

**LOWER-SECONDARY SCHOOL ENGLISH TEACHERS'  
ATTITUDES TOWARDS DIFFERENT SELF-ASSESSMENT  
METHODS**

Master's thesis

Tommi Kostiainen

University of Jyväskylä

Department of Language and Communication Studies

English

May 2021

Tiedekunta - Faculty Humanistis-yhteiskuntatieteellinen	Laitos - Department Kieli- ja viestintätieteiden laitos
Tekijä - Author Tommi Kostiainen	
Työn nimi - Title Lower-secondary school English teachers' attitudes towards different self-assessment methods	
Oppiaine - Subject Englannin kieli	Työn laji - Level Pro gradu -tutkielma
Aika - Month and year Toukokuu 2021	Sivumäärä - Number of pages 82 + liitteet
<p><b>Tiivistelmä - Abstract</b></p> <p>Itsearviointin merkitys on korostunut niin kotimaisessa kuin kansainvälisessä opetustyössä, ja esimerkiksi vuoden 2014 perusopetuksen opetussuunnitelma (POPS) korostaa itsearviointin tärkeyttä vaatimalla monipuolista arviointia sekä alakoulun että yläkoulun koulutyöhön. Itsearviointin näkyvyys opetuksen kentällä on myös lisännyt sen näkyvyyttä tutkimuskentällä sekä Suomessa että ulkomailla, ja tyypillinen itsearviointiin liittyvä tutkimustyyppi on asennetutkimus. Monissa aiemmissa asennetutkimuksissa on kartoitettu sekä opettajien että oppilaiden asenteita itsearviointia kohtaan, mutta pääpaino aiemmassa tutkimuksessa on ollut asenteissa koko itsearviointin ilmiötä kohtaan. Tästä syystä tämä tutkimus keskittyy tarkastelemaan rajatumpaa näkökulmaa, sillä huomio ei ole itsearviointin ilmiössä, vaan sen konkreettisissa menetelmissä, joita on ainoastaan sivuttu aiemmissa asennetutkimuksissa. Tutkimuksessa selvitetään yläkoulun englanninopettajien asenteita tiettyjä itsearviointimenetelmiä kohtaan. Aineisto kerättiin aiempien tutkimusten tavoin kyselytutkimuksella, joka julkaistiin tammikuussa 2021 ja johon osallistui 31 yläkoulun englanninopettajaa ympäri Suomea. Kyselyyn on koottu erilaisista tutkimuksista ja muista alan lähteistä 12 erilaista itsearviointimenetelmää. Analyysissä nämä menetelmät on jaoteltu kolmeen päätyyppiin niiden keskeisimpien ominaisuuksiensa perusteella: strukturoituihin, integroituihin ja ohjaaviin menetelmiin. Menetelmistä itsearviointilomakkeet, tavoitekartat, osaamispistetaulukot ja oppimispäiväkirjat on luokiteltu strukturoiduksi menetelmiksi siksi, että ne ovat alun perin suunniteltu itsearviointiaineiston keruuta varten. Integroituja menetelmiä edustavat oppikirjojen itsearviointitehtävät, portfolioit, Eurooppalainen kielisalkku sekä lunttilappukoe, sillä ne keräävät itsearviointia naamioitumalla muun koulutyön ja eri tavoitteiden taakse. Ohjaavia menetelmiä edustavat itsearviointikeskustelu, sähköiset sovellukset, aiheeseen herättely ja porrastettu tasokoe, jotka ovat vuorovaikutteisia menetelmiä. Tutkimus pyrkii vastaamaan seuraaviin kysymyksiin: (1) Millaista tietoa, ajatuksia, tunteita ja käyttäytymistä opettajilla on erilaisten itsearviointimenetelmien suhteen? (2) Onko itsearviointin päätyyppisiin kohdistuvissa asenteissa eroa ja jos on, miksi? Keskeisimmät tulokset osoittavat, että opettajien tietämys metodeista on varsin laaja ja melkein kaikki menetelmät ovat vastaajille tuttuja ennestään. Ajatukset ja tunteet vaihtelevat, ja kuhunkin menetelmään liitetään sekä vahvuuksia ja heikkouksia, mutta monia vastauksia yhdistää se, että useita menetelmiä pidetään työläinä ja aikaa vievinä. Käyttö on laajaa, sillä jokaista menetelmää ilmoitetaan käytetyn vähintään joskus. Itsearviointilomakkeet, oppikirjan tehtävät ja itsearviointikeskustelu ovat selkeästi suosituimmat ja tyypillisimmin käytetyt menetelmät. Päätyypeistä suurimmassa suosiossa ovat ohjaavat menetelmät, sillä etenkin niiden käyttö on merkittävästi laajempaa kuin strukturoitujen ja integroitujen. Tutkimuksen tulokset antavat hyvän jalansijan tulevalle tutkimukselle, joka esimerkiksi pyrkii tarkastelemaan asenteita laajemmalla otannalla. Tuloksia voidaan hyödyntää myös opetustyössä ja sen suunnittelussa, sillä esimerkiksi opettajien tuntemusta eri itsearviointimenetelmistä voidaan lisätä tutkimuksen luoman pohjan avulla.</p>	
Asiasanat - Keywords Assessment, attitude research, English language teaching, lower-secondary school, self-assessment	
Säilytyspaikka - Depository: JYX	
Muita tietoja - Additional information	

# CONTENTS

1. INTRODUCTION .....	1
2. THEORETICAL VIEWS ON SELF-ASSESSMENT – DEFINITIONS, CHARACTERISTICS AND PREVIOUS RESEARCH.....	4
2.1. Defining assessment.....	4
2.2. Summative and formative assessment .....	6
2.3. Defining self-assessment .....	7
2.3.1. The theoretical basis of self-assessment .....	7
2.3.2. Defining characteristics and features of self-assessment.....	8
2.4. Previous studies on attitudes towards self-assessment .....	11
2.5. Benefits and challenges of self-assessment .....	16
2.5.1. Benefits of self-assessment .....	16
2.5.2. Challenges of self-assessment.....	20
3. DIFFERENT METHODS OF SELF-ASSESSMENT .....	24
3.1. Structured self-assessment methods .....	25
3.1.1. Self-assessment sheets .....	25
3.1.2. Goal maps .....	26
3.1.3. A skill-point chart .....	27
3.1.4. Logs and journals.....	28
3.2. Integrated self-assessment methods.....	29
3.2.1. Self-assessment exercises in schoolbooks and exams .....	29
3.2.2. Portfolios.....	30
3.2.3. European language portfolio.....	31
3.2.4. Cheat sheet exams.....	32
3.3. Directive self-assessment methods .....	33
3.3.1. Assessment discussions .....	34

3.3.2. Electronic methods.....	35
3.3.3. Elicitation.....	36
3.3.4. Progressive examination .....	37
4. PRESENT STUDY .....	38
4.1. Aims and questions .....	39
4.2. Operationalising attitudes .....	39
4.3. Data and methods.....	40
4.3.1. The method of data collection.....	40
4.3.2. The method of analysis .....	42
5. FINDINGS.....	43
5.1. Lower-secondary school English teachers’ knowledge/familiarity with self-assessment methods.....	43
5.2. Lower-secondary school English teachers’ thoughts/feelings towards self-assessment methods.....	45
5.2.1. Thoughts/Feelings towards structured methods.....	46
5.2.2. Thoughts/Feelings towards integrated methods.....	51
5.2.3. Thoughts/Feelings towards directive methods.....	57
5.3. Teachers’ reported behaviour – which methods they state to use and prefer .....	65
6. CONCLUSION.....	71
6.1. Answers to research questions .....	72
6.2. The reliability of this research .....	75
6.3. Implications for teaching practises and future research.....	76
7. BIBLIOGRAPHY .....	78
8. APPENDIX: Questionnaire responses.....	83

# 1. INTRODUCTION

During recent years in Finland, students' self-assessment has become a more prominent feature in overall assessment of learning on all levels of education. As Luostarinen and Peltomaa (2016) point out, evolution of assessment has shifted towards the direction where students' own participation has become an important factor that guides assessment to be forward feeding and developing instead of just being a measure of learning outcomes. Thus, it is not surprising that the most recent national curriculum of comprehensive school in Finland (Perusopetuksen opetusuunnitelman perusteet/POPS 2014) expects students' evaluation to be diverse and it also emphasizes the importance of different types of assessment and the students' agency and role in their own evaluation (Virtanen et al. 2019: 126). In other words, the newest curriculum demands that assessment must be diverse and thus, demands that students' own assessment regarding their schoolwork must be promoted as well. This is not limited to concern any certain level of education, but considers all levels starting from the very first grade at school.

Although Nieminen (2019) points out that self-assessment itself is not a brand-new phenomenon as people have always assessed their own work and performances, it still seems that from the point of view of schoolwork, self-assessment is a rather new and topical issue. Alanen and Kajander (2011: 65) note that it was only the national curriculum of the year 2004 which emphasized that the assessment of one's own learning should be the most central goal of education and demanded that the working methods in all subjects must develop the reflection of student's own learning. By the year 2021, the most recent curriculum of 2014 does not only emphasize the importance of self-assessment, but also requires it. Assessment is required to include students' own participation, to develop students' self-awareness, and to feed forward learning in order to guarantee that students have useful tools in their future lives (Luostarinen & Peltomaa 2016).

The increasing role of self-assessment has created several studies related to it. One of the common types of research in this study field is research that focuses on different attitudes and perceptions towards self-assessment. The attitude research can either focus on students' attitudes (e.g. Leinonen 2000 or Alanen & Kajander 2011), or on teachers' attitudes (e.g. Kuittinen & Viita 2009 or Ahtikari 2018). In many previous studies, the studied target groups have mostly been either primary school students and teachers, or students and teachers of higher levels of education, especially upper-secondary school, and university.

This creates the basis for this thesis. Firstly, although the attitudes towards self-assessment have been studied before, the previous studies have mainly focused on charting the attitudes towards the whole phenomenon of self-assessment by trying to reveal the ideologies and feelings that people have on this matter, attending significantly less to the concrete methods with which self-assessment has been used. This thesis has a more delimited focus; it focuses on teachers' attitudes towards different methods of self-assessment, not self-assessment as a general phenomenon. Secondly, this study addresses the relatively understudied population of lower-secondary school teachers in Finland.

The main research problem in this research is: "What are the attitudes of lower-secondary school English teachers towards different student self-assessment methods in Finland?" English language teaching requires and emphasizes self-assessment on all levels of education, including the lower-secondary level (POPS 2014: 349). Therefore, focusing only on English teachers in lower-secondary is motivated by the fact that self-assessment's role in lower-secondary English teaching is clearly stated in the curriculum and thus, should be used in the subject of English in all Finnish schools.

The idea of charting the attitudes towards these methods is on the fact that mostly teachers seem to use relatively little variety in self-assessment: usually the used methods are simply already-made self-assessment sheets or -exercises in schoolbooks (Lepistö 2008, Ahtikari 2018). The whole point of this thesis is motivated by this. This thesis aims to find out if the lower-secondary English teachers actually use more methods of self-assessment than the previous research point out, or is it truly as limited as it seems? Therefore, the key point of interest is to find out what sort of thoughts, feelings, and behaviour the diverse methods of self-assessment arouse among teachers. Different methods of self-assessment have been collected from an extensive set of different sources, and all the methods (see chapter 3) are useful tools for teachers to collect self-assessment data from their students.

The data for this thesis was collected via a questionnaire that was released in the early 2021. Altogether, 31 teachers participated in the study. The questionnaire was published on two English teachers' Facebook-groups and on an email list. Descriptive statistical analysis was mainly used to analyse the data as it focuses on frequencies that can be used to draw assumptions on different attitudes. In addition, content analysis played an important role alongside descriptive analysis as it made analysing open-ended questions possible. The questionnaire items themselves focused on different methods of student self-assessment, and

the questionnaire responses were used to determine, what are the lower-secondary school English teachers' attitudes towards different student self-assessment methods in Finland.

This thesis is organised as follows. First, I will review existing research on self-assessment, defining key concepts used in the whole study and explaining why self-assessment is expected to take place in language teaching, which factors can cause different attitudes towards it, and what is the main research gap that previous research left. Afterwards, different methods of self-assessment are introduced one by one, and further, the questionnaire, its results, and its analysis related to these methods are presented. The final part of the thesis explains the importance of the findings in this research and creates a view towards the future focusing on how this whole topic could be expanded and furthered.

## 2. THEORETICAL VIEWS ON SELF-ASSESSMENT – DEFINITIONS, CHARACTERISTICS AND PREVIOUS RESEARCH

In this chapter, theoretical views are given on the concept of self-assessment by beginning with definitions of the most central terms in this research: assessment and self-assessment. This creates a basis for further inspection of other theoretical aspects. After central definitions, a summary of other previous research is given in order to place this research on the study field and to show the research gap, which explains the need for this thesis. Furthermore, benefits and challenges of self-assessment are viewed more thoroughly. By discussing benefits, an explanation for why self-assessment is a useful and important tool in education is given. However, by also exploring the challenges related to self-assessment, it becomes more understandable why self-assessment and its various methods might cause different attitudes ranging from positive to negative. Overall, the aim of this chapter is to define the concept of self-assessment so that the basis for the present study (see chapter 4) is understandable.

### 2.1. Defining assessment

Before defining self-assessment, the key term for this thesis, it is paramount to define its bigger frame first: what does assessment mean? First, in this thesis, assessment means reflection that aims to interactively support students' understanding of their own skills (POPS 2014: 47), which again means that assessment does not only mean grading at school. It means overall views on students' skills. Similar definition is supported by Hamp-Lyons (2016) who states that assessment is usually seen as tests, their results, scores, and final grades, but emphasizes that in education, assessment should be much more as it must be learner-oriented and learning-centred. This means that focusing only on numbers, scores and grades might not be a valid starting point for defining assessment and the whole concept should be seen as something that views the whole process of learning, not only its numerical results.

Finnish National Agency for Education (= Opetushallitus) defines assessment as action where achievements and results are compared to goals that were set prior to any schoolwork (Opetushallitus 2020a). According to this definition, the context plays a very important role in assessment, which means that assessment is not any single form of action



where something is assessed, but a versatile phenomenon that varies depending on a situation. Therefore, in this thesis, assessment does not mean so-called absolute assessment, such as tests and their results and grades. In this thesis, assessment is seen as an ongoing process that is versatile and progressive.

The idea of versatility and progressivity is also supported by the Finnish national curriculum of comprehensive school (POPS 2014). According to POPS (2014: 47), the essential guideline for teachers in comprehensive school is that the purpose of assessment is to direct and support students in their learning and develop students' self-assessment skills. Assessment aims at improving learning, activating students, making them understand their own learning processes and strategies, and showing students their progress all along their studies. POPS (2014: 49-50) demands versatile methods of assessment, goal setting and learning-orientation by emphasizing that all assessment should focus on three different aspects: learning, working and behaviour. Thus, the definition of assessment is broader than a narrow view that considers it as tests, exams, and grades. Assessment cannot be limited to mean only occasional testing that gives "a verdict" for students; it must be something that helps students to develop and guides them in their schoolwork.

In order to make assessment a broad and helpful tool which follows the guidelines set by the national curriculum, Luostarinen and Peltomaa (2016) argue that teachers must have courage to use different methods of assessment instead of focusing only on exams. As the curriculum demands variety in assessment, teachers should see assessment as a broad phenomenon. Still, according to both Hamp-Lyons (2016) and Toivola (2019), it seems that teachers do not always do so. As Toivola (2019) puts it, assessment is focused on exams where students put their knowledge on paper and a teacher assesses whether this knowledge is right or wrong. Thus, it seems that the results of the exams are very often what mostly defines students' learning. If this truly is the case, assessment in schools tends to be rather one-sided. Pollari (2017: 27) makes a distinction between *internal* and *external* assessment, and the depending on who controls and designs the assessment. In external assessment, the teacher has the control, but in internal assessment, the control is with the student. Based on what is said about the current state of assessment for example by Toivola (2019), external assessment seems to play a more significant role in overall assessment than internal.

## 2.2. Summative and formative assessment

In defining assessment, the most typical separation of assessment types is based on whether the assessment is summative or formative. Taras (2005: 468) points out that summative assessment means quantitative and classifying assessment which is usually given at the end of a teaching period or a term. It is expressed with a grade that shows how well a student has reached goals, whereas formative assessment focuses on assessing the process of learning, giving feedback, and trying to direct students towards better results (Opetushallitus 2020a.) This division of assessment usually makes its definition polarized: assessment is seen either one or another, although for example, Taras (2005) reminds that it is impossible that assessment will be only formative. Sometimes for instance, summative assessment can guide formative assessment by being a basis for assessment discussion or other methods. Nonetheless, it seems that in a traditional view of assessment, summative definition seems to have a better foothold.

Luostarinen and Peltomaa (2016) criticize the significance of summative assessment and state that only focusing on summative assessment models, such as exams and their results, is harmful and somewhat redundant. Their metaphor for summative assessment is that it can be compared to a situation, where an employee of a school is told that he/she is the second worst employee in the whole building but is not given any explanation for why this is the case or is not presented with any guidelines how to become a better employee. The employee only knows that he/she is not a good worker but does not get any guiding feedback from the employer, which decreases the possibilities for improvement. Therefore, school assessment should not be only summative: it does present numerical results with which students can be compared to one another, but it simply states whether someone can achieve high grades or not. It is a sort of a verdict for students instead of being a helping tool for development.

The explanation for why summative assessment is traditional, popular, and widely used, is most likely in the fact that teachers see it as a clear, easy, and objective form of assessment. Still, no matter how easy or objective summative assessment might seem, the formative assessment creates a foundation for summative assessment as well because it does not even try to reach objective and comparable results; it tries to help students to develop and thus, gain better results (Toivola 2019.) This is another reason why assessment should not be defined too narrowly: even though there are divisions and classifications in assessment definition, the forms of assessment often overlap with each other. Exams, tests, and grades have their place, but they should not be the only way assessment is perceived. Many

researchers, for instance Pollari (2017) points out that there is a difference whether assessment is for learning or of learning. Both are important but especially assessment of learning, in other words, summative assessment, cannot be in a more powerful role than assessment for learning. After all, the school's purpose is to support learning and educate children and thus, assessment ought to guide students as much as possible.

### 2.3. Defining self-assessment

Like assessment, self-assessment can be seen as a thorough, versatile and progressive process that does not only happen via tests or exams but is also something that takes place all the time during the schoolwork – it happens during lessons, during exercises and even during interaction between teachers and students. McMillan and Hearn (2008: 41) view self-assessment as something that provides students a perception of their own skills, learning and progress by promoting self-judgement, helps them to implement learning strategies, and directs them to monitor their own performance. They state that self-assessment forms a cycle where knowing one's own skills creates new learning goals. Goals creates learning strategies, which again drive students to monitor their actions to know, whether they have reached their goals. This cycle shows students what their current skills are, and the process begins again. This means that self-assessment is in motion all the time, and unlike a test, it cannot be announced to take place on a single day but it is most effective when it occurs more often via different methods.

#### 2.3.1. The theoretical basis of self-assessment

Different psychological and pedagogical theories have shaped principles of self-assessment, particularly in relation to motivation and autonomy. This section introduces the relation of two theories and self-assessment. The first introduced theory is *Cognitive and constructivist learning and motivation theory*, and the second *Self-determination theory* (SDT).

According to McMillan and Hearn (2008: 42-43), Cognitive and constructivist learning and motivation theory affects the principles of self-assessment with its notion of self-monitoring and goal setting, which belong to the key features of assessing oneself. McMillan and Hearn point out that according to this theory, knowledge is constructed cognitively when one monitors his/her own learning, and for example, students construct new meanings when they assess their own capabilities. The students connect new and already learned knowledge

and acquire new skills on top of their already existing ones. Although this might happen unconsciously, the main notion of this theory and its benefits can be enhanced at school when self-assessment is promoted: if students are encouraged to assess their own work, they will be encouraged to set their own goals, which will enhance their cognitive learning processes and make them more motivated.

Another theory behind self-assessment is SDT, according to which motivation can be either autonomous or controlled (Gagné & Deci 2005: 333). The main idea is that motivation can be autonomous when an individual is active and reflective in learning – motivation increases or decreases by itself when a learner assesses his/her own work and guides it towards desired goals. Then again, motivation can be controlled as well, which means that there is some sort of pressure or a reward which motivates a learner to work (Gagné & Deci 2005: 334). From the point of view of self-assessment, SDT explains why the promotion of learners' own assessment is important as it utilises both autonomous and controlled motivation. Self-assessment can work as a controlled motivation when the learner for example, wants to achieve a certain grade at school and creates a plan towards that grade by assessing him-/herself. On the other hand, self-assessment can also enhance learners autonomous motivation, for example in English teaching, by focusing on one's own linguistic competence and sense of language identity.

### 2.3.2. Defining characteristics and features of self-assessment

One key element of self-assessment is that it focuses on improving students' skills and learning instead of making assessment teacher centred (Tarnanen 2016). As Butler (2016: 363) reminds: "We should remember that in assessment for learning, children are not merely objects being measured, but are active participants in the assessment ---". This suggests that students' needs should be in the most central role in assessment in order to promote learning. Assessment should not only be a tool for teachers to measure how well or poorly students have done in the schoolwork. The main characteristic of self-assessment is that it makes the former possible. It shifts the focus of assessment from results to students themselves and aims to enhance the students' learning instead of helping the teacher to grade them.

Moreover, self-assessment is not only learner-centred but also learner-oriented. This means that in addition to students being the centre of assessment, they should also participate in it. Purpura (2004: 215) points out that for example in assessment of grammar,

authentic assessment on students' own performances can be much more educating than teacher's assessment. Students can assess their own grammatical performance orally, but Purpura's statement is that they also can assess their own exercises by using scoring rubrics and thus, make their own self-assessment summative. The idea behind this is that being learner-oriented and making students even edit their own mistakes and scoring themselves, self-assessment becomes a tool of effective learning and creates positive learning experiences. The common problem is that self-assessment's learner-orientation can be forgotten - too often self-assessment becomes student's own assessment that is still used to please the teacher or to give the teacher aid in grading students.

In addition to self-assessment being a process which makes assessment student-centred and -oriented, self-assessment is also a skill (Pollari 2017: 34). Boud (2013) discusses the same and suggests that it cannot be assumed that students automatically know how to adequately assess their own performances at school as it involves metacognitive skills, goal setting and evaluation skills. Based on what Pollari (2017) and Boud (2013) have said, it can be argued that the skill of self-assessment should be practised as much as possible: it should not begin in upper-secondary school or at the university but as early as possible.

The skill of goal setting in self-assessment plays an important role, because students' learning is enhanced when they assess themselves by reflecting their own work to the goals they set for themselves on mastery and performance, in other words, goals on classroom work and goals on overall scores and grades (McMillan & Hearn 2008: 43). POPS (2014: 48-49, 281, 349) emphasizes that one of the most essential skills in learning is a capability of setting goals for oneself, and this is stated for example by pointing out that one key element in all learning, no matter the subject, is to teach students to learn how to learn. This means setting goals for one's own schoolwork by acknowledging one's strengths and weaknesses, creating strategies to reach those goals and eventually, assessing how well these strategies worked.

One key element in the reflection of goals and students' achievements is that teachers also provide students with criteria they are expecting the students to meet (Alanen & Kajander 2011: 69). In addition, in the national curriculum, for example in the subject of English language in lower-secondary school, one main goal is setting one's own goals (POPS 2014: 349). This means that English teaching should not try to make everyone reach the same milestones, but its aims should be individual; the students with higher skills have different goals than those who struggle with the language. The importance of goal setting is also

supported by Purpura's (2004: 235) who states that setting one's own goals can result in rising grades and better learning outcomes, especially among the weaker students. When one can set one's own goals, achieving them is much more likely to happen. If, for example, a student struggles with English language, it is unreasonable to demand the same achievements from that student as are demanded from the more skilled ones.

Another characteristic of self-assessment is, as mentioned before, that self-assessment is a mixture of summative and formative assessment. It is mostly formative, but summative features can occur as well (e.g. Purpura 2004 & Pollari 2017). Butler (2016: 363) argues that sometimes summative assessment can be harmful for young learners by lowering their self-esteem, causing anxiety, and decreasing students' motivation. In addition, summative assessment does not leave room for development but functions as validation of student's success in certain subjects. Grades and results are needed, but formative assessment cannot be forgotten and this is what makes self-assessment useful: Saito (2003) points out that self-assessment can be either performance- or development-oriented. In the former, self-assessment uses summative features and can work as a way for students to affect their results by suggesting a grade and evaluating their own learning outcomes, whereas the latter focuses on what happens throughout the learning process and can be used as a basis for summative grading. Focusing only on one type of assessment can be risky and rather unilateral, which is why self-assessment is crucial as its nature is mostly formative, but it includes some summative features as well – in other words, represents versatile assessment. Self-assessment should not cause anxiety and lower anyone's self-esteem as it does not see grades as final and unchangeable measures. Self-assessment unites summative and formative ideologies and thus, should be one of the least harmful forms of assessment.

Self-assessment is also characterized by its focus on positivity and aim to strengthen students' self-awareness. According to Luostarinen and Peltomaa (2016), the traditional assessment holds students still, praising skilled students and making weaker students less successful. Instead, self-assessment creates the sense of capability and helps students realise that they have learned something even though they need development in some areas. Whereas typical exams only show where students make mistakes, the point of self-assessment is to encourage students to realise where they have done well. For instance, in a portfolio's self-assessment (see section 3.2.2.), students can include exercises, presentations or written texts they consider to be their best work. By doing this, they emphasize what they know and can do, not only where they make mistakes, and this is a key element of self-assessment. Also,

according to POPS (2014: 49), this sort of analytical approach on one's strengths creates agency and self-directness: when one focuses on one's strengths, they see their skills but also reveal what must be developed. In other words, self-assessment promotes pointing out areas of development by emphasizing strengths instead of directly addressing to what students do poorly.

Finally, self-assessment can also be divided into three different types (Nieminen 2019). The first type of self-assessment is structured self-assessment. It means self-assessment that is separate from other schoolwork, for example individual self-assessment sheets. Another characteristic feature for this type is that they also can present summative features and require students to give themselves points or grades. The second type is integrated self-assessment that is put amidst of schoolwork. For example, a self-assessment exercise in a schoolbook, or a self-assessment section in a portfolio represents this type. The key feature is that self-assessment is included to a topic somehow. The third type is directive self-assessment which happens for example, when a teacher asks questions and makes students reflect themselves and thus, makes self-assessment guide the work in a needed direction. The categories of self-assessment are important for investigating the teachers' attitudes towards different self-assessment methods: the present study does not only explore the attitudes and preferences towards certain methods of self-assessment, but it also shows whether some of these three categories are more used than others.

#### 2.4. Previous studies on attitudes towards self-assessment

This section reviews prior research on teachers' and students' attitudes towards self-assessment mainly in the Finnish educational context. Although this thesis has teachers as a target group, having a look at students' attitudes is also important as their attitudes do not stand apart from teachers' attitudes – it is possible that for example, negative attitudes among students create negative attitudes among teachers. Broadly speaking, previous studies indicate that self-assessment has not always occurred that often and the methods of it have been everything but versatile. Less positive, even negative, and evasive attitudes seem to lie towards the use of self-assessment among teachers and students, although the importance of self-assessment is also acknowledged.

Ahtikari (2018) researched the attitudes and perceptions of primary school English teachers towards self-assessment in her master's thesis. Her study questions focused

on what thoughts teachers might have on self-assessment, which methods are used and how self-assessment affects the teachers' work. In Ahtikari's research, four different English teachers from primary school were interviewed and theory-based content analysis was used in order to analyse the teachers' responses. The main result of the research is that teachers see self-assessment as their duty but still perceive it in a positive way, although they are worried that self-assessment can be unrealistic. Also, the teachers seem to use self-assessment only when it occurs in schoolbooks, for example on the last pages of a chapter, or when they have an exam (Ahtikari 2018). To put it short, Ahtikari's research indicates that teachers have a rather positive attitude towards self-assessment, but the methodology in it seems to be rather narrow.

Ahtikari's work is very much based on Lepistö's (2008) study. Lepistö also researched self-assessment in primary school language teaching, but her focus was on teachers' attitudes, perceptions, and usage of schoolbooks and portfolios. Lepistö's research was conducted via a questionnaire that had 19 teachers participants. According to Lepistö (2008: 37), teachers do not seem to use variety in their work when it comes to self-assessment as they do not even plan it beforehand; usually self-assessment occurs, when they meet a self-assessment sheet or -section in a schoolbook. Also, out of 19 respondents only two even mentioned portfolios as a self-assessment method, and four mentioned self-assessment discussions, which suggests that self-assessment seem to be rather schoolbook centred. Lepistö's (2008) results also indicate that teachers struggle to create internal motivation for students in self-assessment and they have to reward students with stickers to make them assess themselves, which indicates that self-assessment's role seems to fail in education. Instead of appearing as a chance to evaluate one's own learning and affecting future schoolwork, self-assessment is apparently seen as a task or exercise that does not motivate students at all.

Kuittinen and Viita (2009) conducted a master's thesis on teachers' perceptions of self-assessment as well, but they also broadened their view on student perceptions. Their research aimed to reveal the teachers' and students' views on importance of self-assessment, but also to investigate the ways self-assessment is collected. Kuittinen and Viita interviewed four different teachers from primary school, but unlike Ahtikari or Lepistö, they did not only focus on language teachers. The important finding in Kuittinen and Viita's (2009) study is that in addition to already mentioned schoolbooks, some teachers state to have used separate self-assessment sheets and discussions to collect self-assessment data from their students. Furthermore, the interviews indicate that teachers' perceptions of self-assessment are not



unanimous; some teachers think that using self-assessment sheets is not reasonable with young learners and therefore, try to avoid too formal ways of assessment and prefer for example, discussion (Kuittinen & Viita 2009: 51). Nevertheless, self-assessment discussions are also problematic, and disagreement occurs, as some teachers do not consider discussion as self-assessment (Kuittinen & Viita 2009: 52). Based on Kuittinen and Viita's findings, it seems that the way self-assessment occurs in schools varies depending on teachers' own perceptions, and those teachers who have a more broad view on self-assessment are more likely to use it diversely than those who avoid certain methods as they consider them to be something else than self-assessment.

Teachers' attitudes towards student self-assessment have also been researched in countries other than Finland. To give an example, Bullock (2011) investigated how language teachers perceive and understand self-assessment, and how these perceptions affect their self-assessment practises. She used both a questionnaire and an interview, and in her study, 10 teachers participated and revealed their thoughts. The majority of teachers considered learner self-assessment as favourable, and only one teacher out of ten had a more negative stance towards it (Bullock 2011: 119). Whereas the positive attitudes resulted in comments that emphasized for example, how beneficial self-assessment is when it makes students' progress visible or creates the sense of ownership among the students, the negative comments focused on stating that self-assessment is a waste of time as it takes time away from language learning in the lessons. In addition, Bullock's results (2011: 120) indicate that the majority of teachers prefer ready-made, formal self-assessment tasks, and it seems that the concrete methodology in self-assessment lacks broadness, which means that the results abroad are somewhat similar to the results of different studies in Finland.

The research findings that indicate self-assessment being seen in a positive light but too time consuming have been found elsewhere too. Kadri and Amziane (2018) studied self-assessment in EFL teaching in an Algerian University. Their aim was to find out how EFL teachers conceive of self-assessment and how it is integrated in their work. Kadri and Amziane (2018) asked 14 teachers to write a log of their working experience. Kadri and Amziane's (2018: 15-16) results indicate that although teachers consider self-assessment valuable, they still do not integrate it in their own work almost at all. Most of the teachers express that they think that self-assessment takes too much time and is challenging to organize. In addition, other threats, such as lack of validity in self-assessment worries the teachers. Overall, it seems that

these kinds of attitudes are common in both Finnish and international study results: teachers admit that student self-assessment is valuable but still its role is rather small in teaching.

In yet another study, Khoshsima and Mohammadi (2016) conducted a questionnaire in Iran in which they investigated the attitudes of both EFL teachers and EFL learners attitudes towards self-assessment and received responses from 120 teachers and 120 students. Their central results show that majority of the teacher respondents expressed positive attitudes towards self-assessment and for example, valued the fact that self-assessment promotes dialogue between the teacher and the student (Khoshsima & Mohammadi 2016: 666). Nonetheless, although teachers perceive self-assessment in a positive light, they do not believe that self-assessment leads to reliable assessment results. Moreover, Khoshsima and Mohammadi (2016: 670) point out that teachers also think that self-assessment consumes time, which indicates that teachers are not willing to invest too much time on self-assessment although they realize its importance.

In addition to teachers' attitudes, Khoshsima and Mohammadi (2016: 669) investigated EFL students' attitudes and found out that they are also rather positive. According to the results, majority of the students consider that self-assessment is valuable and become more motivated in learning when they are allowed to assess their own performance. Nonetheless, not all of the attitudes are positive as some of the students do not think to be more motivated if they use self-assessment and over 50 % of the participants do not think that it would be a good idea to replace traditional assessment with self-assessment (Khoshsima & Mohammadi 2016: 670). Overall, it seems that students' attitudes towards self-assessment are somewhat similar to teachers' attitudes as they realize self-assessment's value in assessment, but they do not consider that it needs any more space in education. This is indicated by other research of student attitudes as well.

Another study that aimed to chart students' attitudes towards self-assessment is by Leinonen (2000) who interviewed 11 ninth graders in lower-secondary school in Finland. The interviews focused on the importance and occurrence of self-assessment, but also the students' wishes and expectations towards it. Leinonen's (2000, 60-61) results show that ninth graders consider self-assessment valuable, but they see other forms of assessment in a more important light. In addition, some students think that teachers do not use students' own assessment in any way, they just collect it but otherwise it has no function (Leinonen 2000, 68). This might help understand Lepistö's (2008), finding that students are not motivated to

assess themselves: self-assessment seems useless and appears to students as an exercise that does not have any impact on their schoolwork. Presumably, if students have a negative attitude towards a certain self-assessment method, for example the frequently used schoolbooks or sheets, teachers' attitudes might also be negative or less positive towards it as they consider the method useless because it does not motivate students. This creates a harmful cycle where self-assessment is demanded by curricula, but students do not want to contribute to it because they do not think that teachers use the data in anyway, and teachers do not want to use it broadly as they think that students are not interested in it. This is why knowledge of different self-assessment methods is important; by using various methods, self-assessment becomes versatile, interesting, and impactful too. Also, the advantage of versatile methods is that they force self-assessment to take place more often than in certain special occasions where self-assessment sheets are filled, which again, according to Leinonen (2000, 61), is something that students seem to wish.

Leinonen's (2000) results were in line with those by Alanen and Kajander (2011), who administered a questionnaire to students of upper-secondary school and university teacher students. The questionnaire aimed to chart the perceptions of attitudes of higher-level students towards reflection and self-assessment especially by focusing on what these particular terms mean to them. The central findings are that students can see self-assessment as forced and fake, troublesome, and deceptive (Alanen & Kajander 2011: 72-73). This means that students consider self-assessment to be unspontaneous acting, where they can try to cheat teachers to give them better grades. Also Bullock's (2011: 121) study results indicate similar attitudes among the teachers: in her research, some of the participating teachers announced that their students do not take self-assessment seriously and thus, have a less positive attitude towards it. It is possible that this all stems from a very traditional view on assessment: assessment is seen only as summative, results- and grade-based final verdicts that the teachers give to students and students do not have any role in their assessment. If this is the case, the biggest problem underneath self-assessment's role is in the school culture, where the idea of assessment being simple, teacher given grades, is predominant, and this idea affects both students and teachers far too much. This causes the whole school system to aim towards best possible grades, no matter how much or less students develop and gain from education, which is exactly what Toivola (2019) warns about. If assessment is perceived narrowly, it is used narrowly. Thus, the attitudes towards different forms of assessment, such as self-assessment, can be less positive

among both teachers and students, which again challenges the whole concept of versatile assessment that is presented in POPS (2014).

## 2.5. Benefits and challenges of self-assessment

### 2.5.1. Benefits of self-assessment

Firstly, research suggests that self-assessment has benefits not only to students but also the teachers as well. One main benefit of self-assessment is that alongside the students' own reflection on their skills, it also brings valuable data for the teachers on how well the students have learned certain topics, themes, and skills (Alderson 2000: 341). In addition to traditional test-based ways to create a picture of the level of learnedness in classrooms, by using self-assessment and allowing students to evaluate their own skills and reflect their own learning with the classroom work, the teachers are able to expand their knowledge of what has happened and what needs to happen in the classroom's work.

Thus, although one might assume that self-assessment increases the workload for teachers, it seems that self-assessment might have quite different influence on teachers' work; with self-assessment, students help teachers to collect the same data they are trying to collect through tests, exercises, school projects and other activities. Furthermore, the data collected from the students themselves is vital because POPS (2014) emphasizes that the information gained by self-assessment can and must be used in further planning of lessons. This is strongly related to the point that education should not be arbitrary, but it should be shaped based on what the students need (Scott 2015: 2), which means that self-assessment is not only beneficial from the point of view of teachers gaining data that helps them to plan their lessons, it also is paramount on that regard.

Another benefit of self-assessment for teachers is that it helps them to know their students better. This does not mean knowing and understanding the students' skills and learning processes but knowing them as persons. Ahtikari's (2018: 80) research results show that in self-assessment, teachers appreciate the fact that it reveals information about what the students think and value, thus, makes it easier for teachers to approach their students as individuals. Bearing in mind that teachers are not only educators but also major actors in raising the students as it is stated in the law of comprehensive education in Finland (Perusopetuslaki 1998: 2 §), it is important that teachers know who their students are. Knowing one's own students has many advantages. For example, as Jämsen (2012: 24-26) mentions, trust between the child and the

teacher increases, and teachers can understand students' backgrounds and personalities and be aware of students' attitudes. A warm and trustful relationship between the teacher and the class can make the classroom a safe and an effective learning environment, and therefore, a clear benefit of diverse usage of self-assessment is that it enhances the teachers' knowledge of their students and thus, helps the classroom become a better and safer space of learning for all students.

Luostarinen and Peltomaa (2016) point out that an important feature of assessment is that it should be transparent in order to be reliable and validated, and thus, transparency is one major advantage of self-assessment because it allows students to participate in the assessment process. The benefit of this is that in self-assessment, the assessment and its results are not just something that students are presented by the teacher, no matter whether the students understand the reason for their results and grades or not but are something that has been clear and indicated to the students from the very beginning. Luostarinen and Peltomaa (2016) discuss the school subjects' own goals, to which teachers are reflecting the students, and remind that in self-assessment, students are more aware of requirements for good grades because they have to reflect themselves to exactly the same goals as their teacher does. This way, self-assessment makes overall assessment much more transparent as students also have to contemplate the given goals, which on its behalf benefits the teachers – when students know the frame of their assessment, they should be more unlikely to complain about the grades and other assessment they receive from their teacher.

The fact that self-assessment combines both summative and formative assessment functions as another benefit as it makes self-assessment diverse and versatile. Hernández Reyes et al. (2018: 11) criticize summative assessment for its lack of feedback on how one can develop or improve one's performance, and similar criticism is presented by Toivola (2019) pointing that summative assessment aims too much to compare students to one another instead of comparing their previous levels to their current level. Self-assessment avoids these downsides: although it may include some summative grading or scoring, it does not emphasize them. Self-assessment adds formativeness in evaluation of students' learning and promotes communication between the teacher and the student – a student can assess him-/herself in a summative manner but can also discuss the reasons behind the grade in several ways. Communication can occur for example, when the student assesses his/her own performance basing it on goals set by the teacher and the teacher guides student's own assessment with direct and indirect feedback. Nonetheless, it must be remembered that self-

assessment is not automatically communicative, if for example, only self-assessment sheets are used. As the previous research, for example Leinonen (2000), suggests, the risk in simple methods of self-assessment is that they might not have any effect on the outcome of schoolwork at all. The only way self-assessment can avoid being as narrow in regards of informativeness and communicativeness as summative assessment is, is the usage of diverse methods.

The fifth mentionable benefit of self-assessment is that it promotes autonomy. Blue (1994) suggests that by using self-assessment excessively, the teachers can decrease their own burden of assessment. By this Blue means that if self-assessment is used in teaching, a teacher can focus on other aspects of assessment and let the students contribute to their own grading for example by evaluating their own performance. The classroom performance is somewhat challenging to assess by a teacher, as teachers seem to only notice those students who raise their hands often in the class (Toivola 2018). For example, in English teaching, oftentimes students can show activeness during lessons by participating the discussion using English language. This way extrovert students can show their skills, but this leaves quieter students in the background, and assessing their performance can be a very difficult task for the teacher. Thus, promoting self-assessment promotes autonomy, which gives students skills, knowledge, and courage to show their own skills in their own way. Autonomy in the classroom means that students are able to evaluate their own needs, monitor their work and direct themselves to work that serves their purposes, and even set up a favourable climate for their own learning (Thomson 1996: 78). The more autonomy the students have in their work, the more inclusive teaching can be – the teacher does not have to worry about all students in the class at the same time. For example, with the help of self-assessment, the more skilled students know how to direct themselves into work while the teacher focuses on weaker students.

Pollari (2017) calls self-assessment empowering, which is another example of benefits in using self-assessment: affecting one's own assessment can cause empowerment and promote a sense of capability. There are many different aspects that describe how self-assessment can be empowering, and the first feature is that in the best-case scenario, self-assessment can be motivational for the students. Cowie and Sakui (2011: 221) argue that on the university level, one key element how teachers can motivate their students to study is the usage of self-assessment: when students can set their own goals for their courses and co-operate with the teacher to create a plan for the course work, study-motivation increases vastly. This way, the setting for learning does not come from the outside but is internally created by both students and the teacher. Although Cowie and Sakui (2011) studied university students, the

concept can be reflected on lower-secondary school level as well. It can be very empowering and thus, motivating, for the students, if they are allowed to use self-assessment to indicate their expectations towards teaching. In language teaching, the students can, for example, assess whether they have learned a certain grammatical topic or not, and the teacher can decide, based on students view, whether the whole class moves to another topic or the grammar must be still rehearsed.

Empowerment is not only related to motivation, but also identity, agency, and self-esteem (Pollari 2017), which all can be positively enhanced by self-assessment. For instance, Murray (2011: 87) supports self-assessment by arguing that in L2 learning, learners reflect their current language identity to their ideal language identities. If they realise that their skills match their ideal standards, it will have a positive influence on how they see themselves. Thus, by assessing oneself, a student can strengthen his/her own identity by acknowledging own capabilities, which enhances learning. Furthermore, McKay (2006: 46) suggests that self-assessment gives students a chance to become engaged in their schoolwork as it promotes their own agency. By giving power to students over their own assessment and even grading, teachers allow the students to participate in an important area of schoolwork that is usually considered to be only the teacher's duty. This makes students important agents in their own work and promotes the idea of responsibility. Lastly, self-assessment is also empowering because it increases students' self-esteem due to its nature that focuses on students individually – students are not compared to each other and the focus is only on the learning process (Alanen & Kajander 2011: 69).

Yet another benefit of self-assessment is something that Boud (2013: 14) calls *effective learning*. According to Blue (2013), the nature of self-assessment, meaning goal setting, shaping learning strategies, and influencing on what is studied in the classroom promotes effectiveness in learning instead of making it passive. Effective learning can also mean that students are aware of their own needs in a certain subject and therefore, are able to independently guide themselves to sources and exercises that serve their purposes. Of course, it must be remembered that such independence does not immediately appear among students but is learned in time, as is self-assessment itself. One key element of self-assessment is that it is a long and on-going process and is most useful when it occurs continuously in versatile ways. Based on this, the benefit of effective learning does not apply if self-assessment is done occasionally and narrowly.

Finally, as self-assessment is something that is ideally done along the school journey starting from the first grade, its crucial benefit also is that it gives good tools and skills for students' future. Tarnanen (2016) and Boud (2013) both emphasize the importance of self-assessment in promoting life-long learning. According to them, self-assessment encourages students to evaluate their own performance and makes them accustomed to it. This reflects to future learning, and even after school, as students are used to assessing themselves, they will both knowingly and unknowingly continue to do so even out of school context. Another important self-assessment's influence on students' future is that it prepares them for working life, where they must evaluate their own knowledge and skills and guide themselves to develop their abilities in order to succeed (Tarnanen 2016). If self-assessment is used as a tool for students to affect their own work, to be more independent, and to strengthen their identities, the gap between the school- and working life will become more narrow, which makes the transition to the world of adulthood easier.

To summarize, self-assessment has different claimed benefits ranging from the schoolwork and education to student's internal characteristics and future. Based on the previous list of benefits, it can be stated that self-assessment's importance cannot be underestimated and thus, it should be included in schoolwork in various ways. Nonetheless, self-assessment cannot be taken for granted; arranging it and making it effective can be challenging. Also, the traditions of assessment can play more important role in a classroom than self-assessment. Thus, it is not surprising that self-assessment itself can cause a wide range of attitudes, but so can its methods too; the usage of a wide range of different ways to make students to assess themselves can arouse resistance if the whole concept is seen as difficult, redundant or exhausting. To understand this view better, the challenges of self-assessment must be covered.

### 2.5.2. Challenges of self-assessment

The first challenge presented by Blue (1994: 18), is that being a learnable skill, self-assessment can be very difficult for individuals, and self-assessment's usefulness and effectiveness depends on how skilled the assessor is. Blue's point is related to individuals not being objective or lacking expertise and experience to assess themselves, which can truly be a problem with children and teenagers. Ahtikari (2018: 64) explains how her study results present that the teachers tend to fear that their students are unrealistic in their assessments, and they think that the younger the student is, the more unrealistic the views on one's own skills are. In addition,



Pollari (2016: 46) discusses a study by Mäkinen (1996), which researched how realistic the student self-assessment in upper-secondary school is, and the results indicate that at least older students are capable of assessing their own performance realistically and objectively. Therefore, there seems to be a hedging between the age and the realism of self-assessment, which explains why self-assessment can be difficult on different levels of education.

The lack of skills to assess oneself and the fact that self-assessment can be unrealistic do not necessarily mean that self-assessment leads to overestimation. Quite on the contrary, Ahtikari's results indicate that according to teachers, children can be too critical towards themselves which means that self-assessment can undermine the learning processes instead of overestimating them. Blue (1994: 30) discusses this phenomenon as he points out that one reason, why self-assessment is difficult for some individuals, can be explained through cultural differences. According to Blue, in some cultures it is more natural to positively assess own performance, but in these cultures, overestimation can occur. Then again, in some other cultures, people are not used to praising their own work and they tend to be much more critical towards themselves. Blue's example of this is that in L2 learning, some students from certain cultures compare themselves to native speakers when they assess themselves and thus, set the bar too high.

The second challenge of self-assessment can be summarized in a single quote from Blue's research that focuses on students' perceptions towards self-assessment: "Once a year isn't enough" (Blue 1994: 19.) This sentence said by a student explains a major challenge of self-assessment; it occurs too occasionally. As mentioned in the previous section, it can be presumed that if self-assessment does not take place frequently enough and is done only when for example, a schoolbook offers a suitable self-assessment exercise, self-assessment appears unattached to other schoolwork and is not embedded into students' everyday studies. Furthermore, as Kuittinen and Viita (2009: 66) state, their study results show that the lack of continuity is a problem and it makes students see self-assessment more like an extra exercise than a useful tool to enhance one's own learning and a way to affect one's schoolwork. As speculated before, it is likely that this causes negative attitudes among students, which leads to unspontaneous and light-minded participation by them, which again appears to teachers that students do not care about self-assessment and therefore, it does not need to be used diversely and more often.

Further, the unspontaneous participation in self-assessment leads us to the third challenge: to whom is self-assessment done? According to Blue (1994: 19), some students do not contemplate to their own learning but they write some sentences to their self-assessment sheets because to give the teacher an impression that they have assessed themselves. In other words, they produce empty words to please their teacher instead of really focusing on their own progress. Somewhat similar thoughts are presented in Alanen and Kajander's (2011: 73) study: in their questionnaire, some upper-secondary students expressed that self-assessment is done for the teacher so that the teacher sees what students think about their learning. Although it was stated earlier that one self-assessment's benefit is the data that teacher can get from the students, it still should not mean that self-assessment is only done to help the teacher. Its main aims are to help students to become aware of their skills and learning processes, make progress visible, and promote students' agency (POPS 2014). Therefore, the fact that students are doing self-assessment to please their teachers presents a major challenge that should be solved.

Another similar challenge of self-assessment is that it can also be seen as fraudulent, and for example according to research results, some university students dislike self-assessment as they consider it to be a tool with which students can manoeuvre grading towards their own desires (Alanen & Kajander 2011: 43). It is not impossible to imagine this happening on other levels of education as well: it is possible that for example, lower-secondary school students knowingly assess their performance in a positive light in order to convince the teacher to give them better grades. Nevertheless, this rather pessimistic view will not affect self-assessment too much if it is done following the original purposes of self-assessment: "Self-assessment means more than students grading their own work; it means involving them in the process of determining what is good work in any given situation" (Boud 2013: 12). Thus, self-assessment should not be considered as another way of summative assessment but as a tool that gives directions to education by focusing on students' goals which influence on what is done in the classroom.

Blue (1994: 32) states that another feature that makes self-assessment challenging is the fact that self-assessment seems to fail to stay independent. According to Blue (1994), this means that students are far too much affected by their previous assessment and grades which they have received from their teachers. Blue states that this phenomenon manifests in a following way: students who have received positive feedback from the teacher tend to assess themselves in a positive light whereas those students who are used to feedback with more improvement suggestions are prone to be more critical towards their own performance. This

can be another piece of vital information, when attitudes towards self-assessment methods are investigated; if students assess themselves only by following the assessment they have received from their teacher, self-assessment can appear as ineffective and one-sided to the teacher, which is why the teacher might consider self-assessment more or less time waste and be reluctant to use self-assessment diversely.

As mentioned earlier, the previous research has revealed that not only teachers tend to have critical attitudes towards self-assessment but also students' attitudes seem to lack positivity (e.g. Leinonen 2000). The less positive attitudes of students do not only impinge on primary school, but upper-secondary school as well, as Alanen and Kajander's (2011: 72) research results indicate: for example, one student directly calls self-assessment fake and forced. It seems that there are students who consider self-assessment as an act where teachers just pretend that students have influence over their own work, which naturally produces negative attitudes. According to Goodrich (1996, cited in Panadero & Alonso-Tapia 2013: 564), if the students are not aware of the value of self-assessment, they avoid using it as they see it as an ineffectual effort. To avoid this challenge, the school cultural status where self-assessment is seen as redundant must be changed. As Leinonen (2000: 34) emphasizes, self-assessment is a skill and thus, it can be rehearsed, which means that its importance can be underlined more by rehearsing and promoting self-assessment more often, and through that, the attitudes can also be changed towards better.

Nonetheless, one factor that challenges not only self-assessment but also the usage of its various methods is as Kuittinen and Viita (2009) point out, the fact that teachers are not unanimous on what even is considered as self-assessment. For example, Kuittinen and Viita's (2009: 52) interview results imply that some teachers do not consider discussion with a student as self-assessment, whereas some prefer it to commonly used sheets. This challenges self-assessment as although POPS (2014) emphasize the importance of variety in used methods, it is difficult to follow the guidelines if teachers are not even consistent on what is considered as a method of self-assessment and what is not.

Although self-assessment's effect on students' identities is one of its benefits, it also can be its challenge. Murray (2011) does not only emphasize self-assessment's positive influence on students' L2 identities but also reminds that if self-assessment shows there is a gap between students' skills and ideal language identities, they can become frustrated and less motivated. The challenge of possible harm on students' identities can be one explaining factor

why some self-assessment methods are seen in a less-positive light than others: it is possible that teachers consider that some self-assessment methods reveal too much students' incompetence and errors rather than emphasize their skills and strengths and thus, these methods are less used and perceived more negatively.

The final challenge of self-assessment is related to the trouble and workload of self-assessment. Alanen and Kajander (2011: 73) point out that even some students tend to see self-assessment as exhausting, so it is no wonder that teachers might think the same. The idea of self-assessment being exhausting is still somewhat incoherent when the research results of used methods (e.g. Kuittinen & Viita 2009 or Ahtikari 2018) are taken into account. Earlier research has mainly expressed the use of self-assessment sheets, schoolbooks' or exams' self-assessment exercises, and discussions. If only a couple of methods are occasionally used although the list of possibilities is much wider, how can self-assessment be exhausting? One explanation to this can be in overall attitudes towards self-assessment: if teachers do not consider it effective, they perceive usage of different self-assessment methods to extend their workload too much compared to the usefulness of it, which creates negative attitudes.

From the point of view of this thesis, the list of challenges that self-assessment faces, is one of the most important pieces of background information. It creates the expectations towards the results of the present study and guides the structure of the questionnaire. Taking into account how many challenges self-assessment faces, the assumption of variation among teachers' thoughts, feelings and behaviour related to self-assessment methods is justified. Therefore, this thesis aims to reveal how much these challenges affect the usage of self-assessment and create different attitudinal perceptions towards different methods of self-assessment.

### 3. DIFFERENT METHODS OF SELF-ASSESSMENT

In this context, the word *method* refers to different instruments, tools, possible platforms, and ways with which self-assessment is implemented in English teaching. This chapter introduces 12 different self-assessment methods that are investigated in this study's questionnaire, and all methods are identified in previous research, articles, and theoretical books. The chosen methods are representing self-assessment's all aspects, introducing self-assessment's most commonly known forms, but also including project-related self-assessment, situational self-

assessment, visual self-assessment, and more. Some methods are directly created for assessing oneself, whereas some are more general tools in teaching. I have grouped these 12 different self-assessment methods by categorizing them in the three main types that are identified by Nieminen (2019): structured, integrated, and directive self-assessment methods. It must be noted that the chosen 12 self-assessment methods represent self-assessment very broadly and they include different tools or platforms for students' own assessment, due to which the categorization is not entirely accurate: the methods can have features from more than one self-assessment type. Nonetheless, to serve the aim of this thesis, a classification is created by focusing on the methods' strongest features.

### 3.1. Structured self-assessment methods

The methods that have been categorized as structured self-assessment methods are self-assessment sheets, goal maps, skill-point charts, and logs and journals. What characterizes each of these methods is that they can be used solely as tools of self-assessment, and especially sheets, maps and charts are deliberately designed and structured to function as self-assessment methods. Logs and journals are more challenging to categorize as they can have several functions. Nonetheless, this thesis focuses only on logs/journals that are used in self-assessment and that are structured methods because they are solely designed for driving students to assess themselves.

#### 3.1.1. Self-assessment sheets

As indicated by the previous research (e.g. Kuittinen & Viita 2009), using self-assessment sheets is one of the most common methods of collecting self-assessment from students. One reason for their popularity is that they often are questionnaires that are easily generated and can be used anytime during teaching. They also are easy to respond to, because sometimes students can assess themselves by responding to different statements with a single word of *yes* or *no* (McKay 2006: 165). Therefore, self-assessment sheets tend to be a method of self-assessment that does not require too much time.

It is very likely that due to their simple nature, self-assessment sheets might arouse more positive attitudes among teachers, but on the other hand, the weakness of this kind of self-assessment is that it might require too little reflection from the students. Instead of

thoroughly assessing their own skills, students might just rapidly fill the sheet. This is also what Leinonen (2000: 62) points out in her research – the students can consider simple sheets and questionnaires useless. According to studied ninth graders (by Leinonen 2000), students do not always believe that the teachers even use the information they gain from self-assessment sheets in any way. The sense of redundancy among students might occur because self-assessment sheets lack of communicativeness. If students, for example, fill sheets but are not allowed to explain their own thoughts, reflection is not allowed to take place thoroughly and the effect on students' own learning can be left minimal – self-assessment only becomes something that is done for the teacher, not for the students.

### 3.1.2. Goal maps

Goal maps present the student's goal, work and learning in a given subject, as well as concrete ways how to achieve the goal. A goal-map can be an actual map where the road to the goal is visualised, and on that road, different milestones represent the topics and themes that students are supposed to learn. Whenever a student has achieved something that brings him/her closer to the goal, for example learned a certain vocabulary, the student can mark his/her current place on the map and see how far the overall goal is. The goal map does not necessarily have to be an actual map: Luostarinen and Peltomaa (2016) introduce a self-assessment tree, which is a certain type of a goal map. In the self-assessment tree, the branches are different goals that the whole class is trying to achieve, including for example certain topics, phrases, grammar and so forth. Whenever a student assesses that he/she has achieved the goal, the student can write his/her name on a leaf and attach it to the tree. At some point, for example at the end of the semester, the whole class can see how leafy the tree has become. When the tree is visible all the time in the class, students see their progress and learning outcomes all the time, which is a simple, yet effective way to promote self-assessment.

The strength of goal maps is that they have the ability to make self-assessment visible and teachers can refer to them whenever it is needed (Luostarinen & Peltomaa 2016). If they are accessible all the time, self-assessment becomes an ongoing and perhaps even a fun element in the classroom. Nonetheless, it could be pondered whether lower-secondary school English teachers might take a less positive stand towards goal maps, if they expect teenagers to consider goal maps childish. On the other hand, as Rautiainen et al. (2017: 22) point out in their research, the element that students are most worried about in the transition from primary

to lower-secondary school is the increasing amount of schoolwork and having too many exams. In other words, these primary school students are worried over the differences between the school environment they are used to and the environment of the higher school level. Based on this, it could be argued that having something familiar in lower-secondary teaching, such as *childish* goal maps, might not arouse opposition by the students but on the contrary, motivate them and engage them in action they got accustomed to in primary school.

### 3.1.3. A skill-point chart

A skill-point chart is a method that can be used both in overall assessment and self-assessment. Sahimaa (2016) introduces a skill-point chart he has invented for mathematics, where students are given either dark or light diamonds. Dark diamonds are earned through participation, activeness, and effort, whereas light diamonds can be earned through the subject related actions and skills. Eventually, students can count their diamonds and transfer them into points, and a certain amount of points results in a certain reward, for example a grading *gold* or *double gold*. Although Sahimaa (2016) uses this chart in mathematics, this model can easily be transferred to other subjects, including English, because dark diamonds are related to general schoolwork and the topics of light diamonds can vary depending on the subject.

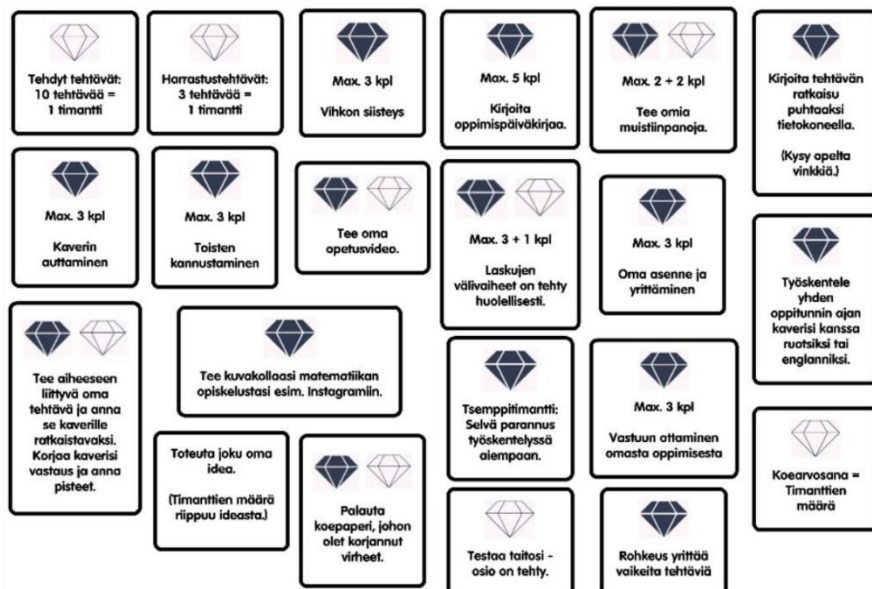


FIGURE 1: Osaamispistetaulukko by Sahimaa (2016) <http://bit.ly/sahimaa>

The benefit of this method is that it unites both goals of a certain subject, but also the goals of transversal competence that are introduced in POPS (2014: 281) by including common school practises that also are evaluated in the chart. Furthermore, this method makes the goals of learning visible as students are able to see what they are expected to do. Of course, students do not have to cover everything that is in the chart but can choose items that interest them and serve their learning purposes, which is the foundation of self-assessment. In addition, all achievements are rewarded with diamonds, which should work as a motivational and positivity promotional feature in assessment and thus, makes a skill-point chart a valid method of self-assessment. On the other hand, the usage of points can be problematic as they are somewhat similar to grades and exam results of summative assessment: the presence of the pointing system can cause redundant comparison among students.

#### 3.1.4. Logs and journals

McKay (2006: 259) mentions logs and journals as a method of self-assessment of writing skills. He suggests that students gain more from teaching if they have to write a log or a journal that records their thoughts and development in writing. This frame can be transferred to other learning and areas of language teaching as well: for example, in English teaching, using a log or a journal in order to document own learning can work, no matter what the topic is. The task could be for instance, that during the topic of environmental issues, students are assigned to write a journal where they reflect their thoughts and learning of the topic, its vocabulary, and exercises, presentations and other activities that have been done regarding the topic.

Another point of McKay (2006) is that logs and journals are useful tools for self-assessment through their reflective nature, and in foreign language teaching, a log or a journal can also be written in the students' L1, which makes writing and using them much easier especially with the younger learners. From the point of view of lower-secondary school, assigning students to write a log or a journal in Finnish could be beneficial as the point of logs and journals is to reflect own learning and assess own performance, not to prove language skills.

It can be assumed that one of the most prominent challenges of self-assessment identified by the previous research (e.g. Ahtikari 2018) can arise when logs or journals are used: self-assessment can be too difficult for children or teenagers, and their assessment of their own skills can be too unrealistic. When the possible challenges of writing are added to



this basis, it is understandable why some teachers might be precautionary towards logs and journals: Alone, self-assessment can be difficult for some students, and if these students also struggle with writing and expressing their thoughts through their own texts, as a method of self-assessment, logs/journals can be unbearable. Moreover, using logs/journals requires time and can be laborious, which can cause teachers to have negative attitudes towards it.

### 3.2. Integrated self-assessment methods

The integrated methods are self-assessment exercises, portfolios, the European language portfolio, and cheat sheet exams. The reason why they are categorized as integrated methods in this thesis is that each four method aims to promote self-assessment underneath other schoolwork. Self-assessment exercises can include structured sheets but they are typically integrated in regular schoolwork and other exercises. Moreover, portfolios, the language portfolio, and cheat sheet exams have other main goals and are designed for other purposes than self-assessment. They just include self-assessment as a part of them and thus, integrate it to regular schoolwork.

#### 3.2.1. Self-assessment exercises in schoolbooks and exams

The self-assessment exercises are often located at the end of an exam or a section of a schoolbook, and students are supposed to assess how well they think they did during a certain period of time. In the exercises, the form of self-assessment might not differ from original self-assessment sheets at all and they might be simple activities, where students assess their own performance by filling a chart or by answering short questions. Although self-assessment exercises and self-assessment sheets do not differ from one another too much, it is possible that using exercises is even more popular among the teachers than using sheets. Leinonen's (2000: 37) study results suggest that the majority of primary school teachers express that they use self-assessment exercises. The most probable explaining factor is that because they are pre-made exercises by the makers of teaching materials, teachers tend to use them as they do not have to create anything themselves.

Still, it must be noted that Ahtikari (2018: 73) points out that although many teachers use the pre-made self-assessment exercises in their work, they consider that the information gained from these exercises is put to little use. The only mentionable use of the

information, according to Ahtikari, is that the self-assessment exercises sometimes give a reason for teachers to be in interaction with the students' homes, but in terms of the aims of self-assessment, the impact seems to be very small.

### 3.2.2. Portfolios

Another way to integrate self-assessment is to include it in portfolio works. As Pollari (2016: 17) puts it, a portfolio is something that exhibits the student's efforts, progress, and achievements, focusing on certain areas of learning in certain periods of time, and it aims to show the depth of the student's work by including self-assessment in it. In other words, in portfolio working, students are given a topic, which includes a task they must complete. For example, in English teaching, the topic of the portfolio could be a certain vocabulary or certain grammatical features, and the task could be that the students collect samples related to the topic in order to present their efforts and work. The portfolio might include an analysis of each sample as well as a self-assessment section, where the whole process of assembling the portfolio is evaluated and reflected by the student. Another example of a portfolio in English teaching could be a collection of written texts (Weigle 2009: 199). According to Weigle (2009), the usage of portfolios is an effective way to help the students see how they have developed their writing skills. When they assess their performance by analysing and referring to their own written texts, they reflect the completed exercises to their current skills. By doing this, they interact with their own products, which promotes self-awareness and sense of ownership (Weigle 2009: 204), which in turn, is exactly what self-assessment aims at.

No matter what the topic of the portfolio is, the samples and especially the reflection in self-assessment, are the most vital part of the whole end product (Manner et al. 2018: 32). According to Manner et al. (2018), when it comes to the samples that are analysed in self-assessment, the most crucial thing is that the students are allowed to choose the samples themselves. The teacher's duty is only to present the framework for portfolios. For instance, this could mean that the teacher decides that one sample must represent the student's strongest work and one the area that needs most development, but the samples must not be picked by the teacher, only by the students themselves. As Pollari (2016: 34) states, if the students choose their own samples, self-assessment occurs immediately: they must assess their own work and learning processes when they select a sample that matches the given requirements, and they also have to evaluate whether or not the samples are analysable. Furthermore, when the

students analyse their samples, teachers can help the analysis by giving the students questionnaires, self-assessment sheets and guiding questions which are included in the portfolio, and sometimes, even a summative feature can be added to the portfolio by allowing students to conclude their portfolio with a grade they suggest for themselves (Pollari 2016: 36-39).

The portfolio is a very comprehensive method of self-assessment as it allows self-assessment to play a major role on all stages of the project. Also, portfolios can work in all aspects of self-assessment in language learning. In terms of English language, the topic can be writing (Weigle 2009), reading and literature (Pollari 2016) or a certain theme, such as working life (Manner et al. 2018). Finally, another beneficial feature of portfolios is that they make self-assessment a process which is not bound in a certain time period or situation but can take place throughout the project. Still, the contradicting side to portfolio's benefits is its extensive nature. As a project, a portfolio cannot be assembled in a single lesson, and it takes time and can require weeks. Moreover, a portfolio also requires skills and insight from the students and can be very difficult to execute for some students. For example, a student might struggle with choosing adequate samples or with analysing them.

### 3.2.3. European language portfolio

Very much related to the previous method of self-assessment, the European language portfolio includes a collection of students' own work, different analysis, and assessment of own performance. The difference to original portfolios is that firstly, unlike in portfolios, in the European language portfolio, the teachers do not have that much influence over what is included in the final product. The European language portfolio is created by the Council of Europe and its framework is commonly recognized by European countries, but the member states shape the original framework to fit their own culture and education system, and for example, the European language portfolio in Finland is not the same as in France, but throughout Finland, the language portfolios should have the same contents (European Centre for Modern Languages of the Council of Europe/ECML 2020). According to Finnish National Agency for Education/Opetushallitus (2020b), the European language portfolio in Finland is a description of one's language learning throughout the years, where one discusses and reports the development of one's own skills regarding different languages. To put it short, the

European language portfolio should not only include English language but all the languages the student has studied.

The aim of the European language portfolio is to support intercultural competence, autonomy, learning skills and self- and peer-assessment by being a document which presents students' central knowledge and competence in different languages by introducing students' best work samples, for instance, exercises, texts, and projects (Opetushallitus 2020b). Finnish National Agency for Education states that the European language portfolio consists of different sections such as language biography, a dossier and a language passport. Its final section is self-assessment, where the students assess themselves based on CEFR. In other words, the way the European language portfolio functions as a method of self-assessment is that it guides students to reflect their own learning by implementing self-assessment inside the project itself. In the European language portfolio, and basically in every other portfolio as well, self-assessment is a section that must be included in the work in order to receive a pass in the project, and thus, self-assessment cannot be avoided. Instead of making it something that is separated from other work in English teaching, the European language portfolio uses self-assessment as a vital part of the overall work.

Very much alike the original portfolios, in the European language portfolio, the amount of work can be a factor that negatively affects the attitudes towards it. The European language portfolio is a thorough process that includes all the languages the students have ever studied, which increases the extent of the project even further than in the original portfolios. Although Kajander and Alanen (2011: 68) state how self-assessment and its influence on independency, responsibility, and understanding in learning is emphasized and required in the European language portfolio, it is possible that teachers might take a less positive stance towards it if they consider the workload far too heavy and prefer other methods of self-assessment that require less work.

#### 3.2.4. Cheat sheet exams

Perhaps out of all the presented methods, cheat sheet exams might be the least recognized self-assessment method by teachers. Shortly, a cheat sheet exam is a normal exam with a twist – instead of having to memorize the topics that are included in the exam, students are allowed to bring in a sheet with notes in it. By doing this, for example, test-anxiety can be decreased and thus, better learning experiences and results can be expected (Gharib et al. 2012: 469). It is

possible that cheat sheet exams are used in many schools in Finland, but whether the teachers realise that it also works as a method of self-assessment, is not clear.

Pollari (2017: 100) explains how cheat sheets can work as a self-assessment method by stating that in cheat sheet exams, self-assessment occurs on three levels: (1) When the students assess their own skills to determine whether they even need to make the cheat sheet at all prior to the exam, (2) when they are preparing the cheat sheet and assess their knowledge and skills by deciding what is included in the sheet and what is left out, and (3) during the exam, when they decide whether to use or not to use the sheet, they assess their own capabilities. The strength of cheat sheets in terms of self-assessment is that students are driven to assess their own skills without even realising it. The sheets can also be very valuable for teachers if they collect the cheat sheets back from the students after the exam. By doing so, they can see how much information a student put in a single sheet and thus, see the student's assessment of his/her own learning. If for example, there is a student who did not even make a sheet and yet receives high scores from the exam, a conclusion can be drawn that this student assessed his/her learning to be strong and comprehensive.

On the other hand, cheat sheets can also face differing attitudes from teachers, as Gharib et al. (2012) point out: there is no consensus on whether cheat sheet exams are in any way better and more educative than closed-book exams, and according to different research, even the results of learning do not necessarily improve when the cheat sheet is used. Thus, it is possible that teachers do not have a positive attitude towards cheat sheets as a self-assessment method if they consider that cheat sheets are not even an adequate method of examination. Furthermore, as speculated earlier, it is possible that some teachers do not even take it into account that cheat sheets include students' self-assessment and thus, it is possible that they do not consider it as a self-assessment method. Another point for speculation is that it can also vary how well teachers consider cheat sheets to fit certain subjects, such as languages.

### 3.3. Directive self-assessment methods

This study categorizes assessment discussions, electronic methods, elicitation, and progressive examination as directive methods. This group is the most challenging to categorize as it can easily possess features from other main types as well. Discussions can use structured self-assessment sheets as a basis for the communication between the student and the teacher, but as the sheets are only an optional tool in this method and its core is in interaction, the discussion

is included in the directive methods. The same goes with electronic methods: there can be for example electronic self-assessment sheets, but because the electronic platform makes the sheet interactive and available for both students and teachers, they are more communicative than regular sheets and thus, are directive. The reason why elicitation and progressive examination are also directive is that they aim to promote students' self-assessment by encouraging them to ponder their skills and set goals for future teaching and thus, direct it.

### 3.3.1. Assessment discussions

One of the most common directive self-assessment methods is self-assessment discussion, although as Kuittinen and Viita's (2009) interview results suggest, some teachers do not always consider a discussion between a student and a teacher as self-assessment. Nevertheless, some teachers use individual, school subject -driven discussions as a method of self-assessment and invite their students to discuss their work in the subject of English. Sometimes self-assessment sheets or other forms of self-evaluation can be brought into the assessment discussion to guide the discussed topics (Luostarinen & Peltomaa 2016), which is a strength of this method – it combines other methods as well. The discussion itself can be mundane and the students are able to use their free speech to express their thoughts and expectations of learning and assess their own work. Kuittinen and Viita (2009) point out that those teachers who oppose using self-assessment sheets and support the usage of discussion as a method self-assessment, justify their thoughts by expressing how self-assessment sheets are not suitable for primary school students and in discussion, it is easier for students to express themselves orally than in writing. This can also apply to lower-secondary school and other higher levels of education as well.

On the other hand, a possible problem of the assessment discussion that might drive teachers to avoid using it, is that instead of being a free space of self-assessment, the assessment discussion can become a stressful situation for the student and feel more like an interrogation than a discussion, especially if the student struggles with the subject. This is why different guidelines for discussion are given, for example by the city of Jyväskylä (Perusopetuspalvelut 2020) that emphasises how it must be remembered that the student is in the central role in the discussion, not the teacher's expectations, and the spirit of the situation must be supportive. Another factor that most likely affects the teachers' attitudes and the usage of discussion as a self-assessment method, is time. If a teacher has for example, six classes to teach, and all of the classes have 20 students in them, the teacher should have time to personally

discuss with 120 students, which might not be possible at all. This truly can decrease the popularity of discussion as a self-assessment method - the teachers simply do not have enough time to thoroughly discuss face to face with their students.

### 3.3.2. Electronic methods

According to Saarikoski (2013), teaching technology develops constantly along other technological developments and by doing this, the aim of development is to ease the schoolwork and make it more interesting for students and teachers. Thus, it is not surprising that technology influences self-assessment too. Technology has already been used in self-assessment of language skills more or less 20 years ago, for example in a program called Dialang, which includes language tests that practise and measure different areas of language skills, such as writing (Alderson 2000.) Nonetheless, as Huhta (2019: 132) mentions, Dialang is designed to be a system for diagnostic assessment and therefore, although it includes a self-assessment tool, its usefulness in students' regular self-assessment in lower-secondary school can be questionable. Instead, an example of an electronic self-assessment tool that can be used in regular lower-secondary school self-assessment, is called Qridi.

According to Qridi (2020), Qridi is a programme that schools can use to promote students' self-assessment, and its main aim is to support the student's growth to independence in schoolwork, to teach students to take responsibility, and to create the sense of students' ownership over their own work. The idea of Qridi is that the goals of a given subject are announced in visual chart, and together with the teacher, students will create a task list that helps students to reach that goal. In Qridi, there is an assessment section which includes self-assessment, and students can make their own progress visible and verbalized. It also includes a learning diary and teacher's feedback, so with Qridi, students have a versatile assessment tool with them wherever they go. A possible problem for Qridi, as well as for other electronic self-assessment applications, is that it is not free and school will have to pay for a license. In addition, it is also possible that many teachers are not aware of Qridi and other similar electronic self-assessment tools. Qridi arranges training for schools and teachers on how to use it (Qridi 2020) but being a chargeable and supposedly somewhat unknown tool it is likely that it is not commonly known by the teachers.

Overall, it can be assumed that more self-assessment applications such as Qridi should appear in the following years as, according to Saarikoski (2013), technology gains more

and more foothold in education. The way electronic self-assessment methods can replace other methods of self-assessment is that they can be very interesting and intriguing for students. They can be communicative, visual, and engaging and furthermore, as nowadays younger generations are used to working with technology, using electronic self-assessment methods makes self-assessment less unfamiliar and brings it closer to the children. Moreover, the accessibility of electronic methods is their advantage: self-assessment should be an on-going process, so having the opportunity to carry self-assessment tools in students' pockets can make self-assessment more likely to occur frequently as they can assess themselves for example, at home.

### 3.3.3. Elicitation

Another method that teachers might not even consider as self-assessment, but still might use in their work, is elicitation. Elicitation means steering and introducing students to a certain topic by allowing them to assess their knowledge of the topic before the actual teaching and learning. For example, in language teaching, elicitation can be used in order to establish students' vocabulary and to lead them into new lists of words by assigning them an elicitation scale to fill (McKay 2006: 191-192.) With elicitation, students can assess their skills and knowledge prior to any further teaching, and the teacher can see, what the starting points of each student are.

<b>Self-report categories</b>	
I	I have never seen this word
II	I have seen this word before, but I don't know what it means
III	I have seen this word before and I <i>think</i> it means ____ (synonym or translation)
IV	I <i>know</i> this word. It means ____ (synonym or translation)
V	I can use this word in a sentence ____ (Write a sentence.)

FIGURE 2: The Vocabulary Knowledge Scale (VKS) elicitation scale by Paribakht 1997 (introduced in McKay 2006: 192).

Although McKay advocates elicitation as a method of self-assessment in vocabulary teaching, elicitation can be used in other topics and areas as well, provided that the items in a scale are modified. For example, the English teacher in lower-secondary could introduce a new



grammatical form or a new theme to the students and with different items in an elicitation scale, the students could assess their already existing knowledge of the form or the theme and thus, reveal the teacher where they stand before the class delves further in the topic. In addition, elicitation can also occur as other activities than using a scale, such as drawing pictures, miming, or describing the topic orally (TEFL Academy 2018). Basically, teachers can use their imagination when deciding how to elicit the students' knowledge of a certain topic or a theme.

A benefit of elicitation is that it promotes self-assessment communicatively and makes it a fun element in a classroom. This way, self-assessment becomes less challenging for each student as they are free to assess their knowledge and to express themselves in a less formal manner. If the formality of self-assessment disappears because for example, activities, pictures or games are used in elicitation, self-assessment is ought to become more approachable to all students no matter how skilled assessors they are. Then again, the informality is exactly what might cause differing attitudes among the teachers as it can be difficult for the teachers to receive enough information on how students assess their own knowledge.

#### 3.3.4. Progressive examination

Toivola (2019) challenges the idea of typical exams, pointing out that the original exams are more or less a competition over the best grades, not a tool for charting the areas that need improvement. Toivola's (2019) other critique towards summative exams is that they are too bound on a certain situation, certain time, and a certain day. Her point is that one exam has too much power and is too much considered as an evidence on one's learning although it is possible that the student just was not doing his/her best on that specific day when the exam took place.

This is why Toivola (2019) introduces a new, progressive examination that she uses in teaching mathematics and what she refers as *reversed assessment*. Although Toivola (2019) discusses progressive examination in upper-secondary mathematics, its basic ideas could be transferred to lower-secondary English as well. Reversed assessment examination is based on students' self-assessment where they express their goals and ideal grades. This way the teacher knows what the students' aims are in the class. Based on self-assessment, the teacher and the student together determine how much work is required to reach the goal and how to maintain the desired level in relation to its requirements. Toivola (2019) emphasizes that in the reversed assessment, the students are not allowed to prepare prior the exam, because the aim of the exam is only to show what the students have learned thus far and which areas

need improvement. The result of the exam does not negatively affect the grading, so the pressure and tension of the exam is diminished.

The exam itself is altered based on the goals of each students – those who aim to reach highest grades have different exercises than those whose goals are lower. This way the most difficult exercises do not concern those students who are not aiming at the best scores, and the examination serves the purposes of each student. According to Toivola (2019), the first attempt in the exam is similar to the first draft of an academic paper: after the exam is finished, the teacher only marks the errors and returns it to the student for editing. When students edit their exams, they are allowed to use different sources in order to enhance their learning and to gain experience from their mistakes. The examination also includes more self-assessment when for example, the teacher and the student discuss the current state of the student’s learning and decide what the next steps towards the student’s goals are.

This method has several of the key characteristics of self-assessment: it influences what happens in the class, is individual, and promotes students’ agency and responsibility over their work. The students are not competing over the same grades and the results of the exams are used to determine how to improve students’ performance. Still, progressive examination can arouse various different attitudes, worries and precautions. One presumable factor that can affect the attitudes is the same as with the assessment discussion: the lack of time. It is possible that some in larger schools might not have a chance to individualise exams based on each students’ needs and goals. Also, when considering lower-secondary school students, it can be pondered whether or not the teenagers are capable of realistically assess their own needs and goals to choose the corresponding difficulty level in their exams. The teachers might, for example, be precautionous towards progressive examination in lower-secondary school because they fear that their students end up choosing too easy or too difficult exams.

#### 4. PRESENT STUDY

The purpose of this chapter is to introduce this thesis by discussing its goals and explaining why the chosen data is collected via a questionnaire and how it is analysed. After the aims of this thesis are discussed, an introduction to the research questions and the definition of one of

the key terms of this study, *attitudes*, follow. Finally, the data and methods are discussed by explaining the advantages of the questionnaire and analysis methods.

#### 4.1. Aims and questions

The purpose of this thesis is to chart lower-secondary school English teachers' attitudes towards different student self-assessment methods. The thesis aims to achieve the following goal: it aims to reveal what teachers know, think, and feel about the self-assessment methods presented in chapter 3, and to identify which methods they state to use and prefer. Furthermore, another aim in this research is not only to chart the attitudes towards individual self-assessment methods, but also to see whether there are any differences in attitudes regarding self-assessment types. In other words, in addition to this thesis aiming to find out the internal and behavioural aspects that influence the teachers' attitudes towards different self-assessment methods, another aim is to investigate if one of the three main types of self-assessment is more popular than the other two.

There are two important research questions to which this study wants to answer:

1. What kinds of knowledge, thoughts, feelings, and behavioural preferences do English teachers have regarding the different self-assessment methods?
2. Are there any differences in the English teachers' attitudes from the point of view of the three main self-assessment types and if so, why?

#### 4.2. Operationalising attitudes

In this thesis, *attitudes* are seen as a synonym for the term *perception*, meaning that attitudes are also seen as someone's views and beliefs that have an influence on his/her actions. A simple, dictionary-based definition of attitudes is the following: "Your attitude to something is the way you think and feel about it, especially when this shows in the way you behave" (Collinsdictionary 2020). The key words in this definition are *think*, *feel*, and *behave*. Moreover, some other researchers define attitudes rather similarly as the dictionary. For example, Bagozzi and Burnkraft, and McQuire (1979 & 1985, cited in Saleh & Khine 2011) point out that attitudes have the following three components:

1. Cognitive component (what we know)

2. Affective component (how we feel)
3. Behavioural component (how we behave)

In this thesis, the assumption is that teachers' thoughts and feelings of self-assessment and its methods are affecting their behaviour. Their behaviour means the way they choose to use different self-assessment methods: for example, if they see a certain method too troublesome, it is expected that they try to avoid using it and have a negative attitude towards it. For this reason, this thesis has decided to aim at revealing teachers' behaviour, feelings and thoughts related to self-assessment methods.

### 4.3. Data and methods

#### 4.3.1. The method of data collection

This thesis used a questionnaire as a method of data collection. The questionnaire aimed to collect data of lower-secondary English teachers' stated knowledge, feelings, thoughts, and behaviour related to the presented self-assessment methods. The question items were based on the theoretical information, and for example, the challenges that the previous research has shown to affect teachers' attitudes towards certain methods of self-assessment shaped the questions. The questionnaire was distributed in January 2021 in two Facebook-groups: a group for English teachers in Finland, and a group for University English students of Jyväskylä, which contains graduated teachers and teacher students that have teaching experience. Altogether, 31 secondary EFL teachers participated in the questionnaire. This means that the intake of this research was rather small, but it was taken into account in the analysis.

The structure of the questionnaire was driven by the self-assessment methods that are presented in chapter 3. Instead of asking through open questions what methods teachers prefer and see most useful, this study explicitly introduced different options for them and asked them to express their knowledge, thoughts, feelings, and usage related to these particular options. In other words, the participants were asked to answer different questions related to the presented self-assessment methods in order to find out their stated attitudes towards them.

The questionnaire mostly consisted of list-based questions from which the participants had to choose different self-assessment methods to answer a question, for example "*Which of the following self-assessment methods are you familiar with?*", and Likert-scale

statements, where the participants had to express their agreement or disagreement. There were also open-ended questions, which were optional if, for example, a participant wanted to clarify something.

Several reasons support the use of a questionnaire in this study. Firstly, in attitude research, a questionnaire is a popular data collection method: for example, many previous studies of attitudes towards self-assessment have used it (e.g. Lepistö 2008, Alanen & Kajander 2011, Bullock 2011, and Khoshsima & Mohammadi 2016). Moreover, Lepistö (2008: 29) emphasizes how different researchers state the usefulness of a questionnaire compared to interviews, especially from the point of view of time limits. Questionnaires do not require much time from the participants to express their thoughts on the topic, and more importantly, questionnaires are easily accessed. This benefit has been an important factor for many previous studies when they have chosen to use a questionnaire as a data collection method, and as this thesis is based on prior research, a questionnaire appears as a very useful, comprehensive, and adequate tool for collecting data.

Secondly, as Alanen (2011: 148-157) points out, questionnaires include other beneficial features besides accessibility. One benefit is that questionnaires have no right or wrong answers. As the present study aims to find out what kinds of attitudes teachers state to have towards different self-assessment methods and to draw conclusions from their responses, the participating teachers must be allowed to express their own opinions freely without any notion of correct or incorrect answers. Furthermore, Alanen (2011) also points out that questionnaires inspect variables and their frequency distribution, in other words, which variables occur more than others. This is exactly what this thesis aims to do: for example, if teachers choose some certain self-assessment methods more often to represent the most adequate methods than others, this thesis is interested in the reasons why this is the case.

Another reason that supports using a questionnaire in this thesis is related to the ethical side of research. As this study's topic can be rather personal due its straight connection to the teachers' own work and career, it is important that the participants can stay anonymous. A questionnaire makes it easy to maintain anonymity, which has an important benefit: none of the teachers can be judged based on their responses, which can enhance their courage to genuinely express their attitudes. This reduces the temptation to respond in a certain way only to appear in as good light as possible and allows the teachers safely to express all kinds of thoughts, no matter how positive or negative they are. The present questionnaire did not ask

any personal information from the participants, such as their age, gender, years of employment, and so forth. The only requirement was that the participating teacher teaches or has taught English in lower-secondary school in Finland. Thus, the teachers cannot be identified based on their responses.

#### 4.3.2. The method of analysis

This thesis uses descriptive statistical analysis and qualitative content analysis as a method of analysis. Alanen (2011: 147) states that the purpose of administering a questionnaire can be descriptive, which is why the chosen main method of data analysis in this thesis is the descriptive statistical analysis. Torchim (2006) points out that in descriptive statistics, a common way is to focus on the frequency distributions, which means, for example, looking at the percentages that vary among different groups of the respondents, which is exactly what this research aims to do. Torchim (2006) also mentions that common tools for descriptive statistics analysis are for example charts, percentages, means, and modes. These four are used to report findings in the quantitative part of this thesis. The distribution between the chosen items (self-assessment methods) that are presented in different lists are analysed with chart tables and percentages. Likert-scale values are investigated with means that focus on the average values on each scale and modes that indicate the most frequently chosen value.

In other words, for example the list from which the teachers have to choose the self-assessment methods they are most likely to use, is analysed by investigating the charts that present the most commonly chosen or preferred methods. Frequencies in these charts indicate which self-assessment methods or types are more popular than others and reveal the behavioural component of the participants. Then again, the Likert-scale statements that indicate the thoughts and feelings of the participant are investigated by considering the means and modes of the responses. When the scale value 1 indicates strong disagreement and 5 indicates strong agreement, means and modes indicate the common stance that the teachers have on a certain topic or statement as the mean shows the approximate result of all participants and the mode represents the most chosen values. As the questionnaire included also open-ended questions, it means that qualitative analysis methodology is needed too. Therefore, this research uses content analysis with which the responses of the open-ended questions are grouped in different clusters based on their contents. For example, when the weaknesses of the methods are asked, all responses with similar contents are put in the same cluster. For instance, if five different participants state in different ways that a certain self-assessment method requires too

much time, all of these responses are united as one weakness-cluster as their contents are the same.

## 5. FINDINGS

This chapter analyses the responses of the questionnaire from three different points of view, which are determined by the three components of attitudes that are introduced in the previous chapter: knowledge, thoughts/feelings, and behaviour. At first, (section 5.1), we explore the results that present participating teachers' knowledge of the 12 different self-assessment methods introduced in chapter 3. This shows how familiar the teachers were with the chosen methods prior the completion of the questionnaire. We then move on to investigating the second component, thoughts and feelings, through Likert-scale questions and open-ended questions in section 5.2. The final section (5.3.) explores teachers' behaviour through their reports of which methods are most used and most favoured. In each section of this chapter, we do not only approach the results from the point of view of every single self-assessment method, but we also inspect the results from the point of view of each three self-assessment type to see, whether there are differences between the attitudes related to the three self-assessment types.

### 5.1. Lower-secondary school English teachers' knowledge/familiarity with self-assessment methods

The first item in the questionnaire presented all of the 12 self-assessment methods in a list and asked the teachers to choose those self-assessment methods which they are familiar with, in other words, have heard of before or know to have been used in lower secondary school in the past. The responses show (see table 1 below) that most of the methods were rather familiar and well-known to the surveyed teachers as the differences between the percentages are not that high. The only exception is that two structured self-assessment methods, a goal-map and a skill-point chart, are rather unknown as only four (12.9 %) of the respondents stated to be familiar with the map and two (6.45 %) with the chart.

	n	%
Self-assessment sheets (structured)	31	100
Self-assessment exercises (integrated)	30	96,77
Self-assessment discussion (directive)	26	83,87
Portfolios (integrated)	24	77,42
The European language portfolio (integrated)	23	74,19
Cheat sheet exams (integrated)	23	74,19
Electronic methods (directive)	23	74,19
Elicitation (directive)	23	74,19
Progressive examination (directive)	20	64,52
Logs/Journals (structured)	19	61,29
Goal-maps (structured)	4	12,9
Skill-point charts (structured)	2	6,45

TABLE 1: How familiar the 31 participants state to be with different self-assessment methods and types

The table shows that all (100 %) of the participants are familiar with self-assessment sheets, and 96.77 % (n=30) recognize self-assessment exercises as a method of self-assessment. This does not come as a surprise, when this data is compared to the previous studies - these two methods have seemed to be the mostly named methods by teachers in the past (e.g. Kuittinen & Viita 2009: 48 or Ahtikari 2018: 62). What may be slightly surprising is that the teachers are familiar with most of the self-assessment methods, and apart from sheets, exercises, goal maps, and skill-point charts, the differences of the results between rest of the methods are rather small varying from 61.29 % (n=19) to 83.87 % (n=26). This indicates that the teachers are quite familiar with most of the methods.

When the results of table 1 are inspected by grouping the methods in the categories of self-assessment types, we can see that there are slight differences between how familiar teachers are with the main types of self-assessment. Structured self-assessment methods, meaning self-assessment sheets, logs/journals, goal maps and skill-point charts, seem to include both well-known and less-known methods. Self-assessment sheets take the first place with a result of 100 %, and logs/journals are recognized by 61.29 % of the participants. The other two structured methods are hardly familiar to the participants. Integrated and directive self-assessment methods are more familiar among the teachers than structured methods as their smallest percentages are 74.19 % (n=23) for the European language portfolio and a cheat sheet exam among the integrated methods, and 64.52% (n=20) for the progressive examination among the directive methods. In other words, it seems that how familiar the teachers are with different self-assessment types could be summarized by saying that integrated and directive



methods are all relatively common, whereas structured methods are polarized: some of the methods are very well known whereas some are almost not at all. Still, one cannot simply state that the participating teachers are unfamiliar with the structured methods - only two of them are clearly less-known.

It can be pondered whether the reason for a lower result for structured methods in terms of knowledge is in their nature. Structured methods are those self-assessment tools that are solely designed to stand aside from the regular schoolwork, and it is possible that the teachers' tendency to encounter them is smaller than with integrated or directive methods. Integrated and directive methods, such as exercises, portfolios, discussions, or electronic applications can be encountered in school materials, curricula, school policies, and other platforms. They are implemented in teachers' and students' everyday work. Therefore, it is possible that the reason why structured methods are less known is in the fact that the teachers' likeliness to encounter them is lower. Self-assessment sheets and logs/journals are rather traditional and well-known methods, but skill-point charts and goal maps are something that the teachers might never encounter unless they happen to, for example, read a certain book or participate in a certain seminar.

## 5.2. Lower-secondary school English teachers' thoughts/feelings towards self-assessment methods

This section explores which factors influence teachers' attitudes in terms of their thoughts and feelings related to self-assessment methods. Most of the responses related to thoughts were collected with Likert-scale statements. In each scale, a value of 1 represented strong disagreement, 5 strong agreement, 3 neither agreement or disagreement. For each statement, the mean and the mode were used in drawing conclusions on what the approximate response to each statement was. Another question type that was used in charting the thoughts and feelings of teachers is open-ended questions that were linked with each self-assessment type in the Likert-scale section. With them, the participants were able to clarify their thoughts and feelings if they wanted to. At the end of the questionnaire, two more optional open-ended questions were used, in which the participants were asked to come up with strengths and weaknesses of each self-assessment methods. The results of the open-ended questions were approached with a content analysis, with which all content-wise similar responses were united

as one cluster in order to see, how many different response items are related to each self-assessment methods.

### 5.2.1. Thoughts/Feelings towards structured methods

Firstly, it seems that the self-assessment sheet, which is one of the most well-known methods by the participants, is also seen as one of the easiest methods to use. As table 2 shows, the mode of the Likert-scale question which investigates the teachers' attitudes on the statement about how easy sheets are to use, is 4, and the mean is 3,8, which indicates the teachers somewhat agree with the statement. In addition, many participants seem to think that self-assessment sheets provide enough information on students' thoughts on their own progress and skills (statement 2, mean = 3,03, mode = 4). Regardless of that, there seems to be no consensus on whether the data of the sheets is used in developing the teaching or not, as the numbers of the third statement lean towards 3 (not agreement nor disagreement). This is linked to a problem that, for example, Leinonen (2000) discusses: there is no certainty whether teachers use the data of self-assessment sheets, which leads to the fact that students do not necessarily reflect carefully on them because they think that it is redundant to invest time in something that does not affect anything.

Self-assessment sheets	Mean	Mode
<i>The self-assessment sheets are the easiest way to collect self-assessment data from the students in lower-secondary school.</i>	3,8	4
<i>Sheets produce enough data for me of what the students think about their skills.</i>	3,03	4
<i>I use sheets' results to determine what to teach next and what happens in the classroom in future.</i>	3,16	3 & 4
<i>I avoid using sheets because students do not take them seriously.</i>	2,32	1 & 2
<b>Strengths</b>	1) the students are familiar with this method, 2) sheets are easy to execute, 3) filling the sheets is fast, 4) sheets can be edited to fit the needs of the group, 5) sheets provide accurate information, 6) with sheets, the students can reflect and ponder in peace, 7) sheets can be used as a basis for assessment discussion	
<b>Weaknesses</b>	1) creating them can be laborious, 2) it is difficult to design them, 3) students fill them carelessly, 4) sheets can be too formal and formulated 5) sheets do not provide deep reflection and can be useless, 6) self-assessment sheets require too much time	

TABLE 2: Results of Likert-scale statements and open-ended questions of self-assessment sheets

Although the fourth statement in table 2 indicates that the many participants do not avoid using the sheets in the fear of students' lacking participation, some individual participants named sheets' formulated nature (weakness 4 in table 2) and not making space for deeper reflection (weakness 5 in table 2) to be major downfalls of self-assessment sheets. Moreover, among the participants, there are other negative thoughts and feelings regarding sheets' weaknesses, such as the fact that they can be useless, time consuming, or laborious. On the other hand, at the same time, some teachers support the usage of sheets by stating that they can function as a basis for other methods of self-assessment, for example discussion (strength 7). Also, the depth of reflection aroused disagreement as some participants think that sheets provide accurate information and allow students reflect their progress peacefully (strengths 5 and 6). Moreover, the negative thoughts of sheets being laborious is also opposed by some teachers stating that they are easy to execute and fast to use (strengths 2 and 4). It seems that sheets divide opinions, but overall thoughts and feelings still are quite positive.

The next structured method, the goal map, seems to arouse some positive thoughts and feelings, but also has downsides as well. The responses to the first statement in table 3 indicate that many teachers somewhat disagree with goal maps being too childish for lower-secondary, although it was anticipated earlier (see chapter 3) that this could be a factor that arouses negative thoughts and feelings. On the contrary, the findings imply that many participants do not consider teenagers to be too old for goal maps (mean = 2, 45, mode = 2 & 3). The participants also appreciate the fact that goal maps make learning concrete, which can be seen in the third statement of table 3 as both the mean (3, 58) and the mode (4) lean towards slight agreement. Visuality is also mentioned as goal maps' strengths in table 3. Moreover, several teachers also mentioned that goal maps can be motivating, and it seems that the participants think that these two features are connected to one another – visuality can increase students' motivation, which is something that the teachers seem to appreciate.

Nevertheless, in terms of goal maps, there are downsides as well. Firstly, many participants (mean = 4, mode =5) think that goal maps can be too impractical because they require a certain classroom. It is likely that those teachers who cannot teach every lesson in the same classroom can have more negative thoughts towards goal maps because due to spatial issues, they appear as more of an extra burden than a tempting method for self-assessment. In addition, other two downsides of goal maps according to the responses are that they are laborious and difficult to execute (weaknesses 2 and 3). The fact that they make every student's work visible is seen as both a strength and a weakness – although they make learning concrete

and motivating, some teachers think that their visibility can cause inequality when students can see each other's progress and compare one another.

<b>Goal-maps</b>	<b>Mean</b>	<b>Mode</b>
<i>Maps are too childish for lower-secondary school.</i>	2,45	2 & 3
<i>Maps are impractical if English is not taught in the same classroom.</i>	4	5
<i>Maps make studying concrete and visible and therefore, they motivate the students.</i>	3,58	4
<b>Strengths</b>	1) visual and interesting, 2) motivating, 3) concrete	
<b>Weaknesses</b>	1) creates inequality, 2) laborious, 3) difficult to execute	

TABLE 3: Results of Likert-scale statements and open-ended questions of goal maps

From the point of view of skill-point charts, it seems that the fact that they can drive students to compare their results and progress seems to divide teachers' thoughts and feelings. On one hand, as the first statement in table 4 shows, teachers are uncertain whether the comparison that skill-point chart can cause is a bad thing (mean = 2, 96, mode = 3). On the other, comparison was named as skill-point charts' weakness (table 4, weakness 2). Thus, it seems that some teachers truly feel that the charts' tendency to cause comparison among students is negative whereas some do not consider it in the same way.

As can be seen in the third statement of table 4, teachers seem to think that because skill-point charts make studying concrete, they make learning motivating. Although the mean of the third statement (3, 32) suggests that overall opinions are unclear, the mode (4) shows that several teachers somewhat agree that skill-point charts can be motivating. These responses are quite similar as they were with goal maps and thus, it could be stated that many teachers appreciate concrete visual methods as they think that they motivate students. Skill-point charts being motivating is not the only strength of this method: teachers think they also positively individualise students (table 4, strength 1) and make students to really see their progress (strength 3).

Overall, it seems that the thoughts and feelings related to skill-point charts are quite positive. This is also indicated by the second statement in table 4: surprisingly, it seems that although it was mentioned that students' lack of independence is one of the major challenges of self-assessment, teachers' responses indicate that they somewhat disagree (mean

= 2, 67, mode = 2) with a statement of students not being capable of taking responsibility to choose suitable exercises for themselves. Based on the findings, it seems that the possible lack of students' responsibility is not the problem at all, whereas comparison and competition are (weaknesses 2 and 3). Moreover, as the clusters of weaknesses in table 4 show, some teachers are also worried that the skill-point chart can be too laborious for themselves to execute properly.

<b>Skill-point chart</b>	<b>Mean</b>	<b>Mode</b>
<i>Skill-point chart creates comparison between students, which is a bad thing.</i>	2,96	3
<i>Lower-secondary student cannot take enough responsibility so that they could choose suitable exercises themselves.</i>	2,67	2
<i>Skill-point chart makes studying concrete and visible and therefore, they motivate the students.</i>	3,32	4
<b>Strengths</b>	1) individual for all students, 2) motivating, 3) makes progress visible	
<b>Weaknesses</b>	1) laborious, 2) causes comparison among the students, 3) shifts the emphasis from learning to competition	

TABLE 4: Results of Likert-scale statements and open-ended questions of skill-point charts

The only structured method which seems to arouse mostly negative thoughts and feelings, is logs/journals. Both statements in table 5 are negative, and they both received agreement by several teachers. Although the means for both statements are 3, 16 and 3, 93 and do not indicate agreement nor disagreement, the mode for both statements is 4. This again shows that there are several teachers who somewhat agree that logs/journals are exhausting and appear to students as a compulsory exercise rather than an option for self-reflection. The content analysis also provides more information about the participants' rather negative stances towards logs and journals: there is only one strength but five different weaknesses mentioned regarding logs and journals in table 5. The only positive side that a participant mentioned is that logs and journals can provide an excellent possibility for reflection, but on the other hand, it is possible that this point was given by a single individual teacher. This is supported by the fact that as statement 2 in table 5 shows, many participants think that the students do not use logs/journals as a tool for deep reflection.

Unlike with strengths, teachers were able to mention several weaknesses regarding logs and journals, which indicate quite negative feelings towards them. In table 5, logs and journals are criticised to be boring, useless, exhausting, time consuming, and too difficult to use for some students. Lastly mentioned weakness was not a surprise, as it was anticipated in section 3.1.4.: deep written reflection can be enormously difficult for those students who struggle with writing in their everyday lives. Moreover, as it was mentioned in section 2.5.2., one challenge of self-assessment is that if students have a negative attitude towards it, so will the teachers as well. This challenge can be seen in one open-ended response by a participant (see appendix: 114), who says that only the term *log/journal* can cause negativity among the students. In other words, it seems that the students negative attitudes towards a method can cause teachers to have a negative stance towards it too.

<b>Logs/journals</b>	<b>Mean</b>	<b>Mode</b>
<i>Logs/journals are too exhausting for lower-secondary students.</i>	3,16	4
<i>Logs/journals are seen as a compulsory exercise rather than an opportunity to reflect one's own learning and process.</i>	3,93	4
<b>Strengths</b>	1) an excellent help for reflection	
<b>Weaknesses</b>	1) boring for students, 2) useless, 3) exhausting, 4) takes too much time, 5) verbal reflection can be almost impossible for some students	

TABLE 5: Results of Likert-scale statements and open-ended questions of logs/journals

In summary, according to the participants' responses, structured methods as a group could be characterized as methods that can be motivating, concrete, and useful in collecting self-assessment data. Overall, the teachers' thoughts and feelings include equally pros and cons related to structured methods, the only exception being logs and journals, which seem to receive more negative responses than positive. Other structured methods are perceived rather positively, but the participants frequently mentioned two weaknesses that somewhat have an influence on all of the four structured methods based on the cluster analysis: they are time consuming and laborious. The structured methods require teachers to give time for them, and mostly the teachers must create them themselves at least to some extent: for example, there can be already made sheets and goal maps, basis for skill-point charts, or instructions for logs and journals, but the teachers almost always have to at least edit them to match the needs of

the class and their schoolwork. Therefore, it could be speculated that the teachers might have negative attitudes towards structured methods because they think and feel that these methods require too much teachers' own work and time in order to be properly executed.

### 5.2.2. Thoughts/Feelings towards integrated methods

Although lack of time seems to be a reason for why some teachers have negative feelings towards structured methods, it seems that with integrated methods, especially self-assessment exercises, their ability to save time creates positive feelings among teachers. The findings in the first statement of table 6 show that the participants somewhat agree (mean = 3, 83 and mode = 4) that the already-made self-assessment exercises in schoolbooks are favoured because they save teachers' time. Thus, to begin with, thoughts and feelings towards exercises lean towards positive. This is also indicated by the second statement in table 6, according to which many teachers do not think that exercises would be unsuitable and childish for lower-secondary school – the statement is quite clearly disagreed with as its mean is 2, 48 and mode is 2.

In addition the first two statements, there are other factors that support teachers positive thoughts and feelings towards self-assessment exercises. These factors can be seen in table 6 strengths: exercises are quick and easy to do for students, and they also are versatile and the same for all students all around the country. To summarize, table 6 presents several ways which indicate teachers' quite positive thoughts and feelings towards self-assessment exercises. Nonetheless, there also seem to be mixed thoughts and feelings as well, and not all of the responses are supportive.

Firstly, the findings in table 6 statement 3 show that the participants are not unanimous on whether there are enough exercises in the books or not. This is a possible factor that cause negative thoughts to occur – it is possible that if teachers think that there are not enough exercises, exercises might seem irrelevant (see weakness 1 in table 6). As Blue (1994: 19) states, self-assessment should be done more often than once a year. This fact becomes a problem for self-assessment if it relies too much on already-made self-assessment exercises, because the lack of exercises makes it is possible that self-assessment occurs rarely and is not in a continuum. In other words, already-made integrated self-assessment exercises do not only determine how often self-assessment can be done, they also might determine when it is done. For example, if teachers simply follow the structure of the schoolbook in their work, they most

likely will ask their students to do the self-assessment exercises when they encounter them alongside the pages.

Self-assessment exercises	Mean	Mode
<i>I favour self-assessment exercises because they are pre-made and save my time.</i>	3,83	4
<i>Many exercises such as drawing and colouring smiley-faces are not suitable for lower-secondary school and belong to primary school.</i>	2,48	2
<i>There are too few self-assessment exercises in the schoolbooks.</i>	3,06	3
<b>Strengths</b>	1) quick to do, 2) versatile exercises, 3) easy for students to do, 4) they are the same for all students throughout the country	
<b>Weaknesses</b>	1) often, they are irrelevant, 2) it is difficult for teachers to see how the students assess themselves, 3) does not provide deep reflection, 4) students do not take them seriously	

TABLE 6: Results of Likert-scale statements and open-ended questions of self-assessment exercises

Irrelevance is not the only weakness of self-assessment exercises. According to table 6, exercises' other weakness is that teachers do not necessarily know whether the students do the self-assessment exercises thoroughly as the exercises are not usually handed back (weakness 2). Also, teachers think that exercises fail to provide deep reflection (weakness 3) and that students do not participate in doing them seriously (weakness 4). To put it short, it could be summarized that although teachers have quite positive thoughts about self-assessment exercises especially because they save time, they still realise that exercises can sometimes be irrelevant and might not provide adequate data and deep reflection. Thus, thoughts and feelings are quite divided, ranging from positive to negative.

Similar ranging in thoughts and feelings can be seen with portfolios. Teachers' positive thoughts are indicated by statements 2 and 3 in table 7. Statement 2 claims that lower-secondary students cannot take responsibility to choose the samples of their portfolio themselves, and statement 3 claims that lower-secondary students cannot analyse the samples. The mean for the second statement is 2,45 and the mode is 2, and for the third statement, the mean is 2,80 and the mode is 2-4. Thus, the numbers indicate that several teachers somewhat disagree with both statements. It seems that the participants do not think independence to be a problem when portfolios are used as a method of self-assessment.



Moreover, other positive thoughts regarding portfolios can be seen in the list of strengths named by teachers in table 7: portfolios serve students' needs and are educative and can be versatile. Apparently, portfolios are seen as useful tools in terms of education and their flexible nature is appreciated – the topic of a portfolio can be anything, and some participants think it is a good thing. It also appears that there are teachers who think that portfolios are a beneficial method for self-assessment as they serve the students' needs. Unlike some other methods, they leave space for deeper reflection and students can freely choose their materials for self-assessment when they create the portfolio. As mentioned, many teachers believe that lower-secondary students are capable of independently doing so, which explains why teachers think that portfolios can be quite beneficial. Still, despite of positive features and strengths, the participants also named quite harshly several flaws in portfolios that seem to indicate rather negative opinions about this method.

<b>Portfolios</b>	<b>Mean</b>	<b>Mode</b>
<i>Portfolios take too much time.</i>	3,58	4
<i>Lower-secondary students cannot take enough responsibility over their work so that they can choose samples that are included in the portfolio.</i>	2,45	2
<i>Lower-secondary students cannot analyse the samples of the portfolio and their performance adequately enough.</i>	2,80	2, 3 & 4.
<b>Strengths</b>	1) they serve the students' needs, 2) using them is educating, 3) they are versatile	
<b>Weaknesses</b>	1) they are laborious, 2) they are difficult to execute meaningfully, 3) they take too much time, 4) they are redundant	

TABLE 7 Results of Likert-scale statements and open-ended questions of portfolios

What seems to be rather problematic with portfolios is that they consume too much time and require a lot of work. This is shown in the first statements of table 7 where the mean is 3,58 and the mode is 4. This shows that teachers quite clearly somewhat agree that portfolios require too much time. The same thing was also mentioned as portfolios' weakness in table 7, and in addition to time consuming, portfolios are criticized for being too laborious (weakness 1) and difficult to execute properly (weakness 2). Still, probably the most clear way how participants indicated negative thoughts about portfolios, was when they called them

*redundant* (table 7, weakness 4). This word choice shows that there are teachers who think that portfolios are not needed in lower-secondary English self-assessment and thus, it can be argued that there are clearly negative feelings towards portfolios as a method of self-assessment.

Quite similar negative thoughts are indicated towards the European language portfolio too. As the first statement in table 8 shows, many teachers think that the European language portfolio too requires too much time (mean = 3,7 and mode = 4). Also, many teachers seem to think that the language portfolio can be too broad and difficult for lower-secondary students. Although the mean for the second statement is only 3,3 which indicates divided opinions in the participating group, the mode is still 4 and shows that a great deal of participants at least somewhat agree that the extent of the European language portfolio is too vast. In addition, as it stands in table 8 below, the participants think that the language portfolios weaknesses are the same as with other portfolios: they do not only require too much time but are also laborious and difficult to execute.

<b>The European language portfolio</b>	<b>Mean</b>	<b>Mode</b>
<i>The European language portfolio takes too much time.</i>	3,7	4
<i>Because the European language portfolio aims at analysing samples of different languages throughout several school years, the self-assessment and reflection it requires is too difficult for lower-secondary school students.</i>	3,3	4
<b>Strengths</b>	1) is beneficial for students' future, 2) has a pre-made structure, 3) is versatile, 4) helps in learning languages	
<b>Weaknesses</b>	1) laborious, 2) difficult to execute, 3) takes too much time	

TABLE 8: Results of Likert-scale statements and open-ended questions of the European language portfolio

The positive thoughts and feelings related to the language portfolio are the following: they can be beneficial for students' future, they have a clear structure to follow, are versatile, and help with learning languages. Versatility is something that was appreciated with other portfolios as well, but the European language portfolio arouses positive feelings among teachers as it is an official document of one's linguistic capabilities and thus, can have positive influence on students' future and further learning. Moreover, it is not surprising that teachers

appreciate the fact that the European language portfolio has a pre-made structure to follow - most likely anything that is already made for self-assessment by someone else is seen positively as it can save teachers' time and effort. Nonetheless, it still seems that not even the pre-made structure can help the language portfolio from appearing as laborious and time consuming, which is why teachers' overall feelings towards it do not seem that positive. On the other hand, unlike other portfolios, the language portfolio is not called redundant, which indicates that compared to portfolios in general, the language portfolio is more valued.

When it comes cheat sheets, teachers' thoughts and feelings are quite difficult to analyse. To begin with, some teachers seem to think that while using the cheat sheet, the students simply try to write everything down rather than assess their own skills. This is shown by the first statement in table 9 (mean = 3,4, mode = 4). The mean indicates that in general, teachers do not agree nor disagree with the statement, but the mode suggests that there are many teachers who do not think that cheat sheets are necessarily useful in self-assessment. This was one of the most anticipated downsides of cheat sheets – their role as self-assessment can be questionable. This is also indicated by the weakness 2 in table 9, according to which some teachers think that it is possible that cheat sheets do not function as self-assessment at all but only as an aid in exams.

<b>Cheat sheet exams</b>	<b>Mean</b>	<b>Mode</b>
<i>In cheat sheet exams, the students do not assess their skills but try to write down everything that is tested in the exam.</i>	3,4	4
<i>Cheat sheet exams are more suitable for other subjects such as natural sciences.</i>	2,54	2
<b>Strengths</b>	1) fun and meaningful for students, 2) does not seem like self-assessment and implements it in other work, 3) reduces the fear of an exam, 4) is motivating, 5) illustrates students' thoughts of their own skills	
<b>Weaknesses</b>	1) might not be suitable for languages, 2) might not be used as self-assessment, 3) makes the exam too easy, 4) requires repetition and feedback	

TABLE 9: Results of Likert-scale statements and open-ended questions of cheat sheet exams

The other anticipated problem related to cheat sheets was its usefulness in self-assessment of English language as a school subject. It is possible that in English teaching, a

cheat sheet does not provide space for self-assessment if students can put every single detail that is asked in the exam on paper, and this is most likely why some teachers stated that cheat sheets are not suitable in language teaching (weakness 1). Still, the second statement in table 9 suggests that there are teachers who disagree with this and think that cheat sheets can be used in English teaching as well. In terms of the second statement in table 9, the mean is 2, 54 and the mode is 2, which means that many participants somewhat disagree with statement that accuses cheat sheets for not being suitable for the subject of English. Based on this, it seems that the school subject itself divides thoughts and feelings towards this self-assessment method and there is no clear consensus on whether the teachers feel that cheat sheets are suitable for self-assessment in English teaching or not.

The content analysis provides information that shows how cheat sheet exams' strengths are their integrative nature, transparency, motivating nature, ability to decrease anxiety, and the fact that they can be fun to use. These all are tightly connected to the benefits of self-assessment, and for example, transparency is something that Luostarinen and Peltomaa (2016) emphasize as a positive feature in including self-assessment in education. Based on the responses, it seems that several teachers think that cheat sheets have many important features and it could be argued that an overall affective stance towards this method is rather positive.

The argument that teachers' feelings towards cheat sheets are positive is also supported by the lack of weaknesses that are presented in table 9. In addition to thoughts that challenge cheat sheets' suitability for self-assessment or English as a school subject, there are two other named weaknesses. One weakness is that cheat sheets make exams too easy (weakness 3 in table 9), but it must be noted that this weakness is basically not related to the topic of self-assessment itself but to overall examination. The other weakness that was mentioned by one teacher is that using cheat sheets requires feedback and repetition, but whether this actually is a real weakness or not, can be debatable. From theoretical point of view, it is difficult to understand why this is a weakness, as many previous studies, for example Boud (2013) and Pollari (2017), emphasize that as a skill, self-assessment needs rehearsal, in other words, repetition. This issue indicates that some teachers might not understand that self-assessment needs rehearsal, regular occurrence, and feedback from peers and teachers. Thus, it must be remembered that the attitudes of the participating teachers towards these self-assessment methods can vary because they understand self-assessment differently: for some people, certain things are weaknesses, for some, they are not.

To summarize, unlike with structured methods, with integrated methods the words *laborious* or *time-consuming* are not that much present as they are with structured methods, and mostly this is due to self-assessment exercises that are pre-made for teachers to use. Portfolios and the language portfolio are criticized due to their exhausting nature, but cheat sheets and especially self-assessment exercises do not arouse similar thoughts. It is possible that the teachers' overall thoughts and feelings towards integrated methods as a group are slightly better than towards structured, because due to their integrated nature, they might require less work from the teachers. Then again, unlike with structured methods, with integrated methods, the participating teachers' thoughts and feelings include notions about suitability. Exercises can be seen as irrelevant, portfolios and the language portfolio as exhausting and redundant, and cheat sheet exams as something else than self-assessment. Whereas structured methods are designed for self-assessment, integrated methods aim at implementing self-assessment into other schoolwork. This is its benefit, but at the same time can be its challenge as it is possible that their value as self-assessment methods can be left unrealised because they hide themselves under other schoolwork.

### 5.2.3. Thoughts/Feelings towards directive methods

In terms of consuming time, self-assessment discussion seems to divide opinions. Although the mode for the statement (see table 10) "I don't have time to have private self-assessment discussions with my students." is 4, the mean of this statement is still 2, 74, which means that teachers mostly somewhat agree with this statement, but there are plenty of participants that do not. Thus, the opinions are quite divided. One explaining factor for divided opinions is the fact that, as the second statement in table 10 shows, the participants mostly disagree with the statement according to which small chatting with the students would not count as self-assessment discussion (mean = 2, 35, mode = 2). According to the responses, many teachers think that even a small chat with their students is self-assessment discussion and thus, it is possible that those teachers who think like this also think that time is not an issue as smaller chats do not require it that much. It must be noted that these findings contradict with the previous results by Kuittinen and Viita (2009): although their study indicates that teachers are not unanimous on whether the small chatting can be counted as self-assessment discussion, in this study's results it seems that participants mostly consider it as such.

Assessment discussions	Mean	Mode
<i>I do not have time to have private self-assessment discussions with my students.</i>	2,74	4
<i>I do not consider a chat/a discussion that takes place during the lesson as self-assessment.</i>	2,35	2
<i>I believe that the students do not assess themselves honestly face-to-face, whereas written self-assessment makes it easier for them to say what they truly think.</i>	2,12	1
<b>Strengths</b>	1) it is meaningful for students and teachers, 2) It helps teachers to get to know their students, 3) Makes self-assessment individual, 4) It develops self-assessment, 5) It provides benefits for students and teachers, 6) It includes communication between the teacher and the students and their homes, 7) Discussion does not include peer pressure	
<b>Weaknesses</b>	1) difficult to organize, 2) It takes too much time, 3) Requires specific spatial solutions, 4) It can cause anxiety for students	

TABLE 10: Results of Likert-scale statements and open-ended questions of assessment discussion

Moreover, the participants of this study seem to have rather positive thoughts and feelings towards self-assessment discussions, because in addition to the fact that they consider even a small chat to be a form of self-assessment, they also seem to think that the students are not negatively affected by the face-to-face self-assessment discussion – the mean for the third statement in table 10 is only 2, 12 and the mode is 1. This study anticipated that teachers might have negative attitudes towards discussions because they think that students do not participate spontaneously in face-to-face assessment, but at least the responses of this questionnaire indicate the opposite.

Overall, based on the Likert-scale statements, it seems that teachers' feelings towards a discussion as a self-assessment method are quite positive. This is also supported by the fact that the participants' responses created altogether seven different strength clusters, whereas there are only four clusters for weaknesses. As table 10 shows, the weaknesses of discussion consider problems of organizing, spatial problems, and lack of time resources. Of course, some of the participants mention that a discussion with the teacher can also cause anxiety to some students (weakness 4), but overall, self-assessment discussion is associated with many positive thoughts and feelings. As can be seen in table 10, discussion's strengths are meaningfulness, helping teachers to get to know to their students, individualism, developing

self-assessment, being beneficial for both students and teachers, being communicative and not including any peer pressure. The number of strengths pointed out by participants indicate that teachers' feelings and thoughts towards discussion are quite positive and it is considered to have more benefits than challenges.

Similar positive thoughts and feelings are also related to electronic methods, and many participants think that the electronic platform makes self-assessment more meaningful for teenagers. This can be seen in the first statement of table 11, in which the mean is 3,74 and the mode is 4. The numbers indicate that mostly the participants at least somewhat agree with the statement of electronic methods being more meaningful for lower-secondary students. Considering that electronic methods can be used with a smart phone, it is not surprising that teachers think that electronic materials are more meaningful for students.

<b>Electronic methods</b>	<b>Mean</b>	<b>Mode</b>
<i>Self-assessment is more meaningful and pleasant for lower-secondary students when it is done on an electronic platform.</i>	3,74	4
<i>Electronic self-assessment is better than non-electronic because it makes the communication with students and homes easier.</i>	3,38	3
<i>Teachers are not told enough about electronic self-assessment methods, e.g. applications.</i>	3,64	5
<i>If an electronic self-assessment method is chargeable, our school will not likely use it.</i>	3,74	5
<b>Strengths</b>	1) they are quick to use, 2) they provide data well, 3) it is possible to use them at home, 4) they are suitable for students who feel anxiety over social situations, 4) they are easy to use	
<b>Weaknesses</b>	1) they are laborious, if there are no pre-made platforms for self-assessment, 2) there are too many options, 3) teachers are not taught enough to use them, 4) it takes time to get accustomed to them, 5) they do not necessarily fit for everyone's work, 6) they can be chargeable	

TABLE 11: Results of Likert-scale statements and open-ended questions of electronic methods

What is quite surprising though is that although electronic methods can be meaningful for teenaged students and one of their strengths is that they can be carried home and used at any time (table 11, strength 3), teachers still are not quite sure whether they make

communication easier than in using non-electronic methods. This is indicated by the second statement in table 11, in which the mean is 3,38 and the mode 3. In this questionnaire's scale, value 3 represents not agreement nor disagreement, and as both numbers in this statement are close to it, it is clear that the participants' opinions are divided. It is possible that there are several teachers who prefer more traditional methods in self-assessment and do not think that electronic platforms are more beneficial in terms of communication.

Two other statements related to electronic methods received rather identical responses. The statements "Teachers are not told enough about electronic self-assessment methods, e.g. applications" and "If an electronic self-assessment method is chargeable, our school will not likely use it" have both the same mode, 5, and their means are very similar: 3,64 and 3,74. In other words, it seems that many participating teachers wish to receive more information about the different self-assessment applications, such as Qridi, but they fear that the chargeability will be a problem. As a matter of fact, one of the participants states to have used Qridi in their previous workplace (see appendix: 104), and apparently with positive experiences, but in their current work, the fact that Qridi is not free has led to the situation where it is not used. On the other hand, another participant (see appendix: 104) states that the charge will not be a problem for his/her school, if the benefits and the fee are in a balance. Based on these statements, the way teachers see different electronic self-assessment methods can be influenced by their own workplace, and for some teachers the chargeability can be a problem.

Nevertheless, there are several strengths in table 11 that indicate that the teachers have positive thoughts and feelings towards electronic methods as they are quick and easy to use, meaningful for students, and they provide data well. Still, some of the participating teachers have negative thoughts on electronic methods, pointing out that in addition to chargeability, there can be too many options to choose from, it can be difficult to learn how to use them so that they are suitable for the classwork, and, of course, they can be laborious. It could be pondered whether different factors such as the teacher's age has influence in how positively or negatively electronic methods are seen: as table 11 weakness 4 shows, some teachers stated that it can take a while to get accustomed to electronic methods, which is a negative thing. It is possible that for example, for older teachers, electronic methods can appear in a more negative light if they are not as used to using them as younger generations.



When it comes to the third directive method, elicitation, the assumed problems such as elicitation being too informal method for teachers to gain self-assessment data from the students (table 12, statement 1), and elicitation being too childish for lower-secondary students (table 12, statement 2), are not entirely correct. The mean for the first statement is 2,8 and the mode is 2, which means that there are several participants who think that elicitation is not too informal method for collecting self-assessment data. Similarly, several teachers think that motivating teenagers to participate is not too difficult, as the mean for the second statement is only 2, 54 and the mode is 2. To put it short, in overall, the participating teachers somewhat disagree with both statements regarding elicitation, and thus, do not see it as a too problematic method of self-assessment.

<b>Elicitation</b>	<b>Mean</b>	<b>Mode</b>
<i>Elicitation is too informal method so it is difficult for a teacher to make any assumptions on students' perceptions of their own performance based on it.</i>	2,8	2
<i>It is difficult to motivate lower-secondary students to participate in games and activities that work as elicitation.</i>	2,54	2
<b>Strengths</b>	1) they are quick to do, 2) they make a meaningful addition to the classwork, 3) they are pleasant, 4) they are educative	
<b>Weaknesses</b>	1) they are laborious, 2) they do not necessarily function as self-assessment, 3) students might not consider it as self-assessment	

TABLE 12: Results of Likert-scale statements and open-ended questions of elicitation

Of course, some different opinions also occurred. The weaknesses of elicitation in table 12 present the following negative features of elicitation: using it can be laborious, it is possible that it will not function as self-assessment, and students might not consider it as self-assessment. Especially the last two weaknesses are something that was anticipated to be the major flaws of elicitation. Although it can be a pleasant and subtle way to implement communicative self-assessment in a classroom, it is possible that teachers nor students actually consider it as self-assessment, which means that it might not even function as such. On the other hand, it is not stated anywhere in the curriculum that self-assessment should necessarily be so visible that students are aware that they are assessing themselves. Therefore, this problem

seems to leave room for interpretation and some teachers might consider it as a good thing that students do not realise elicitation to be self-assessment, whereas some might not.

The positive thoughts and feelings related to elicitation in table 12 include features such as elicitation being a quick, pleasant, educative, and meaningful method. It seems that teachers appreciate elicitation and see it in a quite positive light. They were able to come up with four different strengths and somewhat disagreed with negative statements regarding elicitation. Thus, the overall responses approach elicitation positively and many participants appear to consider elicitation as a suitable self-assessment method for lower-secondary school English teaching. Of course it also must be noted that the participants did not have much to say about elicitation, based on which it can be speculated whether this is the method that can be the most difficult to comprehend as self-assessment. It is likely that elicitation occurs in many classrooms, but the teachers might not realize that it works as self-assessment in its own way.

The findings related to progressive examination are similar to skill-point charts, portfolios, and the European language portfolio in terms of students' ability to take responsibility. As the mode for the first statement in table 13 is 4, it can be stated that many teachers at least somewhat agree on that lower-secondary school students can be responsible enough to assess their own skills in order to choose a suitable exam for their own goals and needs. There were clearly some contradicting feelings as the mean of the statement is only 3,03, which indicates that approximately teachers do not agree nor disagree with the statement. Still, scale value 4 being the most chosen option indicates that there is a quite high number of teachers who trust their students and based on this, it can be argued that trust is not a major issue when it comes to thoughts and feelings related to progressive examination.

Instead, like with many other methods, time seems to be an issue with progressive examination. Although the second statement shows that many participants (mode =4) somewhat agree on that they do have time to individualize the exams to suit the students' needs better, it still must be noted that the mean of the statement leans towards disagreement (mean = 2,58). It seems that there are quite clear differences in how teachers feel about having time to individualize exams: none of the participants stated to strongly agree with having time to do it, but some participants strongly disagree with having time (see appendix: 117). This information contributes to the fact that in terms of self-assessment as a whole, time seems to be an issue almost always with some of the teachers. On the other hand, although time is seen as a problem in progressive examination (weakness 4 in table 13), some teachers commented

in the questionnaire that differentiation requires progressive examination and thus, demands teachers to invest time in order to offer some different options for students in examination. This is also seen as a fair policy by some participants (strength number 3 in table 13).

<b>Progressive examination</b>	<b>Mean</b>	<b>Mode</b>
<i>Lower-secondary school students are capable of deciding the level of their exams.</i>	3,03	4
<i>I have time to individualize exams and make them match different levels the students are aiming at.</i>	2,58	4
<i>Lower-secondary students learn when they are checking their own exams.</i>	4	4
<b>Strengths</b>	1) it creates differentiation without drawing too much attention to it, 2) it creates experiences of success for students, 3) it is fair for the students, 4) it motivates the students	
<b>Weaknesses</b>	1) using it is laborious, 2) it is possible that the students do not set goals for themselves but simply copy what their friends do, 3) it causes comparison among students, 4) it takes too much time 5) it demands a suitable relationship between the teacher and the students	

TABLE 13: Results of Likert-scale statements and open-ended questions of progressive examination

Although the first two statements about progressive examination aroused different views, it seems that the participating teachers mostly agree with the thirds statement: “Lower-secondary students learn when they are checking their own exams.” The mean and the mode for this statement is 4, which indicates that the teachers somewhat agree on that it is educative for students to participate in the assessment of their own exams, which again is a prominent beneficial feature of progressive examination as a self-assessment method. In addition to being educative, progressive examination arouses positive feelings with its ability to create differentiation in a classroom (strength 1, table 13), to create experiences of success (strength 2) and to be motivating (strength 4). Based on the responses, it could be stated that teachers have many positive feelings towards progressive examination due to its benefits.

Then again, the opposing negative thoughts and feelings express that progressive examination is too laborious for teachers (weakness 1). This seems to be a very common problem for teachers with many methods. In addition, some teachers seem to worry that in

progressive examination, students only copy their friends when they set goals for themselves instead of making their own decisions (weakness 2). This weakness was most likely named by those participants who disagree with the first statement in table 13. On the other hand, it is not surprising that there are teachers who think that in self-assessment, students' lack of abilities to decide themselves can be a problem. This is pointed out by previous studies, for example Boud (1994) or Ahtikari (2018) discuss how self-assessment can lead to unrealistic results, and for instance, sometimes students can be too critical on themselves.

In the same manner as with goal maps and skill-point charts, comparison seems to be a problem with progressive examination as well (weakness 3). It seems that many teachers do not have positive feelings about comparing results, and if a method makes comparison possible, these teachers might have less positive stances towards it, which is not surprising at all. What is surprising though, is that some participants named a requirement of a suitable relationship with one's students as a weakness of progressive examination (weakness 5). This is quite interesting as it has not been named as a problem with other methods, for example with discussion, at all. Of course it is possible that this weakness is named just in a single occasion by an individual teacher, but it still raises an important point: it is possible that some teachers have negative feelings towards methods such as progressive examination that require a relationship with one's own students, if they, for instance, do not appreciate knowing their students too much and want to keep a certain distance between them.

In conclusion, in terms of all four directive methods, the responses indicate that the participating teachers have more positive than negative thoughts and feelings. When the clusters of strengths and weaknesses of directive methods are compared with one another, it seems that there are several different positive features named such as directive methods being communicative, educative, motivating and meaningful, or quick and easy to use. Of course several weaknesses were named as well, but it seems that they mostly consider time and workload more than a variety of specific features. In addition, the responses of Likert-scale do not point out anything specifically negative about any of the directive methods, which indicates that as a group, the participating teachers did not have any major negative thoughts and feelings about directive methods apart from individual people.

### 5.3. Teachers' reported behaviour – which methods they state to use and prefer

Two items in the questionnaire were designed to investigate behaviour. In this context, behaviour means the usage of certain self-assessment methods, or the tendency to use them. The first questionnaire item that investigated the participating teachers' behaviour was a similar list than which started the whole questionnaire – a list that contained all of the 12 self-assessment methods, but this time the teachers had to choose those self-assessment methods they use in lower-secondary English teaching. All of the 12 methods were selectable, but the participants also had an option to choose *I do not use any of these methods*. Apart from one participant, the participants stated to use at least some of the methods.

	n	%
Self-assessment discussion (directive)	25	80,65
Self-assessment sheets (structured)	23	74,19
Self-assessment exercises (integrated)	23	74,19
Elicitation (directive)	20	64,52
Electronic methods (directive)	15	48,39
Progressive examination (directive)	11	35,48
Cheat sheet exams (integrated)	10	32,26
Skill-point charts (structured)	3	9,68
Portfolios (integrated)	3	9,68
Goal-maps (structured)	2	6,45
European language portfolio (integrated)	2	6,45
Logs/Journals (structured)	1	3,23
I do not use any of these methods	1	3,23

TABLE 14: Which self-assessment methods the teachers state to use

According to table 14, none of the participants use completely the same methods as there is not a single method that was chosen by all (100 %) of the participants. For example, although every participant recognized self-assessment sheets as a method of self-assessment, still only 74.19 % (n=23) stated to use them. The most used method seems to be the self-assessment discussion, as 80.65 % (n=25) chose this option. Other favoured methods are self-assessment exercises (74.19 % /n=23), elicitation (64.52 % /n=20), electronic self-assessment methods (48.39 % /n=15), progressive examination (35.48 % /n=11), and cheat sheet exams (32.26 % /n=10). Portfolios, goal maps, the language portfolio and logs/journals seem to be in significantly smaller use as only a few teachers stated to use them.

Similar to the knowledge of the participating teachers, their behaviour also seems to include some polarization as most of the methods are rather favoured and used, but certain methods are left with only little use. It is not surprising that for example, goal maps and skill-point charts are not used that often as most of the participants did not even know what they were. On the other hand, portfolios, the European language portfolio, and logs/journals are rather well recognized as self-assessment methods, but still their usage is quite small. For example, 23 (74.19 %) of the participants know what the European language portfolio is (see table 1), but only 2 (6.45 %) state to use them. Thus, comparing the results that are presented in table 1 and table 14, it can be stated that the teachers' knowledge is not consistent with their preferences of usage, and although they recognize most of the self-assessment methods, they still do not necessarily use them. This indicates that the teachers' possible negative attitudes cannot be solely explained by the first component of attitudes as it seems that knowledge does not directly lead to usage, and the reasons for negative results in behaviour are in other factors than in lack of knowledge.

Although it seems that knowledge does not necessarily mean usage, it still seems that the lack of knowledge means non-usage. Among the participants, only four (12.9 %) are familiar with goal maps and two (6.45 %) with skill-point charts, and these results are directly comparable with the usage: only two (6.45 %) of the participants state to use goal maps and three (9.68 %) state to use the charts. To put it shortly, the component of knowledge seems to have a clearer negative influence on attitudes as the lack of knowledge means lack of usage but having knowledge does guarantee usage.

When the responses concerning use patterns are grouped by self-assessment types, it seems that one type is clearly above others – directive self-assessment. If we calculated the results by comparing the amount of selections, the maximum that one method could gain is  $n=31$  (100 %). There are four methods in each type, which means that if every single participant had selected every single method in a certain self-assessment type, the result ( $n$ ) would have been  $31 \times 4 = 124$ .

Structured methods	Sheets n = 23/31	Goal-maps n= 2/31	Skill-point charts n= 3/31	Logs/Journals n= 1/31	TOTAL n= 29/124
Integrated methods	Exercises n= 23/31	Portfolios n= 3/31	The European language portfolio n= 2/31	Cheat sheet exams n= 10/31	TOTAL n= 38/124
Directive methods	Discussion n= 25/31	Electronic methods n= 15/31	Elicitation n= 20/31	Progressive examination n= 11/31	TOTAL n= 61/124

TABLE 15: The comparison between the usage of self-assessment types

Table 15 shows that directive self-assessment methods as a group are mostly chosen by the participants (n= 61/124), whereas the other two have clearly fewer indications of usage: for integrated methods, the result is n= 38/124, and for structured methods it is n= 29/124. Moreover, all methods in directive self-assessment type were chosen at least by 11 people and this is not the case in the other two types. In structured self-assessment methods, self-assessment sheets are the only method that was chosen by more than 10 people (n= 23/31), and in integrated type, self-assessment exercises (n= 23/31) and cheat sheets (n= 10/31) do the same. These numbers indicate that the participants prefer to use directive methods because even their smallest score is higher than the majority in other main types.

Although the overall result of structured and integrated methods is not that high, some of the methods are very popular, especially sheets and exercises. It is not surprising that they are widely used as they are the most traditional methods of self-assessment and their usage has been indicated in previous research as well. Nonetheless, in both structured and integrated self-assessment types, there are methods that are clearly unfavoured by the participating teachers. The findings indicate that cheat sheets are somewhat used, but other structured and integrated methods, meaning goal maps, skill-point charts, logs/journals, portfolios and the European language portfolio, are relatively rarely used as all of them have less than 10 users. As mentioned earlier, it seems that lack of knowledge can be a factor that have influence on behaviour, because skill-point charts and goal maps, the two most unfamiliar self-assessment methods, have only little usage. Their reception in terms of thoughts and feelings is not that negative as they received many positive comments and results, which indicates that their unpopularity in usage is mainly affected by the component of knowledge, not that much by feelings and thoughts.

This cannot be said about portfolios, the language portfolio, and logs/journals. They are well-known methods, but their small usage can be explained by the affective component that is related to them: based on what is said in the previous section, it seems that the participants have quite a lot of negative thoughts and feelings related to all three. Some of the participants seem to consider portfolios, the language portfolio, and logs/journals in somewhat positive light, but many negative affective attitudes still influence how the participants seem to see these three methods. For example, logs and journals are perceived in a quite negative light as the participants think that logs and journals can be too exhausting and difficult for lower-secondary students, it is difficult to motivate students to reflect their skills in a written form, and they can be useless as well. When it comes to logs and journals, even more evident on the negative attitudes towards them is the fact that only one strength was mentioned as their benefit, but many participants managed to come up with several weaknesses.

Based on what was said above, it is not surprising that teachers do not indicate eagerness to use portfolios, the language portfolio, or logs/journals, and that their result in usage is the lowest. As mentioned, skill-point charts and goal maps have fewer users too. To summarize, based on the responses in the questionnaire, it could be argued that lack of knowledge and negative thoughts and feelings affect negatively on behaviour and thus, create negative attitudes. Although none of the methods are completely praised and none of the attitudes are fully positive, it seems that with the rest 7 self-assessment methods, the attitudes can lean towards the positive side because the teachers are familiar with them, but more importantly, have many positive thoughts and feelings towards them.

This argument is also supported by the ranking of the methods (see table 16), which was the other item that represents the component of behaviour in the questionnaire. The participants were asked to rank the self-assessment methods in the order of preference – in other words, they were asked to put that method on number one spot which they would most likely use, and on spot number 12 the method they are most unlikely to use. In this item, the method that has the highest average rank is the most favoured method, whereas the method, whose average rank is the lowest, is the least favoured option for self-assessment.



The two methods of which the participants were there least aware of, skill-point charts and goal maps, and the three methods that aroused most negative thoughts and feelings, meaning logs/journals, portfolios, and the European language portfolio, are all ranked in the bottom. Overall, the findings regarding all three aspects of attitudes in this survey suggest that out of 12 presented self-assessment methods, logs/journals, portfolios, the European language portfolio, skill-point charts, and goal maps arouse the least positive attitudes and are the methods that are the least used. When it comes to cheat sheets, it is difficult to make adequate interpretations on the participants' attitudes as cheat sheets seem to always end up in the middle in the findings. They are quite well-known as a method of self-assessment, they arouse almost equally positive and negative thoughts and feelings, and their usage is somewhat high. One possible reason for cheat sheets ending up in the middle can be that the teachers recognize and use them as a form of schoolwork, but their importance and usefulness as a tool of self-assessment data collection is not widely realized.

Rank	Average	Type	1	2	3	4	5	6	7	8	9	10	11	12
1. Sheets	2,7	Structured	32,26 %	25,81 %	19,35 %	9,68 %	6,45 %	0 %	3,22 %	0 %	0 %	0 %	3,23 %	0 %
2. Discussion	3,3	Directive	12,9 %	12,9 %	35,48 %	25, 81 %	3,23 %	6,45 %	0 %	0 %	3,23 %	0 %	0 %	0 %
3. Exercises	3,4	Integrated	25,81 %	25,81 %	12,9 %	9,68 %	3,22 %	12,9 %	3,22 %	0 %	3,23 %	0 %	0 %	3,23 %
4. Electronic methods	4,6	Directive	16,13 %	9,68 %	3,22 %	9,68 %	29,03 %	12,9 %	9,68 %	6,45 %	0 %	3,23 %	0 %	0%
5. Elicitation	5,2	Directive	6,45 %	9,68 %	16,13 %	16,13 %	6,45 %	12,9 %	9,68 %	9,68 %	6,45 %	3,22 %	3,23 %	0%
6. Progressive exams	7,2	Directive	3,22 %	3,23 %	3,23 %	12,9 %	6,45 %	9,68 %	9,68 %	12,9 %	16,12 %	9,68 %	6,45 %	6,45 %
7. Cheat sheets	7,6	Integrated	0 %	6,45 %	3,23 %	3,23 %	9,68 %	12,9 %	12,9 %	6,45 %	16,13 %	12,9 %	9,68 %	6,45 %
8. Goal-maps	8,2	Structured	0 %	3,23 %	0 %	9,68 %	6,45 %	6,45 %	12,91 %	12,9 %	12,9 %	12,9 %	9,68 %	12,9 %
9./10. Skill-point chart	8,3	Structured	0 %	0 %	3,22 %	3,23 %	19,35 %	3,23 %	6,45 %	12,9 %	9,68 %	16,13 %	16,13 %	9,68 %
9./10. Portfolios	8,3	Integrated	3,22 %	0 %	3,23 %	0 %	0 %	9,68 %	25, 81 %	12,9 %	9,68 %	6,45 %	22,58 %	6,45 %
11. Logs/Journals	8,8	Structured	0 %	0 %	0 %	0 %	9,68 %	12,9 %	3,23 %	16,13 %	19,36 %	12,9 %	6,45 %	19,35 %
12. European portfolio	10,4	Integrated	0 %	3,22 %	0 %	0 %	0 %	0 %	3,23 %	9,68 %	3,23 %	22,58 %	22,58 %	35,48 %

TABLE 16: How different self-assessment methods were ranked in the order of preference

As can be seen in table 16, the most favoured self-assessment method is the self-assessment sheet, which was put in the spot 1 by 32.26 % of the participants. The self-assessment exercises are the third favoured method. In terms of self-assessment sheets and exercises, it could be summarized that they are traditional and well-known methods of self-

assessment and also popular in usage. They arouse steadily positive and negative thoughts and feelings, but their usage is not too much affected by their possible downsides. In other words, the attitudes towards sheets and exercises, the most favoured structured and integrated methods, could be described by saying that the teachers are aware of their possible weaknesses and understand that they are not necessarily the most efficient tools for students' evaluation on their own performance, but their roots are so deep that they seem to be popular from time to time. It could be stated that they are somewhat a prototype of self-assessment.

The second most favoured self-assessment method in the ranking is the discussion, which also seems to be quite widely appreciated method. This argument is based on the fact that as table 16 shows, the lowest rank of the discussion is only the 9<sup>th</sup> spot, whereas in comparison, the lowest rank for the self-assessment sheet is 11<sup>th</sup>. Every single other method, including sheets, ended up in the lowest ranks at least once, but the discussion was placed in every participants' top 9. The reason why the discussion does not surpass self-assessment sheets in the ranking is that although the discussion was not placed in the bottom three a single time, it was not put in the first place that often either - only 12.9 % of the respondents chose the discussion as their first option for self-assessment.

When the rankings of each method are added together within their self-assessment types and the result is divided by four (the number of methods in each type), we get the average ranking for structured, integrated and directive type. In this calculation, the average ranking for structured methods is 7,25 as the ranks of the four structured methods are 1., 8., 9., and 11, and the average rank for integrated methods is 7,75 (3., 7., 9., and 12.). This calculation indicates very much the same preferences in behaviour as the calculation in the previous questionnaire item presented in table 15 – directive self-assessment methods are the most favoured ones. Their average ranking is clearly better than the equivalent of the structured or integrated methods: 4,25. This is not surprising when we look at the overall ranking of the methods, as none of the directive methods are ranked below the top 6, and their ranks in the order of preference are 2., 4., 5., and 6. This all indicates that the participating teachers favour directive self-assessment methods and are more likely to use them rather than other types of self-assessment.

Structured methods	Sheet's rank: <b>1</b>	Goal-map's rank: <b>8</b>	Skill-point chart's rank: <b>9</b>	Logs/Journals' rank: <b>11</b>	AVERAGE RANK: <b>7,25</b> (29/4)
Integrated methods	Exercises' rank: <b>3</b>	Portfolios' rank: <b>9</b>	Language portfolios' rank: <b>12</b>	Cheat sheets' rank: <b>7</b>	AVERAGE RANK: <b>7,75</b> (31/4)
Directive methods	Discussion's rank: <b>2</b>	Electronic methods' rank: <b>4</b>	Elicitation's rank: <b>5</b>	Progressive examination's rank: <b>6</b>	AVERAGE RANK: <b>4,25</b> (17/4)

TABLE 17: The average ranking of self-assessment types in order of preference

Overall, in terms of usage, no matter which indicator, the preference of usage or the rank of popularity, is viewed, the directive methods always receive the highest and most positive results. The ranking of directive methods is clearly better than any other main type's. They are never ranked below the 10<sup>th</sup> position, and moreover, in terms of preference in usage, they all are stated to be used by at least 11 or more participants out of 31. Their popularity in terms of behaviour is consistent with the other two components of attitudes, because in terms of cognitive component, knowledge, all four methods are widely recognized by the participants, and in terms of affective component, thoughts and feelings, none of them received a clear negative reception. Still, it cannot be simply stated that the teachers' attitudes towards directive self-assessment methods are completely positive, as all of the methods received negative opinions and lower rankings as well. Nonetheless, the overall result counts, and the way directive methods stand out from the other two method type cannot be left without notion: with the information gained by this research, one cannot draw major differences between the attitudes related to structured or integrated methods, but the findings support the fact that compared to these two main types of self-assessment, directive methods receive the most positive attitudes.

## 6. CONCLUSION

The final chapter of this thesis concludes the whole study by discussing three different points. At first, the results and most important findings are summarized by answering the two research questions that guided this study in charting the attitudes of lower-secondary English teachers towards chosen self-assessment methods. This is followed by a discussion in which the

reliability of the research and its results are pondered. Finally, the last words in this thesis are dedicated to practical implications of the study, and a view is given on two different issues – what is the usefulness of this research, and how could this study be developed and continued.

### 6.1. Answers to research questions

*RQ1: What kinds of knowledge, thoughts, feelings, and behavioural preferences do English teachers have regarding the different self-assessment methods?*

In terms of knowledge, it could be stated that the participating teachers were quite familiar with the presented 12 self-assessment methods as only two methods, goal maps and skill-point charts, are more unknown to them. Other methods were recognized at least by over half of the participants, so it is justified to argue that the remaining 10 platforms, tools and working methods are well recognized as possible methods of self-assessment. Overall, the participants' knowledge and familiarity with the methods is rather high.

From the point of view of thoughts and feelings, the key finding is that the participants had both positive and negative views regarding the chosen self-assessment methods. Each method has its own strengths but also weaknesses: for example, some are motivating and concrete, which is a positive thing, whereas some can be unsuitable for lower-secondary school self-assessment or require too much resources. Some methods, especially portfolios, the language portfolio, and logs/journals are perceived in a more negative light which is directly connected to their usage. One common feature in the participating teachers' affective attitudes is that time and labour are influencing their perceptions vastly – nearly all methods are criticized for being time consuming or laborious. Still, none of the methods are completely left without a notion of strengths, which indicates that the participants are capable of seeing the positive side of each method. Moreover, a positive finding is that the teachers seem to trust their students quite well – the findings indicate that mostly the participants feel that their lower-secondary students can take responsibility over their work. This means that the thoughts and feelings towards the chosen self-assessment methods are not negatively influenced by teachers' distrust over their students.

Finally, the behaviour-related attitudes indicate that the teachers use and prefer the self-assessment methods rather widely as all of the methods are chosen by some participants, which means that none of the methods are completely left without usage. As a

matter of fact, only one participant out of 31 stated not to use any of the methods. The most favoured methods were self-assessment sheets, discussions, and self-assessment exercises. This is in line with previous research results, such as those by Lepistö (2008), Kuitinen and Viita (2009), Bullock (2011), and Ahtikari (2018): in each study, the teachers state to have used sheets, exercises, and discussion. These three seem to have been the most recognized and used methods of self-assessment in the previous studies, and in this study, the finding is exactly the same. The participants are very familiar with them, their thoughts and feelings towards them have many positive features, and their usage is very high. Thus, it can be summarized that as separate methods of self-assessment, the attitudes towards sheets, discussion, and exercises are the most positive and favourable.

*RQ2: Are there any differences in the English teachers' attitudes from the point of view of the three main self-assessment types and if so, why?*

When the cognitive, affective and behavioural component of attitudes, related to three self-assessment types, structured, integrated and directive self-assessment, are compared to one another, it seems that a clear distinction between structured and integrated methods cannot be made as their results are quite close to each other. Nonetheless, the key finding in the questionnaire strongly indicate that the attitudes towards directive methods are clearly more positive than the attitudes towards the other two main types. All four directive self-assessment methods were recognized by the majority of the participants. Also, thoughts and feelings related to them are quite positive. Most importantly, the behavioural component provides the most compelling evidence on the favour of directive self-assessment methods: their usage is very high whereas the equivalent findings for structured and integrated methods are clearly smaller. In addition, the success of directive methods in the preference rank indicates their favour – all of the four methods placed in the top 6 in average ranking of preference.

It is possible that the reason behind the positive attitudes towards directive methods is in their core nature. Their nature is to be communicative, spontaneous, individual and thus, transparent. These features are in line with the benefits of self-assessment and more importantly, allow them to evade many challenges that self-assessment usually faces. To recap, there are several main challenges that self-assessment encounters, such as self-assessment being unrealistic and fraudulent (e.g. Blue 1994 and Alanen & Kajander 2011), self-assessment occurring irregularly (Blue 1994), and students not participating spontaneously and having

tendency to consider self-assessment as fake and forced (e.g. Leinonen 2000). Other challenges are self-assessment being too much affected by teacher's previous assessment (Blue 1994), teachers' tendency to consider self-assessment as too laborious (e.g. Kadzi & Amziane 2018) and to not being unanimous on what is considered as self-assessment (Kuittinen & Viita 2009). The final challenge is that there is a possibility that self-assessment can have a negative influence on students' L2 identities (Murray 2011). These all can cause negative attitudes towards self-assessment to occur among teachers, but apart from self-assessment being too laborious, and that teachers are not unanimous on what counts as self-assessment, the challenges can be avoided when directive methods are used. This could explain the participants' positive attitudes.

Firstly, the challenge of self-assessment being unrealistic can be addressed with directive methods. If students assess their own performance for example face-to-face with the teacher, or with electronic applications, the teacher immediately sees and hears what the student thinks about him-/herself. The communicative nature of directive methods makes self-assessment interactive and relevant to the context, which means that it is much easier for the teacher to realize whether the students' assessment on their own performance is realistic or not. With directive methods, they also can add their own input to the students' self-assessment and for example, ask for clarification why the students assess themselves the way they do. The same goes with the challenge of self-assessment being fraudulent. The directive methodology makes it much more difficult for students to try to steer grading towards the better, as the directive methods require communication and clear goal setting. This is not the case, when for example, self-assessment is done via a sheet in which the students are asked to grade themselves. It could be stated that it is more difficult for students to simply reward themselves with undeserved grades when they have to do it in interaction with the teacher.

As mentioned in section 2.5.2., it is possible that teachers have negative attitudes towards certain methods of self-assessment if their students take a negative stance towards them – students' small and ineffective participation might make teachers to avoid using self-assessment. This problem can be avoided with directive methods: using them adds meaningfulness to self-assessment and thus, the students' lack of spontaneous participation might not hinder self-assessment. As Leinonen (2000) points out, lower-secondary school students can think that self-assessment has little influence on what happens in the school or the grading, which again makes it more than possible that the students do not appreciate self-assessment. This sort of thinking can be avoided with directive methods as they all aim at clear

goal setting and planning how to reach those goals, which is exactly what self-assessment is about. When directive methods are used, the students can see the effect of self-assessment in action: in discussion, they can privately discuss their goals and plans with the teacher, many electronic programs, such as Qridi, personalize everyone's own aims in language teaching, elicitation can steer the classwork to certain directions, and progressive examination proves to students that they can choose their own goals and aims in grading. To put it short, directive methods make self-assessment results concrete and visible, which can decrease the possibility of students seeing self-assessment as useless and fake, which again can increase the teachers' eagerness to use them.

To conclude, the other challenges of self-assessment, irregularity, lack of independence, and the possible negative influence on students' L2 identities can also be avoided by directive methods. The idea of directive methods is to be implemented in everyday schoolwork just like the integrated methods, and it could be argued that the directive methods are even more free of time restrictions than other methods: for example, applications can be used at anytime and anywhere, elicitation can occur as often as needed, and as the findings indicate, even a little chat during a class can be counted as self-assessment discussion. Thus, directive methodology can avoid irregularity.

The same goes with independence: although it seems that self-assessment is often affected by how teachers assess their students (Blue 1994), it is possible that directive methods, such as discussions, avoid this problem due to their interactive nature, which makes them more desirable among teachers. Instead of assessing themselves alone, the students are in interaction with their teacher and both sides can spontaneously justify their opinions on the students' performance. This also makes learning environment safe, which makes it less likely that students' language identities are harmed by the assessment, which again might be the explanation why teachers seem to prefer directive methods.

## 6.2. The reliability of this research

This section discusses the reliability of this study by focusing on two aspects: the participants of the questionnaire and the framework that guided the whole study. To begin with, the data of this study was collected on two different platforms, a Facebook group and email lists, which are supposed to be used by actual English teachers and teacher-students. Because this study's questionnaire was published online, there is no certainty that all of the participants are actually

teachers, but as the platforms have certain requirements for their members, we can assume that all of the participants truly represent the target group. The number of respondents to the survey reported in this study was relatively low, 31 individuals. This was taken into account when conclusions on the teachers' attitudes are drawn – the findings represent only a certain group of people, not all teachers.

Furthermore, it is important to realize that this research approaches self-assessment methods in a certain way, especially by the division of the 12 methods. The division in this thesis is made by focusing on the main characterising feature of each method, although they all have distinctive characteristics that represent other types of self-assessment as well. It is more than possible that someone else might categorize these methods differently, or moreover, it is possible that someone else might not categorize them at all. Finally, this thesis does not claim that these 12 methods are the only existing ones. There ought to be many more different ways with which teachers can ask their students to assess themselves, and the way the teachers perceive them can be anything. This thesis focuses on certain methods and categorizes them in a certain way and as such, it is an adequately reliable research.

### 6.3. Implications for teaching practises and future research

The study results present two different avenues for further research. Firstly, as many teachers indicate, they are not told enough about electronic self-assessment methods, and moreover, some methods, such as goal maps, are almost fully unknown. This suggests that one implication of this study relates to teacher education – there is a need for introduction to different methods of self-assessment. Teachers could benefit from being taught how to implement self-assessment in regular schoolwork so that it would not take too much time and be too laborious, and the results of this study could be used to gain guidelines on which methods should be promoted more. Moreover, this research and its findings could be elaborated to create a teachers' handbook of self-assessment, which could work as a manual of practical tips on how to collect self-assessment data from the student diversely in English teaching.

Another way with which this research's results could put to use is solely based on teachers' negative attitudes: many participants state that they do not have enough resources to have discussions with their students, their spatial resources cause problems with using certain methods, they do not have money to use electronic tools, they do not have time and energy to promote self-assessment, and so forth. This information could be used in designing



and planning the work in each school: after all, self-assessment is required by the national curriculum, so the schools should invest in making its usage possible. The teachers' work and the role of self-assessment could be supported by promoting co-teaching, planning the usage of classrooms more carefully, funding the usage of self-assessment tools, and so on.

To conclude, this study is just a small step on a large research field, and this topic could be continued and developed in several ways. As mentioned, this thesis investigates only 12 different self-assessment methods although most likely more methods exist, so studying them would be reasonable. In addition, one could also broaden this research and aim at higher numbers of participants or edit the questionnaire to focus more closely on certain aspects, especially thoughts and feelings, as their investigation is rather superficial in this study. Also, one could delve deeper in this topic by interviewing the teachers to gain a better explanation on their attitudes, or one could even shift the focus from teachers' attitudes to students' attitudes. Lastly, another option for development is to put these self-assessment methods to use – one could create a test-based research where the usefulness of each method would be investigated in real use at schools.

There are many directions to which this topic can continue, and it is important that concrete self-assessment methods are investigated more closely in future. The view from self-assessment as a phenomenon is needed to be shifted to so a closer view on self-assessment's practical side. After all, self-assessment plays an important role in the current curriculum and represents the modern view on language teaching and education in general. Researching its methodology and developing understanding related to it is very important because it does not only produce new knowledge in language sciences, but it can also develop the Finnish school system and education towards the better.

## 7. BIBLIOGRAPHY

- Ahtikari, E. (2018). *Arviointia vai oppimista? –Alakoulun englanninopettajien käsityksiä ja kokemuksia oppilaan itsearviointista*. Faculty of Education. University of Jyväskylä. <http://urn.fi/URN:NBN:fi:jyu-201808023702>
- Alanen, R. (2011). Kysely tutkijan työkaluna. In P. Kalaja, R. Alanen & H. Dufva (eds.), *Kieltä tutkimassa: tutkielman laatijan opas*. Helsinki: Finn Lectura, 146–161.
- Alanen, R. and Kajander, K. (2011). Reflektio ja itsearviointi: Opettajan mielistelyä vai kriittistä oman toiminnan arviointia? In R. Hildén, O. Salo, R. Alanen, L. Lestinen, T. Nyman, K. Kajander & N. Turunen. (eds.), *Kielikasvatus tänään ja huomenna: opetussuunnitelmat, opettajankoulutus ja kielenopettajan arki*. Helsinki: WSOY Pro, 65–82.
- Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.
- Blue, G. M. (1994). Self-Assessment of Foreign Language Skills: Does It Work? *CLE Working papers* (3), 18–35.
- Boud, D. (2013). *Enhancing learning through self-assessment* (6<sup>th</sup> edition). Routledge.
- Bullock, D. (2011). Learner self-assessment: an investigation into teachers' beliefs. *ELT Journal*, Vol 65, (2), 114–125. <https://doi.org/10.1093/elt/ccq041>
- Butler, Y.G. (2016). Assessing young learners. In D. Tsagari, and J. Banerjee (eds.), *Handbook of Second Language Assessment*. Boston: De Gruyter Mouton, 359–376.
- Collinsdictionary.com. *Attitudes*. Retrieved in September 22nd 2020: <https://www.collinsdictionary.com/dictionary/english/attitude>
- Cowie, N. and Sakui, K. (2011). Crucial but Neglected: English as a foreign language teachers' perspectives on learner motivation. In G. Murray, X. Gao & T. Lamb (eds.), *Identity, motivation, and autonomy in language learning*. Bristol; Buffalo: Multilingual Matters, 212–228.
- European Centre for Modern languages of the Council of Europe/ECML. *European language portfolio*. Retrieved in October 8th 2020: <https://www.ecml.at/Thematicareas/EvaluationandAssessment/EuropeanLanguagePortfolio/tabid/4179/Default.aspx>

- Gagné, M. and Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational behavior*, 26(4), 331–362.
- Gharib, A., Philips, W. and Mathew, N. (2012). Cheat Sheet or Open-Book? A Comparison of the Effects of Exam Types on Performance, Retention, and Anxiety. *Online Submission*. 2(8), 469-478.
- Hamp-Lyons, L. (2016). Purposes of assessment. In D. Tsagari, and J. Banerjee (eds.) *Handbook of Second Language Assessment*. Boston: De Gruyter Mouton, 13–28.
- Hernández Reyes, G., Chávez Turro, J. and Intke-Henrnández, M. (2018). Towards a comprehensive, integrative, and formative evaluation process in A1 Spanish Courses. In J. Jokinen. (eds.), *Kielenoppimisen kehittyvät arviointi- ja palautekäytänteet*. Helsinki: Helsingin Yliopiston kielikeskuksen julkaisusarja, 9–28.
- Huhta, A. (2019). Understanding self-assessment: What factors might underlie learners' views of their foreign language skills? In A. Huhta, G. Erickson and N. Figueras (eds.), *Developments in Language Education: A Memorial Volume in Honour of Sauli Takala*. Jyväskylä: European Association for Language Teaching and Assessment, 131-146.
- Jämsen, M. (2012). *Oppilaantuntemus samanaikaisopettajien näkemänä*. Faculty of Education. University of Jyväskylä. <http://urn.fi/URN:NBN:fi:jyu-201206181891>
- Kadri, N. and Amziane, H. (2018). Teachers' Attitudes About Students' Self-Assessment: What Research Says and What Classrooms Reveal. 22-1, 2017 *مجلة الممارسات اللغوية*.
- Khoshsima, H. and Mohammadi, J. (2016). A Comparative Study of Students' and Teachers' Attitude toward Self-Assessment: A Case Study of Iranian Context. *International journal of humanities and cultural studies*. Vol 3.
- Kuittinen, N. and Viita, N. (2009). *Itsearviointin merkitys oppilaan minäkäsityksen ja itsetunnon kannalta – alkuopettajien ja opettajien käsityksiä itsearviointista*. Faculty of Education. University of Tampere.
- Leinonen, A. (2000). *Peruskoulun oppilasarviointi sekä yleisenä että oppilaan minäkäsitystä koskettavana ilmiönä: 9-luokkalaisten näkemyksiä ja kokemuksia*. Faculty Education. University Jyväskylä. <http://urn.fi/URN:NBN:fi:jyu-2000859606>

- Lepistö, S. 2008. *Itsearviointi vieraiden kielten opetuksessa alakoulussa. Opettajien näkökulmia ja oppimateriaalien analyysia*. Faculty of Education. University of Jyväskylä. <http://urn.fi/URN:NBN:fi:jyu-200810035782>
- Luostarinen, A. and Peltomaa, I. (2016). *Reseptit OPSin käyttöön: Opettajan opas työssä onnistumiseen*. Jyväskylä: PS-Kustannus.
- Manner-Kivipuro, M., Miettinen, E. and Wallinheimo, K. (2018). Portfolio arviointimenetelmänä. In J. Jokinen (eds.), *Kielenoppimisen kehittyvät arviointi- ja palautekäytänteet*. Helsinki: Helsingin Yliopiston kielikeskuksen julkaisusarja, 29–46.
- McKay, P. (2006). *Assessing young language learners*. Cambridge: Cambridge University Press.
- McMillan, J. H. and Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40–49.
- Murray, G. (2011). Imagination, metacognition and the L2 self in a self-access learning environment. In G. Murray, X. Gao and T. Lamb (eds.), *Identity, motivation, and autonomy in language learning*. Bristol; Buffalo: Multilingual Matters, 75–90.
- Nieminen, J. H. (2019). Itsearviointi. In A. Luostarinen, J.H. Nieminen, P. Nilivaara, N. Ouakrim-Soivio, I. Peltomaa, L. Tuohilampi and E.H. White (eds.), *Arvioinnin käsikirja*. Jyväskylä: PS-kustannus, chapter 8
- Opetushallitus (a). *Arviointisanasto opettajille*. Retrieved in September 29th 2020: <https://www.oph.fi/fi/koulutus-ja-tutkinnot/arviointisanasto-opettajille>
- Opetushallitus (b). *Eurooppalainen kielisalkku*. Retrieved in September 17th 2020: <https://www.oph.fi/fi/koulutus-ja-tutkinnot/eurooppalainen-kielisalkku>
- Panadero, E. and Alonso-Tapia, J. (2013). Self-assessment: Theoretical and Practical Connotations. When it Happens, how is it Acquired and what to do to Develop it in our Students. *Electronic Journal of Research in Educational Psychology*. 11. 551-576. 10.14204/ejrep.30.12200.
- Perusopetuksen opetussuunnitelman perusteet. (2014). Opetushallitus. Retrieved in September and October 2020: <https://www.oph.fi/fi/koulutus-ja-tutkinnot/perusopetuksen-opetussuunnitelman-perusteet>
- Perusopetuslaki 1998 2 §. (21.8.1998/628). *Opetuksen tavoitteet*. Retrieved in October 2 2020: <https://finlex.fi/fi/laki/ajantasa/1998/19980628>

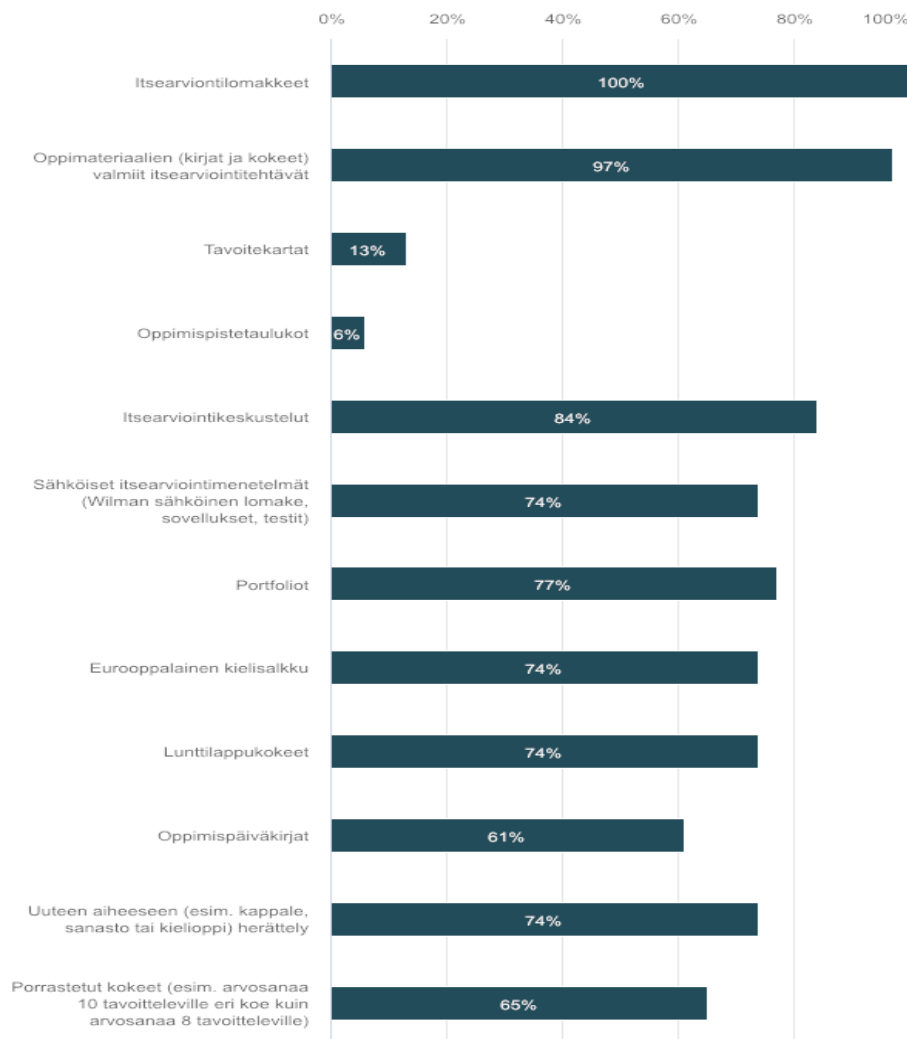
- Perusopetuspalvelut (2020). *Keskustelutilanteessa huomioitavaa*. Arviointikeskustelu yleisopetuksessa luokilla 7–8. Jyväskylän kaupunki. Retrieved in October 2020: [https://peda.net/jyvaskyla/poske/oppilasarviointi/arviointiohjeita/i/malml/7la2:file/download/829ea8cc55a14bd731fd0978f35a7c17070f4c4a/Arviointikeskusteluohje%20opettajalle\\_20-21.pdf](https://peda.net/jyvaskyla/poske/oppilasarviointi/arviointiohjeita/i/malml/7la2:file/download/829ea8cc55a14bd731fd0978f35a7c17070f4c4a/Arviointikeskusteluohje%20opettajalle_20-21.pdf)
- Pollari, P. (2016). *'This is my portfolio': Portfolios in upper secondary school English studies*. Jyväskylä: Institute for Educational Research.
- Pollari, P. (2017). *(Dis)empowering assessment: Assessment as experienced by students in their upper secondary school EFL studies*. Jyväskylä Studies in Humanities 329. University of Jyväskylä.
- Purpura, J. E. 1. k. (2004). *Assessing grammar*. Cambridge: Cambridge University Press.
- Qridi.fi. Retrieved in September 30th 2020: <https://qridi.fi/#qridi>
- Rautiainen, O., Rissanen, L., Kiuru, N. and Hirvonen, R. (2017). Siirtymä alakoulusta yläkouluun yhtenäis- ja erilliskouluissa – siirtymään liittyvät huolet nuorilla. *Oppimisen ja oppimisvaikeuksien erityislehti*; 2017, Vol. 27, No.4. Niilo Mäki -säätiö.
- Saarikoski, R. (2013). *Opetusteknologian mahdollisuudet opetuksessa*. Ammatillisen koulutuksen kehittämishanke. Tampere: Tampere University of Applied Sciences. <http://urn.fi/URN:NBN:fi:amk-201305087290>
- Saleh, I.M. and Khine, M. S. (2011). *Attitude research in science education classic and contemporary measurements*. Information Age Pub.
- Sahimaa, V. (2016). *Suunnitelma osaamismerkkeihin perustuvasta arviointikäytännöstä*. Shared in a Facebook-group *Yksilöllinen oppiminen ja oppimisen omistajuus* (19.6.2016). Retrieved in September 2020: <http://bit.ly/sahimaa>
- Saito, Y. (2003). The Use of Self-assessment in Second Language Assessment. *Studies in Applied Linguistics & TESOL*. 3(1).
- Scott, L.C. (2015). *The futures of learning 1: Why must learning content and methods change in the 21<sup>st</sup> century?* Education research and foresight. Working papers. UNESCO: Digital Library.

- Taras, M. (2005). *Assessment – summative and formative – some theoretical reflections*. British Journal of Educational Studies. 53:4. 466-478. <https://doi.org/10.1111/j.1467-8527.2005.00307.x>
- Tarnanen, M. (2016). Lovetatko virheitä – kehitätkö arviointia? *Ruusupuiston uutiset: kasvatus- ja koulutus uutisia Jyväskylän yliopiston Ruusupuistosta* 2016/2. Jyväskylän yliopisto.
- The TEFL Academy (2018). *5 ways to Elicit Effectively in the EFL Classroom*. Retrieved in October 9th 2020: <https://www.theteflacademy.com/blog/2018/03/5-ways-to-elicit-effectively-in-the-efl-classroom/>.
- Thomson, C. K. (1996) Self-assessment in self-directed learning: issues of learner diversity. In R. Pemberton (eds.), *Taking control: autonomy in language learning*. Hong Kong: Hong Kong University Press.
- Toivola, M. (2018). Pitäisikö viittaaminen kouluissa kieltää? *Uusi Suomi*, April 17, 2018. Retrieved October 2<sup>nd</sup> 2020: <https://puheenvuoro.uusisuomi.fi/mrstoivola/253933-pitaisiko-viittaaminen-kouluissa-kieltaa/>
- Toivola, M. (2019). Arvionti apuna oppimiskulttuurin rakentamisessa. *Dimensio*. March 28, 2019. Retrieved September 16th, 2020: <https://www.dimensiolehti.fi/vuoden-opettaja-2019-arvionti-apuna-oppimiskulttuurin-rakentamisessa/>
- Torchim, W. M. 2006. Descriptive Statistics. *The Research Methods Knowledge Base* [online] (2) <https://conjointly.com/kb/descriptive-statistics/>
- Virtanen, A., Mäkinen, T., Klemola, U., Lauritsalo, K. and Tynjälä, P. (2020). Arvionti ja palaute oppimista tukemassa. In M. Tarnanen, & E. Kostiainen. (eds.), *Ilmiömäistä!: ilmiölähtöinen lähestymistapa uudistamssa opettajuutta ja oppimista*. Jyväskylä: Jyväskylän Yliopisto, 123–140.
- Weigle, S. C. (2009). *Assessing writing*. Cambridge: Cambridge University Press.

## 8. APPENDIX: Questionnaire responses

### 1. Rastita seuraavasta listasta ne itsearviointimenetelmät, joista olet kuullut/ joita tiedät käytettävän oppilaiden itsearvioinnin välineinä yläasteen englannissa

Vastaajien määrä: 31, valittujen vastausten lukumäärä: 248

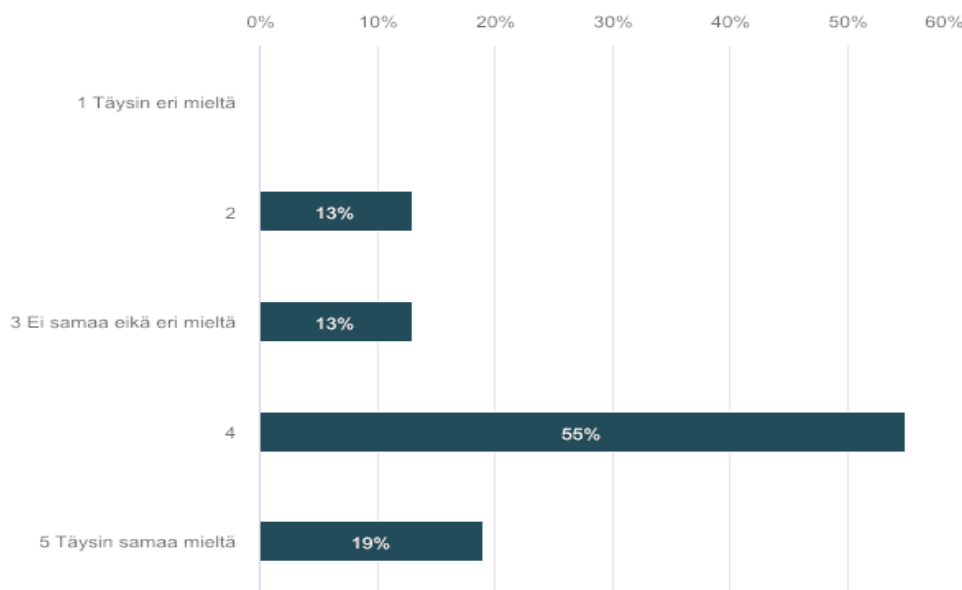


	n	Prosentti
Itsearviointilomakkeet	31	100%
Oppimateriaalien (kirjat ja kokeet) valmiit itsearviointitehtävät	30	96,77%

Tavoitekartat	4	12,9%
Oppimispistetaulukot	2	6,45%
Itsearviointikeskustelut	26	83,87%
Sähköiset itsearviointimenetelmät (Wilman sähköinen lomake, sovellukset, testit)	23	74,19%
Portfoliot	24	77,42%
Eurooppalainen kielisalkku	23	74,19%
Luntilappukokeet	23	74,19%
Oppimispäiväkirjat	19	61,29%
Uuteen aiheeseen (esim. kappale, sanasto tai kielioppi) herättely	23	74,19%
Porrastetut kokeet (esim. arvosanaa 10 tavoitteleville eri koe kuin arvosanaa 8 tavoitteleville)	20	64,52%

## 2. 1. Itsearviointilomakkeet ovat helpoin tapa kerätä itsearviointia oppilailta yläasteella.

Vastaajien määrä: 31

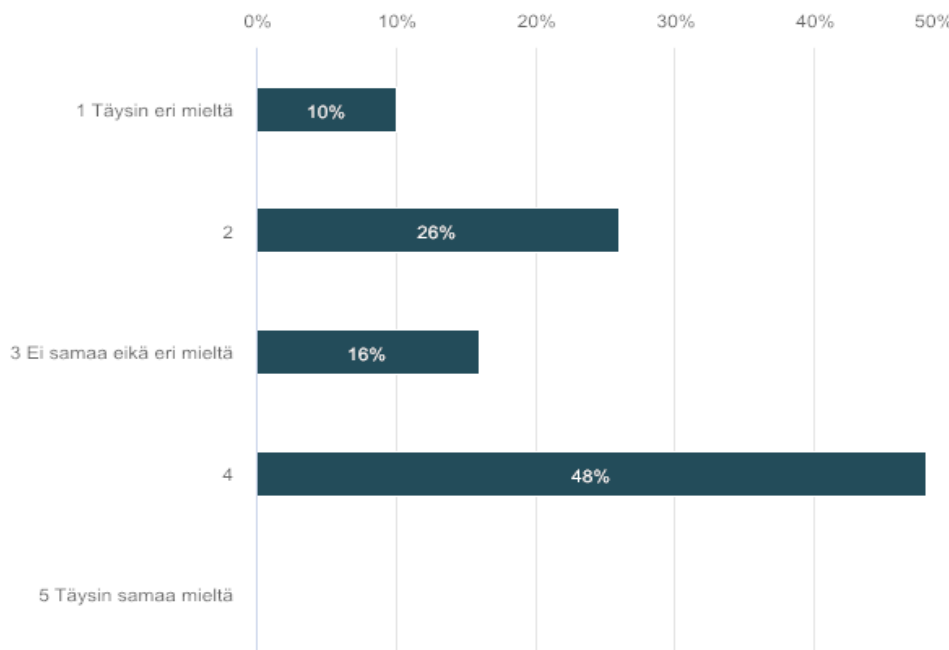




	n	Prosentti
1 Täysin eri mieltä	0	0%
2	4	12,9%
3 Ei samaa eikä eri mieltä	4	12,9%
4	17	54,84%
5 Täysin samaa mieltä	6	19,36%

**3. 2. Itsearvionilomakkeet tuottavat minulle riittävää tietoa siitä, mitä oppilaani ajattelevat omasta osaamisestaan.**

Vastaajien määrä: 31

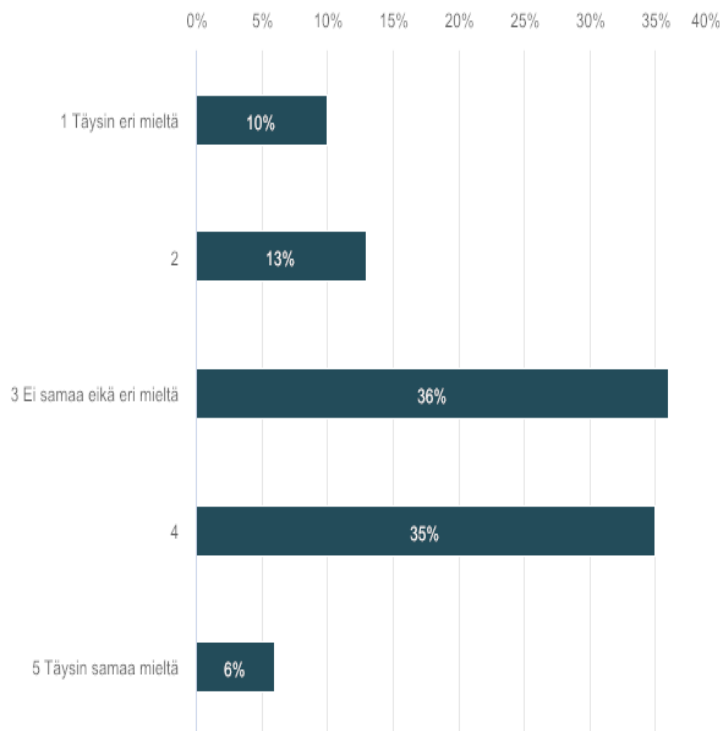


	n	Prosentti
1 Täysin eri mieltä	3	9,68%

2	8	25,8%
3 Ei samaa eikä eri mieltä	5	16,13%
4	15	48,39%
5 Täysin samaa mieltä	0	0%

#### 4. 3. Käytän itsearviointilomakkeiden tuloksia määrittelläkseni, mitä opetan seuraavaksi ja mitä tunteilla tapahtuu jatkossa

Vastaajien määrä: 31

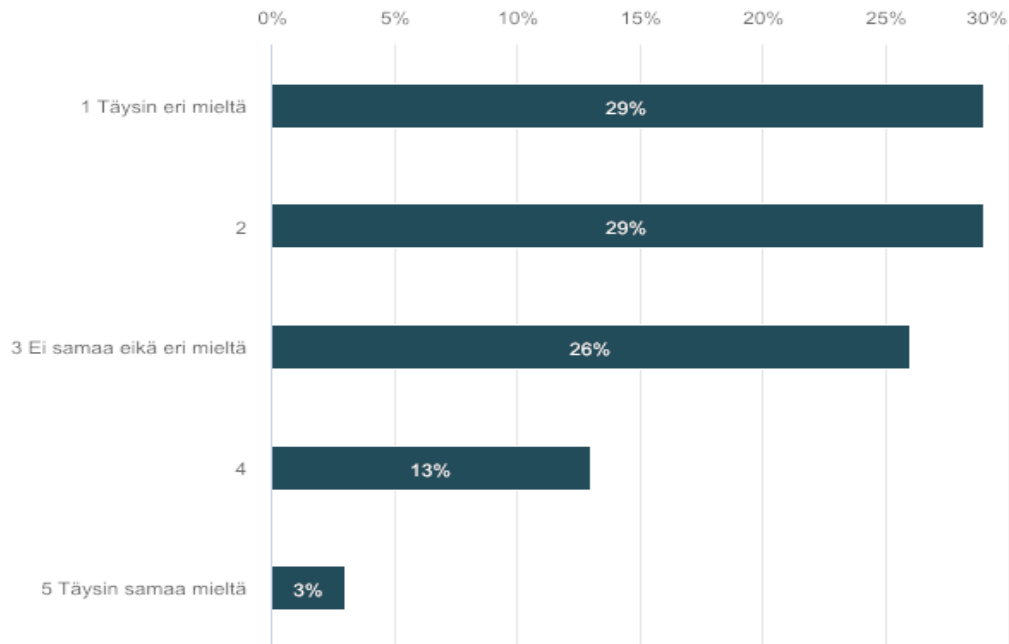


	n	Prosentti
1 Täysin eri mieltä	3	9,68%
2	4	12,9%
3 Ei samaa eikä eri mieltä	11	35,49%

4	11	35,48%
5 Täysin samaa mieltä	2	6,45%

#### 5. 4. Välttelyn itsearviointilomakkeiden käyttämistä, koska oppilaat eivät ota niitä tosissaan.

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	9	29,03%
2	9	29,03%
3 Ei samaa eikä eri mieltä	8	25,81%
4	4	12,9%
5 Täysin samaa mieltä	1	3,23%

#### 6. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida

Vastaajien määrä: 11

## Vastaukset

Käytän itsearviointia yläkoululaisten kanssa ja pyrin välillä herättelemään osaa siihen, että osaavat enemmän kuin luulevat. Osalla yläkoululaisista on tosin tapana vain laittaa jotain miettimättä asiaa. Tällöin vastaus ei kerro paljoa.

Yläasteikäinen ei vielä vaikuta ymmärtävän itsearvioinnin hyötyjä eikä näihin lomakkeisiin viitsitä nähdä vaivaa eikä käyttää aikaa. Usein turhia. Selkeät väittämät ja asteikko aina, useimmiten, joskus, en koskaan näyttävät keräävän rehellisimmät vastaukset.

Itsearviointilomakkeen toimivuus riippuu kysymystenasettelusta.

Jos opettajan pitää itse luoda lomakkeet, en koe niiden olevan helpoin tapa. Valmiit lomakkeet ovat helpompia.

En ole käyttänyt, ei ole hyötyä.

Osa oppilaista täyttää tosi nopeasti, hutaisten. Muutamat jaksavat käyttää tätä työvälineenä ja aidosti miettiä omaa osaamistaan. Kaikkien kapasiteetti / itsetunto ei vielä riitä itsearviointiin tässä muodossa.

Itsearviointilomakkeiden haasteena on saada oppilaat kuvailemaan osaamistaan omin sanoin. Jos lomakkeeseen laittaa avokysymyksiä, jättää suurin osa vastaamatta niihin.

Itsearviointimenetelmistä käytän eniten itsearviointilomakkeita. Jos kysymykset / pohdittavat seikat ovat hyvät ja selkeät, vastaavat oppilaat yleensä hyvin näihin.

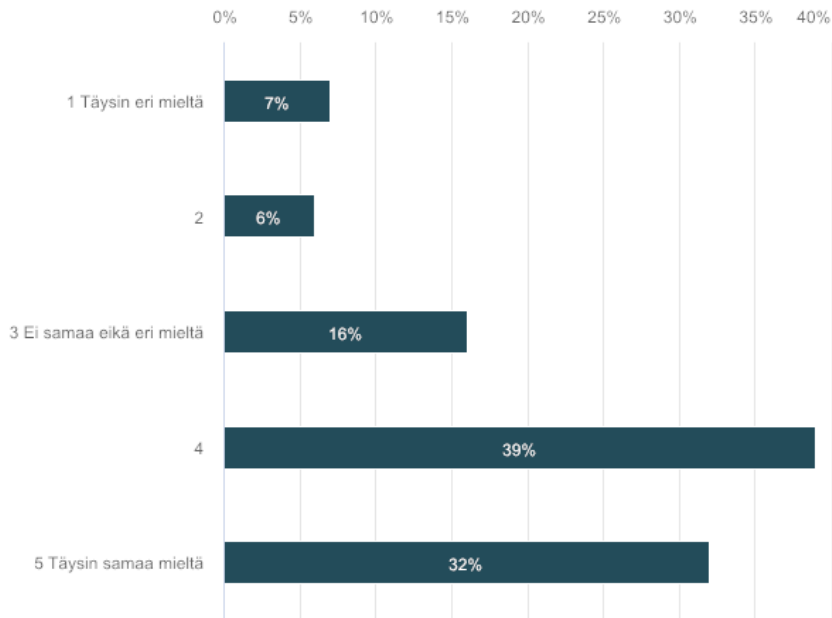
Nopea ja helppo tapa kerätä itsearviointeja. Usein käyn näiden pohjalta vielä erillisen arviointikeskustelun. Oppilaat kokevat myös helppona.

Neloskohtaan lisäyksenä, että mikäli oppilaat ottavat ne tosissaan riippuu täysin ryhmästä

Pidän itsearviointia oppimisen kannalta oleellisena, mutta lomakkeiden käytön suhteen olen epäileväällä kannalla.

**7. 5. Suosin oppimateriaalien itsearviointitehtäviä, sillä ne ovat valmiiksi tehtyjä ja siten säästävät aikaani.**

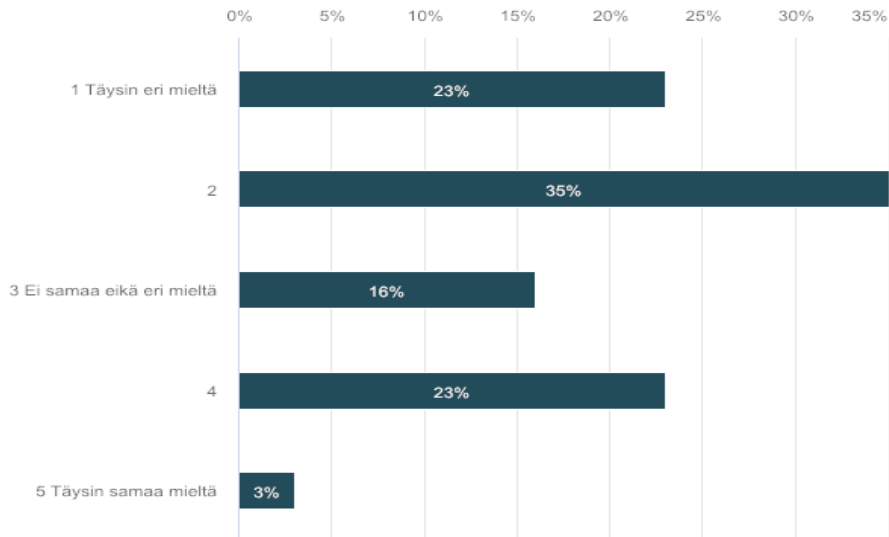
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	2	6,45%
2	2	6,45%
3 Ei samaa eikä eri mieltä	5	16,13%
4	12	38,71%
5 Täysin samaa mieltä	10	32,26%

**8. 6. Monet oppikirjojen itsearviointitehtävät, kuten hymynaamojen piirtäminen tai värittäminen, eivät sovi yläastelaisille, vaan kuuluvat ala-asteelle.**

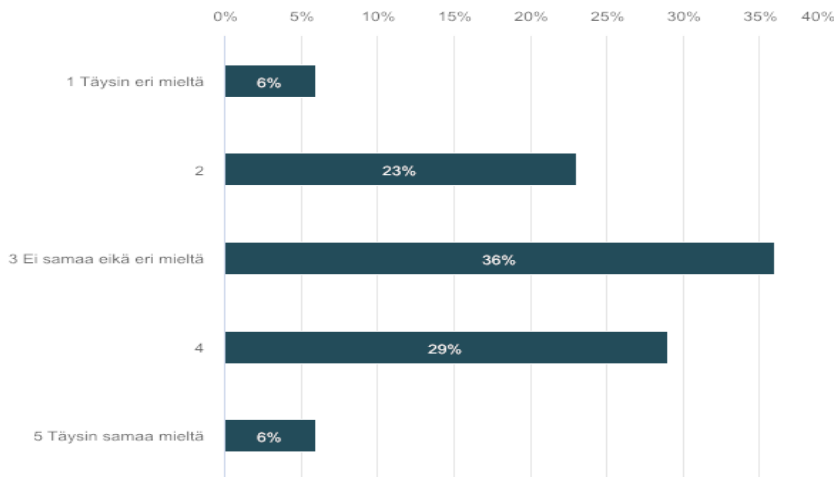
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	7	22,58%
2	11	35,48%
3 Ei samaa eikä eri mieltä	5	16,13%
4	7	22,58%
5 Täysin samaa mieltä	1	3,23%

### 9. 7. Yläasteen englannin oppimateriaaleissa on liian vähän itsearviointitehtäviä.

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	2	6,45%
2	7	22,58%
3 Ei samaa eikä eri mieltä	11	35,49%
4	9	29,03%
5 Täysin samaa mieltä	2	6,45%

#### 10. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida

Vastaajien määrä: 5

Vastaukset
Hymynaamat sopivat hyvin yläasteikäisille. Väritystehtäviä en muista nähneeni.
On mahtavaa, että näitä on valmiina! Inhoan lomakkeiden tekemistä itse. Kirjasarjoissa nämä eivät kuitenkaan usein ole kovin käyttökelpoisia, koska oppilaat täyttävät niitä miten sattuu ja koska ovat kirjassa, kuvittelevat ettei ope näitä koskaan näe.

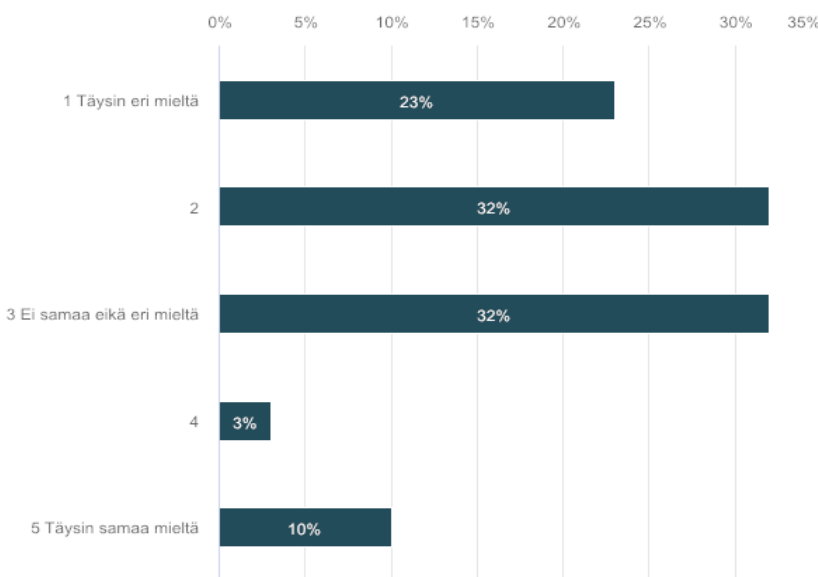
Vanhoissa oppimateriaaleissa niitä on liian vähän, mutta uuden opsin mukaisissa kirjoissa selkeästi enemmän, välillä tuntuu, että jopa liikaakin, tai irrelevanteista asioista.

Pidän siitä että kirjoihin on lisätty itsearviointitehtäviä, mutta ne eivät ole minulle opettajana hyödyllisiä koska kirjat ovat aina oppilailla. Oppilaiden omaan itsearviointikykyyn sekä oman oppimisen arviointiin nämä ovat kuitenkin hyviä.

Käytössämme on tällä hetkellä 10 vuotta vanha englannin kirjasarja, joten osaan sanoa vain siitä, että itsearviointia ei ole tarpeeksi ja tavoitteet eivät ole selvästi esillä.

### 11. 8. Tavoitekartat ovat liian lapsellisia yläasteikäisille.

Vastaajien määrä: 31



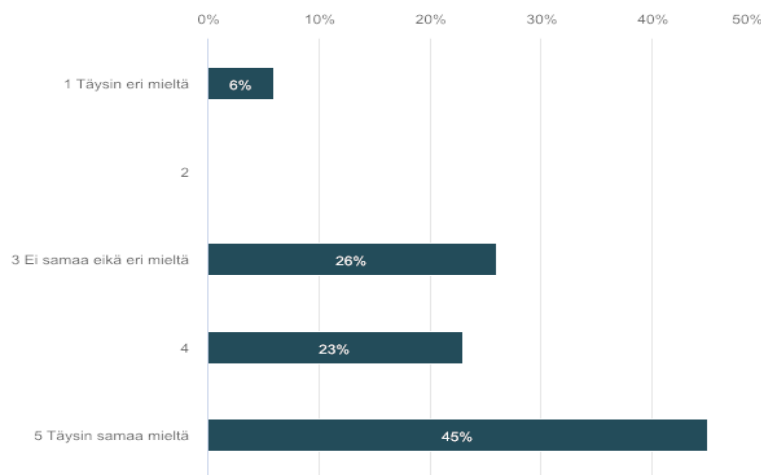
	n	Prosentti
1 Täysin eri mieltä	7	22,58%
2	10	32,26%
3 Ei samaa eikä eri mieltä	10	32,26%



4	1	3,22%
5 Täysin samaa mieltä	3	9,68%

**12. 9.Tavoitekartta on epäkäytännöllinen, jos englantia ei opiskella joka kerta samassa luokkahuoneessa, vaan luokkatilat vaihtelevat.**

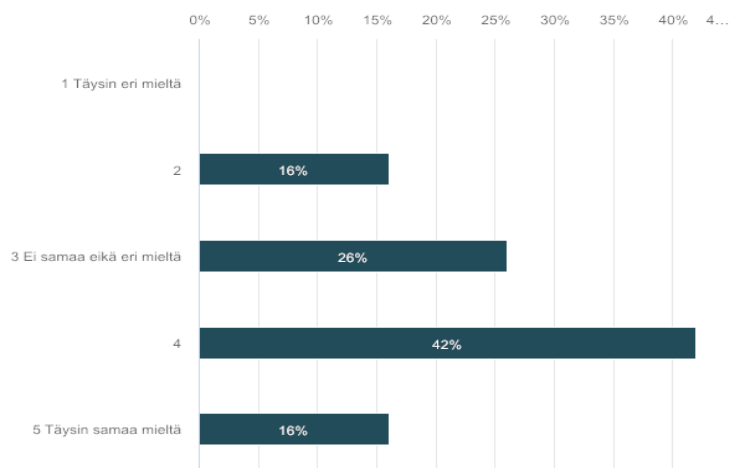
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	2	6,45%
2	0	0%
3 Ei samaa eikä eri mieltä	8	25,81%
4	7	22,58%
5 Täysin samaa mieltä	14	45,16%

**13. 10. Tavoitekartta tekee opiskelun konkreettiseksi ja näkyväksi ja motivoi siten oppilaita myös yläasteella.**

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	0	0%
2	5	16,13%
3 Ei samaa eikä eri mieltä	8	25,81%
4	13	41,93%
5 Täysin samaa mieltä	5	16,13%

#### 14. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida

Vastaajien määrä: 10

Vastaukset
En ole koskaan kokeillut. Minulla ei ole omaa luokkahuonetta, joten tämä olisi aika hankala toteuttaa.
Voisi olla kivakin, mutta pitäisi olla aina näkyvillä eikä luokan seinille mahdu, jos on monta opetusryhmää. Mitenkäs tasa-arvon laita, kun kartasta pääsee näkemään kenellä menee hyvin ja kenellä huonosti?
Tuntuu että aika ei kyllä riittäisi tällaisen tavoitekartan tekemiseen tai käyttämiseen.

Luokassa käy monta eri luokkaa ja luokka-astetta, seinät täynnä puita ja miten opp suhtautuu toisten opp nimiin. Ovatko huonoja opp, jos nimeä ei paljon edes näy tai on vain sanasto tavoitteissa.

Vaikka nyt, kun käsitettä avattiin enemmän, huomaankin kuulleen menetelmästä, en ole kuitenkaan itse sitä kokeillut. Tämä oli hyvin valaisevaa, sillä vaikuttaa äärimmäisen hyvältä keinolta havainnollistaa tavoitteita. Täytyy laittaa itsekin toteutukseen.

Jos kaikki ryhmän oppilaat merkitsevät edistymistään yhteiseen karttaan (sen sijaan että kaikilla olisi oma henkilökohtainen kartta, joka ei näy muille) tämä menetelmä luo mielestäni ikävällä tavalla vertailua oppilaiden välille ja alleviivaa sitä, että joku on ehkä kaikissa tavoitteissa muita jäljessä. Jos toiset oppilaat näkevät itsearviointin, se ei ehkä useinkaan ole rehellistä/aitoa. En käyttäisi tätä menetelmää.

Rakastan näitä. Jospa vaan olisi oma luokkatila!

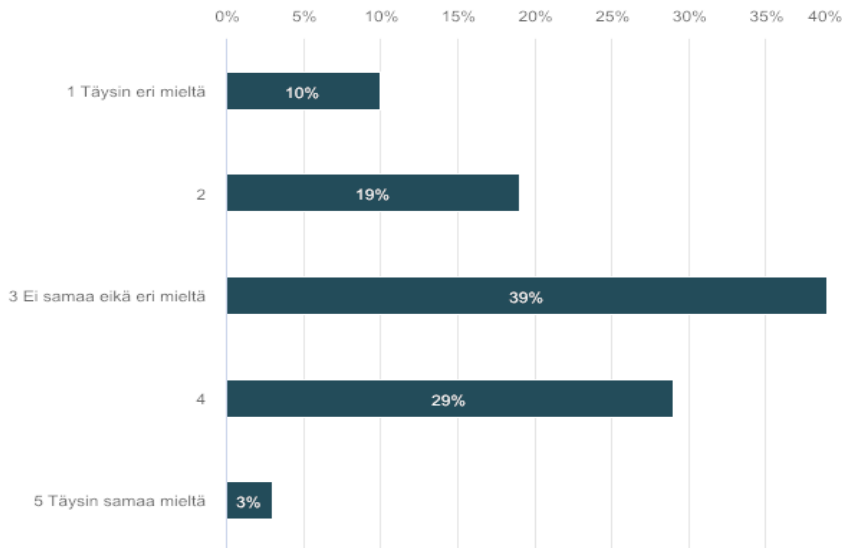
Vaikka yksittäisen opettajan opetustila ei vaihtuisi, on tavoitekarttojen käyttö epäkäytännöllistä. Aineenopettajalla on aina useampi ryhmä, ja jokaisen ryhmän tavoitekartat sekä mahdolliset muut oppilastyöt vievät paljon tilaa. Samassa tilassa voi lisäksi toimia muitakin opettajia, jotka haluavat hyödyntää seinäpintaa oppilastoissa jne.

En tunne tavoitekarttoja.

En käytä tätä, mutta joskus voisi kokeilla. Ongelmana se, että en ole aina samassa luokassa ja vievät paljon tilaa, jos joka luokalla omansa.

**15. 11. Osaamispistetaulukoiden pistejärjestelmä synnyttää vertailua oppilaiden keskuudessa, mikä on huono asia.**

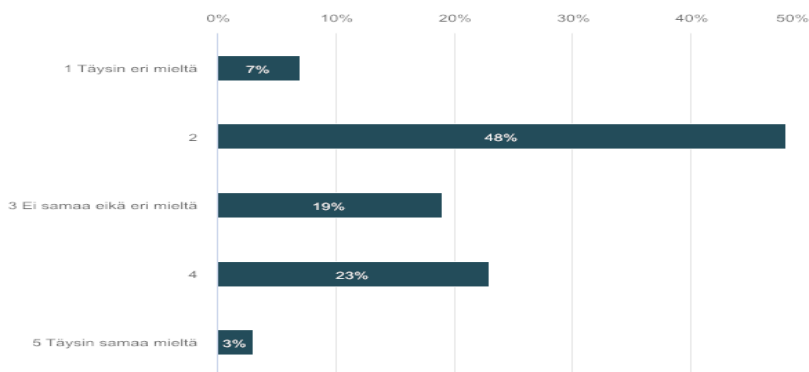
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	3	9,68%
2	6	19,35%
3 Ei samaa eikä eri mieltä	12	38,71%
4	9	29,03%
5 Täysin samaa mieltä	1	3,23%

**16. 12. Yläasteikäiset eivät osaa ottaa vastuuta niin paljon, että voisivat valita itselleen sopivia tehtäviä osaamispistetaulukon avulla.**

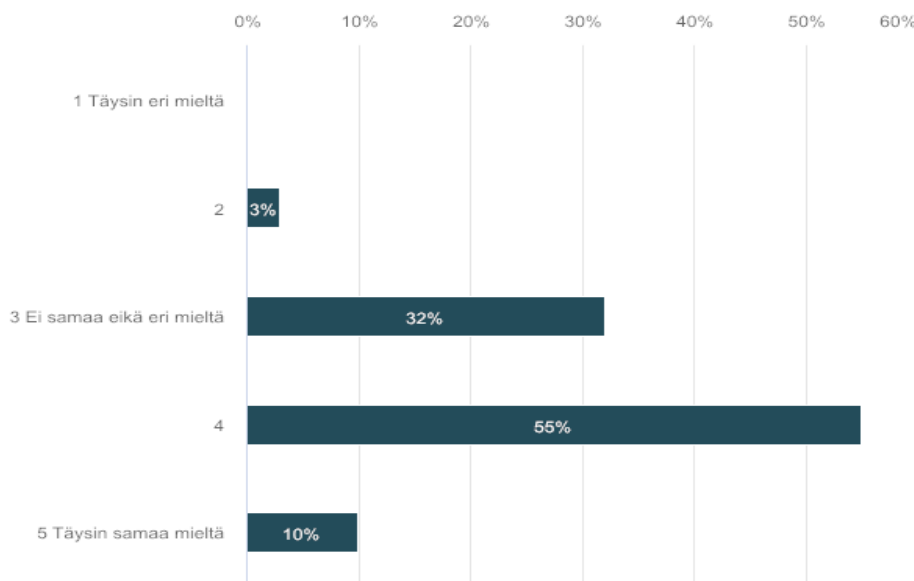
Vastaaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	2	6,45%
2	15	48,39%
3 Ei samaa eikä eri mieltä	6	19,35%
4	7	22,58%
5 Täysin samaa mieltä	1	3,23%

**17. 13. Osaamispistetaulukko tekee oppimisen näkyväksi ja konkreettiseksi ja motivoi siten oppilaita.**

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	0	0%
2	1	3,22%

3 Ei samaa eikä eri mieltä	10	32,26%
4	17	54,84%
5 Täysin samaa mieltä	3	9,68%

#### 18. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida

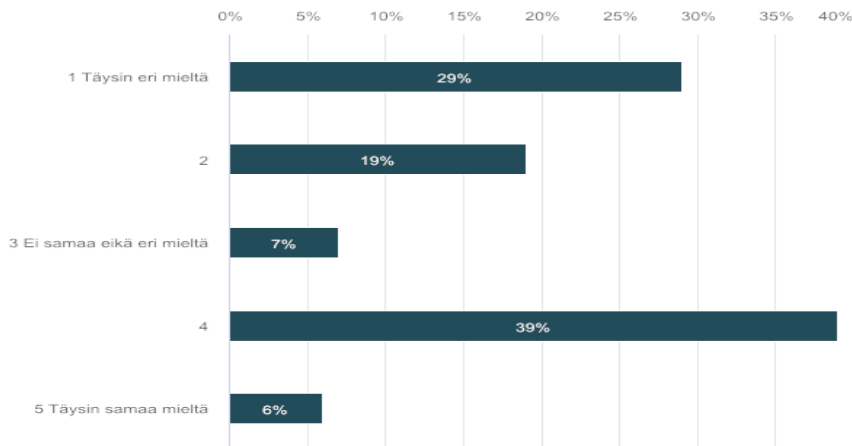
Vastaajien määrä: 8

<b>Vastaukset</b>
En ole koskaan kokeillut tällaista. En siis tiedä, miten paljon se aiheuttaisi vertailua oppilaiden välille. Toisaalta, yhden oppilaan päätös yrittää puhua vain englantia oppitunnin aikana saattaisi yllyttää muita samaan. Eli välillä vertailu voi olla positiivista ja motivoivaa.
Kun on paljon oppilaita, ajatus tästä kuulostaa työläältä.
Minulle tämä on uusi, mutta erittäin käyttökelpoisen kuuloinen menetelmä.
Ainakin omien ryhmieni kohdalla kilpailu nousisi todennäköisesti ensijaiseksi asiaksi oppilaiden mielessä ja oppiminen jäisi taka-alalle.
Vaikka aluksi luulin, etten tunne menetelmää, nyt huomaankin käyttäneeni vastaavaa itsekin. Oman kokemukseni perusteella yläkoululaisissa on valtava ero itseohjautuvuudessa ja kypsyydessä: osalle tavoitteiden asettaminen ja oman tien valinta käy helposti, osan on täysin mahdotonta arvioida omaa tasoaan realistisesti tai ottaa vastuuta omasta etenemisestä, vaan helposti valikoituu samat tavoitteet kuin parhaalla kaverilla.
Käytän tätä aika paljon, minulla on eriytettyjä tehtäväpaketteja tällä periaatteella. Pisteajattelua en ole vielä tähän ottanut mukaan, se olisi mielenkiintoinen ja kokeilemisen arvoinen lisäys.
Oppimistulosten näkyväksi tekeminen motivoi monia, mutta yläasteikäisissä on vielä useita, joilla oman toiminnan ohjaus on kehitysvaiheessa ja sitä kautta oman tavoitetaso määrittäminen ja saavuttaminen eivät välttämättä aina ole realistisia tai todenmukaisia.

Periaatteessa tämän osion vastaukset ovat riippuvaisia ryhmästä ja siitä, miten oppilaat sisäistävät asian.

#### 19. 14. Minulla ei ole aikaa käydä oppilaideni kanssa kahdenkeskeisiä itsearviointikeskusteluja englanninopiskelusta.

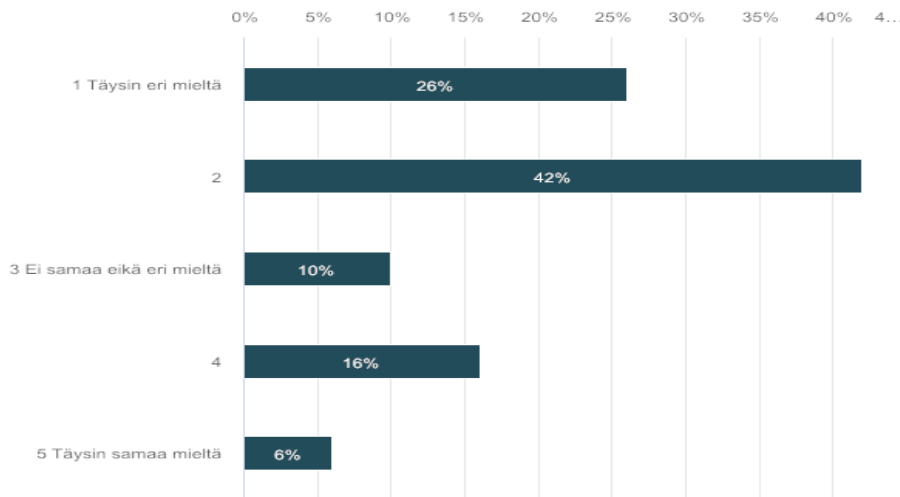
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	9	29,03%
2	6	19,36%
3 Ei samaa eikä eri mieltä	2	6,45%
4	12	38,71%
5 Täysin samaa mieltä	2	6,45%

#### 20. 15. En miellä tunnin aikana tapahtuvaa sananvaihtoa itsearvioinniksi.

Vastaajien määrä: 31

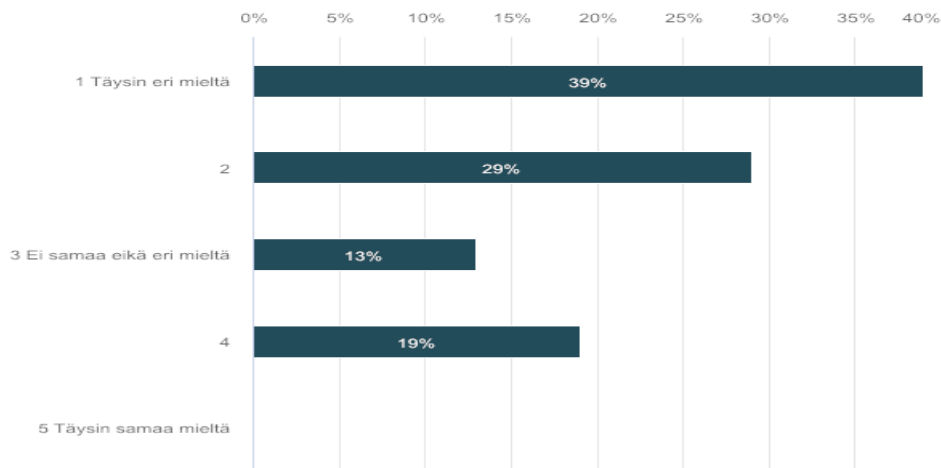


	n	Prosentti
1 Täysin eri mieltä	8	25,81%
2	13	41,93%
3 Ei samaa eikä eri mieltä	3	9,68%
4	5	16,13%
5 Täysin samaa mieltä	2	6,45%

**21. 16. Uskon, että oppilaat eivät arvioi itseään rehellisesti kasvotusten, vaan kirjallinen itsearviointi madaltaa kynnystä sanoa, mitä oikeasti ajattelee.**

Vastaajien määrä: 31





	n	Prosentti
1 Täysin eri mieltä	12	38,71%
2	9	29,03%
3 Ei samaa eikä eri mieltä	4	12,9%
4	6	19,36%
5 Täysin samaa mieltä	0	0%

## 22. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida

Vastaajien määrä: 8

Vastaukset
<p>En ehdi pitää erillisiä itsearviointikeskusteluja, mutta luokassa käyn välillä hyvin lyhyitä keskusteluja oppilaan osaamisesta. Yleensä kyse on kannustamisesta. Jos oppilas jaksaa miettiä, mikä on hänelle itselleen hankalaa, saan annettua henkilökohtaista apua. Valitettavasti vain pieni osa oppilaista ottaa avun vastaan. Ne, jotka ehkä eniten tarvitsisivat apua, sanovat vain, etteivät osaa mitään ja lopettavat keskustelun siihen.</p>
<p>Kahdenkeskiset arviointikeskustelut toimivat hyvin ja ovat arvokkaita sekä oppilaalle että opettajalle. Oppilaat ovat yleensä hyvin rehellisiä ja heidän oppii myös</p>

tuntemaan paremmin. Näitä on kuitenkin usein vaikea järjestää, jos ei ole resurssiopettajaa tai samanaikaisopettajaa käytössä, kaikkia ryhmiä kun ei voi jättää luokkaan keskenään vaikka ope olisi aivan oven ulkopuolella.

Yleensä käytän tätä menetelmää kirjallisen itsearviointin ohessa niin, että oppilaat täyttävät ensin paperisen/sähköisen itsearviointin ja sitä käytetään pohjana keskusteluissa.

Nyt korona-aikana näille ei ole aikaa eikä varsinkaan paikkaa, muuten koen keskustelut oikein hyödyllisinä.

Teetän usein jonkinlaista itsearviointia ja katsomme näyttötehtäviä /tehtäväpaketteja tms. näiden keskustelujen pohjaksi. Muu luokka yleensä katsoo leffaa.

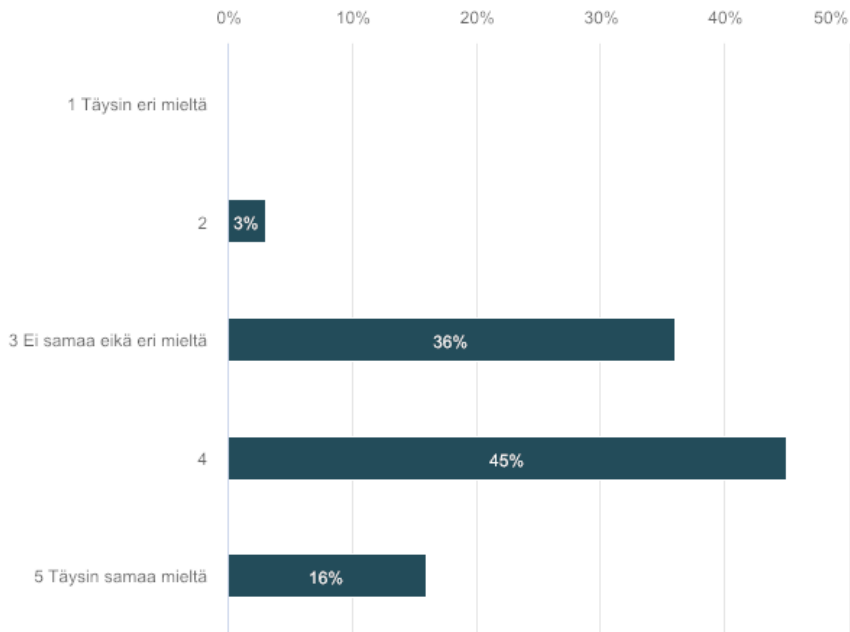
Itsearviointikeskustelut ovat erinomainen tapa oppilaalle saada pohtia omaa edistymistään, ja opettajalle mahdollisuus ohjata ja antaa neuvoja (opiskelutekniikoita, miten parantaa arvosanaa, jne). Erityisesti 9. luokkalaiset ottavat nämä tosissaan ja todella kypsästi arvioivat itseään ja tunnistavat omia vahvuuksiaan ja kehityskohtiaan. (7.-8.lk oppilaat vielä harjoittelevat, heille voisi olla muitakin itsearviointin keinoja)

Koulussani pidetään itsearviointikeskustelut kaikissa aineissa aina kurssin päätteeksi. Ne ovat todella antoisia hetkiä keskustella oppilaan kanssa. Itsearviointilomakkeen tekeminen ennen keskustelua (keskustelun pohjaksi) on hyvä asia, se tukee keskustelua.

Käyn säännöllisesti keskusteluja oppilaiden kanssa heidän osaamisesta ja siitä hyötyvät molemmat osapuolet. Ihana nähdä, miten oppilaiden taito arvioida itseään kehittyy, mitä enemmän ja useamman näitä keskusteluja käy. Käyn vähintään 2 kertaa lukuvuodessa.

**23. 17. Itsearviointi on yläasteikäisille oppilaille mielekkäämpää, jos se tapahtuu sähköisellä alustalla.**

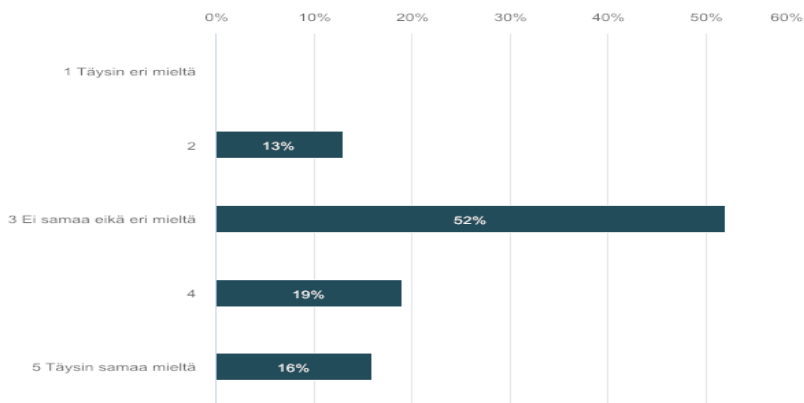
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	0	0%
2	1	3,23%
3 Ei samaa eikä eri mieltä	11	35,48%
4	14	45,16%
5 Täysin samaa mieltä	5	16,13%

**24. 18. Sähköinen itsearviointi on parempi kuin paperinen, sillä se tekee vuorovaikutuksen opettajan, oppilaan ja huoltajien välillä helpommaksi.**

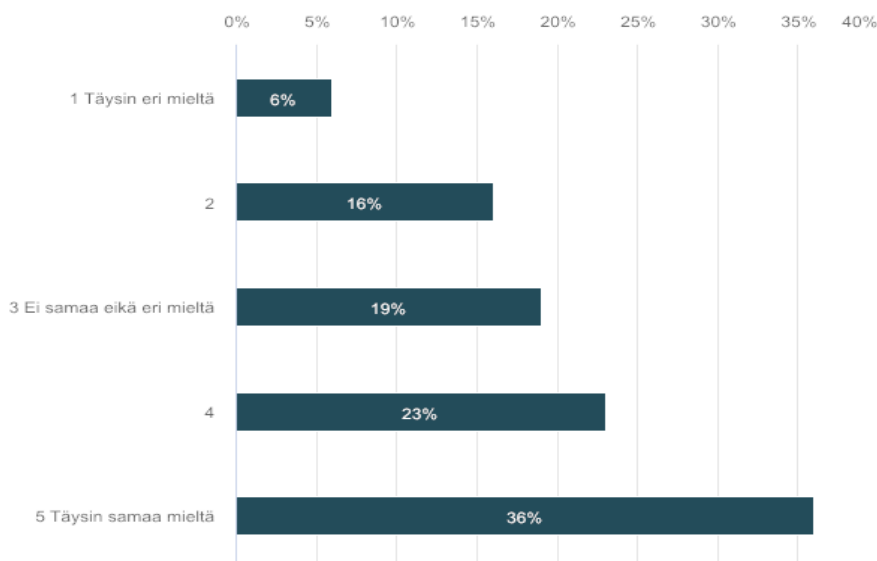
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	0	0%
2	4	12,9%
3 Ei samaa eikä eri mieltä	16	51,61%
4	6	19,36%
5 Täysin samaa mieltä	5	16,13%

## 25. 19. Opettajille ei kerrota tarpeeksi sähköisistä itsearviointimenetelmistä, kuten sovelluksista.

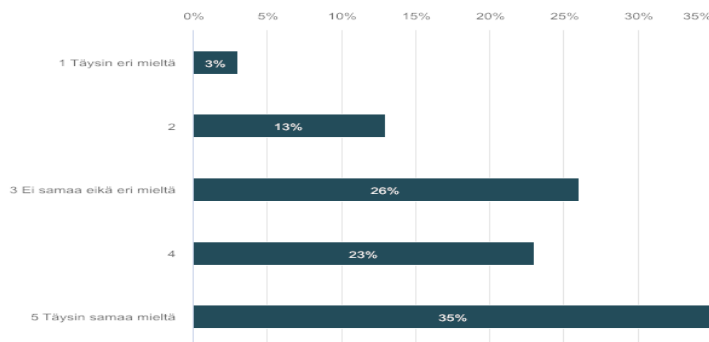
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	2	6,45%
2	5	16,13%
3 Ei samaa eikä eri mieltä	6	19,36%
4	7	22,58%
5 Täysin samaa mieltä	11	35,48%

**26. 20. Jos sähköinen menetelmä on maksullinen, koulussamme sitä ei todennäköisesti käytetä.**

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	1	3,23%
2	4	12,9%
3 Ei samaa eikä eri mieltä	8	25,81%
4	7	22,58%
5 Täysin samaa mieltä	11	35,48%

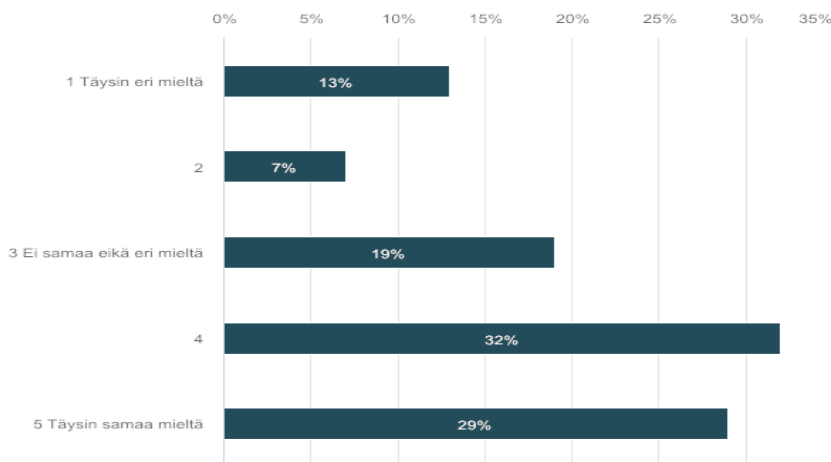
**27. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida**

Vastaajien määrä: 4

Vastaukset
Olen jossain vaiheessa harkinnut jotain sovellusta, mutta se olisi vienyt liikaa aikaa. Uskon, että koulussamme voitaisiin ottaa käyttöön myös maksullisia sovelluksia, jos ne eivät ole liian kalliita ja jos niistä on oikeasti hyötyä.
Sähköinen olisi hyvä ja oppilaille kivampi täyttää, ehkä siitä tulee pelillinen vaikutelma, varsinkin jos koulun puolesta olisi laitteet. Avokysymyksiin eivät kyllä vastaa näinkään.
Myös säilytys on helpompaa 😊
Olen onnekseni päässyt käyttämään Qridiä, mutta maksullisuutensa takia nykyisessä työpaikassani sitä ei käytetä laajemmin.

## 28. 21. Portfoliotyö vie liikaa aikaa.

Vastaajien määrä: 31

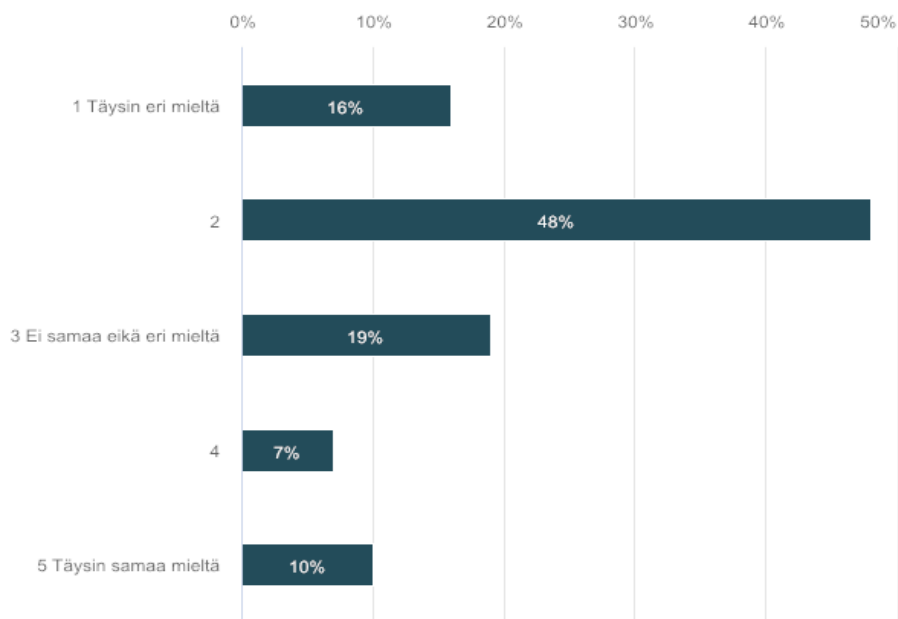


	n	Prosentti
1 Täysin eri mieltä	4	12,9%
2	2	6,45%

3 Ei samaa eikä eri mieltä	6	19,36%
4	10	32,26%
5 Täysin samaa mieltä	9	29,03%

**29. 22. Yläasteikäiset eivät osaa ottaa tarpeeksi vastuuta työstään, että osaisivat itse valita portfolioon sisällytettävät näytteet.**

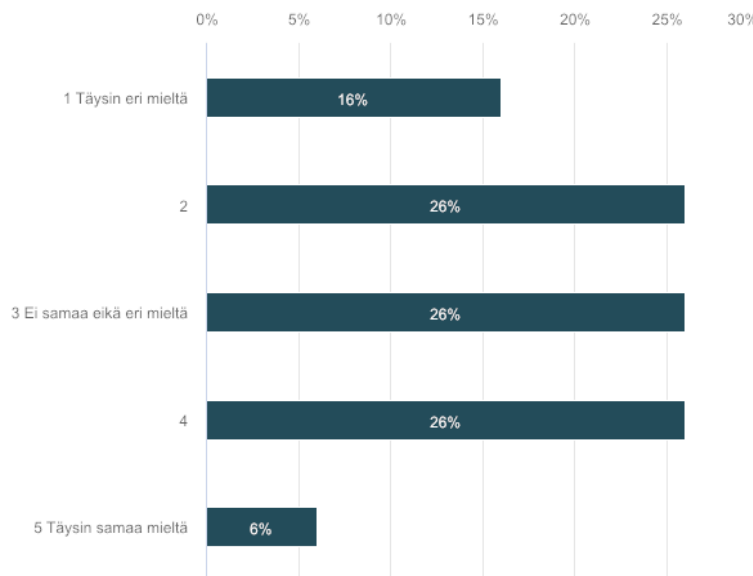
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	5	16,13%
2	15	48,39%
3 Ei samaa eikä eri mieltä	6	19,35%
4	2	6,45%
5 Täysin samaa mieltä	3	9,68%

### 30. 23. Yläasteikäiset eivät osaa analysoida portfolion näytteitä ja omaa toimintaansa riittävästi.

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	5	16,13%
2	8	25,8%
3 Ei samaa eikä eri mieltä	8	25,81%
4	8	25,81%
5 Täysin samaa mieltä	2	6,45%

### 31. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida

Vastaajien määrä: 4

Vastaukset
Englannin kursseja on vähennetty yläkoulussa, mutta kaikki samat asiat pitää edelleen käydä läpi. Valitettavasti tämä on johtanut siihen, ettei projekteja oikein ehdi tehdä.



Olen kyllä sitä mieltä, että yläkouluikäiset osaisivat valita ja analysoida näytteensä, jos ottavat työskentelyn tosissaan.

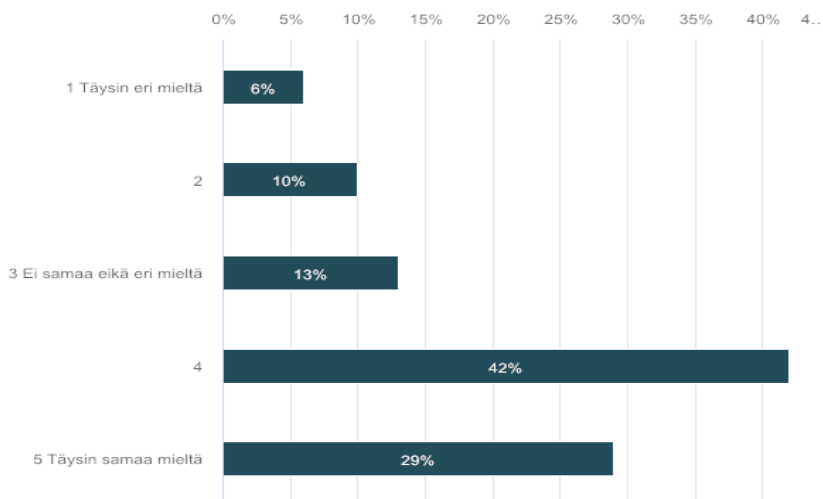
Hirveän työläs menetelmä. Millä ajalla tätä pitäisi ohjata, toteuttaa ja vielä arvioida? Oppitunteja ei ole riittävästi edes perusasioiden käsittelyyn.

On turha homma.

Osa yläastelaisista osaa toteuttaa yllämainitut tavoitteet erittäin hyvin, toiset tarvitsevat paljon ohjausta.

### 32. 24. Kielisalkkutyö vie liikaa aikaa.

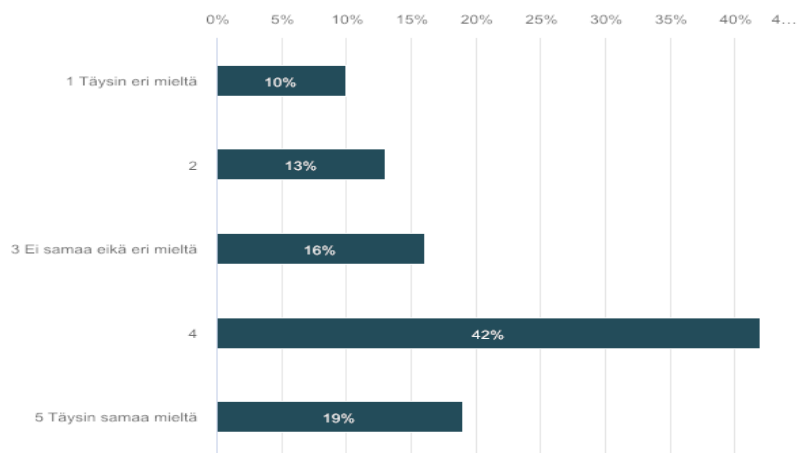
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	2	6,45%
2	3	9,68%
3 Ei samaa eikä eri mieltä	4	12,9%
4	13	41,94%
5 Täysin samaa mieltä	9	29,03%

### 33. 25. Kielisalkkutyö on liian laaja ja työläs yläastelaisille.

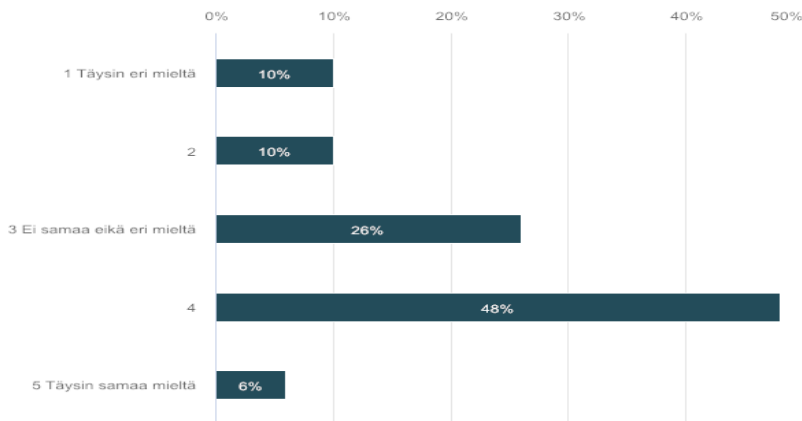
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	3	9,68%
2	4	12,9%
3 Ei samaa eikä eri mieltä	5	16,13%
4	13	41,94%
5 Täysin samaa mieltä	6	19,35%

### 34. 26. Koska Eurooppalainen kielisalkku pyrkii tarkastelemaan näytteitä eri kielistä useammilta kouluvuosilta, on sen vaatima itsearviointi ja reflektointi liian vaikeaa yläasteikäisille.

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	3	9,68%
2	3	9,68%
3 Ei samaa eikä eri mieltä	8	25,8%
4	15	48,39%
5 Täysin samaa mieltä	2	6,45%

### 35. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida

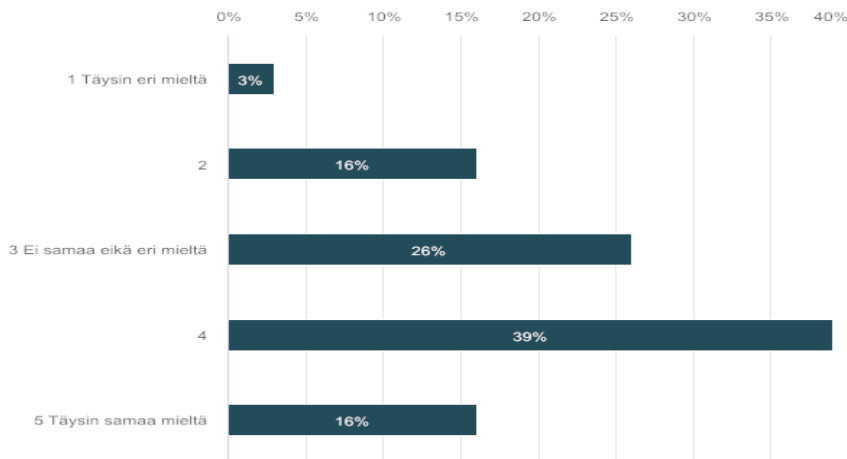
Vastaajien määrä: 3

Vastaukset
Arvioinnin reflektointi ja vaativuus riippuvat niin yksilöstä. Yläasteella on hyvinkin kypsiä ja pystyviä nuoria, mutta myös niitä, jotka eivät todellakaan pysty tällaiseen vielä ysilläkään. Tämä on monelle lukiolaisellekin liikaa.
Turha tämäkin.
Kielisalkun haasteena on niin siirtymät eri kouluasteiden välillä kuin muutosta johtuvat koulunvaihdot. Jo siirtymässä lähialakoulusta lähiyläkouluun on haasteellista saada kielisalkku kulkemaan mukana, puhumattakaan

perusopetuksen ja toisen asteen välisestä siirtymästä. Ideana kielisalkku on hyvä, mutta sen toteutus ei useinkaan huomioi käytössä olevia välineitä ja resursseja.

**36. 27. Lunttilappukokeessa oppilaat eivät arvioi osaamistaan vaan pyrkivät kirjoittamaan paperille kaiken, mitä koealueeseen kuuluu.**

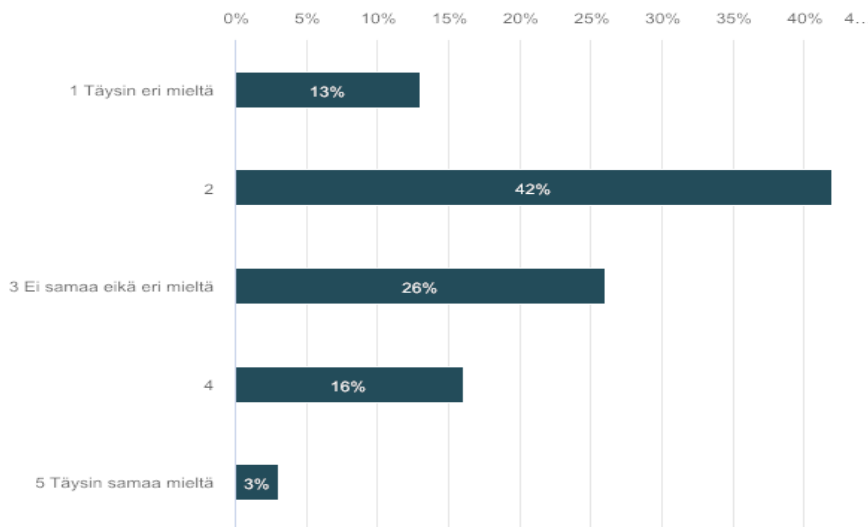
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	1	3,22%
2	5	16,13%
3 Ei samaa eikä eri mieltä	8	25,81%
4	12	38,71%
5 Täysin samaa mieltä	5	16,13%

**37. 28. Lunttilappukoetta ei voi hyödyntää englannin oppiaineessa, vaan se sopii enemmän esim. reaaliaineisiin.**

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	4	12,9%
2	13	41,93%
3 Ei samaa eikä eri mieltä	8	25,81%
4	5	16,13%
5 Täysin samaa mieltä	1	3,23%

### 38. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida

Vastaajien määrä: 5

Vastaukset
Luntilappukoe voi toimia itsearviointiin, mutten käyttäisi sitä osaamisen arviointiin. Jos oppilas kirjoittaa koko sanaston luntilapulle, ei hän ehkä osaa sanastoa.
Olen ajatellut kokeilla tätä, samoin kirjan käyttämistä kokeessa ja parin kanssa tehtävää koetta myös. Toki kielten ollessa kyseessä on luntilapun tekeminen tai kirjan käyttäminen eri asia kuin esim. reaaliaineessa.

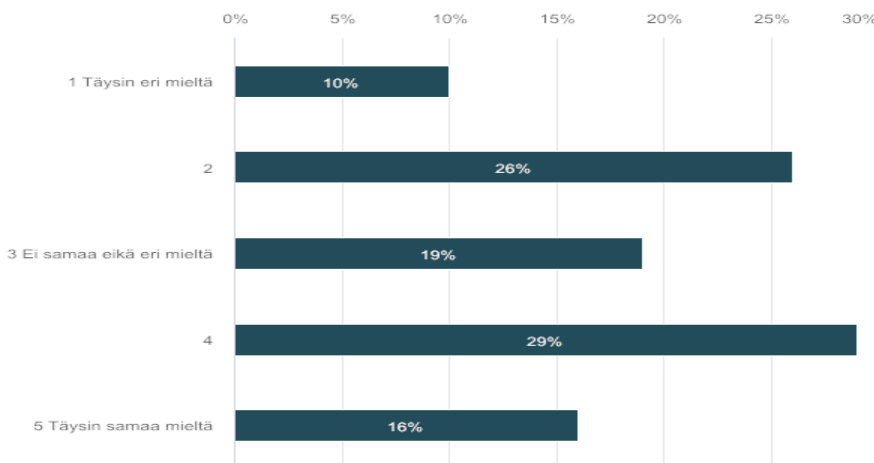
Olen käyttänyt lunttilappukoetta niin, että pienehkössä lunttilapussa sai olla vain kohdekieltä ja kuvia, ei ollenkaan suomea (tai oppilaan muita äidinkieltä). Näin lunttilappu ei helpota liikaa ja sen laatiminen vaatii luovuutta. Tämä oli mielestäni hyvä ratkaisu. Toki, jos kokeen tehtävät ovat hyvin soveltavia, silloin myös suomenkieltä sisältävän lunttilapun voisi sallia.

Lunttilappu sopii mielestäni hyvin laajempia kokonaisuuksia mittaavien asioiden kokeisiin. Lunttilapun fyysinen koko kannattaa myös miettiä tarkoin. Ideana kuitenkin on, että oppilas etukäteen karsii itselleen keskeisimmät tärpit lunttilapulleen - ei esim. koko koalueen sanaston kopiointi ja opettelemisen välttely. Opettajan tulee tarkkaan suunnitella ohjeistus lunttilapun käyttöä varten.

Tiettyihin asioihin voi sopia esim. SPOTPA, mutta sanaston opiskeluun aika haastava.

### 39. 29. Oppimispäiväkirja on liian työläs yläasteikäisille.

Vastaajien määrä: 31

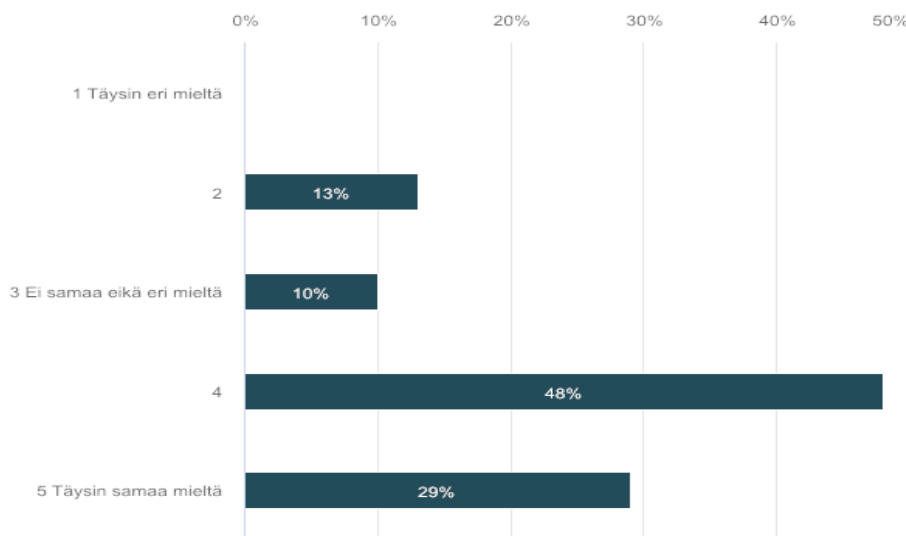


	n	Prosentti
1 Täysin eri mieltä	3	9,68%
2	8	25,81%

3 Ei samaa eikä eri mieltä	6	19,35%
4	9	29,03%
5 Täysin samaa mieltä	5	16,13%

**40. 30. Oppimispäiväkirjan hyödyllisyyttä vähentää se, että oppilaat näkevät sen pakollisena tehtävänä eikä oppimista reflektioivana ja työtä ohjaavana välineenä.**

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	0	0%
2	4	12,9%
3 Ei samaa eikä eri mieltä	3	9,68%
4	15	48,39%
5 Täysin samaa mieltä	9	29,03%

**41. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida**

Vastaajien määrä: 2

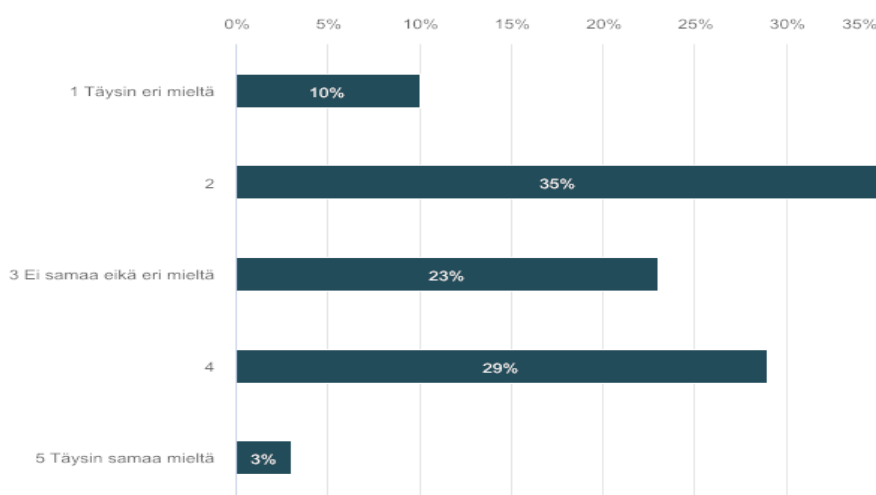
## Vastaukset

Pelkästään jo nimi oppimispäiväkirja saa monet suhtautumaan tehtävään negatiivisesti.

Olen käyttänyt oppimispäiväkirjaa lukio-opetuksessa onnistuneesti, mutta epäilen, että yläkoululaisia olisi vaikea motivoida laajempaan pohdintaan eikä reflektointitaidot ehkä olisi heillä riittävät, jotta he saisivat oppimispäiväkirjasta parhaan hyödyn irti.

**42. 31. Aiheeseen herättely on liian informaali menetelmä, joten opettajan on vaikea tehdä sen perusteella johtopäätöksiä oppilaiden käsityksistä omasta osaamisestaan.**

Vastaajien määrä: 31

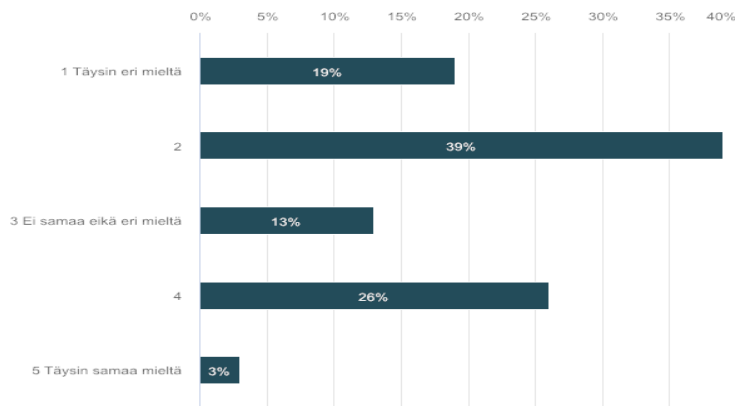


	n	Prosentti
1 Täysin eri mieltä	3	9,68%
2	11	35,48%
3 Ei samaa eikä eri mieltä	7	22,58%
4	9	29,03%
5 Täysin samaa mieltä	1	3,23%



**43. 32. Yläasteikäisiä on liian vaikea motivoida osallistumaan leikkeihin tai aktiviteetteihin, jotka toimivat aiheeseen herättelynä (ja siten itsearviointimenetelminä).**

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	6	19,35%
2	12	38,71%
3 Ei samaa eikä eri mieltä	4	12,9%
4	8	25,81%
5 Täysin samaa mieltä	1	3,23%

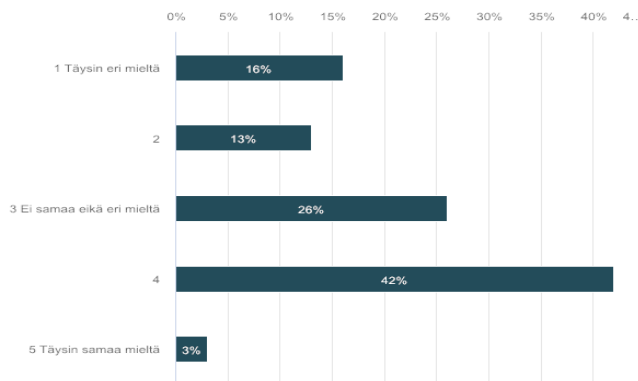
**44. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida**

Vastaajien määrä: 1

Vastaukset
Hyvät leikit ja aktiviteetit kiinnostavat kyllä yläkoululaista. Herättelyä kyllä teetän, mutta en esimerkkিতavoin. Täytyy kokeilla!

**45. 33. Yläasteikäiset ovat päteviä päättämään, minkä tasoisen kokeen valitsevat.**

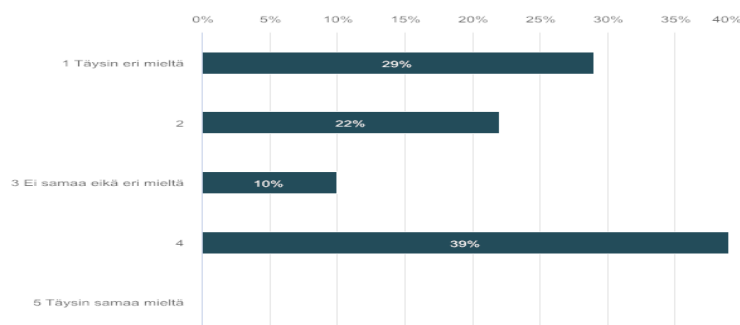
Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	5	16,13%
2	4	12,9%
3 Ei samaa eikä eri mieltä	8	25,81%
4	13	41,93%
5 Täysin samaa mieltä	1	3,23%

**46. 34. Minulla on aikaa yksilöidä kokeita ja tehdä niistä eri tasoisia.**

Vastaajien määrä: 31

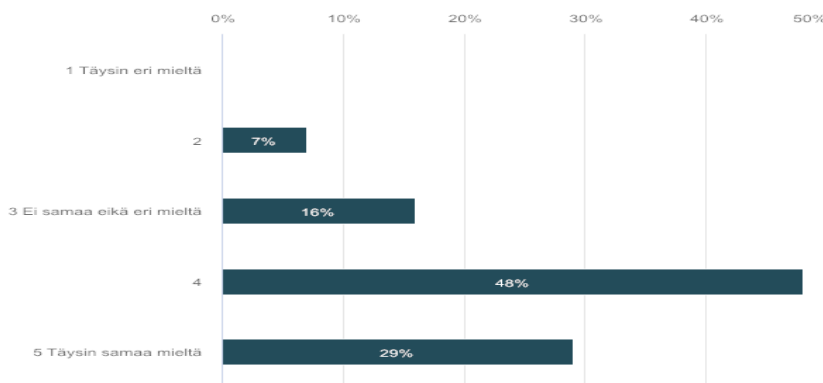


	n	Prosentti

1 Täysin eri mieltä	9	29,03%
2	7	22,58%
3 Ei samaa eikä eri mieltä	3	9,68%
4	12	38,71%
5 Täysin samaa mieltä	0	0%

**47. 35. Yläasteikäiset oppilaat oppivat siitä, että saavat korjata koevirheensä itse.**

Vastaajien määrä: 31



	n	Prosentti
1 Täysin eri mieltä	0	0%
2	2	6,45%
3 Ei samaa eikä eri mieltä	5	16,13%
4	15	48,39%
5 Täysin samaa mieltä	9	29,03%

**48. Voit halutessasi tarkentaa vastauksiasi, lisätä jotain tai kommentoida**

Vastaajien määrä: 3

## Vastaukset

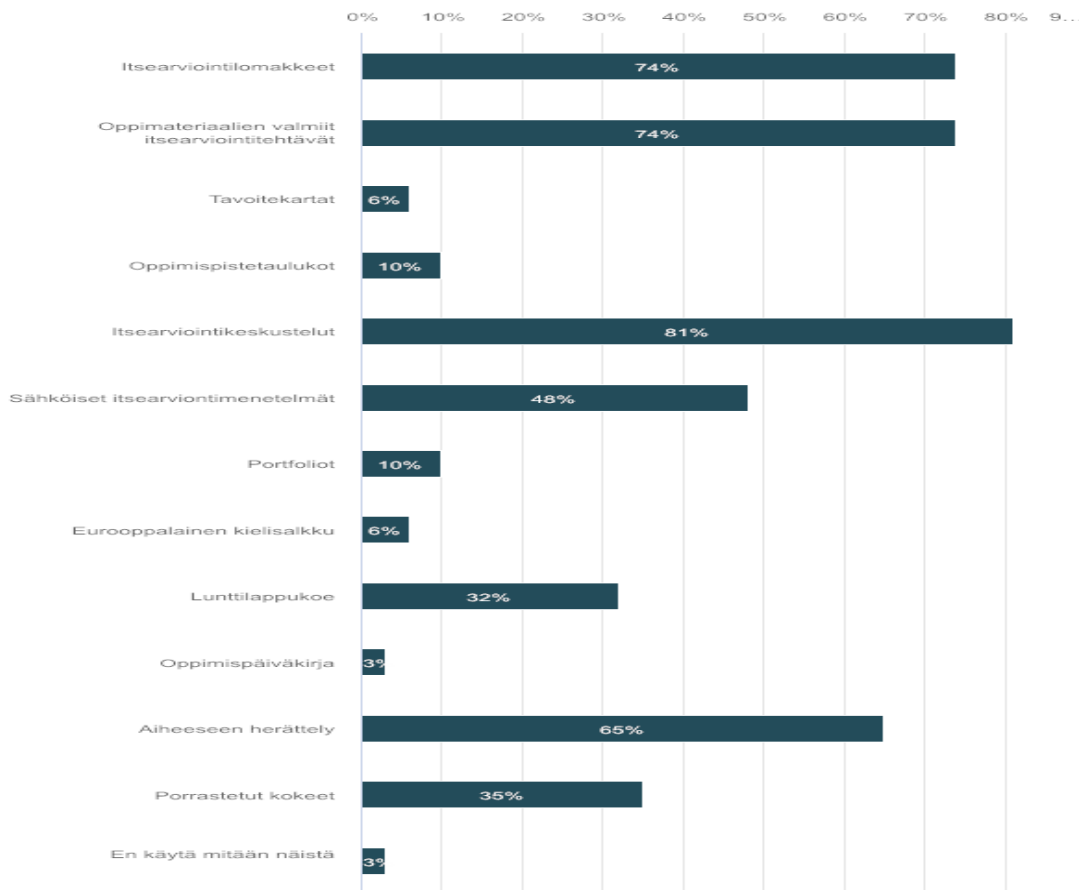
Mielestäni tämä ei toimi, ellei oppilas saa kokeilla tehdä useampaa koetta. Liian moni oppilas arvioi osaamisensa alakanttiin. Tästä syystä en haluaisi, että he itse valitsevat esim. arvosanan 8 kokeen, kun voisivat hyvin onnistua arvosanan 10 kokeesta. Teen itse niin, että kokeessa saattaa olla 1-2 tehtävää, jotka ovat "vaikeampia" ja kaikki saavat kokeilla. Yhdessä kokeessa minulla on vaihtoehtoiset tehtävät, joista helpommasta voi saada 15p ja vaikeammasta 20p. Kaikki saavat kokeilla tehdä molempia ja päättävät, kumman arvioin. Näin he tekevät päätöksen nähtyään itse osaamisensa (vain kerran on käynyt niin, että oppilas olisi saanut paremmat pisteet siitä tehtävästä, jota ei valinnut).

Näitä kumpaakin käytän ja toimii. Harvoin arvioivat tasoaan osaamistaan matalammalle, useammin liian korkeaksi.

Käytännössä kokeesta on aina pakko tehdä kaksi versiota, kun luokassa on aina tehostetun tuen oppilaita, joilla "helpotetut" kokeet. Välillä teen kolmekin eri versiota. Kyllähän se vie aikaa ja energiaa, mutta tällä tavalla kaikki oppilaat saa edes jonkinlaisia onnistumisen elämyksiä.

### 49. Valitse listasta ne itsearviointimenetelmät, joita käytät opetuksessasi yläasteen englannissa.

Vastaajien määrä: 31, valittujen vastausten lukumäärä: 139

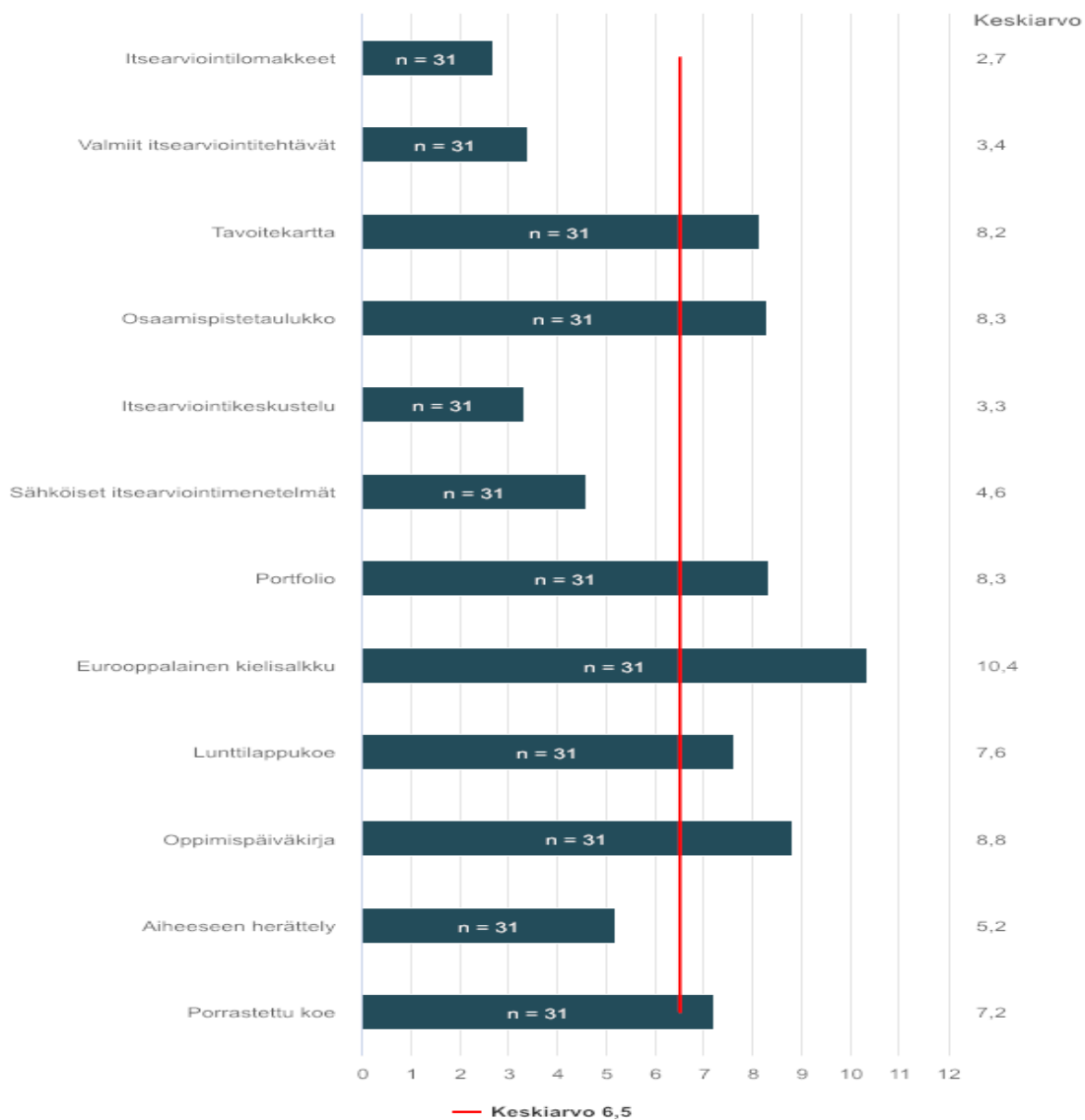


	n	Prosentti
Itsearviointilomakkeet	23	74,19%
Oppimateriaalien valmiit itsearviointitehtävät	23	74,19%
Tavoitekartat	2	6,45%
Oppimispistetaulukot	3	9,68%
Itsearviointikeskustelut	25	80,65%
Sähköiset itsearviointimenetelmät	15	48,39%
Portfoliot	3	9,68%
Eurooppalainen kielisalkku	2	6,45%

Luntilappukoe	10	32,26%
Oppimispäiväkirja	1	3,23%
Aiheeseen herättely	20	64,52%
Porrastetut kokeet	11	35,48%
En käytä mitään näistä menetelmistä	1	3,23%

**50. Laita seuraavat menetelmät järjestykseen sillä perusteella, mitä käytät/käyttäisit kaikkein todennäköisimmin kerätäksesi yläastelaisten itsearviointia englannin oppiaineessa. Laita sijalle yksi (1) se menetelmä, jota käytät/käyttäisit todennäköisimmin. Laita sijalle kaksitoista (12) se menetelmä, jota käytät/käyttäisit kaikista epätodennäköisimmin.**

Vastaajien määrä: 31



	1	2	3	4	5	6	7	8	9	10	11	12
Itsearviointi lomakkeet	32,26 %	25,81 %	19,35 %	9,68 %	6,45 %	0%	3,22 %	0%	0%	0%	3,23 %	0%
Valmiit itsearviointitehtävät	25,81 %	25,81 %	12,99 %	9,68 %	3,22 %	12,99 %	3,22 %	0%	3,23 %	0%	0%	3,23 %

Tavoitekartta	0%	3,2 3%	0%	9,6 8%	6,4 5%	6,4 5%	12, 91 %	12, 9%	12, 9%	12, 9%	9,6 8%	12, 9%
Osaamispistetaulukko	0%	0%	3,2 2%	3,2 3%	19, 35 %	3,2 3%	6,4 5%	12, 9%	9,6 8%	16, 13 %	16, 13 %	9,6 8%
Itsearviointikeskustelu	12, 9%	12, 9%	35, 48 %	25, 81 %	3,2 3%	6,4 5%	0%	0%	3,2 3%	0%	0%	0%
Sähköiset itsearviointimenetelmät	16, 13 %	9,6 8%	3,2 2%	9,6 8%	29, 03 %	12, 9%	9,6 8%	6,4 5%	0%	3,2 3%	0%	0%
Portfolio	3,2 2%	0%	3,2 3%	0%	0%	9,6 8%	25, 81 %	12, 9%	9,6 8%	6,4 5%	22, 58 %	6,4 5%
Eurooppalainen kielisalkku	0%	3,2 2%	0%	0%	0%	0%	3,2 3%	9,6 8%	3,2 3%	22, 58 %	22, 58 %	35, 48 %
Luntilappukoe	0%	6,4 5%	3,2 3%	3,2 3%	9,6 8%	12, 9%	12, 9%	6,4 5%	16, 13 %	12, 9%	9,6 8%	6,4 5%
Oppimispäiväkirja	0%	0%	0%	0%	9,6 8%	12, 9%	3,2 3%	16, 13 %	19, 36 %	12, 9%	6,4 5%	19, 35 %
Aiheeseen herättely	6,4 5%	9,6 8%	16, 13 %	16, 13 %	6,4 5%	12, 9%	9,6 8%	9,6 8%	6,4 5%	3,2 2%	3,2 3%	0%



Porrastettu koe	3,2 2%	3,2 3%	3,2 3%	12, 9%	6,4 5%	9,6 8%	9,6 8%	12, 9%	16, 13 %	9,6 8%	6,4 5%	6,4 5%
-----------------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	----------------	-----------	-----------	-----------

**51. VAPAAEHTOINEN KYSYMYS:** Voit halutessasi nimetä tähän vahvuuksia ja etuja, joita kuhunkin esiteltyyn itsearviointimenetelmään liittyy mielestäsi yläasteen englannin opettamisen näkökulmasta. **HUOM!** Kaikkiin kohtiin ei tarvitse kommentoida.

Vastaajien määrä: 11

Itsearviointilomakkeet	Valmiit itsearviointitehtävät	Tavoitteen	Oppimispistetulukko	Itsearviointikustelu	Sähköiset itsearviointimenetelmät	Portfolio	Eurooppalainen kielialkku	Lunttilappukoe	Oppimispäiväkirja	Aiheeseen herätetty	Porrastettu koe
Oppilailla helppo ja nopea toteuttaa	Nopeita toteuttaa, useita	Visuaalinen ja hyvin havainnollistava, motivoiva	Yksilöllinen, sopii (ja toisaalta ei) kilpailuhenkisille	Merkityksellinen, saa kosketuksen oppilaisiin	Nopeita toteuttaa, kun saa tutuksi, usein opettajan helppo nopealla vilkaisulla nähdä, missä mennään	Kunnolla tehty nämerkityksellinen ja oppilasta itseään hyvin palvellevä	Hyötytulevaisuuden	Hauska ja oppilaalle mieluinen, ei äkkiseltään vaikuta itsearviointimenetelmältä	Huolellisesti tehty äerinomainen apu oppilaille itselleen reflektoida omaa oppimistaan	Nopea, monessa palvelussa (paitasi itsearviointina, myös välipala tunnilla, oppilasta liikuttavana, viritteilynä aiheeseen, eli luonnollinen siirty	Hyödyllinen oppilaille, "vahingossa" eriyttävä, ei suurta numeroa

										mä seuravaan aiheeseen)	
Helppous	Monipuolisuus	Motivoivaa oppilaille	Motivoivaa oppilaille	Paras yksilöllisesti	Helppous						
Nopeus, helppous, kun on kerran tehnyt, pienellä muokkauksella käy eri ryhmien kanssa vuosia	Nopeus, helppous	Konkreettisuus, oman edistymisen näkeminen	Oman edistymisen näkeminen	Kehittää itsearviointia, antaa paljon sekä opettajalle että oppilaalle	Nopeus, helppous	Monipuolisuus	Monipuolisuus, valmis rakenne				Käytännössä pakko tehdä, onnistumisen elämyksiä kaikille
Helppous ja nopeus	Helppous ja nopeus, open ei tarvitse keksiä			Mahtavia tilaisuuksia jutella ja tutustua oppilaisiin paremmin!	Helppous ja nopeus		Oppilaista varmaan kiva, koe ei pelota niin paljoa			Aktiviteetit, pelit ja leikit ovat aina kivoja	Oppilaat kokevat reilun, heikko saa helpomman kokeen eikä ehkä tule niin kurja mieli

											, kun ei tarvitse jättää niin paljon tyhjää kohtia tai arvailia.
Saa täsmällistä tietoa juuri siitä mitä haluaa				Tutustuu oppilaisiin	Voivat vastata kotona, tuloksia helppo tarkastella sähköisessä muodossa	Tätä tehdeissä oppii		Motivoiva oppilaille		Samalla oppii	Motivoiva oppilaille
Oppilas saa rauhassa pohtia oppimistaan ja kirjata onnistumisiaan ja kehittämisen kohteita an.	Nopeus			Vuorovaihtus	Nopeus						Onnistumisen kokemuksia kaikille oppilaille.
Lomakkeen saa tehtyä sopivaksi jokaiselle ryhmälle				Henkilökohtainen kohtaaminen oppilaan kanssa ilman	Helppoja käyttää						Eriyttäminen

				ryhmäpa inetta							
				tärkeä, koska siinä voi luoda kontaktin oppilaas een ja keskuste lla arvioinni n ja itsearvioi nnin suhteista ja tärkeyde stä. Vuorovai kutus parempa a kuin sähköisill ä metodeill a	voi toimia fyysisiä keskustel uja paremmi n oppilailla, joita ahdistaa sosiaalis et tilanteet			monia kieliä opette leville hyvä väline			tärke ä itse arvioi nnin ja eriytt ämisen kein o
	Helppo a ja nopeaa										
	Helppoja, koska valmiita ja valtakun nallise sti yhtenäi siä.				Hyvä, jos kouluilla on yhtenäis et ohjelmat käytössä .						
		tavoitteet on konkretisoitu ja ne ovat						havainnollinen			

		näkyvillä									
--	--	-----------	--	--	--	--	--	--	--	--	--

**52. VAPAAEHTOINEN KYSYMYS:** Voit halutessasi nimetä tähän heikkouksia ja haasteita, joita kuhunkin esiteltyyn itsearviointimenetelmään liittyy mielestäsi yläasteen englannin opettamisen näkökulmasta. **HUOM!** Kaikkiin kohtiin ei tarvitse kommentoida.

Vastaaajien määrä: 9

Itsearviointilomakkeet	Valmiit itsearviointitehtävät	Tavoitekarrett	Oppimispistetulukko	Itsearviointikeskustelu	Sähköiset itsearviointimenetelmät	Portfolio	Eurooppalainen kielialkku	Lunttilappukoe	Oppimispäiväkirja	Aiheeseen herätely	Porrastettu koe
Opelle työläs tehdä, jos ei ole valmiina	Eivät aina sovi tarkoitukseen	Oppilaat näkevät toisten sa etene misen -> eriarvoistaa?	Kuulosta työläältä	Joskus vaikea järjestää, koska valvonta vastuu eikä ope voi olla kahdessa paikassa yhtä aikaa.	Työläitä tehdä, jos ei saa valmiina	Työläs	Työläs	Kielissä helppo kirjoitella muistien sanoja ja kokonaisrakenteita. Toisalta oppimistahansa siinä lunttilappuakin kirjoitessa tapahtuu.	Oppilasta varman tylsä.	Työläs, jos ei ole valmiina.	Opelle työläs tehdä monta eri koetta, valmiissa koemateriaaleissa ei usein ole riittävästi erilaisia ja eritasoisia tehtäviä.
Opettajien itse tehtävä, mietittävä tarkkaan, mitä on	Joskus vähän irrelevanteja kysymyksiä, tulokset	Työläänpuoleinen, vähän hankalaa, jos ryhmiä	Sama kuin yllä, eli vertailu itseä	Vie hirveästi aikaa, monesti vaikea järjestää, jos	Runsaudenpula, itselle toimivan löytäminen, aikaa omaan	Työläs läpikäytävä, osan oppil	Sama kuin yllä, vielä laajemmasta	Oppilaat eivät välttämättä näe itsearv	Sama kuin portfolioissa, vaatii lisäksi vielä	Merkitys lopulta? Toimiko lopulta	Todella työläs, saattaa aiheuttaa

aiheellista kysyä	jää helposti opettajalta huomaamatta (vaikka tarviiko niitä aina tietääköän)	monta tai oppitunnit eri luokissa, saattaa aiheuttaa kiusallisia tilanteita oppilaille, jos joku ei saa omaa "lehteä puuhun".	parempien	apukäsiä ei ole käytettävissä ja tehtävä koulupäivän aikana, kaikkien oppilaiden kanssa ei välttämättä hedelmällinen	perehdyttämiseen usein liian vähän, oppilaiden totuttaminen vie oman aikansa, jotkut käyttötään sekavia eikä omaan työhön soveltuvi, silti esim. esimies saattaa edellyttää käyttöä	aista on todella vaikea toteuttaa niin laaja työtä ja monista reflektointia	mittakaavassa	iointina (haittakaan?), joten eivät välttämättä tietoisia valintoja	parempaan tunteiden, tavoitteen ja reflektoinnin sanallistamista, mikä osalle oppilaille lähes tulkoon mahdoton tehtävä	aitsearvioinnin välinä? Valitse oppilas vain helpon tavan (vrt. esim. istuminen tai seisominen)	oppilaiden välistä vertailua ja parhaimman kaverin perässä menoa
Kaavamainen, oppilaat täyttävät pikaisesti		Epäkäytännöllinen kun luokkatilavaihtu		Aikaavievä, muu luokan ilman valvontaa kun opettaja juttelee yksittäisten oppilaiden kanssa.			Työläs ja aikaa vievä	Teekö kokeesta liian helpon?			Työläsopettajalle
		Vie tilaa, hankalaa jos ei omaa luokkaa	Voi ohjata pisteiden / tehtävien suorittamiseen, jolloin pääpaino ei ole	Sopivan tilan löytäminen, jotta voi keskustella rauhassa, tarvitsisi jonkun toisen aikuisen		Vie aikaa	Vie aikaa	Kuinka paljon hyötyä kielissä?	Kuinka paljon hyötyä, joillekin oppilaille pohdintatehtävät ja laajat kirjoitustehtävät	Monikaan ei varmaan meillä itsearviointi	Vie aikaa ja energiaa

			oppimisessa	avuksi, joka ohjaa muita oppilaita					ät haastavia.		
Osa ei vastaa kunnolla											
oppilas ei ehkä syvemmin reflektoi omaa osaamistaan	oppilas ei ehkä syvemmin reflektoi omaa osaamistaan			jos oppilaalla on sosiaalisen kanssakäymisen haasteita, tämän voi kokea ahdistavana				vaatii toistojen ja palautteen antoa	os yliopistotasolla opiskelija kokee tämän väsyttäväksi, uskoisin, että yläkoululaiselle se olisi vielä haastavampi		vaatii oikeanlaisia suhteita oppilaisiin ja myös opettajalta hyväksynnän sen suhteen, että oppilas ei ehkä ole erinäisistä syistä motivoitunut siirtymään haastavampaan. Näiden syiden selvittäminen on myös tärkeää.
Aikaa vievää					Toisinaan	Suuri					

					maksullis ia	proje kti jonk a suun nittel uun men ee aika a					
	kaikki oppilaat eivät ota itsearvi ointia tosissa an		suuritöin en								suuritö inen, tehtävi en skaala amine n voi olla vaikea a
						Ei ole aika a	Ei ole aikaa		Ei ole aikaa		