



Self-assessment: an alternative method of assessing speaking skills

[Αυτοαξιολόγηση: μια εναλλακτική μέθοδος αξιολόγησης του προφορικού λόγου]

Ekaterini Chalkia

The present study focuses on self-assessment as an alternative method of assessing the speaking skills of a group of sixth graders of a Greek State Primary School. The paper consists of two parts. In the first part, traditional and alternative assessment approaches are compared and a literature review on self-assessment is presented. In the second part the methodology and the findings of the study are presented. The study was carried out by means of a questionnaire and observation notes. This was done in order to draw conclusions on the benefits of self-assessment, the difficulties students faced while carrying out self-assessment as well as to reveal the extent to which students improved their speaking skills after being involved in self-assessment. The findings revealed that the students were positive towards self-assessment. Although self-assessment was of limited duration, it turned out to be a worthwhile activity as it fostered motivation and sensitized the students to take a more active role in the learning process. It also enabled them to notice their strengths and weaknesses and improve their speaking skills. The study also revealed the practical difficulties the students faced in carrying out their self-assessment. Finally, the study concludes with recommendations for further research into this specific assessment method.

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Η παρούσα μελέτη εστιάζεται στην αυτοαξιολόγηση σαν μια εναλλακτική μέθοδο αξιολόγησης του προφορικού λόγου μιας ομάδας μαθητών έκτης τάξης ενός Ελληνικού δημόσιου δημοτικού σχολείου. Η μελέτη αποτελείται από δύο μέρη. Στο πρώτο μέρος συγκρίνονται η παραδοσιακή και η εναλλακτική αξιολόγηση και παρουσιάζεται το θεωρητικό πλαίσιο σχετικά με την αυτοαξιολόγηση. Στο δεύτερο μέρος παρουσιάζονται η μεθοδολογία και τα αποτελέσματα της μελέτης. Η μελέτη έγινε μέσω ενός ερωτηματολογίου και καταγραφής παρατηρήσεων με σκοπό να βγουν κάποια συμπεράσματα σχετικά με τα οφέλη της αυτοαξιολόγησης, των δυσκολιών που αντιμετώπισαν οι μαθητές κατά τη διάρκειά της καθώς επίσης και τα οφέλη αναφορικά με τη βελτίωση του προφορικού λόγου των μαθητών. Τα αποτελέσματα έδειξαν ότι οι μαθητές ήταν θετικοί στην αυτοαξιολόγηση. Παρόλο που η αυτό-αξιολόγηση είχε περιορισμένη χρονική διάρκεια, αποδείχτηκε μια δραστηριότητα που ενίσχυσε το κίνητρο των μαθητών και τους έδωσε τη δυνατότητα να έχουν πιο ενεργό ρόλο στη διαδικασία της μάθησης, να

εντοπίσουν τις δυνατότητες και τις αδυναμίες τους και να βελτιώσουν τον προφορικό λόγο τους. Η μελέτη έδειξε επίσης τις πρακτικές δυσκολίες που αντιμετώπισαν οι μαθητές κατά τη διάρκεια της αυτοαξιολόγησής τους. Τέλος, η μελέτη συζητά προτάσεις για περαιτέρω έρευνα σχετικά με τη συγκεκριμένη μέθοδο αξιολόγησης.

Key words: self-assessment, critical thinking, intrinsic motivation, active involvement, self-regulation, feedback

Introduction

Contrary to traditional assessment practices whereby learners individually take a test, alternative assessment is aligned with current pedagogical practices, tailored to enhance collaborative pair or group work and preparing autonomous learners equipped to function in the real world where collaboration is needed. Among such methods is self-assessment, which is the subject of this study.

The study has been undertaken for two main reasons. First, working in the Primary Education with young learners for fifteen years, student assessment is relevant to my personal and professional interests. Referring to speaking skills, observation of the everyday classroom reality has revealed a disproportionate amount of time spent on reading aloud, asking comprehension questions and performing drills as the core of instruction. Regarding the assessment of speaking, it is ignored and the only means employed are paper-and-pencil tests. Besides, this study is relevant to the current reforms to the educational system in Greece, which demands innovation and multiple approaches to assessment, a component of which is self-assessment (Ministry of Education and Religious Affairs and the Pedagogical Institute, 2002). This study is also of interest to English as a Foreign Language (EFL) teachers who might want to implement self-assessment of speaking in their own contexts. The paper begins with the theoretical background, then it describes the methodology that was followed and finally it presents the findings and the conclusions that were drawn.

Theoretical background

Self-assessment: definition and related terms

Self-assessment is the ability of individual students to judge their performance, making decisions about their selves and their abilities. Blatchford (1997, p. 2) defines it as a process involving judgments of one's own attainment in relation to other children. Montgomery (2001, p. 5) defines it as students' appraisal of their own work or learning processes. Gronlund and Cameron (2004, p. 14) emphasize its importance as a way to operationalize the principles of formative assessment with the purpose to monitor learning progress and providing corrective prescriptions to improve learning. Two terms commonly related to self-assessment include *self-evaluation*, and *self-monitoring*. According to Rolheiser and Ross (2000) the former involves the students' judgment of the quality of their work, based on evidence and explicit criteria for the purpose of future improvement. The latter is a term initiated by Dickinson (1987) referring to processes which include record keeping and can be carried out by means of fixed format record cards or sheets, learning diaries, etc.

Traditional and alternative assessment procedures

Traditional testing (dictation, multiple-choice, fill-in-the-gaps, matching activities and discrete-item tests) has been popular in most educational contexts including the Greek one and a useful instrument in improving students' knowledge and skills, clarifying the objectives of curricula, planning instruction, reinforcing teaching and learning and promoting educational development (Tsagari, 2004). Nevertheless it fails in providing information about students' attitudes, motivation, interests, and learning strategies and it has been severely criticized as inappropriate and harmful for young learners as it does not reflect their developmental changes while at the same time it distorts the curriculum in the early grades (Shepard, 1994). Alternative assessment which is a continuous process involving students and teachers in making judgments about the students' progress (O'Malley and Valdez-Pierce, 1996) seems to constitute a remedy for a number of reasons. It emphasizes the *process* by which learners produce an outcome rather than the *product* (Puhl, 1999). Focusing on the product, tests seem inadequate to provide the continuous measurement of student growth necessary for planning instructional strategies, whereas alternative assessment better reflects the developmental processes in language learning (Genesee and Hamayan, 1994) thus best reflecting the needs of young students.

Moreover, alternative assessment places emphasis on *feedback* which increases student achievement. Feedback enables students to become aware of the gaps that exist between their current knowledge and skills and their desired goal and guides them through specific suggestions to attain this goal (Boston, 2002). Traditional testing provides feedback associated with *norms*, a single, all encompassing mark which does not always give students a precise picture of what aspects of their work has been strong or weak (Mowl, 1996). Marks rank and classify students, indirectly discriminating between "good" and "bad" ones, leading to competition among them, turning learning into a threatening experience and affecting children's motivation to learn. As Smith and Rottenberg (1991, p. 10) stress, tests "cause stress, frustration, burnout, physical illness, misbehaviour and fighting, and psychological distress".

Alternative assessment, on the other hand, is *criterion-referenced*, as the students' performance is not compared to each other's "but to a set of criteria of expected performance or learning targets" (Cameron, 2004, p. 223), reported in the form of a qualitative, descriptive, profile (Lynch, 2001). The rationale behind criterion-referencing is student motivation and encouragement. According to Kane et al (1997, p. 201) "students exhibit a greater motivation to learn and a greater amount of engagement with performance tasks and portfolio assignments than with other types of assignments".

Self-assessment: literature review

One of the key concepts of educational systems claiming to be student-centered is the *active involvement* of students in the assessment of their own progress which assists in the development of their critical self-consciousness within the learning process (Nunan, 1988). Learners who are active in taking initiatives learn more things and better than people who rely on their teachers (Shepard, 2000). Self-assessment drives towards that direction since it produces learners who are more active and focused and better placed to assess their own progress in terms of communication (Harris, 1997).

Students who learn to assess their own work move "from being "other-regulated" to being "self-regulated" or *autonomous*" (Cameron, 2004, p. 235), able to monitor their own performance, evaluate their progress, control their learning and decide how to use the resources available to them within or outside the classroom (O'Malley and Valdez-Pierce,

1996). Brown and Dove (1993) report that through self-assessment students use higher levels of reflection through developing a questioning and self-analytic approach to their professional practice and engaging in deep rather than surface learning. This is particularly important for young learners who are in the initial stages of the development of their cognition and need constant assistance to further develop it.

Self-assessment has a *motivational effect*, which is essential when teaching young learners. Gardner (2000) claims that successful self-assessment breeds confidence which in turn enhances motivation. Additionally, Oscarsson (1989) highlights the motivational effect of self-assessment in terms of goal orientation which influences classroom activities to the direction which best serve the students' communicative goals. Being engaged in setting their own learning goals, students create their own level of pressure which results in a relaxed, anxiety-free learning atmosphere. Seeing that their goals have been attained, creates intrinsic motivation rather than extrinsic in the form of grades and general praise (Dragemark, 2000). The effect self-assessment has on the establishment of a motivating learning atmosphere and positive attitudes also derives from the fact that teachers really listen to the students and the content of what they say.

Moreover, through self-assessment procedures the teacher can figure out and observe what the student actually understands while at the same time a "dialog" occurs between them. Unlike the traditional assessment approaches which have been unidirectional, self-assessment allows for a bi-directional flow of information in which both teacher and student are involved in the progress of the student's learning (Donato, 2000). Last but not least, self-assessment is advantageous to the teachers themselves. By participating in their own evaluation, students share the assessment burden with the teachers reducing the teachers' workload and freeing them to concentrate "on developing learning materials and giving help in other parts of the learning process" (Blue, 1988, p. 101). This is particularly useful in large classrooms where the teacher has to attend to a large number of students within a limited time. Besides, as the range of assessment techniques is expanded the learners broaden their range of experience within the realm of the assessment.

Self-assessment and speaking skills

The relationship between self-assessment and speaking skills is stressed by Underhill (1987) who includes self-assessment among the general types of oral tests. He claims that in real life we continuously assess how successful our communication is by listening to ourselves when we speak, watching the effect our speaking has on the interlocutors and by their replies. However, this self-assessment is unconscious, since in real communication we do not have time to consciously monitor ourselves. Similarly, Ellis and Sinclair (1989) mention that students should be enabled to monitor their own spoken language for problems and disfluencies as they will need to do so in real-life situations when they no longer have a teacher to rely on. All learners are able to ascertain the degree of their oral proficiency within certain limits and what they need is the experience which derives from training in monitoring and assessing themselves (Underhill, 1987).

Methodology

Aims and research questions

Undertaking this particular study, the intention was to investigate the possible benefits of self-assessment for primary school learners and the difficulties they might face while

carrying out self-assessment. The study also aimed at revealing the extent to which students can benefit with regards to their speaking skills. The research questions posed were:

- What is the students' reaction to self-assessment?
- What are the benefits to be gained from self-assessment concerning speaking skills?
- What difficulties do students encounter when they carry out self-assessment?

To answer the above research questions I gleaned data from a questionnaire distributed to students on completion of the study. This constituted the *quantitative instrument* of the study. Along with that, observation notes were also used throughout the study, which constituted the *qualitative instrument*.

The study tools

The format used in constructing the questionnaire was that of *closed items* arranged in a scale. Students had to tick a "smiley", a "neutral" or a "sad" face corresponding to the statements "I strongly agree", "I do not agree completely", "I totally disagree" respectively (Appendix 1). The closed items related to the benefits of self-assessment for the students including the usefulness of the self-assessment checklist, the discussion they had with the teacher after each lesson, goal-setting as well as the usefulness of peer-assessment. Besides, there were statements depicting the students' perception of the progress made in speaking and statements referring to their perceived difficulties in carrying out self-assessment. Additionally, there was an *open-ended item* comprising four sub-statements where students had the opportunity to elaborate more on the progress they made in speaking, their reaction to self-assessment and the difficulties they faced carrying out self-assessment. Considering the students' language level, both the instructions and the statements were in Greek, the native language of the students and the wording of the statements was as simple as possible. The questionnaire was anonymous to encourage students to answer as sincerely and freely as possible.

In conjunction with the students' questionnaire, classroom observations, namely "procedures for recording classroom events in a way that can be studied" (Allwright, 1988: xvi), were used in order to gather data regarding the progress students made in speaking. These observations were used due to the fact that recording students' interactions was impractical for all the pairs or groups of students. Actually these were *real-time observations*, taking place without using any electronic means of recalling the data but through taking notes on pre-determined aspects of the students' progress in speaking (Wallace, 2000). In particular, through the observations I looked into the proportion of mother tongue and target language use, the quality of target language use (complexity of structures, length of utterances, use of formulaic expressions, range of expressions used to express opinion, agree and disagree) as well as fluency.

The participants of the study

The study took place in the sixth-grade class of the 7th Primary School of Arta, a city in the north west of Greece which consisted of eighteen monolingual, Greek-speaking students. The class consisted of eight girls and ten boys, aged eleven to twelve, all of whom shared the same national and socio-cultural background. They had already been taught English for three years at school. Despite homogeneity in terms of age and the time spent studying English at school, the class was actually of a mixed-ability profile ranging from elementary to pre-intermediate, since the majority attended extracurricular English classes at different levels. The activities in the coursebook currently in use (Fun Way English 3) usually restricted

speaking to developing accuracy and generating discourse up to the sentence level. Regarding assessment, I had never systematically kept any records of how the students' language was progressing nor had students been involved in self-assessment procedures before. Teacher-made tests assessing Grammar and Vocabulary constituted the core assessment procedures.

The study started in January 2007 and extended over a period of three months during which the students participated in six speaking activities each followed by self-assessment. Special attention was taken not to deviate from the weekly, three-hour schedule. The activities were thematically or linguistically linked to the coursebook material. They were conceptually appropriate and visually attractive for the particular age group of students and they were constructed according to criteria underpinning effective teaching and assessment activities (Williams, 1991), approximating real-life, authentic tasks, stimulating genuine interaction and eliciting authentic communication. They included role-plays, problem-solving tasks, group discussions and communication games capturing a range of sub-skills and styles and allowing students to demonstrate their full potential in speaking.

After each activity the students filled in a self-assessment checklist which usually took them five to ten minutes to complete. This checklist was divided into two parts. In the first part students had to rank their preferences by ticking a "smiley", a "neutral" or a "sad" face, to show the degree to which they agreed with the written statements. These statements pertained to the students' attitude towards the activity and co-operation with their partners, as well as the extent to which they displayed the speaking skills we intended to assess. In the second part, I asked students to answer some questions in the hope that they would elaborate on the statements in the first part and consequently provide me, as the classroom teacher, with even more information that would be useful to instructional practice.

Results

Questionnaire

The findings of the questionnaire demonstrated that 13 students felt that self-assessment was a positive experience for them, whereas only 5 strongly agreed that they would like to do self-assessment in every lesson. 10 students strongly agreed that the self-assessment checklist was useful in helping them focus on the points they needed in order to improve their speaking skills. All the students found the discussion with the teacher after the lesson useful, while 12 of them said that they participated more in the lesson after having set a goal and trying to achieve it. 13 students felt that self-assessment was more enjoyable than tests and 15 said that they were less stressed when engaged in self-assessment comparing to taking tests. 16 students felt they benefited from engagement in peer-assessment and 14 that peer-assessment helped them think and understand the assessment criteria better.

Regarding the progress students made in speaking, 13 students strongly agreed that self-assessment helped them realize their strengths and weaknesses in speaking and 10 felt more confident in speaking. 12 students improved their speaking skills. 14 students became aware that speaking is more than answering the teacher's questions, they could participate in a conversation, handle turn-taking, initiate and close a conversation. However, only 6 students could keep the conversation going, even when they did not have the necessary vocabulary at their disposal, through employing paraphrase. Concerning the difficulties students faced when they had to assess themselves, 12 students disagreed that it was easy

to self-assess and 10 also disagreed that it was easy to understand corrections when speaking.

The students' responses to the open-ended items were qualitatively analyzed and salient features were identified to examine correspondence to the findings of the closed items. This would provide further information about the students' reaction to self-assessment, their progress in speaking and the difficulties they might have faced. There was a frequency count for the responses to indicate the number of students who made them. The students' comments showed that 15 of them felt that their speaking skills improved and their self-confidence in speaking increased while 6 students also admitted that they enjoyed participating in speaking activities when self-assessment was implemented. Eight students claimed that they improved handling turn-taking, initiating and closing a conversation and they do not hesitate so much when it is their turn to speak. Five students said that they can employ paraphrase thus keeping the conversation going. The majority said they liked self-assessment for four main reasons. 6 students liked self-assessment because they cooperated with their peers, 5 students because it helped them realize their strengths and weaknesses and try to improve by setting a goal to achieve and 4 students because they could assess themselves on their own. The difficulties they faced when self-assessing regarded the ability to elaborate in writing what they could or could not do in each activity (10 students), to set specific goals (6 students) while 4 students mentioned that they needed more support by the teacher.

Observation notes

Observing students in action I noticed that initially they resorted to mother tongue when they did not have the necessary vocabulary. Also when their partners did not cope with them, they used mostly short utterances, simple structures, limited language to express opinion, agreement or disagreement and they did not always use interrogative forms correctly. For example some students sometimes read the information on their role cards using a questioning intonation e.g. *"Name?" "Place of birth?"*. Most students had problem with Wh-questions. For example one student asked *"Who live with?"*. Gradually, however, they were able to use the target language almost exclusively. Towards the end of the study they could also employ longer utterances, more complex structures and a range of formulaic expressions. They were also able to express opinion, agreement or disagreement in a range of ways. Additionally, they employed fillers, false starts and repetition which characterize natural conversation. For example, one student said *"Well in my opinion this is picture one because I can see ... I can see two boys ... they are walking and they are talking and ... they they are near a hotel and .. I think they will climb because they have got mm ... I don't know this ... when we climb"*. Besides, most of them improved their ability to use the interrogative form correctly and they could speak without much hesitation. For example, one student asked *"where do you live"?*

Discussion

The majority of the students appreciated the implementation of self-assessment as an assessment tool despite the fact that they had not had any previous experience in self-assessment either in English or Greek school subjects. The students' overall reaction to the implementation of self-assessment was favourable which does not support Boud's (1988) reservations that inexperienced learners may be resistant to the method of self-assessment in the early stage of its implementation. The fact that most students agreed with the statements concerning the benefits deriving from self-assessment suggests that its use as an

assessment tool was vital for them, while at the same time it confirms its appropriacy for the assessment of young learners. The students found the self-assessment checklists beneficial as they provided students with a useful guide, directing their attention on specific aspects when they were assessing their work. This finding asserts the need for a useful assessment tool to assist students in self-assessment.

The feedback provided either by me or the peers in the end of each activity was also positive for the learners supporting the view that both instructor and peer feedback can highlight points the student missed, discover gaps in the student's analysis, provide other perspectives from which to view performance and raise questions that might lead to further understanding (Loacker, 2003). Both self- and peer-assessment were perceived to have contributed positively in developing critical thinking as students were involved in identifying what, how and why they did something as well as expressing their opinion about their peers' achievement. Noticing the strengths and weaknesses of their peers' work helped them better reflect on their own work, supporting Tudor's (1996: 182) stance that critical reflection on the abilities of other learners with respect to a shared goal helps individuals to assess their own performance more effectively.

The majority of students agreed that they had less stress during self-assessment than during traditional testing. This finding supports the belief that self-assessment as an alternative assessment method can create an anxiety-free environment (Shaaban, 2001). Moreover, direct student involvement in self-assessment activities, setting a goal and trying to achieve it resulted in greater participation in the activities, persistence in their completion and interest in learning English, confirming the view that engagement in self-assessment enhances the students' intrinsic motivation (Oscarsson, 1989).

Self-assessment was beneficial as it helped increase the students' self-esteem and confidence in speaking by making them aware of their strengths and capabilities. Despite the short duration of the study, students developed their speaking skills and increased the quantity and quality of their spoken language. Speech quantity increased through the frequent use of pair- and group-work which allowed each student more time to speak in the target language. Speech quality increased as students gradually produced more extended and complex discourse, used formulaic expressions, spoke without hesitating much, thus developing both fluency and accuracy. Moreover, students became aware of the fact that speaking means not only giving accurate answers to the teacher's questions but most importantly the ability to handle turn-taking and managing the interaction effectively while participating in realistic conversations.

Nevertheless, the findings also indicated that students faced certain difficulties when trying out self-assessment, which might be the reason for their reluctance to use self-assessment on a daily basis. The main difficulties they faced were to reflect and comment on their strengths and weaknesses when they were asked to elaborate more on what they had achieved on each activity, namely to be involved in reflective and critical thinking and to set specific goals. This can be justified as it was the first attempt of the particular students to monitor their progress and assess themselves. Besides, the number of times they were involved in self-assessment in the classroom was relatively small which is taken to mean that their experience was rather limited. The implications of these findings are that the students need time, support and training to get used to this assessment method.

Limitations of the study

The first limitation relates to the short duration of the study and the nature of the sample as this was a small-scale study conducted with only one class of primary school students. As a result the findings may not allow for generalizations to be made. Consequently, further investigation on a larger scale with longer duration is necessary. The second limitation derives from the tools employed, namely questionnaires and observation notes. Regarding questionnaires, there is the possibility of subjectivity, since “when we ask someone a question, we have very often no way of ascertaining the truth of the reply” (Wallace, 2000: 127). Also the students might over-report on the advantages of self-assessment and their progress in speaking due to the fact that the researcher was also the class teacher hence the students may have been cautious not to criticize the implemented assessment method. Observation notes run the risk of being subjective and biased as the focus of observation was pre-determined instead of allowing it to emerge (Bell, 2000) through observation.

Recommendations for further research

Based on the findings of this study, some recommendations for further research can be made:

- Conducting a similar research with a larger sample of participants in order to strengthen the reliability of the results of the present research.
- Integrating self-assessment into the EFL classroom, extending the duration of implementation from the beginning to end of the school year in order to investigate its potential as a learning tool, too.
- Extending self-assessment to lower school grades and compare the findings.
- Training teachers in the effective use of self-assessment and involving them in research, in order to investigate their reactions and beliefs regarding the implementation of self-assessment in their classrooms.

Author's email: chalkiak@yahoo.gr

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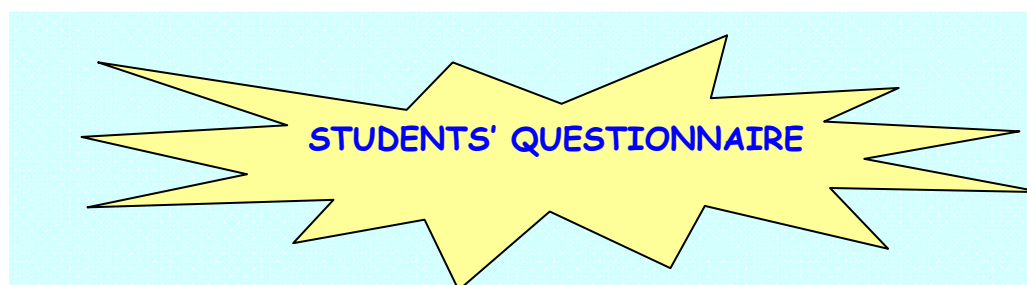
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APPENDIX 1

THE QUESTIONNAIRE






Dear student,

This year you participated for three months in a self-assessment programme in which you had the opportunity to use a self-assessment checklist with a list of specific criteria in order to think about your strengths and weaknesses in various speaking activities during the English lesson. Now that the program has finished, I would like you to answer carefully to the following questionnaire which concerns your opinion on self-assessment. Try to be honest. Thank you very much for your help.
Your teacher.

Read the following statements carefully and tick the box with which you agree the most.

 = I totally agree.  = I don't completely agree.  = I disagree completely.

			
1) Self-assessment was a positive experience for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) I would like to have self-assessment in every lesson in the English class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) The self-assessment checklist was useful because it helped me focus on what was important in order to improve my speaking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) The discussion I had with the teacher after each lesson concerning what I had stated in the self-assessment checklist was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) The fact that in the end of each lesson I set a goal to achieve in the next lesson helped me try more every time to achieve this goal and in this way I participated more in every speaking activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Self-assessment is more enjoyable than tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) I had less stress during the self-assessment procedure than I had during a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Peer-assessment helped me learn from my classmates' strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Peer-assessment helped me think and understand better the assessment criteria which were important in order to improve my speaking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) Self-assessment helped me realize my strengths and weaknesses in speaking.			
11) After my participation in the self-assessment program, I feel more confident in speaking.			
12) Being involved in self-assessment I improved my speaking skills.			
13) Now I know that speaking English means not only answering the teacher's questions.			
14) I can participate in a conversation.			
15) I can talk with someone and understand when it is my turn to speak.			
16) I can initiate and close a conversation.			
17) I can keep a conversation on even when I do not have the necessary vocabulary at my disposal.			
18) I can employ paraphrase.			
19) It was easy for me to self-assess.			
20) It was easy for me to understand what I did correct when speaking.			

21) Please answer the following questions: a) do you think you improved your speaking skills? b) what aspects of your speaking skills do you think you improved? c) did you like self-assessment and why? d) what difficulties did you faced during self-assessment?

a).....

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b).....

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c).....

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d).....

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ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΜΑΘΗΤΩΝ

Αγαπητέ μαθητή/Αγαπητή μαθήτριά

Φέτος συμμετείχες για τρεις μήνες σε ένα πρόγραμμα αυτοαξιολόγησης στο οποίο είχες την ευκαιρία να χρησιμοποιείς λίστες για να σκεφτείς ποιες ήταν οι δυνατότητές σου και οι αδυναμίες σου σε διάφορες προφορικές ασκήσεις στο μάθημα των Αγγλικών. Τώρα που το πρόγραμμα τελείωσε, θα ήθελα να απαντήσεις προσεκτικά στο παρακάτω ερωτηματολόγιο που αφορά στην γνώμη σου για την αυτοαξιολόγηση. Προσπάθησε να είσαι ειλικρινής. Σε ευχαριστώ πολύ για την βοήθειά σου. Η δασκάλα σου.

Διάβασε προσεκτικά τις ακόλουθες προτάσεις και τσέκαρε το κουτάκι με το οποίο συμφωνείς περισσότερο.

 = Συμφωνώ απόλυτα  = Δεν συμφωνώ εντελώς.  = Διαφωνώ απόλυτα.

			
1) Η αυτοαξιολόγηση ήταν μια θετική εμπειρία για μένα.			
2) Θα ήθελα να κάνω αυτοαξιολόγηση σε κάθε μάθημα στα Αγγλικά.			
3) Η φόρμα με τα κριτήρια αυτοαξιολόγησης ήταν χρήσιμη γιατί με βοήθησε να επικεντρωθώ στα σημεία που ήταν σημαντικά για να βελτιώσω τις προφορικές μου ικανότητες.			
4) Η συζήτηση που έκανα με την κυρία στο τέλος κάθε μαθήματος σχετικά με όσα είχα αναφέρει στη φόρμα αυτοαξιολόγησης ήταν χρήσιμη.			
5) Το γεγονός ότι στο τέλος του μαθήματος έβαζα ένα στόχο για το επόμενο μάθημα με βοήθησε στο να προσπαθώ περισσότερο κάθε φορά για τον πετύχω, συμμετέχοντας περισσότερο σε όλες τις ασκήσεις.			
6) Η αυτοαξιολόγηση είναι πιο ευχάριστη από τα τεστ.			
7) Είχα λιγότερο άγχος όταν συμμετείχα στην αυτοαξιολόγηση από ότι έχω όταν γράφω τεστ.			
8) Η αξιολόγηση των συμμαθητών μου με βοήθησε να μάθω από τις δυνατότητες και τις αδυναμίες τους.			
9) Η αξιολόγηση των συμμαθητών μου με βοήθησε να σκεφτώ και να καταλάβω καλύτερα τα κριτήρια αξιολόγησης που ήταν σημαντικά για να βελτιώσω τις προφορικές μου ικανότητες.			
10) Η αυτοαξιολόγηση με βοήθησε να καταλάβω τις δυνατότητές μου και τις αδυναμίες μου στα προφορικά.			
11) Μετά τη συμμετοχή μου στο πρόγραμμα αυτοαξιολόγησης αισθάνομαι μεγαλύτερη αυτοπεποίθηση στα προφορικά.			
12) Με την αυτοαξιολόγηση βελτίωσα τις προφορικές μου ικανότητες.			
13) Τώρα ξέρω ότι το να μιλώ Αγγλικά δεν είναι μόνο να απαντώ στις ερωτήσεις της κυρίας.			
14) Μπορώ να πάρω μέρος σε μία συζήτηση.			
15) Μπορώ να συνομιλώ με κάποιον και να καταλαβαίνω πότε είναι η σειρά μου να μιλήσω.			
16) Μπορώ να αρχίζω και να τελειώνω μια συζήτηση.			

17) Μπορώ να συνεχίζω μια συζήτηση ακόμη κι αν δεν έχω το απαραίτητο λεξιλόγιο.			
18) Μπορώ να λέω κάτι με άλλα λόγια.			
19) Ήταν εύκολο να αξιολογήσω τον εαυτό μου.			
20) Ήταν εύκολο να καταλάβω τι έκανα σωστά.			

21) Σε παρακαλώ απάντησε στις ακόλουθες ερωτήσεις: α) νομίζεις ότι βελτιώθηκες στα προφορικά; β) τι δεν μπορούσες να κάνεις πριν και βελτίωσες τώρα; γ) σου άρεσε η αυτοαξιολόγηση και γιατί; δ) τι δυσκολίες είχες στο να αξιολογήσεις τον εαυτό σου.

α).....
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β).....
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γ).....
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δ).....
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