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The influence of self-assessment as a tool for learning English on language
acquisition

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ANNOTATION

This bachelor thesis deals with the self-assessment of learners learning a foreign language, specifically English, focusing on its connection to their motivation for learning. This thesis aims to determine the current influence of self-assessment on English language learning, focusing on the relationship between self-assessment and the learner's motivation. Initially, the concept of a learner, specifically the group targeted by this literature review, is introduced. Furthermore, the terms motivation, evaluation, and self-assessment are briefly explained. The thesis is divided into two parts – theoretical and practical, with the latter presented as a literature review. The theoretical part consists of basic concepts that are applied in the practical section.

KEYWORDS

Literature review, self-assessment, motivation, learning, learner, English language

ANOTACE

Tato bakalářská práce se zabývá sebehodnocením učících se jedinců cizímu jazyku, konkrétně Anglickému jazyku, s návazností na jejich motivaci při učení. Cílem této práce je zjistit současný stav vlivu sebehodnocení na učení angličtiny, se zaměřením na vazbu mezi sebehodnocením a motivací učícího se jedince. Nejprve je v práci představen pojem učící se jedinec, přesněji skupina, na kterou je tato přehledová studie zaměřena. Dále je zde stručně vysvětlen pojem motivace, hodnocení a sebehodnocení. Práce je rozdělena na dvě části – teoretickou a praktickou, která je ve formě přehledové studie. Teoretickou část tvoří základní pojmy, které jsou používány v praktické části.

KLÍČOVÁ SLOVA

Přehledová studie, sebehodnocení, motivace, učení se, učící se, Anglický jazyk

TABLE OF CONTENTS

INTRODUCTION	1
THEORETICAL PART	3
1 LEARNERS	3
1.1 Learners According to Language Levels	3
1.2 Second Language Acquisition	5
2 MOTIVATION.....	7
2.1 Types of Motivation.....	7
2.1.1 Intrinsic Motivation	8
2.1.2 Extrinsic Motivation	8
2.1.3 Self-determination Theory	9
2.2 Motivation for Learning.....	10
3 EVALUATION AND ASSESSMENT	13
3.1 Evaluation	13
3.2 Assessment.....	13
3.2.1 Formative Assessment	15
3.2.2 Summative Assessment.....	16
3.2.3 Concepts, Aspects and Criteria of Assessment	16
4 SELF-ASSESSMENT	18
4.1 Self-assessment Process.....	19
4.2 Self-assessment Types.....	19
4.3 Self-assessment methods and tools.....	20
4.3.1 Portfolios and E-Portfolios	20
4.3.2 Questionnaire.....	21
4.3.3 Rubric	21
4.3.4 Rating scales	22
5 CONCLUSION OF THE THEORETICAL PART	24
THE PRACTICAL PART	26
6 REVIEW STUDY	26
6.1 Types of Review Study	26

6.2	Aim of the Literature Review	29
6.3	Criteria for Selection of the Studies.....	29
7	OVERVIEW OF SELECTED STUDIES	31
7.1	Aims of Studies.....	32
7.2	Methodology of Studies.....	33
7.3	Study Results	34
8	DISCUSION.....	36
9	CONCLUSION OF THE PRACTICAL PART	38
	CONCLUSION.....	40
	RESUMÉ	42
	BIBLIOGRAPHY.....	45
	APPENDICES	49

LIST OF ABBREVIATIONS

AR – Academic Resilience

ARS –Academic Resilience Scale

CEFR – Common European Framework of Reference for Languages

CSAQ – Core of Self-assessment Questionnaire

EFL – English as a Foreign Language

EM – Extrinsic Motivation

IM – Intrinsic Motivation

LEA – Learners’ Engagement in Assessment

RQ – Research Question

RVP – Rámcový vzdělávací program

SA – Self-assessment

SDT – Self-Determination Theory

SLA – Second Language Acquisition

TA – Test Anxiety

T-TS –Test-taking Skills

TTSS – Test-taking Skill Scale

LIST OF TABLES

Figure 1 Language levels Harmer (2007, 95)	4
Figure 2 Six language levels CEFR (2001, 23)	4
Figure 3 Terms for different student levels Harmer (2007, 95)	5
Figure 4 The key differences and similarities (Poláková 2020, 1526)	14
Figure 5: Types of assessment according to CEFR (2001, 183) and Kolář and Šikulová (2009, 32–35)	15
Figure 6 Self-assessment types Rakoušová RVP 14.2.2008	19

INTRODUCTION

In the wide world of traditional educational approaches, self-assessment (SA) shines as an often overlooked but powerful tool. It revolutionises the approach to learning by both teachers and learners, especially in language education. It is not that SA is just a concept but that it is a crucial element that can bring about an utter shift in how learners pick up languages. It may work as a core or critical part of the educational experience in the same way motivation can.

Assessment is a very complex tool which relates to education and is indispensable to the learner; just like motivation, it is also vital to learners' learning. This bachelor thesis consists of research on SA and its impact on English Language learners' motivation, which is also essential to learners' learning. This fact leads to the investigation of studies regarding the above topic in this paper.

The thesis is divided into two parts – theoretical and practical part. The theoretical segment lays the basis by making clear key concepts to SA in the context of language learning. From there, the thesis is broken down further into chapters and sections. This thesis could also serve well as a guide to the introduction of SA in the class to beginning teachers.

Regarding the above, the first chapter of this study will reflect on a comprehensive description of the learners who are the subjects of this investigation and thus provide a picture of how learners may be characterised.

The second chapter provides discussion on motivation, which is a significant factor in the learning process. This chapter seeks to give insights into the motivation types which have an effect on learners.

In the third chapter, the focus is on the difference between evaluation and assessment, as these terms have the same meaning in the Czech language and thus can be misused in translation. Further, this chapter gives more insight into assessment, which is essential for the following chapter five.

Finally, the fourth and last chapter of the theoretical part is dedicated entirely to SA, its definition, process, and types, finishing off with methods and tools that can be used for self-assessing. This information is crucial for the practical part.

The second practical part of this bachelor thesis is in the form of a literature review in which the first part, the methodological framework of the review study, focused on the literature review, will be introduced. Continuing with the actual literature review that rigorously investigates how SA impacts English language learners' processes. It aims to describe how much SA can motivate learners, bringing light to the benefits of SA usage in the process of learning a foreign language.

In this way, a thesis is made to relate the two areas, theoretical input and practical research, making a very important contribution to readers' understanding of SA and pointing to the significant place this tool holds in improving language learning and motivation.

THEORETICAL PART

1 LEARNERS

In general, a learner is defined as an individual actively engaged in the process of acquiring new knowledge or skills. Harmer (2007, 81–99) offers a nuanced perspective on learners, categorising them based on four pivotal factors: age, learning disparities, language proficiency levels, and motivation. Among these factors, Harmer highlights age as a primary determinant influencing educators' strategies regarding instructional approaches and curriculum content. This factor is subdivided by Harmer into distinct age groups: young children, typically up to ten years of age, adolescents, and adult learners, each necessitating tailored instructional methodologies to optimise learning outcomes.

Learning differences are also crucial, as they acknowledge that each learner is a distinct individual, characterised by their own specific set of attributes, which may include variations in intelligence, learning styles, degrees of tolerance towards ambiguity, and personal and learning objectives. Harmer (2007, 81–99) then further mentions language levels, which will be further described in the following subchapter of this thesis: 2.1 Learners according to language levels, that are a real beginner or false beginner, elementary, lower intermediate, mid–intermediate, upper intermediate, and advanced in this order, however generally they are only described in three levels: beginner, intermediate and advanced. Finally, motivation, which, according to Harmer, is essential for success. Motivation is also discussed in more detail in this thesis in the chapter Motivation for learning.

1.1 Learners According to Language Levels

One of the ways of viewing a learner is according to his or her language level. Common European Framework of Resources (CEFR) (2020, 36) defines three types of users of language, being: Basic user, Independent User, and Proficient User. These were further divided in CEFR (2001, 23) into six competency levels of language: A1 Breakthrough, A2 Waystage, B1 Threshold, B2 Vantage, C1 Effective Operational Proficiency, and C2 Mastery. Their hierarchy is shown in Figure 2. These competency levels are formulated in ‘can do’ statements for each level. For example, the A1 level on a global scale means that the learner:

“Can understand and use familiar everyday expressions and fundamental phrases aimed at satisfying the needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people

he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.” CEFR (2020, 175)

This type of ‘can do’ statements refer to each level of language and, apart from the global scale, which is the simple overall representation of each language level, can be found in an SA grid that will be described as one of the methods for SA in a chapter 5.3.4 Rating scales.

Likewise, Harmer (2007, p. 95) delineates a hierarchical framework comprising three proficiency levels: beginner, intermediate, and advanced, with further subdivisions as depicted in Figure 1. Additionally, Harmer provides a visual depiction of "terms for different student levels," as represented in Figure 3. Offering a graphical representation to aid in the comprehension of the varying levels of language proficiency.

Figure 1 Language levels Harmer (2007, 95)



Figure 2 Six language levels CEFR (2001, 23)

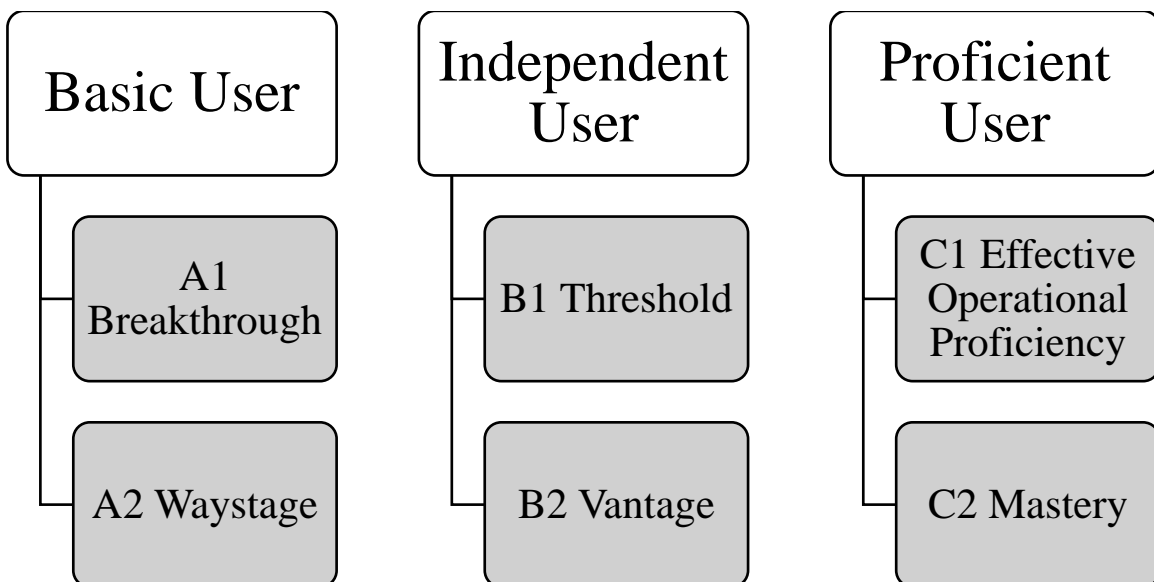
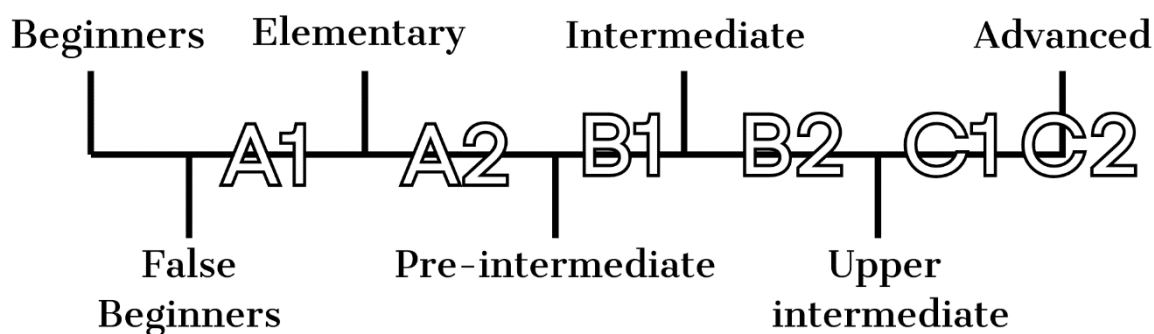


Figure 3 Terms for different student levels Harmer (2007, 95)



1.2 Second Language Acquisition

This chapter characterises second language acquisition (SLA), briefly touches on its history and then focuses on Krashen’s monitor model.

In Hoque article *An Introduction to the Second Language Acquisition*, SLA is defined as:

“Second language acquisition, or SLA, has two meanings. In a general sense, it is a term that describes learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language.” Hoque (2019, 1)

Hoque also explains the difference between acquiring a language and learning a language, which is that acquisition is an unconscious process which does not need teaching. This process is similar to acquiring a first language, where the source is a natural conversation in the household. On the other hand, learning, unlike acquiring, is an intentional process in which teachers control the tempo (Hoque 2019, 2).

The history of SLA, according to Hoque, is marked in the 1950s and 1960s. the behaviourist approach to language learning emphasises habit formation through stimulus-response reinforcement, where repeated practice leads to the establishment of new linguistic habits. This approach suggested that SLA involves replacing first-language habits with second-language habits, with success dependent on the similarity between first-language structures and second-language structures. However, it faced criticism for not accounting for the creativity of language use, as learners generate novel sentences not solely based on imitation and reinforcement (Hoque 2019, 4–5).

Moving on to the 1970s, Krashen’s Monitor Model was introduced. This model consists of five hypotheses. The acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, and the affective filter hypothesis (Hoque 2019, 5–6). Krashen (1981, 1) says that this model proposes that adults develop language proficiency through two distinct systems:

subconscious language acquisition and conscious language learning. Even though these systems are interconnected, Krashen states that subconscious acquisition is more important.

Adding to this, Krashen (1981, 2–3) says that using the Monitor Hypothesis requires meeting several conditions. Firstly, the learner must have time, which is often lacking in normal conversation. However, even if the learner would monitor himself or herself, it would not be effective without a second condition: the learner must be focused on form or correctness. Lastly, the learner must know the rule, which is challenging given the incomplete understanding of language rules by syntacticians, applied linguists, language teachers, and students. These conditions are rarely met, making the successful application of conscious learning to performance uncommon. He also claims that conscious learning in second language acquisition serves primarily as a Monitor. This means that while the subconscious acquired system initiates and drives language production, conscious learning should be involved in correcting or editing this output.

Krashen's (1982, 20–23) Input Hypothesis suggests that language learners progress from one stage of competence (i) to the next ($i+1$) by understanding input that includes structures beyond their current level with the help of context, knowledge, and extra-linguistic information. This approach contrasts with traditional methods that emphasise learning structures first and then practising them. Instead, Krashen argues that focusing on meaning first leads to the natural acquisition of linguistic structures.

Lastly, Krashen's (1982, 30–32) Affective Filter Hypothesis confirms that non-cognitive factors such as motivation, self-confidence, and anxiety significantly impact success in SLA. This means that learners may not fully benefit from comprehensible input if they experience a "mental block" due to anxiety, lack of motivation, or fear of failure. When the affective filter is low, and learners are relaxed and motivated, the input is successfully processed and acquired.

To conclude, Hoque distinguishes between unconscious language acquisition and intentional language learning. Krashen's Monitor Model emphasizes the interplay between these processes and introduces several hypotheses, including the Input Hypothesis and the Affective Filter Hypothesis. These theories underline the importance of comprehensible input, motivation, self-confidence, and low anxiety for effective language acquisition. This knowledge is important to better understand SA and its connection to motivation.

2 MOTIVATION

Motivation is an essential part of human behaviour that drives people forward. It shapes the type of decisions people make, how they make them, and what actions they perform daily. The dynamism and complexity of motivation are one of the keys to understanding individual achievements and success.

Williams and Burden define motivation as:

“A state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously said goal (or goals).” (1997, 120)

This arousal can be started by internal motivation, such as desire, or external factors, such as curiosity about a particular subject. Subsequently, the learner must make conscious decisions and act towards his or her set goal. The learner must be consistent in his or her actions to achieve the goal. However, motivation cannot be only internal or external; it is usually a combination of both (1997, 120).

It can also be understood as an attitude towards doing something. The concept of motivation is complex; it is intertwined with many factors such as interests, curiosity, or a desire to achieve something, most of these being subject to external influences, likely parents, or even teachers and exams. At the same time, Borah says that motivation is “the reason why people behave the way they do” and that it is “a move towards set goals” (Borah 2021, 550).

According to Dörnyei (2001,7), motivation is a fundamental aspect that helps us understand why people choose to do certain things, how much effort they are willing to put into achieving their goals, and for how long they will keep pursuing them. Thus, motivation is accountable for the choice, effort, and continuity of behaviour and can be viewed as the driving force behind our actions.

2.1 Types of Motivation

Understanding one's ways of learning, working, and ways of achieving goals, in general, enables the identification of motivating forces for any behaviour. Motivation falls as a dynamic factor in the above scheme of things and may be divided into two distinct classifications: intrinsic and extrinsic. In general, both intrinsic motivation (IM) and extrinsic motivation (EM) play a crucial role in shaping our behaviour and guiding our decisions.

2.1.1 Intrinsic Motivation

IM, which can also be referred to as integrative by some sources, comes from the learner himself or herself. According to Williams and Burden, it is defined as the motivation that arises within an individual. Also, when an activity is enjoyable and exciting, the reason for performing it is derived from the pleasure of the activity itself (1997, 123). Activity stimulated by IM is done for self-pleasure and personal fulfilment. The learner is driven by enjoyment or interest in an activity, and there is no external reward afterwards (Borah 2021, 550). An example of IM can be personal interest in a subject, improving a learner's skills or techniques, or curiosity about a subject. Deci and Ryan (1985, 246–247) emphasise the importance of maintaining or enhancing this type of motivation in educational settings.

Key points written by Bruner (1962, cited in Deci and Ryan 1985, 247) in favour of releasing children from reward and punishment control in order to promote deeper, creative learning and that learning driven by intrinsic motivation involves approaching tasks as an opportunity for discovery. However, successes and failures are considered informative feedback, not rewards or punishments. This is evident from educational theorists like Neill (1960, 162, cited in Deci and Ryan 1985, 247) and Holt (1964, cited in Deci and Ryan 1985, 24) as well, who stress trial-and-error learning and intrinsic satisfaction rather than relying on extrinsic motivators.

Further, IM can be divided into five subcategories: competence and learning motivation, attitude motivation, achievement motivation, creative motivation, and psychological motivation. Competence motivation is when a person looks forward to personal growth through the acquisition of new skills, other than just reaching the set goals. Attitude motivation brings a positive change towards self and others (Tarver 2020).

Achievement motivation propels everyone towards a definite goal with the aim of achieving it and taking satisfaction in the accomplishment, most importantly, valuing one's own self-growth. Creative motivation is attached to inquisitiveness and pulls from the desire of humans to be able to express more from an idea or a solution to a problem in an innovative way. Last but not least, physiological motivation reflects primal drives and the reason for behaviours to complete simple tasks or needs involved, as outlined in Maslow's hierarchy (Tarver 2020).

2.1.2 Extrinsic Motivation

EM, also known as instrumental motivation in some sources, is stimulated from the outside of a person. Therefore, his type of motivation is characterised by the presence of external rewards or other factors unrelated to personal fulfilment. Harmer (2007, 98–99) explained EM,

specifically in English learning, as motivation that can be caused by many outside factors. One of them can be the goal of why learners are learning the language—for instance, an upcoming test, finding a better job or a desire to understand something online.

At the same time, it can be curiosity or people around us and their culture. This definition agrees with Gardner (1985, cited in Williams and Burden 1997, 116), who explains EM as a group of factors that relate to external reward. As an example, he suggested career promotion or exam passing. Further, EM is also spoken about by Deci and Ryan (1985, 261), who say that it is often required in order for learners to engage with tasks which are considered to be requisite by culture or society at large but are not inherently interesting to the learner. Also, some skills and behaviours that are not inherently interesting to the learner are considered essential for their development and eventual integration into society. These could be memorising spelling lists.

Like IM, EM also has its own subcategories. Incentive motivation emphasises the attractiveness of positive outcomes rather than the intrinsic value of attainment. Those motivated by incentives are egged on to act by the promise of certain rewards. Fear motivation, on the other hand, uses threats to provoke action, availing the negative stimuli of punishment to prevent weak motivational responses (Tarver 2020).

On that note, power motivation asserts that individuals are motivated by the need for independence and control in their own lives and in the lives of others. Lastly, affiliation and social motivations draw attention to the human need to be social and gain acceptance to foster social relationships. These external motivators shape behaviour by appealing to social needs and desires for connection and acceptance (Tarver 2020).

2.1.3 Self-determination Theory

Self-Determination Theory (SDT), developed by Deci and Ryan, offers a comprehensive framework for understanding human motivation, focusing on the essential roles of autonomy, competence, and relatedness.

According to Deci and Ryan, SDT is a theory that explains human motivation as the pursuit of the need for autonomy, competence, and relatedness. The basic argument behind it is based on the concept that individuals are most motivated to participate in behaviours that are proven intrinsically satisfying and are concurrent to their intrinsic values and interests. The difference between IM and EM is at the core of this theory, where IM is considered to be the one that deserves the most excellent attention in the pursuit of long-term goals and well-being. Further,

SDT emphasises that social and environmental factors either promote or inhibit the self-determined course of behaviour and accordingly pose that environments should (1985, 231–239).

Further, SDT is spoken about in the journal *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*, which outlines the empirical basis of SDT focusing on essential psychological needs and intrinsic growth tendencies. The journal has gone on to deepen how SDT is rooted in empirical study that goes with the fulfilment of general psychological needs for skill, independence, and social belonging and that have a significant influence on the encouragement of intrinsic motivation and general well-being (Ryan and Deci, 2000).

The needs are universal and inborn and push an individual toward growth, integration, and constructive social development. It stands against all these other theories to have more emphasis on extrinsic considerations, and SDT attains a great emphasis on these intrinsic needs and how they foster self-motivation, personal growth, and psychological well-being (Ryan and Deci, 2000).

As a result, SDT, as explained by Deci and Ryan, posits that human motivation is rooted in the pursuit of autonomy, competence, and relatedness. SDT distinguishes between IM, driven by internal satisfaction, and EM. It underscores the significance of social and environmental factors in shaping self-determined behaviour. Supported by empirical research detailed in Ryan and Deci's (2000) journal article, SDT highlights the fulfilment of universal psychological needs like skill development, independence, and social integration in fostering intrinsic motivation and overall well-being.

2.2 Motivation for Learning

Understanding learners' motivation in learning is vital, especially for the learner. Learners can be the most effective in their learning when they understand and recognise the importance of learning, and they find a genuine desire to learn. Bakar (cited in Borah 2001, 551) has highlighted that motivation notably enhances learning performance. It boosts learners' efforts in achieving their set aims. According to Brown (cited in Borah 2001, 551), in the educational realm, motivation can either elevate or dampen the pursuit of goals. Without enough motivation, learners may find learning to be difficult and see little value in it. Thus, the level of motivation a learner has can determine their eagerness to tackle challenges, either with enthusiasm or indifference (Borah 2001).

With the focus on foreign language, Williams and Burden (1997, 115–116) claim that acquiring a foreign language stands distinctively apart from learning other subjects, mainly because it deeply intertwines with the social essence of human interaction. Language is not merely an aspect of an individual's identity but a crucial medium through which they express that identity to others. In essence, mastering a second language equates to adopting a new social identity.

Gardener (1985 cited in Williams and Burden 1997, 115) asserts that language learning is unique among academic disciplines due to its focus on assimilating the skills and behavioural patterns characteristic of a distinct community. He posits that success in language learning is substantially shaped by the learner's attitudes towards the language's native speaker community. In other words, learners who are motivated to learn a second language to get to know others speaking that language are interactively motivated. The same learners are more likely to be interested in the culture which is associated with the language. They could also have family members or other significant others speaking that language, which typically means strong motivation to learn (The University of Texas at Austin 2024).

This is connected with another aspect that, according to Williams and Burden, affects the motivation behind learning a foreign language, the social context, the interactions and the relationships with individuals and groups. Therefore, it is evident that the social context, setting, and culture in which language learning occurs will significantly influence the learning process. In agreement, Harmer (2007, 98–99) mentions the society we live in and the people around us as some of the external factors affecting learners' motivation.

Another view of motivation to learn a second language is presented by Zoltán Dörnyei in his comprehensive theoretical framework, *The L2 Motivational Self System*. Dörnyei specifically mentions an Ideal second-language self as one of three components of the system. It should represent a vision of a learner as a proficient speaker of a second language. This concept is closely related to Gardener's idea. The second component of this theory is Ought-to second-language self, which represents the characteristics a learner should have to meet expectations and avoid negative outcomes. The last component, second language learning experience, is connected with the immediate learning environment and experiences such as teachers, peers or curriculum (2009, 29). Moreover, the Second Language Motivational Self System enhances the understanding of motivation in second language learning by embedding SDT's intrinsic and extrinsic motivational constructs within a framework focused on the learner's self-guides and learning experiences (2009, 10–14).

On the whole, motivation is the purpose of human behaviour, and it also is a powerful tool in learning. It is shaping their decisions and making actions in daily life. Defined by Williams and Burden (1997), it encompasses internal desires and external factors influencing individuals' pursuit of goals. Motivation plays a vital role in learning as it encourages engagement and performance. According to Bakar (cited in Borah, 2001), motivation enhances learning outcomes, while Brown (cited in Borah, 2001) highlights its role in goal pursuit. Williams and Burden (1997) suggest that mastering a foreign language involves adopting a new social identity influenced by attitudes towards the language community. This, together with Dörnyei's Motivational Self System, shows that the impact of motivation significantly affects learning success.

Moreover, Dörnyei's Ideal Second-Language Self and Krashen's Input Hypothesis emphasise the importance of meaningful input and personal relevance in language acquisition. Krashen focuses on the necessity of comprehensible input just beyond the learner's current level to foster natural language acquisition. Similarly, Dörnyei's Ideal Second-Language Self theory highlights the motivational power of envisioning oneself as a successful language user, which aligns with the idea of providing engaging and meaningful input. Both theories underscore the role of motivation and engagement in effective language learning (UKEssays.com 2023).

3 EVALUATION AND ASSESSMENT

Even though evaluation and assessment are tools used to measure the knowledge of learners, they are not the same in the educational system, and it is necessary to understand their differences.

3.1 Evaluation

Evaluation measures learners' current levels of performance, quality, or outcome, which inform decisions from a given demonstrated quality. Thus, the assessment is aimed at their future performance and qualities, while the evaluation is important to determine and comprehend the quality of their current performance (Alhareth and Dighrir 2014, 884). Correspondingly, Weiss (1972, cited in Poláková and Klímová 2020, 1524) says that evaluation can be described as the systematic collection of information with the aim of collecting information towards the taking of considered action on any issue.

In a manner of speaking, it is determining the value and worth of the whole curriculum by going through the elements that compose it. It then reflects on the quality of the curriculum in general, in the individual courses. These are the evaluations based on specific criteria and evidence, in which primary decisions will be taken regarding the content and methods used in the educational process and the overall worth of the curriculum (Weiss, 1972, cited in Poláková and Klímová 2020, 1524). In essence, assessment evaluation is the general process of decision-making in relation to the modern educational setting for the betterment of systems and processes in the achievement of quality and effective learning experiences.

3.2 Assessment

Assessment serves as a fundamental tool for evaluating learners' performances and understanding their knowledge levels. Assessment concentrates on ways through which one can evaluate learners' performances. This involves gathering information regarding learners to help one understand the knowledge level and how one can effectively use this information (Poláková and Klímová 2020, 1524–1525).

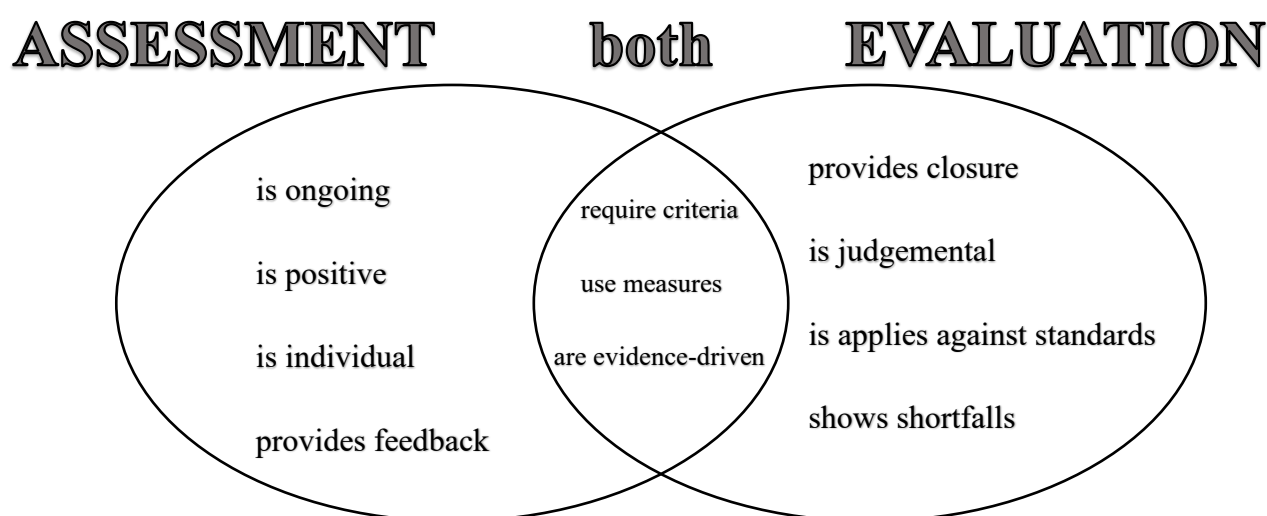
According to Kolář and Šikulová (2009, 17–23), while all people are informally assessed on a daily basis by gestures or facial expressions, the assessment of learners is distinct due to its systematic nature. It gives information about the curriculum and its results. It can be used as feedback for learners. *Common European Framework of Reference for Languages (CEFR)* (2001, 177) goes even further in explicating the multi-dimensionality involved in the

assessment in language programs to posit the following: “All assessment is a form of evaluation, but in a language programme, a number of things are evaluated other than learner proficiency.”.

Assessment, as described by Alhareth and Dighrir (2014) and Weiss (1972, cited in Poláková and Klímová 2020), assesses learners' current performance and guides future actions based on demonstrated quality. It involves systematically collecting information to assess curriculum effectiveness and inform decisions on content and methodology. Assessment, as emphasised by Poláková and Klímová (2020), evaluates learners' performances and informs instructional approaches while also providing feedback for improvement (Kolář and Šikulová, 2009). The Common European Framework of Reference for Languages (CEFR) (2001) highlights the multifaceted nature of assessment beyond learner proficiency.

Figure 4 shows the key differences and similarities between evaluation and assessment in order to present the difference between evaluation and assessment.

Figure 4 The key difference and similarities (Poláková 2020, 1526)



CEFR defined 26 types of assessment (2001, 183), while Kolář and Šikulová (2009, 32–35) define 15 types of assessment. These assessments are shown in Figure 5; this figure's purpose is to demonstrate various assessment methods and, in bold, reflect types of assessment that are defined by both CEFR and Kolář and Šikulová. These two sources have been picked to be looked at in further detail as they are vital sources for assessment terminology for this bachelor

thesis. There are similar types of assessments in both works, highlighted in bold, but for this bachelor thesis, it is crucial formative assessment, summative assessment and SA.

Figure 5: Types of assessment according to CEFR (2001, 183) and Kolář and Šikulová (2009, 32–35)

CEFR		Kolář and Šikulová	
Achievement assessment	Proficiency assessment	Heteronomous assessment	Autonomous assessment
Norm-referencing	Criterion-referencing (CR)	Socially normed assessment	Individual assessment
Mastery learning CR	Continuum CR	Formative assessment	Summative assessment
Continuous assessment	Fixed assessment points	Norm-referencing	Criterion-referencing
Formative assessment	Summative assessment	Inner assessment	External assessment
Direct assessment	Indirect assessment	Formal assessment	Informal assessment
Performance assessment	Knowledge assessment	Ongoing assessment	Final assessment
Subjective assessment	Objective assessment		
Checklist rating	Performance rating		
Impression	Guided judgement		
Holistic assessment	Analytic assessment		
Series assessment	Category assessment		
Assessment by others	Self-assessment		

3.2.1 Formative Assessment

Formative assessment is a valuable tool that enhances the educational experience for both learners and teachers by providing continuous feedback and identifying areas for improvement. According to CEFR (2001, 186), formative assessment is a continuous method that collects data about learners, what they learned, and their strengths and areas for improvement. Teachers later use the valuable information to improve their course planning and also the learners' feedback. Kolář and Šikulová (2009, 33) agree that formative assessment promotes effective learning and that it serves as a tool for teachers to better meet the needs of learners. The assessments may

detect patterns of difficulty errors as well as other errors in a learner's work and provide advice and instruction oriented to help improve later performance.

Harmer (2007, 379) emphasizes that formative assessment, when integrated into the learning process, can significantly aid learners in improving their performance by addressing errors promptly. However, Harmer also notes that the implementation of formative assessment necessitates change and development from both learners and teachers, which may contribute to some teachers' reluctance to adopt this approach.

In summary, while formative assessment is invaluable for fostering an adaptive and responsive educational environment, its effectiveness is contingent upon the willingness of educators to embrace the changes it entails.

3.2.2 Summative Assessment

As its name implies, summative assessment encapsulates and evaluates learners' acquired knowledge at the culmination of a designated learning period. This concept is succinctly captured by the CEFR (2001, 186), which articulates that summative assessment aims to "sum up attainment at the end of the course with a grade".

Expanding upon this notion, Kolář and Šikulová (2009, 33) elucidate that summative assessment provides insights into the final evaluation of knowledge levels attained within a specific instructional timeframe. The summative assessment gives information about the final assessment of the level of knowledge at a certain period of teaching. Furthermore, Harmer (2007, 379) underscores the definitive nature of summative assessment, highlighting its role in providing a conclusive measurement of learning outcomes, stating that it serves "to round things off and make a one-off measurement".

3.2.3 Concepts, Aspects and Criteria of Assessment

To effectively assess, it is important to understand how to assess. CEFR (2001, 177) defines three key concepts in the context of assessment. Firstly, validity ensures that the assessment measures what is intended to be measured. Secondly, reliability ensures that the learner's rank order case remains consistent between the administrations of the same kind of different assessments. The last one is the accuracy of decisions, which means how accurate the decisions of the results made, for example, fail or pass marks.

Boud (2013, 11–12) mentions that all assessments consist of two key aspects, regardless of whether teachers or learners conduct them. The initial aspect involves acquiring knowledge and

understanding the correct criteria for completing and evaluating a task. Without this knowledge, it would not be possible to tell if the specific task is considered adequate. The following aspect involves the capacity to assess whether the work in question aligns with these standards or not.

Similarly to Boud, Vališová and Kasíková (2011, 257–259) state that the criteria of assessment should be clearly and precisely formulated, and the criteria should be acceptable and understandable to the learners. Vališová and Kasíková also go on to say that learners, appropriate to their age, can participate in the development of these criteria. More criteria can then be applied in the assessment, and thus, more evaluation can be done. For instance, vocabulary, grammar, and creativity. What can also help in the development of criteria is the precise formulation of both short-term and long-term aims. The short-term aim is seen here as “what the student will know at the end of the lesson”. The long-term aim expresses the learners’ core knowledge and key competencies and is the subject of the learner’s overall assessment.

In addition, Slavík (1999, 51) highlights that the criteria should be rather detailed than general. For instance, while grammatical correctness is crucial for language competence, its generalisation poses challenges for evaluation. Thus, it can be categorised as a long-term aim. What is here to take into consideration is how measurable it is for the teacher to evaluate this criterion. On the other hand, more specified criteria like grammatical correctness in gerund formation would be easier to classify in a shorter time.

As a result, understanding the core principles of assessment is pivotal for effective evaluation. CEFR (2001) outlines three key concepts: validity, reliability, and accuracy of decisions. Boud (2013) and Vališová and Kasíková (2011) stress the importance of clear and precise assessment criteria, with learner involvement enhancing understanding. Adding to that, Slavík (1999) agrees that detailed criteria are necessary for assessment. Together, these insights inform a comprehensive approach to assessment, ensuring its effectiveness and reliability.

In conclusion, understanding the foundational principles of assessment is crucial for its effectiveness. CEFR (2001) delineates three essential concepts, validity, reliability, and accuracy of decisions, while Boud (2013) and Vališová and Kasíková (2011) highlight the importance of clear and precise criteria, with learner involvement enhancing understanding. Slavík (1999) adds that detailed criteria are necessary for effective assessment. Collectively, these insights contribute to a comprehensive approach to assessment, ensuring its reliability and efficacy.

4 SELF-ASSESSMENT

SA is a powerful tool for enhancing learners' autonomy and responsibility in the learning process. It involves a process where the learners ought to ruminate on their performance, set goals and evaluate their progress by precise criteria. This part of the thesis will discuss aspects of SA and how it is implemented in a classroom.

SA helps learners oversee their learning process by reflecting on their experience of learning as well as setting and achieving objectives. Kolář and Šikulová (2009, 151) define SA as the ability to reflect on past activities and experiences, recall what has happened, and formulate what the learner has learned and what they have failed to learn. That means that learners are responsible for their learning and are actively involved in that process. Similarly, Boud (2013, 11–12) refers to an SA as a learner's active participation in the process of setting an objective with specific criteria for their work and then evaluating to what extent they have completed this objective. Both definitions explain SA as a part of the learning process, which is used by learners as an opportunity to improve their learning process.

Examining the major principles of SA, it is evident that this process is multifaceted and involves various vital aspects. As was already mentioned, Boud (2013, 11–12) mentions two key aspects: acquiring knowledge and understanding the correct criteria for completing a task and evaluating it correctly and the capacity to assess whether the work in question aligns with these standards or not. Jamrus and Razali express a similar opinion, which points to three aspects of SA. The first aspect is the teacher's clear definition and task expectations. The second is the learner's initial draft of the given task in comparison with the expectations laid out, and notes of their differences are made so the learner knows what to improve. The third and final aspect is the final assessment, which the learner can compare with their peers and the teacher. It is also suggested that the teacher provide a list of common mistakes that learners can use to guide their evaluation (Jamrus and Razali 2019, 65). SA includes a multifaceted process involving critical elements such as clear task expectations, self-evaluation based on predefined criteria, and comparison with peers' and teachers' assessments, all aimed at fostering learner reflection and improvement.

For learners to be able to self-assess effectively, it is essential to instil the practice of reflecting on their work. Kolář and Šikulová (2009, 151–152) mention the process of teaching learners how to reflect on their work by learners asking themselves what or why questions such as: “What do I find challenging? Why did I fail my exam? “. Such questions should not only help

learners ponder their learning process but also persuade them to set new goals and put into words the radiant words about their learning process. Learners who can reflect on their learning experience and thus can use the SA method are those who can point out why their work is in alignment with the aim and criteria, parts of the work that need to be improved, what helped them to achieve the aim or what made it difficult. They can also plan what to do differently next time so that their work can be improved.

4.1 Self-assessment Process

SA consists of three components: self-monitoring, self-judgement, also referred to as self-evaluation and implementation of the necessary learning adjustments. Self-monitoring learners consciously observe their actions and compare them to external standards. Self-judgement involves recognising progress towards predefined performance objectives. This gives learners an idea of what he or she knows and what he or she needs to improve. The last component includes setting goals and activities that are designed to improve understanding and skills and foster capabilities to learn. The goals and the approaches towards learning can be made as per the learning needs that can be added to the learning journey of the learner (McMillan, H., and Hearn 2008, 41–42).

4.2 Self-assessment Types

On the methodological portal of the Framework Education Program in Czech Rámcový vzdělávací program (RVP), Rakoušová (Rakoušová 2008) defines ten types of SA, each delineated by various factors, including frequency, time-organisation, the persons concerned, teaching content from a developmental perspective, level of generality, evaluation of partial outcomes, the organisation of teaching forms, SA tools, and the norm to which they related. These have further subdivisions that are visually represented in Figure 6. significant overlap exists between Rakoušová's typology and that proposed by Horáková, particularly in relation to four key aspects: frequency, individuals involved, teaching content, and assessment of partial outcomes (Horáková 2018).

Figure 6 Self-assessment types Rakoušová RVP 14.2.2008

Frequency	Immediate
	Summarising the teaching unit
	Summarising thematic or project work
	Concluding a period of time

Time-organization	Ongoing
	Summative
The persons concerned	As feedback to the learners
	As feedback to the teacher
	As feedback to parents
Teaching content	–
From a developmental perspective	Symbolic
	Verbal
Level of generality	General
	Specific
Evaluation of partial outcomes	Sub–skills
	Key competence
	Expected outcomes
The organisation of teaching forms	In relation to frontal collaborative work
	In relation to frontal individual work
	In relation to group work
Self-assessment tools	Oral
	Written
The norm to which they relate	Related to the class society
	Related to the psychology of the learners
	Related to the logic of the subject

4.3 Self-assessment methods and tools

The SA tools are important in the creation of self-awareness and growth in any person in the learning process. They give the learners the capacity to reflect on their achievements and areas for their development, which is a foundation for lifelong learning and development. Harris and McCann (1994, 66–67) mention five techniques for SA: descriptions, rating, monitoring, questionnaires, and surveys. Apart from that, the method of SWOT analysis can be used where learners point out their strengths, weaknesses, opportunities, and threats.

4.3.1 Portfolios and E-Portfolios

A tool for implementing SA is a portfolio or e-portfolio, in which learners can ask themselves reflective questions and gather their work. Bensalem and Alenazi speak about an e-portfolio as

a tool that allows learners to compile their study materials and projects, showcasing their coursework and progress in the subject (Bensalem and Alenazi 2023, 27). Learners can use e-portfolios to engage in deep reflection, allowing them to critically examine their learning experiences and align them with personal and professional goals. E-Portfolios are not only suitable for SA but also for peer feedback and reflection (University of Arizona 2023). Similarly, Harmer (2007, 380) states that portfolio assessments are beneficial to learners as they demonstrate learners' effort. On the other hand, they are time-consuming, and teachers need to be trained in the evaluation of portfolios.

The European Language Portfolio, created by the Language Policy Programme of the Council of Europe, is worth mentioning. It denotes developing learner independence, plurilingualism, and intercultural awareness and competence. It is there to assist learners in documenting their language learning progress and their experiences with language acquisition and usage (Council of Europe Portal 2024).

4.3.2 Questionnaire

Another approach to gathering data for SA language learning strategies is Harris and McCann (1994, 67) define various strategies of questionnaire formats. These questionnaires involve diverse methods such as listing, ranking preferences, ranking problems, multiple choice questions, agree or disagree statements, and short answer questions. The difference between ranking a preference and ranking a problem which lives within the focus of the assessment. While ranking preferences, the learners rank activities in order of which they would like to do, like listening to songs or watching videos. While ranking problems, learners locate and rank the areas of difficulty in relation to the exact problematic grammatical concepts, for example, modal verbs.

4.3.3 Rubric

Rubrics as SA tools play a crucial role in academic settings by providing a structured framework that enables learners to evaluate their own work against a set of criteria. Stevens and Levi characterise the rubric as a tool for instructors to outline the criteria for assignments in a clear and understandable manner for both grade and SA (Stevens and Levi 2004, 3–5). Harris and McCann (1994, 92) define a rubric as: “Instructions in a test or any classroom activity which indicate to the candidate or learner what he/she has to do to complete any given task.”

In general, rubrics include four main components: a description of the full assignment, the grade scale defining levels of achievement, dimensions of the assignment breaking down required

skills or knowledge, and specific descriptions for each level of performance, most often in a grid format to assist ease of use. This type of structure helps not only the professors in developing a just and uniform system of evaluation but also provides a clear guideline to the learners on what is expected from them. The flexibility in the creation process of the rubric thus makes it adaptable to many kinds of assignments, from oral presentations to written projects (Stevens and Levi 2004, 3–5).

Rubrics are indispensable instruments for educators to openly communicate assignment criteria for grading and SA, consisting of four components in a user–friendly grid. This assists teachers not only in establishing a fair and consistent evaluation framework but also in clearly indicating the expectations for work, flexible enough for various kinds of assignments, including oral and written projects (Andrade 2024). In summary, rubrics serve as valuable tools in academic settings, enabling both educators and learners to transparently evaluate assignments and guide SA practices.

4.3.4 Rating scales

Above rating scales, Harris and McCann (1994, 66) also mention general ratings, graphs or adjectives which learners would choose from a list to describe their own attitudes. Scaled ratings are very common; a learner scales or grades their performance or level of progress based on the descriptive level of what has been achieved, usually on a scale between 1 and 5. On the same level, peer rating lets learners learn SA for the sake of being competent in this skill while rating other people's performance or work.

Rating scales also offer teachers an instrument for scoring, which establishes the level or extent of behaviours, abilities, and approaches developed or expressed by learners. When descriptive words like always, usually, sometimes, or never are used for measuring instead of numbers, the outcomes of the rating scale can be more reliable. Also, it can help the learner identify specific strengths and needs (Mathematics 2008).

A more complex rating scale can be found in CEFR (2001, 25–27), more specifically, the SA grid, which consists of six language levels divided into three sections, understanding, speaking, and writing, which are subdivided into listening and reading for understanding. Spoken interaction and spoken production for speaking. Lastly, writing stands on its own.

In summary, SA plays a crucial role in promoting learner autonomy and accountability. SA, as defined by Kolář and Šikulová (2009) and Boud (2013), empowers learners to reflect on their

progress, set goals, and evaluate their performance against predefined criteria. By fostering self-reflection and goal-setting, SA enables learners to monitor their progress and make necessary adjustments to achieve their learning objectives (McMillan & Hearn, 2008). Furthermore, various SA methods and tools give learners the opportunity to assess their skills and track their learning process. All of this while supporting their growth and improvement.

5 CONCLUSION OF THE THEORETICAL PART

The theoretical part of this thesis explores the review study, learners, motivation, and assessment with a focus on SA, and this lays the ground for the following practical part.

The first chapter of this thesis has shown insights into the characteristics of learners, and it has exposed some insights in relation to the characteristics of the learners regarding factors such as age, learning differences, language levels, and motivation with a focus on their language levels as language level is one of the criteria for the practical part of this thesis. Then, it sheds light on SLA and, most importantly, Krashen's Monitor Model, which is important to understand for teachers to help them recognize the balance between subconscious language acquisition and conscious learning.

Following this chapter, motivation was introduced, which is one of the main driving forces that stimulate a human being toward action and learning, either intrinsically or extrinsically. Understanding IM and EM, as well as the SDT, which emphasises autonomy and competence, provides insights into fostering learners' engagement and well-being in the learning process. This, together with Dörnyei's *The L2 Motivational Self System*, shows that motivation significantly affects learning success, which is in agreement with Krashen's Affective Filter Hypothesis.

Chapter three involves the topic of evaluation and assessment; though both are key elements of the education system, they fulfil different roles. Evaluation is concerned with measuring the overall quality and efficacy of the education frame itself, highlighting the value and success of the curriculum. On the other hand, assessment is more focused on measuring individual learners' performances and their comprehension, giving feedback which is critical for future growth. Understanding the differences between these two processes is key for teachers looking to improve the learning experience and support learners' progress.

Continuing from five four, chapter five further deals with SA, which is crucial for promoting independence and responsibility within the learning journey. SA helps learners to reflect on learning progress, set objectives, and assess their performance based on clear criteria. A variety of SA methods and instruments, including portfolios, questionnaires, rubrics, and rating scales, offer ways for learners to engage in significant self-reflection and evaluation. These methods and tools not only benefit assessment but also encourage personal development, autonomy, and continuing learning.

In conclusion, the theoretical part of this bachelor thesis lays the ground for examining the effects of SA on learner motivation; apart from that, it also offers perspectives on literature review methodologies, learner attributes, motivation, and assessment techniques. Moreover, the part surrounding SA highlights its significance in fostering learner autonomy and accountability through varied assessment methods. This understanding sets the grounds for the practical exploration of SA's effects on learner motivation in the subsequent sections.

THE PRACTICAL PART

6 REVIEW STUDY

This practical part of the bachelor thesis is in the form of a review study, more specifically a literature review, which aims to summarise current research on the impact of SA on the motivation of learners learning English as a second language.

6.1 Types of Review Study

Mareš (2013, 429) states that review studies differ by their thematic focus, which may involve summarising existing empirical research or analysing and summarising theoretical approaches. Mareš specifically further speaks about review studies summarising empirical research. These are literature review, traditional review, mapping review, systematic review, critical review, integrative review, rapid review, meta-analysis, and qualitative systematic review.

Firstly, Mareš (2013,430) refers to the traditional, also referred to as narrative reviews, which pull together summaries of research findings carried out in relation to a defined topic over a defined time. They carefully select the research question or viewpoints which are already established and identify contradictory results among authors for different views. The review clearly depicts this by making general or specific conclusions and recommendations, most provided in an interpretative narrative format, giving insights on different aspects of the issue.

Another type that Mareš identifies is a mapping review. This review seeks to investigate a broad range of research related to a given topic. Through a close review and categorisation, the individual research studies tend to get classified into coherent units backed with visual aids that support the relationship between topics. The findings emanated from there offer a bottom line structure upon which future research activities within the field can be determined or even guide the future review of that domain.

An essential characteristic of a systematic review is also presented by Moher (2007, cited in Mareš 2013, 431) as the assimilation of studies looking at a specific research question over a predetermined time period. The author critically appraises research studies in the context of quantitative research methodologies and the outcomes of the study, often presented with the use of summary tables. The output of the systematic review is the generalisations developed, pointing to unsettled questions, inconsistencies in empirical findings, and methodological flaws in conducting previous research.

The critical review is an intense form of review, embracing the entire range of works on a selected issue. The author produces a critical evaluation of the selected theoretical standpoints and uses concepts and methodological strategies in a detailed analysis of the chosen topic. Outputs of the critical review integrate critical ammunition of the existing state of knowledge as well as proposals of new models or research hypotheses with the intention of taking further. Whitemore and Hnafl (2005, cited in Mareš 2013, 431) define an integrative review as cumulating all the existent knowledge that emanates from a plethora of research studies and theoretical works on that given topic. It entails the nomenclature, theories that exist, methodological approach, and finally, specific-based evidence recommendations. Its outcomes are often presented as a summary table or developmental diagrams to provide a clear visual sense of recommendations.

A rapid review, stated by Khungura et al. (2012, cited in Mareš 2013, 431), can quickly deal with a particular question regarding practice or can help decision-makers make decisions at the conceptual level. The author searches the literature for information based on the criteria that are chosen and gives a quick answer to the question posed. The outputs of rapid review usually include interpretations of the findings that are limited to the sources used, and the generalizability of the conclusions is allowed. Unlike systematic reviews, rapid review takes about a month to complete.

Coming up with meta-analysis, defined by Hendl (2004, 491 cited in Mareš 2013, 431), is a statistical method that deals with the aggregation and interpretations from a series of research that involve variables that are the same or similar. They present the average effect sizes for the variables in question and the aggregated results across the whole set of contributions in these studies. Outputs from these meta-analytical procedures give forth quantitative answers to questions about the existence of demonstrable configurations and groupings of results, giving more insight into the general phenomenon or phenomena under study.

Connected with meta-analysis, the definition by Sipe and Curlett (1997, cited in Mareš 2013, 431) of meta-synthesis is a summary that is mined from a more expansive set of meta-analyses of an issue. The thus chosen meta-analyses can be generalised to get findings about the topic, and they serve as units of a higher level of analysis. The generated outputs of a meta-synthesis present the view of the broader topic and the critical variables with the effect sizes for a thorough understanding of the phenomenon under investigation.

The penultimate review, defined by Mareš (2013, 431), is a qualitative systematic review of the qualitative evidence synthesis that can be termed as a summary that is considered the production of multitudes of varied qualitative research studies placed within the same arena. In critiquing each single qualitative study, the author, therefore, should be meticulous in the identification and tracking of themes or constructs found within one single qualitative study. The results of a qualitative systematic review present a lot of details explaining a process or a problem and give recommendations based on evidence.

Moreover, lastly, a literature review, which, as was already mentioned, is a structure of this bachelor thesis practical part so that this term will be explained in greater detail. Mareš defines a literature review as a comprehensive overview of the knowledge concerning a selected subject across a specific time frame. In so doing, a review systematically provides a screen and harvesting environment of literature regarding the topic at hand, likened to a news report designed to give brief and generalised information (2013, 430).

This type of review critically examines published works using a systematic method to gather, select, and synthesise information. This approach combines knowledge, summarises findings, and identifies research gaps, enhancing readers' understanding of a topic. However, literature reviews can be limited by their scope, potential biases, and the risk of overemphasising certain viewpoints (Grant and Booth, 2009). Another definition of a literature review is academic writing, which depicts a clear insight and recognition of scholarly works presented on a given topic. It involves a critical evaluation of the studied literature (University of Edinburgh 2024).

A suggested way to write a review study, according to Mareš (2013, 440–442), is to choose an appropriate topic and appropriate type of review study. After these criteria are settled, a literature search on a given topic should be done, which leaves the writer with an extensive amount of material which will be further analysed and narrowed down to only relevant studies based on the topic of the review study. At this point, the writer of the study should create a comparative table from which he or she will identify key characteristics of each relevant study, which will then be transformed into a coherent text. Mareš also recommends consultations, suggestions or critical comments from colleagues or supervisors. For getting a picture of how a specific review study should be conducted, he recommends looking up other review studies published.

When specifying criteria for inclusion of the studies involved in a review study, the database, time period of publishing, how the study was conducted, or any other criteria based on the topic of a review study are to be considered.

Ultimately, there are various types of study reviews, and each tries to fulfil the nature of the purpose using different methods to analyse literature. The nature and output of each type differ from each other: traditional or narrative reviews present concise studies, mapping reviews visualise the studies, systematic reviews present research in quantitative review, critical reviews appraise knowledge, integrative reviews sum up knowledge, rapid reviews address practical problem in the speediest manner, meta-analyses, indicative report provide a statistical summary of quantitative research study, meta-syntheses generalise the findings, and qualitative systematic reviews adequately present a synthesis based on qualitative research. Being able to differentiate among various types of review studies facilitates the writing of a comprehensive and accurate literature review.

6.2 Aim of the Literature Review

This review corresponds with the name of this bachelor thesis, *The Influence of Self-assessment as a Tool for Learning English on Language Acquisition*. The aim of this literature review is to present a comprehensive overview of the studies conducted on the development of SA among English language learners, specifically EFL, and its effectiveness on their motivation, among other aspects. The main research questions (RQ) of this literature review are:

What methods of research were used in those studies?

What effect does SA have on learners?

How does SA influence motivation to learn?

The topic focused on SA was chosen because it is diverse and still new for some learners or teachers. No relevant Czech studies were found for this literature review, which can point to the irregular usage of SA in Czech education, even though it is one of the skills included in the RVP for secondary schools and grammar schools (MŠMT ČR 2024).

6.3 Criteria for Selection of the Studies

The criteria for selecting the studies were SA, motivation, English language, intermediate proficiency or secondary school students. The following criteria that used during the study search are: full text, from 2013 to 2024, text in English language, and open access. These criteria were established to facilitate the subsequent selection of studies.

The basic search was done in the Scopus and Web of Science databases on 27th May 2024. The key terms that were used were self-assessment AND motivation AND English AND language.

From Scopus, on the first search using the keywords, a total of 44 results were obtained. To refine this search, it was narrowed down the selection by applying certain criteria, such as limiting the publication timeframe from 2013 to 2024, which yielded 30 outcomes; the next criterion was the language in which the study was written. With this criterion applied, I obtained 26 outcomes. The last criterion was open access, which resulted in a total of 15 outcomes.

After reading the abstracts, four studies were excluded because they did not match the criterion of proficiency. Another three studies were excluded because they did not consider SA. Lastly, two studies were excluded because they did not consider motivation on learners' language skills. In total, I obtained five studies from Scopus.

From Web of Science, a total of 139 results were obtained on the first search using the keywords. Narrowing the search down by applying a timeframe criterion gave 79 results. Another criterion applied, open access, yielded 30 outcomes. The last criterion was also the language of the study, so with English applied, the total of studies from the Web of Science was 29.

After reading the abstracts of those studies, I found that ten studies were excluded because they did not fulfil the criterion of proficiency. Seven other studies were excluded because they did not speak about SA. Three of those spoke about peer-assessment, and even though it had a positive impact on learners' motivation, these studies did not mention SA. Another six studies were excluded because they did not focus on motivation and its connection to SA. Lastly, one study was excluded because the study subjects were both teachers and students. To conclude, from the Web of Science, I obtained five studies in total.

From both databases, a total of 10 studies were initially selected. After removing duplicates, the final number of studies used in this literature review is six.

The comparative table, included in appendices, consists of citations by the Chicago Manual Style 17th edition norm, which is also used as a citation method for the whole thesis. Furthermore, this table includes research methods, their aim, research sample, and research outcomes.

7 OVERVIEW OF SELECTED STUDIES

Çakmak et al. (2023) investigated the interactions of SA, academic resilience (AR), academic motivation, test-taking skills, and test anxiety management among learners learning English as a foreign language (EFL). Using the Core of Self-assessment Questionnaire (CSAQ) and the Achievement Motivation Scale, Çakmak et al. found that SA significantly improved learners' motivation, enthusiasm, and performance. The study highlighted that SA, AR, and AM could predict Test-Taking Skills (T-TS) and modulate Test Anxiety (TA), suggesting that these elements are crucial for enhancing EFL learners' performance.

Ibrahim et al. (2023) explored the impacts of collaborative learning, scaffolding teaching, and SA on reading comprehension, motivation, and anxiety levels among intermediate EFL learners. Among other findings, it was discovered that

“... self-assessment is useful in the metacognition process when the teacher wants the students to document their own learning and preserve a record of their progress as well as comments for future learning.” Ibrahim et al. (2023, 26)

Wicaksono et al. (2023) conducted research using an online CSAQ and other instruments which focus on academic anxiety and self-efficacy. Their findings indicate that both academic anxiety and self-efficacy were positively affected by practising SA. Meaning that the more accurately learners can assess their own abilities and performance, the less likely they are to experience anxiety.

Ritonga et al. (2023), among SA and other aspects, also investigated learners' engagement in assessment (LEA) using an online questionnaire for their findings. This study showed that learners practising SA enhanced their AR and motivation while experiencing less demotivation.

Mendoza (2022), in her study, shows that learner-centred teaching practices can improve learners' achievement in English language learning by developing autonomous and controlled motivation and promoting SA practices that directly contribute to higher achievement scores. Mendoza emphasised the importance of SA in developing learner autonomy and achieving better academic results.

Muho (2022) for her study chose a questionnaire to examine the relationship between independent variables (learner's portfolio, SA, peer assessment, strategic questioning) and motivation for learning. Her outcomes show that SA helped learners identify and acknowledge their strong points and deficiencies. What is more, this study results in an increase in IM while practising formative assessment.

7.1 Aims of Studies

Çakmak et al. (2023) aimed to investigate the interactions between SA, AR, academic motivation, test-taking skills, and test anxiety management among EFL learners. The study aimed to understand how these factors influence each other, focusing on the use of digital SA tools to improve learning.

Ibrahim et al. (2023) conducted their study with the primary aim of examining the impacts of collaborative learning, scaffolding teaching, and SA on reading comprehension, motivation, and anxiety levels in intermediate EFL learners. The study explores how these strategies can be used to improve learners' cognitive and affective outcomes, with a specific focus on the role of SA in enhancing self-reflective skills and reducing anxiety.

Ritonga et al. (2023) aimed to investigate the role of LEA in conjunction with SA practices. The study wanted to find out how SA and LEA influence AR and motivation, while also identifying factors that contribute to decreased demotivation. This research aimed to highlight the importance of active learner participation in assessment processes to enhance overall academic success.

Wicaksono et al. (2023) aimed to explore the effects of SA on academic anxiety and self-efficacy among EFL learners. Wicaksono et al. wanted to determine whether practising SA could reduce academic anxiety and improve learners' self-efficacy, leading to academic success. The research emphasised the psychological benefits of SA and its potential to foster more positive learning habits.

Muho (2022) aimed to explore the relationship between independent variables and motivation for learning among EFL students. The study sought to identify how these assessment practices influence learners' motivation, with a particular focus on how SA helps students recognise their strengths and weaknesses, thus enhancing IM.

Mendoza (2022) aimed to explore the impact of learner-centred teaching practices on English language learning achievement. The study focused on how autonomous and controlled motivation, fostered through SA practices, contributes to higher achievement scores. Mendoza wanted to demonstrate the efficacy of SA in promoting learner autonomy and enhancing academic performance.

7.2 Methodology of Studies

All studies used a quantitative approach for their research. The most used way of obtaining their results was a form of questionnaire.

Çakmak et al. (2023) used the digital form of the CSAQ, originally developed by Judge et al. This questionnaire consists of 12 distinct items, each evaluated on a Likert scale ranging from 1 to 5, where 1 represents 'strongly disagree' and 5 stands for 'strongly agree.' The total scores obtained by learners on this scale varied from a minimum of 12 to a maximum of 60. Higher scores on the CSAQ indicate a positive SA, reflecting a favourable perception of one's own abilities and performance. This measurement helps gauge how well learners can assess themselves, providing insights into their self-perceived competencies and areas needing improvement. Additionally, Çakmak et al. employed the Achievement Motivational Scale to measure motivation. This scale is grounded in SDT and consists of 28 elements, each rated on a Likert scale from 1 to 7.

Ibrahim et al. (2023) chose a quantitative research design using a structured questionnaire in the form of a checklist. This questionnaire included items measuring various aspects of collaborative learning, scaffolding teaching, and SA, and their effects on learners. The structured approach allowed for a comprehensive examination of these educational strategies and their impact on student outcomes.

Wicaksono et al. (2023) used the digital form of the CSAQ along with additional instruments that focused on academic anxiety and self-efficacy. One of them was the Academic Resilience Scale (ARS), which includes 26 items measured on a Likert scale from 1 to 5. These items are categorised into five distinct areas: subjective happiness (9 items), empathy (7 items), sociability (3 items), perseverance (4 items), and self-regulation (2 items). Another instrument used was the Test-Taking Strategies Scale (TTSS), comprising 31 items divided into four subscales: Before-Test, Time Management, During-Test, and After-Test. High scores on the TTSS indicate proficient test-taking strategies, highlighting a learner's ability to manage and perform effectively under test conditions.

Ritonga et al. (2023) used a similar quantitative methodology as Ibrahim, conducting an online questionnaire in a Google Forms format to examine LEA and SA practices. The questionnaire included items related to AR, motivation, and demotivation, providing a comprehensive overview of the factors influencing learner engagement and SA.

Mendoza (2022) conducted a study to evaluate the impact of learner-centred teaching practices on English language learning. Data were gathered through paper-and-pen questionnaires administered at the beginning of the final school quarter. This initial data collection was followed by objective achievement scores in English after eight weeks. The instruments used in Mendoza's study included the Teacher as Social Context Questionnaire, the Academic Motivation Scale, and the SA Practices Scale, offering a robust framework to assess the effectiveness of learner-centred teaching methods.

Muho (2022) designed a comprehensive questionnaire to explore the relationship between SA, peer assessment, strategic questioning, and motivation for learning. This questionnaire consisted of 36 questions, measuring both independent and dependent variables and providing a detailed analysis of the interconnections between these educational elements.

The methodology across these studies reflects a consistent use of quantitative techniques, predominantly through questionnaires and Likert scales, to measure a range of educational outcomes, including SA, motivation, academic resilience, and test-taking strategies. This approach enables a systematic analysis of learner behaviours and perceptions, offering valuable insights into the effectiveness of various educational interventions.

7.3 Study Results

Çakmak et al. (2023) found that SA significantly improved learners' motivation, enthusiasm, and performance. The study highlighted that SA, AR, and academic motivation were predictive of T-TS and effective in modulating TA. The results underscored the importance of SA in enhancing learners' academic outcomes by fostering a positive motivational and emotional environment. This improvement in T-TS and reduction in TA indicate that SA can help learners manage exam-related stress better, thus performing more effectively in their assessments.

Ibrahim et al. (2023) discovered that collaborative learning, scaffolding teaching, and SA positively impacted reading comprehension, motivation, and anxiety levels among intermediate EFL learners. Specifically, SA was found to be beneficial in the metacognitive process, helping students document their learning progress, which in turn reduced anxiety and increased motivation. The study suggested that these methods not only enhance comprehension skills but also play a crucial role in reducing learning anxiety, thereby creating a more supportive learning atmosphere that boosts overall motivation.

Wicaksono et al. (2023) reported that both academic anxiety and self-efficacy were positively affected by practising SA. The study found that learners who accurately assessed their own

learning process also got reduced anxiety and improved self-efficacy. This suggests that SA not only helps in better academic performance but also in enhancing learners' confidence and reducing stress levels related to tasks. The findings indicate that by engaging in SA, learners develop a stronger belief in their capabilities, which is crucial for their academic success and psychological well-being.

Ritonga et al. (2023) found that LEA and SA practices significantly improved AR and motivation while reducing demotivation. The results showed that being active in SA processes helped learners develop a stronger sense of resilience and a more motivated approach to their studies. The engagement in SA allowed learners to reflect on their learning experiences and outcomes, which enhanced their resilience and motivation by giving them a clear understanding of their progress and areas that needed improvement.

Mendoza (2022) concluded that learner-centred teaching practices, which include SA, led to higher achievement scores in English language learning. The study demonstrated that autonomous and controlled motivation fostered through SA practices contributed directly to improved academic performance. Mendoza's results emphasised the effectiveness of SA in promoting learner autonomy and enhancing overall achievement in language learning. This increase in achievement scores underscores the importance of SA in helping learners take control of their learning journey, thus improving their language proficiency and academic success.

Muho (2022) found that SA helped learners in identifying and acknowledging their strengths and deficiencies, which resulted in increased IM. The study revealed that formative assessment practices, such as SA, peer assessment, and strategic questioning, positively impacted learners' motivation for learning. Further analysis showed that among the formative assessment practices, teachers' strategic questioning had the greatest impact on motivation, followed by SA and peer assessment. These findings suggest that strategic questioning by teachers is a powerful tool for enhancing student motivation, with SA and peer assessment also playing significant roles in fostering a motivated learning environment.

In summary, all the studies demonstrated a positive impact of SA on learners, enhancing their AR and motivation. SA practices were consistently shown to improve academic performance, reduce anxiety, and foster a positive and motivated learning environment, highlighting the critical role of SA in educational settings.

8 DISCUSSION

The selected researchers most often aim to point out that SA brings an improvement in learners' motivation, a decrease in anxiety and, among other things, an improvement in skills such as speaking, writing, and reading. Examination of TA or AR is often monitored in connection with this aim. A few research studies aim to demonstrate the validity of SA as a supporting tool for peer or teacher assessment.

One of the RQs of this literature review was to find out how SA affects motivation in learning the English language. The findings show a significant connection between SA practices and increased motivation of a learner. Notably, studies by Çakmak et al. (2023) and Wicaksono et al. (2023) clearly identify that AR and the motivation of the learner are triggered by SA. This further mitigates TA, which helps learners to make the learning process more enjoyable. This is proven by Williams and Burden (1997, 123), who say that when an activity is enjoyable or exciting, learners are more inclined to continue in these activities. This is an interesting finding in which it was emphasised that SA can contribute to establishing an even more dynamic and responsive learning environment.

The studies further showed how SA, by being reflective, can make learners take ownership of the learning process, which can enable them to be more motivated and thus help further that process. This is in alignment with Krashen's Monitor Model.

Ibrahim et al. (2023) and Muho's (2022) findings correspond to Kolář and Šikulová (2009, 33), who state that formative assessment, the assessments which focus on detecting errors in learners' work and also offer guidance and instruction aimed at improving future performance, promotes effective learning. Moreover, the findings of Ibrahim et al. research highlight an enhancement in learners' motivation and, on the opposite end, a decrease in their anxiety.

The first RQ of this thesis focused on finding out what methods of research were used in selected studies. The findings show that the most used method was a form of a questionnaire to measure SA. Two studies chose CSAQ; the others chose a different form of questionnaire. To measure motivation, two studies used the Achievement Motivational Scale, one study chose the ARS together with other instruments, and the rest of the studies chose a form of questionnaire with specific questions.

The answer to the last RQ, "What effect does SA have on learners?" the studies showed an overall positive impact on learners. The consistent findings across different studies indicate that

SA not only enhances learners' motivation but also reduces anxiety, improves self-efficacy, and fosters a supportive and engaging learning environment. By encouraging learners to take an active role in their own assessment, teachers can promote greater autonomy and IM, which are essential for sustained academic success and personal growth.

9 CONCLUSION OF THE PRACTICAL PART

Firstly, the literature review was introduced with a comprehensive guide on how to conduct a review, given that the literature review is the foundational methodology used for the practical part of the thesis. Through examining the classifications and definitions provided by Mareš, it becomes apparent how to structure and approach a literature review effectively. This framework helps establish a clear basis for what can be expected from a review focusing on the impact of SA on learners' motivation. This foundational understanding lays the groundwork for the subsequent literature review, which delves much deeper into the specific findings and implications of various studies.

Next, the aim of the literature review and the criteria for selecting relevant studies were thoroughly introduced. This included detailed descriptions of the selection process, ensuring that only studies meeting specific criteria such as relevance to SA, focus on English learning, and consideration of learners' motivation were included. This section was followed by a detailed description of a selection of studies, which were then included in the literature review.

In the overview of the selected studies, each was briefly introduced by summarising its primary aims, methodologies, and key findings. This initial summary provided an idea of the research setting, highlighting the approaches and outcomes related to SA in language learning. Subsequently, each of these aspects was elaborated upon in greater detail in the corresponding subchapters of the review, allowing for an in-depth understanding of the aim, methodologies employed and the results.

Selected studies primarily aimed to demonstrate that SA improves learners' learning outcomes and to illustrate the extent to which this occurs. In line with this aim, the studies often examine, implicitly or explicitly, learners' attitudes toward SA. A significant group of studies aims to validate SA as a supportive tool for the overall assessment of foreign language learners.

The selected studies collectively highlight the multifaceted benefits of SA in EFL learning. They demonstrate that SA not only enhances motivation, resilience, and self-efficacy but also reduces anxiety and improves academic performance. One of the key reasons SA is so effective is that it helps learners to engage in self-reflection. To do this, learners had to be educated on the criteria of their tasks. This understanding fosters a sense of ownership and control over their learning, which in turn increases their motivation to learn.

Furthermore, by actively engaging in SA, learners develop critical self-regulation skills. They learn to set realistic goals, monitor their progress, and make necessary adjustments to their strategies. This process of self-regulation not only enhances academic performance but also builds resilience. The ability to self-regulate empowers learners to take charge of their learning journey, fostering a proactive approach to learning and personal development.

The practical benefits of SA are evident across all studies. For instance, Çakmak et al. (2023) highlighted how SA positively impacts T-TS and reduces test anxiety, illustrating the psychological benefits of SA. Similarly, Wicaksono et al. (2023) found that SA enhances learners' AR and IM, demonstrating its broader impact on learners' emotional and cognitive development. Ibrahim et al. (2023) showed that SA raises motivation and improves academic outcomes by promoting metacognitive awareness and learner autonomy, highlighting the cognitive benefits of SA practices. Mendoza (2022) demonstrated that SA practices lead to higher achievement scores in English language learning, emphasizing the practical academic benefits. Ritonga et al. (2023) and Muho (2022) further supported these findings by showing that SA enhances AR and IM, providing additional evidence of SA's effectiveness in fostering positive educational outcomes.

Overall, the practical part underscores the significant role of SA in enhancing various aspects of the learning process. The empirical evidence gathered from multiple studies highlights the diverse benefits of SA, from improving academic performance and reducing anxiety to fostering self-regulation and resilience. These findings provide strong support for better the integration of SA into language learning curricula, encouraging for its use as a powerful tool to promote learner autonomy, self-awareness, and IM.

CONCLUSION

The thesis investigates the diversification of SA in the context of learning a foreign language, specifically English. It highlights the influence SA has on critical areas such as language acquisition, learner motivation, and various aspects of the learning process. This study highlights the numerous benefits of SA, presenting it as an essential tool in language learning.

The theoretical part of the thesis establishes a comprehensive framework for understanding SA by examining learner characteristics, motivation theories, and the distinction between assessment and evaluation. Notably, the exploration of Krashen's Monitor Model and the SDT provides a background for understanding the dynamics of learner engagement and motivation. Krashen's hypotheses, including the Input Hypothesis and Affective Filter Hypothesis, highlight the importance of comprehensible input and low anxiety for effective language acquisition. The description of intrinsic and extrinsic motivation, along with the emphasis on the L2 Motivational Self System, highlights the psychological groundworks which are crucial for effective language acquisition.

Transitioning into a practical exploration, accurately, the thesis wrestled with the complex relationship between theoretical frameworks practical applications through a comprehensive literature review. The dynamic interaction that SA displays with the different dimensions of the learning experience has been highly influential in producing developments within language skills, the encouragement of a growth mindset, and the reduction of academic anxiety.

All studies highlight the positive impact of SA on learners, their motivation and academic results. These results are in alignment with Krashen's Monitor Model which underlines the importance of learner's engagement in monitoring and observing his or her learning.

Studies by Çakmak et al. and Ibrahim et al. demonstrate that SA significantly enhances learner motivation, AR, and performance while reducing test anxiety and academic stress. These findings align with the theoretical constructs of motivation and self-regulation, further validating the positive impact of SA on learners' academic outcomes and psychological well-being.

Moreover, learners by actively engaging in SA, develop self-regulation skills, which embellishes them to set realistic goals, monitor their progress, and make necessary adjustments to their learning strategies. This process of self-regulation enhances academic performance and builds resilience, as evidenced by the works of Wicaksono et al. and Mendoza (2022).

All these findings can naturally serve to deepen the integration of SA within other aspects of language learning, therefore further strengthening SA as a tool to promote learner autonomy, self-awareness, and intrinsic motivation.

In conclusion, the combination of theoretical insights and practical findings in this thesis provides a comprehensive understanding of the role of SA in language learning. The evidence presented supports the idea that SA is a powerful tool that enhances learner autonomy, self-awareness, and IM. These findings support the deeper integration of SA within language learning, thereby promoting a more effective and learner-centred approach to education.

RESUMÉ

Tato práce se zabývá sebehodnocením a jeho vlivy na žáka, především jeho motivaci k učení se Anglickému jazyku. Sebehodnocení je důležitou součástí hodnotícího procesu a je také zakomponováno ve Školním vzdělávacím programu pro střední školy a gymnázia. Bohužel je učitel často opomíjeno a žáci se s ním setkávají zřídka. To byl také jeden z hlavních důvodů při výběru tohoto tématu ke zpracování. Cílem této práce bylo zjistit jakými metodami se využívá sebehodnocení a také zdali a do jaké míry sebehodnocení ovlivňuje motivaci žáků při studiu anglického jazyka.

Teoretická část celkem obsahuje šest kapitol, včetně závěrečné šesté kapitoly, která provádí závěr k teoretické části. První kapitola se zaměřuje na žáky neboli učící se, a tím tak definuje, jak je na ně v této práci nahlíženo. Nejprve se zaměřuje na to, podle jakých hledisek může být žák posuzován, poté rozebírá věkové hledisko spolu s rozdíly v učení se a dále více detailněji je na žáka nahlíženo dle jeho dosažené úrovně jazyka. Tyto úrovně jsou zde rozebrány dle CEFRu a Harmera. Další důležitou součástí, na kterou je třeba poukázat při učení se anglickému jazyku, osvojování jazyka. Tato část se opírá o Krashenův Model Monitoru.

V následující kapitola, je již obsáhlejší a zabývá se motivací. Úvod kapitoly definuje motivaci z obecného hlediska, čím je ovlivnitelná a také poukazuje na její důležitost. V podkapitole typy motivace je rozebrána vnitřní a vnější motivace. Tyto dva typy bývají nejvíce definovány a poutá se k nim i teorie sebeurčení, která byla vyvinuta Edwardem Decim a Richardem Ryanem. Poslední podkapitola se zaměřuje na motivaci k učení konkrétně. Znovu je zde poukázáno na její důležitost, jelikož může povzbudit žáky v jejich učení a také jim napomoci stanovení si svých učebních cílů. Nastíněn je zde i postoj k učení se jazykům a jak je pro žáka klíčový vztah s kulturou a sociálním skupinou dané řeči. Dále je zde nastíněna Dörnyeiho motivační systém.

Třetí kapitola je věnována hodnocení obecně. Hned v úvodu je zde definován rozdíl mezi evaluací nebo také často používáno jako hodnocení (evaluation) a hodnocením (assessment). Tyto pojmy si jsou v českém jazyce velmi blízké a je proto nutné je objasnit. Mezi tím, co je evaluace často skloňována s negativními emocemi, hodnocení je vnímáno jako více pozitivní, už jen pro to, že je to hodnocení procesu na místo ukončené práce. Co mají oba pojmy společné je to, že oba přístupy potřebují kritéria, které umožňují hodnotit. Může to být procentuální hodnocení z celku při evaluaci nebo upozornění na chyby v psaném projevu při hodnocení. Důležitost kritérií je neodmyslitelná od hodnocení, měly by být tudíž jasně a zároveň detailně

strukturována. Žáci by měli být schopni jim porozumět, pro splnění či hodnocení daného úkolu, a zároveň by jim měli porozumět i učitelé, aby byli schopni daný úkol ohodnotit.

Čtvrtá kapitola teoretické části se věnuje přímo sebehodnocení. Tato kapitola zdůrazňuje to, že pokud je žák schopen sebehodnocení, je tak zodpovědný za svůj učební proces a zároveň je aktivně v tomto procesu zahrnutý. Je schopen si stanovovat cíle a hledat cesty, jak jich dosáhnout. Znovu je zde kladen důraz na kritéria, která jsou v tomto typu hodnocení pro žáka klíčové. Aby byli žáci schopni sebehodnocení je pro ně důležité procvičovat si reflexi jejich prací, tato činnost rozvíjí dva ze tří komponentů sebehodnocení a to sebe-evaluaci (self-evaluation) a sebe-pozorování (self-monitoring).

Dále v této kapitole jsou uvedeny různé typy sebehodnocení tříděné např. dle frekvence, obecnosti, nebo organizace učebních forem. Konec této kapitoly je věnován čtyřem metodám a nástrojům sebehodnocení. Jednou z nejčastějších, alespoň dle studie v praktické části, je forma dotazníku. Tato forma je velmi různorodá a při online formě může být i rychle zpracovatelná. Další formou jsou hodnotící škály, které jsou pravděpodobně v českém školství nejčastější, jejich formu je také možné uchopit různými způsoby. Jednou z nejčastějších hodnotících škál sebehodnocení je uvedena v CEFRu. Je zde vždy uvedeno detailní kritérium, které je podáno formou „can do“ neboli „umím“. Dalším typem sebehodnocení je portfolio, kde žák sbírá svou práci a následně ji zhodnotí. Výhodou portfolio je, že je zde vidět žákův pokrok. Posledním nástrojem sebehodnocení v této práci je rubrika. Ta slouží žákovi jako obsáhlé instrukce a kritéria ke zhodnocení práce.

Poslední kapitola teoretické části je věnována jejímu závěru. Jsou zde shrnuty nejdůležitější informace z teoretické části, které jsou potřebné pro uvedení části praktické.

Praktická část je vedena formou literárního přehledu, kde se úvodní kapitola se zabývá osvětlením tématu přehledových studií. Této tématice se v České republice věnuje prof. PhDr. Jiří Mareš, CSc. Kromě úvodu do různých typů studií, včetně tradičních, mapujících, systematických a integrativních přehledů, z nichž každý má své specifické zaměření a metodologii, se zde dle Mareše, tato kapitola zaměřuje na literární přehled, který je náplní praktické části této práce. Dále je zde nastíněn postup, který je vhodné dodržet při zpracování přehledové studie. Následuje literární přehled vybraných studií, které se zabývají sebehodnocením a jeho vlivem na žáky.

Cílem této části je zodpovědět na otázky:

Jaké jsou metody výzkumu?

Jaký efekt má sebehodnocení na učící se?

Pokud a jak ovlivňuje sebehodnocení motivaci učících se?

Je zde popsán detailní postup při výběru studií následující přehledem těchto studií, zohledňující jejich metody a závěry, respektive důvody, proč jsou tyto studie zahrnuty v přehledu. Tyto studie jsou zde navzájem porovnány dle těchto kritérií. Na tuto podkapitolu navazuje podkapitola cíle vybraných studií, které jsou zde definovány a navzájem porovnány.

Další podkapitola je zabývá metodami více do detailu, jsou zde porovnávány navzájem metody všech vybraných studií, výsledky tohoto porovnávání poukazují na to, jaké další metody jsou nejčastěji používané při zkoumání sebehodnocení. Následující kapitola podobně hodnotí výsledky studií, které se shodují na pozitivním vlivu sebehodnocení na učící se jedince. I když u některých studií není explicitně prokázána návaznost na motivaci, je na to implicitně poukázáno. Některé studie však zmiňují růst motivace.

Následná diskuze poté odpovídá na otázky položené na začátku přehledové studie a porovnává výsledky s informacemi z teoretické části. Následující závěr praktické části shrnuje postup a výsledky této studie vedoucí ke konečnému závěru celé bakalářské práce.

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APPENDICES

Appendix 1 – The comparative table

Appendix 1

Source	Aim	Sample	Method	Outcome
<p>Çakmak, Fidel, Sayed M. Ismail, and Samaneh Karami. 2023. "Advancing Learning-Oriented Assessment (LOA): Mapping the Role of Self-Assessment, Academic Resilience, Academic Motivation in Students' Test-Taking Skills, and Test Anxiety Management in Telegram-Assisted-Language Learning." <i>Language Testing in Asia</i> 13 (1).</p>	<p>To delve into the probable interactions of SA, academic resilience, academic motivation, test-taking skills, and test anxiety management among EFL learners.</p>	<p>512 students Intermediate</p>	<p>CSAQ, The Achievement Motivation Scale</p>	<p>The data analysis revealed that enhancements in SA, AR, and motivation play a crucial role in enabling learners' to efficiently manage their exams and mitigate TA. SA has a notable positive impact on students' motivation and self-awareness, motivating them to strengthen their AR. Furthermore, SA has been identified as a predictive factor for learners' self-improvement in language evaluations. Involving students in SA inspires them to understand and articulate the reasons for and goals for their performance.</p>
<p>Ibrahim, Ahmed Abdel-Al, Khaled, Nestor Cuba Carbajal, Manuel Enrique Chenet Zuta, and Sania Bayat. 2023. "Collaborative Learning, Scaffolding-Based Instruction, and Self-Assessment:</p>	<p>To examine the impacts of collaborative learning, scaffolding instruction, and SA on reading anxiety,</p>	<p>58 students Intermediate</p>	<p>A questionnaire in the form of a checklist</p>	<p>Participants engaged in scaffolding instruction, SA, and collaborative learning demonstrated significant enhancements in reading comprehension, increased motivation, and reduced reading anxiety compared to the control group. These outcomes underscore the</p>

<p>Impacts on Intermediate EFL Learners' Reading Comprehension, Motivation, and Anxiety.” <i>Language Testing in Asia</i> 13 (1).</p>	<p>motivation, and comprehension of Iranian EFL learners.</p>		<p>efficacy of integrating these educational strategies in fostering a more comprehensive, motivated, and anxiety-free language learning experience.</p>
<p>Ritonga, M., Shaban, A.A., Al-Rashidi, A.H. et al. 2023. “Engagement in On-Line Language Assessment: Are Test-Taking Skills, Self-Assessment, Resilience, and Autonomy Critical?” <i>Language Testing in Asia</i> 13 (1).</p>	<p>The current study sets out to investigate the role that test-taking skills, SA, learner resilience, and learner autonomy play in LEA</p>	<p>397 students Intermediate An online questionnaire (Google Forms)</p>	<p>RQ2. “Can students’ SA provide light on LEA in online language learning classes?” demonstrated a significant relationship between students' active engagement in SA and their increased involvement in EFL learning environments. By facilitating a deeper understanding of their learning strengths and weaknesses through SA, students are better positioned to undertake targeted actions to improve their learning strategies and behaviours. This informed approach to self-improvement not only helps in alleviating anxiety, especially the kind related to language learning and evaluations, but also fosters a more engaging and enjoyable educational experience.</p>

<p>Wicaksono, Bayu Hendro, Sayed M. Ismail, Shakhnoza Akmalovna Sultanova, and Dejen Abeba. 2023. "I like Language Assessment: EFL Learners' Voices about Self-Assessment, Self-Efficacy, Grit Tendencies, Academic Resilience, and Academic Demotivation in Online Instruction." <i>Language Testing in Asia</i> 13 (1).</p>	<p>The purpose of this study was to investigate a structural model of CSA, self-efficacy, grit tendencies, academic resilience, and academic demotivation among EFL students.</p>	<p>385 EFL Intermediate and higher intermediate</p>	<p>CSAQ, SES, Language-domain-specific scale, ARS, AD Scale</p>	<p>EFL learners practising SA showed it improved AR and motivation while experiencing less demotivation. The presence of high SA and self-efficacy positively impacted their resilience and motivation during online assessments, illustrating how these elements work together to create a better learning atmosphere. On the other hand, not practising SA and self-efficacy led to more academic demotivation, indicating the importance of these factors in keeping motivation up and anxiety low in online language learning.</p>
<p>Muho, Anita, Gentjana Taraj. 2022. "Impact of formative assessment practices on student motivation for learning the English language." <i>International Journal of Education and Practice</i> 10 (1).</p>	<p>To explore the impact of formative assessment practices on student motivation for learning the English language.</p>	<p>278 secondary school students</p>	<p>Two questionnaires</p>	<p>The study found that formative assessment practices, including portfolio, self-assessment, peer assessment, and teachers' strategic questions, significantly enhance students' motivation for learning English by fostering autonomy, critical thinking, and improved self-regulation and self-efficacy.</p>

<p>Mendoza, B. Norman, Zi Yan, Ronnel B. King. 2022. "Domain-specific motivation and self-assessment practice as mechanisms linking perceived need-supportive teaching to student achievement." <i>European Journal of Psychology of Education 1.</i></p>	<p>To explore how student motivation and SA practices link need-supportive teaching to student achievement.</p>	<p>796 secondary school students</p>	<p>Academic Motivation Scale SA Practices Scale</p>	<p>The study found that student-centred teaching practices enhance student achievement in English language learning by fostering autonomous and controlled motivation and promoting SA practices that directly contribute to higher achievement scores.</p>
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