of view because self-regulation is needed throughout the whole life.

Bandura (1997) for instance points out that “despite the substantial health benefits of aerobic activity and strength development, adults who have a low sense of self-regulatory efficacy cannot get themselves to adopt a regular exercise regimen” (p. 204). Moreover, Rew (2005) defined research that shows a relation between a level of self-control and regulation and high-risk behaviour (p. 247). The urge is then to foster pupils to become determined and decisive individuals who are insistent on their choices and can avoid potentially dangerous situations.

4.2.1 Feedback as a facilitator of self-regulated learning

To get back to the classroom environment, the idea is that a pupil at first accepts verbal assessment and instructions from others, most frequently from the teacher. Later s/he should overtly provide self-regulatory decisions and finally the process is covert. The higher the progress in one´s education, the more self-directed the learning should be (Bandura, 1997, p. 227). For grammar school pupils this is prominent especially for the reason that once they enter a university, they will encounter a different system. Teachers will assign requirements for completing the whole course but the organisation of the studying will be entirely self-directed.

Nonetheless, the illustrative role of the teacher is indisputable for the development of the habit of self-regulatory learning. Zimmerman (1990) recalls research proving that young children need to be precisely shown how to monitor their progress and retrieve effective learning strategies (p. 9). However, with grammar schoolers who are mentally more mature, refractory and independent, the approach of the teacher needs to be more circumspect. The power of a grammar school teacher lies in effective feedback that facilitates self-regulated learning.

Feedback is a piece of information that regards evaluation of one´s performance or knowledge. Nicol and Macfarlane-Dick (2006) provide a synthesis of good feedback practices and declare that good feedback:

- helps clarify what good performance is (goals, criteria, expected standards);
- facilitates the development of self-assessment (reflection) in learning;
- delivers high quality information to students about their learning;
- encourages teacher and peer dialogue around learning;
- encourages positive motivational beliefs and self-esteem;
- provides opportunities to close the gap between current and desired performance;
- provides information to teachers that can be used to help shape teaching.

(p. 205)

One of the ways a teacher can assist the pupils is giving specific and directed goals that they can own. Secondly, teachers can provide feedback on the product or on the process of completion the task. Hattie and Timperley offer examples of such feedback. The former one being e.g. “You need to include more about the Treaty of Versailles.”, whereas the latter one can be “This page may make more sense if you use the strategies we talked about earlier.” (Hattie & Timperley in Torrance, 2013, p. 174–175). Last but not least feedback necessary for the school environment is feedback on the behaviour and personality of a pupil. This means not only comments on noise in the classroom or forgotten homework but also on answers pupil give such as “That is an intelligent response, well done.” (Hattie & Timperley in Torrance, 2013, p. 175).

Since we are dealing with development of self-regulatory skills, scaffolding is a relevant form of prompting pupils. It is a metaphorical term that determines the role of a teacher/peer in one´s learning. Thornbury (2010) takes Bruner´s original definition

of scaffolding, “the steps taken to reduce the degree of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in process of acquiring” and claims that with more competent students the teacher should relinquish his/her role and put more responsibility for control on the pupils themselves. A teacher might for instance say “You already know key feature of the opening of an argument. Check to see whether you have incorporated them in your first paragraph.” (Hattie & Timperley in Torrance, 2013, p. 175).

Any kind of feedback is effective as long as it is clear and practical. Feedback of the task provides specific information on the mastery whereas feedback of process should lead to subsequent regulation of the short term goals. Ideally, teacher should combine the types in order to cover all learner´s needs.

4.2.2 Practice of self-regulation

When proper extrinsic feedback is provided, it is pupils´ turn to monitor their work. A part of this should also be the evaluation of the effective use of time. Pupils should be able to diagnose whether they spend the time dedicated to learning actively or whether they are procrastinating and whether they understand the schoolwork in its depth or only superficially. Mareš (2007) suggests that self-regulation arises from three sources: social, personal and situational. He also points out that intentional training of self-regulation should not be a part of educational context only because parents´ expectations, support of siblings and also teacher´s attitude to home preparation represent integral elements of practice of self-regulation (in Čáp & Mareš, p. 518).

Grammar school pupils should be given specific tasks with either evident or hidden objectives to practice self-regulation. The tasks can include filling in special forms, keeping a diary but also a description of one´s working space or making a schedule of one´s learning and then observation of the adherence to it. Mareš (2007)

further suggests that once the pupils can regulate their own learning and are able to give clear instructions to themselves, it is advisable to start with the practice of self-assessment (in Čáp & Mareš, p. 524). It should start with criteria setting so as the pupils know what is the desired level of knowledge or behaviour they should reach. At grammar schools, pupils should participate in the creation of the criteria in order to deepen their sense of responsibility and togetherness.

4.3 The method of self-assessment

The teacher is a natural evaluator in a classroom. However, the education cannot be perceived as merely a school process which implies that even parents, pupils, friends and other agents should enter the process of assessment. It has been suggested that self-efficacy is one of the goals of education. Bandura (1997) suggests that "belief in one´s capabilities is built, in large part, through mastery experiences" (p. 292), i.e. once a pupil experiences a success from a given area, s/he will start to believe in his/her ability to complete the task. The need of success is apparent also at grammar schools where pupils define themselves, choose their job careers and cognitively mature. However, the teacher might not always notice everything especially due to the independent character of grammar school education. The method of self-assessment therefore attaches greater importance since can be understood as an investment for the teacher. The reason is that it "promises to … make the relationship between teachers and students more collaborative" (Shepard in Torrance, 2013, p. 33).

"Self-assessment is a self-regulatory proficiency that is powerful in selecting and interpreting information" and it has a self-appraising and self-managing level (Hattie & Timperley in Torrance, 2013, p. 179). Self-appraisal is what helps to achieve a success. If a pupil can assess his/her knowledge, abilities and acquired skills in a positive way and is able to find something s/he is good at, they raise the level of their

intrinsic motivation. However, the balance between objective praising and pure flattering needs to be found. Self-management is very similar to self-regulation regarding the monitoring, planning and taking of remedial measures. Its main purpose is to give pupils tools to be able to stack up to the competition in a confident and feasible way. Nonetheless, before introducing self-assessment pupils have to be able to provide an objective feedback for which the practice of peer-assessment is valid.

4.3.1 From peer-assessment to self-assessment

It might seem unfair to make pupils assess each other´s work due to their personal relationships, affection and sympathy and therefore, one thing has to be recalled here: assessment does not equal marking because it can take various forms. Since pupils can tend to be more critical or cruel to each other, it is important to set criteria of the assessed aspects or a list of questions pupils should ask. It is also necessary to provide a model for this type of assessment and to apply the method for activities that all pupils will eventually do such as delivering a presentation or a project. A specific example of the activity is mentioned in the section dedicated to the research (see section 5.5.4).

During peer-assessment all pupils should follow the rules that they previously agreed on. Those might be for instance "respect the work of others, identify successful features, think about the learning objective and when suggesting improvements, word suggestions positively" (NFER 2012). At the point when pupils are able to define strengths and weaknesses of their classmates, it should be easier to look for their own ones. Moreover, when pupils practice suggesting intervention steps from the perspective of the judges, it can give them more objective point of view on their own learning.

4.3.2 Teacher´s role in self-assessment

The teacher is the primary agent who keeps a grip on making pupils realise what they already know and what they should improve. It is the way s/he elicits new topics or revises the ones already discussed that determines what the pupils will refresh and where the steps will lead to. A possible way of effective eliciting is the use of Socratic questions. Scrivener (2012) offers Paul´s taxonomy of Socratic questions:

- clarifying underlying concepts (e.g. Is this sentence correct?);
- probing assumptions (e.g. If I changed this word, would the sentence still be correct?);
- reasons and evidence (e.g. Why do you think that?);
- implication and consequences (e.g. How does this connect to what we learnt yesterday?);
- position, viewpoints and perspective (e.g. What makes this difficult for you?);
- questioning the question (e.g. Why do you think I asked that?). (p. 143)

If a teacher combines various types of questions, waits for the answer, truly listens to the answer and nominates also the less strong students, s/he can encourage them to become more interested in the topic. For example questions about the viewpoints, consequences and assumptions can be utilised to effectively and discreetly indicate what the pupils should think about.

As far as the role model of a teacher is concerned, the motivation for self-assessment of students can be promoted by admitting that even a teacher is only human and s/he needs to improve as well. Additionally, “in most schools and institutions today, language teachers are expected to keep up to date with developments in the field”

(Richards, 2005, ix) and the self-assessment is necessary even for the teacher. There are numerous ways of doing so. Teachers can ask pupils to assess their teaching, the organisation of the class and even the content of teaching. If they suggest that they find some part of a textbook or an activity boring, it is a sign that it is not effective and useful for the particular group/individual. Moreover, a teacher can ask pupils to keep their learning diaries and at the same time s/he can keep own teaching journal in order to show empathy.

The collaborative atmosphere of the classroom can be created when the self-assessment of a teacher and pupils is carried out simultaneously. Richards (2005) mentions the audio or video-recording of a lesson as one of the techniques teachers may utilise for their professional development (p. 42–45). The idea here is that a teacher can record one lesson and dedicate another one to group self-assessment. They would watch the video, comment on the course of the lesson, their own performance and behaviour and suggest steps for improvement. After a given period of time, this could be repeated in the same lesson and the state would be compared. This would, however, be time-consuming and the curriculum for grammar schools is tight enough. Therefore, the employment of individual techniques is a straightforward solution.

4.3.3 Individual self-assessment strategies

Thornbury (2006) suggests that pupils need to be trained to become confident and reliable self-assessors (p. 18). Therefore, the teacher is again only a facilitator who encourages pupils to become active participants of feedback. Scrivener (2012) says that at first teachers should simply ask the pupils about their impression of their expectations, actual performance and results and whether they see any improvement from the last time. Later on more sophisticated methods are applied (p. 165–166). These include questionnaires, unit self-assessments, interviews and learning diaries, basically

anything that makes the pupil think about his/her learning. The research section serves as a compilation of strategies promoting pupils´ self-awareness.

5 RESEARCH: SELF-ASSESSMENT IN A GRAMMAR SCHOOL IN BRNO

The research carried out for the purposes of the presented thesis is grounded on three basic hypotheses. These were defined by the author of the thesis on the basis of personal experience from teaching practice, her own studies and reading.

1. Pupils who study a foreign language at school do not necessarily have to be interested in the topics they are dealing with at school. However, they might still work on their own at home and spend a lot of their leisure time with practising the language. The independent activities of interest are as important as the vocabulary from a textbook and teachers should know about these activities.
2. Pupils who are able to assess themselves throughout their education can better accomplish and develop competencies defined in the FEP and are more likely to be disposed to further education and deep learning.
3. If students are prepared for self-assessment, they can more easily eliminate weak points of their cognition and knowledge.

The research aims at practical outcomes. It should not represent a given population but rather a specific problem (Švaříček & Šeďová, p. 72) – self-assessment at grammar schools. The reason for this is that the thesis as such should serve to those who would like to introduce self-assessment into their classrooms. Therefore, the research might be utilised as a compilation of materials that can be implemented instantly.

5.2 Methodology of the research

Self-assessment is a part of classroom assessment and therefore demands cooperation of a teacher and pupils. For this reason the research was designed as a small-scale qualitative research carried out mainly during the external practice of the author of the thesis which lasted for seven weeks.

5.2.1 Target group

The respondents were thirteen pupils in their second year of study at a grammar school in Brno. There were only two boys in the group and their second foreign language taught at school was German. Pupils have three lessons of English a week with their Czech class teacher and one lesson with a native speaker.

The teacher [3]observed has been teaching for eleven years. She has her teaching routine and style to which she adheres. Teaching is her second job and she likes that her pupils are almost adults. She cannot imagine that she would be teaching small children. She has never tried peer-assessment in her lessons and justified it in the following words: *I have never tried it because I have never dared. I am not sure whether they wouldn´t be cruel to each other* (T1). Some of her colleagues try to diagnose learning needs and styles of their pupils as far as she knows, but she does not. However, she uses one technique that could be upgraded to a self-assessment method. At the beginning of a school year her pupils write a short essay. She gives it back to them no sooner than at the end of the same year to show them their progress.

5.2.2 Procedure

The first method of the research was participant observation. This lasted for two weeks and its purpose was to understand the functioning of the group in English lessons and to notice the routine of their regular teacher.

Secondly, a focus group discussion was held in order to ask students whether they are familiar with the concept of self-assessment or not. Moreover, their attitude towards English learning needed to be discovered. The debate was recorded and

[3] The teacher of the target group will hereinafter be referred to as T1 in order to be distinguished from the general term "teacher". Additionally, the information about her was gained from an interview held during the research period.

the transcription evaluated using the open coding method so as to determine the most significant reasons for the educational endeavour of the target group.

Immediately after the focus group session, pupils were asked to complete several tasks connected to the self-assessment practice. After one month a follow-up interview with individual pupils was planned with an aim to consider possible application of self-assessment in English lessons, its strong points and drawbacks and primarily its effect on the mind of the respondents. Using a narrative technique, the results are going to be analysed.

"Is it possible to integrate self-assessment into English lessons at grammar schools and to appreciate pupils´ extra work out of school?" were the principal questions set for the research. However, the research was progressing unexpectedly since the pupils were not as responsible as the researcher thought they would be. Moreover, after the very first task it was clear that self-assessment cannot indeed be implemented without constant control of the teacher. Therefore, the second question was eliminated. The whole process will now be described in order to detect the diversion from the original design and the demerits that occurred.

5.3 Participant observation

The first step was an observation of the target group. T1 is at the same time the class teacher of the target group but she teaches them only English. Therefore, organisation matters need to be dealt with during English lessons. Although the pupils seem to be reserved and distant, they respect T1 and stay calm during the lessons. The only materials used in the observed lessons were student´s book and workbook along with a graded reader

Although very similar, the lessons contained numerous features worth mentioning, both positive and negative. Nonetheless, for the purposes of the thesis only the phenomena relevant to the concept of self-assessment will be stressed.

The first noticeable aspect of the observation was the seating of pupils. They could sit wherever they wanted. The result of this is that they tend to sit at the back of the classroom where T1 can hardly see them since she stays at the front for the most of the lesson.

To continue with the organisation of the class, it is important to say that there are no set rules for the course. Pupils who do not bring their homework are simply asked to bring it to the next lesson or urged to study the vocabulary from it because there will definitely be a test. Neither does T1 punish them when they forget to bring the graded reader on the given day. Again, according to T1 they will have to read it eventually or they would get a bad mark when tested on their knowledge of the story.

Furthermore, T1 concentrates a lot on vocabulary. She not only elicits the meaning of words but also their collocations, synonymy and false-friends with Czech equivalents. However, T1 is always the one who chooses which words are going to be learned. Furthermore, she hardly ever uses the whiteboard. In fact, the whiteboard resembled a literal tabula rasa for all six observed lessons.

In the end, a pupil occasionally prepares a presentation. The observed delivery was a mere reading of the prepared text with no eye contact. The rest of the class was bored, did not pay attention and T1 was the only one who afterwards asked a question, though it was only a request for repeating what an apartheid is and who Bartholomeu Dias was.

5.3.1 Evaluation and thoughts for intervention

The class could be characterised as an average traditional class at a grammar school. The English lessons focus on knowledge acquisition and they proceed from a textbook. However, there are many aspects that can potentially lead to ceding

responsibility and self-regulation to students. The section is therefore a determination of these areas and a proposal of their modification.

The first arguable drawback of the target classroom organisation is the seating. T1 keeps the traditional row layout of the classroom which "may be appropriate for teacher-fronted explanations, board work and quiet individual work, but is arguably less suitable for communicative or task-based work" (Scrivener, 2012, p. 7). Due to this fact and certain indolence of pupils, they always cooperate with the same people during pair work and they do not stand up throughout the whole lesson. T1 once expressed her wish to have the classroom organised differently but according to her it is not effective to change the layout at the beginning of every lesson and then move it back because she shares the room with her colleagues who teach different subjects. Nonetheless, there are possible ways of promoting interaction between students even without moving the desks:

- mingling activities at the front of the classroom; pupils can make groups/pairs according to various things such as a colour of their T-shirt or there can be letters of alphabet on the floor and pupils´ task is to stand on the first letter of their favourite food, name, etc.;
- teacher could nominate a few people to change their seats for the activity so as they work with different people (Scrivener, 2012, p. 24); pupils will be also forced to talk outside their comfort zone because the partner they sit with is logically their closest person in the group;
- Scrivener (2011) also mentions various seating arrangements for a standard classroom (p. 64); one of them are the so-called "buzz groups", the idea here is that since T1 revises vocabulary at the beginning of every lesson, she could sometimes print out the wished

words on slips of paper and group them so as there are e.g. four groups of words and each of these has something in common, pupils who have the slips containing the same category would be the first buzz group and so on, they will sit together and work together during that lesson; the words can be stored in a box and re-used and when all the pupils know the word it can be thrown away.

The possible ways of changing the layout of the classroom without chaos and time lags exist but they require cooperation of the pupils, their pro-active approach, volition and most importantly habits. Pupils could perceive a forced change of seating arrangement as a token of power of a teacher and therefore, it is important to show pupils that they are involved and have their responsibilities. A teacher could make the definition of the new layout as a group assignment. The process includes the following steps:

i. The teacher clearly expresses why s/he wants to change the seating so as pupils can see that the teacher perceives their ideas as equal.
ii. Pupils discuss their ideas with the teacher only summarising their ideas. They talk about expected problems and their solution.
iii. The whole group determines when the arrangement will take place and who will be in charge of it (before the class, everybody will do it or the first pupils who arrive to the classroom).
iv. After testing the performance of the new arrangement, adjust it if needed.

This method was observed at a teaching practice with fifth graders where it was used also as a tool for the development of the problem-solving skill. Scrivener (2012) suggests the same procedure for not only avoiding chaos but also giving students

opportunity to feel proud when “seeing their own ideas in operation and successfully carried out” (p. 14). The activity promotes not only the ability to express one´s ideas and accept others but also a natural conversation, immediate reactions and self-regulation because the students have to evaluate pros and cons of all the options, predict results, assess the outcomes and offer remedial actions.

For the purposes of self-assessment and provision of objective feedback, the presentations delivered by the students should be also adapted. Pupils cannot choose the topic of their presentations. T1 is the one who selects an article for them. Even the selection of the topic is a self-assessment of one´s interests and especially abilities and courage because it is needless to say that some topics are easier than others. Moreover, pupils should be encouraged to pay their full attention to the speaker, for example by setting criteria for peer-evaluation. This technique will be discussed further in the thesis (see section 5.5.4).

Finally, an aspect worth modification is the absence of rules for the class. If the rules are an outcome of a cooperative process between a teacher and the pupils, it can serve as an outline for self-assessment. The rules that could be adopted for the target group might include: I will speak English only; If I forget my homework, I will bring it to the next lesson; I will ask the teacher about unknown words, not the mobile phone. After a given period of time, a couple of minutes can be spent to discuss the behaviour of the pupils in the classroom or the rules can be included in a unit assessment (see section 5.5.3).

The above mentioned methods are suggestions of providing learners with more responsibility and regulation of their learning environment. Their effective implementation requires long-term cooperation of a teacher and pupils, familiarity with each other and respect on the both sides. The conclusion of the observation is that if T1

demands the pupils to be reliable, initially s/he has to provide them with a controlled practice of taking responsibility.

5.4 Focus group

Prior to the employment of some selected self-assessment methods, the pupils were asked to discuss the theme of self-assessment and goals of their learning as a group. The discussion took place on a Friday during their regular English lesson with ten pupils present that day. The discussion was held in English because it was during the lesson. Moreover, since the thesis is concentrated on self-assessment in English lessons, it seemed logical to conduct it in English. The interview was semi-structured and the schema of the talk was centred round the following questions:

Do you know what self-assessment is? Have you ever tried it?

How do you know you made a progress in something?

What is your general attitude towards English?

Do you think that school English is enough for you?

Can you image that a teacher would consider your out-of-school work as well?

What kind of goals do you set for yourself?

5.4.1 Discussion of the outcomes

It was planned that the open-coding method will be used to evaluate the focus group interview. However, due to the short extent of the debate it would be counter-productive to code the lines and categorise them. The in vivo codes, as Švaříček and Šeďová call them (2007), say enough about the dynamics of the target group and motivation of respondents. A few quotations were selected as representatives of the in vivo codes, the rest of the interview can be found in the form of a transcript in Appendix 1.

As for the self-assessment, none of the respondents have ever heard about it. Only one pupil at least tried to express her idea: *When we have some dreams or some things we have to do and this is criticism of myself, how did I do that and if I am happy or not* (R1). But in general, the target group is not familiar with methods of self-assessment as a means of progress monitoring. According to the respondents, higher confidence, a better mark, performance in a lesson, independent task completion and feelings denote a progress made at school.

The grammar school the target group attends is oriented towards languages and therefore the entries for their attitude to English are: it is expected, they should like it and it is useful for life. The motivation for learning English is not only extrinsic and connected to the school duties but also intrinsic. In general, the pupils think that speaking in English in particular is freer, more expressive and better for articulation of some words and feelings.

The intrinsic motivation became even more apparent at the time when the conversation was turned to noticing the pupils´ work and effort from outside the school. All respondents agreed on the following idea: *It is not about them, it is about me. And how I feel about it* (R2). Pupils cannot imagine that a teacher could possess a tool for the evaluation of pupils´ extra work. Moreover, they realise that once they need to use English, the teacher will not do it for them. They will have to employ their own knowledge and skills. R3 also suggested that *the teacher hears or sees that we are improving and so we have to do something at home, that it is not just from lessons*. The codes that emerged are thus doing English for yourself and the teacher´s perceptiveness.

As for the goal setting, respondents were not very talkative, only R1 admitted being more focused on German. They naturally changed the topic of discussion to

the weak points and aspirations of their English learning. The desired aspects they have not acquired yet include thinking in English, fluency when speaking with strangers and prompt replies. The query about minor goals was understood by the respondents as asking the teacher about unfamiliar words or difficult grammar. The result of the answers is that they hardly ever ask the teacher, only after an illness.

Even with the vocabulary, pupils do not have any controlled self-feedback apart from their feelings. They count on their mobile phones and memory only. Again R1 claimed the following: *Sometimes when I do not understand some word…I feel some shame because I do not know it and no one asks so it means they know it and I do not. So I use some dictionary and never, or less, ask the teacher*.

To sum it up, inner perception of the progress, competitiveness and the ambition not to appear incognizant, nimble use of modern language and depending on oneself represent the driving force of respondents´ study of English. These are the premises for further application of self-assessment methods and teaching as well.

5.5 Utilisation of self-assessment techniques

Four techniques were applied during the seven weeks. They were selected as tools that should promote inner motivation of the pupils. They did not aim at gaining enormous amount of information but rather to make students aware of their own attitude towards English. The first one was a journal, the second one a record of pupils´ feelings from lessons, the third one was a self-evaluation of a unit progress and the last one was criteria-setting and peer-assessment of a presentation. This was then concluded by interviews with individual pupils, T1 and pupils´ evaluation of the trainee´s role of a teacher.

5.5.1 Keeping a journal

Due to the fact that the pupils appear to be of a technical mind and keen on modern amenities and lifestyle the classic paper diary was eliminated. Another contemplated option was blogging. However, the author´s teaching experience of grammar school pupils at a language school indicates that pupils are not very willing to complete tasks if they do not see any tangible award, i.e. a mark or a tick for an activity in the teacher´s notebook. The presupposition was that this could happen with the target group due to their frequent forgetting of homework. Therefore, pupils were not asked to write anything, they were asked to take pictures of any activity they will carry out that has something to do with English such as listening to music, watching a sitcom, reading a book and later to create a file called "My week with English", comment on the pictures in a simple way and to send it in an e-mail. The aim was to find out how often pupils encounter English in their free time and to make them think about the same as well.

Nonetheless, even after several reminders, none of the pupils handed it in up to the day of finishing the thesis. The author´s explanation is that they did not even take the photos and therefore had nothing to make the file from. But when a question was posed to the pupils whether or not they took the photos, some of them nodded approval. The pragmatic explanation therefore is that since the pupils knew this assignment was not going to be a part of the assessment of T1, they did not see any point in completing it. They did not understand the aim of it and were aware of the fact that it is only a part of a pilot project, i.e. a diploma thesis. The extrinsic motivation was missing and the intrinsic motivation was not piqued. Thus, it was obvious after the very first task that the implementation of self-assessment methods is not as simple as it might seem since it requires active participation of the pupils.

5.5.2 Feelings after an English lesson

The second task was similar to the journal writing but it was more juvenile. Pupils were asked to complete a worksheet (see Appendix 2) called "My English lessons make me feel…" (Ioannou-Georgiou & Pavlou, 2003, p. 167) over four weeks after each English lesson. Its aim was again to provide a motivation for assessment immediately after the lesson this time in a very easy way since the activity is originally intended for very young learners of English. It can also serve as a continuous feedback for teachers because if a pupil draws only sad and angry faces for four week it would signify that s/he can have a problem of any kind. For this task, pupils were asked to either draw smileys or write comments. Most of them chose the emoticons or a combination of both.

All respondents have an optimistic attitude according to the filled-in worksheets. Apart from R2, everybody had a bad day over the month. For R1 and R4 Friday was a bad day. R1 commented it: *It´s Friday. I am very tired*. Five respondents supplemented smiling emoticons with comment explaining that their good feeling was caused by a good mark received from a test. On the contrary only two were happy because of their out-of school work with English – R6 watched Top Gear in English and R7 put new English songs to her mobile phone and learned new words.

This task was submitted by almost all respondents. It suggests that such an easy self-assessment method could be suitable also for teenagers. It is quick, undemanding and humorous and it still forces pupils to assess themselves. Moreover, the method can uncover a lot also to the teacher, if used and interpreted wisely. For instance R5 was feeling lethargic after one lesson because it was the second lesson concerned with Social English videos.

5.5.3 Unit self-assessment

The inspiration for this task was found in a pupil´s book from ZŠ Řeznovice and in new editions of conventional textbooks. In the latter one, pupils are most often asked to tick their feeling about their progress in the unit. The same goes for the former one which is supplemented with quarter assessment compounded of open questions that go into more detail. The unit self-assessment for the target group was adjusted to be suitable for grammar school pupils and distributed and assigned as homework in order to give the respondents enough time to think about their answers. The blank form is included in Appendix 3. Eleven respondents completed the task. After the pupils submitted the assessment, teacher´s, or in this case the thesis author´s, task is to provide an objective comment for the students as a reaction to their self-assessment. Feedback written by the researches is in Appendix 4.

The respondents summarised the content of the Unit 7 in the first task even though they were supposed to name their feelings from the unit. R2 was very honest since his response was *I don´t really care*. The second task is an example of a vocabulary diary. As for the third item, pupils assessed the level of their knowledge on a three-level scale: very well – OK – not so well. Six pupils ticked the "not so well" option once, four of them because they did not remember the article they read about Tchaikovsky and one was not sure about the differences between school systems. Nonetheless, the last pupil (R5) was not confident about the conditionals. There were six respondents who preferred the neutral "OK" choice for the grammar even though they were much stronger students from the researcher´s perspective.

The fourth section was cognitively on the highest level. Pupils thought about their achievements, depth of schoolwork and set themselves goals for the next unit. Pupils were not able to set themselves feasible concrete goals. They wrote down things like *I will talk with my friends more* (R4), *talk with people* (R2) or *look for more*

opportunities to learn English (R8). Such aims are difficult to be evaluated since they are very broad. R9 did not set herself any goal at all: *I have coaching. But it is still hard for me break through my inhibitions*. R9 always seemed very distant and not interested in the lesson. The Unit self-assessment clarified this because she claimed the following: *I am everytime shy and nervous so I make mistakes* (R9).

The main aim of the method is to become conscious of what a pupil learnt during a certain period of time. Building on this s/he should assess what should be improved and concentrated on and later on observe whether the objectives were met. More experienced self-assessors can do this by themselves and can adapt the goal and independently force its achievement, too. Since the target group has been introduced to the self-assessment only recently, the researcher led a final interview with the respondents and asked them whether or not they played an active part in improvement of their learning in order to find out whether the self-assessment methods had at least some impact on them.

5.5.4 Peer-assessment

The incentive to include this method was an observation of R5´s presentation. Her classmates were playing with their mobile phones, not paying attention, nobody had any question and R5 only read the prepared text. The inspiration for changing the routine was found at a teaching practice at a primary school where it served well. The first step is that a class agrees on a list of criteria that a speaker should meet when delivering a presentation. After the presentation, peers comment on the performance and its compliance with the standards and the speaker articulates the strong and weak points of the performance. Once the speaker expresses his/her opinion on the delivery as well, the activity is promoted to a self-assessing practice.

R10 was asked to prepare a speech on an article called “USA: The Big Country”. Before she started, the target group discussed what a good presentation includes. They agreed on the following criteria: 1. speak loud enough; 2. fluent speech; 3. the speaker does not merely read it; 4. keeping of an interaction with the audience, e.g. eye-contact; 5. proper length of the speech. The respondents were supposed to prepare at least one question each for the speaker so as their attention was secured.

After the presentation, three classmates asked their questions: Would you like to live there? What is the number of Indians? Which minority is the biggest one? The speaker was not able to answer the two last questions because the information was not in the article. Therefore, the researcher looked for the precise numbers and provided the answers at the beginning of the following lesson. Nonetheless, the situation could have been eliminated if the topic was of an interest of R10. Later, the peers commented on the criteria which she completely met. R10 agreed with a broad smile.

R13 had her presentation on Friday of the seventh week of the research. The class was again led by T1 and therefore the presentation was without the criteria. T1 was again the only one who asked something but R10 tried to at least keep in touch with the audience. Afterwards, she said that she tried to look at the students: *I think they listened. I don´t know maybe some of them were on their mobile but what I saw so they paid attention* (R13). However, it proved that the research did not have any impact on the target group since it turned out that self-assessment was abandoned with the termination of the research.

5.5.5 Interview

On the fifth week the respondents were asked to write a short paragraph about something they did over the week and they are really proud of it. Since only two respondents submitted the task, the exercise was embedded into the final interview as

an ice-breaker. Further on the dialogue involved the following questions: Are you confident? Do you think you are good at English? Did you keep your plans for improvement? The first two questions were chosen because students tended to underestimate themselves in the unit assessment and the third one aimed at discovering the effect of the one-time and controlled self-assessment practice.

Only R2 described himself as a confident person. Two respondents claimed that their confidence depends on the situation but the rest of the target group defined themselves as shy personas. The reaction to the second question was not a surprise. The students compare their English skills to their classmates. In general, the answers were similar to *I am not the worst* (R3); *Now that I am at a language school it is harder because children are better in English* (R13) or *It might sound arrogant but I think I am better than most of my schoolmates* (R2). However, what was startling was respondent´s inability to define their strengths – R11 even said that she is not good at English at all.

As far as the adherence to the objectives, the ratio of those who tried to achieve them was half to half. R6 wanted to become involved in class discussions but she did not try much. Her reasoning was: *Sometimes I have something to say but I´m shy so I don´t say it loud* (R6). Another respondent admitted that she could not try because she has an individual plan: *I know my classmates watch films and listen to pop music, I would do it but I can´t watch films even in Czech so...* (R10). R1 claimed that she needs to see her progress and therefore she tried to watch a movie and monitor how much she would understand. R2 was the last one who actively tried to do something in order to improve: *It is from the games when there is a possibility to talk to other people, I think it´s great*. (R2). R3 and R1 said that they tried to speak more at least at school.

Nevertheless, the rest of the respondents only repeated their routine activities such as watching sitcoms and reading a book for school.

5.6 Interpretation of the results

The research showed that self-assessment really requires training and at the initial stage also erudite teacher´s control. Therefore, it was an excessive goal to implement the self-assessment techniques with positive effects in seven weeks and in a group which had no earlier experience with it. Moreover, the respondents already attend second year at the grammar school and have their own habits and system during English lessons with their T1. It is then rather impossible for a researcher to enter the community and try to introduce radical novelties.

Nonetheless, let us now comment at least a bit on the individual techniques. There is not much to add to the first technique since the conjectures for its failure were established in the section 5.5.1. It determined the attitude of pupils towards extra schoolwork which implied the futility of the action research. However, the asset of a journal keeping cannot be brushed aside. It is only that with the target group in particular the technique would require more control from a teacher. Even R1 said during one of the lessons that she needs to see a tangible progress in English, otherwise she feels depressed. And this is where the potential of journals for self-assessment lies because they keep records of learner´s headway.

To name the feelings after a lesson is a common method practiced at primary schools. It can be guessed from the worksheets filled in by the respondents that is has its place also at grammar schools since it can easily lighten the atmosphere of the class. The technique is not cognitively demanding and therefore can serve as a starting point for further implementation of more sophisticated methods.

The unit self-assessment is also a commonly accepted method. Nevertheless, as far as the target group is concerned, it was a vain effort. Even though respondents filled in the assessment sheets, they did not draw any lesson from it. It would be no exaggeration to say that they forgot they should aspire to improve in the marked areas at the moment of submission.

Peer-assessment merging with self-assessment was probably the most successful technique since it was carried out completely under the control of the researcher. Pupils could relate to the criteria they set for a delivery of a presentation. Besides they immediately saw utilisation of the criteria and were asked to comment on their fulfilment. The effect was very short, though, since T1 did not continued in the similar manner but returned to the routine with her being the only one who actively perceives the presentation. Nevertheless, the technique is valid for teaching learner to clearly articulate their ideas and defend their opinions.

Even though the research did not yield positive outcomes, the answer for the research question – Does self-assessment has its place at grammar schools? – is yes. The research manifested that pupils tend to fumble at the determination of their strengths and active pursuance of their goals. This is not desirable for future life and therefore the self-assessment method is feasible as it helps pupils to become life-long learners with healthy self-esteem.

5.6.1 Areas for further research

The partial failure of the research awakened the researcher´s interest in the practice of self-assessment at the higher primary school level. An additional low-scale qualitative research was thus carried out in order to find out whether or not they utilise self-assessment in their lessons. From sixty teachers addressed, fifteen responded and all of them use self-assessment to a certain level in their lessons

Therefore, it is evident that with the arrival of various auto-evaluative strategies into primary schools, pupils who are used to self-assessment will later enter grammar schools. It would be a shame not to develop their self-regulatory skills. And thus, the first proposal of further research is the following: How does self-assessment influences the advancement to a higher level of education, i.e. transit from a primary to a grammar school?

Additional areas of interest include:

- the relationship between self-regulation and pupils´ attitude towards language learning;
- the quality of results and success rate of those who mastered the self-assessment skill;
- connection between assessment of a teacher and self-assessment;
- improvement rate of those who are assessed by a teacher only on those who participate in self and peer-assessment.

6 CONCLUSION

School assessment is a complex concept that holds an important and integral position in the field of education. A teacher can influence approach of students towards the subject taught but also education itself with the form and content of provided feedback. Nonetheless, assessment is not a phenomenon standing on its own. From above, it is influenced by the governmental and institutional policies and from below by the mentality of learners. A recent trend is to weaken the power of the teacher and cede the responsibility for learning to the pupils. Therefore, learners need to develop their self-regulatory skills in order to be capable of objective goal setting and employment of inner motivation. For this reason, the presented thesis deals with the concept of self-assessment at grammar schools. It aims at determination of options for its application during English lessons.

In the Czech educational background, the shift towards learner centred teaching is established in the legislature. The first part of the thesis is a description of the Czech educational system that is followed by a justification of implementation of self-assessment. This concept can be found already in the strategic plan for development from 2001, anchored as *White Paper*.

Once the Czech educational system was clarified, the position of self-assessment in today´s school was defined in the following section of the thesis. Teachers should think about forms and types of assessment they use for evaluation of learners because only one type is not sufficient if it is to comprehend all aspects of the learning process and progress. Formative assessment was thus introduced as a response to the legal requirement of sustainable development and cultivation of learners.

Due to the fact that pupils at grammar schools tend to be more independent and opinionated, it is important to train them in self-regulation. However, teachers need to

take the pupils´ mentality into account because not only learners mature physically but also their confidence and self-efficacy just form. Therefore, in the fourth chapter of the thesis one ascertains that learners´ motivation can be either to be successful or to avoid failure, and they can be oriented either towards the product of their endeavour or the learning process. Nonetheless, all types of learners need the skill to regulate and assess their own learning in order to be able to eliminate their weaknesses. At this point, the urge to implement self-assessment naturally emerged.

The thesis then proceeded with the clarification of the term self-assessment and its application. The facilitating role of teachers was stressed because regular control is necessary at the initial stages of self-regulation training. The subsequent research section offers a battery of techniques that might be utilised in a grammar school classroom.

The main aim of the research conducted for the purposes of the thesis was to determine the level to which one´s learning can be improved through self-assessment techniques. A group of thirteen pupils were chosen as a target group for the research. It was commenced with a participant observation followed by a focus group interview and the implementation of selected self-assessment methods such as keeping a journal, unit assessment or peer-assessment according to the criteria. After the participant observation of the group it turned out that their English teacher adheres to her teaching routine and pupils are motivated mostly extrinsically. Additionally, the respondents did not submit already the first task and thus the expectation of the research outcomes was determined excessive. Nonetheless, it can be claimed that self-assessment has its potential application if used regularly and consciously for two reasons. The first one is that the respondents expressed the importance of seeing their progress during lessons

and the second one is anchored in the legal definitions of education and elucidation of a learner´s mind.

In conclusion, even though the path leading to an effective utilisation of the method of self-assessment is likely to be neither easy nor straightforward and it might take time before tangible results are seen, teachers should make the effort. If pupils can objectively evaluate their abilities and knowledge, they will probably set themselves achievable goals which will help them throughout their entire lives. And ultimately, self-assessment can be perceived as an investment from the teacher´s point of view since the cooperation with the learners is more efficient if they can regulate their own learning.

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8 APENDICES

8.1 Transcription of the focus group interview

T: Do you have any idea what a self-assessment is? What do you associate it with?

Silence (about 15 seconds)

R1: I think when we have some dreams or some I don´t know some things we have to do and it is our criticism of myself, how did I do that and if I am happy or not.

T: Good, any other ideas?

Silence (about 20 seconds)

T: OK, so I will tell you my concept of it. For me, especially with English, it is something you write down, you make notes, and it shows you your progress. But not what your teacher says but what you actually think, what is your opinion about your English, how do you feel about it, what do you think you could do better and you somehow make notes of it and throughout the time you see how did you do and then you can decide on your own whether you want to work harder or not. Yeah, so this the basic concept I would like to work with. That it is really you own decision about your mark, your progress and what you will do with your English. So have you ever tried self-assessment maybe at primary school?

R: *In chorus*: No.

T: No? You have never even been supposed to write down every month what did you do right, what was wrong, what do you think you could do better?

R: *In chorus*: Eeee, no.

T: So, tell me. How do you that you´ve made a progress at something.

R2: I feel more confident.

T: Yes.

R4: I got a better mark.

T: Good.

R3: I think that you feel it like for example in lessons, how do you talk, how do you sound, how do you do some exercises, if you do it just by yourself or with a friend, with help of a friend.

T: Aha… Good. What about the others? How do you know you´ve improved?

R1: I think I can feel it in my mind. When we have for example some listening exercise. So I can feel, I I. suddenly understand I know what they are talking about and I can answer some question and I absolutely know what I´m doing.

T: Good. Anything else? Apart from marks, confidence, your feelings?

T: Ok, we will move to something else. What is your attitude towards English?

Teacher in the background: Should I leave the room? *laughing*

T: How do you feel about English? Do you like it?

R: *In chorus*. Yes, obviously.

R6: It is useful for us.

R1: Yes and we are on English high school so we should like English.

R5: And sometimes some words sound better in English, I don´t know.

R1: And as Helča said, it´s very useful when we are travelling we are going to some country for example France or Russia and we can´t speak Russian or French, so we can speak English because many people can speak English.

T: So this is about how it is useful. And what your feelings about English? Would you like to use it rather than Czech? Or do you prefer Czech or you know, how do you feel about it. Do you use it in your free time?

R: *In chorus*: Yeah, yes

T: So you like using it?

R: *In chorus*: yes.

R1: I have a friend from Poland and can´t speak Polish so we talk in English.

T: Aha. So what do you do with English in your free time?

R2: Watch films.

R8: I read some articles on the internet.

R13: English books.

T: So do you look for opportunities to use English? Or is it just because you know there is a movie in English so OK, I don´t have any other choice.

R4: Yeah I almost or mostly when I download movies only in English. And I am usually mad when the film is not in English, it is only in dubbing.

R1: I try to find some friends from the other countries. To make my English better.

R5: I speak even with my Czech friends in English because I find it more…I can express more feelings in English.

T: Aha, OK, that´s a nice idea.

Silence

T: Ok, so you need English on a daily basis. Do you think that learning English only in school is enough?

R: *In chorus*: No

T: Ehm, Ok, so what do you think about this. You use it at school and you get marks for it, but you use it also in your free time but nobody sees that. So what do you think about it?

R2: It´s not about them, it´s about me. And how I feel about it.

T: Hm.

Silence

T: Do you think it would be a nice … or how would you feel if somebody told you: Ok you read that book, you saw that movie, so come and tell me about it I will take that into account when I´ll be marking you.

Silence

T: What I´m trying to get at here is that you do a lot of activities with English also at home in your free time. But then at school you get marks for the vocabulary from the book but you know a lot, you know more but nobody asks about that. Do you maybe…have some point on this? Or is it just the way that you understand it that this is school and this is my free time and it´s absolutely divided.

R1: Yes, but I don´t understand how to do that, how to change it or how teachers can see us in our free time, I don´t know, I can´t imagine.

R3: I don´t think you need mark for something that you do for yourself. Because when you´ll use it English in the future, the teacher won´t use it for me, I will use it. I don´t know that marks are not that important.
R2: I can speak to someone on the internet and he can tell me something like hey your English is good.

T: Yes. So in general would you like your home activities to be, somehow if it was possible, to be a part of your school assessment or not? Do you really feel that it is your private life and you do it for yourself and nobody should pay attention to it?

R3: I think that like the teacher should know that we are doing something more for English…that..but I also think that the teacher hears or sees that we are improving and so we have to do something at home that it´s not just from the lessons.

Silence

T: *quietly* Anybody else?

T: Ok, when we move back to your progress, do you realize how you have improved and in what did you improved? Do you set yourself some goals you would to achieve or are you just like OK, in this movie there were some nice words and I would like to know more?

R2: I don´t have any goals but I think that it´s since primary school my English improved and I can see the results for example when I´m watching film I don´t need subtitles this stuff.

T: Hm.

R1: I think my goals depend on my future. For example I have some goals but unfortunately not in English, but in Deutsch. Eh, German.

All laughing.

T: Yeah, German.

R1: But I know English is very important in our…in this world now, nowadays, so my goals are to go to England or the USA and really understand. Speak with no fear because when I am in England, or something like that, I am very scary to talk with Englishmens because I know they can hear my mistakes. They can hear everything what I say badly. So my goal is to overcome this fear.

T: Hm, yeah. Anybody else would like to tell me something about whether or not they set goals to themselves?

R5: I don´t set goals but like ehm I am always pretty pleased when I realise I think English. When I caught myself thinking in English, I think, it´s good.

R4: Yeah, I have the same thing, that I think in English but when I will meet stranger in the street and he asked me how to get to somewhere else and I am like "What?" "Yeah, go to that big white house" and in my mind it sounded completely different and more fluently… So I guess my goal is to… well with my friends I speak better than with someone I don´t know.

T: Yeah, I think that´s quite natural.

R1: It´s like we are quite shocked when someone speak or talk with us in a different English.

T: Anybody else would like to say anything?

Silence

T: And what about some short-termed goals? Like minor "I know, that I still don´t know what past perfect is so maybe I should concentrate on this." Do you ever think in this way or you are just happy that you got rid of a test and you don´t need to bother with it anymore?

R2: For example if I get a good mark on a test… but I´m not sure if I will be, would be able to use it in the future when I speak with someone.

R1: It´s the problem, when in the test you can concentrate more…ehm for longer time. But when you are talking with someone you can´t think or talk. So you just say something and then you realise that that it was wrong, I know it but in the time you can´t … in the fast, in the speed you can´t ehh realise it…or something like this.

T: Yeah, but again it´s natural even in Czech that you don´t use very difficult structures just what pops in your mind.

T: Aha, so no minor goals like this week I have to concentrate on the present perfect

R: No*, all laughing*, nothing like this.

R5: After I was ill, I go to school and I said to myself I have to ask because I don´t get it. And this like I want.

R1: sometimes when I don´t understand some word…ehm I feel some shame because I don´t know it and no one asks so it means they know it and I don´t. So I use some dictionary and never or less ask the teacher.

T: Yeah, I see your point but I think that the others, if you asked, there would be more who don´t know. I don´t think you should be scared doing this.

R1: You know, now I am asking you because I don´t have any choice but if I have my mobile with a dictionary, I will use it.

T: Hm, yes.

T: So, when we got to the vocabulary, do you take some notes of new words, words you would like to remember, or you just translate it and "poof" out you go?

R12: No, I would immediately forget it so I have to take note on some corner in a book or somewhere.

T: And when you are reading books or watching movies do you write things down? Because for example I have a post-it or a piece of paper on a noteboard and I write down interesting words. I know that you are not an English teacher but ehm, nervous laugh. Have you ever not tried but have you ever did it that you wrote down some interesting words?

R13: From a book, yes.

R2: I look them up immediately and try to remember it.

R4: Yeah, I translate it and then I don´t take note but in some time I see it again and again and I remember it when it shows up.

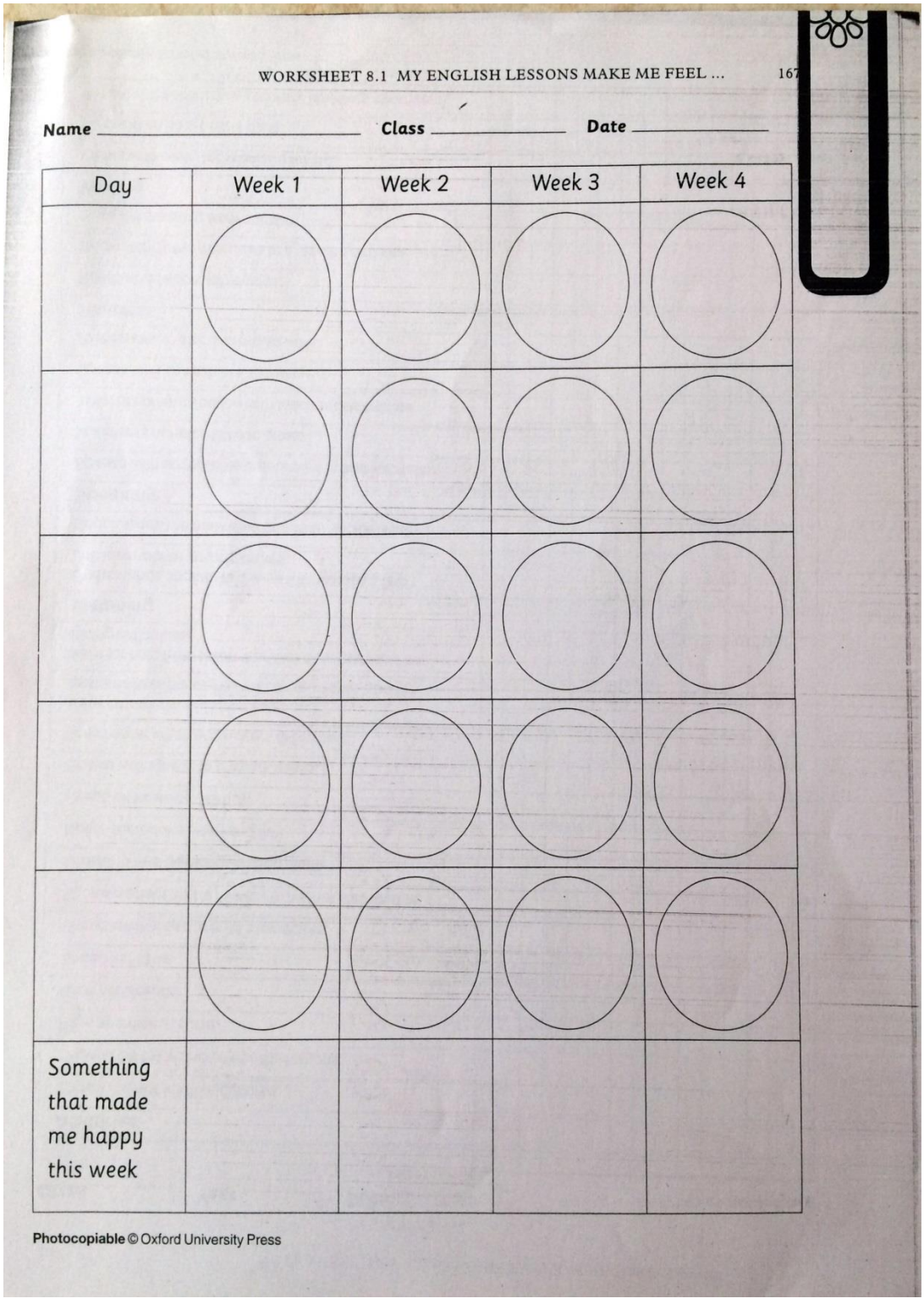
T: Ok, good, so I think this is everything I wanted to know from you.

T: Do you have any questions or something like this?

T: No? Ok, so thank you very much and have a nice weekend.

8.2 Worksheet – feelings after lessons

Source: Ioannou-Georgiou, S., & Pavlou, P. (2003). *Assessing young learners*. Oxford: Oxford University Press.



WORKSHEET 8.1 MY ENGLISH LESSONS MAKE ME FEEL ... 167

Name _____ **Class** _____ **Date** _____

Day	Week 1	Week 2	Week 3	Week 4
Something that made me happy this week				

Photocopiable © Oxford University Press

8.3 Unit assessment

How well did I do in Unit 7?

1. My overall feeling is that the Unit 7 was

_____

_____

_____

_____

2. I can remember these new words

_____,

_____,

_____,

_____.

3. Try to evaluate yourself

	Very well	OK	Not so well
I can name 5 places where people live.			
I can define differences between school system in the Czech Republic and in the UK/USA.			
I can describe the houses in which Tchaikovsky lived.			
I can define the first conditional.			
I can identify differences between first and second conditional.			
I can talk about school and education.			
I can discuss school and education.			
I can create a sentence using until, as soon as.			
I can come up with at least 5 situations in which the second conditional is used.			

4. Try to think about your goals and achievements

What was I successful at?

_____

_____

_____

_____

What was difficult for me and I did not manage it?

_____

_____

_____

_____

What would I like to discuss in more detail?

_____

_____

_____

_____

Is there something I would like to know that was not mentioned in the class?

_____

_____

_____

_____

What do I want to improve?

_____

_____

_____

_____

What am I going to do for it?

_____

_____

_____

_____

8.4 Feedback for the respondents

Selected comments respondents received after their Unit-assessment.

R11, I appreciate your decision to read books and watch films. I think it is a nice practice for your English and it might give you confidence for your speaking in English. Trust yourself more even when assessing yourself. If you think you can use something in a conversation (conditionals), for me it does not mean that you managed it OK but very well!
Just be careful that you “are not interested in”, not “don´t interested” something and you “are” successful at things.
I think you don´t need to be so shy during the lessons, so try to speak up a little bit.

R2, your assessment really made me smile. I thought that you are really focused on your English and want to improve it but I understand that doing things you are not used to might not be useful for you. However, if you don´t want to put the assessment down on paper, I hope you can at least make it in your mind. I think your level of English is high but could be higher.
I appreciate that you break the silences in the classroom but try to work on your attitude. Yes, school English might be boring, you can, though, always find something interesting in it. Try to work on that.

R9, to be honest I thought that you are not interested in English because of your behaviour during the lessons, so I am really happy to read that you are just fighting your confidence. You have no reason to be shy. I understand that speaking in front of the whole classroom can be difficult but imagine that once you will have to speak in front of strangers. Do you think this would be better? Are you just shy because you are afraid of your classmates´ reaction or because of your English?
Mistakes are not a problem, so try to come up with ideas during the lessons and really try to say them out loud. This is where I see the biggest potential for you right now because you seem to be very confident with your grammar which is great!

9 ENGLISH RESUMÉ

The presented thesis deals with the concept of self-assessment and the possibility of its utilisation at grammar schools. It aims at the determination of theoretical grounds of self-assessment and a subsequent testing of selected self-assessment methods.

The incentive for the implementation of self-assessment is the shift towards the learner-centred teaching. Due to the educational reforms, the objectives of one´s education changed as well. Recently, the ultimate goal is to foster the pupils to become life-long learners who can take responsibility for their choices. Thus, the thesis proceeds from the legislative context of Czech education in which it looks for references to the importance of self-assessment.

A clarification of various forms and types of assessment a teacher can utilise in a classroom follows. Formative assessment is suggested as the optimal solution which serves to the development of self-regulation. The thesis then concentrates on the foundation of self-assessment that lies in the mind of a learner and his/her self-concept. Nonetheless, the ability to objectively assess one´s strengths and weaknesses needs to be trained and therefore, steps towards its mastery are described.

The theoretical background is supplemented with the implementation of self-assessment techniques into a real-life classroom environment. The target group tried several methods and the results of their usage were commented on. The main contribution of the research is that self-assessment is a relevant concept to pupils at grammar school because it is an evidence of their improvement. Nevertheless, it requires a long-term cooperation between the teacher and pupils and a proactive approach of both sides.

10 CZECH RESUMÉ

Tato diplomová práce se zabývá problematikou sebehodnocení a zjišťuje, zda je možné tuto metodu využít v hodinách anglického jazyka na gymnáziích. Práce si klade za cíl definování teoretických základů pro následnou aplikaci vybraných technik sebehodnocení.

Podnětem pro uplatnění sebehodnocení ve školách je to, že se středem učení v posledních letech stává především student. Se změnami ve školské legislativě se také změnily základní cíle vzdělávání. Z toho důvodu se diplomová práce ve své první části snaží určit aspekty sebehodnocení zakotvené ve všech vrstvách školského systému.

Následující část je pak zaměřena na popis různých typů a forem hodnocení, které může učitel během výuky využít. Formativní hodnocení je zde určeno jako optimální řešení, které navíc vede k rozvoji schopnosti seberegulace. Pro realizaci sebehodnocení je také důležité mít na paměti individuální charakteristiky žáků a jejich sebepojetí, což je problematika, kterou práce dále rozvíjí. Pro rozvoj sebehodnotící kompetence, stejně jako pro rozvoj jakékoli jiné dovednosti, je nezbytný trénink. Další kapitola se tak zabývá návrhem a popisem kroků, které je možné podniknout za účelem nácviku poskytování objektivní zpětné vazby druhým i sobě sama.

Teoretická část práce je doplněna o praktické uplatnění technik sebehodnocení v gymnaziální třídě. Cílová skupina vyzkoušela různé sebehodnotící postupy a další kapitola diplomové práce je tak zaměřena na jejich vyhodnocení. Za hlavní přínos výzkumu může být považováno to, že sebehodnocení má svůj potenciál také pro gymnázia. Ten spočívá především v chápání sebehodnocení jako svědectví o pokroku studentů. Pro efektivní využití sebehodnocení je ale, obzvláště pak na gymnáziích, nezbytným předpokladem spolupráce učitele a žáků a především proaktivní přístup obou stran.