ME AND MY ENGLISH:

A material package promoting self-assessment in the primary school

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Tiivistelmä – Abstract

Itsearviointi on tärkeä osa oppimista ja se mainitaan myös opetussuunnitelmassa. Oppikirjojen tarjoamat itsearviointitehtävät eivät aina kuitenkaan palvele tarkoitustaan koska ne ovat usein yksinkertaisia ja samanlaisia keskenään, ja näin ollen oppilaat ja opettajat eivät aina koe niitä hyödyllisiksi. Itsearviointi on kuitenkin tärkeä taito, jota pitäisi opettaa myös alakoulussa. Itsearviointi on myös osa elinikäistä oppimista. Englannin oppimisen itsearviointi tulisi aloittaa samaan aikaan kuin englannin opiskelukin. Tämän materiaalipaketin tarkoitus on tarjota monipuolinen ja kiinnostava materiaali oppilaiden itsearviointitaitojen kehittämiseen.

Teoreettisessa viitekehyksessä käsitellään motivaatiota, itsetuntoa ja itsearviointia osana oppimista. Itsearviointia lähestytään sosiokonstruktiivisesta näkökulmasta. Sosiokonstruktiivisessa näkökulmassa pohditaan aktiivista oppimista, itsesäännöstelevää oppimista sekä oppilaiden palkitsemista. Koulun arviointikäytäntöjä valotetaan käsittelemällä vieraiden kielten opetusta Suomessa. Myös koulun ulkopuolinen englanti ja se kuinka oppilaat käyttävät englantia vapaa-ajalla ovat tärkeitä aiheita ja materiaalipaketissa oppilasta pyydetäänkin pohtimaan juuri tätä vapaa-ajan oppimista, ja näin yritetään saada heidät huomaamaan, että se voi tukea oppimista koulussa.

Materiaalipaketti tarjoaa tehtäviä kaikille alakoulun luokka-asteille, joilla perinteisesti opetetaan englantia (luokat 3-6). Materiaalipaketti kattaa koko alakoulun siitä syystä, että hyvä itsearviointi on jatkuvaa ja toistuvaa. Opettaja voi tosin valita materiaalipaketista tehtäviä oppilaiden henkilökohtaisten tarpeiden mukaan. Jokaisen tehtävän alussa ohjeistetaan opettajaa siitä sopiiko tehtävä paremmin tehtäväksi tunnilla vai kotona, tarvitseeko se alustusta esimerkiksi luokkakeskustelun muodossa, ja miten tehtävän tekemisen jälkeen tulisi toimia.

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1 INTRODUCTION

Self-assessment is at the same time important and troublesome. It is important for the student to be able to assess their own learning and to learn the skill of self-assessment for later life, for example for the work place. It is also useful for the teacher because it offers them a look at the student from an angle they would not otherwise have access to. On the other hand, it is troublesome because it can be seen as extra work for both the student and the teacher or it might be hastily done. Regardless, it is encouraged to be used in English classroom to support the learning. Ihme (2009: 96) justifies self-assessment for the reason that there is something good in each student and education should aim to support that. She continues that when the student learns to assess oneself s/he gains a feeling that s/he can control and manage learning and is no longer dependent on external feedback. Self-assessment is not easy or fast to learn and thus learning it should start early and be consistent.

The goals of this material package are:
1. To help students realize that not all learning takes place in the classroom.
2. To help students realize that the English outside the classroom and inside are the same language and that they have multiple possibilities to learn English even without the assistance of the teacher.
3. To help students realize that school success and test results are not the only way to measure learning.
4. To motivate students to learn and to take responsibility for their own learning.
5. To encourage lifelong learning in the students.
6. To create a versatile and interesting self-assessment material for the English students.

The teaching of English in Finland begins usually at the 3rd grade. As is the case with any subject taught at school, English is not fast to learn and it might also not be easy. The same applies to self-assessment as a skill. Therefore the teaching of self-assessment in English should begin at the 3rd grade as well, the same time as the

teaching of the subject. However, as all teaching, also self-assessment should be started gently and gradually. English is an important language in the Finnish schooling system, in fact 90% of students choose it as their first foreign language (Puustinen 2008), and therefore extra attention to its teaching should be paid from the beginning of the studies. The current schoolbooks offer self-assessment material but they are often repetitive and tedious. Teachers might even leave out self-assessment tasks from teaching because they might feel it is extra work for them or because the exercises are poorly done. The students, on the other hand, might not know how to do self-assessing or why they are asked to do it.

English is the lingua franca of the world today and the language is occasionally used even in communication within countries whose official language it is not, for example in Finland. It can be heard and seen everywhere and thus Finns become immersed in the language from an early age. Therefore we can no longer assume that the 3rd graders beginning their English studies would not have encountered the language before stepping into the classroom. However, the students might not realize that the English they hear or even use outside school is the same language that they learn at school and this is what they need to be reminded of. The English outside school might appear different because of the different conventions it has. Realizing that these are the same language might also motivate them to learn outside school and the interests that they have outside school can at the same time be brought to the classroom to help motivate them to learn. Language learning and the English outside the classroom will be discussed in chapter 2 of this study.

In this study motivation and self-assessment form an interesting equation. Because self-assessment is both the means of learning and the goal of teaching self-assessment it is looked at from both angles. Motivation enhances learning and learning enhances motivation to learn more. Self-assessment, on the other hand, should not be taught with a single subject in mind but it should be taught for the student to be able to use it throughout his/her life as self-assessment can be used in later studies and in the workplace as well. Self-assessment is also one of the skills of lifelong learning, which is one of the objectives of the school curriculum. Self-

assessment makes the students less dependent of the teacher and shifts the responsibility of learning to the student him/herself. Lifelong learning will also be discussed in chapter 2 of this study. Motivation and the lack of it will be further discussed in chapter 3 of this study. The role of the student and the shift of responsibility will then be discussed in chapter 4.

There are several different names for self-assessment in the literature of the field. It can be called self evaluation, self rating, self testing, self reporting and self appraisal, to name a few. However, self-assessment describes the best the kind of assessment meant in this study and therefore it is used from now on. The level of schooling this material is aimed at, the grades 1-6 of the Finnish schooling system, can also be called several names. The National Core Curriculum calls it "basic education grades 1-6". For convenience the grades this material package is aimed at, the grades 3-6, are referred to in this study simply as primary school omitting the fact that the material does not cover all the grades of primary school. This also acknowledges the fact that the teaching of English does not necessarily begin on the 3rd grade in every school although the material itself is designed as if it were.

Self-assessment has been studied in the past but the focus has mostly been on older students, in Upper Secondary school or in higher levels of education, and the studies have concentrated on theoretical surveys and not on offering tools for the teachers or the students themselves. Although a pragmatic view has been chosen for this study, there still remains a demand to look at self-assessment from the younger students' point-of-view. This material package is aimed at making the teachers' work easier as well as encouraging students to familiarize themselves with their learning and the possibilities of further learning around them. There is a need to further develop self-assessment and make it a supportive part of teaching at all levels.

2 LANGUAGE LEARNING IN FINLAND

In this chapter the different aspects of language learning in Finland will be presented. First the difference between language learning and language acquisition will be discussed. Then the kind of English students are exposed to outside the classroom is looked into briefly. After that the characteristics of a good language learner are considered to analyze why some students learn and others do not. From there we move on to the concept of lifelong learning and finally consider what linguistic skills are taught at school and how. All these are relevant to the construction and the content of the material package.

2.1 Language learning and language acquisition

When talking about how people learn new languages two terms are generally used. One is *language learning* and the other is *language acquisition*. Language learning can be considered the more traditional viewpoint and the way languages are learned at school, whereas language acquiring is considered to happen with the first language one learns, the mother tongue. All the rest of the languages (second, third, fourth and so on) are normally learned at school or in another settings and therefore the term acquiring is traditionally avoided when describing this process of learning. However, it is not easy to distinguish the two processes from each other. The difficulty is to establish whether the process is called learning or acquiring when one spends a relatively large amount of time in a foreign language environment, for example, when living in another country. This is the same differentiation as Sajavaara (1999: 75) uses:

> In Finland, the terms acquisition and learning are used as interchangeable general concepts for the language development in humans. Yet sometimes acquisition is limited to the language learning in a natural environment whereas learning is seen to require at least some form of formal guiding.

Stevick (1982: 22) defines acquisition as meeting the words in genuine communication, whereas in the classroom words are being taught by presenting, drilling and testing. This drilling does not, however, necessarily mean methods such as word lists but can also consist of rhymes or songs that the students learn. Further on, the students might not even be aware that drilling is taking place. Drilling is commonly used in the classroom due to the fact that 8-9-year-olds are not yet capable of the kind of analytical thinking that learning foreign languages requires (Viita-Leskelä 2000: 20). Therefore, at the primary school level words, phrases and idiomatic expressions are taught and repeated. The goal of this study, however, is not to change the whole schooling system or methods used but the definition of the difference of the two terms is in order to understand the goal of the material package. In this material package one of the aims is to show the Finnish students that they learn English at school but also that it is possible for them to acquire the language even outside the school and without ever leaving the country. Another goal of the study is to open up the eyes of the students to see how much English they encounter in their everyday lives.

Although learning languages at school can be seen as presenting, drilling and testing as pointed out before, much more is happening in the language classroom and more skills than just the language itself are being taught. Along with the language also learning skills are being taught as Viita-Leskelä (2000: 20) points out. This means familiarizing with new methods and raising awareness of the possible learning strategies. Raising awareness of the surrounding language is such a strategy. The kinds of learning skills that are being taught in the language classroom are self-regulation, activity, lifelong learning and even assessment of the student's own learning. These goals of learning will be discussed in the following chapters.

Based on the above presented criteria of differentiation, it is easy to draw the conclusion that in Finland Finnish (or in some areas Swedish) is acquired because it is the native language and English and other languages are learned at school. However, one could also argue that it is no longer as straightforward. In Finland the majority of the foreign entertainment comes from the English-speaking countries

untranslated and therefore Finns are surrounded with English from very early on. Some even consider English as the third domestic language of Finland. Furthermore, the differentiation is complicated by the fact that sometimes language learning and language acquisition are used as synonyms and alongside each other. In this study, however, the traditional stand is chosen and language learning refers to the process of the traditional style of teaching, whereas language acquisition refers to the type of learning that involves more immersion with the language being learned. Bailey (2008: 380) also points out that "the onset of a second language can start before the start of formal schooling or anytime during the primary school years for those who emigrate as school-age language learners" and therefore presents the fact that learners are different and cannot be categorized as a homogeneous group of students who learn the same things at the same time. However, this present study is aimed at the students that study English as a foreign language (EFL) and come from a Finnish background although there is no doubt that it could be applied to other learners of English as well, for example EAL (English as additional language) or CLIL-students (Content and Language Integrated Learning).

The reason for presenting the concept of language acquisition in this study is because some might consider that the kind of language learning taking place in the classroom, which is traditionally seen as learning because it involves someone teaching the student the language, might also be called language acquisition in the formal classroom if proper methods of teaching are used. Stevick (1982: 22) gives some weighty justifications for this when he writes that what has been learned can be forgotten, while what has been acquired is relatively permanent. Hence, it makes sense to create the kind of atmosphere and the possibility for the students to acquire the language also at school. To achieve a truly successful teaching, the teacher should aim at a process that is closer to acquisition than learning and it might even be achieved without going to the environment that uses the target language.

An environment that enables language acquisition does not, however, need to take place at school. The students could be acquiring English outside the classroom and learning it inside. Further on, there are some researchers who view that there is a gap

between the learning at school and learning outside of the classroom. Tynjälä (1999: 132), as one of them, suggests that this gap can be abridged by academic tasks that connect with authentic activities. In this material package such activities are looking at one's media consumption or the amount one spends with the English language in some form or another. One important factor in learning and in the material package itself is interaction with others. Kauppila (2007: 149) supports this view by claiming that learning is not as individually centered activity as previously assumed. The kind of English that the students encounter outside the classroom will be discussed next.

2.2 English outside the classroom

As already discussed, acquisition is something that most often happens outside the classroom, in a particular language speaking environment. In this study the possibility to acquire a language by surrounding oneself with it is also considered. For example, the possibility of acquiring English by watching English-language television shows and movies, by reading books and magazines in English or by using English on the Internet, or by the combination of all three. Basically these are very similar processes to language immersion in the target language speaking environment so it might not be necessary to leave Finland to acquire English. There are of course factors that can be used to dispute the claim such as that the television usually has subtitles or that the kind of interaction that takes place on the Internet is more passive than the kind taking place in real communication situations. But using English in real-life situations does, however, require and offer a little bit more contact with the language than just a couple of hours of classroom learning per week.

English is present in the learner's life because in the 21st century people are media consumers and this does not exclude children. We are surrounded by the media in the forms of television, radio and the internet, for example. Although in the children's case their guardians should limit and monitor how much and what kind of media they use, they also encounter various forms of English in the various media. This can, just to mention a few, be either a commercial that has not been translated, a computer

related activities such as computer games or even an English magazine a parent subscribes to or has bought. Therefore it would be ignorant to assume that even as young children as the 3rd graders, 9-year-olds, do not encounter English outside the classroom.

As already mentioned above, a lot of the foreign entertainment offered in Finland comes from the English speaking countries. Therefore it is safe to assume that almost all the students in the English classroom come into contact with English outside the classroom as well. In addition to the use of entertainment, to be able to use the electronic media one needs to sometimes understand English, to read instruction leaflets. Although it is not yet relevant for the target group of the material package, the primary school students, at least some knowledge of English is also needed in most of the professions in Finland. However, this is relevant for the material package's target group in the future and lifelong learning is one of the ideas considered in this thesis. Raising awareness of the importance and the expansion of English even in the youngest students cannot be considered useless.

In this study the different varieties of English, e.g. British, American, African, global and so forth, will not be separated nor will the tasks in the material package quiz the students whether or not they can identify which variety of English they use or have come to contact with. This is because it is irrelevant to the material package's goal to differentiate the possible varieties. In a very rough generalization all English varieties are considered the same and their differences will not be a factor in the learning or make a difference in the outcome, that is, what is being learned.

Alongside TV and the internet, entertainment and idols play a great role in the lives of young learners of English. The idol, however, does not have to be an entertainer. It can be an athlete such as a football player or even a character in a book. It was widely reported that Harry Potter books encouraged children to read and having to wait for a translation drove some even to read the books in the original language. Sportsmen, on the other hand, have great influence on especially boys and it is not uncommon that even they could motivate students to learn English. The teacher

could very well use these kinds of interests the students have to support their learning. In fact, any interest that the student has, related or unrelated to English, can be harnessed to help that student to learn and take an interest in their own learning.

Including the English that the students encounter when they close the school's door behind them into the teaching is supported by Hänninen (1994: 30). She says that the school should be interested in the learner's experiences and be able to use them to school's benefit. She goes on to say the same of the teacher's environment and encourages using both of these in teaching. Although one could argue that if the teacher is much older than the student, these worlds will not necessary meet and using the teacher's world will alienate the students from the topic being taught. Therefore, a thorough teacher at least tries to stay in touch with the world his/her students live in outside the classroom. What books the students read, what TV-show they watch, what they do on their free time and how they use English after the school day. Asking the students about these might not be just a pleasant small-talk before classes but offer a powerful tool that the teacher can harness in teaching. The two worlds and whether they meet or not in the classroom were studied in the research project called "ToLP, *Towards Future Literacy Pedagogies*" (Luukka et al. 2008), which studies mother tongue and foreign language literacy practices in and out of school contexts. This project is still in progress but the results have already shown that the teachers and the students live in very different worlds when it comes to the use of media and conventional literacy and the students voice is rarely heard when planning the studies. However, according to the study, the teachers do not feel estranged from the students world. An international study called "ELLiE, Early Language Learning in Europe" (ELLiE 2010), on the other hand, concentrated on primary school classrooms with younger students. They concentrate on policy of language teaching, the factors contributing to success in language education and the linguistic and non-linguistic outcomes of language learning. This study had two priorities: the significance of the teacher and the impact of digital media on learning. The findings of the study were that "positive environment, access to a variety of materials and media, and active involvement in language activities contribute advantageously to children's progress and motivation" (ELLiE 2008).

2.3 Characteristics of a good learner and successful learning

A popular belief is that a good language learner is self-directing, hardworking and has a medium to high self-esteem. Hardworking as a characteristics will not be touched in this study, mainly because it is tied to the student's personality; some people are hardworking, others are not. Also motivators can affect the student to take learning seriously and this also affects the level of the work s/he is willing to put in the studies. Self-directing is what this study aims at and it will be discussed in following chapters. Self-directing is also an important skill when lifelong learning is considered and this will be covered in chapter 2. Self-directing itself will be covered in detail in chapter 4. Self-esteem, on the other hand, will be covered in section 3.5.

A quick look at these characteristics is, however, in order when talking about learning. Traditionally teaching meant that the teacher was in charge of the teaching event, s/he controlled what was happening in the classroom and most importantly, s/he had the final say in what was being taught and how. In a modern classroom, however, the students have, or at least should have, a say in what is being taught and learned. This is also a good motivator for the students. In self-directing learning the students can also determine to some degree how they learn, for example by choosing the tasks that they want to do or by doing the tasks at their own speed and not having to wait for the others to finish a particular task. For the student to be able to take responsibility in their own learning and to truly benefit from the said learning, s/he needs both self-direction and self-esteem. These are skills that the school can help built in the students. The best way to do this is to practice them from the early years of schooling.

Keltikangas-Järvinen (2006: 141) separates a good learner from the good student as she claims is common in the educational psychology. According to her, a good learner learns fast and effectively but not necessary in the way the teacher expects or how s/he has taught the learner (2006: 141). Keltikangas-Järvinen goes on to say that, on the other hand, a good learner behaves differently. S/he acts and behaves according to the teacher's expectations. A good learner can also be a good teaching

subject, but because there is a contradiction between the teacher and the learner, the learner's skills might not be obvious to the teacher and the abilities of the student might come as a surprise to him/herself in another context, unrelated to the school, Keltikangas-Järvinen (2006: 141) claims.

Kauppila (2003: 31-32), on the other hand, offers seven skills for success in learning. These are the skill to motivate and relax, good self-esteem and self-knowledge, social skills and communication skills, the ability to perceive the surrounding world, the ability to concentrate and face new things, the ability to ponder and solve problems and finally the ability to estimate and categorize phenomenons. What is clear is that Kauppila also places weight on self-esteem, motivation, and the surrounding world of the students. These seem to be necessary for good learning.

As can be noticed from the characteristics provided by Kauppila (2006), alongside the teaching of a particular subject, the teaching of other skills is one of the objectives of primary school teaching. These skills include, for example, self-esteem. The National Core Curriculum (2004:36) lists the growth as a person and long-term study skills as cross-curricular objectives of the school in the guidelines for the Basic education. Over self-esteem the NCC does not give instructions but it is clear that it is also one of the incentives of Basic education and also part of personal growth. Long-term study skills can lead to lifelong learning that leads to the learning having longtime effects and to the students being able to use the skills they learn later in life. The concept of lifelong learning in considered next.

2.4 Lifelong learner

Lifelong learning is often discussed in the context of adult learning and professional education but for this study there is no reason not to include it even as an aim for self-assessment in the primary school level. The reason for this is that for lifelong learning to truly be lifelong it should be practiced or acquired at an earlier stage, just as is the case with self-assessment. Although young students should not be scared off

learning or put pressure on by proclaiming learning to be lifelong before they have a real concept of what that means, giving tools for lifelong learning can be achieved without mentioning the concept at all. And above all, the awakening of lifelong learning has been listed as one of the objectives of Basic education in the NCC (2004: 12).

Lifelong learning as a concept means that the learning should not only be restricted to formal schooling or to a specific time in one's life but instead be a constant and continuous process the depth and goal of which varies through life. In the primary school learning aims at grades and diploma but also at beneficial skills outside and after school, for example. In the adult life lifelong learning can aim at better working skills or interests outside work. Intrinsically motivated learning does not aim at certificate or better results at work but it's goal is dependent on the individual. Motivation is a crucial part of lifelong learning but it will be further discussed in chapter 3.

In a study about lifelong learning Tuomisto (1994: 25-30) has divided the learner's lifespan into three stages (childhood/youth, adulthood and old age respectively) and further on divided the stages for learning within these lifespan stages into formal, non-formal, informal and occasional (translations by the writer). The stages for the childhood and youth are of interest in this study. Tuomisto reckons that formal learning covers different school systems, whereas non-formal means organized learning outside school (in organizations and hobby groups). The clearest examples of these non-formal learning places are private music schools although only a small fraction of school children attend these non-formal "schools". Further on, by informal learning Tuomisto means goal-directed self-learning, or learning in the free time, and occasional learning happening in everyday contexts with family and friends. This is the kind of learning that happens in youth organizations and church groups. The most relevant for the current study is that Tuomisto reckons the occasional learning to form an especially important part of the students' entire learning experience. Tuomisto concludes by claiming that teacher-oriented formal learning makes up for the smallest portion of learning but is still (occasionally)

considered the largest influence. This all makes sense because the time spend at school does not compare to the time spend outside it. Although Tuomisto goes on to admit that the conventional wisdom and knowledge acquired at school are the core of all the learning later on. In the primary school, especially, the foundation for all future learning is laid and therefore it is important to pay attention to what is being taught and how. The lessons are not only about the subject at hand but also about learning skills, growth as a human being and ethics.

Nyyssölä and Hämäläinen (2001) have also studied lifelong learning and claim that according to the new understanding of learning the student is viewed as an active learner that has an important role in constructing his/her learning. Active learning will be further discussed in the Chapter 3 because it is closely connected to socio-constructive learning. Nyyssölä and Hämäläinen continue by saying that the new concept of the student has also transformed the teacher more into an instructor than a conventional teacher handing out information. With this change also the learning abilities have become an important part of formal education and they are also included in the NCC. Self-assessment plays a significant role in developing students' learning abilities. When discussing how the students should learn it is relevant to look at what they are learning at school. In the next section the four linguistic skills taught in the English classroom are looked at briefly.

2.5 Linguistic skills

For this study it is important to list the four linguistic skills that the students learn at school and are assessed on. These four linguistic skills are reading, writing, listening and speaking. The same division is used by Anderson (1972) and Chastain (1976) and many others. More closely these skills are divided by Anderson into two main categories; receiving skills containing listening and reading and sharing skills containing speaking and (hand)writing. Chastain, on the other hand, offers goals for teaching each linguistic skill. The goal for listening is "to be able to understand (native) speech at normal speed in unstructured situations" (1976: 283). Chastain

claims reading to be the "most important component of "knowing" a second language" (1976: 326-363). Later on, he asserts that speaking is the reason why second-language learners themselves want to learn the language. Writing, on the other hand, he states to be the least appreciated linguistic skill. However, all four skills are important and practiced at school. The objective of this study is also to take all four skills into consideration as equals and not place more weight on one or the other. Although these sources are old the same categories are used in the NCC and also by the Council of Europe in their Common European Framework of Reference for Languages (CEFR 2010). The NCC (2004: 138-139) also guidelines the teaching of foreign languages to include spoken and written language and communication, which can be understood as listening and speaking.

Naturally any thorough assessment should assess all the four abilities, regardless of what they are called. The linguistic skills, however, vary in the student motivation. One student might want to learn the language to be able to read books in English, another might want to learn to speak with a friend and a third might think that learning to understand TV-shows makes English worth studying. In addition to this, assessing all four skills is somewhat problematic in the traditional schooling system and it is also problematic for self-assessment. Reading, writing and speaking are easy to measure, although speaking might sometimes be left with less attention than the former two skills. Still there might be many variables to the results. For example in a test task measuring the understanding, the student might not understand the task itself, might assume wrongly what the teacher wants or plainly do poorly because of the stress of the test situation. Therefor testing all four linguistic skills is problematic, time consuming and results can of any test can always be disputed.

For this material package all these skills need to be taken into consideration. However, it is impossible to assess both types of producing, written and spoken in a paper form of material package. Listening and speaking can be measured with spoken tasks but these are time consuming and at times difficult to organize in a regular classroom setting. However, for assessing the skills that are harder to assess by traditional school tasks, the students can simply be asked self-assess and reflect

on different skills in English. Measuring speaking is the most difficult task, because even if the students would be sent home with a recorder, it would be extensive work for the teacher to assess their skills from these recordings. This could be the reason why proper assessment of spoken English is not practiced as thoroughly at school as measuring the other skills are. This said, the importance of assessing and practicing spoken English has been noticed and the teachers use different methods to take it into account. However, due to practical reasons it can also be seen as something extra and a nuisance that needs to be made space for in the curriculum.

In summary, all these four linguistic skills are taught and practiced at school and any good assessment, teacher-oriented or self-assessment, should take them all into consideration. The next chapter deals with different types of assessment, how they are practiced at school and how they benefit the student. The emphasis, however, will be on self-assessment, its current practices and studies made on it.

3 SELF-ASSESSMENT, SELF-ESTEEM AND MOTIVATION: TOOLS FOR SUCCESSFUL LEARNING

In the previous chapter motivation was touched on briefly as the source of lifelong learning and as the reason for the desire to learn in general. In this chapter motivation will be discussed in detail, as well as self-esteem. The third topic under examination is self-assessment. Motivation and self-esteem are important in all learning because they enable personal growth and responsibility for the learning in students. They are also the most important tools for self-assessment. What is particularly interesting is that all three seem to support one another. As mentioned in the introduction, self-assessment and motivation feed one another but the same can be said of self-assessment and self-esteem. Self-assessment is easier if the student's self-esteem meets the challenge but his/her self-esteem can also improve through the gain of information about oneself achieved from the use of self-assessment. Motivation is also important for learning and once the student realizes how much s/he has already learned the motivation should increase as well. Therefore both motivation and self-esteem are important parts of this study. Self-assessment is important because first it gives the power and responsibility for learning to the students, second it eases the teacher's workload and assessment, third it increases the students' self-esteem and finally it makes the students aware of the learning process and accomplishments.

3.1 Traditional assessment at school

Assessment is a central part of any schooling system. In order to see if any learning has taken place we need to assess what it is that the students have learned. Traditionally the person doing the assessment in the school environment has been the teacher. The student might have had little or no say about his/her grades in a particular school subject. The Finnish National Core Curriculum for Basic Education (NCC 2004: 260) says the following about student assessment in the chapter 8, titled "Pupil assessment":

The tasks of assessment during the course of studies are to guide and encourage studying and to depict how well the pupil has met the objectives established for growth and learning. It is the task of assessment to help the pupil form a realistic image of his or her learning and development, and thus to support the pupil's personality growth, too. (2004: 260)

What is clear in this quotation is that the object of assessment is not only to help establish the student's grade and therefore help to facilitate the student's journey in the schooling system, that is to enable or disable the entrance to the next level. Assessment is also meant to help the students build their self-image and support their growth as a person. Therefore as many types of assessment as possible should be used. Alongside teacher-oriented assessment also group-, peer- and self-assessment could and should be used. These non-teacher-oriented assessments are typically viewed as alternative assessment as Butler and Lee (2001: 6) point out in their study.

Bailey (2008: 381-384) claims language assessment to be confined in reading and writing but this is not entirely true. The school books used in primary school in Finland offer exercises covering all four linguistic skills although it might be true that spoken language testing is not thorough or widely practiced. This problem, however, will not be discussed in the present study. Language assessment is done for both instructional and diagnostic purposes as Bailey writes. Instructional assessing is meant for both the student and teacher, whereas diagnostic is more aimed for the teacher. "The information gained can be used to categorize students, for example, into different reading levels" (Bailey 2008: 384) as well as to guide the teacher and show what the students have learned and what still needs to be learned. Bailey agrees that standardized assessment (i.e. teacher-oriented traditional assessment) is neither sufficiently refined nor able to target all subskills used in language learning. Therefore different methods of assessment should be used to portray a variety of angles to assess the students. The alternative methods for assessments are group-assessment, peer-assessment, self-assessment and even parental assessment. All these different varieties could offer information that the teacher would not have access to when relying only on the traditional teacher-oriented assessment. However, using another method than teacher-oriented assessment requires that the teacher is ready to

abandon the idea that the students' success is guaranteed by the teacher's effort (Little 1991, as quoted by Dörnyei 2001a: 105). The students, after all, are not empty vessels that the teacher can pour information into but are seen, at least in socio-constructive learning theory, as active agents that construct the knowledge and learning themselves. Socio-constructive learning theory will be discussed in detail in chapter 4.

3.2 Defining self-assessment

Self-assessment at school means that the student, and no-one else, looks at his/her learning and assesses it to see if it meets the standards the student him/herself has set for it. It can also be compared to the standards or goals set by the teacher or the class together at the beginning of the year but the assessment itself is done by the student. Thorough self-assessment does not take place only at the beginning of the school year (or a particular course) or at the end of it, but throughout the learning process. In other words, self-assessment can be practiced at any point during the studies where it is relevant or it can be used at moments where the student has completed the tasks required and would otherwise be idle. Self-assessment tasks can also be given as homework to be filled-in after school hours. Boud (1995: 12) summarizes self-assessment to mean the students grading their own work, the student considering the characteristics of a good example of work and the student being involved in determining and discussing the criteria of good learning.

Self-assessment is by no means a new angle but the current schoolbooks do not use it enough or the teachers might feel there is no time for it. The tasks might also repeat themselves in some books and filling them in might become tedious for the students. Hastily filled in self-assessment task is as good as nothing. Hopefully this material package makes self-assessment fun and gives the students more angels to look at their learning. Self-assessment means that a student is able to form a realistic image of his/her learning by observing it as an outsider would, very much the same way as a teacher does. However, the student is able to know better than the teacher what s/he

wants to accomplish in learning and therefore is able to form a better study plan for him/herself. In an honest self-assessment the student also has the knowledge that the teacher might not have, for instance, that s/he failed at a specific language testing situation because of an outer reason unconnected to learning, although s/he would have succeeded in any other occasion in the same test. The same argument is used by Shrauger and Osberg (1981: 323) when they claim that by using self-assessment "not only do individuals have more data about themselves than does the evaluator, but they may also process those data in ways that may frequently lead to greater accuracy of prediction".

The term self-assessment is misleading because the student is not assessing him/herself as is easily interpreted but one's learning as Koppinen at al. (1994: 84) point out. They say that what is being assessed is the actual learning, study techniques, efficiency, responsibility etc. These skills are important in developing meta-cognitive and reflective skills as Tynjälä (1999: 181) points out. Therefore, self-assessment in the language class is not about learning the language itself but learning valuable skills that can be used in all subjects and after school. The term self-assessment might at times cause the students to feel uneasy about self-assessment because they might comprehend it to mean assessing themselves as persons and any failure or assessment that does not meet the standards must then mean that they have failed or done poorly as persons. Therefore proper guiding and assisting is needed in self-assessment, as well as its continuous practice.

Boud (2005: 12-15) defines the meaning of self-assessment as more than the students grading their own work; to him it means letting them get involved in the process of determining what is good work. For this material package self-assessment means also letting the students define what is learning and where it can happen. Boud ratifies that self-assessment is both a verb and a noun for it is a process and an activity as well. He gives two reasons for using self-assessment and these are that it is necessary for lifelong learning and that it is also necessary for effective learning. The latter is also supported by Huhta (2003: 21). He claims that "the most important reason for self-assessment in the primary school is the aspiration to nurture the

students to know themselves and to create self-assessment into a stable and central tool for learning".

Self-assessment is an important skill that everyone needs in their life, from schoolchildren to grown-ups. It is not easy to learn and thus learning should start early and be consistent. Of course, the youngest should be guided gently to self-assessment and it should be play-like, like many academic tasks in the English classroom. As mentioned above, the students might not feel comfortable about self-assessment because they might feel that it is meant for judging them instead of assisting them. Some students might feel this way about all forms of assessment and for those students in particular it should be made clear that (self-)assessment is meant to be a tool to help them learn. Long exposition and long-span practice of self-assessment could also relieve the students anxiety towards self-assessment.

Some researches, for example Black et al. (2003: 52-53), believe that the prerequisite for good self-assessment is the practice of peer-assessment in the classroom. Peer-assessment helps develop skills that are necessary in self-assessment; students' clear overview of the criteria of evaluation, the practice of evaluating someone else and proper judgment of whether the goals are reached or not. However, none of these give a clear reason as to why learning of how to assess could not start from the self-assessment itself if properly guided by the teacher, as Black et al. claim. Good guidance seems to be the key to any successful assessment, whether peer- or self-assessment. It is true that the students need help with how to carry out self-assessment before they do it but they will also benefit form the information of why they are doing self-assessment. Even better if they are asked to find the motive for the activity themselves. On the contrary to what Black et al. (2003: 52-53) suggest, self-assessment might be a better place to start practicing assessment because then one does not have to be conscious of the face needs of the feedback-receiver and his/her feelings. The possibility of being too harsh on oneself is unlikely although self-assessment can lead to uncomfortable discoveries. Therefore it might be safer for the students to first practice self-assessment on themselves and then move on to their peers.

Juurakko and Airola (2002: 185-186) have studied self-assessment in their efforts in trying to improve language learning. They claim that in addition to building the learner's sense of responsibility, self-assessment is important because it complements the teacher's assessment, promotes critical thinking, makes assessment a more continuous process and even relieves anxiety in the students. Therefore, they continue that self-assessment should not be used only in the end of a specific learning period but it should be a continuous process. Alaniva (1995: 11), whom also Juurakko and Airola quote, has conducted a study on verbal language ability in High School level in the Oulu Teacher Training School. She found six reasons for self-assessment. First, it is pedagogically recommendable because it helps the self-image of the students to develop realistically. Second, it is didactically advisable because it is believed to be one mean of keeping up students' performance motivation. Third, assessment should be student centered in the first place. Fourth, it has both descriptive and directional functions. Fifth, it aids vertical assessment and finally students need to be trained and encouraged in self-assessment.

3.3 Studies on self-assessment

A few studies about self-assessment and its effects have been conducted. In the study conducted by Butler and Lee (2010) it was discovered that self-assessment does have a positive effect "on the students' English performance as well as their confidence in learning English" (2010: 5). The study by Butler and Lee was conducted as a case study in South Korea and the subjects were EFL students. In South Korea English is a mandatory subject and it is taught once a week for 3rd and 4th graders and twice a week for the 5th and 6th graders. A total of 254 6th grade students from two public schools in Seoul participated in this study. They formed a treatment group and a control group and the study was conducted as an intervention study with a series of pre-tests and post-tests. It consisted of summative self-assessment claims that the participant were asked to relate to.

The findings of Butler and Lee's study were that when self-assessment is performed on a regular basis it improves the students' ability to do self-assessment itself. Self-assessing also has a positive effect on their English skills as well as the students' confidence. Butler and Lee summarize their findings relating to learning itself by claiming that:

> Self-assessment is intended to help students understand the goals of tasks, reflect on what they have achieved with reference to such goals, and figure out what it will take to finally reach their goals (2010: 25).

All the findings made by Butler and Lee support this material package's goal of assisting the students to become better learners. The study also showed that the teacher's opinion about self-assessment influences the effectiveness of it. Under this evidence it seems that if the teacher is unsure of how to use self-assessment or lacks the knowledge of how to implement it in teaching, self-assessment will not be as effective as it could be. This is also true with the presentation of the self-assessment tasks to the students. If the teacher does not consider them important or passes them around for the students just to fill the time, the students might not take them seriously. Therefore, discussion and guiding is needed for self-assessment to function properly and fill its role as a tool for lifelong learning. The same way as the teacher should explain thoroughly, at least for the youngest students, why homework is given, also the reason for self-assessment should be made clear to the students.

Lepistö (2008) conducted a survey study here in Finland about self-assessment in foreign language teaching in the primary school. The study aimed to find out how the teachers view self-assessment and what kind of self-assessment tasks are in the current English books used at school. The findings of the study were that the teachers do feel positive about self-assessment because it inspires and encourages the students to use English, as well as helps the teachers to get in touch with the students' inner world and eases their work. However, the study showed that the teachers will most likely use the pre-existing material in the workbooks and only two of the study subjects used portfolios in the primary school level of language teaching. Lepistö sums up her findings from the teacher's point of view by saying that student self-

assessment eases also the teacher's workload, analyzing personal success and the knowledge about the students (2008: 51). Lepistö's study shows that there is a need for a thoroughly thought out and inspiring material package for self-assessment.

The third study relevant to the present study on self-assessment was conducted by Nedzinskaitė, Švenčionienė and Zavistanavičienė (2006). In this study a group of students at the Centre of Foreign Languages in the Kaunas University of Technology were asked to write essays on self-assessment and the teachers then used these essays to help them assess the students. Because the study subjects were older than the target group of this material package, also the essay answers were more thorough and insightful that could be expected from primary school students. For the primary school level essays written in English is not the best self-assessment method. In addition to the positive learning experiences recorded in the essays of the study some students wrote down reasons why they are not doing as well as they could in English. One wrote down that: "I should write not only about learning progress and experience but also analyze my mistakes" (Nedzinskaitė et al. 2006: 86). In this example it is clear that a good material package should also contain tasks where the student has to reflect on why s/he is not doing as well as possible and how that could be changed. The students in the study also improved their self-assessment skills during the course of the study. Nedzinskaitė et al. conclude that self-assessment has three positive effects on learning; it promotes the student's autonomy and independence, it activates the student to judge his/her own progress and it encourages him/her to see the value of what has been learned (2006: 86).

Yang and Wu (2008: 20-23), however, criticize studies on self-assessment for their inconclusive findings and the skepticism it raises in teachers. If it is not clear what factors, other than knowledge of language proficiency, influence the self-assessment then it might be difficult to implement it in teaching. Yang and Wu also listed the pitfalls of self-assessment which, according to them, are the unreliability and the change of roles between the student and the teacher. Unreliability is clear and has been discussed also by Huhta (2003). The fear for the shift of the roles between the teacher and the student, on the other hand, might be culturally related to Yang and

Wu's research context. However, Wu and Yang offer teachers advice to conduct their own research on reliability to become confident in student self-assessment. They go on assuring that the degree of toleration for unreliability depends on the context in which self-assessment is used. Naturally if the teacher lets the student to have a say concerning their final grade, reliability plays a greater role in self-assessment than when the student self-assesses just in order to learn learning skills. The worry about the student-teacher roles has to do with giving the students more power than they are able to handle. Some students need more support than others in this shift of power. In addition, it is well instilled on both the students and the teachers that assessment is the teacher's job, as Wu and Yang point out. Oscarson (1998) handles the same issue. He has set three stages for the students, depending on how much support they need in self-assessment (1998: 184). In the first stage, called the dependent stage, what is assessed and the form of assessment is determined by an outside agent, usually the instructor. In Oscarson's second stage, called the co-operative stage, the instructor and the learner work in co-operation to negotiate the quality and level of achievement. In the final stage, called the independent stage, the student's own assessment is the primary means of judgment.

3.4 Current practices of self-assessment

Although self-assessment is mentioned in the NCC as one of the goals of primary school teaching, not every teacher uses it because it is seen as time-consuming and less important than other content in language teaching. In the study conducted by Juurakko and Airola (2002) eight teachers out of 29 declined to use self-assessment in teaching. Another reasons for not using self-assessment could be the fear that it is not neutral and the students, when describing themselves, do not describe how they actually are but how they think others (in this case most likely the teacher) view them. This is one of the criticisms that Keltikangas-Järvinen (2000: 72) gives to self-assessment.

Self-assessment, however, is used in many studies and teaching experiments where

portfolio learning is involved because it suits this kind of teaching. In the kind of teaching where portfolios are used, the student chooses which documents of learning (e.g. essays, tests, other creative work) s/he wants to include in the portfolio, and self-assessment is the best way to assess these and find out the reasons why the student chose the particular examples. Portfolio teaching has been studied extensively both in Finland and in other countries. In Jyväskylä Pollari, Kankaanranta and Linnakylä (1996) have studied portfolio work and Linnakylä, Pollari and Takala (1994) have studied portfolios in assessment. Self-assessment is also given a role in the verbal assessment in all primary school subjects by involving the student in the process (Huhta, 2003: 20). The students are asked to assess themselves and these assessments can be compared with those given by the teacher. In some cases the teacher can even base his/her grade on a one-to-one conversation, at the end of which the student has been asked to give him/herself a grade on the subject in question. It is, however, unclear how well the students are prepped for self-assessment and how much self-assessment itself is taught at schools. This again, depends on the teachers as they are free to plan their own lessons in whichever way they choose. Huhta continues that when self-assessment is used, the learning is seen as a co-operation between the student and the teacher rather than transferring information from the teacher to the student.

Huhta (2003) lists examples of self-assessment tasks. He considers these to be, for example, diaries and the kind of tasks where the student can check what required skills s/he commands. For Huhta some of the normal tasks in the school books are self-assessment tasks although they are not titled as such. After all, many tasks in the school books asks the student to check if s/he masters the topic taught in the corresponding chapter. Huhta also points out that handing the students a key-material, those additional books with the answers for the tasks, makes the tasks more like self-assessment tasks. The key enables the student to check his/her learning without the teacher having to hand out correct answers for every single task.

Oscarson (1998: 175) has justified the use of self-assessment by claiming that the effectiveness and relevance of learning is dependent on whether or not the student is

actively engaged in all phases of the process. This is also emphasized in constructive learning theories, which we will look at in detail in chapter 4. He also points out that lifelong learning requires self-assessment and enables the students "to work independently and to assess their developing capabilities after having left formal education" (Oscarson 1998: 176). Self-assessment also calls for training and here the early learning of self-assessment becomes important. It is the skills learned early that are learned best. Oscarson (1998: 183) lists of few guidelines for self-assessment. The most relevant ones for this study are the following; that self-assessment is more accurate when based on tasks that place the student as a potential user of the language in question, that the students have it easier when assessing their ability in relation to concrete descriptions and that self-assessment is more accurate when the students use assessment tools written in their own language, rather than the target language.

One of the reasons behind not using self-assessment could be the doubt of its accuracy, as already mentioned. Teachers could be worried that students will not be truthful or exact when assessing themselves. This is also one of the reasons why the use of self-assessment in grading, certification or other high-stakes purposes (Oscarson 1998: 176) is not advisable. However, Shrauger and Osberg (1981) have studied the relative accuracy of self-assessment and Oscarson also uses this study to prove that self-assessment can be fairly accurate. Shrauger and Osberg (1981: 341-342) found out that when measured alongside other assessments, self-assessment is comparable and even consistently superior, although somewhat depending of the context it is used in. Even though Shrauger and Osberg realize the challenge of their study, the heterogeneous test subjects and the difficulty of measuring self-assessment, they conclude that "to date no other assessment method has emerged as clearly superior to self-assessments for any of the different behavioral criteria that have been predicted" (Shrauger and Osberg 1981: 342). Because of the challenges of self-assessment, they encourage using it in combination with other methods of assessment.

3.5 Self-esteem

As mentioned above, self-assessment should not be practiced only to enable the students to form a clearer picture of their learning but also to build their self-esteem and motivation. Self-esteem plays an important part in the learning experience. As discussed in the introduction, motivation and self-assessment form an equation where both need one another in order to be successful. The same can be said about self-esteem and self-assessment. Successful self-assessment requires some self-esteem for the assessment to be honest but self-assessment itself also builds the student's self-esteem. By gaining the knowledge of what the student is good at or can handle, the student's self-esteem ascents and the future self-assessment becomes easier. Self-esteem itself is a skill that some students possess naturally, whereas some need to gain it by positive experiences, but working on it will be beneficial for both. Especially primary school teachers have an important role in increasing students' self-esteem and positive feedback is an important part of this.

The benefit of positive learning experiences and positive feedback is important for successful learning. This material package, however, is not designed in a way that the teacher needs to review it or give feedback on it after the student has filled in the tasks. This is because it is mainly designed for the student him/herself, for him/her to practice assessing skills and to learn to trust their own assessment. Hence, the award from self-assessment will not necessarily come in the form of positive feedback from someone with more authority but in the realization of how much the student has learned and that should be in itself enough of an award or feedback. Learning to trust one's own assessment is a very important skill that can be taught at school.

A good description of what is meant by self-esteem in the learning context is offered by Koppinen et al. (1994). They say that it means that the student has a command of three facts. First the student has to have a truthful assessment of what s/he is able to do. Second the student needs to have a comprehension of what his/her weaknesses or strengths are and third what the quality of the performance is. One could add to this list the knowledge of what measures the student needs to take to achieve the possible

next level of language skills or the level the student him/herself wants to reach.

Further on, if there is a need to measure self-esteem, self-assessment is the only possible way to do it, as Keltikangas-Järvinen (2000: 40-71) has discovered. She has studied self-esteem thoroughly and claims that because self-esteem is not anything concrete, but only a feeling inside, self-assessment is the only way to get in touch with it. She has also said that that self-esteem and school success are closely connected and, in fact, the fore mentioned is the biggest reason behind the success in studies. Based on this claim alone it is not unreasonable to encourage teachers at all levels to help students to work on their self-esteem and to use student-assessment in their teaching. Boud (1995: 17) also encourages this by saying that if the teacher stimulates the students to think about learning in a positive way and to view learning as a process, it might also make the student gain a better self-concept.

3.6 Motivation

Motivation is an important part of self-assessment. A student that is motivated at self-assessment will use it in the most beneficial way. A student that is motivated at learning might also find self-assessment easy to use. In this chapter the different types of motivation are discussed first and then different ways to motivate the student will be discussed. The idea of how the students' free time interests can be used to motivate them to learn is also considered. All these factors help self-assessment and help make it meaningful and interesting for the students. However, motivation is a subject that has been studied extensively and the present study can only offer a glimpse of these motivation studies. For this study it is not relevant to define motivation itself in great detail but to mention that it has been studied extensively and in connection with learning. For further information on motivation and second-language learning one should look at Gardner (1972, 1985 and 2001). Motivation itself is only a part of the current study and it is discussed in as far as it relates to self-assessment. However, some familiarizing with the subject is in order.

As already suggested, self-esteem, motivation and self-assessment go hand in hand. Both Brophy (2010) and Dörnyei (2001b) have written extensively on student motivation. Brophy defines motivation using Maehr and Meyer's (1997 as cited in Brophy, 2010) definition: "motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior". He further defines motives as hypothetical constructs that define why people do the things they do. Motivation, therefore, means what people do and the reasons behind their actions or why they choose not to do something. Dörnyei completes this by admitting that the concept is problematic although it is widely used. He has doubts about "whether motivation is more than a rather obsolete umbrella term for a wide range of variables." (2001b: 7). Kauppila (2007: 139-142), on the other hand, has divided motivation into four categories based on how it is formed. Those categories are *prevented motivation*, *diffused motivation*, *survival motivation*, *achievement motivation* and *intrinsic motivation* (translations by the writer). Both prevented motivation and diffused motivation could be seen as *amotivation* because in these something prevents the student from being motivated towards learning and the achievements are poor. In survival motivation the student tries to get by with as little effort as possible. In achievement motivation the student wants to achieve as good results as possible and behaves as though learning is a competition.

On the other hand, motivation can also be divided into just intrinsic and extrinsic motivation. Intrinsic means that the student's motivation for learning comes from inside him/her and extrinsic that the motivation comes from the outside. Extrinsic motivation can be a good grade, getting to the desired Higher Education School or postgraduate studies, even a certain bribe that the teacher has set for good achievements such as a sticker or a stamp. Although intrinsic and extrinsic motivation are often used as opposites, Ruohotie (1998: 38) argues that they cannot be considered entirely detached. He claims that they appear in the same student simultaneously although one of the motives can be more dominating at times than the other. Therefore it seems that it is impossible to categorize some students to be outright internally motivated and others outright externally motivated. Intrinsic

motivation, however, appears to be the best kind for the student because in it the student is self-directed, honestly interested in the subject and the learning is not only aimed at the best achievement in tests.

Ruohotie (1998: 39) also lists necessary ingredients for motivation. They are a supportive instructor (or teacher) who is willing to help the students and both versatile and challenging tasks that correlate with the students' level of skills. In addition to these, the teacher needs to present the tasks to the students as opportunities for learning. According to Ruohotie, however, even these are not enough to produce intrinsic motivation in students. In this light, both the tasks and the teacher seem very important for motivating students. This is yet another reason why all tasks, including self-assessment tasks, used in school should be well-conceived and given enough attention to. On top of that, the teacher's attitude towards the tasks also affects the student's attitude towards them. In other words, if the teacher does not think self-assessment tasks are important, neither will the students.

In this study the term amotivation is used as the opposite of motivation. Amotivation means that the student lacks motivation for one reason or another. Dörnyei (2001b) uses the same concept and further on calls the occurrence of a loss of motivation demotivation. A demotivated student has lost his/her commitment to the subject for one reason or another. An amotivated student has never had motivation due to an external reason, perhaps unrealistic expectations. In both cases the teacher has to find a way to somehow motivate these students to get them to participate in the learning and to get them to take an active role in it.

Motivation is very important in learning, as teachers struggling with demotivated and amotivated students have noticed. Self-assessing and setting one's own goals helps to motivate the learning and find a reason for it. Every student in the classroom has something they feel strongly about, be it the English language itself or something completely different, as usually is the case. Although younger students can find enthusiasm from simply gaining a new subject that the older students already know

of, it is more common that interests outside the school play a greater role in the students' lives. These outside school interests can be used to aid learning. A teacher who wants to motivate students can take time to get to know the students personally and this way lure the students to learn any subject at school. English as a subject can be taught using a variety of topics, for example sports, animals, family life and so forth, and methods. This has already been utilized in the school books but it can also be used in other material, such as a self-assessment package. In addition to outside-school interests there are ways to motivate students that deal with study techniques. Kauppila (2007: 145) offers a few of these study-related means to motivate students and these are mind-maps, working in pairs, visualizing results and using metaphors to describe learning.

Finding ways to motivate young students is not always easy. Different social factors such as parents, the relationship with teachers, and peers can all motivate the student externally according to Wentzel and Wigfield (2009). There are several recent books available for teachers on how to motivate students. Studies on the subject include the one written by Brophy (2004) and the aforementioned one edited by Wentzel and Wigfield (2009). For a more practical view on motivation with applicable suggestions for teachers there is McLean (2003), Walker Tileston (2010) and Pressley et al. (2003). Finnish books on motivation are also on offer by Kansanen and Uusikylä (eds.) (2005), Julkunen (1998) and Ruohotie (1998).

Motivation alone is not enough to guarantee a success in studies. If you have two students, one whose motivation lies in the fact that s/he wants a good grade in the next test and another who wants to learn the subject being taught for its own sake then the latter will probably succeed in long term learning and the previous might forget what s/he learned after finishing the test. This proves that the reason behind the motive is just as important as being motivated itself is. In addition to the importance of the reason behind motivation, other parties beside the student him/herself can help motivate learning, as mentioned above. The teacher can motivate the student to learn, but so can also peers and parents. Good self-assessment material should attempt to include all these. We will return to motives and intrinsic

motivation in the next chapter. The next chapter discusses the socio-constructive learning theory, which strongly supports the use of self-assessment and student-oriented means of studying.

4 SOCIO-CONSTRUCTIVE LEARNING THEORY

Self-assessment supports student's self-esteem and motivation thus enhancing the results of the studies. As already mentioned, it shifts the power and responsibility for the studies from the teacher to the student. Self-assessment is to a large extent based on the socio-constructive learning theory and also learner autonomy. Learner autonomy has been studied for example by Benson and Voller (1997) but it is too wide of a subject to be dealt with in detail in this study. However, some basic information on the socio-constructive learning theory is in order. In this chapter the socio-constructive learning theory is discussed in addition to self-regulated learning and rewarding the students as these are also bare significant aspect for this study.

Socio-constructionists believe that learning should be internally motivating and that the learner plays the role of an active agent. Perhaps the most influential for socio-constructive learning theory have been by Bruner (1966, 1990, 1993), Dewey (1957, 1960) and Gergen (1999, 2001, 2003). Bruner was interested in the mathematical and linguistic abilities of children, Dewey was a philosopher and education theorist, who saw the learner's activity and self-regulation as important factors in learning, and Gergen combined social psychology, social studies and social constructivism together. In addition to seeing the learner as an active agent, scholars also believe that learning is always socially constructed with the previous knowledge that the learner has (Tynjälä 1999, Kauppila 2007). This is especially valid in the kind of learning that takes place outside the school environment because the learner does not have to have anyone at hand to clarify the language s/he encounters outside school and might not always consult a dictionary to make sense of it. Therefore one can assume that the learner uses other means to understand the language s/he encounters. S/he builds learning on the previous knowledge and experiences. Self-assessment as a continuous process also means that the student has to look back on his/her learning and relate to the previous answers in self-assessment to construct a picture of the learning process. The socio-constructionistic learning theory also believes that in addition to building new knowledge on existing one, learning is also guided by the

learner's own interests and experiences. Therefore what is already interesting to the learner should make learning itself interesting and easier. This is already utilized in the primary school English teaching by including a variety of topics and frames for learning. This is also why the teachers are encouraged to get to know their students and their interests personally.

4.1 Active learner

An active learner, briefly discussed in Chapter 1, means that the student is an active part of the learning process and plays a significant part in learning. Instead of receiving information from the teacher the student constructs knowledge and can even choose what to study and how. The learner actively constructs new knowledge based on existing knowledge. This also means that the teacher does not perform the traditional role of transferring knowledge to the students but is more of an instructor over-seeing the learning process. Socio-constructive teachers can even let students choose the topics and methods used in the classroom.

Different kinds of presentations and portfolio work already support active learning at school. Self-assessment is another way to let the student decide what is important and worth studying. Naturally, instructions are needed and school books set the frame for the teaching but the students can be allowed to have some choice, for example which tasks they complete and in which order. This is the case with well designed self-assessment tasks as well. The student can choose which tasks are beneficial to him/herself and can leave out the ones that are unnecessary, complicated or do not relate to him/herself. These tasks can also be returned to on any future occasion. Letting the students choose tasks also means that the teacher can take into consideration the different pace, skills and the level of the students. The fastest can complete several, whereas slower students can concentrate only on a few at a time. Students that are at a higher level can choose tasks that are originally designed for older students. For self-assessment tasks, it is, however, recommended that not all are completed at one go and the teacher is needed for moderation. If they are filled in

slowly during the year, the student will be better equipped to follow his/her learning and the tasks also show the progress of the learning and not just the stage where the student was when completing them.

Active learning, the fact that the student takes an active role in learning and assessing, requires that s/he recognizes that s/he has a right to do this. If the student believes in the traditional view that the teacher is in charge, then s/he might not succeed in assessment. Ruohotie (1998: 27) talks about self-directing but the same can be applied to self-assessment. He says that what is required from the student is social and meta-cognitive skills and the ability to utilize feedback for him/her to be able to regulate one's own learning. In conclusion he says that the student has to have the belief that s/he has the right to control his/her learning. Knowles (1975) supports Ruohotie and has compared teacher-directed learning to self-directed learning. According to his view, self-directing learning means that the learner's experiences are a resource for learning, their readiness to learn develops from real life tasks and problems, their orientation to learning is task- or problem-centered and the motivation is internal and stems from curiosity. In teacher-directed learning, however, the orientation to learning is, for example, subject-centered and motivation is external and dependent on rewards and punishments. Rewarding the students will be returned to later in chapter 4. Knowles (1975) lists the different elements used in the two types of learning. These elements in the classroom are climate, planning, diagnosis of needs, setting goals, designing a learning plan, learning activities and evaluation. Few of the goals are set by mutual assessment in self-directed learning, in other words by both the teacher and the student having a say in them. These elements are diagnosis of needs, setting goals and evaluation. In other words, according to Knowles, the student should also be heard in what s/he needs to learn, how s/he should learn and how s/he should be evaluated or what the result of that evaluation should be. In addition, this means that the responsibility of learning and the goals of learning are shifted from the teacher to both the teacher and the student. Knowles sums up how self-directing should be approached and why:

> Self-directed learning starts with learners becoming aware of some need for learning. This need may be to acquire some particular knowledge or skill in

> order to gain certain benefits, such as a better job or greater self-confidence, more self-esteem or greater competence in performing a role. (Knowles 1975: 81)

Although primary school students might not be able to make such conscious choices and might not plan their life beyond the next grade level, it is once again not a reason for not being offered tools to build these abilities for later life and especially not being offered a tool to build their self-esteem and other skills that they will benefit from right now. Next we will discuss self-regulation and its connection with self-assessment.

4.2 Self-regulated learner

Zimmerman (in Zimmerman and Schunk eds. 1998: 1-2) says that self-regulated learners have a view that academic learning is something they do for themselves. He goes on claiming that this way the students become the controllers and not the "victims" of the learning experience. Victims possibly mean here the students who feel powerless before the subject being taught, the omnipotent teacher and the unfair system of grades. Self-regulation enables the students to become masters of their own learning. It is also a means to overcome obstacles that seem to make excelling academically impossible or difficult such as background, access to education and even learning disorders. The difficulty with access to education should not be a problem in Finland because of the equal opportunity to study offered by the school system and the compulsory education, but there are obstacles and factors even in Finland that give different students either an advantage or a disadvantage in learning. Such obstacles could be immigration, learning disabilities and even parents who have made the choice to not send their kids to school. However, in this study these cases will not be discussed further because the target group of this study are those EFL learners who are in a regular schooling environment. Neither will any group of students, for instance immigrant students or students with learning disabilities be singled out to maintain that the study stays as simple and easy-to-access as possible. However, for further research, the self-assessment needs of these groups could be

considered. As is the case with self-assessment and also active learning, self-regulation is all about giving both the power and responsibility of learning to the student.

Zimmerman (in Zimmerman and Schunk eds. 1998: 1-4) does not classify self-regulation as a mental ability but rather as a self-directive process. He lists the phases, the key processes and the conditions from which self-regulation emerges in his study. For example, he claims that mastering an academic skill, learners must coordinate personal, behavioral and environmental components and therefore no single cognitive learning strategy will work for all students on all occasions. The phases of the self-regulated learning process, on the other hand, are *forethought*, *performance and volitional control* and *self-reflection*, all three which contain multiple processes within them. *Forethought* means setting goals and planning before a particular task, *performance and volitional control* means self-instructing and self-monitoring while on the task, and *self-reflection* means the stage where self-evaluation, self-reactions and adaptation take place after the task is finished. This same process can be seen in through self-assessment. First the student is asked to set a goal for him/herself and the intrinsic interests of the students are aroused. Then while doing the self-assessment the students are asked to self-monitor their process and finally when self-assessment is completed the students are asked to evaluate their learning process and when needed adapt it. Therefore it is clear to see that both self-regulation and self-assessment are, in fact, processes that have certain phases in them.

The term self-regulation stems from biology as Dann (2002: 113-114) explains: "Organisms respond to the environment through processes of biological feedback and adaptation". Dann further explains that for self-regulation to be realistic, several assumptions must be agreed on. Two of these are that the learners are active constructors in the learning process and that they can potentially control, monitor and regulate their own learning. This ability, as mentioned already, is not intrinsic nor is it learned at once but needs to be practiced and repeated. Therefore self-regulation is

not a skill that one learns and then possesses; instead, it is a process in learning that can develop throughout an individual's life. Dann makes a point about the goal of learning and how self-regulation also depends on the student being able to make decisions of whether to continue on the chosen path or to make changes to it. Of course, in the school environment the student who feels victimized cannot, or should not, simply decide to quit studying a particular subject altogether. S/he can, however, decide that the study method used does not suit his/her needs, that s/he does not concentrate enough or that something else is amiss in the learning situation.

Zimmerman and Schunk (1998) hold the premise that "when students increase the level of their self-regulation, the quality of their academic achievement improves" (Biemiller, Shany, Inglis and Meichenbaum in Zimmerman and Schunk 1998: 203). Biemiller at el. justify this claim by back-quoting to Zimmerman "that higher-achieving students are likely to be self-regulated" (Biemiller, Shany, Inglis and Meichenbaum in Zimmerman and Schunk 1998: 203) and that claiming that studies show that curricula designed to increase student-regulation leads to improved achievement. According to Zimmerman (1989: 1) "self-regulated learning perspective shifts the focus of educational analyses from student learning abilities and environments at school or home as fixed entities to the student's personally initiated strategies designed to improve learning outcomes and environments". In other words, in self-regulated learning the student should be seen as someone who initiates strategies by him/herself to improve his/her learning.

4.3 Rewarding the students

Although socio-constructionists take a stand against any kind of rewarding or bribing of students because they view that the learning itself should be enough of a motivation, teachers struggle every day to motivate their students externally. Unlike behaviorists, who use external rewards to motivate the students, socio-constructionists believe that the motivation should be internal. However, for the youngest learner it might be difficult to find internal motivation because they might

not understand how important learning languages is for their future or might not care about it. This could be one of the reasons why primary school teachers use stamp-boards and stickers in their teaching. Intrinsic motivation could rise later even though at first the motivation comes in the shape of stamps and stickers received from finished homework.

However, there are risks in external motivation. Kauppila (2007: 135) argues justifiably that rewarding students with candy turns their thoughts towards the candy instead of the task they were meant to finish in order to receive the candy and therefore the candy becomes more meaningful than learning. This could be said of any reward, even the stamps. The students might be so eager to receive stamps that they forget what they were supposed to do in order to receive it and might forget what they learned as soon as they have their reward. Pressley et al. (2003: 11-13) tell a similar story about an avid reader who kept on her enthusiasm to reading as long as there was a pizza certificate on offer. What is interesting is that as soon as the school year was closing in she lost her interest in reading when there were no more pizza certificates on offer, even though before the certificates were on offer she had been reading enthusiastically without any award. This is a proof that rewarding might not work on those students who already are intrinsically motivated and could even backfire. What Pressley et al. (2003: 11-13) suggest is that there are two award systems, one for those students who are not yet motivated (in the form of pizza certificates, for example) and another type of reward for those who already are motivated (in the form of having a special duty of reading to younger children, for example). They do not, however, admit that this might cause a feeling of inequity in the students.

Eliminating external rewards is encouraged in many of the motivation guide books for the teachers. Sullo (2009: 25) rationalizes it by saying that it sends a message to the students "that learning and the acquisition of academic competence are not inherently valuable". However, rewarding the students is not entirely useless: "Do rewards motivate people? Absolutely. They motivate people to get rewards." (Kohn 1993 as cited in Sullo 2009). However, it is likely that many teachers aim at

something other than teaching their students to yearn for external rewards. Sullo (2009) writes about the downfalls of a rewarding system that is so deeply rooted in the practice of schooling. Students might get used to the teachers grading their work, pop-quizzes or tests and therefore a task that gets no grade, perhaps due to the fact that it is impossible to grade because it concerns self-assessment, may amaze the students or in the worst case discourage them from completing it at all. This is the danger in self-assessment tasks. Sullo is not the only expert arguing against rewarding the students with extrinsic motivators for doing the tasks they are expected to do regardless of the prize for the sake of the tasks themselves.

One of the loudest protesters against extrinsic motivation is Alfie Kohn (1999). Why should the students not be motivated by promising them good grades, stickers or stamps, or extra-curricular activities after filling in the duller ones? For the simple reason that by doing so we turn the students mind towards the extrinsic motivators, the gifts, instead of learning itself, says also Kohn (1999: 142-153). When the students learn that in order to receive gifts, they might not be learning at all because the learning could be superficial and short-term. This could be because the student has tried to achieve the reward as quickly and easily as possible. This is the reasoning that Kohn uses. He goes as far as claiming that children (or students) should not be treated like animals, that bribes do lasting harm, and that the students should become hooked on learning and not awards. Comparing the students getting stickers to behaviorist animal experiments might be extreme but Kohn does have thorough reasoning for his plea to withdraw awards entirely. But at the same time he argues for the banishing of grades because to him they are just another way of rewarding the students with external motivators.

Even Kohn (1999: 35-36) agrees that the reward-system does, in fact, work in getting people to do what someone else wants them to do. But that is exactly the problem: what someone else wants them to do. He is also alarmed that the rewards change the reason behind the action (here learning) and thus displace other possible motivations, for example learning itself. Kohn also does not dispute that rewards would not work on primary school students and this is because they are young and dependent on the

teacher in both learning and reaching the next level of the studies, whether or not they are conscious of it. What he claims is that once the reward-system is discontinued, the desire to learn ceases as well. This is hardly a good practice to encourage lifelong learning. In addition to that, for the practice of self-assessment, a reward-system can be argued against. In his list of how rewards work, Kohn (1999: 36-37) also points out that they are effective on short term and therefore a task that continues for four years does not qualify for short term motivation. If the teacher stamps each work sheet for four years, the stamps lose their meaning and s/he might just as well refrain from doing so to begin with. This does not, however, mean that awards should be refrained from in every type of teaching although socio-constructionists offer a strong point against them. But for self-assessment other means of motivation should be sought. This study does not aim to offer answers to these questions but leaves it to the teachers to find the best external motivators if they feel the need for them.

Kohn (1999: 200) acknowledges the very common fear in teachers that the students will not bother to learn anything unless there is a reward. In this case, instead of encouraging the teachers to keep up a reward-system, Kohn responds to this fear by saying that if the students are "that far gone" then there is not a minute to waste. According to him, teachers must act immediately to restore the desire to learn for learning itself. We will not discuss further Kohn's reasons for abandoning all rewards, for example grades, from the schooling system of Finland because it is not the objective of this study. It would, however, be useful to consider this in the future studies. However, for this study's sake only the prize-system of stamps and stickers and the abolishment of it is relevant.

Kohn (1999: 211-222) offers five ways to motivate the students without extrinsic motivators. His suggestions include allowing active learning, giving reasons for assignments, eliciting their curiosity, setting an example and welcoming mistakes. Active learning and giving reasons for assignments have been covered in this study previously (in section 4.1.). Curiosity, on the other hand, is at the heart of intrinsic motivation as Kohn points out. Making students curious of new possibilities, of

learning or learning itself, is the best way to get them hooked on learning for life. Setting an example should be natural for the teacher but it is a point worth mentioning every time motivation is discussed. For the self-assessment tasks, however, welcoming mistakes is less relevant. Even more, teachers could even think about whether mistakes are even possible in self-assessment. Self-assessment tasks are so personal that they are guaranteed to be correct if the student has taken them seriously. Even though the students themselves, the situations when the tasks where filled in and even the learning might change over time, at least the answers, when seriously done, were correct at the time of completion. This is also a good thing to discuss with the students before practicing self-assessment. Kohn (1999: 222) also argues for autonomy in the classroom and offers real-life examples of motivating students with autonomy. He found out for reasons to give the students more autonomy in their studies. First, that the students that have a choice about which tasks to work on, "complete more learning tasks in less time". Second, that the students who can choose themselves what materials to use in creative projects tend to be more creative. Third, that the students that are given free choice of what tasks to work on they are a lot more interested in the tasks and finally fourth, that the students that are given personal responsibility for their studies improve their self-esteem as well as academic competence. All these reasons support the idea that the students are better off choosing which tasks they do. This kind of method can of course be applied to all classroom activities but it is especially useful and encouraged in the self-assessment tasks because it then enables the students to choose the tasks that are relevant to them and can improve their learning.

To sum up chapter 4, socio-constructionists encourage teachers to guide the students to be self-regulated and active in order to give them more power and the feeling of empowerment over their studies and to shift some of the responsibility of assessment from the teachers to the students. They also advise the teachers against rewarding the students with external awards and instead assist the students to find the motivation from inside. Useful methods for doing this are meaningful tasks that connect with the students lives. All these procedures should help the students become better students and also assist their future studies.

5 THE AIMS OF THE MATERIAL PACKAGE

Self-assessment is important because it shifts the power and the responsibility of learning from the teacher to the student. This material package was created because there are shortcomings in the current self-assessment tasks, especially in those aimed at primary school students of English. There is the danger that the current tasks do not inspire the students nor the teachers to use them. This is because they are repetitive and tedious as they are mainly constructed as tick-the-box-tasks and the same tasks might be placed at the end of each chapter in the school book. Therefore, there is a need for self-assessment material that is exciting and raises the students' curiosity. There is also a need for exercises where students with different skills, abilities and learning styles get to use their way of learning.

Another reason for this material package is that English is a common language in the everyday lives of Finns. It is not an official language in Finland but it can be seen almost as the third domestic language today. Yet, some students do not realize that the English taught at school is the same English that they encounter in their everyday lives playing computer games, watching TV shows and even when facing advertisements in the streets and other kinds of textual materials. The students could benefit from the realization that English can be learned everywhere and that they do not need a teacher for learning.

Learning is not always fun and although some students are almost naturally motivated, others are amotivated. Exciting material helps motivate the youngest students and making the subject personal is another way to motivate learning. If the students have more ways to look at their learning and if they are made to realize that learning at school, the grades and results in the tests, are not the only ways to measure learning, some students might find motivation that they did not know they had in them. This material package tries to point the students' attention towards the kind of learning that is not measured at school.

Lifelong learning is one of the goals of the school and this material package aims to give the students tools to look at learning in a broader context and thus help them on their way to lifelong learners. By realizing that not all learning takes place inside the classroom, they open up many possibilities for themselves to improve their learning skills and methods. This realization can also be harnessed for the use of other school subjects and not just English.

As already mentioned in the introduction of this study, the goals of this material package are:

1. To help students realize that not all learning takes place in the classroom.
2. To help students realize that the English outside the classroom and inside are the same language and that they have multiple possibilities to learn English even without the assistance of the teacher.
3. To help students realize that school success and test results are not the only way to measure learning.
4. To motivate students to learn and to take responsibility for their own learning.
5. To encourage lifelong learning in the students.
6. To create a versatile and interesting self-assessment material for the English students.

5.1 Target group

Primary school students were chosen as the target group for this material package. That is because practicing self-assessment is one of the tools for lifelong learning and the practice for both should be started from very early on for the effort to be successful. Another reason is that starting self-assessing at the same time as starting learning English brings the best results and gives the student the best foundation for future studies. All the grades of basic education where English is generally taught, the grades 3-6, have been chosen for the student to be able to monitor his/her achievements and see the whole picture of learning.

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The chosen target group is also the basic education students because this group is occasionally left out when self-assessment is discussed or when improvements to it are considered. This is also the group of English students that might not yet have realized how much English is present in the everyday lives and how much they already might use English without realizing it. Therefore it is useful for the students to be shown how easily they can learn and improve their English outside the classroom. This group will also benefit the most from the realization that English is everywhere. If some students, however, already know this, the material package will not be useless for them either.

Because the English students start the new language in the 3rd grade they do not have the knowledge of it to be able to fill in the self-assessment tasks in English in the beginning. Therefore the introduction of English in the tasks used at school should be gradual. As mentioned above, Oscarson (1998: 183) even argues that all self-assessment tasks, for all ages and levels of studies should be in the learners mother tongue and not in the target language. This makes sense, particularly in the case of primary school level students of English because they might not have the command of English to understand or make statements concerning self-assessment. When the tasks are in their mother language, understanding should not pose a problem in completing self-assessment material. It will also benefit them the most from the very beginning. Self-assessment gets easier through practice and therefore the first tasks are very basic and as the student moves on, the tasks get more diverse and require more reflection.

5.2 The tasks in the material package

The tasks are divided into groups based on grade level but it is not necessary to follow the groupings strictly. The teacher can choose tasks better suited for particular students from a different grade-group and can even use several tasks on several different grades to help the students monitor their learning better. In the introduction

of the material package this information is given to the teacher. It is also suggested that photocopies of the tasks are made to enable the use of the same tasks on several occasions. The completed tasks are recommended to be collected to a student-specific place, for example a folder, so that the student can access them easily and return to them later. It is not necessary to fill in all of the tasks if, for example, some tasks do not relate to the teacher or the students. The teacher is also invited to further develop self-assessment and create their own material to complement the package.

Because homework is a big part of learning English outside school, at least for the youngest primary school students, some attention has been dedicated in the tasks to how students do their homework. This also helps develop students' study skills and maybe helps them notice some faults in their habits of doing homework. The tasks ask with whom the student does the homework, how long it takes and where s/he does the homework, for example. The tasks related to *homework* are task 11 in the 3ʳᵈ grade, task 6 in the 4ᵗʰ grade and task 4 in the 5ᵗʰ grade. After completing these tasks it might be useful to have a group-discussion on the subject in the classroom. Other repetitive topics in the tasks are *the use of multimedia*, *interaction with others* and *learning experiences outside the school*. The use of multimedia is covered in the task 10 in the 3ʳᵈ grade and in the task 3 in the 4ᵗʰ grade. Learning experiences are asked about in the tasks 4 and 9 in the 3ʳᵈ grade, tasks 2 and 4 in the 4ᵗʰ grade and task 4 in the 6ᵗʰ grade. Many of the tasks cover interaction although it is not explicitly mentioned because using language is often interaction with others. If a particular topic is not covered in a specific grade, in other words there is not a grade-specific task for that topic, the task from the previous grade can be repeated. In a couple of exercises the students are asked to search for English text from objects at home (tasks 2 and 5 in the 6ᵗʰ grade). With these tasks the students are awoken to realize that English really surrounds them even though they live in Finland and speak Finnish as their native language.

Unlike the self-assessment material found most commonly in the school books these days, the tasks in this material package try to combine different exercises and

different learning styles to make the tasks as interesting and curiosity-awakening to the students as possible. There are tick-the-box-tasks as well, and these are the kind most commonly found in the traditional school books, but this is simply because some tasks could not be constructed in any other form. For example for a task or a part of task where a simple yes or no is sufficient there is not reason to ask it in an open-form question. The same applies to the tasks where the students are asked how they use the computer. If this task was an open-form question the student might forget something but in a tick-the-box question s/he can already see a variety of possibilities. Those tasks where the students are asked to write their answers are balanced with sections of tick-the-box answers or drawing as not to make the tasks too heavy or too complicated.

An attempt has been made to fit the tasks in as small space as possible to ease the copying and filling in the material, but at the same time to make them as clear as possible for the students and the teacher as well. Because it was not possible to fit all the tasks on a single page some exceptions were made. The students are also encouraged to use the blank side of the worksheet when necessary. This means that those struggling to fill in some exercises do not feel the pressure to fill in too many examples and those who find the exercise easy can give more examples than asked. To make the material as understandable as possible for the youngest users rather bold font was chosen and the pages were made as clear and spacious as possible. This should mean that the users are able to follow directions better. To ease the teachers' work there are helpful tips and also suggestions for classroom discussion topics before the tasks. All this is done in attempt to make self-assessing as easy as possible to use, even for those groups or individuals that have not used it before.

The material package has been designed to assist all learners, regardless of their school or the books used in teaching. Therefore the tasks are designed the way that filling them in requires no new knowledge and nothing needs to be taught before the students can fill in the tasks. However, for some tasks guidance in how to fill in the tasks should be offered beforehand to encourage the students to fill in the tasks and

in the introduction and tips before each task of the material package the teachers are encouraged to first discuss some of the topics with the class to help the students to fill in the tasks. However, the material package is designed as easy to use as possible down to the details of they layout and the font size.

Because there is not limitless amount of time to devote to self-assessment in the school curriculum there are only 32 tasks in the material package. The teacher can choose the tasks that seem relevant or use all 32. There are 11 tasks for the 3rd grade and 7 for the following grades. This is because the majority of the 3rd grade tasks can or should be used in later grades as well to enable students to look at their progression. The tasks are designed to follow a pattern from easy to more difficult as the student progresses. In addition to homework being a constant theme, also tasks about computer and understanding and speaking are repeated in various grades. The tasks themselves ask the student to document their learning in writing, drawing and filling pictures along with a few tick-the-box tasks. For the students to be able to follow their progress the teachers are guided to instruct the students to collect all completed tasks to a specific place, perhaps in the classroom, for safekeeping.

6 DISCUSSION AND CONCLUSION

Self-assessment is important yet somewhat neglected in the foreign language teaching in Finland. The goals of this material package were to create a versatile and interesting self-assessment material for the English students and at the same time help the students realize that not all learning takes place in the classroom and that the English they encounter outside the EFL-classroom is the same they are taught at school. The material package also aims at making the students aware of the possibilities of learning around them and to realize that the school success and test results are not they only ways to measure learning. Finally, the material package aims at motivating the students to learn and take responsibility of their own learning and to enhance their skills as lifelong learners.

The present material package offers the students a creative way to practice self-assessment. It also eases the work of those teachers who have not used self-assessment or have never thought about combining the two kind of "Englishes" (the kind taught at school and the kind the students encounter outside the school) in teaching. In addition to that it offers the teacher glimpses to the students' lives. For the student it offers tools for lifelong learning and building their self-esteem. However, the most important goal of the present material package is to move the power and responsibility of learning from the teacher to the student.

The situation today is that there is not enough time in the school curriculum for extensive self-assessment although it can be a powerful tool. Regardless, even a small practice in self-assessment can help the students to get to know it and become better at it. Self-assessment is a skill that needs to be practiced constantly and from early on. Primary school students are by no means too young to start practicing self-assessment although current studies concentrate on older EFL learners. Unfortunately, the current self-assessment material in the books used at school can be tedious and repetitive and therefore encourages neither the students or the teachers to

use them. This is why more attention should be paid to self-assessment tasks.

This material package is intended for EFL learners and because of the unique status that English has, the tasks, although in Finnish, cannot be used in other foreign language studies without modifications. Still, there is the possibility that they will encourage teachers of other languages to create similar material. After all, the improvement of self-assessment is necessary in all subjects taught at school. The material has not been tested on actual EFL students but while creating it the age, the level of comprehension and the interests of the target group were taken into consideration. Therefore there is not need to suspect that the material would not work in improving FL students self-assessment skills.

One of the advantages of the material package is that it should make learning English personal to the students. This is also why it is called "Me and My English". The result of making learning the language personal to the students is making them take it more seriously as well as making learning fun and interesting. The material package hopefully raises the teachers' interest in self-assessment as well and encourages them to develop their own material to complement it if necessary. The package itself is designed the way that, although grade-coordinated, all the tasks can be used on all primary school grades. This also promotes the repetition of the tasks to make it possible for the students to monitor their progress.

The challenges in creating the material package were trying to imagine how primary school children think and how abstract tasks they would be able to understand. Not having a test group meant that the resulting material package had to be designed from the adult point-of-view. The time available for self-assessment material and the fact that most likely many of the tasks would end up being homework meant that the tasks could not be too long or complex. The attention span of young learners had to also be considered when planning the material. Using the material requires sensibility and some prior knowledge about the students from the teacher. The teacher has to be able to detect if a certain task is not suitable to certain students and

must make replacing the task with another one as subtle as possible meanwhile encouraging the air of openness in the classroom. Hence the teacher is given thorough instructions on how to use the material package.

The material package tries to show the students how much they know even before starting their studies, how many possibilities of learning are around them, how they could benefit from studying English, and how learning is not always fun but how that can also be used as a learning experience. The teachers, in turn, are encouraged to get to know their students better and utilize their student's hobbies and free time activity in teaching English.

Self-assessment should be studied further from both the students' and teachers' point-of-view. The studies should include also the younger students because at the moment their experiences and use of self-assessment has been left out of most of the studies. More material for self-assessment is always needed and different learning styles should be taken into account. The teachers should also be educated on how to use self-assessment and how they can benefit from it. Only these improvements will enhance the use and usefulness of self-assessment in EFL teaching. The development of self-assessment is left to the teachers teaching the subject. This is both advantage and a disadvantage. At the same time, the teachers are best qualified to develop self-assessment because they know the target group but then again the teachers might feel there is no time for self-assessment and that it is a nuisance. Hopefully this material succeeds in making both the students and the teachers interested in self-assessment.

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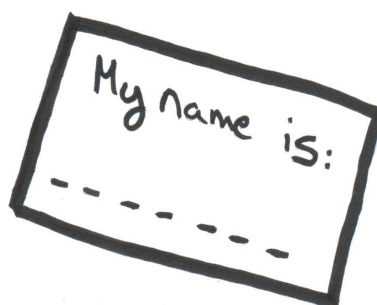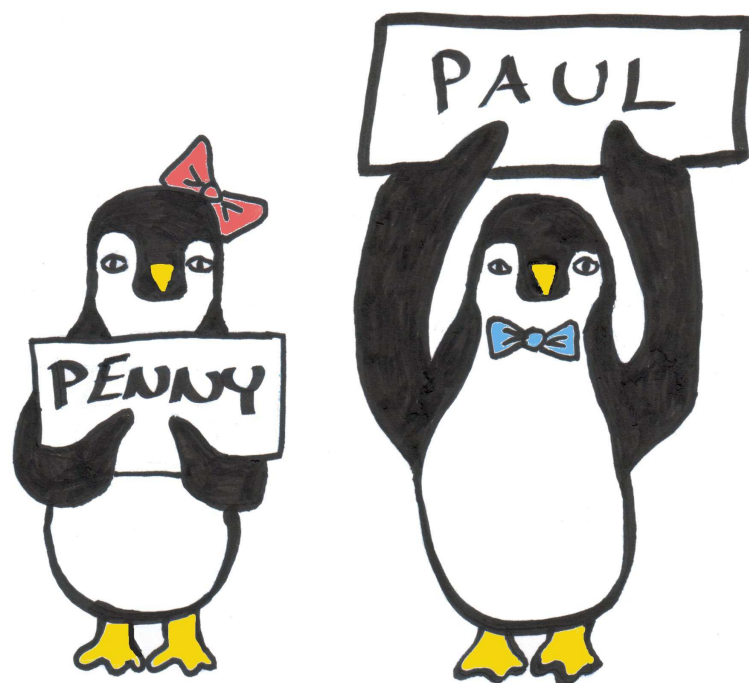
Me and My English

My name is:

_ _ _ _ _ _ _

Self-assessment material package for basic education

Terhi Tuominen

Table of contents

For the teacher,

This material package is meant to complement the self-assessment material in the book used in your classroom. It has been designed to cover the grades 3 to 6 and the tasks are divided accordingly. However, you are free to use it to suit the needs of your students. You can choose tasks higher or lower to your students' level and you can use only the tasks that seem relevant to you. Some tasks can be used several times a year and therefore it is recommended to take copies of the tasks for each student. It is also advisable that you have a place where the students can collect their tasks for future reference.

The tasks are for the student and it might not be necessary for you as a teacher to assess their self-assessment or to comment on their answers. Some tasks, however, might require prior discussion about the subject with the students. This is because some ideas presented in the tasks might not be clear to the younger students. Therefore an open discussion or brainstorming about the subject at hand before getting to work is recommended. However, this material package is aimed at making self-assessment as easy and efficient as possible. For you the self-assessment package offers a view to the students' lives and learning that might otherwise stay hidden. You can also use this information when planning future lessons. It is also possible that your class will be more motivated to learn after they have discovered the reasons why and how they are learning.

Before each task there are helpful tips for you on how to instruct the task and topics for group-discussion before carrying out the tasks. These are just suggestions to help you and your class to benefit the most from the tasks. In some tasks it will be beneficial for the students to look at what they answered when they previously completed the tasks. Therefore it is good to collect the tasks in a particular place in the classroom to make sure they are kept safe. Maybe these tasks even inspire you as a teacher to create your own self-assessment material that is even better targeted at your class.

Happy self-assessing!

Terhi Tuominen

3rd Grade

1. Yes, I can!

For the teacher:

This task is designed to make the students realize how much English they already know or how many English words they have heard. Because the task is meant for the beginning of their studies they might need someone to write down the words because they might not know how they are written in English. Therefore they might need someone more skilled in English to write the words they only know how to say. Because of this this task is suitable for homework.

During the lesson:

Before the exercise you can discuss with the students about whether or not they think English is present in Finland and encourage them to think about all the English words they have heard (or seen).

In other grades?

It is not necessary to repeat this task in other grades, although there is no harm in doing so. By repetition the expansion of the vocabulary of the students could be examined and therefore it could be done at the end of the 3rd grade as well.

1. Yes, I can!

Osaat jo monta englanninkielistä sanaa. Saatat sanoa "thanks", "yes", "please" tai "sorry" tai saatat huutaa "bye bye!" ystävällesi kun eroatte.

Pyydä esimerkiksi vanhempaasi tai sisarustasi kirjoittamaan tälle sivulle kaikki englanninkieliset sanat tai sanonnat jotka tunnet. Ei haittaa vaikka sanat eivät olisi kirjoitettu oikein kunhan sovitte yhdessä mitä ne tarkoittavat.

2. Let's start learning!

For the teacher:

The purpose of this task is to fill in the goals of this year's English studies in this picture. They can either be words or elements of grammar that will be covered in class. You can choose where to put these elements. This way the students have a treasure map along his or her studies where he or she can check what has already been learned and what is to come. You can use the same picture when revising what has been learned.

During the lesson:

This exercise is meant to be done during the lesson. Fill in your own picture and ask the students to copy the same things in theirs.

In other grades?

This picture can be used at the beginning of every grade. If it feels too small you can fill in multiple pictures per year. It might, however, be easier for the students to perceive the goals of the year in one picture.

2. Let's start learning!

Täydentäkää yhdessä opettajan kanssa kuvaan asioita joita opit tänä vuonna englannintunnilla.

Mieti miksi nämä asiat voisivat olla tärkeitä ja kirjoita syitä tähän.

_____

_____

_____

3. My friends speak English!

For the teacher:

The goal of this task is to direct the students' attention to the English speakers around them. However, not all the students have English speaking friends and for this reason this task is best to be filled in during the class. This way, if you notice someone struggling with it you may assign him or her a new task.

During the lesson:

You can discuss in class about what languages are spoken in Finland. You can also talk about what kind of friends the students have or could have.

In other grades?

The task is suitable for all grades and the student can later compare his or her answers in different grades.

3. My friends speak English

Onko sinulla ystäviä joiden kanssa käytät <u>joskus</u> englantia?
Millaisia ystäviä he ovat?

☐ Koulukavereita

☐ Sukulaisia

☐ Kirjekavereita

☐ Nettiystäviä

☐ Harrastuskavereita

☐ Naapureita

Onko sinulla ystäviä joiden kanssa käytät <u>aina</u> englantia? Millaisia
ystäviä he ovat?

☐ Koulukavereita

☐ Sukulaisia

☐ Kirjekavereita

☐ Nettiystäviä

☐ Harrastuskavereita

☐ Naapureita

Jos haluaisit lisää englanninkielisiä ystäviä, mistä luulet että voisit löytää heitä?

_____

_____

_____

4. I understand English!

For the teacher:

Here the student is asked to reflect on how it feels to succeed in English. The 3rd grader's success (or the situation) might not seem significant to others but it might be important for the student him or herself. Most importantly the feeling of success is important for future studies. It is also good to remind the student about this feeling from time to time, especially when he or she feels like no learning is happening.

During the lesson:

You can share your own experiences of success with the class to help them come up with answers of their own. The task is suitable for homework for example in the middle of the school year.

In other grades?

It is not necessary to repeat the task in other grades but it can be returned to in the future to remind the student of these moments and their feelings.

4. I understand English!

Mieti sarjakuvia, laulunsanoja, internet-tekstejä, mitä vain asioita jotka olet joskus huomannut ymmärtäneesi vaikka ne ovat englanniksi. Piirrä miltä sinusta tuntuu kun ymmärrät jotain englanniksi.

5. I can learn!

For the teacher:

In this task the student is asked to collect his or her own goals for learning English. To simplify the task they are asked to write down (possible with the assistant of a parent or an older sibling) what they would like to learn. These do not have to necessarily reflect on curriculum because the student might not be aware of what is going to be taught in the lessons. Still it is useful that students set their own goals for learning, although they might not be fulfilled during this school year.

During the lesson:

It's recommended that this task follows task 2, this way they complete one another.

In other grades?

The task is also suitable for all grades of primary school.

5. I can learn!

Mitä haluaisit oppia englannintunnilla tänä vuonna? Voit pyytää vanhempaasi tai sisarustasi auttamaan kirjoittamisessa.

_____

_____

_____

_____

_____

_____

6. I read in English!

For the teacher:

In this task the student is asked to think about how much he or she reads English or how many possibilities there is to read English around them.

During the lesson:

It is not necessary to discuss the subject with the students before the exercise, although it might be useful to have the discussion after they have completed the tasks. It is reasonable to suspect that the students don't live in identical environments and therefore they could benefit from each other's answers.

In other grades?

This task can be completed at every grade.

6. I read in English!

Luetko englanniksi? Mistä löydät englanninkielistä tekstiä?

☐ Televisiosta

☐ Internetistä

☐ Sanomalehdistä

☐ Muista lehdistä

☐ Kirjoista

☐ Muualta, mistä? _____

Lukeeko perheessäsi joku muu englanninkielisiä lehtiä tai kirjoja?

☐ Kyllä ☐ Ei ☐ En tiedä

Kuka? Mitä?

_____

_____

7. Me and my English

For the teacher:

This task aims at making learning English personal to the students. The students might draw very different pictures or emphasize different things. This task might be best suited for the spring term after the students have got acquainted with learning English.

During the lesson:

This task does not necessarily need preparations in the class and it can be given as homework. It might be fun and educational to compare and discuss the drawings afterwards in class.

In other grades?

This task is suitable for all levels.

7. Me and my English

Piirrä tähän kuva itsestäsi englanninoppijana.

8. It is not always fun

For the teacher:

Studying English does not always feel nice for the students. However, this is completely normal and might pass given time. It is regardless useful for the students to think about why they are feeling the way they are and what could be done to prevent this feeling or lessen it.

During the lesson:

After the task you could talk about the feeling of discomfort in class.

In other grades?

This task is suitable to be repeated at all levels.

8. It is not always fun

Minkälaisena hetkenä englannin opiskelu ei tunnu kivalta? Piirrä tai kirjoita.

Mitä voisit tehdä. jotta se tuntuisi silloinkin kivalta? Mieti keinoja, joilla englanninopiskelu tuntuisi aina kivalta.

_____

_____

_____

9. I can speak English

For the teacher:

The objective of this task is to remind the students of a situation where he or she has had to use English. The situation can be quite modest such as buying ice cream overseas but it is regardless meaningful for the student. A reminder of a particular situation can encourage student in the studies, especially at times when he or she feels like there is no progress happening or he or she isn't learning anything.

During the lesson:

It is not necessary to discuss the subject prior to the exercise. It can be, however, given as a homework after a lesson that deals with the subject such as travelling, asking for directions, running errands. This could help remind the student of a particular situation where English has been used.

In other grades?

It is not necessary to repeat the task at higher levels but it is worth keeping it safe in order to remind the student of the moment of success.

9. I can speak English

Muistele tilannetta, jolloin olet käyttänyt englannin kieltä puhuaksesi jonkun kassa. Piirrä tai kirjoita, mitä silloin tapahtui, miltä sinusta tuntui, ja kerro onnistuiko keskustelu.

10. Me and my computer

For the teacher

The students most likely know already how to use the computer and use it in many different ways. Although it is advisable that the parent's of a 3rd grader still monitor their children's use of the computer, students might use different programs and visit different internet sites. The purpose of this task is to make the students aware of what kind of English they use while using the computer

During the lesson:

You can discuss with the students how they use computers in the free time and compare them to how you use computers at school,

In other grades?

There is another computer-related task at the 4th grade (task 3) and either one of these tasks can be used at all grades.

10. Me and my computer

Kuinka usein käytät tietokonetta?

☐ Kerran viikossa

☐ 2-3 päivänä viikossa

☐ Joka päivä

Mitä teet tietokoneella ollessasi?

_____

_____

_____

Mieti käytätkö englantia tietokoneella ollessasi.

☐ Kyllä   ☐ Ei

Miten käytät englantia tietokoneella ollessasi?

_____

_____

11. Me and my homework

For the teacher:

Because homework is an important part of learning, the objective of this task is to make students aware of how he or she do homework. At the same time the student is asked if someone helps him or her or whether he or she feels like there is a need for more help. This task is also useful for the parents. It could be shared with the parents, of course with the student's permission. The 3rd grader might be still too young to handle homework alone and therefore the help of parents or guardians is necessary.

During the lesson:

It is beneficial to discuss how homework should be done with the student either before or after the task. You can think about why it is sometimes good to ask for help and what kind of tasks are the ones that may require asking for help (revising for tests, vocabulary tests etc.). However, bear in mind that the students do not come from similar backgrounds and not all parents are able to help their children in foreign languages.

In other grades?

This task is suitable for all grades.

11. Me and my homework

Mieti miten teet kotitehtävät kotona. Auttaako esimerkiksi isäsi tai äitisi sinua?

☐ Kyllä   ☐ Ei   ☐ Joskus

☐ Joku muu auttaa minua, kuka? _____

Toivoisitko lisää apua englannin kotitehtävien tekemiseen?

☐ Kyllä   ☐ En   ☐ Joskus

Millaisissa tehtävissä tarvitsisit apua?

_____

_____

_____

_____

4th Grade
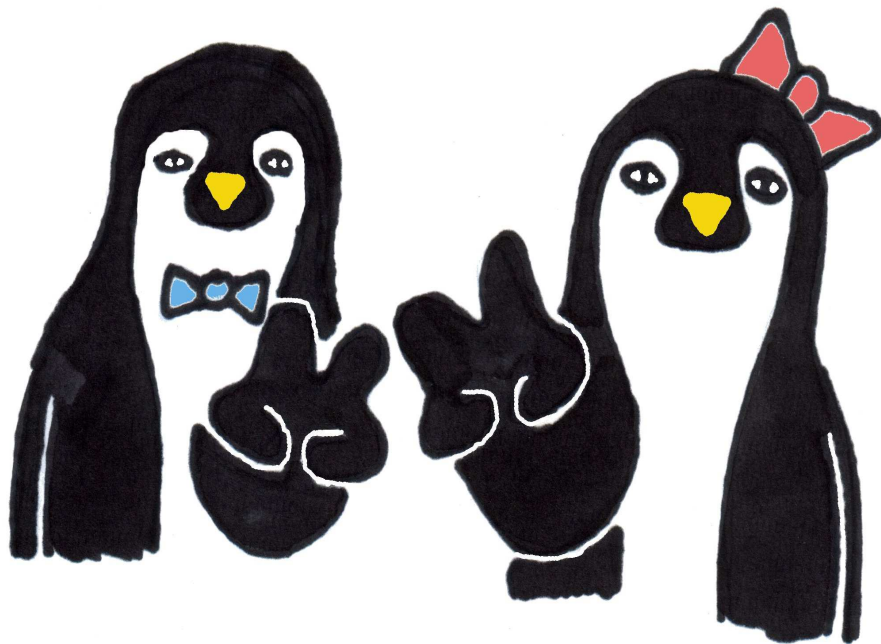
1. Me and my English

For the teacher:

This task is recommended to be filled-in at the beginning of the school year because its objective is to remind the student of him or herself as student of English. In this task the student is asked to draw a picture of him or herself as a an English student. The finished pictures might be very different from one another.

During the lesson:

The student might need help when trying to come up with what to draw. Therefore the task might be better suited to be done in the classroom. You can encourage the student to think about how he or she learns or uses the language, where he or she could need it, whether learning is fun or not or how it feels.

In other grades?

The task can be repeated in other classes.

1. Me and my English

Olet opiskellut englantia jo vuoden! Piirrä tähän kuva sinusta ja englannista.

Mitä piirsit kuvaan? Miksi?

_____

_____

2. This is important

For the teacher:

This task asks the student to think about why studying English could be important or useful or how he or she could benefit from it. This is because often students think that they only learn subjects at school because they are meant to and don't always think about how they could benefit from those subjects outside school.

During the lesson:

It could be helpful for you to remind the students that success at school is not what is meant in this task. However, it could be possible that this seems like the only reason for some students to study English. Therefore you could discuss in class where in Finland one would need English. However, this group discussion is not necessary with all classes.

In other grades?

This task is also suitable to be repeated in the 5th and 6th grade.

2. This is important

Mikä on mielestäsi tärkein oppimasi asia englannin kielestä? Entä mikä mielestäsi tärkein oppimasi sana tai lause?

_____

_____

_____

Miksi?

_____

_____

_____

Mitä toivoisit oppivasi tänä vuonna englannin tunnilla?

_____

_____

_____

3. Me and my computer

For the teacher:

This task is a follow-up to the computer task in the 3rf grade (task 10). The purpose of this task is to make the student realize that the English he or she uses on the computer is the same one he or she is learning at school. The students do not necessary realize that they play computer games in English. They might also come up with many more places where they use English while on computer than are given in the task.

During the lesson:

It is beneficial to discuss computer English and how they use the computer with the students. This also supports media skills as a cross-curricular theme in school. The task can raise much discussion in the classroom. As an extra task you could even create a poster(s) based on the task and title it "English and computers". This could help all the students realize how much English is used while using computers.

In other grades?

The task is suitable for 5th and 6th graders although it is not necessary to repeat it. It could be that the computer-related English of one student has increased in higher grades and another student's hasn't. Those who have not increased their use of English on computers will not benefit from repeating the task.

3. Me and my computer

Kun käytät tietokonetta, käytätkö sitä koskaan englannin kielellä? Millaisilla englanninkielisillä sivuilla käyt?

☐ Pelisivuilla   ☐ Harrastussivuilla

☐ Chat-huoneissa   ☐ Sähköpostissa

☐ Keskustelupalstoilla   ☐ muualla, missä?

_____

Kerro miten muuten käytät englantia tietokoneella:

_____

_____

_____

Mitä sanoja/sanontoja olet oppinut käyttäessäsi englantia tietokoneella?

_____

_____

4. I can understand!

For the teacher:

This task is a follow-up to the 4th task in the 3rd grade where the student is asked to draw how it feels to understand something in English and also to the 9th task where he or she is asked to recall an event where he or she has used English. Now the student is asked to think about a situation where he or she has realized to have understood English. This situation could involve either a listening or reading situation.

During the lesson:

It could be that the students first think about a classroom situation and therefore you could encourage them to think about situations outside school. Of course understanding in the classroom is important as well and therefore these answers are not incorrect either. This task is suitable for homework as well.

In other grades?

The task is suitable for a grades and it could be interesting and educational to compare the answers in different grades at the end of the 6th grade.

4. I can understand!

Muistele sitä kun ensimmäisen kerran ymmärsit jotain englanniksi. Miltä se sinusta tuntui?

_____

_____

_____

Milloin olet viimeksi ymmärtänyt jotain englanniksi? Miltä se sinusta tuntui?

_____

_____

_____

Sivun toiselle puolelle voit piirtää miltä tuntuu ymmärtää jotain englanniksi.

5. Me and my English words

For the teacher:

English loanwords and code-switching (using two different languages in the same discourse) are common in Finland. The purpose of this task is to make the student realize when and how he or she uses English while speaking. Of course it is useful to think about if English is mixed in the written communication.

During the lesson:

It will be easier for the students to complete the task if you first discuss together what loan words are and if you give them some examples where English is used in Finnish discourse. The task is also suitable for homework. You can find examples for the task in advertisements, in the names of products and especially in computer related words and language.

In other grades?

The task is suitable for higher grades as well.

5. Me and my English words

Mieti, käytätkö puhuessasi koskaan englanninkielisiä sanoja. Listaa sanat alle. Voit myös miettiä, mikä sanoja yhdistää ja miksi käytät niitä.

_____

_____

_____

_____

_____

_____

_____

_____

6. Me and my homework

For the teacher:

Homework is an important part of learning a language. This task is a follow-up to the 11th task at the 3rd grade. In this task the student is asked to assess the time he or she spends on homework and whether it is too short, enough or maybe even too long (meaning that he or she struggles with homework and that it is too much for the student).

During the lesson:

The task does not call for preparations in the classroom and is suitable for homework but it can be talked about in class after the students have filled it in. It would be beneficial to talk about what is too little time spend on homework and what kind of homework assignments require a longer time. This task can be useful even for you as a a teacher because you might find out that the students spend too much or too little time on homework. Instead of telling the students to simply estimate the time spend, you could ask them to time themselves when they are doing their homework.

In other grades?

The task can be repeated in other classes but those students who already had the command of study skills when filling in the task the first time will not benefit from the repetition of the task. Unless, of course, there has been a change in the homework habits.

6. Me and my homework

Kuinka kauan käytät aikaa englannin kotitehtäviin. Kirjoita arvioimasi aika minuutteina (tai tunteina)

Kotitehtävät seuraavalle tunnille _____ min.

Kertaus sanakokeeseen _____ min.

Kertaus kokeeseen _____ min.

Muu kotitehtävä _____ min.

Käytätkö mielestäsi tarpeeksi aikaa:

kotitehtäviin	☐ kyllä	☐ ei
sanakokeeseen kertaamiseen	☐ kyllä	☐ ei
kokeeseen kertaamiseen	☐ kyllä	☐ ei
muihin englannin läksyihin	☐ kyllä	☐ ei

Mitä voisit vielä tehdä, jotta oppisit läksysi paremmin?

_____

_____

_____

7. English is useful!

For the teacher:

This task is a follow up to the 6th and 9th task at the 3rd grade, where the student was asked what he or she wants to learn and when he or she has used English. The student is asked to think about how he or she could benefit from English and this way provoke the student to think about why it is useful to study English.

During the lesson:

The task is suitable for homework and there is not necessarily a need to prepare the students for it with group discussion. If you, however, notice that a student struggles with the task you could talk about the usefulness of English and give a few examples of when you have found English useful outside school.

In other grades?

In the 5th class the student is asked to think about why he or she would need English (task 6) and 6th class the student is asked to think about how he or she needs/uses English in hobbies (task 3). If any of the students struggle with these tasks, he or she could benefit from repeating this task instead.

7. English is useful!

Mieti, missä tilanteessa sinulle voisi olla hyötyä englanninkielestä. Yritä keksiä ainakin kolme tilannetta. Yritä keksiä sellaisia tilanteita, jotka eivät tapahdu koulussa. Kirjoita tilanteet alle.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

5th Grade
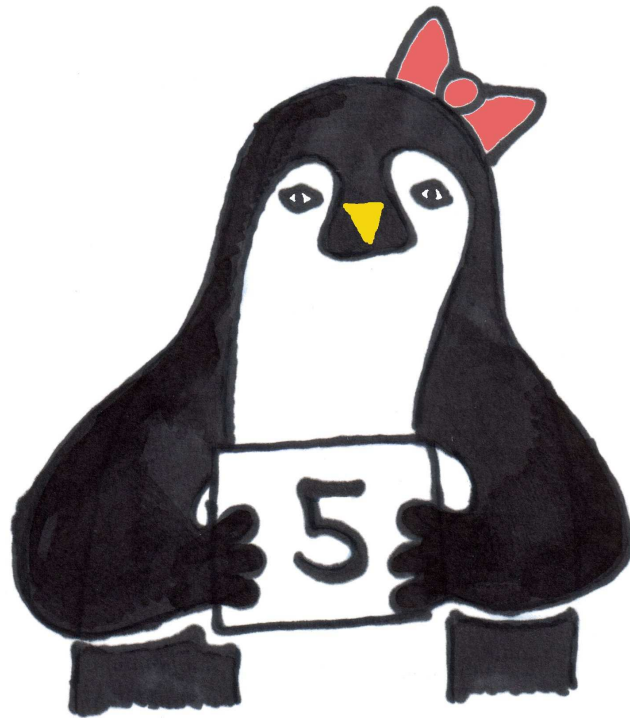
1. I can read and write and speak!

For the teacher:

This task operates as a starting level test for the 5th grade. The student is asked to assess his or her know-how in all linguistic skills: reading, writing, speaking and listening. After this the student is asked to think about whether or not he or she uses these skills outside school and finally whether or not he or she **could** use these skills outside school.

During the lesson:

The task does not call for preparations in the classroom and it is suitable for homework.

In other grades?

The task can be repeated in the 6th grade, even at the end of the primary school.

1. I can read and write and speak!

Arvioi englannin osaamistasi eri alueilla arvosanoilla 1-4:

	En osaa juuri ollenkaan	Osaan melko hyvin	Osaan hyvin	Osaan todella hyvin
Lukeminen	1	2	3	4
Kirjoittaminen	1	2	3	4
Puhuminen	1	2	3	4
Kuunteleminen	1	2	3	4

Arvioi käytätkö näitä eri taitoja englanniksi koulun ulkopuolella, arvosanoilla 1-4:

	En ollenkaan	Vähän	Jonkun verran	Paljon
Lukeminen	1	2	3	4
Kirjoittaminen	1	2	3	4
Puhuminen	1	2	3	4
Kuunteleminen	1	2	3	4

Mieti olisiko sinun mahdollista harjoittaa näitä taitoja (enemmän) koulun ulkopuolella. Listaa alle muutama ehdotus.

_____

_____

_____

2. English outside school

For the teacher:

The purpose of this task is to make the student think about why he or she needs English. If the task feels too challenging it can be substituted by tasks 4 or 9 in the 3rd grade material.

During the lesson:

Because the task requires a relatively long period of time it is not suitable to be done in class if there isn't enough time for it. It can, however, be started in class and continued as homework. It will be most useful when the students are given enough time for the task. Remind the students that here the task is not to draw a professional looking cartoon and the drawing skills of the students are irrelevant for the task. The purpose of the task is to think about situations outside the classroom which the student handled in English.

In other grades?

The task can be repeated in the 6th grade. Especially if it felt too challenging in the 5th grade it can be returned to in the 6th grade.

2. English outside school

Piirrä sarjakuva sellaisesta tilanteesta, jossa jouduit selviytymään englannin kielellä koulun ulkopuolella.

Miltä sinusta tuntui tilanteessa? (Voit jatkaa paperin toiselle puolelle)

3. How many hours?

For the teacher:

We use language in different ways during the day. With this task the student can examine how much he or she uses English during the day in hours. Using means all four linguistic skills: reading, writing, speaking and listening.

During the lesson:

This task could be challenging without thorough instructions. You can complete your own timetable and show it to the class before giving them the task. In addition to that different ways of using English can be marked in the time table with different colours.

In other grades?

This task is suitable also for the 6th grade and the student can notice changes when comparing the two tasks filled in in different grades.

3. How many hours?

Kuinka monta tuntia päivässä käytät englannin kieltä? Mieti lukemista, kuuntelemista, puhumista ja kirjoittamista. Merkitse ajat alla olevaan kellotauluun.

6

Wake up!

Sleep

24

12

18
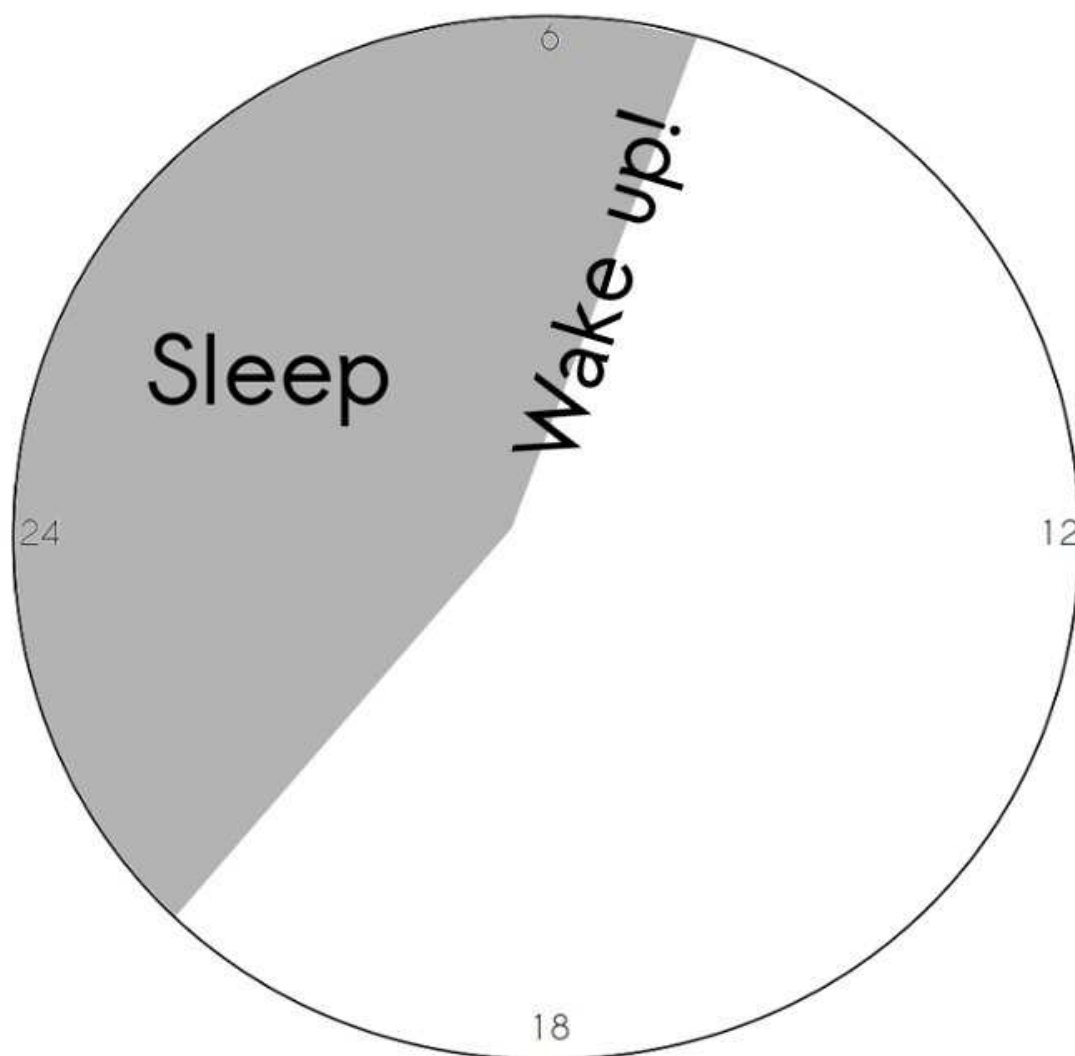
4. Me and my homework

For the teacher:

Homework is an important part of learning in the 5th grade as well. This task asks the student to think about the environment that he or she does homework in. Maybe the student will notice some faults in his or her habits and might change them.

During the lesson:

It is useful to talk with the students about habits of doing homework either before or after the exercise. You can think about what is a good place for homework, who helps the students and which devices should be turned off when doing homework. However, bear in mind that the students come from different backgrounds and have different learning styles. Therefore surroundings that might disturb one student might not cause any harm to another. Therefore the objective of the task is not to all the students habits of doing homework but instead make the the students pay attention to them.

In other grades?

The task is suitable for the 6th grade as well.

4. Me and my homework

Mieti kotitehtävien tekemistä.

Missä huoneessa teet kotitehtäviä?

_____

Onko joku laite (esimerkiksi TV, radio, tietokone) päällä samassa
huoneessa kun teet kotitehtäviä?

☐ On   ☐ Ei

Mikä?

_____

Onko joku kanssasi kun teet kotitehtäviä? Kuka?

_____

Pystytkö keskittymään kotitehtäviin? Kuluuko sinulta mielestäsi liian
kauan kotitehtävien tekemiseen?

_____

_____

Mikä olisi mielestäsi paras paikka tehdä kotitehtäviä? Miksi?

_____

_____

5. We speak English!

For the teacher:

There are many English loan words used in Finland such as "printteri", "rulettaa", "internet" (or "netti"), "cool" and "grilli". You can also tell the students that it doesn't matter whether the word is conjugated to Finnish form (such as "printteri") or not (as is the case with "cool"). Remind them also that they can easily recognize a loan word by foreign alphabets. Also, it isn't serious if they are not sure if a word is originally from English or another language as is the case with "banaani".

During the lesson:

If the task feels difficult you can introduce it by writing foreign alphabets or even a few loan words to the blackboard. You could ask the students to supply the loan words and operate as a secretary yourself. After this introduction the task is also suitable for homework.

In other grades?

The task can be repeated in the 6th grade but it isn't necessary.

5. We speak English!

Tunnetko sanoja jotka ovat peräisin englannin kielestä? Kirjoita alle muutama tuntemasi.

_____

_____

_____

_____

Missä voit kuulla lainasanoja? Missä olet kuullut nämä sanat?

_____

_____

_____

_____

6. I need English

For the teacher:

Even primary school students need English or it can be helpful for them to know it. In this task the objective is to make the students to think about these situations. They can be real situations that have happened to the student but if he or she struggles to produce such situations you can ask the student to imagine examples.

During the lesson:

You can help the students by telling about a situation where you needed English. This could be helping a foreigner read a map, ordering in a foreign restaurant, etc. If the student still struggles with the task you can encourage him or her to look at the answers he or she gave in task 7 in the 4th grade material (or even ask him or her to fill it out again).

In other grades?

The task is suitable for any grade. It could be that the 6th graders come up with answers more easily.

6. I need English.

Olet ehkä törmännyt tilanteisiin, joissa englanninkielen osaaminen on hyödyksi. Englanninopiskelu on tärkeää. Kirjoita alle kolme tilannetta, joissa englanninkielestä voisi olla sinulle hyötyä.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

7. Me and my English words

For the teacher:

In the last task for 5th graders the students are asked to come up with 5 to 10 words they have learned. It is likely that the student remembers the last 5 to 10 words they have learned at school (for example the words in the recent vocabulary quiz). Still, you could encourage them once again to think outside school and to think about whether these kind of words qualify to be on the list.

During the lesson:

The task does not call for other kind of preparation than the reminding about the English outside the classroom.

In other grades?

This task is suitable also for the 6th grade, for example for the spring semester when the student is about to start the 7th grade.

7. Me and my English words

For the teacher:

In the last task for 5th graders the students are asked to come up with 5 to 10 words they have learned. It is likely that the student remembers the last 5 to 10 words they have learned at school (for example the words in the recent vocabulary quiz). Still, you could encourage them once again to think outside school and to think about whether these kind of words qualify to be on the list.

During the lesson:

The task does not call for other kind of preparation than the reminding about the English outside the classroom.

In other grades?

This task is suitable also for the 6th grade, for example for the spring semester when the student is about to start the 7th grade.

7. Me and my English words

Kirjoita lista 5-10 uusimmasta oppimastasi englanninkielisestä sanasta. Mieti myös mistä olet oppinut sanat.

1. _____

Mistä opin sanan: _____

2. _____

Mistä opin sanan: _____

3. _____

Mistä opin sanan: _____

4. _____

Mistä opin sanan: _____

5. _____

Mistä opin sanan:

_____

6.
_____

Mistä opin sanan:

_____

7.
_____

Mistä opin sanan:

_____

8.
_____

Mistä opin sanan:

_____

9.
_____

Mistä opin sanan:

_____

10.
_____
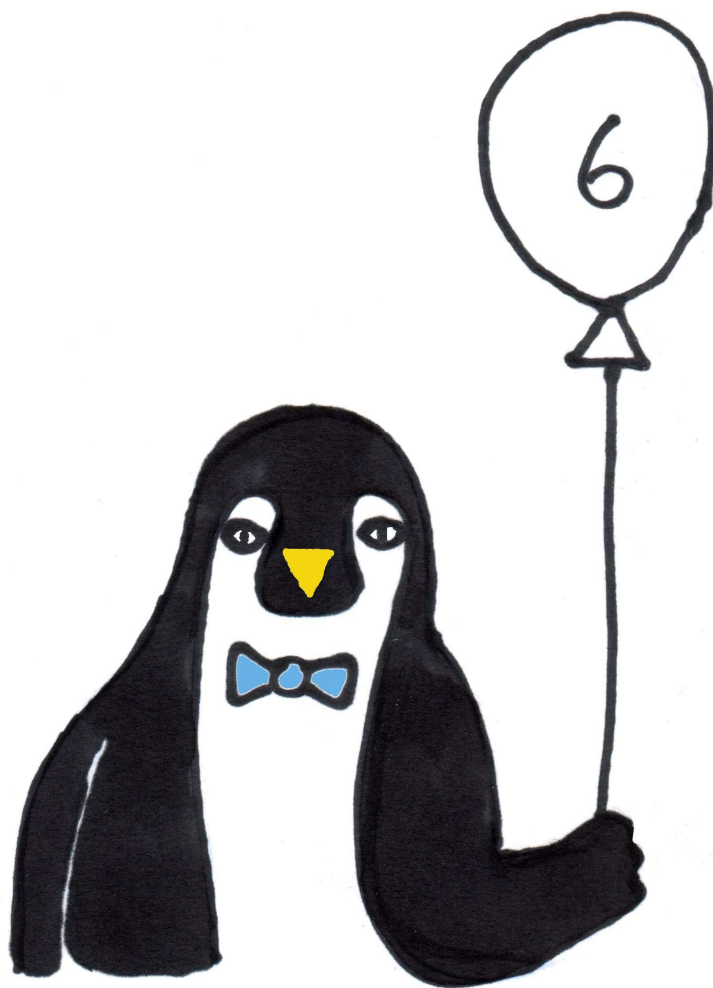
Mistä opin sanan:

_____

6th Grade

1. I read in English

For the teacher:

The 6th grader probably uses a lot of English but might not even realize it. The purpose of this task is to make the students more aware of how they use English.

During the lesson:

The task is suitable also as homework because it does not call for specific preparations or instructions.

1. I read in English

Luetko englanniksi? Mitä luet englanniksi?

☐ Koulukirjoja   ☐ Kirjeitä

☐ Lehtiä   ☐ E-maileja

☐ Kirjoja   ☐ Tekstiviestejä

☐ Internet-sivuja   ☐ Muita tekstejä

Mitä? _____

Mikä oli viimeinen asia, jonka luit englanniksi ja joka ei ollut koulutehtävä? Miksi luit sen?

_____

_____

_____

Mitä haluaisit lukea englanniksi tänä vuonna?

_____

_____

_____

2. English in Finland

For the teacher:

This task sends the students to treasure hunt at home. It is certain that there will be at least 5 objects in their homes with English on them. If the objects have a lot of English in them (as could be the case with groceries bought from overseas) it is not necessary to write down the whole text.

During the lesson:

After the task it could be interesting for the students to hear what objects the others found and his way you could all observe how English is present in Finland.

2. English in Finland

Etsi kotoasi 5-10 tavaraa/asiaa, joissa on englannin kieltä. Kirjoita tavarat/asiat alle ja kirjoita myös se englanninkielinen teksti (tai osa siitä), jonka löysit. Jos löydät enemmän kuin viisi, voit jatkaa tehtävää sivun toiselle puolelle.

Esimerkki: Hammastahna-tuubi

Teksti: "Ice fresh eucalyptus", "Xperience", "White action"

1.

Teksti:

2.

Teksti:

3.

Teksti:

4.

Teksti:

_____

_____

5.

Teksti:

_____

_____

Oliko esineiden löytäminen helppoa? ☐ Kyllä   ☐ Ei

Onko Suomessa mielestäsi paljon englannin kieltä?

☐ Kyllä   ☐ Ei

Onko englantia helppo oppia koulun ulkopuolella Suomessa?

☐ Kyllä   ☐ Ei

3. My hobbies and English

For the teacher:

The student might have hobbies that are somehow related to English. He or she might, for example, idolize a band that sings in English, English might be connected to the sport he or she does, he or she might have a foreign pen pal or simply spend a lot of time on computer.

During the lesson:

If the student struggles to come up with answers for the task you can encourage him or her to look at task 7 in the 4th grade (or even fill out that one). The task is suitable also for homework.

3. My hobbies and English

Käytätkö englanninkieltä harrastuksissasi? Kerro englanninkielestä ja harrastuksistasi!

1. Harrastus:
_____

Miten käytän englantia harrastuksessa:
_____

_____

2. Harrastus:
_____

Miten käytän englantia harrastuksessa:
_____

_____

3. Harrastus:
_____

Miten käytän englantia harrastuksessa:
_____

_____

4. I don't understand!

For the teacher:

The objective of this task is to show the student the possibilities there are to make something understandable. At the same time the student has to think about how he or she deals with the situation where he or she doesn't understand something.

During the lesson:

You can familiarize the students with dictionaries at class, either before or after the task. It is good, however, to remind them that using a dictionary at their level is not necessary for the studies but knowing how to use one can be beneficial in the future.

4. I don't understand!

Kun kohtaat englanninkielisen tekstin, jota et ymmärrä, mitä teet?

☐ Kysyn apua joltain toiselta.

☐ Etsin sanakirjasta käännöksen.

☐ Yritän ymmärtää sen jotenkin muuten.

☐ En tee mitään.

☐ Ei minua kiinnosta mitä se tarkoittaa.

Miten muulla tavalla voisit selvittää mitä sinulle tuntematon asia tarkoittaa englanniksi?

_____

_____

_____

Kohtaatko usein koulun ulkopuolella englanninkielistä tekstiä, jota et ymmärrä?

_____

_____

5. English around us

For the teacher:

The student is again led to a treasure hunt. This time instead of objects they are asked to find advertisements with English in them. If there are a lot of English in the advertisements it is not necessary to write down all of it. The students could also bring the advertisements to class.

During the lesson:

After the task the students might be interested to hear what advertisements the others found and this way you can again observe how English is used in Finland.

5. English around us

Etsi 5-10 mainosta (lehdistä, kadulta, internetistä, televisiosta tai radiosta), joissa on englantia. Listaa alle. mitä mainostettiin ja mitä mainoksessa oli englanniksi. (Jos tila loppuu, jatka toiselle puolelle.)

1. Mainos:

Englanniksi sanottiin:

2. Mainos:

Englanniksi sanottiin:

3. Mainos:

Englanniksi sanottiin:

4. Mainos:

Englanniksi sanottiin:

5. Mainos

Englanniksi sanottiin:

6. I can read, write and speak!

For the teacher:

The objective of this task is to asses one's linguistic skills and at the same time think about where the student has acquired it. Could be that the student answers in each case "at school" and this might be true. The 6th grader is already old enough to grade oneself although the scale of 1 to 4 might seem difficult because at school the scale of 4 to 10 is used.

During the lesson:

As an introduction you can discuss where languages are learned but ir is not necessary. The task is suitable also for homework.

6. I can read, write and speak!

Arvioi eri kielitaidon alueitasi asteikolla (1-4) ja kirjoita sen jälkeen viivalle, missä olet oppinut taitosi (voit listata useammankin paikan, jossa olet oppinut taidon).

	En osaa juuri ollenkaan	Osaan melko hyvin	Osaan hyvin	Osaan todella hyvin
Lukeminen	1	2	3	4

Missä olet oppinut lukemaan englanniksi?

_____

_____

	En osaa juuri ollenkaan	Osaan melko hyvin	Osaan hyvin	Osaan todella hyvin
Puhuminen	1	2	3	4

Missä olet oppinut puhumaan englanniksi?

_____

_____

	En osaa juuri ollenkaan	Osaan melko hyvin	Osaan hyvin	Osaan todella hyvin
Kirjoittaminen	1	2	3	4

Missä olet oppinut kirjoittamaan englanniksi?

_____

_____

7. English in the future

For the teacher:

For the last task before moving to the 7th grade the student is asked to think about what he or she wants to learn in the future. This might seem difficult for the student because he or she does not know what is taught at higher grades. Therefore you could encourage the student to think about English outside the classroom and where he or she needs English.

During the lesson:

The task is suitable as homework. Just make sure that even this one is stored with the other tasks.

Now you have finished the whole material package. It would be good to sit down and reflect on what has been learned and the student would benefit from a look back on his or her journey. So much has been learned!

7. English in the future

Nyt kun olet siirtymässä yläasteelle, mieti miten haluaisit kehittyä englanninopiskelijana ja mitä haluaisit vielä oppia.

Osaan jo:

_____

_____

_____

Haluaisin oppia:

_____

_____

_____

Yläasteen lopussa haluan osata:

_____

_____

_____