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Katedra anglistiky a amerikanistiky

Techniques of Pupils' Self-assessment in ELT

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Techniques of Pupils' Self-assessment in ELT

Thesis

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Techniky sebehodnocení žák anglického jazyka

Diplomová práce

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ABSTRACT

The thesis deals with one of the most complicated components of the pedagogical work: assessment. The theoretical part first introduces the general meaning and purposes of assessment in the school environment. The reader is apprised with the types and functions of school assessment and is gradually led toward the core of the thesis; self-assessment and its techniques. The development in foreign language education has moved the focus on the pupil, and self-assessment and its techniques meet the need for active involvement of pupils in the process of their own learning and assessment. In the practical part of the thesis the author analyses implementing self-assessment techniques into English language classes. The research is organized as a case study of twelve pupils taking their fourth year in a primary school in Brno. The case study investigates the answer to the question how self-assessment techniques can help pupils in process of English language learning.

ABSTRAKT

Diplomová práce se zabývá jednou z nejobtížnějších složek pedagogické innosti, kterou je hodnocení. Teoretická část nejprve představuje hodnocení ve svém všeobecném smyslu. Poté je seznámen s jednotlivými typy i metodami a funkcemi školního hodnocení a poté je postupně zaveden k jádru diplomové práce, čímž je sebehodnocení žáků a jeho techniky. Vývoj v oblasti jazykového vzdělávání stále více klade důraz na samotného žáka a právě sebehodnocení a jeho techniky umožní žákovi stát se aktivním účastníkem v procesu učení a hodnocení. Praktická část analyzuje zavedení technik sebehodnocení do výuky anglického jazyka. Výzkum je organizovaný jako případová studie dvanácti žáků čtvrté třídy základní školy v Brně. Studie zkoumá odpověď na otázku, jak techniky sebehodnocení mohou žákům pomoci v procesu učení se anglickému jazyku.

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1. INTRODUCTION

The purpose of this study is to provide insight into practical application of the self-assessment techniques in the context of foreign language teaching and learning.

The development in foreign language education during last years has moved the focus on the pupil who becomes the vital part of the educational process. The pupil becomes a partner for the teacher. One of the tools for the pupil to become that partner and cooperate with the teacher is pupil's self-assessment. But the main purpose of implementing self-assessment in foreign language education is to enable pupils to become autonomous learners who are responsible for their own learning. Self-assessment can be also considered as a skill which pupils will need in their out-of-school life.

The thesis focuses on the character of the pupils' self-assessment and the context of implementing it into practice.

The theoretical part of the thesis first introduces the general meaning and purposes of assessment in the school environment. The reader is apprised with the types and functions of school assessment, factors which influence the process of assessment, and is gradually led toward the core of the thesis: self-assessment and its single techniques used in foreign language education, English language in this case.

The research part deals with practical implementing of the self-assessment techniques.

The author works as an English teacher in a primary school in Brno. She started to work with self-assessment techniques last school year 2005/2006 during her clinical year practice. The character of the research work follows the features of the case study.

The question "How self-assessment techniques can help pupils in process of English language learning"? attempts to be answered. The case study analyses the effectivity of self-assessment techniques on twelve pupils learning English.

To simplify the structure of the thesis and make the text more readable, the author uses the pronoun "she" for the teacher and for the participant of the learning process, she uses the noun "pupil" (except the literal citation). For the pupil, the pronoun "he" is used.

In the practical part, the noun "teacher" or the "author" for the researcher is used.

2. THE TERM ASSESSMENT

There are many definitions of the term assessment and they differ from author to author.

Kolář and Šikulová define the term assessment in a general way when they say: “assessment is an integral part of every human activity and together with the process of decision making affects every act of human being” (2005, 14).

The thesis focuses on English language learning and teaching, so defining the term assessment in school environment will be more precise.

It is upon the place to explain the difference between two terms used in pedagogical publications: assessment and evaluation. Slavík describes evaluation as the result of the assessment. Evaluation is used for giving marks, awarding the diploma or writing a report. Assessment, on the other hand, is a process of collecting information – examination, testing or diagnostic observations (1999, 35). Assessment diagnoses the problems and measures the progress the pupil makes.

It is possible to sum up that assessment is formative and process-oriented and evaluation is summative and product-oriented.

2.1. The necessity of assessment

Assessment is a necessary part of teaching and learning and it is important to assess pupils for various reasons. It is required by teachers, pupils, parents or school authorities.

Graves indicates that assessment is a systematic and ongoing process of gathering information about pupils' needs and preferences. [...] “It is an orientation toward the teaching learning process which views it as a dialogue between people: between the teacher and administrators, parents, other teachers; between the teacher and learners; among the learners” (2000, 98).

2.2. Types of assessment

In nowadays schools there are not a few types, forms and methods of assessment. Each of them has its own unique sense and place.

2.2.1. Summative and formative assessment

Among the traditional types belong summative and formative assessments. They are important at school but both differ in their informative value.

Summative assessment is used at the end of a course or phase of learning to determine what has been achieved; end-of-term, end-of-year, school-leaving and degree examinations are obvious examples of this type. Formative assessment, on the other hand, is used during the course of learning as a means of providing pupils with feedback on their progress and some indication of the areas they need to give particular attention to (Little and Perclová, 2001, 55). Hedge adds that “formative assessment is concerned with learner’s progress; its focus is on the process of learning. With summative assessment, the focus of attention is on the result of learning” (2000, 377).

2.2.2. Norm and criterion assessment

The difference between these types is according to a different measure of assessment. For normative assessment comparison of achievements among pupils is important or a norm assigned as an achievement level of the group of pupils. Pupils should always know what will be assessed. Criterion assessment compares achievement of a pupil with curriculum requirements, not with other pupils’ achievement. This is also crucial for self-assessment - individual achievement. It will be discussed later. Slavík points out that criterion is a measure of pupil’s competence. “Criterion is an imaginary bridge leading from first novice steps to complete pupil’s competence and independence” (1999, 48).

2.2.3. Formal and informal assessment

Another view on assessment can be either formal or informal. Formal assessment is usually a written document, such as a test, a quiz, or a paper. Formal assessment is given a numerical score or grade based on pupil's performance. Informal assessment does not contribute to a pupil's final grade. It usually occurs in a more casual manner, including observation, inventories, participation, peer and self-assessment, and discussion (Wikipedia).

There is also a question if the school assessment can be objective. The free encyclopedia Wikipedia presents objective and subjective assessment as another type.

2.2.4. Objective and subjective assessment

Objective assessment is a form of questioning with a single correct answer. Subjective assessment is a form of questioning having more than one current answer (or more than one way of expressing the correct answer). There are various types of objective and subjective questions. Objective question types include true/false, multiple choice, multiple-response and matching questions. Subjective questions include extended-response questions and essays (Wikipedia).

In school environment purpose of objectivity is to avoid errors or mistakes of assessment that could harm pupils. But Slavík also says that "tough objectivity is not of a great value when it is not accompanied by quality pedagogical communication" (1999, 62). But this should not be meant that teachers do not try to reach as high objectivity as possible. It is upon the place to realize that only objectivity is not the aim, but one of the instruments of the school education.

2.2.5. Alternative assessment

Previous types of assessment were so called traditional. This type of assessment differs from those traditional by "using the activities that reveal what pupils can do with language, emphasizing their strengths instead of their weaknesses" explain Tedick and

Klee. Alternative assessment methods work well in learner-centred classrooms (see chapter 5.1.) because they are based on the idea that pupils can assess their own learning. It is based on authentic tasks that demonstrate pupils' ability to accomplish communication goals.

2.2.6. Peer assessment

One way for pupils to recognize the quality of their work is the assessment of their peers. Pupils must have a clear understanding of what they will assess in their peers' work. The rules are required to be explained very clearly. For peer assessment to work effectively, the learning environment in the classroom must be supportive. Pupils need to feel comfortable and trust one another so that they can provide constructive and honest feedback. Another aspect of peer assessment according to Georgiou and Pavlou is "positive influence on the classroom atmosphere because pupils learn to respect and accept each other through assessing each other's work" (2003, 10). In spite of the above mentioned, the problem of validity and reliability can appear. But Haughton and Dickinson (1989) cited in Miller and Ng (1996) found "a relatively high level of agreement between the peer assessment and the marks given by the teachers". According to them pupils were able to assess their own work realistically, even though most felt inexperienced as testers (lack of reliability) and were not comfortable with being tested by classmates (fear of losing face), pupils demonstrated a similar level of assessment to that of the teachers and they even benefited in their understanding of an attitude towards assessment by taking part in the study.

The core of the thesis is to introduce and investigate one of the types of assessment which has been much discussed recently: self-assessment and its techniques used in ELT. O'Malley and Pierce suggest that "pupils can move from peer assessment to independent self-assessment" (1996, 40).

2.2.7. Self-assessment

In the last decade, with increased attention to learner-centred classrooms and learner autonomy, the topic of self-assessment has become of interest in testing and evaluation.

Basically, self-assessment is defined as the ability to be a realistic judge of pupil's own performance and to be able to monitor or check his own learning. Georgiou and Pavlou suggest that self-assessment also "gives pupils an insight into the assessment criteria used by others, pupils benefit from feeling that they have a say in their assessment which gives them a certain sense of empowerment" (2003, 10).

2.3. Functions of assessment

Assessment serves the various purposes and fulfils various functions. Teachers should distinguish the functions and choose a method or a type of assessment.

According to Slavík there is possibility to divide functions of assessment into three main categories: motivational, cognitive and conative (1999, 16).

2.3.1. Motivational, cognitive and conative functions of assessment

Motivation is rather psychological term though it is one of the factors of pupils' success or failure in learning a foreign language. Motivation is based on one's needs, primarily in school environment, need of achievement, success, self-esteem or self-fulfilment. According to Kolář and Šikulová, motivational function of assessment is "the most important in learning. Motivation is pupils' wanting to learn and develop their communicative competence" (2005, 46). Slavík adds that motivational function is connected with emotion.

Cognitive function relates to an intellectual, reasonable aspect of assessment. "The purpose is in distinction of values and importance, to show their contiguity"(Slavík, 1999, 18).

Conative function of assessment relates to one's will. "The purpose is to activate, encourage in developing and keeping the values"(Slavík, 1999, 18).

Table 1. Functions of assessment according to Slavík.

	Function of assessment		
	Motivational	Cognitive	Conative
Dominant psychic dimension	Emotion	Reason	Will
Typical use in the teaching-learning process	Presentation of new subject matter, (self)assessment of pupils' behaviour and attitudes	Subject matter elaboration, development and knowledge improvement	Knowledge fixing and their application, (self)assessment of pupils' performance

(1999, 18)

2.3.2. Informative function of assessment – providing feedback

Offering feedback is an integral part of the assessment process and should follow as soon as possible after the assessment task. The longer the feedback is delayed, the less meaningful it becomes and the less impact it has on pupils.

Feedback helps pupils discover their strengths and weaknesses; motivates them and helps them persevere in their learning.

Richards and Lockhart support the idea when they say: “feedback can be either positive or negative and may serve not only to let learners know how well they performed but also to increase motivation and build supportive classroom climate” (1996, 188).

Feedback can be given individually, to groups of pupils, or to a whole class. It can also be provided in form of self-correction or peer-feedback.

However, the functions of assessment work properly on the condition that, also according to Slavík, all types of assessment are effective and sensible - that is, when assessment appears in adequate amount, when it is informative, but does not disturb and does not take excessive amount of both the teacher's and the pupil's effort (1999, 89).

2.3.3. Benefits of assessment

Moon assumes that pupils can perceive the benefits of assessment.

The teacher can help pupils by:

- asking about their views on assessment,
- developing their awareness of the purpose of assessment and how they can gain from it,
- providing more information about their progress and how they can use this information to improve,
- encouraging them to assess themselves,
- examining the teacher's beliefs about assessment and how these may affect the way the teacher represents assessment to her pupils (2005, 150).

Moon summarizes various reasons for school assessment and its functions:

- to identify pupil's progress in learning English,
- to identify what a pupil has learned, achievement over a term or year,
- to check pupil's use of a particular skill or language structure in a lesson or unit,
- to find out whether the teachers have achieved their teaching objectives,
- to identify the skills/language/attitudes a pupil has developed already,
- to find out whether a pupil likes/dislikes particular activities and why,
- to diagnose problems and/or strengths a pupil has in a particular language area (2005, 149).

3. GOALS IN LANGUAGE LEARNING AND TEACHING

“Would you tell me, please, which way I ought to go from here?” asked Alice.

“That depends a good deal on where you want to get to,” said the cat.

“I don’t much care where,” said Alice.

“Then it doesn’t matter which way you go,” said the Cat

(Carroll, 2003, 53).

Pupils’ assessment is always connected with the learning goals. If the goals are specific, they enable the teacher to plan and effectively implement the class work and evaluate if the pupils achieved stated goals. This information is important for planning next lessons, so the subgoals must be so much concrete to enable to check their fulfilment.

3.1. Bloom’s taxonomy and learning domains

Bloom’s taxonomy is a classification of the different goals and skills that teachers set for pupils. The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. Bloom’s taxonomy divides educational goals into three domains: affective, psychomotor, and cognitive. (Haynes)

Let’s focus on only cognitive domain to show how assessment relates to formulation of goals and their ordering.

The cognitive domain involves knowledge and the development of intellectual skills. There are six major categories, which can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place. (Martin, 2001)

Knowledge: this first level is used especially for pupils in pre-production and beginning production level of English language acquisition. Pictures or drawings can

help pupils give the correct answer. Key words for this category (from the pupil's point of view) can be: defines, describes, identifies, lists, matches, names, recalls, recognizes, reproduces, selects, states.

Comprehension: this level shows that the pupil understands the facts and is able to interpret them. The pupil is able to state a problem in his own words. Key words for this category can be: comprehends, distinguishes, estimates, explains, gives examples, interprets, rewrites, summarizes, translates.

Application: pupils are learning to resolve problems by using previously learned facts in a different way. Key words for this category can be: applies, changes, demonstrates, discovers, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Analysis: at this level pupils may not have enough vocabulary and language to express responses in English. With the help of the teacher, pupil will be able to: classify, contrast, compare, categorize, differentiate, separate, distinguish.

Synthesis: here pupils compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. At this level pupils may be able to: combine, create, design, develop, imagine, make up, predict, solve, tell, write, rewrite. (Martin, 2001; Lutz)

Evaluation: the level, the author's of thesis field of interest means judgment the values of ideas or materials by developing and applying standards and criteria.

Pupils are being asked questions that allow them to think deeply. There is a great difference in the level of thinking from the knowledge level. Evaluation requires not just remembering a fact but relating it to real life and thinking about it.

The role of the pupil at this stage is pushed into terms of judgement, development, dispute and being an active participant. (Lutz)

In the chapters dealing with self-assessment the terms mentioned here at the level of evaluation will be adverted many times.

According to Slavík, Bloom's taxonomy "should help the teachers not to miss out some of the important pupil's skills" (1999, 93).

As was said above the categories can be perceived as degrees of difficulties, so the first one must be mastered before the next one. The category of evaluation is placed at the top of the cognitive domain. It means that the process of evaluation is the most difficult one. It is related to a general level but it also refers to pupil's peer assessment and self-assessment.

3.2. Setting goals

Chamot suggests that "goal setting is a strategy that needs to be taught to pupils" (1999, 57). Harmer then divides goals as short term and long term (1989, 3). Thesis author's target group of pupils is at the age of ten or eleven and they do not tend to have long term goals, so the concentration is on short term goals. These are closer to her pupils and these groups of pupils.

Short term goals may include such things as the effort to pass end of term exam or complete a unit or just manage a particular part of a unit. It is up to the teacher to persuade her pupils that the goals they are supposed to achieve are their own goals. Then their motivation can considerably increase. Achieving these goals is dependent not only on the pupil's ability, but also on his ability to formulate his own goals and to understand what it is he has to achieve.

Chamot agrees that getting students involved in learning by having them set language goals for themselves increases their involvement by increasing the stake they have in the learning process and adds that short term goals are used as enabling steps toward long term goals and they are generally more immediately reachable than long term goals (1999, 57).

Giving pupils the opportunity to establish their own goals, in addition to or in collaboration with those set by the instructional program, allows pupils to reflect on their reasons for learning a second language, which may in turn lead to increased motivation (Chamot, 1999, 57).

3.3. A step to self-assessment

Chamot suggests that closely related to setting personal language goals are self-assessing abilities and evaluating progress in the language. Generally, pupils expect teachers to evaluate whether learning has taken place (1999, 60).

Chamot states:

Acquiring the ability to evaluate one's own strengths and weaknesses is a critical step toward learning how to regulate learning. As with setting personal goals, self-assessment can increase students' motivation by increasing involvement in language learning

(1999, 60).

4. ROLES OF THE TEACHER AND THE PUPIL

“Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants”.

(John W. Gardner)

Language teaching is often discussed from the point of view of the teacher. But pupils, too, bring to learning their own beliefs, goals, attitudes, and decisions, which in turn, influence how they approach their learning.

4.1. Teacher as the assessor

Until now, the role of the teacher was mostly described as she is that one who assesses the pupil's performance. Assessment is a diagnostic instrument that helps the teacher to recognize pupil's success or learning difficulties, motivates the pupils.

With implementation of self-assessment and its techniques, there appears a new approach to assessment: assessment as the progress instrument of the pupil himself.

4.2. Pupils' view on assessment

Moon suggests that “pupils may not always feel involved in the assessment process” (2005, 150), it is something that is done to them by teachers. Perhaps as a result of this lack of involvement, pupils feel it is something they have no control over. This may, as Moon continues, “contribute to a lowering of self-esteem in some pupils and the development of negative attitudes about assessment”. This can affect their ability or willingness to benefit and learn from the information given by the results of assessment (2005, 150).

4.3. Teacher as the facilitator

Chamot, as many others agrees that traditionally, “teachers shoulder much of the responsibility for learning in the classroom” (1999, 53). However, in a learner-centred classroom (see chapter 5.1.), teacher and pupils share responsibility. The teacher takes on the role of model and facilitator, and pupils increase their role as active participants who are ultimately responsible for their own learning (1999, 53).

4.4. Positive classroom climate and atmosphere

If there is a friendly atmosphere in the classroom and the teacher and pupils get on well together, then they both will feel more secure and learning is more likely to be encouraged. The teacher needs to ensure that the classroom climate is conducive to effective learning. In order to develop a positive classroom atmosphere, according to Moon, two things are very important: “a sense of security and a sense of self-esteem and confidence” (2005, 44).

4.5. Building a sense of security and confidence

Moon is convinced that “pupil’s sense of self-esteem is developed through their perception of how people view them” (2005, 49). If they receive positive feedback from others and are respected by them through praise, acceptance, being listened to and not laughed at, they will feel they have worth and value. It will give them more confidence to take risks on their way in developing English language.

Developing positive teacher-pupil relationships will help in building a sense of security and confidence (Moon, 2005, 49). Canfield and Wells support this conviction when they say: “the most important thing the teacher can do for the pupils is to establish atmosphere of mutual support and interest” (1995, 13).

4.6. Role of self-assessment

Let's move to the core of the thesis.

The main role of self-assessment at school is that pupils reflect on their learning. It also helps to improve relationships in the classroom. Pupils learn its principles first through assessing their peers, what can make them think about others' goals and analyse their mistakes. Through the discussion with the peers or the teacher, the atmosphere in the classroom becomes more cooperative and friendly. Pupils also learn to be tolerant and respect opinions of other pupils. Self-assessment can increase pupil's self confidence because of the responsibility for his own learning. The teacher's support is crucial here. She should positively motivate pupils and help them find the way to achieve their personal goals.

5. PUPIL'S AUTONOMY AND SELF-ASSESSMENT

The teacher and her assessment is one of the important factors which can influence formation of pupil's assessing and self-assessing skills. The teacher should create space for the pupil to allow him to learn the process of self-assessment leading to his autonomy. The teacher should also explain what she expects from the pupil. The pupil should understand the criteria of achievement and should have the opportunity to be a part of creating them.

If the pupil knows his personal goals of the activity, then he can organize his own work and create his own plan and ordering his work.

5.1. Learner centred classroom

“A learner-centred classroom is an environment that creates and fosters independent students who are aware of their learning processes and who, through this awareness, are able to take control of their learning” (Chamot, 1999, 53). It is the teacher's job to create a learner-centred classroom which is then accepted by pupils. It does not occur automatically, but rather must be worked at so that all participants support the environment and are supported by the environment.

5.2. Learner training

Ellis and Sinclair suggest that learner training helps learners consider the factors that affect their learning and discover the learning strategies that suit them best so that they may become more effective learners and take more responsibility for their own learning. Attention is focused on the process of learning so that the emphasis is on how to learn rather than on what to learn (1989, 2). Dr. Andrew E. Finch agrees and says:

If learners are taught how to carry on learning the language independently (learning how to learn, needs analysis, goal setting, learning strategies, planning, reflection on achievement), they can take responsibility for their own learning, and they can become involved in making decisions about that learning

(Finch).

Dr. Finch mentions “learning to learn”. Georgiou and Pavlou (2003, 7, 8) define this as:

Pupils have to be trained to use a variety of learning skills and to discover the most effective ones for them. This will help them to become autonomous learners and to deal with the constant need to acquire new knowledge. Skills such as reflecting on pupils’ own learning, reviewing their work, and organizing their learning will maximize the results of their efforts. They should, therefore, also be assessed in these skills. Assessing learning-how-to-learn skills is important since it will help pupils realize the importance of such skills, and also help them to develop useful learning habits and influence the rest of their learning career.

According to various research findings Ellis and Sinclair say that helping learners take on more responsibility for their own learning can be beneficial for these reasons: learning can be more effective when pupils take control of their own learning because they learn what they are ready to learn; those pupils who are responsible for their own learning can carry on learning outside the classroom (1989, 2) and pupils who know about learning can transfer learning strategies to other subjects (1989, 2, adapted from Hallgarten and Rostworowska, 1985, 4).

5.3. Becoming an autonomous learner

“To learn is to develop a relationship between what the learner knows already and the new system presented to him, and this can only be done by the learner himself” (Barnes quoted in Gathercole, 1990, 18).

Holec, who is considered the “father” of autonomy, describes it as “the ability to take charge of one’s learning.” (1981, 3, cited in Benson & Voller, 1997, 1) Leni Dam (1990, cited in Gathercole, 1990, 16), drawing upon Holec (1983), defines autonomy in terms of the pupil’s willingness and capacity to control or oversee his own learning. More specifically, Dam, like Holec, holds that someone qualifies as an autonomous learner when he independently chooses aims and purposes and sets goals; chooses materials, methods and tasks; exercises choice and purpose in organising and carrying out the chosen tasks and chooses criteria for evaluation.

Nunan and Lamb confirm the opinions mentioned above when they define the learner autonomy as the situation in which the learner is totally responsible for all his

decisions concerned with his learning (1996, 156). They distinguish between full autonomy and semi-autonomy. They say: “In fully autonomy there is no involvement of a teacher or an institution and the learner is also independent of specially prepared materials. [...] Semi-autonomy labels the stage at which learners are preparing for autonomy”. Slavík adds that “autonomous approach develops so called higher-order thinking that allows people to reflect on their own behaviour, i.e. to think about what has been done and take their own responsibility for the actions” (1999, 28).

5.3.1. Reflection

The term reflection is often used by the authors of the European Language Portfolio, an instrument which is intended to be used as a means of making the language learning process more transparent to pupils, helping them to develop their capacity for reflection and self-assessment, and thus enabling them gradually to assume more and more responsibility for their own learning (Little and Perclová, 2001, 3).

Little and Perclová use terms like “language of reflection”, “kinds of reflection” or “activities developing autonomy and reflection”. These have one aim: to let the pupils think about their learning and take responsibility for it. Once they feel responsibility for their own learning, pupils become autonomous (2001, 3).

The functions of the ELP will be discussed later in the thesis.

5.4. Developing learner autonomy

Motivation for pupils can be the existence of autonomous assessment itself. If the responsibility for pupil’s own work and learning is increased reasonably, it can motivate the pupil to be more active (Slavík, 1999, 134).

According to Slavík, one of the effective ways how to support pupil’s interest in autonomy is the learning contract (1999, 134).

5.4.1. Learning contract

The pupil makes a contract with his teacher, eventually also with parents. The contract defines goals that all the negotiators are supposed to respect and try to achieve them. Principle purpose of the contract is to draw pupil's attention to his responsibility for learning and action and to enable him to self-assess.

The learning contract is influenced by many conditions, purposes and its duration. Learning contract may be made for one lesson, week or even longer period of time. It can also have the form of an oral agreement between the teacher and the pupil (Slavík, 1999, 134).

5.5. From formative assessment to self-assessment

Where the classroom culture focuses on rewards or marks, there pupils look for ways to obtain the best marks rather than for the needs of their learning which these marks ought to reflect. But weaker pupils are sometimes reluctant to ask questions out of fear of failure. Pupils who encounter difficulties are led to believe they cannot do a great deal. But everyone needs to have a feeling of success. Formative assessment can be a powerful weapon. Whilst it can help all pupils, it gives particularly good results with low achievers where it concentrates on specific problems with their work. Feedback to any pupil should be about the particular qualities of his work, with advice what can be improved, and should avoid comparisons with other pupils.

Slavík suggests that “formative assessment is the first step leading to pupil's autonomous assessment because formative assessment helps the pupil get to learn and later to recognize, what is good in his learning and what he should develop or retrieve” (1999, 113).

5.6. Self-assessment

“Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to achieve it. So self-assessment is essential to learning” (Working Inside the Black Box, 2002, 10).

“If students are encouraged to assess their own work, to think about their own mistakes, and to try to correct them, they are more likely to improve than when only the teacher assesses and corrects”

(Harris and McCann, 1994, 64).

It is widely accepted that self-assessment is a key learning strategy for autonomous language learning, enabling pupils to monitor their progress and relate learning to individual needs.

Pupils are often passive in their approach to learning and may become demotivated if they cannot see any clear progress. “Self-assessment produces learners who are more active and focused, and better placed to assess their own progress in terms of communication” (Harris, 1997, 19).

As was said in chapter 4.2., pupils may not always feel involved in the assessment process and until recently school assessment was understood as an activity which is conducted solely by the teacher.

Self-assessment encourages pupils to become part of the whole process of language learning, and to be aware of individual progress. Harris adds that self-assessment is a “practical tool” that can “make students more active” and can “assist them with the daunting task of learning how to communicate in another language” (1997, 19).

Self-assessment is both process and an activity. It is the ability to be a realistic judge of pupil’s own performance and to be able to monitor or check pupil’s own learning. It encourages pupils to take charge of their own learning, to become autonomous learners instead of relying on their teachers or peers for judgement and extrinsic motivation in the form of grades or general praise. Self-assessment helps pupils develop characteristics of the “good language learner” which involve the ability to assess their own performance and the ability to be self-critical.

(Dragemark)

According to above said it can seem that traditional classrooms offer too little opportunity for pupils to participate in setting goals and in monitoring learning. Using self-assessment, teacher’s role becomes one of challenge and support. The teacher helps pupils find learning material and learning situations at just the right level to enhance their development.

5.7. Teachers and self-assessment

The aim of all nowadays teaching ideas is to enable pupils to become independent and to use the competences they have learnt at school in their real life. This should also be applied to their assessing skills. Pupils should know and understand the assessment and its criteria and principles and the teacher should help pupils learn them.

Although some teachers are interested in using self-assessment in their teaching, others criticise it and do not believe it would work very well. There are also opinions that it is very time-consuming and the teachers do not have enough time for it or some teachers even say that their pupils are not able to assess their own work.

The author's experience is that the argument of self-assessment being too time-consuming can be true but only during the period of introducing and implementing into teaching. After the pupils learn the self-assessment principles, timing becomes effective. The other doubt that the pupils are not mature enough to self-assess can be exceeded if the teacher uses a thoughtful way of explaining assessing principles to her pupils. Harris and McCann (1994, 65, 66) also argue that pupils have the tendency to give themselves a higher mark or on the other hand a lower mark than they deserve, which could make self-assessment an unreliable influence on assessment. But here is important to say that self-assessment should not work in a context where marks have an intrinsic value. In fact, self-assessment does have nothing common with marks. Pupils can use their own terms to express their progress and what should be improved. Younger pupils, as the author's target group of pupils, can use symbols indicating their success or space for improvement, for example a sun or a cloud, a happy or a sad face.

It is not intended that the self-assessment should in any way replace assessment of pupils by the teacher and the school. Ideally, self-assessment and assessment by the teacher should complement each other. "Self-assessment is based on the pupil's developed capacity to reflect on his own knowledge, skills and achievement. The teacher's assessment provides an external, objective measure of the same knowledge, skills and achievement" (Little and Perclová, 2001, 57). Involving pupils in the assessment process is an essential part of balanced assessment. When pupils become partners in the learning process, they gain a better sense of themselves as readers, writers, and thinkers. As pupils reflect on what they have learned and on how they learn, they develop the tools to become more effective learners.

(Houghton Mifflin Company)

The key point in the discussion about the usefulness or uselessness of self-assessment is accepting the fact that it is only one form of assessment. “It is clear that the tests or examinations leading to summative assessment should be designed, conducted and evaluated by appropriately qualified teachers who can be objective about the test and the result” (Little and Perclová, 2001, 57).

5.8. Self-assessment in the classroom

Once the teacher decides to introduce self-assessment to pupils, she must know the principles of assessment herself. Assessment should be informative; it should give the pupils message about their progress and ways to improve. Assessment should be a guide for the pupil on his way to the knowledge, not a punishment what he has not done or confounded. The user of assessment information, which is elicited in order to improve learning, is the pupil. Pupils need to feel the success, backed by a belief that all can be achieved. And self-assessment enables this.

To develop the pupils’ skill of self-assessment is to help them learn the criteria for assessment. (See beginning of the chapter 5) According to Slavík, “first importance is to name a criterion to label it and be able to think about it, another component of the criterion is its description where the pupil’s particular competence is defined to recognize and judge its use” (1999, 115).

Little and Perclová indicate that teachers who have introduced self-assessment in classes have done so gradually. The steps they have taken are as following: the teacher discusses learning goals with the whole class, which is pointed out several times in this thesis; the teacher negotiates criteria for successful performance with the whole class; pupils work in pairs and assess each other’s work without teacher’s feedback; pupils write individual reflections on how much and how well they have learned and so on (2001, 58). These steps made also the author of the thesis while implementing self-assessment in her classroom.

Self-assessment can provide teachers with information about pupils’ expectations and needs, how they feel about their own progress, also their reactions to the activities and methods which are used. Harris and McCann suggest that self-assessment can also “be a much more direct and efficient way of getting information than teacher assessment. For example, rather than give a comprehensive diagnostic test to find out

what areas of language students are weak on, it is much quicker to ask students directly what problems they feel they have” (1994, 63).

5.8.1. What self-assessment brings for pupils – summary

The pupil

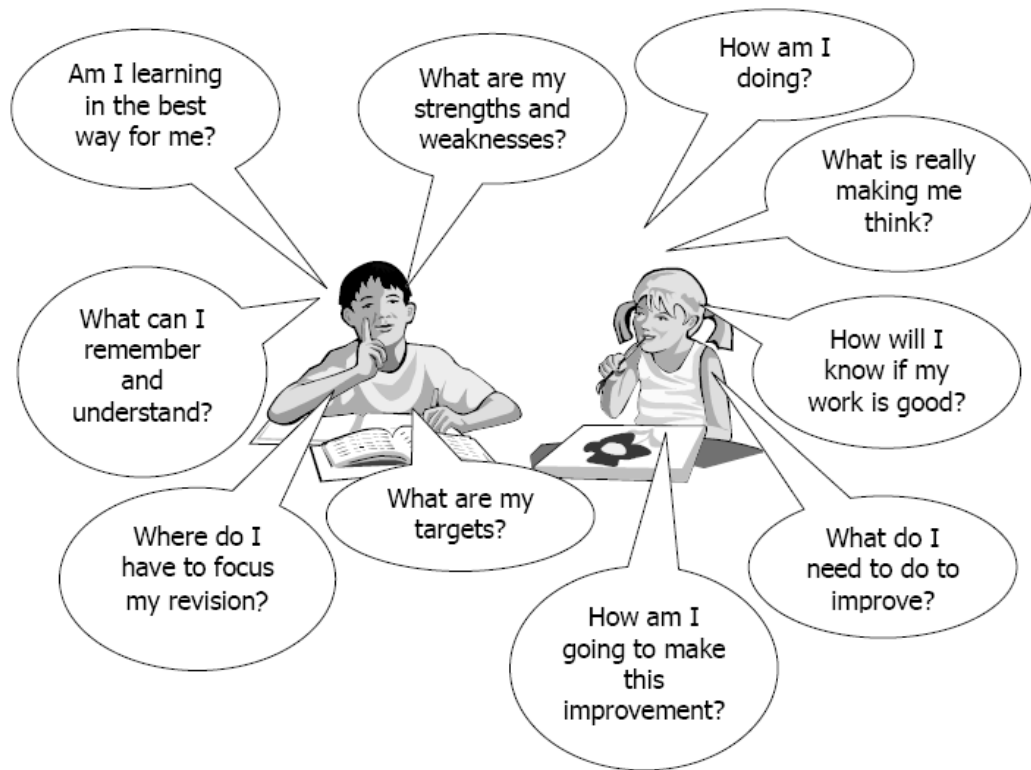
- becomes responsible for his own learning
- is able to recognize next steps in learning
- feels secure about not always being right
- is actively involved in the learning process
- becomes more independent and motivated

5.8.2. What self-assessment brings for teachers – summary

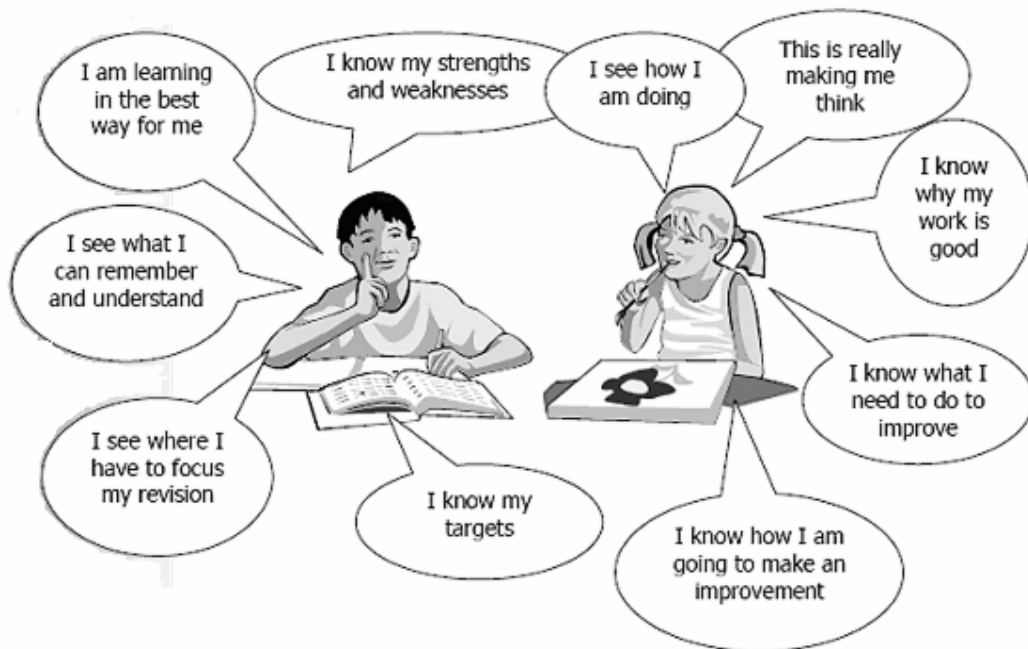
- there is a shift of responsibility from teacher to pupil
- smoother, more efficient lessons if pupils are motivated and independent
- feedback helps teacher identify pupil's progress
- matches pupil's perceptions of understanding with the teacher – pupil explains strategies so the teacher identifies thinking process
- more efficient lessons allow greater challenge

(adapted from AAIA).

5.8.3. Question asked by pupils when thinking about their learning



5.8.4. Question answered by pupils when using self-assessment



(adapted from AAIA)

6. TECHNIQUES OF PUPILS' SELF-ASSESSMENT

“There is nothing special about the techniques we can use for involving pupils in assessment in the classroom. What is special is the belief that this process actually helps learning”

(Sutton, 1995, 136).

This chapter will deal with particular techniques which can be used to support the process of self-assessment.

6.1. Portfolio, European Language Portfolio (ELP)

“Portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements”

(Bailey, 1998, 216).

Portfolios have been used for a long time by various professions as a means to document person's achievements. Artists, architects or designers collect samples of their work in portfolios. They use them to show evidence of their best practice, but also to demonstrate how their skills have developed over the years as a consequence of their learning biography.

In recent years, portfolios of a pupil performance and products have gained support from educators, who view them as a way to collect evidence about pupil's learning. For many educators, portfolios are an attractive alternative to more traditional assessment methods.

Without self-assessment and reflection, a portfolio is not a portfolio (Paulson, Paulson, and Meyer 1991; Tierney, Carter, and Desai 1991; Valencia 1990 cited in O'Malley and Pierce 1996, 37).

Wolf (1989) in O'Malley and Pierce (1996, 36) comes with:

A portfolio is not just another assessment measure that is done to a student by a teacher or someone else. A portfolio is a unique opportunity for students to learn to monitor their own progress and take responsibility for meeting goals set jointly with the teacher. Portfolios that call for reflection on the part of students lead to several outcomes: students take responsibility for knowing where they are with regard to learning goals; they broaden their view of what is being learned; and they begin to see learning as a process, thereby getting a developmental perspective on their learning.

Pupil's self-assessment in the portfolio process creates critical, active thinkers who can take responsibility for their own learning.

For foreign language learning and teaching has been developed a special kind of a portfolio. It is an educational project certificated by the Council of Europe and its name is European Language Portfolio. It was piloted in fifteen Council of Europe member countries, and was launched during the European Year of Languages in 2001.

ELP supports self-directed learning and integrates self-assessment of language competences into language learning.

ELP aims at development of pupil's autonomy and reflection through making pupils think about the reasons they learn the foreign language. It helps pupils understand the principles of the teacher's assessment through their own self-assessment, manage and control their own learning. Another aim of the ELP is to develop pupil's communicative proficiency and social competence.

ELP has two main functions:

- 1) Reporting: the purpose is not to replace the certificates, but to present additional information about pupil's experience and evidence of his achievements in the foreign language.
- 2) Pedagogical: ELP intends to make the language learning process more transparent to pupils. It helps them develop their capacity for reflection and self-assessment and thus take more responsibility for their own learning. Pedagogical function fosters the development of pupil's autonomy and lifelong learning (Little and Perclová, 2001, 3).

Three parts of European Language Portfolio

1) The language passport

This section gives an overview of the pupil's language proficiency. It records qualifications and provides information on partial and specific competencies and language skills.

The skills are: understanding (listening and reading), speaking (spoken interaction and spoken production) and writing.

2) The language biography

It relieves the pupil's involvement in planning, reflecting and assessing his learning process and progress. Biography encourages pupils to express what they already can do in the foreign language including information about their linguistic and cultural experiences.

3) The dossier

This part of ELP allows pupils to collect their own work to document their achievements noted in previous parts of ELP: the language passport and language biography

(Little and Perclová, 2001, 1).

Little and Perclová in *The European Language Portfolio: a guide for teachers and teacher trainers* (2001, 8) indicate that feedback from individual teachers confirms that the ELP has a positive influence on language learning. One teacher in the Czech republic reported: "It is easy to work with the Portfolio. Children enjoy working with it and it has a much better approach than many textbooks. Children can easily see their progress".

The author of the thesis intends that The European Language Portfolio will become a part of her teaching practice next year after she finishes the Learning diary which is the self-assessment instrument for her pupils this year. The work with the Learning diary will be described in detail in the practical part of the thesis.

Work with the ELP can also involve implementing a new textbook. For example, a textbook *Way to win* is actively connected with functional usage of the ELP. All the learning and teaching process then becomes more comprehensive (fraus).

Portfolio should act as evaluation of pupil's progress and effort, it should encourage the pupil and enrich pupil's and his teacher's cooperation in assessment process (Kolá and Šikulová, 2005, 127).

And what more, according to Slavík, portfolio is a suitable assessment/self-assessment technique for pupils with specific learning difficulties because the work with portfolio is based on the individuality of each pupil (1999, 106, 109).

6.2. Reflective diary/journal

According to Harris and McCann, establishing the reflective diary is one of the most important instruments in self-assessment (1994, 72).

Diaries are records which pupils keep to reflect what has happened in their learning over a period of time. They can reflect on one lesson or longer period, such as a week or a month.

Diary can contain detailed information, such as Harris and McCann suggest:

- what went on in class
- what pupils feel they have learned
- what problems they have had
- what they are going to do to overcome the problems (1994, 72).

On the other hand, Harris and McCann warn that very detailed diaries are impractical due to limitation of time. They suggest it is better for diaries to be short and simple. Pupils can fill them during a short period of time, for example at the end of the lesson. The simple form of the diary offers to list the activities pupils enjoyed and the problems they had (1994, 72). "In this way, pupils are given a rough record of the week's classes that they can refer to when thinking about their own progress" (Harris and McCann, 1994, 72). The author of the thesis inclines to the short and simple form of diaries because she teaches mostly young pupils and this form is suitable for them.

Illustration of the two types of reflective diaries taken from Harris and McCann (1994, 73). (Altered)

Simple diary

Complete your diary every week.

Example:

Week 1

Favourite activities: town vocabulary guessing game, town crossword

Problems: listening to description of a town

Week 2

Favourite activities: revision of town vocabulary, listening to description of a town

Problems: new vocabulary – weather

Detailed diary

Answer these questions about the lesson.

What activities have I done?

Which of the activities were most beneficial for me?

Which of the activities were not useful for me?

Did I take part in the lesson?

What did I learn?

What problems did I have?

Pupils can also be asked by their teacher to reflect on their behaviour during the lesson in their diaries, which addresses *affective domain*¹. This can be beneficial especially for pupils who have problems with misbehaviour. This technique could act as a means how the pupil can modify, through self-reflection, his behaviour.

¹ *Affective domain* is based upon behavioural aspects. The Affective Learning Domain addresses a pupil's emotions towards learning experiences. A pupil's attitudes, interest, attention, awareness, and values are demonstrated by affective behaviours (Martin, 2001).

Dr. Finch made a summary of what reflective diaries are for pupils:

Pupils' diaries are valuable educational tools which can raise pupil's awareness of learning.

The diary helps pupils to:

- reflect on the learning process,
- make sense of their experiences,
- identify their strengths and weaknesses in English,
- document their progress,
- establish goals for future independent learning

(Finch).

6.3. Graphic organizers

Another way to support pupils to become active in reflecting on their own work is usage of graphic organizers, the technique that enables pupils to self-assess.

“Graphic organizers are useful in developing self-assessment skills in pupils of all ages and all abilities” (AAIA).

One of the most popular graphic organizers is the “KWL Grid”, developed by Donna Oggle. KWL means: what pupils already **k**now, what they **w**ant to learn and later record what they have **l**earned.

What do I know?

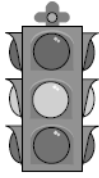
What do I want to know?

What have I learned?

(AAIA)

Here is another illustration of possible graphic organizers adapted from AAIA.

Traffic lights



Pupils can indicate their understanding or feelings by showing the appropriate colour. It is useful at various stages in the lesson.

Thumbs up and down



Pupils can use the thumbs at any point to express understanding or feelings.

Benefits for teachers: graphic organizers can give the teacher an immediate indication of pupil's understanding or feelings; the teacher is able to tailor support and modify her plans.

Benefits for pupils: graphic organizers allow pupils to give an immediate response; they can express their understanding, feelings, assessment.

6.4. Questionnaires

The best way to get pupils to think about their own learning is using the questionnaires (Harris and McCann, 1994, 68).

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. It can as well as be one of the self-

assessment techniques where the teacher can find out what her pupils think about their English learning.

Initial questionnaire: a simple questionnaire at the beginning of the school year can help the teacher find out information about how her pupils feel and what they think about their own English. Harris and McCann warn that questionnaires at this stage “are subjective and related to how [pupils] feel about their previous learning experiences” (1994, 68).

Diagnostic questionnaire: this type of questionnaire is good when the teacher and her pupil are at the beginning of their cooperation. The teacher finds out what pupils have covered and asks pupils what they think and what pupils are able to do in English. Harris and McCann suggest that by collecting diagnostic questionnaires and looking at them the teacher can get a better idea of her pupils and at the same time the pupils receive training in self-assessment (1994, 69).

The author of the thesis uses self-assessment questionnaires several times during the school year to find out how her pupils reflect on their own learning, what possible problems appeared and what are pupils’ next goals, priorities and needs.

6.5. A letter to oneself

Another possible technique, which can be used to self-assess, is the letter the pupil writes to himself.

The following procedure is taken from Kolář and Šikulová (2005, 129, 130) and the author of the thesis adjusted it to her field of interest, English language learning.

The teacher asks her pupils to take a think about their own learning and write the letter to themselves. In the letter they should write:

- what they would like to and could improve,
- what they will be able to improve by themselves and where they will need help from someone else (teacher, peers, parents),
- what they would not like to change,
- how they will change their work and approach to reach what they promised in their letter.

The letter then is committed to the teacher. She keeps the letter for the period of time she pleases. It can be a month or a half of the school year. When the right time comes, the teacher distributes to each pupil his own letter.

The purpose of this technique is to compare and confront pupil's own resolutions to what he actually achieved, what was easier or, on the other hand, more difficult. The teacher afterwards analyses pupils' situations individually.

These self-assessment techniques share a common theme: they ask pupils to review their work to determine what they have learned and what areas of confusion still exist. Although each technique differs slightly, all should include enough time for pupils to consider thoughtfully and assess their progress.

When pupils understand the criteria for good work before they begin an activity, they are more likely to meet those criteria. The key to this understanding is to make the criteria clear. As pupils assess their work, the teacher may want them to set up their own criteria for good work. The teacher should help them with the clarity of their criteria as they assess their own work. (See also chapter 5)

6.6. Reliability and validity of self-assessment

Dr. Finch talks about the research produced in 1978 that pupils are able to make accurate self-assessment, even that “there is a fairly consistent overall agreement between self-assessment and external criteria” (Finch, 2001).

There is no doubt that assessment should be both valid and reliable. Coombe comes with a challenging analysis of these important aspects. She claims:

To be able to validly assess their behaviour, learners need to know simplified and practical terms, exactly what it is that they are trying to assess. Many language constructs, such as *communicative competence*², are elusive and must be clearly and concisely operationalized and communicated to ensure the validation of assessment among learners. The criterion by which learners are to assess themselves may be opaque and thus add an additional threat to validity

(Coombe, 2002).

Despite some possible difficulties in appropriately implementing self-assessment, the ways in which the teacher resolves these issues will certainly provide valuable insights into the nature of language teaching, learning, and assessment. When these challenges are met, it is hoped that the teachers will consider the potential of self-assessment as both a valid and reliable supplement to traditional assessment.

Enabling pupils manage to self-assess demands training of pupils to be effective, reliable and valid. It is challenge for both the teacher and the pupil to follow the rules of reliability and validity towards authentic and prosperous results.

² *Communicative competence*, which was coined by Dell Hymes in 1966, is the ability not only to apply and use grammatical rules to form correct utterances, but also to know how and when use the utterances appropriately. (Wikipedia)

7. THE RESEARCH PART

7.1. Introduction to the research

The theoretical part was aimed at providing insight into general context of the term assessment which led to introducing the core of the thesis; self-assessment. Particular techniques were presented and it was proved, also by the authorities that implementing the techniques supporting pupil's self-assessment into language learning and teaching are effective and eligible.

However, when taking into account Czech language education, there still seems to be lack of experience with self-assessment and its techniques. Sejvalová, for example, is of opinion that nowadays the techniques supporting pupil's self-assessment are on the start of being introduced to Czech schools (2002). The author of the thesis can confirm this opinion because at the primary school in Brno where the research took place, she was the first and the only who implemented self-assessment and its techniques into English language lessons.

The theoretical part presented scientifically acknowledged definitions of crucial terms and conclusions needed to understand the contextualization of self-assessment and its techniques.

In the practical part, some of the self-assessment techniques will be transferred into real-life practice.

At the beginning it is important to say that the thesis does not attempt to state precisely if one technique is better or more effective than the other ones. The aim of the research and the basic question is:

“How self-assessment techniques can help pupils in process of English language learning?”

The findings of the research attempt to help the teachers to decide whether they will implement self-assessment techniques in their language classes or they will find some other way how they can help their pupils to lighten their English language learning.

7.2. Type of the research: case study

This chapter introduces the type of the research and explains the features of that type and the reason for it was chosen. This research follows the features of the case study.

“A case study is what you call a case, in case, in case you don’t have anything else to call it”

(unidentified student cited in Nunan, 1992).

Nunan suggests that the case study “generally utilises a range of methods for collecting and analysing data” (1992, 76) and Schramm states that case study “tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result” (cited in Nunan, 1992, 76).

This is the case of this thesis. It attempts to illuminate the reasons for implementation of the self-assessment techniques and with what results.

Nunan also talks about single case study where “some type of intervention occurs, that is, the researcher generally does something to the subject being investigated, and measures what happens as a result”. Single case study, like the case study “involves a single individual or group” (Nunan, 1992, 82). This study involves a group of twelve pupils at the primary school.

As in all research, validity and reliability must be considered. Yin (1994) suggested using multiple sources of evidence as the way to ensure construct validity. Gavora also claims that the support of validity is important. He advises to use *triangulation*³ (2000, 146).

³ *Triangulation* is the application and combination of several research methodologies in the study of the same phenomenon. (Triangulation in research)

7.3. The context of the case study

The research work started during the author's clinical year practice in 2005/2006 in a primary school in Brno.

It is important to note that the research data analysed in this case study are only a part of the long-run action research. The practising teacher (researcher) tries to improve on her pedagogical work this way. Therefore, the thesis brings in the results of the first cycle of this action research.

The investigation was organized as a case study of twelve pupils taking their fourth year in a primary school in Brno. At the same time it was their first year of learning English language according to curriculum. This was also the first time these pupils experienced self-assessment.

The group consisted of seven girls and four boys. The interesting information is that these pupils were from different classes. First five pupils attended the class 4.A and other seven pupils were from 4.B.

This language group was chosen because after the author spent first few months teaching these pupils, she found out, they inclined to brisk discussions about what was done during the lessons. Some of them had even the desire to consult their strengths and weaknesses. This target group fell into the category of the beginners in English language learning according to curriculum.

The class was lively, cheerful with positive atmosphere. It was pleasure for the teacher to work with such a language group. No discipline problems had to be solved, so also the atmosphere in the class was very positive and friendly. As the teacher got to know more information about the class and gained some experience in cooperation with the group, she together with the pupils decided to implement self-assessment into language lessons.

7.4. The methods of the case study

As was already said in the theoretical part, self-assessment is not something which happens automatically. When the teacher decides to introduce self-assessment in her class, the steps should be made gradually. (See chapter 5.8.)

7.4.1. Pre-implementing questionnaire

The teacher discussed implementing self-assessment with her pupils. The first phase of this case study was pre-implementing questionnaire. There the teacher needed to find out what all pupils of the group thought about this step and if they had any idea what that new experience yielded.

The questionnaire was anonymous; its completion lasted approximately twenty minutes. Because of the age and language experience of the pupils, questionnaire was written in their mother tongue; Czech language.

The questionnaire consisted of five questions. Pupils always circled one of the offered answers. One of the questions was open-ended and required pupil's opinion.

The results were surprising.

Question 1 asked what the word assessment meant to pupils.

10 from 12 pupils chose the option b) that assessment does not mean only giving marks but also oral assessment, praise and rebuke.

1 pupil chose a) he wrote that assessment means giving marks and 1 pupil chose c); assessment is what he finds on his school report, in other words summative assessment.

The teacher was convinced that so many options b) chosen was a result of her and pupils' class teacher continuous reminding that assessment does not mean only the marks. Assessment involves more issues than only marks.

Question 2 asked if pupils thought that the teacher should have been the only assessor.

2 pupils chose option a) yes and 10 pupils chose b) no.

Question 3 wanted to find out if pupils would like to participate in assessment process. Answers supported the results of previous question because again 10 pupils expressed their wish to participate and 2 pupils chose the option b) no.

Question 4 found out how pupils imagined their participation in assessment process. 10 pupils to the teacher's gladness answered they will think more about their learning, they will realize what they already know and what they would like to achieve in next steps. 2 pupils did not know and wanted to rely on only teacher's assessment.

The fact that any of the pupils did not choose the answer b) they will give the best marks to themselves, proves the arguments in chapter 5.7.

Question 5 was open-ended and pupils had the opportunity to express what they thought the term self-assessment meant.

All answers were very similar and drew near the option a) offered in the question 4 of the pre-implementing questionnaire. The teacher supposed it was due to lack of pupils' information and experience with self-assessment and its techniques.

After and on account of interpretation of the questionnaire results the teacher felt she was ready to introduce self-assessment techniques into her language classes.

Pre-implementing questionnaire see in appendix 1.

7.4.2. The textbook Chit Chat 1 and its complement the Learning diary

The group used the textbook Chit Chat 1. It is the course book by the Oxford University Press (OUP). English level is for beginners.

OUP presents the textbook as “challenge for young learners, developing skills in reading and writing as well as listening and speaking.”

For starting the implementing techniques of pupil's self-assessment the teacher chose the Learning diary which is the handbook for pupils connected with the textbook Chit Chat 1.

Its aim is to help pupils detect and develop their own learning strategies. Pupils should find out that they can learn in various ways and it should lead them to cognition, which processes and strategies are suitable for them. Reflection of particular units of the textbook, which are connected with the activities in the learning diary, enables pupils to think of how they managed particular subject matter and it leads them to self-assessment. This all should lead to conscious learning and formation of pupil's responsibility for his own work.

Chapter 7.5. deals with detailed description of work with this Learning diary.

7.4.3. Teacher's reflective diary

To reach as valid and credible information about the self-assessment techniques used as possible, another research method was applied; teacher's reflective diary.

The reflective diary can be defined as "record of thoughts, feelings, reflections, and observation of the writer" (Freeman, 1998, 210). He also suggests that the record in the diary may focus on a particular lesson, activity, or pupil or the record can relate to the writer's more general day-to-day thinking or questions. According to Freeman "the purpose of a reflective diary is to identify issues, puzzles or questions in teaching (1998, 210).

Another author of the research book, Bell, talks about the reflective diary in the words that it is a "retrospective account of things that have happened". She mentions factual data, which are the events that took place, decisions making and also people who are involved in the research; significant incidents represent the issues important for the people doing their research; and finally personal interpretation which according to Bell offers "personal reflection and interpretation of happenings" (Bell, 1993, 102).

Let's come again to the term reflection, this time from the viewpoint of the teacher. Reflection connected with the pupil's learning was discussed in the chapter 5.3.1. Reflection refers to an activity or process in which an experience is recalled, considered and evaluated, usually in relation to a broader purpose.

Barlett (1990) cited in Richards and Nunan (2000) points out that:

Asking "what and why" questions give us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life.

The teacher's reflective diary was also one of the forms of feedback. Keeping a reflective diary about teacher's own experience helped her to reflect, learn and compare from classroom experience. In re-reading her own experience from the position of the teacher, she also found out that over time she was able to develop strategies to deal with particular problems occurred when using self-assessment in her classroom.

The teacher wished to use her own reflection to inform her thinking and evaluation of the development of the new style of assessment; self-assessment from the teacher's viewpoint.

The teacher established the rough schema what she wanted to cover in her reflection.

1. She identified what she intended to do in the particular lesson.
2. As the reflection she then wrote down what actually happened.
3. She also wrote down how she felt about the lesson.
4. She repeated her reflection every lesson to get a picture of the way in which the lessons developed.

This approach helped the teacher to see the progress of the lessons through the eyes of her pupils.

The teacher inspired by the suggestions of the authorities above mentioned.

The extracts of the teacher's reflective diary see in appendix 2.

7.4.4. Post-implementing questionnaire

As was already mentioned these research data analysis are related only to the first cycle of the long-run action research. After the pupils together with the teacher finished working with the Learning diary referring to the textbook Chit Chat 1, post-implementing questionnaire was completed by the pupils. The results will be commented on after the detailed analysis of the work with the Learning diary.

7.5. Analysis of the data collected

The reasons for implementing self-assessment techniques were described in the chapter 7.4.1.

This subchapter will deal with the detailed insight into self-assessment techniques which were used when working with the Learning diary.

The Learning diary was the main tool which was used in attempt to answer study question:

“How self-assessment techniques can help pupils in process of English language learning?”

At the beginning, all twelve pupils needed their teacher’s help. The diary required explanation of the principles and criteria it was based on. This guidance was actually needed only during the first two units’ reflection. Then pupils worked with their Learning diaries independently at home.

The discussion connected with independent pupil’s work took place after finishing each unit in the textbook and further completion of the diary. The teacher together with the pupils called this session “a lesson with the diary“.

The Learning diary consisted of the introductory words by the authors of the diary where they encouraged pupils to develop their own learning strategies and ways how they could learn. It also contained so called language passport where each pupil wrote his personal details. Then reflection of each unit continued.

This reflection of pupil’s own work could detect his strengths and weaknesses which allowed him to be prepared for the next steps (unit in the textbook); to realize where more focus would be needed. Each page was dedicated to particular unit. There were always six or seven tasks and the same number of pictures which the pupil could colour and gain also a visual perception about his achievement.

7.5.1. Analysis of the particular tasks and techniques in the Learning diary

All tasks in the Learning diary were written in pupils’ mother tongue, Czech language in this case. It was because of the age of the target group of the pupils.

The tasks which pupils should have accomplished always had something in common.

The first task always stated “I can enumerate...” which was connected with the vocabulary the pupil should have learned. He wrote the number of the words he was able to use in the unit. The first unit for example asked how many school things the pupil could name. The subtask followed and the pupil chose from the possibilities offered; how he learned the new vocabulary. He also had the opportunity to write another possibility which was not among the offered ones.

This was very good for pupils to realize not only the amount of the things learned but they were also required to think about their learning, which was very important for their self-assessment.

The results of the pupils involved in this case study proved that every pupil is individual and has different strategies how to develop the particular skills or subskills, vocabulary in this case.

Even the number of the words learned did not differ much; the ways how they learned the vocabulary were surprisingly very miscellaneous. All seven possibilities offered were covered.

The possibilities were like these: I learned new vocabulary by listening, repeating after someone, pointing to the pictures, drawing the words, touching the objects, reading the words, writing the words.

Pupils could retroactively realize which way of learning new vocabulary was the best for them, which could be very helpful in other steps in their English language learning.

Next tasks in the Learning diary offered the yes/no questions. This was again simplification for the target group of pupils. For this types of the questions or statements sentence "I can..." was crucial.

Examples of these questions or statements were:

I can ask "What is it ?" (Co je to?) in English and answer this question.

I can express my age (kolik je mi let) and I can also ask the question about someone else's age.

I can say and write my favourite colour (jaká je moje nejoblíben jší barva).

I can count up to twenty. I can name the numbers also randomly.

I can express how many brothers or sisters I have got.

I can ask "Who is it?" and also answer this question.

These types of tasks were good for pupils' reflection and feedback how they managed another steps in developing their communicative competence. Successfully managed tasks also increased pupils' motivation to their next learning.

The textbook Chit Chat 1 contained a comic which accompanied pupils throughout the whole book. At the end of each unit there was one of the stories which were open-ended. It awoke pupils' curiosity what would happen next and they trained their

foresight. In the Learning diary pupils reflected on the particular parts of the comic when they were asked how they worked with the story. Here all the twelve pupils always wrote the same answers. During the first units they had possibilities from which they could choose activities which they did with the story. Later it was their responsibility to name these activities. Again the answers were almost the same. This proved pupils' thinking and reflecting on their learning.

Pupils also had the opportunity to name their favourite character of the comic and the character they did not like. But they were required to defend their choice. A very interesting discussion then took place.

In the last unit of the Learning diary pupils had the opportunity to evaluate the whole comic and summarize their experiences. They very brightly discussed with their peers.

Particular units gradually evolved pupils' own creativity and invention when they were asked not only to enumerate the number of words learned but they were also required to choose their either favourite vocabulary, vocabulary which they learned easily or vocabulary which, on the other hand, caused some problems. They drew the words and described them. These techniques were very important for realizing pupils' strengths and weaknesses in their learning. First almost all pupils drew their favourite issues. But in the process of taking the responsibility for their own learning they were able to detect also the weaker points which they then with their teacher's help overpowered.

The above mentioned questions and statements concerning "I can..." were based mostly on translation from the mother tongue into English language. The reverse procedure also had its place in the Learning diary. Pupils were asked to translate phrases or sentences from the English language into their mother tongue, Czech language in this case.

For example, I know what does "Whose hat is this?" mean in Czech.

I know what does "Do you like fish?" mean in Czech.

Semi-final technique in developing pupil's self-assessment was thinking about what pupils liked the most in the particular unit and what they did not like at all. This retrospection enabled pupils to realize what was beneficial for them and what on the other hand did not bring any satisfaction.

Pupils also had the space to think about their next steps when they should have stated where and in what any improvement was needed.

The teacher profited from these reflections because she had the opportunity to detect individual needs of her pupils.

The last task of the techniques used in the Learning diary was pupil's own view on his progress and overall estimation of his achievements and effort after finishing particular unit and was asked to self-assess.

This self-assessment was based on:

“I think I deserve (a mark) for this unit”, with giving reasons for that decision.

The teacher did not like the idea that the pupil would give a mark to himself because there was the danger mentioned in chapter 5.7. There Harris and McCann (1994, 65, 66) offer the idea that the pupils can have the tendency either to overestimate or underestimate their assessment when giving themselves a higher mark or on the other hand a lower mark than they deserve, which could make self-assessment unreliable. But the author then argues that self-assessment should not work in the context where marks have an intrinsic value.

She wanted to avoid this danger and decided to change the idea in the Learning diary.

Pupils used their own terms to express their progress, success and possible space for improvement. Pupils could use symbols like a happy or a sad face instead of marks.

Actually, giving marks appeared only in some units. As the technique of pupil's self-assessment were used various graphic organizers. See also chapter 6.3. There is discussed their usage.

Graphic organizers used in the Learning diary are:

- already mentioned happy, neutral or happy faces,
- statements like: “In the third unit I reached the goals” as a (visual support is used) bicycle, a tractor, a car or a plane,
- “for the unit eleven I deserve” the first, the second or the third place as the prize-winner.

Pupils very liked these assessment alternatives. When assessing themselves they proved the argument that their own assessment can be very reliable and very similar to that of their teacher.

At the very end of the self-assessment tasks and techniques used in the Learning diary, pupils summarized what skills and subskills they were supposed to learn in the English language.

To be able to achieve this task the help for the pupils was in this form (written in their mother tongue; Czech language):

In the foreign language we learn: un- - - - - d (rozum t), r - - d (íst), w - - - e (psát), l - - - - n (poslouchat) and also vo - - - - - y (slovní zásobu) and g - - - - r (gramatiku).

This was very important for pupils. They were able to recognize and strengthen their view about English language learning. It also supported their own establishment of personal goals, which was very important for the process of self-assessment. The teacher was very astonished at all the twelve pupils' correct answers to those skills and subskills realization.

The second part of the Learning diary formed the tables to think about. There were several basic questions.

1. How I learn?

- I look at the pictures and I understand what they mean.
- I copy down the words, I try to remember them and then write them again.
- I read the text quietly and I am able to understand even I do not know every word.
- I listen to what the teacher and my peers say in English and I also listen to the tape and I mostly understand.
- Writing on the blackboard is helpful for me.
- I repeat the skills and subskills I already know.
- I work with a computer.
- I work with the textbook and workbook.

There was a table for each of the months in the school year and pupils were required to note how they learned in the particular month. The results did not differ much. Pupils mostly used all the possibilities offered. But important detection was discovered. Six pupils wrote they could not write anything in the column "writing on the blackboard is helpful for me" because the blackboard was not used much in the lessons. Their note was, they would like to write on the blackboard more. It was very surprising for the teacher because one of the notes in her reflective diary was

completely the same. She was thinking about the oftener usage of the blackboard in her lessons. The problem was resolved and since that time the pupils, who wrote their warning, ticked that issue in their Learning diaries every month. Another interesting detection was discovered. Most of the pupils did not work with a computer. The reasons they gave for that were they did not have any English programmes at home and at the same time they had no opportunity to practise English on computers at school. The teacher realized that problem but it was not in her competence to solve that.

2. What I like the most and the least about my learning English. Pupils drew happy or sad faces to particular activities.

- listening
- repeating after someone else
- learn by heart
- role plays
- singing
- English games
- competitions
- write down the vocabulary
- riddles, puzzles, crosswords
- answer the questions in English
- reading quietly
- reading aloud
- finding the mistakes in English texts
- correction of my own mistakes
- homework
- creating crosswords, quizzes
-

Analysis of this table was also interesting. Pupils mostly ticked the activities which they also labelled in their Learning diaries in particular units. It was an interesting comparison of pupils' opinions and thoughts about their learning. It also proved their honesty while working with their diaries.

The final table concerned pupils' reflection on: "I have pleasure from":

- good marks
- parents' praise
- teacher's praise
- when I know I achieved something
- when the others liked the task I managed
- when my task achieved can help someone else.

Pupils again drew a happy smile to that statement they considered they had pleasure from. At the very beginning the smiles appeared at the issues like parents' praise or teacher's praise but during the process of using the Learning diary pupils shifted their smiles toward the third last statements. That also proved their beginning of thinking and taking the responsibility over their own learning.

Keeping the Learning diary was completed also with the pupils' works, tests, pictures, projects and with everything they wanted to have in their folders. The author was inspired by the keeping the learner portfolio. Because as Wolf (1989) says in chapter 6.1., "a portfolio is a unique opportunity for students to learn to monitor their own progress and take responsibility for meeting goals set jointly with the teacher [...] and they begin to see learning as a process".

Example pages from the Learning diary see in appendix 3.

7.5.2. Analysis of the teacher's reflective diary

The purpose of using teacher' reflective diary was described already in chapter 7.4.3. Now it is time to provide content analysis of this diary. The teacher took notes the first two months. She wanted to record the beginning of the implementing process, its possible difficulties and benefits in comparison to pupils' view.

After re-reading the teacher's notes, she had the opportunity to reflect what happened in particular lessons and helped her see the process and pupils' progress and possible difficulties during the lessons. Some problems were already mentioned when

the pupils' comments corresponded with the teacher's record about the usage of the blackboard. With help of the diary and pupils' responses, she was able to detect and resolve that problem. Also the benefits of the teacher and the pupils often corresponded. One of the teacher's records was about one girl with specific learning difficulties. The teacher at the beginning thought and hoped that implementing the self-assessment techniques could help her in development her own learning strategies and could help her to perceive herself as a good learner. A month later, the record confirmed teacher's wish when the girl at one of the "lessons with the diary" expressed her good feelings about the work with the Learning diary, her greater desire to learn English language because she could develop her own ways of learning and deeper thinking about her learning gave her the opportunity to realize that she also had the potential to be a good learner. It is also upon the place to say that keeping diary is very time consuming, therefore the teacher kept her reflective diary for the first two months. At the same time she has to concede that the diary became a very useful helper for her.

7.5.3. Analysis of post-implementing questionnaire

After implementing the Learning diary, the teacher needed to find out, how the pupils perceived that change in English lessons. The best feedback was the post-implementing questionnaire. The questionnaire was anonymous again and time needed for filling in was approximately thirty minutes. It was written in pupils' mother tongue; Czech language. Questionnaire consisted of seven questions. Three of them were open-ended. The results were again quite surprising.

The first question asked pupils if the work with the Learning diary was pleasant for them or not, or if they even considered the diary useless. All twelve pupils circled the option a) They all liked the Learning diary. The teacher attached that choice also to the visual perception of the diary because it was closely connected to the textbook Chit Chat 1, which the pupils liked a lot.

The second question found out if the Learning diary helped pupils in development their own English language learning. Eleven pupils circled the option a) that the diary helped them. One pupil circled the option c) that he did not know. Nobody circled the

option b) which offered the answer that the Learning diary did not help him. Such answers in themselves did not provide the concrete analysis so the following question asked for detailed description in what and how the Learning diary helped the pupils.

The answers were like these:

1. I very liked the Learning diary. It helped me in realizing the ways how I can learn. When I went to English classes in the nursery school I had the problem with remembering the vocabulary because I could not write. The Learning diary showed me several possible ways how I can learn new words and since that time I love learning them. I also liked that I could assess myself. And I always looked forward to my teacher's assessment, if it will be the same as that mine.

2. I liked the Learning diary because I could learn and at the same time colour the things I learned. My mum liked the diary as well and it was the first time she learned with me and I was very happy for that.

3. The Learning diary helped me that I for the first time felt my own success and pleasure from learning. I have specific learning difficulties and I spent pleasant moments with only my diary. I also liked that I could express what I liked and what I did not like and nobody scolded me.

4. The Learning diary was a friend for me. It helped me to realize how I learn and it was also my helper at home. Thanks to my diary I did not need help of my parents because the diary told me if I learned well or not.

5. It helped me that I could learn with my brother. He has the same textbook at school but their teacher did not give the diary to her pupils. We made a copy for my brother and we had fun together. We also competed who could enumerate more words. I also liked to circle how I learned something.

6. I do not know if the diary helped me. I did it as my homework and I think I would get good marks from English even if I did not work with the diary.

7. I loved working with my diary. I spent a lot of fun and at the same time I could see myself what I already know in my favourite English. And I could talk to my diary and I wrote there all nice things.

8. My diary was a friend for me. At the beginning I was afraid of English because my parents do not speak English and they frightened me that they will not be able to learn with me and help me. The diary and my teacher helped me and I am not afraid of English anymore.

9. The Learning diary helped me to realize what I already know in English and gave me the opportunity to express my opinion about my success and also some failure. I sometimes had some sentences wrong in the diary but we together with our teacher corrected them in our “lesson with the diary” and I then learned and strove more in next units. In the last unit I did not have any mistakes in my diary.

10. It helped me to realize if I am good or I have to improve something. I think I am a good learner and the Learning diary confirmed that.

11. I did not like English because my brother spoke in English at home and I did not understand him. But now I also can say something in English and thanks to my diary I know how much it is.

12. The Learning diary helped me. And how? I have lots of fun with it and I get to know what and I how I learned. My mum is surprised when I talk to her and I am able to explain why I think I am good at English and what I need to improve. She asked me how I knew I needed improve something. It was easy. I could enumerate only ten animals and my peers could more. My mum bought me matching pairs of animals and now I am an animal queen in my class.

Question 4 asked pupils if they would like to continue with the Learning diary 2. The results confirmed the above answers when eleven pupils circled the option a) that they would like to and one answer was c) even if I did not want to, I would have to. The teacher is sure it was the pupil who was not sure about the diary’s usefulness.

The answers to the question 5 were almost the same. Eleven pupils liked the work with the Learning diary 1, so they would like to continue with the Learning diary 2. One pupil did not write anything to that question.

The last question found out if pupils liked the other things the teacher implemented into English lessons. As the teacher already mentioned above, pupils also had a folder where they could collect everything they wanted connected with English.

All twelve pupils' answers were a) they liked them and all of them mentioned they were glad they could collect their tests, copies, pictures, projects and so on to see how long way in their English learning they have already gone.

Post-implementing questionnaire see in appendix 4.

7.6. Conclusion of the case study

The purpose of the practical part of the thesis was to investigate twelve pupils of English language. With the help of the case study the author attempted to answer the research question:

“How self-assessment techniques can help pupils in process of English language learning?”

Several methods were used to support the answer. At the beginning of the research pupils filled in the pre-implementing questionnaire which found out what pupils thought about assessment, if they wanted to participate in that process and if they had the idea what that participation yielded. The results supported teacher's presumption even from the beginning of the school year. The group of twelve pupils indicated an interest in their learning; they discussed the stages of the lessons and tended to discuss their strengths and weaknesses. Implementing the Learning diary proved that techniques and tasks supporting pupils' self-assessment used in the diary helped pupils' in many ways. Pupils' own perception of the help is described in detail in chapter 7.5.3. in analysis of the post-implementing questionnaire, which was the other method of the case study. When referring to the arguments and opinions in the theoretical part, these young

learners at the age of ten or eleven proved they are able to think about their own learning and gradually take responsibility for their learning, realize their weak and strong points and develop the learning strategies which are the most suitable for each individual pupil. With the help of the teacher, also their parents and acceptable and sensibly chosen techniques and methods supporting pupils' self-assessment, pupils can move toward their autonomy.

Notes in the teacher's reflective diary helped her to overcome the beginnings of that new step. She prepared particular lessons, then commented what really happened in the lessons and reflected on those situations involving her feelings.

As was said at the beginning of the practical part, the data and results analysed in this thesis were only a part of the long-term action research. Because the results were favourable and positively influenced the pupils and their teacher's attitude to the pedagogical work, she continues with implementing other techniques and instruments supporting pupils' self-assessment. In this school year 2006/2007 pupils and their teacher work with the Learning diary 2 connected with the textbook Chit Chat 2, they collect their entire works in English and the innovation is the Learning contract (see chapter 5.4.1) between the pupils and the teacher. Next year, when pupils will attend their sixth year in the primary school and their third year of English language learning, the teacher and her pupils agreed to start working with the European language portfolio which was also introduced in the theoretical part of the thesis.

8. CONCLUSION

The aim of the thesis was to provide insight into assessment process which is considered one of the most complicated components of the pedagogical work. The core of the thesis then was self-assessment and techniques supporting this assessment. The theoretical part rendered the information needed for understanding the sense of using self-assessment and its techniques in English language classrooms. Until recently school assessment was understood as an activity which was conducted solely by the teacher and it could seem that traditional classrooms offered too little opportunity for pupils to participate in setting goals and in monitoring their own learning. Pupils were often passive and they even could become demotivated if they did not see any clear progress.

As the theoretical part and also the research part prove; the process of self-assessment is beneficial for pupils. Harris's argument confirms that self-assessment can create pupils who become more active and focused. Pupils are even able with the help of the teacher to take responsibility for their learning, realize their strengths and weaknesses and reflect on their learning. All these factors lead to increased motivation towards English language learning.

Practical part found out the answer to the question:

“How self-assessment techniques can help pupils in process of English language learning?”

The research organized as a case study involved twelve pupils at the primary school. Pupils took their fourth grade at school and it was the first year of their English language learning. It could seem that such age group, where the pupils were ten or eleven years old, is not able to self-assess. But the help of the teacher and suitable and sensitive choice of an instrument supporting self-assessment techniques showed that it was not “a step outside”. The aim of implementing self-assessment into English lessons was not to replace the assessment by the teacher. Because as it is written in the theoretical part, self-assessment and teacher's assessment should complement each other and involving pupils in the assessment process is essential part of balanced assessment. The teacher considers self-assessment as a process which fulfils formative function. Summative assessment, the final evaluation (mark), is still in hands of the teacher.

From the results of the case study, it can be accepted that implementing the Learning diary supporting self-assessment techniques had positive impact on almost all pupils. The teacher's aim of implementing self-assessment into this classroom was mentioned already several times in the thesis. She intended to shift the focus more on the pupils and enable them to become more effective learners who are able to think about their own learning and open them the way to become autonomous learners. The teacher exploited the situation that the pupils began their English language learning at school and from the very beginning she wanted to change the traditional perception of language learning.

Pupils' responses to their own perception of the help of the Learning diary show that even in their age, they are able to think about their own learning, they feel and recognize success and failure, gradually find their own learning strategies and the Learning diary even helped pupils overcome some of the initial problems and prejudices connected with English language learning. And last but not least, also the role of the parents is positively appraised.

The first cycle of the long-term research affirmed the teacher's persuasion to continue the research with implementing other techniques of pupils' self-assessment and investigate their influence on English language learning and teaching. It is a long way and the teacher should also take into account possible problems and disadvantages that implementing self-assessment could bring especially possible menace of validity and reliability. How to avoid or reduce this threat was discussed in chapter 6.6.

If this thesis helps teachers in their decision whether to implement self-assessment and its techniques into their English lessons and enable their pupils to think more about their learning and become autonomy being, then the aim will be accomplished.

It could also be a challenge for all the teachers when they now have creating their own Framework Educational Programme in their hands.

RESUMÉ

Tématem této diplomové práce je sebehodnocení žáků a techniky, které se při tomto hodnocení využívají v kontextu vzdělávání cizích jazyků - v tomto případě anglického jazyka. Důležitou částí je i kritické zhodnocení použitých technik v praxi.

Vývoj v oblasti vzdělávání cizích jazyků přináší nový pohled na žáka, který sehraňuje hlavní roli při stanovování vzdělávacích cílů. Žák se stává pro svého učitele partnerem. Jedním z důležitých nástrojů, jak se takovýmto partnerem stát a zahájit spolupráci mezi žákem a učitelem, může být právě sebehodnocení. Sebehodnocení může být chápáno i ve smyslu nové metody hodnocení, jejímž cílem je zohlednit žákovu individualitu vedoucí k jeho autonomii, kdy se žák stává zodpovědným za své vlastní učení. Sebehodnocení může také chápát jako dovednost, kterou žák využívá nejen ve školním prostředí, ale dává mu možnost naučit se hodnotit sebe sama i mimo školu v každodenním životě.

Diplomová práce je rozdělena do dvou hlavních částí: teoretické a výzkumné, přičemž obsahuje celkem sedm kapitol. První kapitola se zabývá vysvětlením a objasněním termínu hodnocení v širším slova smyslu. Nejprve je vysvětlen rozdíl mezi termíny hodnocení a evaluace, na jejichž vymezení neexistuje jednotná shoda. A kolik základní vysvětlení by mohlo být vyloženo například dle Slavíka, který evaluaci považuje za výsledek hodnocení. Hodnocením rozumí proces sběru informací o žákově výkonu, zatímco evaluace znamená zhodnocení dosažených výsledků. Jiný výklad, který by shrnoval rozlišení těchto dvou termínů by mohl být, že hodnocení je formativní a orientováno na proces, kdežto evaluace je sumativní a orientována na produkt. Diplomová práce vymezuje nejprve termín hodnocení, protože i sebehodnocení je ve studii chápán ve formativní funkci, orientované na proces učení. Po objasnění těchto dvou pojmů diplomová práce objasňuje jednotlivé typy a metody hodnocení, protože těchto se ve školním hodnocení vyskytuje celá řada a bezesporu patří k ožehavým stránkám pedagogické práce. Dle nejnovějších studií je hodnocení dokonce označováno za jednu z nejobtížnějších složek pedagogické činnosti. Práce osvětluje rozdíly mezi tzv. tradičními metodami hodnocení jako je formativní a sumativní, normativní a kriteriální hodnocení, formální a neformální hodnocení i objektivní a subjektivní hodnocení. Autorka se od tradičních metod hodnocení odklání představením alternativního hodnocení, které se již blíží koncepci, kde již zmíněnou hlavní roli

sehrává samotný žák. Prostor je v nován i hodnocení vrstevníky, tzv. peer-assessment, jehož úspěšné osvojení a zvládnutí předpokládá první kroky k samotnému sebehodnocení.

Školní hodnocení má i své funkce, které jsou rozebrány v následujících podkapitolách. Dle Slavíka má školní hodnocení tři hlavní funkce, a to motivační, poznávací a konativní, z nichž dle i dalších autorů je funkce motivační tou zásadní a nejdůležitější. Neméně důležitou funkcí hodnocení je poskytování zpětné vazby, tedy funkce informativní. Poskytnutí zpětné vazby žákovi umožňuje uvědomit si své silné i slabé stránky a umožňuje zvyšování motivace k učení. Jak je tedy vidět, všechny funkce hodnocení jsou vzájemně propojeny. Motivací pro žáky může být i fakt, že jim učitel umožní spolupodílet se na přípravě výuky tím, že si sami vytyčují a pojmenovávají cíle, kterých za jistě zmíněné spolupráce s učitelem společně dosahují. Žáci si mohou stanovit cíle krátkodobé i dlouhodobé. Vzhledem k výše uvedené kategorii žáků, které autorka práce využívá, je prostor v novém cílům krátkodobým, které jsou pro žáky dosažitelné již během výuky. V souvislosti s vytyčováním cílů je zde zmíněna i Bloomova taxonomie cílů, jmenovitě její kognitivní doména. Doména skýtá šest hlavních kategorií, které lze považovat za stupně složitosti, což lze vysvětlit i tak, že první stupeň musí být zvládnut předtím, než je přistoupeno ke stupni druhému. Kognitivní doména je zde zmíněna z důvodu názornosti, na kterém stupni se nachází samotné hodnocení i evaluace. Evaluace je zde znázorněna na samotném vrcholu. Role žáka tohoto stupně vyžaduje jeho přemýšlení, úsudek, vývoj i diskuzi a v neposlední řadě se žák stává aktivním účastníkem tohoto stupně kognitivní domény. Všechny tyto zmíněné role jsou důležitými pro jeho dovednost ohodnotit sama sebe.

Hodnocení ve škole bylo donedávna chápáno jako činnost, kterou provádí výhradně vyučující. V poslední době se však stále více hovoří o sebehodnocení žáků, které má pro každého z učení velký význam. Žáci se tak stávají z pouhých pasivních příjemců pokynů a informací vyučujícími subjekty v procesu učení, jsou nuceni více přemýšlet o učivu, o svém vlastním úsilí se ho zmocnit, o svých možnostech splnění zadaných úkolů a postupného rozvoje. Větší zainteresování na svém učení vede i k dosažení lepších výsledků. Pro každého žáka je důležité si uvědomit, co umí dobře, co může ještě zlepšit, co pro to může sám udělat i co nového by se chtěl ještě naučit, tedy stanovit si své osobní cíle. Po ukončení školní docházky žák nemá k dispozici svého vyučujícího, který mu bude nápomocen a bude rozhodovat, co dělat a hodnotit to, co dělá správně nebo špatně. Proto by mělo být prioritou každého

učitele vést své žáky k sebehodnocení, tedy vlastní odpovědnosti za své učení, činy a rozhodnutí. Žák, který je schopen ohodnotit výsledky svého snažení, který je schopen o svém učení přemýšlet, má předpoklady za pomoci svého učitele stát se autonomní bytostí. Cesta to však není nikterak jednoduchá. Vyžaduje spoustu práce jak ze strany učitele, tak ze strany samotných žáků. Ulehčit tuto trnitou cestu vyžaduje především proces vytváření takových podmínek, aby žáci měli možnost krok za krokem se stávat samostatnými a pozitivně myslícími osobami. K vytvoření vhodných podmínek patří také přátelská a nekonfliktní atmosféra ve třídě - to je opravdu ležité úkol jak pro učitele, tak i pro účastníky učebního procesu, tedy pro žáky. Vzájemná podpora a zainteresovanost je velmi důležitá.

Jakmile se učitel rozhodne pro zavedení sebehodnocení do své výuky, měl by sám být o tomto kroku přesvědčen a dobře znát jeho principy. Jeho role se mění, nikoliv však snižuje jeho úlohu. Pouze se proměňuje jeho plná zodpovědnost za žákovské učení v roli rádce a pomocníka a v neposlední řadě zajišťuje respekt žákových potřeb v poznání pravidel, kritérií a postupů, jak se sebehodnocení učít. Je také důležité zmínit, že žákovské sebehodnocení nemá v úmyslu zcela nahradit hodnocení učitelem a školou, v ideálním případě by se tato hodnocení měla vzájemně doplňovat a podporovat. Podporou procesu hodnocení sebe sama je využití sebehodnotících technik. Při zavádění do výuky je důležité uvážit si konkrétní podobu a účel jednotlivých technik. Diplomová práce představuje několik sebehodnotících technik, které autorka buď již sama do výuky zavedla, nebo se k tomuto kroku chystá. První zmíněnou ve výtu technik je portfolio. Portfoliem se rozumí sbírka žákových prací, která má sloužit k průběžnému sledování žákovského pokroku. Pro mnoho pedagogů se využití portfolia stává atraktivní alternativní metodou hodnocení ve srovnání s hodnocením tradičním. Portfolio může mít mnoho podob, nejznámější z nich je v současné době Evropské jazykové portfolio, dále jen ELP. ELP je vzdělávací projekt certifikovaný Radou Evropy, jehož cílem je žáky vést cestou k samostatnému učení. Je možné jej chápat jako komplexní nástroj pro rozvíjení technik sebehodnocení žáků při výuce cizího jazyka - v tomto případě anglického jazyka. Další technikou, která má podobný účel jako portfolio, je žákův deník. Tato technika staví především na žákově reflexi vlastního učebního procesu, jeho schopnosti uvážit si své slabší a silné stránky, dokumentaci vlastního pokroku a stanovování cílů pro budoucí nezávislé učení. Slávik je přesvědčen, že pro podporu žákovského zájmu o sebehodnocení a autonomní učení je důležité smlouva mezi učitelem a jeho žákem, například i rodiči žáka. Smlouva vymezuje cíle, které se

žák i ostatní smluvní strany zavazují respektovat a usilovat o jejich dosažení. Zvláště pro mladší žáky vhodnou metodou hodnocení jsou tzv. grafické organizátory, které žákovi umožňují reflexi své vlastní práce za použití různých grafických symbolů. I technika využití dotazníků umožňuje žákovi a učiteli reflektovat a přemýšlet nad učením a učebním procesem, zjistit vlastní pokroky popírat problémy spojené s učením. Poslední technikou zmíněnou v teoretické části této diplomové práce je dopis sám sobě. Účelem této techniky je žákově zamyšlení nad svým vlastním učením v podobě napsání dopisu sobě sama. Zamyšlení má mít nejrozličnější aspekty, mezi ty hlavní patří zamyšlení nad tím, co by žák rád na svém učení zlepšil, co si myslí, že bude schopen zlepšit sám a kde bude potřebovat pomoc někoho druhého, co mu na svém učení vyhovuje a co by mohl na druhou stranu nechat. Žák se ve svém dopise zamýšlí i nad tím, jak změní svoji práci a přístup k učení a jak hodlá dosáhnout cílů, které jsou také součástí jeho dopisu. Cílem této techniky je porovnat a konfrontovat žákovy vlastní předsevzetí s těmi, které v dopise slíbil a kterých posléze dosáhl.

Výsledky nejrozličnějších výzkumů (i těch provedených již před mnoha lety) ukazují, že žáci jsou schopni vlastního hodnocení, které se shodují s hodnocením učitele. Přesto i nadále existují pochyby o tom, zda by tato metoda hodnocení, tedy sebehodnocení, měla patřit do formálního vzdělávání. Argumentem může být, že je na každém učiteli, jak se k dané problematice postaví, především na jeho schopnosti své žáky vést a podporovat na jejich cestě k sebehodnocení. O metodách se říká, že přinášejí úspěchy tehdy, když je o jejich správnosti přesvědčen učitel. Metoda se stává účinnou teprve v rukách toho, kdo ji používá, kdo ji doplňuje, ovlivňuje vlastní zkušeností, kdo ji modifikuje tak, aby byla nápomocná a užitečná, kdo tuhle pomoc a vedení potřebuje.

Výzkumná část této diplomové práce se zabývá zavedením sebehodnotících technik do výuky anglického jazyka u žáků čtvrté třídy na základní škole. Cílem výzkumu, jehož metodou byla zvolena případová studie, bylo najít odpověď na otázku: Jak využití sebehodnotících technik napomáhá žákovi v procesu učení se anglickému jazyku? Dvanáct žáků základní školy v Brně po celý školní rok 2005/2006 pracovalo se sebehodnotícím deníkem, který byl doplněn učebnice Chit Chat 1. Použití jednotlivých technik napomáhajících žákovi v osvojení procesu sebehodnocení jsou analyzovány též ve výzkumné části. Autorka zde za pomoci již zmíněného deníku, jejího vlastního reflektivního deníku a dvou dotazníků (před a po zavedení sebehodnotících technik) došla k zajímavým závěrům, že už i žáci v tomto věku, na

po átku jejich zkušeností s u ením se cizímu jazyku (jazyku anglickému v tomto p ípad), jsou schopni vnímat procesy svého u ení, sebereflexe a p ejímání odpovědnosti za své vlastní u ení.

Pokud tato diplomová práce pom že u itel m na cest v jejich rozhodování, zda sebehodnocení a jeho techniky zavést do výuky anglického jazyka a umožnit svým žák m více p emýšlet nad svým u ením a stát se autonomní bytostí, potom bude její cíl spln n.

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APPENDICES

Appendix 1a: Pre-implementing questionnaire. Czech version for the pupils.

Questionnaire – dotazník

Nedávno jsme si společně povídali o tom, co pro nás znamená hodnocení. Většina z vás odpověděla, že hodnocení u vás prováděla pouze paní učitelka, která vám dávala známky za vaše výkony, a už psané nebo ústní. Na moji otázku, zda byste se na svém hodnocení chtěli podílet, většina z vás s nadšením odpověděla ano.

Tento nový krok ale není zase tak úplně jednoduchý, proto, než se do něj společně pustíme, zkus se zamyslet nad učením a hodnocením, na které jsi doposud zvyklý, pozorně si přečti dotazník a zakroužkuj odpověď, která si myslíš, že je pro tebe a tvé učení správná.

1. Co pro tebe znamená slovo hodnocení?

- a) známky, které dostávám od paní učitelky
- b) známky, ústní ohodnocení, pochvala i pokárání od paní učitelky
- c) hodnocení je pro mě to, co najdu na vysvědčení

2. Myslíš, že hodnotit by měla pouze paní učitelka?

- a) ano
- b) ne

3. Podílel(a) by ses rád(a) na svém hodnocení?

- a) Ano
- b) ne

4. Jak si podíl na svém hodnocení představuješ?

- a) Budu více přemýšlet nad svým učením a uvědomovat si, co už umím, a co bych dále chtěl(a) zvládnout
- b) Budu si dávat hlavní jedničky, když už mám tu možnost hodnotit sám sebe
- c) Nevím, nadále se raději budu spoléhat na hodnocení paní učitelky

5. Zamysli se a zkus napsat, co si myslíš, že znamená slovo sebehodnocení.

Appendix 1b: Pre-implementing questionnaire. English version for the needs of the thesis.

Pre-implementing questionnaire

Recently, we have spoken about assessment; what it means for us. Most of you replied that assessment has always been made by your teacher who marked your written and oral performance. My question was if you would like to participate in the process of assessment and most of you agreed.

However, this new step is not so easy as it can seem, so before we will together start, try to think about your learning and assessment you are used to, read this questionnaire carefully and circle the answer you think is right for you and your learning.

1. What does the word assessment mean to you?

- a) marks from my teacher
- b) marks, oral assessment, praise and also rebuke from my teacher
- c) assessment is what I find on my school report

2. Do you think that only teacher should assess your performance?

- a) Yes
- b) no

3. Would you like to participate in your assessment?

- a) yes
- b) no

4. How do you imagine your participation in assessment process?

- a) I will think more about my learning, I will realize what I already know and what I would like to achieve
- b) I will give the best marks to myself
- c) I don't know, I will rely on my teacher's assessment

5. Now think and try to write what in your opinion is self-assessment

Appendix 2: Extracts from the teacher's reflective diary

Monday 7/11/2005

I finally decided to give my pupils the Learning diary which is connected with their textbook Chit Chat 1. I suppose they will like it when I can see how excited they are from the book. I managed to download the diary from the OUP website. I will make copies and I will give it to my kids on Wednesday. I think it will be a good start for implementing self-assessment. The results of the pre-implementing questionnaire were positive; I have a good feeling even of the discussion with the kids. Only Lukáš did not look keenly. But I hope he will like it and will benefit from using it.

Thursday 15/12/2005

Tomorrow is our next lesson with the diary. We will again discuss how children managed to fill the tasks in. The previous lesson with the diary was so nice and lively that I should maybe consider having two lessons with the diary because we did not manage to discuss everything. I will see. I am curious about Lucy's responses because she yesterday told me she was very looking forward Friday to discuss the diary.

Friday 16/12/2005

I have again a good feeling from this lesson. We finally managed to cover everything so I will not change the time allocation. I was very glad about Lucy. She told me that working with the diary made her happy and it helped her with bad feelings of being dyslexic. Only Lukáš again told me that it was only his homework :- (What can I do with this boy? I will have to think about some way to motivate him.

I will also have to think more about the usage of the blackboard. My thought in the diary fortnight ago was supported today. Six kids told me and wrote into their diaries they could not tick "writing on the blackboard is helpful for me" in their thinking tables because we do not use it very often. Even they thought it would help them in many ways. I did not realize that but I promise to change it!!!

Appendix 3: Example pages of the Learning diary

Deníček

Chit Chat 1

Jméno:

Name

Aneta

Datum narození:

Date of birth

Adresa:

Address

Škola:

School

Národnost:

Nationality

Česká republika

Mateřský jazyk:

Mother tongue

čeština

Podpis:

Signature



Deníček jsem založil(a) dne:

Milé děti!

Seznamovat se s angličtinou může být i skvělé dobrodružství. Co všechno zjistíme a naučíme se o světě a lidech v něm! Ale také se něco dozvíme o sobě. Někdy toho ale může být i trochu moc. Proto je důležité vědět, jak se učit a také něco naučit! Zkuste to s naším Deníčkem. Zaškrťávejte, vybarvujte, malujte, vystříhujte a nalepujte si sem všechno důležité. Určitě si nad Deníčkem můžete povídat i s rodiči. Nejvíce vám ale pomůže vaše paní učitelka/pan učitel a taky spolužáci.

*K cíli vede mnoho cest, neexistuje jedna jediná,
která by byla ideální pro všechny.*

Hodně štěstí v objevování té vaší.

3 Super pets

1. Umím pojmenovat 20 zvířat.

2. Zazpíval(a) jsem si písničku o zvířátkách.

ANO

NE

3. Podtrhni, co jsi dělal(a). Učil(a) jsem se nová zvířátka:

~~podle obrázku~~ nahlas jsem si opakoval(a) jejich anglické názvy
~~ukazoval(a) jsem si je a zároveň říkal(a) jejich názvy~~
~~hádal(a) jsem, když je někdo předváděl~~

Ještě jinak? Jak? (Napiš) psala jsem si je

4. Big znamená česky velký, little malý

Co vyslovíš na konci slova big? (zakroužkuj)

G

K

5. Na otázku Is it a little dog? se odpoví:
(Zakroužkuj správnou odpověď.)

a) ~~Yes, it is.~~

b) No, it isn't.

6. Porozuměl(a) jsem další kapitole kresleného příběhu.

ANO

NE

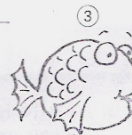
Myslím, že si za třetí lekci zasloužím:

Proč: učila jsem se



Nejvíce se mi líbilo, když jsme odpovídali na otázky.

Ve třetí lekci jsem jel(a) a dojel(a) k cíli většinou jako
(zakroužkuj a zkus napsat proč):



Protože je rychle.



Dobrá rada

Opakuj si stále to, co už umíš. Popros rodiče, ať tě doma vyzkoušejí, a ukaž jim, co ses už naučil(a).



5 Funny faces

1. Umím pojmenovat 10 částí lidského těla.
Nakresli jednoduchý obrázek a popiš ho.

*She has got long hair.
She has got big eyes.
She has got little shoulder.
She has got little face.
She has got little toes.*



2. Umím říci a napsat anglicky: já mám

on/ona má

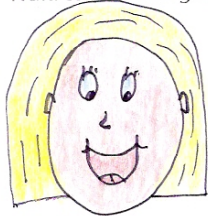
*I've got nebo I have got
She/He has got*

3. Dokážu přečíst jednoduchý popis osoby
a přiřadit správný obrázek.

ANO

NE

Dokážu popsát vlasy 5 přídavnými jmény.
Nakresli obrázek a popiš je.



*She has got long hair.
She has got big mouth.
She has got little nose.
She has got little ears.
She has got big eyes.*

4. Zazpíval(a) jsem si písničku a umím slova nazpaměť.

ANO

NE

5. Nakreslil(a) jsem robota a napsal(a) o něm 2 vět.

6. Rozumím další kapitole kresleného seriálu.

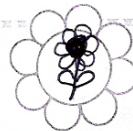
ANO

NE

😊 Nejvíc se mi líbilo, když jsme spívaly

Myslím, že si za pátou lekci zasloužím:

Proč: pečlivě učilo



Dobrá rada
Když se učíš slovíčka, ukazuj si je na obrázcích,
dotýkej se věcí, které se učíš pojmenovat, předváděj
si je, kreslí si je a hlavně si je chtěj pamatovat!



11 My favourite things

1. Umím vyjmenovat 9 hraček.

My favourite thing at school is: pencilcase

2. Umím vyjmenovat 5 předmětů denní potřeby.

Nejlépe mi zní: umbrella

Nejhůř si pamatuji výslovnost: aeroplane

Nejtěžší je pro mě napsat: aeroplane

3. Dokážu přeložit větu Je tam deštník?

Is there an umbrella?

4. Umím na takovou otázku odpovědět: a) Yes, it has./No, it hasn't.
 b) Yes, there is./No, there isn't.
 c) Yes, it is./No, it isn't.

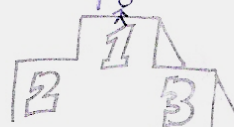
5. Nakreslil(a) jsem si plánec svého pokoje a napsal(a), co v něm je.

ANO NE
 ANO NE
 Great OK. Bad.

6. Rozumím poslední kapitole kresleného příběhu. Celý příběh hodnotím jako:

Nejvíce se mi líbilo, když jsme příběh překládali a povídali si o něm

Za lekcí 11 si zasloužím toto místo na stupních vítězů:



Když se učím anglicky, připadám si jako a) tahač
 b) tažený

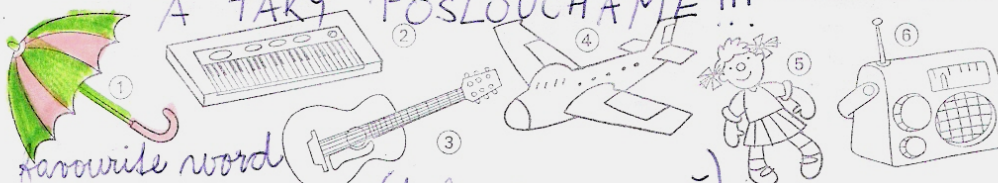


Paní učitelka mi často říká, abych pomohl kamarádům

Místo dobré rady opakování:

V cizím jazyce se učíme mluvit, ro ZUMĚT, č ÍSŤ, p SAŤ a také slov NĚ ZÁSŮBU, správnou výsl OVNOST a gra MATIKU!

A TAKY POSLUCHÁME!!!



my favourite word
 green and orange (tedy pomeranč)
 umbrella

Appendix 4a: Post-implementing questionnaire. Czech version for the pupils.

Questionnaire – dotazník

Máme za sebou skoro roční práci s Deníkem. Ráda bych, aby ses te znovu zamyslel(a) a stejně jako na začátku naší nové cesty se chvíli vnoval(a) tomuto dotazníku a vyplnil(a) jej. Za poctivost a upřímnost při vyplňování ti předem děkuji.

Tvoje paní učitelka Romana Vágnerová.

1. Práce s deníkem se mi:

- a) líbila
- b) nelíbila
- c) byla to zbytečná práce navíc

2. Práce s deníkem mi při objevování vlastního učení:

- a) pomohla
- b) nepomohla
- c) nevím

3. Pokud ti deník v něčem pomohl, máš teď prostor napsat, v čem a jak.

4. Pokračovat s druhým dílem deníku bych:

- a) chtěl(a)
- b) nechtěl(a)
- c) je mi to jedno, i kdybych nechtěl, budu muset

5. Napiš, proč chceš pokračovat s novým dílem deníku nebo naopak dále vodit pro nechteš.

6. Líbily se ti i ostatní věci, které jsme v rámci našich hodin angličtiny zavedly? A které.

- a) líbily
- b) nelíbily

Appendix 4b: Post-implementing questionnaire. English version for the needs of the thesis.

Post-implementing questionnaire

We have just finished our almost a year work with the Learning diary. I would like you to think again and as at the beginning of our new way to put your mind to this questionnaire and fill it in.

Thank you beforehand for your honesty and sincerity while filling in.

Your English teacher Romana Vágnerová.

1. Work with the Learning diary was:

- a) pleasant for me
- b) unpleasant for me
- c) it was useless

2. Learning diary:

- a) helped me in my learning English
- b) did not help me in my learning English
- c) I do not know

3. If the Learning diary helped you, now you have space to write in what and how.

4. To continue with the Learning diary 2:

- a) I would like to
- b) I do not want to
- c) Even if I did not want, I would have to

5. Write, why you would like to continue with the Learning diary 2 or on the other hand the reasons you do not want to.

6. Did you like also the other things we implemented into our English lessons? And which ones?

- a) Yes, I did.
- b) No, I did not.

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	Techniky sebehodnocení žák anglického jazyka
Autor práce	Romana Vágnerová
Obor	Uitelství anglického jazyka
Rok obhajoby	2007
Vedoucí práce	Mgr. Pavel Brebera
Anotace	Diplomová práce se zabývá jednou z nejobtížnějších složek pedagogické innosti, kterou je hodnocení. Teoretická část nejprve představuje hodnocení ve svém všeobecném smyslu. Autorka je seznámena s jednotlivými typy i metodami a funkcemi školního hodnocení a poté je postupně zaveden k jádru diplomové práce, čímž je sebehodnocení žák a jeho techniky. Vývoj v oblasti jazykového vzdělávání stále více klade důraz na samotného žáka a právo sebehodnocení a jeho techniky umožní žákovi stát se aktivním účastníkem v procesu učení a hodnocení. Praktická část analyzuje zavedení technik sebehodnocení do výuky anglického jazyka. Výzkum je organizovaný jako případová studie dvanácti žáků čtvrté třídy základní školy v Brně. Studie zkoumá odpověď na otázku, jak techniky sebehodnocení mohou žákovi pomoci v procesu učení se anglickému jazyku.
Klíčová slova	Hodnocení, sebehodnocení, žák, uitel, autonomie, techniky sebehodnocení