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Development of Learner Self-Assessment Skills

Petra Burcalová

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Z á s a d y p r o v y p r a c o v á n í :

Studentka se ve své diplomové práci bude zabývat tématem rozvoje dovedností sebehodnocení žáků v rámci vyučování anglického jazyka. Zvolená problematika bude nejprve stručně představena v kontextu požadavků aktuální fáze kurikulární reformy v České republice. V teoretické části práce diplomantka vydefinuje koncept sebehodnocení a vymezí jeho funkce v rovině obecně-didaktické, poté bude již v rovině didaktiky anglického jazyka analyzovat potenciál a limitace sebehodnotících technik, a to ve vztahu k různým prvkům systému faktorů vyučovacího procesu, zejména pak k učebnici jako ke specifickému materiálnímu didaktickému prostředku. Na základě zmapování relevantní lingvodidaktické teorie pak studentka navrhne soubor sebehodnotících technik ke zvolené učebnici a s uplatněním principu metodologické triangulace provede jejich komplexní analýzu, jejíž výstupy bude prezentovat v praktické části práce.

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Vedoucí diplomové práce:

Mgr. Pavel Brebera

Katedra anglistiky a amerikanistiky

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prof. PhDr. Petr Vorel, CSc.
děkan

L.S.



Mgr. Šárka Bubíková, Ph.D.
vedoucí katedry

V Pardubicích dne 30. listopadu 2008

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ABSTRACT

Changes of the educational system in the Czech Republic have also led to changes in the area of assessment and evaluation. This thesis deals with self-assessment, one of the most difficult skill learners should strive to achieve. The thesis consists of theoretical and research parts. The first part provides theoretical basis for the case study conducted and described in the research part. The research focuses at the development of learner self-assessment skills.

Key words:

Assessment, self-assessment, criteria, case study, learner autonomy.

SOUHRN

Změny ve vzdělávacím systému České republiky s sebou přinesly také změny v oblasti hodnocení. Tématem diplomové práce je sebehodnocení, které je chápáno jako jedna z nejtěžších dovedností, kterou by žáci měli ovládnout. Práce se skládá z teoretické a výzkumné části. První část poskytne teoretický podklad pro případovou studii, která je popsána ve výzkumné části. Výzkum se soustředil na rozvoj sebehodnotících dovedností u žáků.

Klíčová slova:

Hodnocení, sebehodnocení, kritéria, případová studie, autonomie žáka.

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1.Introduction

This thesis focuses on the development of learner self-assessment skills in connection with learner autonomy.

Changes in the educational system in the Czech Republic are mentioned in the first chapter. Shifts in the conception of education bring changes not only to the processes of teaching but also to the processes of assessment that should become a working instrument of pupils as a complement to teacher's assessment and evaluation.

The second chapter provides basic explanations of the terms assessment and evaluation followed by the introduction of types of assessment presented in dichotomies.

The question of learner autonomy is discussed in the following chapter. The sub-chapters provide an insight into how learner autonomy is classified by different authors and how to develop learner autonomy. Authentic assessment is touched upon briefly in the last sub-chapter.

Self-assessment, the main issue of the thesis, is described in the following chapter. Firstly, some definitions and classifications of self-assessment are presented followed by the explanation of the role of criteria. Secondly, a possible process of developing self-assessment skills is introduced. The next chapter deals with potentials and limitations of self-assessment preceded by functions of self-assessment classified mainly by Rakoušová and Slavík.

The final chapters deal with techniques of self-assessment. Graphic organizers, descriptions, Junior European Language Portfolio and questionnaires are described in the sub-chapters.

The research part of the thesis describes a case study of fourteen learners. The attempt of the research is to introduce self-assessment to learners and to answer the research question "How do self-assessment activities stimulate learner autonomy in language learning?".

Throughout the paper the teacher is referred to as 'she' and the learner and pupil are referred to as 'he'. This decision was made without any gender prejudice.

In the research part the term 'pupil' is used instead of the 'learner' due to the fact that the research sample consists of specific children and the term seemed more appropriate.

It is also important to mention that all the translations of sources other than English are my own.

2. Context

During last few years substantial changes in society and a rapid development of technology and science have necessarily influenced all areas of social life and have placed higher demands on all members of society. These led to changes in the educational system in the Czech Republic. Presently, teaching and learning processes should not be considered as teacher's transmission of knowledge to the passive recipient, the learner.

In 2001, The Ministry of Education has launched *The National Programme for the Development of Education* (so-called *The White Paper*) in which the shifts in the conception of education are stated. *The White Paper* includes *The Framework Education Programmes* and *School Education Programmes*. The former provides general aims of education. The latter is created by schools individually. The concept of primary education puts stress on “interlinking of goals, education content [...] and on the acquisition of *key competences*¹” (White Paper, 2001, 40). The White Paper (2001, p. 17) also asserts that:

[the concept] also represents a new view of traditional schooling, which should provide the necessary instrument and motivation so that a pupil will then voluntarily work to achieve as high a level of knowledge and skills as possible and be able to take responsibility for their own education path

In other words, the educational reform, that is now happening, concentrates on the acquisition of social and other skills “to survive in the changing conditions of employment and the labour market” (the White Paper, 2001, p. 14) and on preparing pupils for autonomous lifelong learning.

School assessment, an inseparable part of teaching process, seems to be no less important issue that needs to be implied in different ways. It is imprinted in the White Paper (2001, p. 48) that “**pupils should be gradually encouraged to peer and self-assessment**”. Up to now, we considered assessment mainly as teacher's pedagogical

¹ The term *key competences* is used in Framework Education Programme for Basic Education in the Czech Republic. It is a complex of knowledge, skills, abilities, attitudes and values for personal development and asserting oneself in society. Competences considered to be the key ones at the level of primary education are: learning competences, problem-solving competences, communicative competences, social and interpersonal competences, civil competences and working competences.

instrument. But in connection with the school educational reform it also becomes a working instrument of pupils themselves.

2.1. The Term Assessment and Why to Assess

Assessment and evaluation are the terms that need to be presented because we can find different meanings and understandings of the terms in both Czech and foreign pedagogical literature. As Slavík (1999, p. 5) mentions, the Czech authors do not insist on a precise terminology and the terms are quite often used interchangeably. On the other hand, some non-Czech authors provide us with clear distinctions between the two terms while others see the terms similar. It could be said that it is not easy to understand the terms and their usage. Here are some interpretations.

Duncan and Dunn (in Slavík, 1999, p. 35), also Pasch et al. (in Slavík, 1999, p. 35), understand evaluation as the result of assessment. In other words, evaluation, according to them (*ibid.*), is the final act, that is a given mark, a certificate award. Assessment, then, is the process of gathering information needed for the final evaluation, that is the process of examination, testing or diagnostic observation of a learner.

Nevertheless, other authors understand the term evaluation differently. Czech Pedagogical Dictionary (in Slavík, 1999, p. 36) uses the term evaluation for finding, comparing and clarifying of data that describe a level, quality and efficiency of educational system. Similarly, Průcha (in Slavík, 1999, p. 36, also CRESST96, Cotton, in Slavík, 1999, p. 36) states that evaluation should objectively evaluate the quality of educational programmes, educational needs, teaching processes and teachers, educational environment and so on. Harris and McCann (1994, p. 2) adopt a similar position when they (*ibid.*) define evaluation as the process that “involves looking at all the factors that influence the learning process, such as syllabus objectives, course design, materials, methodology, teacher performance and assessment”.

According to Slavík, the term assessment refers to “specific goals of the teaching process [...] and it participates in the teaching process or it supports and supplements the teaching process [...] “ (1999, p. 37). It closely corresponds to the definition of assessment made by Harris and McCann who claim that “we have to measure the

performance of our students and the progress they make. We also need to diagnose the problems they have and provide our learners with useful feedback” (1994, p. 2).

School assessment and evaluation play an essential part of teaching and learning processes. They are required especially by teachers, learners, parents and school authorities. But the teacher is usually the only one who needs these instruments to measure learners performance, to diagnose weak points learners have, to monitor learners progress and also to provide a useful feedback. Teachers can choose from a wide variety of types of assessment to fulfil the needs mentioned above nevertheless, only “assessment of high quality is the way to open self-assessment and hence to the lifelong effective learning” (Košťálová et al. 2008, p. 15).

As this paper deals with teaching and learning processes inside a classroom, I incline to Slavík (1999) and Harris and McCann’s (1994) definitions of assessment and the term (self-) assessment will be used throughout the paper. When quoting, the original term will be kept.

2.2. Types of Assessment

As some types of assessment will marginally appear later in the paper, it is helpful here to mention them. They are formal and informal assessment, formative and summative assessment and norm- and criterion-referenced assessment.

Harris and McCann (1994, p. 26) mention formal assessment only with testing students. They (ibid.) assume that “when students are working together in the classroom situation, individual weaknesses can be obscured. Tests therefore enable us to measure progress in a more individual way”. Nevertheless, they (ibid.) add that “tests are only part of the assessment process and should be seen as a complement to, eg. self and informal assessment”. Further, Kolář and Šikulová (2005, p. 33) emphasize that before implementing formal assessment, learners should be announced about it in advance in order to have a chance to revise and prepare. Harris and McCann define informal assessment as “a way of collecting information about our students’ performance in normal classroom conditions” (1994, p. 5). It can easily be incorporated into classroom routines and learning activities at any time. Kolář and Šikulová (2005) mainly agree on the same definition of informal assessment as Harris and McCann (1994) when they

(Kolář and Šikulová, 2005, p. 33) state that “informal assessment is based on observations of performance that learners carry out as a complement to activities in the classroom”.

According to Slavík, and also Kolář and Šikulová (2005), formative assessment provides learners with feedback on their progress. It should support effective learning, show strengths and weaknesses, indicate the areas learners need to give particular attention to (1999, p. 38-39). The same understanding of the term is provided by Huges (2003, p. 5) who advocates that

Assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned [...] Such assessment can also be the basis for feedback to the students.

Further, Slavík states that formative assessment is the first step to learner autonomous assessment, because it can provide him, and later the learner himself can recognize, what has been done well and can be further developed and what needs improvement (1999, p. 112). Summative assessment, according to Kolář and Šikulová (2005, p. 33, also Petty, 1993, p. 354), is used to define the final grade of a learner. It is conducted at the ends of school terms. Summative assessment has usually a form of tests or end of units. Košťálová et al. (2008, p. 68) suggest to use summative assessment in the process of development of learner self-assessment (see Chapter 4.3.). They (ibid.) advise to teach learners to work with brief summative assessment of the quality of learner performance complemented by the description. This procedure might lead learners to future work with sets of criteria (see Chapter 4.2.).

Norm-referenced assessment is defined by Kolář and Šikulová (2005, p. 32) as assessment of a performance of one learner compared to the performances of other learners. Bond (1996, p. 1) applies the term ‘norm-referenced’ mainly to tests. Nevertheless, her understanding (ibid.) of the term is the same. She (ibid.) states that “the major reason for using norm-referenced tests is to classify students” while Stiggins (in Bond, 1996, p. 1) adds that “norm-referenced tests are designed to highlight achievement differences between and among students to produce a dependable rank of order of students”. Criterion-referenced assessment measure individual achievements

compared to given criteria. All the learners are assessed according to whether they met the criterion or not (Kolář and Šikulová, 2005, p. 32-33). Similarly, but again in connection to tests, Anastasi (in Bond, 1996, p. 1) claims that criterion-referenced tests determine “[...] what test takers can do and what they know, not how they compare to others”.

To sum up, Hughes says “a complete view of what has been achieved should include information from as many sources as possible” (2003, p. 5). In other words, it should be highlighted that the issue of types of assessment is very complex and teachers should implement various types of assessment to provide a full picture of the situation.

3. Learner Autonomy

“We cannot expect children and adolescents to mature into autonomous adults if we do not give them the opportunity to behave autonomously as they learn.”

(Little in Gathercole, 1990, p. 8)

As already mentioned in Chapter 2., the transformation of society leads to changing requirements for individuals. As defined in *The White Paper* (2001, p. 16)

certain personal qualities are required: individual initiative, and the acceptance of responsibility, independence and teamwork, the ability to lead and motivate other people, to interact with others and problem solving.

In terms of *Framework Educational Programme* (2007, p. 14) learner autonomy is perceived in the acquisition of the key competences (see Chapter 2.) that primary school learners should strive to achieve as the main aim of the primary school education.

3.1. Defining Learner Autonomy

To define learner autonomy has never been an easy task. The concept of autonomy in connection with education or language learning has been discussed since the early 1970s. In the relevant literature learner autonomy has been described in a number of ways and still it is difficult for linguists and educationalists to reach a consensus to what autonomy really is. Let me review some of the definitions and try to gain insight into what learner autonomy means and consists of.

Little states that “learner autonomy is essentially a matter of the learner’s psychological relation to the process and content of learning, [...] a capacity for detachment, critical reflection, decision-making, and independent action” (in Gathercole, 1990, p. 7). He also adds that autonomy “is not something that teachers do to learners; that is, it is not another teaching method” (ibid.). Similarly, Dam (in Gathercole, 1990, p. 16), drawing upon Holec (ibid.), claims that “autonomy is when the learner is willing to and capable of taking charge of his own learning”. More specifically, she, like Holec, holds that someone defines as an autonomous learner when he independently chooses aims and purposes, and sets goals; chooses materials,

methods and tasks; and exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation. Further, she (ibid., p. 17) states

[an autonomous learner is] also an active interpreter of new information in terms of what she/he already and uniquely knows. It is essential that an autonomous learner is stimulated to evolve an awareness of the aims and processes of learning and is capable of the critical reflection which syllabuses and curricula frequently require but traditional pedagogical measures rarely achieve.

To achieve the goal of learner autonomy, it is important to realize that the ability for making decisions about one's own learning is not necessarily innate. As Holec defines:

This ability (to take charge of one's own learning) is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way.

(Holec in Sinclair, in Sinclair et al., 2000, p. 7)

However, Little adds that "a high degree of unconscious social and psychological autonomy is a characteristic of very young learners, particularly in the acquisition of the mother tongue". (Little in Sinclair, in Sinclair et al., 2000, p. 7)

In other words, as very young learners acquiring their first language, children enjoy a degree of autonomy but the process of acquisition develops when the child is ready and depends on social interaction. Later, this basic autonomy is constrained by formal learning.

3.2. Developing Learner Autonomy

It should be clarified that autonomy is not a product ready made for use, "autonomy is not a single, easily described behaviour [or] a steady state achieved by learners" (Little in Gathercole, 1990, p. 7) which is reached once and for all. It is a perennial dynamic process. Sinclair (in Sinclair et al., 2000, p. 8) mentions that learners cannot achieve the goal of complete autonomy in any sphere of life because there are always some aspects that constrain the development of individual's personal potential (i.e. the rules, cultural conventions, political aspirations of the society).

Autonomous learning is not an absolute standard to be met, but a goal to be pursued; what is important is the direction – towards student responsibility for learning – not the magnitude of the change in any given direction.

(Boud in Sinclair, in Sinclair et al., 2000, p. 8)

In connection with the development of autonomy in language learning Little points out that

you can no more become an autonomous language learner-user simply by being told how to do it [...]. Being told how to be an autonomous language learner-user [...] may well provide the learner in either case with useful information and insight. But the language learner-user will become gradually more autonomous only through the practice of autonomy [...].

(Little in Sinclair et al., 2000, p. 15)

Dam (in Gathercole, 1990) and Sinclair (in Sinclair et al., 2000) share the same idea that developing autonomy requires a capacity or ability for making informed decisions and willingness of learners to act independently. Sinclair (ibid.), like Little (in Gathercole, 1999), emphasises learner's high degree of metacognitive awareness as essential to the development of autonomy. As these are not the main themes of the thesis, the topics of metacognitive awareness and willingness will be touched on in the following paragraphs.

“Learner Autonomy... presupposes a positive attitude to the purpose, content and process of learning” (Little in Sinclair et al., 2000, p. 7). Negative attitude of the learner towards making decisions about his own learning might be seen as “one of the greatest barriers to the development of learner autonomy” (Sinclair in Sinclair et al., 2000, p. 7). Therefore, developing positive attitudes of the learners is considered to be crucial to the success of the development of learner autonomy.

Developing and practising autonomy requires conscious awareness of the learning process, i.e. the development of metacognition. Little suggests:

If the pursuit of learner autonomy requires that we focus explicitly on the strategic component of language learning and language use, the reverse should also be the case: focus on strategies should lead us to learner autonomy.

(Little in Harris, 1997, p. 9)

Metacognitive awareness might be defined as learner’s knowledge about learning. In other words, learners should become aware of themselves as learners. As Dam (in Gathercole, 1990, p. 19), and similarly Sinclair (in Sinclair et al., 2000), points out “learning to learn (the development of learner autonomy) is the development of the learner’s awareness and consciousness of the process of (language) learning”.

Metacognition relates to “the more global strategies involved in planning, monitoring and then evaluating learning” (O’ Malley and Chamot in Harris, 1997, p. 5; also Dam in Gathercole, 1990, p. 19). Except these, Sinclair (in Sinclair et al., 2000, p. 9) adds that metacognitive awareness also involves setting goals and exploiting learning resources. As for the strategy of evaluation of learning she (ibid.) is more specific when she talks about self-assessment and evaluating learning activities. Further she (ibid., p. 9) claims that “in order for learners to be in a position to make informed decisions about their learning, they need to have developed a greater awareness of at least three important areas of metacognition”. The three areas are elaborated in Table 1 below.

Table 1- Areas of metacognition

Learner awareness <i>(Who and why?)</i>	Subject matter awareness <i>(What?)</i>	How to learn a foreign language <i>(How?)</i>
attitudes	language system	activity evaluation
beliefs	language varieties	strategy evaluation
cultural context	similarities and differences between first and target languages	self-assessment
expectations	social appropriacy	goal-setting
learning approach	cultural appropriacy	monitoring progress
learning style	pragmatics, etc.	organizing (time, resources, environment)
motivation		awareness and exploitation of available resources, etc.
needs		
political context		
preffered enviroment, etc.		

(adapted from Sinclair, 1999, in Sinclair et al, 2000, p. 9)

To help learners to take on more responsibility for their own learning it is important to help and encourage them to become more aware of themselves as learners.

Next, the question of authentic assessment will be briefly dealt with.

3.3. Authentic Assessment

As mentioned in Chapter 2., in connection with the educational reform happening in the Czech Republic, it is inevitable for schools to provide learners with the knowledge and skills that will be required in the real life. Thus, learners should be encouraged to become active participants of educational and assessment processes.

Many authors dealing with the concept of authentic assessment provide us with different opinions about its meaning. Going through the literature, we can notice that also terminology is varied. We can find expressions describing authentic assessment like alternative, informal, or qualitative assessment. Below some understandings of the term authentic assessment will be mentioned.

Košťálová et al. (2008, p. 14), like Slavík (1999, p. 104), point out that the concept of authentic assessment has undergone an interesting development. “Originally the term was used for assessing a work that was created only by the learner himself” (Košťálová, 2008, p. 14). Such definition was not sufficient and Slavík (1999, p. 104) raises a question whether the situation in which the learner writes a test and is not allowed to discuss anything or to look at the dictionary is really authentic. In real world most of the projects, literary works, etc. are the result of collaborative work or at least the author can use supporting, secondary resources. In other words, the situation in the classroom is very frequently opposing to the situation in the real world.

Wineburg (in Slavík, 1999, p. 104) states that only a test, performance, or product carrying essential signs of relationship to its equivalent in the real world may be considered as the basis for authentic assessment. Works like an essay or a story written by learners themselves in one lesson could not be considered as authentic because they do not reflect how a real writer writes a story in the real world. By Wineburg’s understanding of authentic assessment we may assume that he tries to extend the original understanding of the term to bring it nearer to the situations in the real world.

In an internet dictionary CRESST (in Slavík, 1999, p. 105) authentic assessment is characterized as a type of assessment that assesses only the quality of creative performance, e.g. art works, drama performance, exhibitions, research, magazines produced by learners themselves and projects.

Stiggins (in O'Malley and Pierce, 1996, p. 1) holds slightly different view on authentic assessment. He uses the term alternative assessment in his definition and he puts it in contrast to various forms of testing, especially multiple-choice tests. He (ibid.) advocates that

alternative assessment consists of any method of finding out what a student knows or can do that is intended to show growth and inform instruction, and is an alternative to traditional forms of testing, namely, multiple-choice tests.

O'Malley and Pierce (1996, p. 4) use the term authentic assessment “to describe the multiple forms of assessment that reflect student learning, achievement, motivation and attitudes on instructionally-relevant classroom activities”. According to them (ibid., x), applying authentic assessment might provide following advantages for learners and teachers:

- authentic assessment includes informative assessment procedures that are sensitive to the needs of students,
- it provides students with varied opportunities to demonstrate what they know and can do,
- it enables students to become more effective in assessing and conveying their own knowledge, skills, and strategies,
- it should support self-directed learning², increased motivation, and **learner autonomy**,
- it provides teachers understanding of the processes by which students learn as well as the products of their learning.

O'Malley and Pierce present a variety of authentic forms of assessment. They mainly focus on portfolios and almost in each chapter they point out the importance of self-assessment (see Chapter 4.). They (ibid.) indicate methods teachers can use to support learner self-assessment and to achieve the goals of learner autonomy. They (ibid.) also provide teachers practical examples of self-assessment techniques.

² In self-directed learning , the individual takes the initiative and the responsibility for what occurs. Individuals select, manage, and assess their own learning activities, which can be pursued at any time, in any place, through any means, at any age. (Gibbons, 2008, p. 1)

To conclude, authors have provided us with a broad display of what authentic assessment means to them. Some authors have provided similar definitions while others have understood the term differently. We may agree that in terms of authenticity we insist on that the work is really created by the person that we assess. But still there is a question: Is such work really authentic when in the real world people co-operate with each other and use supplementary resources?

Since autonomous learners should be able to assess themselves, self-assessment, the key skill learners should strive to master, will be discussed in the following chapter.

4. Self-Assessment

As stated above, active participation of learners in their own learning and focus on how to teach learners to become more autonomous is one of major educational goals of the school reform in the Czech Republic (see Chapter 2.).

Learners should try to master the ability to assess themselves because “in various fields of human activities assessment is considered to be very important skill that learners should learn” (Slavík, 1999, p. 9). In other words, self-assessment is not inborn skill but it needs to be learnt and gradually developed, like learner autonomy (see Chapter 3.).

Many authors, dealing with assessment, have created numerous definitions and classifications of self-assessment, some of which will be presented in the following sub-chapter.

4.1. Defining Self-Assessment

Assessment Reform Group presents self-assessment with regards to lifelong learning:

Current thinking about learning acknowledges that learners must ultimately be responsible for their learning since no one else can do it for them. Thus assessment for learning must involve pupils, so as to provide them with information about how well they are doing and guide their subsequent efforts. Much of this information will come as feedback from the teacher, but some will be through their direct involvement in assessing their own work. The awareness of learning and ability of learners to direct it for themselves is of increasing importance in the context of encouraging lifelong learning.

(Assessment Reform Group, 1999, in Clarke, 2001, p. 39)

Similarly, Clarke summarizes the main issues of self-assessment when she states:

The link with and feedback into planning shows how valuable pupil self-evaluation is as an assessment tool, with assessment information very clearly being used to inform future planning. ... The enthusiasm of the children should

be no surprise, considering the clear increase in their self-esteem ... With more time, children become more able to identify and solve their own learning needs.
(Clarke, 2001, p. 48-49)

Authors of the definitions mentioned above emphasize, among other things, to direct learners to future planning.

On the other hand, Bound is very specific in his definition and he narrows self-assessment to identifying and applying criteria to learner work and making judgements. He expresses self-assessment as “the involvement of students in identifying standards and/or criteria to apply to their work and making judgements about the extent to which they have met these criteria and standards” (Bound, 1991, in Bound and Brew, 1995, p. 1).

From the perspective of language teaching methodology the *Common European Framework*³ (2002, p. 191) clarifies self-assessment as “judgements about your own proficiency”. Further, it is imprinted (ibid.) that “self-assessment can be an effective complement to tests and teacher assessment”. Moreover, the Common European Framework (ibid.) points out, similarly like Bound (1991, in Bound and Brew, 1995, p. 1), that “accuracy in self-assessment is increased (a) when assessment is in relation to clear descriptors defining standards of proficiency [...]”.

Nevertheless, as also mentioned in the Common European Framework (ibid., p. 192)

the main potential for self-assessment [...] is in its use as a tool for motivation and awareness raising: helping learners to appreciate their strengths, recognise their weaknesses and orient their learning more effectively.

According to Rakoušová, “self-assessment is the highest form of assessment. We can understand self-assessment as a formative [...] assessment (see Chapter 2.2.), which is an educational instrument of informal character. It focuses on the progress as well as on the result of schoolwork” (2008, p. 1).

O’Malley and Pierce say about self-assessment: “Self-assessment promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning” (1996, p. 5).

³ European document setting standards for language learning (*Common European Framework of Reference for Languages*)

A few other authors, for example Petty (2006) and Kolář and Šikulová (2005) think about self-assessment in connection to formative assessment. Nevertheless, they understand the term differently.

Petty (2006, p. 352) defines self-assessment as another form of formative assessment: the pupil should be able to realize his strengths and weaknesses, to set goals, to reflect and to take responsibility for his learning.

On the other hand, Kolář and Šikulová (2005, p. 123) do not understand self-assessment as a form of formative assessment. They see it as a gradual movement from formative assessment through peer-assessment to autonomous and self-assessment.

From the definitions, the authors have just provided, personally, I understand learner self-assessment as a tool for realizing learner strengths and weaknesses, monitoring his progress and setting goals for future learning.

The next chapter will focus on setting the criteria for self-assessment.

4.2. The Role of Criteria

If the teacher wants learners to assess themselves, she also has to teach them to work with and create criteria. And what are the criteria?

According to Slavík (1999, p. 41) criterion is “a feature common for more objects of assessment but of a different value. [...] Criterion identifies a ‘sub-problem’ in a ‘big problem’.” In other words, at a school environment the big problem is understood as a task given to learners. The sub-problem then arises from the process of analysing the task into its separate components (Pasch et al., in Slavík, 1999, p. 42). These sub-problems show what components of a task are the most important and what the learner should concentrate on when doing the task because these components will become the core of assessment of the task.

As Slavík (1999, p. 42) mentions criteria are generally regarded as words or word phrases that emphasize a specific qualitative aspect of assessing object. They define the polarity value of the object, for example creative vs. non-creative, passed vs. failed.

Similarly, a dictionary definition of pedagogical criteria in CRESST96 (in Slavík, 1999, p. 42) defines criteria as rules or characteristics that specify the degree of value of learner performance or behaviour.

Each learner might reach given criteria but sometimes in different quality or on different levels of proficiency. In this case it is not sufficient to state that the work is good or bad. To better describe different levels of criteria teacher needs to define various levels of quality, which Slavík calls “scales” (1999, p. 42). Košťálová et. al. (2008, p. 80) mainly adopt a similar position when she uses the term “indicators”. Once the teacher sets criteria with indicators, she can apply them in the classroom.

Furthermore, Kolář and Šikulová (2005, p. 123) claim that if learners should effectively participate in the process of assessment, the teacher should explain learners what she expects them to do and what is considered to be a well done work. They (ibid.) also emphasize that learners should understand criteria for success. Moreover, they (ibid.), similarly like Rakoušová (2008), suggest that learners should actively participate and co-operate with the teacher in creating such criteria. Then, they become more involved in the process of (self-) assessment.

Rakoušová (2008, 12) also adds that criteria should be comprehensible and adequate to learner age. She (ibid.) stresses “the variety of criteria in order to cover as many areas of learner work as possible. Then, each learner finds his strong points and it reflects in his real self-assessment”.

This view is more discussed by O’Malley and Pierce (1996, p. 39) and by Košťálová et. al. (2008, p. 106-107). They see the process of creating criteria by learners similarly. Their ideas might be summarized as follows: (1) The teacher should provide learners her set of criteria and some exemplary works. The teacher herself should model how to work with given criteria and how to apply them to the works. (2) The learners should be given work samples. They should work in pairs or groups trying to identify the characteristics of the works. They share ideas and co-operate in creating their own criteria. The teacher monitors their work, writes the ideas on the blackboard or asks questions to help the learners. (3) When the learners are able to identify and use criteria in some way, they should begin assessing their own work individually.

4.3. Process of Developing Self-Assessment Skills

One of the features of learner autonomous behaviour in teaching process is his active participation in assessing his learning progress and results. The development of

self-assessment skills is, likewise learner autonomy (see Chapter 3.2.), a process through which learners should be led.

As Kolář and Šikulová (2005, p. 122) state:

One of the essential skills that a person should master for his life is the ability to assess himself and the world around. But this skill is not inborn, it is developed at a child gradually hand in hand with development of his cognitive ability and under influence of internal and external factors of his own ego. The role of the teacher and her assessment is one of the important factors that might influence formation of assessment and self-assessment skills at learners.

In connection with language learning (self-) assessment should help learners to demonstrate their progress in foreign language development, encourage their motivation to identify their strengths and weaknesses and promote autonomous learning. However, teacher's role is not less significant in teaching process.

The first step that a teacher should make is to start at herself. As Cotton (in Slavík, 1999, p. 112) says "if you want to teach others to assess themselves, you have to start at yourself". Similarly, other authors dealing with (self-) assessment, namely Kolář et al. (in Kolář and Šikulová, 2005, p. 124), Slavík (1999, p. 112) and Košťálová et al. (2008, p. 69), advocate that to teach learners to self-assessment might be achieved through teacher's assessment. Moreover, Amonašvili (in Kolář and Šikulová, 2005, p. 124) presents a procedure of how to systematically involve learners to assessment activities. It is based on an intensive work with learner self-assessment and on a gradual shift of assessment competences from a teacher to a learner. Amonašvili (ibid., p. 124) emphasizes three phases of the procedure: interconnection of teacher's permanent assessment with teacher and learners' cooperative assessment and learner self-assessment activities. Individual phases, according to Kolář and Šikulová (2005, p. 124-128) will be described in the following three paragraphs.

Firstly, school assessment is contributing for learner and for his judgements only if it is informative. It should provide learners enough information about their strengths and weaknesses and as Slavík (1999, p. 112) claims "informative assessment should be a support for learners in their effort of what and how to do and not a punishment for what the learners did not do". Another essential step to learner self-assessment,

according to Slavík (1999, p. 112) and Kolář and Šikulová (2005, p. 125), is teacher's formative assessment (see Chapter 2.2.)

Secondly, a teacher and learners should cooperate when doing assessment activities. To achieve successful cooperative assessment, the teacher should show learners her positive attitude to them and that creates a good social climate. Such environment supports learners' active participation in teaching process, cooperation and interaction with the teacher. Kasíková (in Kolář and Šikulová, 2005, p. 126) suggests the following activities to encourage teacher and learners' cooperation:

- groups assess the whole group activities
- members of the group are encouraged to assess each other within the group
- each member of the group assess himself within the group
- the final presentation or product of the group is assessed by other group or by the teacher.

Further, Kolář and Šikulová (2005, p. 126) mention possible potentials of cooperative assessment. Their ideas might be summarized as follows: it helps learners to their personal and social development; learners learn to communicate with their classmates; the teacher is not the only person who assess; learners become more experienced in assessing their classmates' work. These should again contribute to the development of learner self-assessment skills.

Thirdly, learners should start with their own self-assessment. They should reflect and assess their own progress and performance and direct their future learning. At this point, Kolář and Šikulová (2005, p. 128, also Košťálová et al., 2008, p. 67) suggest learners to ask questions about their own learning. The possible questions might be: "What can I do?", "What am I successful in?", "What can I develop more?", "What do I want to learn next/this year?", "Why was my work in Math (un)successful?". The questions might help learners to recognize their strengths and weaknesses and encourage them to be open when talking about their learning experience.

Furthermore, O'Malley and Peirce (1996, p. 39) claim that "if you are new to student self-assessment, you should start small [...] begin with one assessment at a time and gradually build a repertoire of self-assessment approaches and techniques that most closely match your instructional goals". Similarly, Košťálová et al. (2008, p. 67) point out to start in the initial phase of self-assessment with such procedures that only

summarize learner work. They (ibid.) advice to begin with graphic symbols (see Chapter 7.1. Graphic Organizers). The symbols are placed on various places in the classroom and learners go and stand at the symbol that might, according to them, characterize effort or results of their performance. Later, the teacher may add some questions to make learners think about the quality of their work and about the reasons why they did this or that. Such procedure prepares learners to future work with sets of criteria (see Chapter 4.2.). Another step, according to Košťálová et al. (ibid.), is a practice of giving and receiving feedback. They mainly adopt a similar position to Slavík (1999) and Kolář and Šikulová [(2005), see 5th paragraph above].

Slavík (1999, p. 136) mentions that when implementing self-assessment, at the first phase of preparation there are two main dimensions. These are “cognitive” and “psychosocial” dimensions. The former concentrates on preparation of learners to informed analytical self-assessment, Learners should learn from teacher’s formative assessment (see Chapter 2.2.) how to be critical to their own performance and how to assess their own work. The latter focuses on social aspect of learner behaviour. Learners are led to control their emotional factor of assessment, to be tolerant to other people’s opinion, to create a positive cooperative atmosphere and the climate of trust with respect to each other.

Self-assessment is a long-term process that should be the result of learning. Learners should be given as many opportunities to learn as possible in order to be able to assess their own work. Moreover, (self-) assessment should not be understood as an educational tool but as an educational goal.

5. Functions of (Self-) Assessment

Teachers use assessment for various purposes and aims and assessment fulfils varied functions. It depends on teacher's intention and aim of assessment. Some of the functions of assessment classified by Rakoušová and Slavík will be presented in the following sub-chapters.

5.1. Classification by Rakoušová

Rakoušová (2005, p. 1) states that self-assessment fulfils mainly the informative, diagnostic and formative functions.

Informative function or feedback gives learner information about his learning progress and results, that he has achieved, as well as about his weaknesses that should be improved and further developed. It may happen that the learner can give a distorted picture of his learning process or results (see Chapter 6.2.) and then it provides an inadequate feedback.

Diagnostic function is closely related to the function mentioned above. This function "helps the teacher specify the pedagogical diagnosis concerning learner self-confidence, learning style and the reasons of possible failure. In dependence on that, the teacher selects appropriate methods and forms of teaching process and specifies the learning objectives toward the learner needs" (ibid., 2005, p. 1).

Finally, Rakoušová (ibid.) mentions formative, also called educational, function of the self-assessment. It is understood as the way how to form learner positive qualities and attitudes. It stimulates the development of learner personality and it should increase involvement in further learning.

5.2. Classification by Slavík

Slavík (1999, s. 16-18) mentions three main functions of assessment. These are cognitive, connative and motivational. Košťálová et al. (2008, p. 45) define the same functions of assessment only with the different term for connative function, which they call correctively-connative function. Košťálová et al (ibid.) also add another function,

personality-developmental function. The last mentioned function, personality-developmental, is characterized by learner's attempts to understand himself, to form a positive self-reflection and to assess his own work realistically.

“Cognitive function relates to an intellectual aspect of assessment and it concerns the object of assessment. We can ask analytical questions, e.g. What do you like about it?, What do you not like?, What does it relate to?” (Slavík, 1999, p. 17).

Connative function of assessment, according to Slavík, is connected with human will to act. We can ask questions about someone's activity. The answers depend on what I can, what I want, what I may or what I must do to correct my mistakes or to improve myself in something.

Finally, it can be said that motivational function is one of the most powerful factors that can influence the pace of learning. “Motivation is pupils' wanting to learn and develop their communicative competence” (Kolář and Šikulová, 2005, p. 46). Motivational function relates mainly to emotional aspect of assessment. Teachers may ask questions, e.g. Why do you (not) like it?, Why does it attract your attention?, Why is it unpleasant for you?. To motivate learners can sometimes be a difficult task for teachers especially in the group of pubescent learners. To attract learners' attention, teachers often select various approaches, they try to draw learners' attention by new teaching aids and they try to make their lessons optimal. Sometimes they are more successful, sometimes they are less successful. Slavík's (1999) functions of assessment described above might be also applied to self-assessment to raise learners' motivation. In other words, it means that it is not the teacher who asks questions but the learners themselves. To answer the questions What shall I learn and why?, When do I want to learn...?, What have I done to achieve my goal?, learners should cope to think about their own work, about the reasons of learning and about the goals that learners want to achieve.

The facts, that the learner is able to identify his success in learning, that he can realize his strong and weak points and work on them later on either to deepen knowledge or to eliminate the faults and finally the fact, that he can set his own goals to be achieved support the importance of motivation in learning process. Furthermore, it might be said that the learner is highly motivated by the presence of self-assessment

itself and by his role of active participant in the process of assessment leading to learner autonomy (see Chapter 3.).

6. Potential and Limitations of Self-Assessment

Process of self-assessment brings positive outcomes for the development of learner personality. When learners assess their performance, they better realize ‘what’ and ‘how’ to improve in their process of learning. They easily recognize their strengths and weaknesses and decide what to achieve next.

“While there are many benefits to be derived from self-assessment, many teachers may have serious reservations about implementing it” (Harris and McCann, 1994, p. 65). The issues of potential and limitations will be introduced in the following sub-chapters.

6.1. Potential of Self-Assessment

Self-assessment has a range of potential advantages for both teachers and learners. Dragemark (2000, p. 3-4) provides quite a long list of self-assessment benefits for language learning.

In the planning it is important to:

- raise the learner awareness of his or her state of knowledge and/or language ability at any given time
- help the learner set realistic and worthwhile objectives
- select appropriate materials
- use self-assessment practices

Self-assessment may contribute to:

- shared assessment responsibility and more active student involvement
- the increased willingness of learners to use the target language
- a higher level of language learning awareness and deeper, intrinsically motivated approaches to learning
- better descriptions of goals for teaching and learning
- and through reflective practices, an emphasis on student autonomy and an increased ability to learn how to learn languages

(Dragemark, 2000, p. 3-4)

A lot of advantages of self-assessment resulted from the experience of teachers cooperating with VÚP⁴. The teachers focused on the benefits from learner point of

⁴ The Pedagogical Research Institute in the Czech Republic

view. Rakoušová (2005, p. 2) summarized the results and only the advantages that are not mentioned above will be presented now:

A pupil:

- looks for reasons and infer conclusions from his action
- has internal motivation for his action and for his output
- analyses his own behaviour and suggests possible solutions
- works with a mistake whereas he learns not to consider a mistake as something fatal, rejecting his work. He perceives the mistake as a challenge or stimulus to improve himself.
- recognizes his personal values, discovers his potential chances, realizes his strong points that help him to build up his self-confidence; he also realizes his weaknesses that he works on; and he realizes that as personalities, all the pupils have the same high value
- obtains a feedback, similarly as the teacher and his parents
- is satisfied (it leads to elimination of discipline problems and creates a positive social atmosphere in the class)

Harris and McCann (1994, p. 63-64) see the main potential of self-assessment in

[...] its impact on learning. Self-assessment is an integral part of learning. [...] students are involved in the process of assessment [...] Self-assessment helps learners to think about their own progress and problems and then to find way of changing, adapting and improving.

To conclude, authors mainly agreed on and provided lots of advantages of self-assessment. To summarize the advantages it should be said that self-assessment is the means by which the learners take responsibility for their own learning, are active participants in the learning process, are able to recognize next steps in learning and last but not least become more independent.

6.2. Limitations of Self-Assessment

One of the problems of learner unrealistic self-assessment seems to be his extreme self-criticism or the lack of self-criticism. There are many factors that interfere in learner self-assessment. One of the factors, and probably the most important, is learner's family. Another factor is

[...] the maturity of students when they are asked to give themselves a mark, which will be taken into account in their overall assessment. The tendency to give themselves a higher mark could make self-assessment an unreliable

influence on assessment. In fact many students tend to do the opposite and give themselves a lower mark than they deserve.

(Harris, McCann, 1994, p. 65)

The reliability of learner self-assessment might be influenced by developmental phases of a child. The research sample in the research part belonged to the group of learners at the age of ten to twelve. That is why the developmental phases of this specific age group of learners will be introduced.

At the age of ten till twelve years, learners start assess themselves more seriously. Vágnerová (in Košťálová et al., 2008, p. 65) points out that “learner assessment becomes more flexible as well as more critical”. Learners start comparing their own results with the results of their classmates. The class starts to differentiate according school success. They are becoming less dependent on opinions and decisions of others (teachers, parents, classmates) and they lead to assessment according to criteria- they want to know teacher’s requirements (see Chapter 4.2.).

Assessment of learner personality plays an important role at school assessment because if the learner assessment is adequate, the learner is less scared of being unsuccessful. He willingly overcomes difficulties and his school performance is stimulated. On the other hand learner low self-confidence causes the school work under the level of his own abilities and learner activity may stagnate.

(Rakoušová, 2005)

To sum up, self-assessment might be influenced by objective and subjective determinants. The former includes family upbringing, the relation of teacher and learner, teacher objective and appropriate assessment of learner, teacher communicative skills, and so on. The latter reflects learner existing personal experience with either his success or his unsuccess from the very beginning of his school attendance, the relation of learner and teacher, learner identification with the group of his class contemporaries, and so on.

Time seems to be another factor that might interfere in learner self-assessment. Moreover, it should be perceived from two different points of view. Firstly, the development of self-assessment skills is a long-term process (see Chapter 4.3.). To become more skilful in self-assessment, learners need a great deal of teacher supervision and clear guidelines. Besides, learners may also resist the new practices,

being accustomed to other forms of assessment. They certainly need time and encouragement to learn the skills of self-assessment. To acquire the skills of self-assessment might last months or years. Secondly, many teachers may seriously argue that self-assessment can take up a lot of time in the lessons. It is probably true, especially when implementing self-assessment for the first time, which was proved in the research part. Harris and McCann (1994, p. 65) emphasise that “[self-assessment] must be streamlined and integrated with other classroom activities”.

If teachers hang on, they will soon realize that applying self-assessment techniques in learning process was not wasting time and positive results will surpass their hesitation.

7. Techniques of Self-Assessment

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

(Sutton in AAIA, 2003, p. 5)

Self-assessment is a long-term, goal-directed and systematic process that is seen as a result of learning.

Rakoušová (2005) points out that if a teacher wants to teach a learner to assess himself, the teacher has to use and combine together a wide range of different types of self-assessment so that the process leads to specific goals and the final outcome becomes the learner competence.

In this chapter I will point out some of the techniques of self-assessment that may be seen as very similar to techniques used in teacher-based assessment. The difference is that it is not a teacher who assess but the learners themselves carry out the assessment. Learners due to various self-assessment techniques gain personal experience with checking and assessing their work.

7.1. Graphic Organisers

Graphic organisers are one of the techniques that enable learners to self-assess. They are usually designed in the shape of a graph, chart or picture, for example traffic lights, thumbs up/down, suns and clouds (see Appendix 1). Using graphic organizers may provide both teacher and learners benefits of an immediate response of learners' knowledge, understanding and/or feelings in a secure environment.

Nevertheless, “pupils have to be helped to see how the graphic organizers help illuminate the true nature of learning and of their learning gaps. [...] With practice learners use them [graphic organizers] independently” (AAIA, 2003, p. 17).

Graphic organizers may be used in developing self-assessment skills at learners of all ages and moreover, learners enjoy more fun in lessons.

7.2. Descriptions

As the title suggests, descriptions are techniques in which learners are supposed to write a description or describe orally their learning progress, strong and weak points, feelings about learning and so on.. Harris and McCann (1994, p. 66) introduce three description techniques: profiles, counselling sessions and learner diaries.

According to Harris and McCann (ibid.) profiles are learners' written reports about their progress and given to the teacher. This description technique may also include a technique called learner letter to himself suggested by Kolář and Šikulová (2005, p. 129). Learners are encouraged to write a letter to themselves. They may write about their feelings, progress, strengths and weaknesses, expectations, goals and so on. At the end of the course/school year learners may compare their expectations with current results, improvements, achievements.

Counselling sessions (Harris and McCann, 1994, p. 66) offer teachers discussions with individual learners who talk about their own progress. Kolář and Šikulová (2005, p. 127) describe the same process that they call meetings between a teacher and a learner. They emphasize the benefits of such meetings for the teacher and learner, when they (ibid.) claim that “[teacher] receives information about learner learning styles, about his interests, weak points [...] Learner is sure of the fact that his teacher is interested in him, she is open to his problems and ready to help.”

In learner diaries, according to Harris and McCann (1994, p. 66), and similarly in dialog journals (Ocarsson; Dickinson; in Coombe and Canning, 2002, p. 2) learners record what they have done in a class, what they have learnt, what problems they have had over a period of time and what they plan to do with their acquired skills. Learner diaries can be very detailed and complex. Writing such diary could take up the majority of class time. Harris and McCann (2005, p. 72) advice that “[...] it is perhaps better for diaries to be simple and short, so that they can be filled in during a spare five or ten minutes at the end of a class”.

All the description techniques just mentioned might be proposed as one way of systematizing self-assessment for learners. The following subchapter will deal with Junior Version of European Language Portfolio.

7.3. Junior European Language Portfolio

Junior European Language Portfolio (Junior ELP) might be regarded as one of the self-assessment techniques designed specifically for language learners. It is

an open-ended record of a pupil's achievements in languages, a document which can be kept by teacher behalf of the pupil, a valuable source of information to aid transfer to the next class or school.

(CILT, 2008, p. 1)

Junior ELP consists of three parts: My Language Biography, My Dossier and My Language Passport. My Language Biography is a personalized learning diary making children aware of their achievements as they learn. My Dossier is a file where learners can put work and materials to illustrate the achievements. My Language Passport is an overview of the learner's knowledge and experiences, including cultural experiences.

Junior ELP might enhance the motivation of the learners; encourage and help learners to reflect their objectives, strengths and weaknesses in language learning; plan their learning and motivate learners to learn autonomously.

7.4. Questionnaires

“The best way to get pupils to think about their own learning is using the questionnaires.”

(Harris and McCann, 1994, p. 68)

Questionnaires have been a popular technique in the area of self-assessment. In questionnaires learners may choose from a limited variety of options or rate their language proficiency or ability level.

Harris and McCann (1994, p. 67) state up to seven types of questionnaires. For the purpose of this thesis I will present only three of them which I have used in my research part. Questionnaires with multiple-choice questions offer learners to choose an answer from a list of options. Can/Cannot questions require learners to answer questions about what they can or cannot do. Short answer questions encourage learners to answer questions about their preference, performance or progress.

Kolář and Šikulová (2005, p. 127) mention questionnaires in connection with assessing group work. They (ibid.) advocate that questionnaires distributed pupils after finishing any group work are the most common technique of assessment used after such activity. On the other hand, Harris and McCann (1994, p. 67) have provided us with quite a wide range of questionnaires tailored to learner individual self-assessment.

Through the use of the techniques introduced in this chapter, self-assessment might motivate students to look at their strong and weak points and to become more autonomous learners (see Chapter 3.) which is a fundamental part of the learning process.

For the reasons of my research I have decided to use the term ‘self-assessment activities’ in the research part. These activities will be self-designed and some of the self-assessment techniques mentioned above will be applied.

8. The Research Part

The aim of the research is to introduce primary school pupils another assessment tool, self-assessment. Due to the changes in the Czech educational system, self-assessment should be incorporated in lessons as an inseparable and natural part of teaching process (see Chapter 2.). Nevertheless, this will be the pupils' first experience with self-assessment (see Chapter 8.3.1.).

I would like to make them clear what self-assessment is and provide them one possible way how self-assessment might be implemented into the lessons. The intention of the investigation is to find via self-assessment activities the answer to the research question:

“How do self-assessment activities stimulate learner autonomy in language learning?”

8.1. Case Study

This chapter introduces a case study, the approach that has become widespread in research and which was applied in the research. Within the literature, a range of definitions and descriptions of case studies is offered, some of them are presented below.

- Schramm (in Nunan, 1992, p. 76) claims that a case study “tries to illuminate a decision or set of decisions; why they were taken, how they were implemented, and with what result”.
- Yin (in Nunan, 1992, p. 76) points out that a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used”.
- Merriam (in Nunan, 1992, p. 77) defines a case study as “an intensive, holistic, description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources”.

- Denscombe (2003, p. 32) states that “case studies focus on one instance (or a few instances) of a particular phenomenon with a view to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instance”.

The authors mentioned above provided a portrait of their descriptions or understandings of the term ‘case study’. To summarize their ideas, it might be said that a case study is a small-scale research of one selected instance that is being investigated and the researcher investigates the way this instance functions in context.

For the research Denscombe’s definition was chosen to be followed and his further ideas of a case study will be touched on in the following paragraph.

Denscombe (2003, p. 30-31) introduces the main features of a case study as follows:

- ❑ Spotlight on the instance- a case study focuses on just one instance of the thing to be investigated rather than a wide spectrum. The aim is to illuminate the general by looking at the particular.
- ❑ In-depth study- a case study can study things in detail and discover things that might not have become apparent through more superficial research.
- ❑ Focus on relationships and processes-case studies tend to be holistic rather than deal with ‘isolated factors’. In other words, relationships and processes are considered to be more important rather than outcomes from these. Outcomes and results all remain of interest to the case study researcher, but if attention were not given to the processes, which led to those outcomes, then the value of the case study would be lost. A case study offers the opportunity to explain ‘*why*’ certain outcomes might happen- more than just find out what those outcomes are.
- ❑ Natural setting- Yin (in Denscombe, 2003, p. 31) stresses that “the case study is a ‘naturally occurring’ phenomenon”. It exists and it is hoped it continues to exist once the research has finished.

- Multiple sources and multiple methods- a case study allows the researcher to use a variety of sources, a variety of types of data and a variety of research methods as part of the investigation.

8.2. Research Methods

Research method is a general term used for a procedure which is being worked with during a research. Within each research method a researcher may create a concrete research tool, for example a questionnaire for parents, interview schedule for pupils (Gavora, 2000, p. 70). As there is not any single method universally accepted as “the best” for all situations, more than one method will be used for the collection of data: questionnaires, interviews and analysis of self-designed activities.

Denscombe (2003, p. 132) points out:

Different methods can be used to collect data on the same thing. Each can look at the thing from a different angle- from its own distinct perspective- and these perspectives can be used by the researcher as a means of comparison and contrast.

Using more research methods is often called ‘triangulation’. Triangulation is considered to be an important means to support validity of the research (McMillan-Schumacher; Berg; in Gavora, 2000, p. 146). Similarly, Denscombe (2003, p. 133) states that “seeing things from different perspective and the opportunity to corroborate findings can enhance the validity of the data”. Nunan (2000, p. 142) also advocates that “the construction of questionnaires and interview schedules that yield valid and reliable data is much more complex than might a first be thought”.

Gavora (2000, p. 146) introduces four possible ways of triangulation: more sources of data, more theoretical approaches, triangulation of researchers, more methods of collecting data. The first three ways will not be presented here because they are outside the scope of the research, the latter will be mentioned as it was used in the research. Gavora (ibid.) suggests to use more methods of collecting data because each method might provide researcher different points of view to the research instance. It

might be said that Gavora (ibid.) shares the same ideas as those mentioned by Denscombe (2003, p. 132) at the beginning of this chapter.

In the following two sub-chapters questionnaires and interviews will be presented.

8.2.1. Questionnaire

“There is no ‘golden formula’ which, if slavishly adhered to, will ensure success and fend off all potential criticisms. Almost inevitably, the researcher will need to apply discretion, make trade-offs and exercise judgement when producing and implementing a questionnaire.”

(Denscombe, 2003, p. 144)

Questionnaires are the most frequent and relatively popular means of collecting data (Gavora, 2000, Nunan, 1992). According to Denscombe (2003, p. 145) “questionnaires rely on written information supplied directly by people in response to questions asked by the researcher”.

When constructing a questionnaire, the researcher needs to pay attention to a variety of ways in which questions can be put in a questionnaire. There are two types of questions, ‘open’ and ‘closed’ (Nunan, 1992, Gavora, 2000, Denscombe, 2003). Open questions leave the respondent to decide what to write and how to write. These questions are usually more difficult to answer but on the other hand, they do not limit the respondent and the responses to open questions more accurately reflect the full richness and complexity of what the respondent wants to say. Closed questions allow the respondent “to answer by selecting from a range of two or more options supplied on the questionnaire” (Denscombe, 2003, p. 156). The respondent is usually not allowed to express his view fully, the answers might not reflect the exact facts or feelings on a topic. However, responses to closed questions are easier to gather and analyse. In addition to open and closed questions Gavora (2000, p. 104) presents another type of questions, ‘semi-closed’ questions. The respondent is allowed to select from a limited range of options and then he is asked to explain or clarify his answer.

All three types of questions mentioned above were used for construction of the pre-questionnaire and questionnaire. (see Appendix 2)

8.2.2. Interview

Interview is another widely used and attractive research tool for researchers. The term ‘interview’ indicates that there is interpersonal or face-to-face contact between the researcher and the interviewee (Gavora, 2000, p. 110). Interview is a research tool that allows the researcher to reflect not only the facts but also emotions, experiences and feelings of the interviewee. It is based on questions and answers.

Three types of research interview are recognized. These are structured, semi-structured and unstructured interviews (Nunan, 1992, Gavora, 2000, Denscombe, 2003).

What distinguishes structured from semi-structured and unstructured interviews is the degree of control exercised by the researcher over the nature of the responses and length of the answers allowed by the respondent.

(Denscombe, 2003, p. 167)

In other words, structured interview indicates that the format of questions and answers is predetermined by the researcher. The structured interview might be understood, according to Gavora (2000, p. 111), as an oral questionnaire. Data analysis is relatively easy and the gathered data are mainly quantitative. Unstructured interview allows the interviewee to develop his ideas. The researcher introduces the topic and then the interview is guided by the interviewee’s responses. Semi-structured interview is considered to be a compromise between structured and unstructured interviews. The respondent is offered a range of answers to select from and then he is asked to clarify or explain his answers (Gay, in Gavora, 2000, p. 111). Generally, semi-structured and unstructured interviews are chosen when the researcher wants the interviewee to decide what to say and how to say.

Three unstructured interviews were prepared for the research. Some other questions were added during the interviews as a reaction to interviewee’s responses (see Appendix 3). The interviews were conducted at the English teacher’s office. Each

interview was carried out after pupils finished four sets of self-assessment activities. Each interview lasted approximately 20 minutes.

8.3. Context of the Case Study

The research ran for three months, from the second half of November 2008 till March 2009. As the development of learner self-assessment skills is a long-term process it was not possible to collect any useful data for the research during two weeks of my teaching practice. That's why the mentor teacher from my teaching practice was asked for cooperation. She was explained the importance of self-assessment for pupils and mentioned the benefits but also some limitations of self-assessment. I also suggested her to prepare my own self-designed self-assessment activities as a complement to the textbook that she used. The teacher agreed to implement self-assessment activities in her English lessons.

The research was organized as a case study of 14 pupils taking their fifth year at a primary school. Pupils have learnt English for two years and the school year 2008/2009 was their third year of English. There were 26 pupils in the 5th grade. They were taught English in two groups. My research sample was one of the two groups consisting of 14 pupils, 6 girls and 8 boys. From the observations during my teaching practice I came to the conclusion that pupils in my research sample were assessed primarily by their English teacher who used marks most frequently. This finding became an impulse for organizing my research in this class. On the last day of my teaching practice I asked the pupils to fill in my pre-questionnaire. (see Appendix 2a)

8.3.1. Pre- Questionnaire

Pre-questionnaire was anonymous and to complete it by pupils lasted approximately fifteen minutes. Because of the language experience of the pupils, the questionnaire was organized in Czech language.

Pre-questionnaire consisted of five questions. Three questions were closed and the pupils were asked to circle only one of the offered answers. Two questions were

open and the pupils were asked to write the answer in their own words. (see Appendix 2a)

Question number 1- What types of assessment have you experienced with at your school?

The question was open-ended and the answers were as follows. All the fourteen pupils wrote marks, three of them further mentioned that they were assessed also verbally.

Question number 2- Do you have any experience with self-assessment?

The answer to closed question offered two options, yes or no. The results were as follows. All the pupils ticked 'no'. They did not have any experience with self-assessment.

Question number 3- Do you agree with your teacher's assessment of your work?

'Yes', 'no', 'sometimes' were the options pupils could choose from. Twelve pupils answered 'yes', two pupils answered 'sometimes'.

Question number 4- Would you like to participate in assessing your school work?

Nine pupils would like to participate in assessment, three pupils would not like and two pupils did not know.

Question number 5- What does the term self-assessment mean to you?

Open question required pupils' opinions. For nine pupils the term self-assessment meant to assess themselves. The last three answers were as follows. "Self-assessment is marks and points", self-assessment is "that I am good or bad" and "that I am satisfied with myself".

Outcomes obtained from pre-questionnaire provided useful information and background for the research. All the pupils associated assessment mainly with marks

and more than a half of them had any idea of what the term self-assessment meant. They might be interested in self-assessment activities.

In the following sub-chapter the procedure of designing self-assessment activities for pupils will be outlined preceded by an introduction of the textbook *Angličtina pro základní školy*.

8.3.2. The Textbook *Angličtina pro základní školy*

Pupils in the 5th class used the textbook *Angličtina pro 5. ročník základní školy* written by Zahálková. The textbook is the second one from a set of six textbooks for pupils from the 4th to the 9th classes. The textbook was written according to curriculum of the school educational programme *Základní škola*. As it is written on page 5 in the textbook “the aim of the textbook is to help pupils when acquiring new vocabulary, grammar and fixed phrases. The textbook offers pupils natural situations in which they will learn to communicate and express their opinions and wishes. It provides pupils a lot of new rhymes, songs, games, and basic information about English-speaking countries”.

The textbook is completed by pupil’s workbook. It consists of a variety of themes to establish and practice spelling and grammar patterns and to find out pupils’ own ways when solving problem situations.

8.3.3. Process of Designing Self- Assessment Activities

At the very beginning it should be emphasised that self-designed self-assessment activities were based only on units from the textbook, workbook units were not included. As the research was conducted from the second half of November 2008 till March 2009, twelve sets of self-assessment activities that cover Units 7 till 20 were prepared. There were no self-assessment activities for Units 8 and 14 as these were revision lessons. Each set was designed for pupils to use after they finished a unit. When they completed four sets of activities, that is after each four units, an interview with the teacher was conducted. There were three interviews that were very important

not only for the purpose of the research but also for the feedback to self-designed activities.

The pupils had no experience with self-assessment that's why the procedure of implementing self-assessment suggested by Košťálová et al. and also by O'Malley and Pierce (see Chapter 4.3.) was followed. The aim of the first four sets was to prepare easy activities with pictures and to start with them in Czech language. In the theoretical part of this thesis Košťálová et al. recommends to start implementing self-assessment with graphic symbols. So, I have chosen graphic organizers (see Chapter 7.1.) for the first four sets. Four different symbols or pictures were used for four sets of self-assessment activities. In each set pupils were required either to draw or colour a picture to express how they managed the unit, what they could or could not do. My effort was to set very simple and specific statements. As the pupils should assess themselves, all the statements were written in the 1st person singular (see Appendix 1).

When they finished the first four sets of activities, I conducted the first interview with the teacher (see Chapter 8.4.2.) She provided me with feedback to my self-designed activities. She told me that she spent much time by explaining pupils what to do because each set of activities was different. She asked me if I could prepare the next sets of activities based on the same structure. I explained her that I wanted to prepare not monotonous but interesting activities to attract the pupils. Nevertheless, I agreed and modified the activities. But at the same time I wanted to make another step forward. Even though all the sets of my activities had almost the same structure, I prepared them in English. Again, I tried to be very specific when asking pupils about their progress and results in English. I used very simple English not to discourage pupils. The statements 'I have learnt...⁵' and 'I want to improve.... How?' were another challenging elements that I added. The structure of all the sets of activities was a mixture of questionnaires with multiple-choice questions (see Chapter 6.4.) and Can do/can't do charts. The pupils were asked either to circle or to tick their answer (see Appendix 4).

After another four sets of self-assessment activities I interviewed the teacher again. She was satisfied with the structure. She explained the procedure only in Unit 12 and since then the pupils were able to complete the activities almost themselves. But English language of the activities seemed to be a little problem for the pupils. The

⁵ The author is aware of the limitation of the statement in relation to Bloom's taxonomy. The intention was to use throughout the activities one statement familiar to all pupils of that specific age group.

teacher helped pupils and encouraged them to use dictionaries. I agreed and appreciated the step she had made. More problems were, according to her, in the last part where pupils should write what they have learnt and want to improve. Most pupils were not able to express themselves in English. The teacher told them to use Czech instead of English. At that point she asked me to write the activity ‘I have learnt...’ and ‘I want to improve...How? ...’ in Czech in the last sets of activities. I could not agree. I explained her that it would be a step back. I left the activity in English to give pupils chance to decide whether to use Czech or English (see Appendix 5). Even though there was no intention to analyse the activities from the point of view of using English or Czech, after the second interview the final decision was to find out what language pupils preferred in the last activity ‘I have learnt...’ and ‘I want to improve...’. See results of the analysis in Chapter 8.4.1.

The last interview also reflected the work with self-designed activities but as no other self-assessment activities were created, the interview is not included in this sub-chapter. See analysis of the interviews in Chapter 8.4.2.

8.4. Analysis of the Research Data

This chapter presents the outcomes of a detailed analysis of the research data.

In the first sub-chapter, the set of self-designed activities will be analysed, followed by analyses of interviews and questionnaire in the next two sub-chapters.

8.4.1. Analysis of Self-Designed Activities

After a detailed analysis of all the fourteen pupils’ self-assessment activities (Units 12-20) I found out that pupils were able to make their first steps towards metacognitive awareness. In the activity ‘I have learnt...’ all the pupils wrote at least one item, several pupils wrote two or three items. It was found out from the analysis of the statement ‘I want to improve... How?...’ that pupils were able to think about their weak points because they all identified one thing in each set of activities. Surprisingly, they also found a solution, sometimes very specific, how to improve in English.

126 answers to the statement ‘I have learnt...’ were collected and 112 answers to both statements ‘I want to improve...’ and ‘How?’. The latter number indicates that each pupil wrote one thing to improve and suggested one solution how to improve. All the answers were sorted out and categorized. See the results in Tables 2, 3, 4, bellow.

Table 2- ‘I have learnt...’

ANSWER	NUMBER
Songs, rhymes	23
Vocabulary	36
Reading	10
Nothing	5
Grammar	27
Writing	8
English	3
Speaking	14
Total	126

From the Table 2 above we can see that ‘vocabulary’ is the most frequent answer. Maybe it was the easiest area for pupils to identify whether they know words or not.

Grammar is pupils’ second strongest area but at the same time it is the first thing that pupils want to improve (see Table 3). For this specific age group without much experience in self-assessment grammar might seem difficult area to identify strong and weak points. I looked through all the self-assessment activities in details. When some pupils answered ‘excellent’, ‘very good’, ‘can do’, ‘yes’ to any grammar pattern, they also wrote the same grammar pattern in the statement ‘I have learnt...’.

Songs and rhymes are the third most frequent answer in Table 2 above. Pupils from my research sample enjoyed songs and rhymes. I believe that although some pupils did not feel so strong in English, songs and rhymes were the activities that gave them an opportunity to be successful in something.

In Table 2 above the three most frequent answers mentioned above were followed by ‘speaking’, ‘reading’, ‘writing’. It was pointed out in the theoretical part of this thesis

that self-assessment is a long-term process and pupils need more experience with self-assessment (see Chapter 4.3.). To recognize strong and weak points in sub-skills might be the first successful step for the research sample starting with self-assessment.

Three times pupils wrote ‘English’ to complete the statement ‘I have learnt...’. The answer might indicate that some pupils were not able to identify their strengths or they did not wish to answer. Similarly, five answers for ‘nothing’ might indicate that some pupils probably were not interested in English or in self-assessment activities. It is very difficult to interpret this rather broad statement.

Table 3- ‘I want to improve...’

ANSWER	NUMBER
Grammar	21
Listening	10
Vocabulary	13
Reading	9
Dialogues, pair work	7
Talking about a given topic	5
Writing (parents’ job, favourite toys, farm animals)	8
Nothing	1
Pronunciation	2
Homework	11
Preparation for English lessons	12
English	5
Marks	6
Everything	2
Total	112

In Table 3 above pupils were more creative when thinking about their improvements. All the answers were categorized into thirteen categories. When pupils were completing ‘I want to improve...’ statement, the same procedure as the one with ‘I have learnt...’ statement followed. When pupils were not successful in the self-assessment activities, they reflected that in the statement ‘I want to improve...’.

Surprisingly, ‘vocabulary’ was the second most frequent answer in Table 3 above but there was a lower number of answers than in Table 2.

Even though pupils did not feel strong in the skills, they probably became aware of that and listening, reading and writing were written quite frequently as the things pupils needed to improve.

Answers like “I want to improve nothing/everything/English” are again very difficult to interpret.

It might be assumed that the self-assessment activities helped pupils to recognize their strong and weak points in grammar.

Table 4- ‘How...?’ (How I want to improve)

ANSWER	NUMBER
To learn more	30
To pay attention during the lessons	26
To ask teacher for help	13
Not to forget (homework, textbooks,..)	23
To ask parents, schoolmates	7
Do not care about English	1
To learn questions and answers	6
To look at my vocabulary to check spelling	6
Total	112

Other difficulties in interpreting the data from Table 4 appeared in case of formulations “learn more” and “pay attention during lessons”. Possible explanations of these answers might be presented but as there was no further investigation to support the explanations, they are considered to be very limited.

Firstly, they might really feel that learning more and attention at school might lead to their improvement. Next, they might have problems to express specifically their weaknesses. At this point, pupils self-assessment might be influenced by their developmental phase (see chapter 6.2.). The statements like “You have to learn more.”

or “You have to pay attention at school.” might be heard frequently at schools or at families. That might be another reason why pupils used such answers in their self-assessment. Finally, some learners probably did not enjoy English lessons or working with self-assessment activities and to write the sentence in that way was probably the easiest and fastest way how to complete the task.

Table 5 below shows the usage of Czech and English languages in completed self-assessment activities.

Table 5- The use of English and Czech in self-assessment activities

LANGUAGE	NUMBER
Czech	112
English	224
Total	336

8.4.2. Interview Analyses

All three interviews with the teacher were conducted in her office and lasted approximately twenty minutes. The teacher refused to be recorded that is why the teacher and I agreed on making notes. I asked her to speak slowly and I tried to write down all that she had said. The interviews were unstructured with a list of questions and some other questions were added during the interviews.

The first interview was conducted on 16th December 2008 and there were only two questions. The questions were as follows: (1) Did pupils need any help? If yes, what help? (2) Do you have any comments to the self-assessment activities?.

The interview revealed that at the very beginning almost all the pupils needed a lot of teacher’s help. First, the teacher explained what she wanted pupils to do and how to proceed with the activities. At this point, another question was asked: How did you explain the procedure?. She took one copy of the self-assessment activities and she told

pupils how she would proceed step by step. Then, pupils started to work individually. Nevertheless, still there were four pupils who did not understand the activities and needed individual help. After all the pupils had managed the instructions, the teacher noticed that seven or eight pupils were not able to judge about their abilities objectively. One girl absolutely overvalued her abilities in English language. From the teacher's experience with the girl the teacher was aware of that fact because the girl did the same in other school subjects. The other six or seven pupils were very careful with their self-assessment at the beginning. They chose worse option which, according to the teacher, did not correspond with their level of knowledge. The teacher explained that by the fact that pupils were not used to self-assessment. It was their first experience.

Question number 2 was more about the structure of the activities. The teacher's feedback to question number 2 concerned and influenced the structure of the activities that's why it was included into the chapter dealing with the process of designing self-assessment activities (see Chapter 8.3.3.). Once the pupils overcame the initial barriers they enjoyed colouring and drawing activities.

The second interview was carried out on 29th January 2009. The three questions were as follows: (1) Pupils worked with self-assessment activities written in English. How did they manage the activities? (2) Do you have any comments to the self-assessment activities? (3) It has been two months since pupils started working with self-assessment activities. Can you notice any change in the area of pupils self-assessment?

The structure and instructions of the activities were clear, easy to understand. Two pupils had problems with instructions and needed teacher's help. Other pupils did not ask questions about 'how' to fill in the activities. They concentrated more on 'what' to fill in. The only problem appeared in the last part of the activities. Pupils were asked to write in English what they have learnt and what they want to improve and how. Surprisingly, all the pupils found at least one answer but some pupils were not able to write the answer in English even though they were allowed to use dictionaries. In Units 12 and 13 the teacher helped some pupils with translations. She also told them to use Czech. See Chapter 8.3.3. for teacher's feedback to English version of the activities. Since Unit 15 pupils worked almost independently with the activities as well as with dictionaries. It might be perceived as a positive step towards learner autonomy in

language learning. Unfortunately, there were three pupils who were not willing to do the activities. The teacher saw they were bored. Further, she explained that the three pupils did not have a positive attitude to learning English and it has always been difficult for her to motivate them.

The last interview was conducted on 10th March 2009. The questions prepared for the last interview were as follows: (1) Do you think that self-assessment activities somehow influenced pupils in the area of assessment? (2) Do you think that self-assessment activities somehow influenced pupils in the area of preparation and attitudes towards learning English? (3) How would you evaluate the overall atmosphere during the lessons with self-assessment activities? (4) Have you found any benefits or limitations of self-assessment activities?

The interview revealed that pupils gained a broader display of what assessment means. They were given a chance to cooperate on their assessment. Moreover, the teacher stated that most pupils started to behave more responsibly when assessing themselves. They thought carefully before they wrote down anything and they cooperated more with the teacher. They were not afraid of asking for help. They used dictionaries independently.

The overall atmosphere was positive. According to the teacher most pupils enjoyed the activities, because they sometimes asked the teacher if there is any self-assessment activity at the end of the unit. The teacher admitted that implementing self-assessment activities was for pupils an innovative unconventional element that enhanced English lessons. The pupils experienced self-assessment for the first time and most of them successfully. Self-assessment activities provided pupils a chance to think about their strong and weak points, to become more independent in working with dictionaries, to be motivated to use English. Nevertheless, not all the pupils reacted on the self-assessment activities positively. Three pupils told the teacher that they did not know the reason why to do the activities and that they did the activities only because they had to. The teacher explained them why that first step in self-assessment was important for them but still the three pupils did not show any interest in self-assessment. The negative attitude of the pupils seems to be one of the barriers in the development of

their self-assessment skills and later in the development of learner autonomy (see Chapter 3.2.).

The teacher also mentioned one limitation, time (see Chapter 6.2.). First, as self-assessment is a long-term process (see Chapter 4.3.), three months were quite a short time for development of self-assessment skills. Second, the teacher pointed out that the first six sets of activities took a lot of time to explain and complete, approximately twenty or twenty-five minutes of the lesson. Later pupils were able to complete the activities in approximately ten minutes.

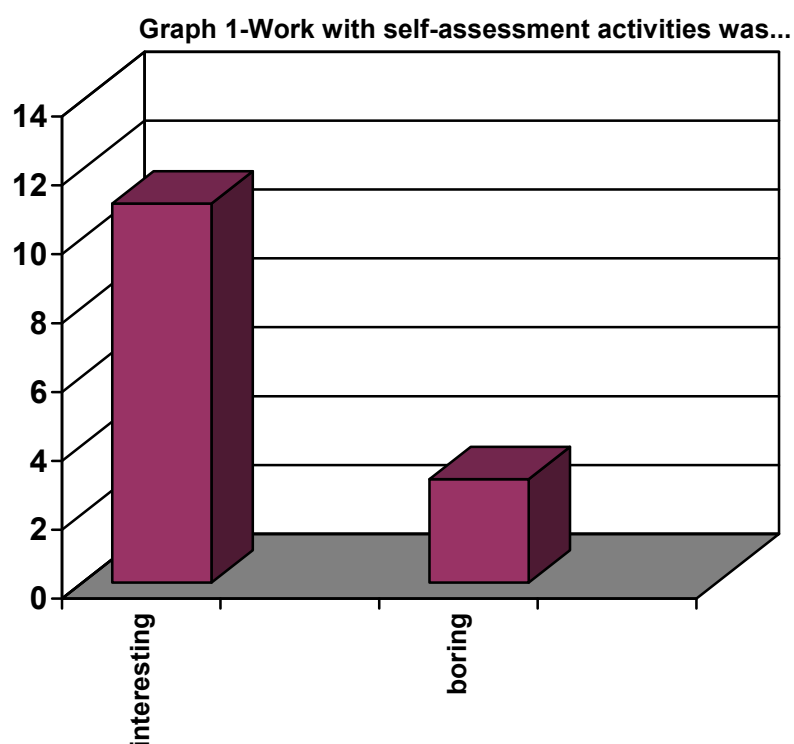
8.4.3. Analysis of Questionnaire

When the pupils finished the last self-assessment activity, they were asked to answer the questionnaire. There were again all fourteen pupils presented at the time the final data were collected.

The questionnaire was again anonymous and consisted of eight questions, two open-ended and six closed questions (see Appendix 2b). Any misunderstandings of the questions were explained for all the pupils altogether and later also individually.

Question number 1- I consider working with self-assessment activities as a) interesting activity, b) boring activity. Why?

In pre-questionnaire nine pupils ticked that they wanted to participate on their assessment. In this questionnaire eleven pupils ticked that they found activities interesting. The answers indicate that self-assessment activities might become a useful motivational element in language learning and in further development of pupil self-assessment. See Graph 1 below.



Pupils who found out the work with self-assessment activities interesting came up with thirteen reasons why it was interesting for them. Similar answers are sorted out into five categories. See Table 6a.

Table 6a- Why? (Why were self-assessment activities interesting?)

ANSWER	NUMBER
I will again revise vocabulary and what we learnt.	5
I have to think about my weak point and learn it.	2
It is something what we have never done.	1
We could draw pictures in the activities.	2
I love English.	3
Total	13

The first two statements in Table 6a above indicate that pupils slowly started to think about their strengths and weaknesses. In other words, they began gradually develop their metacognitive awareness which is seen by some authors as essential to the development of autonomy (see Chapter 3.2.)

Four pupils were bored with completing self-assessment activities. See Table 6b for their answers to the sub-question ‘Why?’.

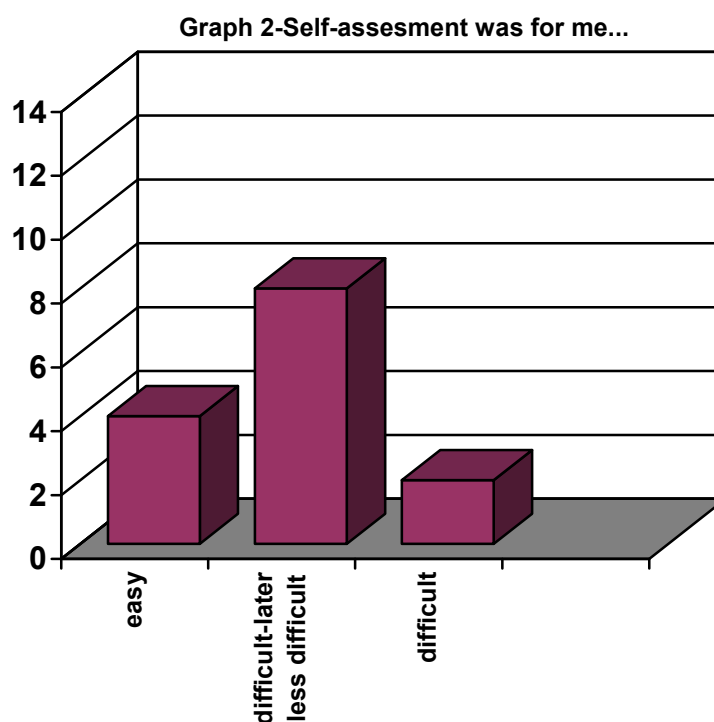
Table 6b- Why? (Why were self-assessment activities boring?)

ANSWER	NUMBER
I do not like English, I am weary of it	2
I had to do something more	1
I do not want to self-assess, it is teacher’s work	1
Total	4

The answers reflect pupils’ negative attitude and probably unwillingness towards participation in self-assessment (see Chapters 3.2., 8.4.2.).

Question number 2- Self-assessment of my work in English was Why?

Pupils were given an open-ended question and were asked to answer in their own words. Six pupils answered very shortly when two pupils stated that self-assessment was difficult for them and four pupils found out self-assessment easy. Eight pupils answered in a sentence. They mostly agreed that at the very beginning it was difficult for them to self-assess. Later they found out self-assessment less difficult. See Graph 2.



All the fourteen pupils gave one reason for their answers. See categorized reasons in Table 7 below.

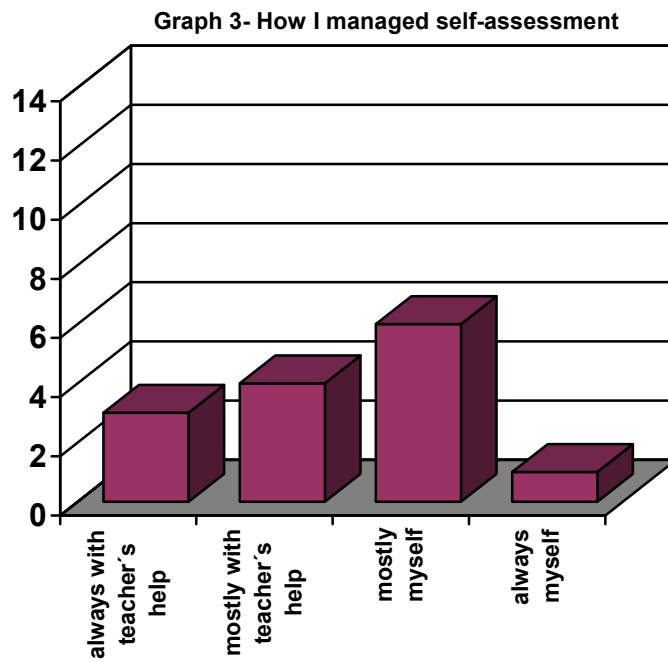
Table 7- Reasons why self-assessment activities were easy, difficult,...

ANSWER	WHY?	NUMBER
Easy	attention during English lessons, regular preparation	4
Difficult	never done this	1
	difficult to translate English versions	1
Difficult-later less difficult	First needed explanation and guidance	3
	Got used to it	1
	Difficult to recognize what I can and can't do	4
Total		14

Reasons mentioned in table 6 above revealed that self-assessment was difficult for two pupils because they experienced the activity for the first time and found difficulties with translation into Czech. Eight pupils perceived self-assessment as a difficult process at the beginning changing into less difficult at the end because they gradually became less independent on teacher's guidance, they understood the instructions and they slowly became aware of their strengths and weaknesses. In other words, these results proved that teacher's role in self-assessment is still very important and that self-assessment is a long-term process (see Chapter 4.3.). Pupils who paid attention during English lessons and who prepared regularly for the lessons did not found self-assessment difficult.

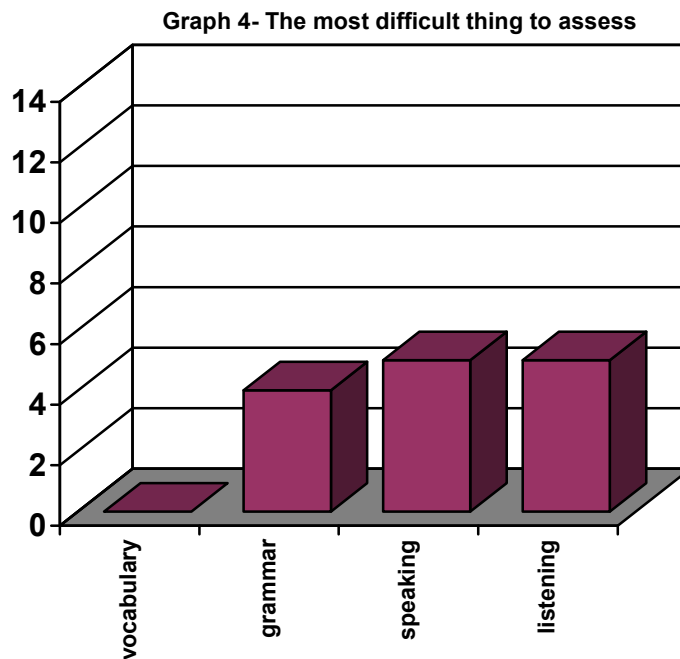
Question number 3- How I managed self-assessment of my work via self-assessment activities.

Closed question offered four options to choose from: a) always with teacher's help, b) mostly with teacher's help, c) mostly myself, d) always myself. Three pupils were able to assess themselves only with teacher's help, four pupils needed their teacher most of time, six pupils managed the activities almost themselves and one pupil worked always himself. See Graph 3 below. It is interesting to compare answers in questions two and three. Four pupils in question two answered that self-assessment was easy for them but still only one pupil managed the activities without teacher's help. All the thirteen pupils needed a certain amount of teacher's help (see Chapter 4.3.).



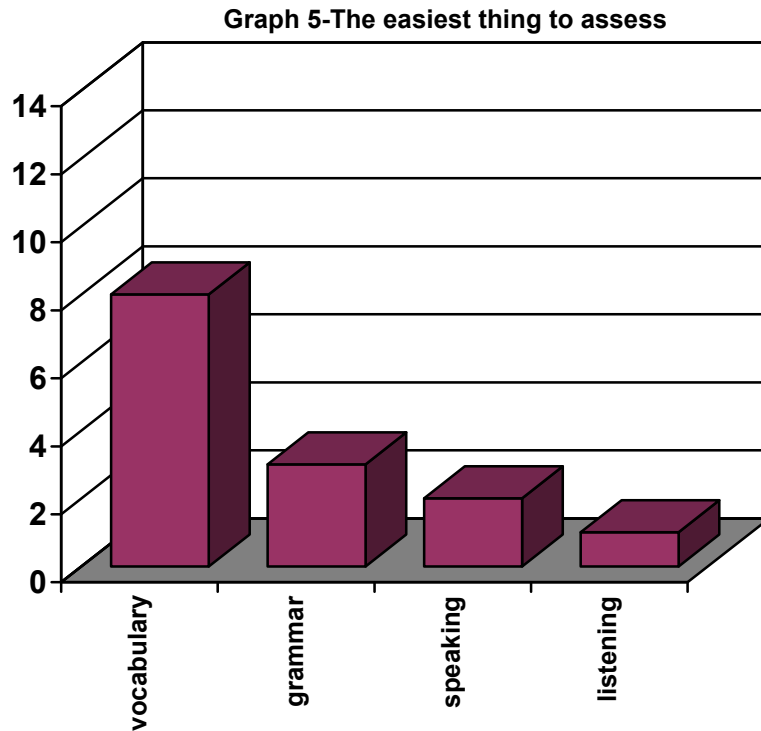
Question number 4- What was for me the most difficult thing to assess?

Pupils could tick one of the following options: a) vocabulary, b) grammar, c) speaking, d) listening. Five pupils ticked speaking and the same number of pupils ticked listening, four pupils found out grammar as the most difficult to assess and none ticked option a) vocabulary. The results are shown in Graph 4.



Question number 5- What was for me the easiest thing to assess?

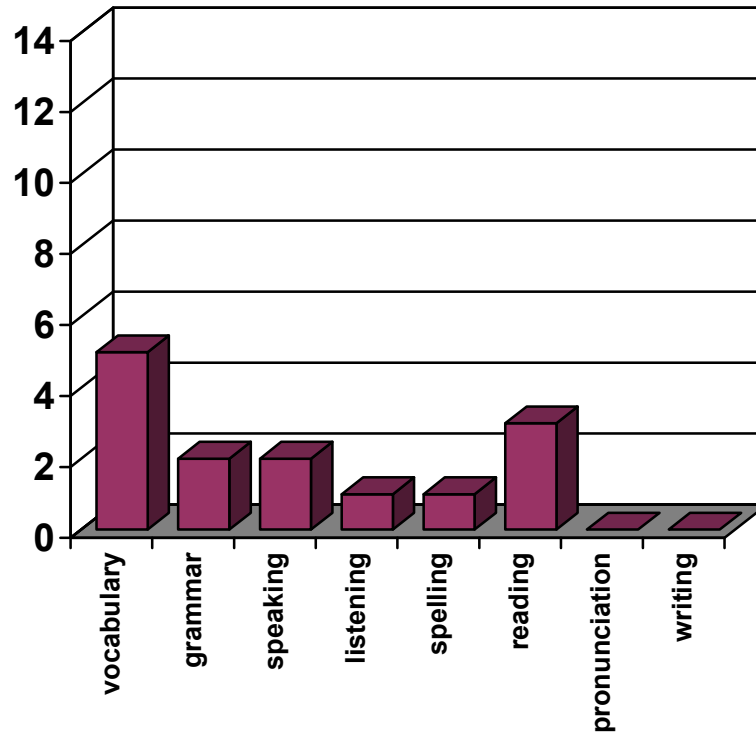
Pupils could again tick one of the following options: a) vocabulary, b) grammar, c) speaking, d) listening. Eight pupils chose vocabulary, three pupils grammar, two pupils speaking and one pupil chose listening as the easiest thing to assess. See Graph 5 below. The answers resulted quite logically in comparison to results in Graph 4 above.



Question number 6- Via self-assessment activities I have realized my strengths in.....

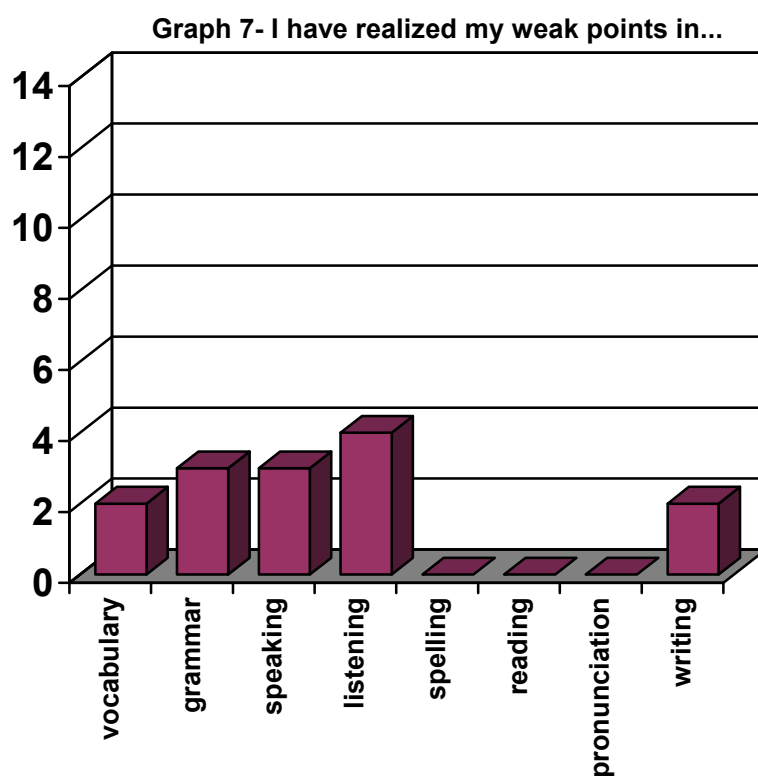
The options were as follows: a) vocabulary, b) grammar, c) spelling, d) pronunciation, e) listening, f) reading, g) writing, h) speaking. Pupils answered in the following way. Five pupils ticked vocabulary, two pupils chose grammar, three pupils ticked reading, two pupils decided for speaking, one pupil ticked spelling and one pupil listening. See Graph 6. The answers indicate that vocabulary prevailed over grammar and spelling in the area of sub-skills. Reading followed by speaking prevailed over listening in the area of skills. Pronunciation and writing were not mentioned at all.

Graph 6- I have realized my strengths in...



Question number 7- Via self-assessment activities I have realized my weak points in.....

The options were the same as in previous question number 6. Pupils chose the following options: four pupils ticked listening, two pupils ticked writing and other two pupils vocabulary, three pupils chose grammar and three pupils speaking. See Graph 7 below.



Answers in Graph 7 show that pupils found more weak points in skills rather than sub-skills. Pupils identified most difficulties in listening, followed by speaking, grammar, writing and vocabulary.

Question number 8- Write down what the term self-assessment means to you after your first experience with it.

Open-ended question encouraged pupils to write their view on self-assessment. Pupils came up with twenty items that present self-assessment for them and they are categorized in Table 8.

Table 8- The term 'self-assessment' means...

ANSWER	NUMBER
To realize weak points ("I want to improve in grammar, vocabulary")	5
"To write something about an animal"	1
"To do something more than before"	1

To assess myself and my work in English	9
To realize strong points (“that I am good at English”, “to say how many new words I can say”,...)	4
Total	20

In pre-questionnaire nine pupils answered that self-assessment meant to assess themselves. The answer might be right but it was too general, whereas answers on the question 8 above provided quite concrete ideas about self-assessment.

8.5. Conclusion of Case Study

The case study was organized as the investigation of fourteen pupils of English language with the aim to answer the research question:

“How do self-assessment activities stimulate learner autonomy in language learning?”

Outcomes of the self-assessment activities revealed that most pupils were able to think about their strong and weak points and tried to suggest how to improve their weak points. Some pupils were more successful, some pupils were not able to identify their particular weaknesses. These outcomes supported some of the classifications of self-assessment presented in the theoretical part (see Chapter 4.1.) where some authors pointed out that one of the roles of self-assessment is to realize strengths and weaknesses. It was also proved by the outcomes of the questionnaire where pupils were asked to tick their strong and weak points (see Chapter 8.4.3.). All these factors might lead to increased motivation towards English language learning.

Self-assessment activities fulfilled informative and partly motivational functions of self-assessment (see Chapter 5.). Pupils were given a feedback to their work, they gradually became aware of their strengths and weaknesses. Nevertheless, the feedback was inadequate at some pupils at the initial phase of implementing the activities. Seven or eight pupils, according to the teacher (see Chapter 8.4.2.), did not judge their work objectively at the beginning. One of the reasons might be their very first experience with self-assessment and limited time to practise it. The outcomes of the research data did not reveal whether pupils were motivated to language learning via self-assessment

activities. The outcomes of the interview with the teacher found out that most pupils enjoyed working with the activities and they were motivated to further work with them. On the other hand, there were four pupils who were not motivated to self-assessment and to English language as well (see Chapter 8.4.2.). Nevertheless, most pupils were motivated to use English instead of Czech when completing the activities. See the outcomes in Table 5 above. It might be considered as a positive step leading to motivation to language learning.

Finally, it was proved that development of self-assessment skills was a process through which pupils had to be led and teacher's role was fundamental at the initial phase of the process (see Chapter 4.3.). The results of data collected from the questionnaire and interviews showed that at the beginning pupils needed a full guidance of the teacher. Later most pupils were able to work almost independently (see Chapters 8.4.2., 8.4.3.).

To sum up, the outcomes of the research data revealed that self-assessment activities might stimulate the pupils both positively and negatively. Four pupils showed negative attitude towards language learning and unwillingness to participate in self-assessment activities. Eleven pupils had almost positive attitude towards self-assessment activities. The experience pupils went through might be the first step on their way to learner autonomy in language learning.

9. Conclusion

To conclude, the topic of this thesis was to offer pupils opportunity to participate in the process of assessment. The aim was to include self-assessment in the lessons with the attempt to answer the question “How do self-assessment activities stimulate learner autonomy in language learning?”.

To acquire the key competences, which are stated in the Framework Educational Programme, might be considered as a way of learner autonomy that primary school learners should strive to master.

The theoretical part provided a background for the research conducted in the research part. More research methods were used to support validity and reliability of the research. Due to the low research sample the validity of the research might be quite low. Nevertheless, for the purposes of my research the collected data are valuable.

The research was based on the application of self-designed activities for learner self-assessment. These activities were designed as a complement to the textbook learners used in English lessons. The outcomes of the research data supported arguments for implying self-assessment in the English lessons raised in the theoretical part. In other words, the outcomes of the data provided the evidence that one of the main potentials for self-assessment is in its use as a tool for motivation and awareness raising: helping learners to recognize their strengths and weaknesses, to direct their future learning. The outcomes also showed some limitations of self-assessment. Learner unrealistic self-assessment might be one of the factors that interfere in learner self-assessment. Further, the outcomes revealed negative attitudes and unwillingness towards self-assessment. These might seem to be barriers in the development of learner self-assessment and also in future development of learner autonomy. Time plays no less important role both in the development and in the implementation of self-assessment in the lessons.

Due to the time limits the research had it was not possible to investigate further in the development of learner self-assessment skills. Nevertheless, the outcomes of the data proved that learners became gradually more independent and aware of their strengths and weaknesses in English language. The research might be considered as successful.

Resumé

Tato diplomová práce se zabývá rozvojem sebehodnotících dovedností v anglickém jazyce u žáků páté třídy.

I přesto, že se otázkou sebehodnocení již řadu let zabývá velké množství autorů z oblasti odborné veřejnosti, až v posledních několika letech se sebehodnocení stává inovačním prvkem ve školním hodnocení na základních školách.

Rozvoj společnosti na počátku 21. století měl za následek i změny v oblasti školství. V roce 2001 vydalo MŠMT⁶ tzv. *Bílou knihu*, jejíž součástí jsou i *Rámcové vzdělávací programy*. V těchto dokumentech je představena nová koncepce vzdělávacího systému, která s sebou přináší i změny týkající se pohledu na hodnocení. Sebehodnocení považují autoři dokumentů za jednu z nejdůležitějších dovedností, kterou by měl žák ovládat nejen v prostředí školy, ale zejména ve svém každodenním životě.

Tato diplomová práce je rozdělena do dvou částí, teoretické a výzkumné. První část poskytuje teoretické seznámení s pojmy, které jsou součástí druhé, čili výzkumné části.

Teoretická část začíná stručným nastíněním změn ve vzdělávacím systému, které vedly nejen ke změně v přístupu k žákovi, ale také ke změnám v oblasti hodnocení. Ještě v nedávné době bylo hodnocení chápáno jako nástroj sloužící pouze učiteli. V současnosti poskytuje hodnocení, které se stává nástrojem žáka samotného, informace nejen o jeho úspěchu, ale i o neúspěchu a případný návrh postupu, jak daný neúspěch napravit. V souvislosti s hodnocením jsou v další podkapitole blíže definovány termíny evaluace a hodnocení. Někteří čeští autoři zabývající se problematikou hodnocení neuvádějí zásadní rozdíly mezi hodnocením a evaluací, na rozdíl od některých zahraničních autorů, kteří definují zásadní rozdíly mezi uvedenými dvěma termíny.

Třetí kapitola pojednává o autonomii žáka. S přibývajícím nároky, které společnost klade na jednotlivce se přirozeně mění i cíle výchovy a vzdělávání. Jedním

⁶ Ministerstvo školství, mládeže a tělovýchovy

z hlavních cílů je osvojení si klíčových kompetencí⁷, které jsou základním pilířem pro další žákovo vzdělávání. Tyto kompetence zahrnují komplex znalostí, dovedností, schopností, postojů a hodnot zásadních pro osobní rozvoj žáka a jeho uplatnění ve společnosti. Zvládnutí zmiňovaných kompetencí lze považovat za dosažení jistého stupně žakovy autonomie. Koncept autonomie v souvislosti se vzděláváním a v neposlední řadě s výukou cizích jazyků je tématem mnohých diskusí již řadu let a stále je velmi problematické shodnout se na přesné definici pojmu autonomie. Některé z definic jsou tedy ve třetí kapitole této práce uvedeny. Poté následují podkapitoly, které se zabývají rozvojem autonomie žáka a autentickým hodnocením.

Autonomii nelze považovat za jednorázový děj, neboť se jedná o neustálý dynamický proces. Někteří autoři došli k závěru, že předpokladem pro rozvoj autonomie žáka je schopnost dělat správná rozhodnutí, vůle jednat nezávisle a uvědomění si sebe sama jako účastníka výchovně-vzdělávacího procesu. Jiní autoři zastávají názor, že žáci nemohou dosáhnout úplné autonomie a to v žádné oblasti života, neboť existuje celá řada aspektů (pravidla, kulturní zvyklosti, apod.), která rozvoj individuálních schopností limituje.

V další podkapitole je definován pojem autentické hodnocení. Jedná se o termín, který je různými autory odlišně vnímán a interpretován. V definici uvedené Košťálovou et al. (2008, s. 14) je pojem autentického hodnocení používán pro hodnocení práce, kterou vytvořil sám žák. V současné době je již takový způsob definování uvedeného pojmu nevyhovující a Slavík (1999, s. 104) vznáší otázku, zda situace, ve které žák píše test, aniž by použil slovník či cokoli konzultoval, je skutečně autentická. Vždyť v reálném světě je naprosto přirozené, že lidé spolupracují nebo využívají pro svou práci sekundární zdroje. Odlišné vnímání autentického hodnocení prezentují O'Malley a Pierce (1996, s. 4), kteří používají pojem autentického hodnocení k popisu různých forem hodnocení, které reflektují žákovo učení se, výkony, motivaci, aj. Jako jednu z forem hodnocení uvádějí autoři také sebehodnocení. O'Malley a Pierce (1996, s. 38) považují sebehodnocení za klíčovou dovednost předznamenávající úspěšné využívání portfolií. Dále pak zmiňují (ibid.) výhody plynoucí z autentického hodnocení, a to jak pro žáky, tak pro učitele.

⁷ Univerzální znalosti a dovednosti žáků, které běžně potřebujeme ve svém životě a které jsou využitelné v mnoha životních i pracovních situacích. (*Rámcový vzdělávací program pro základní školství*, 2005, s. 14)

Čtvrtá kapitola je zaměřena na sebehodnocení, které je stěžejním tématem diplomové práce. Sebehodnocení je považováno za nejvyšší stupeň hodnocení. Žáci by se měli pokusit dosáhnout tohoto stupně, protože v různých odvětvích lidské činnosti je hodnocení považováno za velmi důležitou dovednost. V souvislosti s hodnocením se v dokumentu *Bílá kniha* konstatuje, že žáci by měli být postupně povzbuzováni k sebehodnocení. *Společný evropský referenční rámec pro jazyky* shledává hlavní potenciál sebehodnocení v jeho použití jako nástroje pro motivaci a posilování procesu uvědomění si sebe sama. Sebehodnocení pomáhá žákům ocenit své silné stránky, uvědomit si své slabé stránky a docílit větší efektivity v procesu učení. O'Malley a Pierce (1996, s. 5) zastávají názor, že sebehodnocení podporuje zájem o učení a spojuje poznávací schopnosti s motivací směrem k učení. Petty (2006, s. 352), shodně s Rakoušovou (2008, s. 1), chápe sebehodnocení jako další formu formativního hodnocení, zatímco Kolář a Šikulová (2005, s. 123) definují sebehodnocení jako postupný posun od formativního hodnocení přes hodnocení ve dvojicích až k sebehodnocení.

Pokud je cílem učitele to, aby žáci ovládli dovednost sebehodnotit se, měl by je mimo jiné naučit pracovat s kritérii. Obecně lze konstatovat, že kritéria představují slova či slovní fráze, které určují míru kvality žákových výkonů. Učitel by měl vždy dbát na to, aby kritéria byla srozumitelná a přiměřená věku žáka. Na tvorbě kritérií se mohou podílet i žáci. V první fázi učitel žákům demonstruje, a to na kritériích, která sám vytvořil, jakým způsobem se s danými kritérii pracuje a jak se aplikují. V další fázi pracují žáci ve dvojicích či v malých skupinách na tvorbě vlastních kritérií. Učitel průběžně monitoruje práci žáků a poskytuje jim zpětnou vazbu. Pokud si žáci stanou vlastní kritéria, znamená to, že jsou schopni zhodnotit svou práci.

Podkapitola zabývající se rozvojem sebehodnotících dovedností nastiňuje, že nejen v případě autonomie žáka, ale i v případě sebehodnocení se nejedná o dovednost vrozenou, ale o dovednost získanou v průběhu výchovně-vzdělávacího procesu. Rozvoj sebehodnotících dovedností je proces dlouhodobý, kterým žáci neprocházejí sami, ale pod vedením učitele. Mnoho autorů (Kolář, Šikulová, 2005, Slavík, 1999) se shodne na tom, že žáci mohou dosáhnout vlastního sebehodnocení na základě kvalitního hodnocení učitele, které by mělo plnit funkci jak informativní, tak formativní. Dalším krokem k dosažení dovednosti sebehodnocení je vzájemná spolupráce mezi učitelem a

žákem, k níž přispívá i vhodné sociální klima ve třídě a také pozitivní vztah učitele k žákům. Posledním krokem je vlastní sebehodnocení. Žáci jsou povzbuzováni učitelem k hledání odpovědí na otázky typu: „Co jsem si dnes zapamatoval?“, „V čem jsem byl úspěšný?“, „Co si mohu vylepšit?“. V případě, že učitel a žáci provádějí proces sebehodnocení poprvé, je třeba postupovat pomalu, a sice aplikací jednoho sebehodnocení týdně s postupným přidáváním a upravováním procesu sebehodnocení dle potřeb žáků a průběhu výuky. Podobný postup doporučuje při aplikaci sebehodnocení i Košťálová et al.(2008, s. 67), která radí v prvotní fázi sebehodnocení začít s takovými činnostmi, které využívají pouze sumativního hodnocení. K tomu by mohly posloužit grafické symboly. Později učitel přidává otázky, které stimulují žáky přemýšlet o kvalitě a důvodech své práce.

Pátá kapitola je zaměřena na funkce (sebe)hodnocení. Hodnocení může plnit různé funkce v závislosti na daných cílech. Tato kapitola zmiňuje funkce hodnocení zejména dle klasifikace Slavíka (1999) a Rakoušové (2005). Podle Rakoušové (2005) sebehodnocení plní zpravidla funkci informativní, diagnostickou a formativní, neboli výchovnou. Slavík (1999) uvádí následující tři funkce, a to motivační, poznávací a konativní.

Šestá kapitola se zabývá problematikou možností a omezení sebehodnocení. Sebehodnocení přináší mnoho výhod jak pro žáky, tak pro učitele. Některé výhody jsou uvedeny v této kapitole. Jedná se převážně výhody spojené s plánováním výuky, například zvyšování žákova uvědomění si své úrovně vědomostí, pomoc žákům při stanovování dosažitelných cílů či volba vhodných materiálů. V souvislosti se žákem je možné uvést následující výhody: vnitřní motivace pro své jednání, analýza svého chování a jednání, práce s chybou či uvědomění si své osobní hodnoty. Na druhou stranu je třeba zmínit některá omezení, která s sebou hodnocení přináší a která mohou negativně zasahovat do žákova sebehodnocení. Jedním z faktorů může být například rodina, čas či různé vývojové fáze dítěte.

Na problematiku „čas“ je třeba nahlížet ze dvou různých hledisek. Z prvního hlediska je sebehodnocení a jeho rozvoj chápáno jako dlouhodobý proces. Z druhého hlediska se jedná o čas, který je věnován sebehodnocení přímo ve vyučovací hodině. Na základě druhého hlediska lze konstatovat, že prvotní fáze zavádění sebehodnocení do výuky zabere poměrně velké množství času, což také potvrzují výsledná data zahrnutá

do výzkumné části této práce. Avšak po určité době by mělo dojít k redukci množství času vynaloženého na oblast sebehodnocení, které by se mělo postupně začlenit do vyučování.

Vývojové fáze žáka ovlivňují jeho reálné či nereálné hodnocení. Tato kapitola přibližuje pouze jedno vývojové období žáka a sice to, které odpovídá věkové hranici žáků, kteří jsou součástí výzkumného vzorku blíže specifikovaného ve výzkumné části práce. Na žákovo sebehodnocení mají vliv jak objektivní, tak subjektivní faktory. Objektivní faktory zahrnují například výchovu v rodině či objektivní a odpovídající hodnocení žáka učitelem. Za subjektivní faktory pak můžeme považovat například žákovu osobní zkušenost s úspěchem či neúspěchem nebo vztah žáka k učiteli.

Sedmá kapitola předkládá výběr možných technik sebehodnocení. Některé techniky mohou být podobné technikám, které obvykle používá učitel při hodnocení žáků. Tentokrát to jsou však žáci, kteří tyto techniky používají pro své sebehodnocení. V této kapitole jsou představeny následující techniky. Grafické symboly jako například „smajlíky“, semaforey, mráčky a sluníčka; techniky, ve kterých je využíváno popisu jako například dopis sám sobě, žákovský deníček; dotazníky a dětská verze Evropského jazykového portfolia vydaného Radou Evropy. Dětská verze portfolia se skládá ze tří částí, mezi které řadíme Jazykový pas, Jazykový životopis a Sbíрку prací a dokladů. Některé z uvedených aktivit posloužily jako inspirace při tvorbě vlastních sebehodnotících aktivit, které byly aplikovány ve výzkumné části.

Ve druhé části této diplomové práce je pak na základě teorie provedena případová studie čtrnácti žáků. Úvodní kapitoly jsou věnovány teorii případové studie, metodám výzkumu a popisu dat.

Výzkum probíhal po dobu tří měsíců v páté třídě jedné základní školy. Výzkumu se účastnilo celkem čtrnáct žáků. Žáci neměli se sebehodnocením žádnou předchozí zkušenost, což ukázaly výsledky z dat nashromážděných pomocí před-dotazníků.

Cílem výzkumu bylo zjistit, jak sebehodnotící aktivity stimulují žákovu autonomii ve výuce anglického jazyka. Pro tento účel byly navrženy sady sebehodnotících aktivit. Tyto aktivity vycházely z učebnice Angličtina pro 5.ročník základní školy. Po skončení práce s aktivitami byla data vyhodnocena a výsledky zanalyzovány. Další metodou získávání dat byly rozhovory vedené s paní učitelkou, která aplikovala sebehodnotící aktivity ve výuce anglického jazyka. Poslední

výzkumnou metodou byly dotazníky rozdané žákům po skončení práce se sebehodnotícími aktivitami.

Výsledky dat prokázaly, že sebehodnotící aktivity přispěly u většiny žáků k pokroku v uvědomění si svých silných a slabých oblastí v anglickém jazyce, k motivaci používat anglický jazyk místo českého při vyplňování těchto aktivit a dále k samostatnému používání slovníků během práce s aktivitami. Nicméně z výsledků dat bylo také patrné, že čtyři žáci sebehodnotícími aktivitami nebyli stimulováni k další činnosti v anglickém jazyce. Z výsledků lze usuzovat, že příčinou jejich neúspěchu mohl být negativní vztah k aktivitám i k anglickému jazyku a nevěle účastnit se těchto činností.

Ačkoli byl výzkum relativně krátký, na základě těchto výsledků lze konstatovat, že u většiny žáků sebehodnotící aktivity v jisté míře stimulovaly žakovu autonomii ve výuce anglického jazyka.

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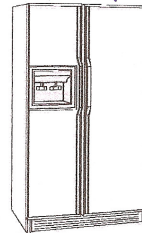
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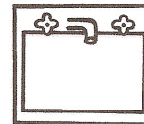
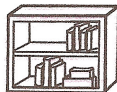
Appendices

Appendix 1a- Self-assessment activities

Date: *19th March*



Unit 7



IN OUR FLAT

Nakresli smajlíky, podle toho, jak si myslíš, že umíš aktivity z této lekce.



...umím / líbilo se mi




...neumím / nelíbilo se mi

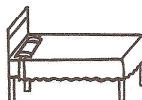
1) Umím pojmenovat alespoň 10 kusů nábytku v našem

bytě.  _____

2) Jak se mi líbilo poslechové cvičení

s doplňováním?  _____

3) Umím se zeptat, jestli je v kuchyni stůl?  _____



26th November



Unit 9



IN OUR HOUSE

POJEDEŠ NA ZELENOU DÁL NEBO MUSÍŠ STÁT A JEŠTĚ NĚCO VYLEPŠIT?
Vybarvi si semaforey podle toho, jak si myslíš, že to umíš:



...neumím



... docela mi to jde



... umím to dobře

Umím určit 1. až 5. poschodí v domě.



POSLECH: Z poslechu umím zapsat telefonní číslo.



ČTENÍ: Umím přečíst anglickou adresu na obálce.



PSANÍ: Umím na obálku napsat anglickou adresu.



ANONYMNÍ PŘED-DOTAZNÍK PRO ŽÁKY ZŠ

*Hodnota vyplněného dotazníku velmi závisí na otevřenosti Vašich odpovědí.
Děkuji Vám za důvěru a pravdivost odpovědí.*

Než začnete zpracovávat samotný dotazník, vyplňte, prosím, dvě následující položky:

Věk:

Pohlaví: dívka - chlapec

1) S jakým hodnocením ses ve škole setkal/a?

.....
.....
.....
.....

2) Máš nějaké zkušenosti se sebehodnocením?

- a) ano
- b) ne

3) Souhlasíš s hodnocením své práce učitelkou AJ?

- a) ano
- b) ne
- c) někdy

4) Chtěl/a by ses podílet na hodnocení své školní práce?

- a) ano
- b) ne
- c) nevím

5) Napiš, co si představuješ pod slovem „sebehodnocení“:

.....
.....
.....
.....

Appenix 2b

ANONYMNÍ DOTAZNÍK PRO ŽÁKY ZŠ

*Hodnota vyplněného dotazníku velmi závisí na otevřenosti Vašich odpovědí.
Děkuji Vám za důvěru a pravdivost odpovědí.*

Než začnete zpracovávat samotný dotazník, vyplňte, prosím, dvě následující položky:

Věk:

Pohlaví: dívka - chlapec

1) Práci se sebehodnotícími aktivitami považuji za činnost:

- a. zajímavou
- b. nudnou
- c.

2) Zhodnocení své práce v AJ pro mne bylo:

- a. těžké
- b. jednoduché
- c.

3) Zhodnocení své práce pomocí daných aktivit jsem zvládl/a:

- a. vždy s pomocí učitelky
- b. většinou s pomocí učitelky
- c. většinou sám/sama
- d. vždy sám/sama

4) Při vyplňování jednotlivých aktivit pro mne bylo nejtěžší hodnotit:

- a. slovní zásobu
- b. gramatiku
- c. mluvení
- d. poslech

5) Při vyplňování jednotlivých aktivit pro mne bylo nejjednodušší hodnotit:

- a. slovní zásobu
- b. gramatiku
- c. mluvení
- d. poslech

6) Ze sebehodnotících aktivit jsem si uvědomil/a, že mojí silnou stránkou v AJ je:

- a. slovní zásoba
- b. gramatika
- c. mluvení
- d. poslech

7) Ze sebehodnotících aktivit jsem si uvědomil/a, že bych se měl/a zlepšit v oblasti:

- a. slovní zásoby
- b. gramatiky
- c. mluvení
- d. poslechu

8) Napiš, co pro tebe po této zkušenosti znamená slovo „sebehodnocení“:

.....
.....

Appendix 3

Transcript of interview with teacher (part)

Researcher (R) Teacher (T)

R: Potřebovali žáci nějakou pomoc z vaší strany?

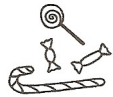
T: No, potrebovali. Nejdřív byla moje pomoc u dětí téměř nezbytná. Musela sem celý třídu vysvětlit, co po nich chci a jak mají postupovat.

R: Jak jste to udělala?

T: Zkrátka jsem si vzala jeden papír s téma cvičeníma a předváděla jsem jim, jak bych prováděla to hodnocení. Normálně jsem si nahlas říkala, co dělám, aby to žáci pochopili. Pak už začali celkem sami. Ale byli tam tak tři čtyři žáci, kteří si moc rady nevěděli a tak jsem jim to už vysvětlila individuálně.

No, a když jsme tohle zvládli, tak jsem si začala procházet mezi lavicema a zjistila jsem, že oni vůbec neumí odhadnout, co a jak umí. Teda máme tam jednu slečnu a ta se považuje vždycky za nejlepší. Ta to tam trochu s tím sebehodnocením přehnala. Musela jsem ji usměrnit, aby si uvědomila, co umí a co ne.

14th February



UNIT 13



I'D LIKE AN EGG.

VOCABULARY: Write the number:

I can say...19.....English words about food.

SPEAKING: Circle YES or NO

I can ask my friend a question about his/her favourite food.

YES

NO

I can answer his/her question about my favourite food.

YES

NO

He/she can understand me.

YES

NO

I can understand him/her.

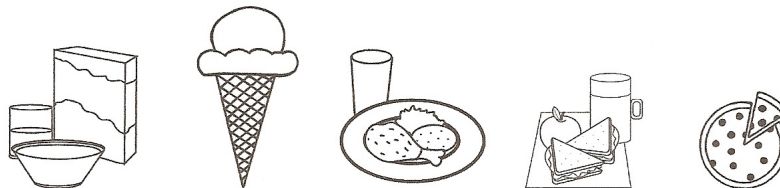
YES

NO

I have learnt.....Food.....

I want to improve spelling.....

How? Train, swimming.....



23rd February

UNIT 19 HOW MUCH IS IT?

VOCABULARY I can say... 13 ZOO animals.

Draw a ZOO animal you like.



I can say: 10p, 99p, £1, £3.22



SPEAKING

At the toy shop

Circle



I can ask about the price.

excellent

very good

OK

bad

I can answer the question about the price.

excellent

very good

OK

bad

I know how to ask about a toy at the toy shop.

excellent

very good

OK

bad

I have learnt... že jsme si přinesli hračky z domu a hráli si na obchod

I want to improve... jak se zeptat na hračky

How? learn it