THE IMPACT OF LANGUAGE ASSESSMENT LITERACY TRAINING ON EFL UNIVERSITY LECTURERS' LANGUAGE ASSESSMENT LITERACY, EFFICACY AND PRACTICE OF STUDENT SELF-ASSESSMENT

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ผลของการฝึกอบรมด้านการรู้การวัดผลประเมินผลภาษาที่มีต่อการรู้การวัดผลประเมินผล การรับรู้ความสามารถในการวัดผลประเมินผล และ การใช้การวัดผลประเมินผลโดยให้ผู้เรียนประเมินตนเองของอาจารย์ผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศในระดับอุดมศึกษา

นางสาวณัฏฐ์ธรรมา ทองเอี่ยม

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การรู้การวัดผลประเมินผล การรับรู้ความสามารถในการวัดผลประเมินผล และ การใช้
การวัดผลประเมินผลโดยให้ผู้เรียนประเมินตนเองของอาจารย์ผู้สอนภาษาอังกฤษเป็น
ภาษาต่างประเทศในระดับอุดมศึกษา (THE IMPACT OF LANGUAGE
ASSESSMENT LITERACY TRAINING ON EFL UNIVERSITY
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AND PRACTICE OF STUDENT SELF-ASSESSMENT) อ.ที่ปรึกษา
วิทยานิพนธ์หลัก: อ. ดร.ประมาณ ทรัพย์ผดุงชนม์, 360 หน้า.

ชั้นเรียนภาษาอังกฤษในระดับอุดมศึกษาไม่สามารถจัดให้ผู้เรียนประเมินตนเองได้
เท่าที่ควร เนื่องจากอาจารย์ผู้สอนมีการรู้การวัดผลประเมินผลในระดับจำกัด งานวิจัยฉบับนี้ศึกษา
การรู้ การรับรู้ความสามารถในการวัดผลประเมินผล และการใช้การวัดผลประเมินผลโดยให้ผู้เรียน
ประเมินตนเอง และผลของการฝึกอบรมด้านการรู้การวัดผลประเมินผลที่มีต่อตัวแปรทั้งสามตัว
ดังกล่าวของอาจารย์ผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศในมหาวิทยาลัยเทคโนโลยีราชมงคล
งานวิจัยฉบับนี้ใช้วิธีการวิจัยแบบผสมผสาน โดยเก็บข้อมูลเชิงสำรวจจากผู้ตอบแบบสอบถาม
จำนวน ๑๖๓ คน และผู้ให้สัมภาษณ์จำนวน ๔๘ คน ผลการสำรวจพบว่ากลุ่มตัวอย่างมีระดับการรู้
การวัดผลประเมินผลภาษา และการรับรู้ความสามารถในการวัดผลประเมินผลโดยให้ผู้เรียน
ประเมินตนเองในระดับปานกลาง และยังพบว่าอาจารย์ผู้สอนภาษาอังกฤษจำนวน ๔ คนที่เข้ารับ
การฝึกอบรมด้านการรู้การวัดผลประเมินผลภาษา มีการรู้การวัดผลประเมินผลภาษา การรับรู้
ความสามารถในการวัดผลประเมินผล และ มีการใช้การประเมินผลโดยให้ผู้เรียนประเมินตนเองใน
ชั้นเรียน ผลวิจัยยังบ่งชี้ว่า การรู้การวัดผลประเมินผลภาษา การรับรู้ความสามารถในการวัดผล
ประเมินผล และการใช้การประเมินผลโดยให้ผู้เรียนประเมินตนเองในชั้นเรียนเกิดจากการแบ่งปัน
ทรัพยากร การทดลองให้นักศึกษาในชั้นเรียนของตนเองใช้การประเมินผลโดยให้ผู้เรียนประเมิน
ตนเอง และ การสร้างชุมชนการเรียนรู้ร่วมกัน จากผลการวิจัยนี้ ผู้วิจัยได้เสนอองค์ประกอบของ
การฝึกอบรมด้านการรู้การวัดผลประเมินผลภาษาที่มีประสิทธิภาพ ซึ่งเป็นประโยชน์แก่ผู้ที่
ออกแบบพัฒนาการฝึกอบรมด้านการรู้การวัดผลประเมินผลภาษาทั้งการฝึกอบรมการใช้การ
ประเมินผลโดยให้ผู้เรียนประเมินตนเองและการประเมินผลในชั้นเรียน

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NATTHARMMA THONG-IAM: THE IMPACT OF LANGUAGE ASSESSMENT LITERACY TRAINING ON EFL UNIVERSITY LECTURERS' LANGUAGE ASSESSMENT LITERACY, EFFICACY AND PRACTICE OF STUDENT SELF-ASSESSMENT. ADVISOR: PRAMARN SUBPHADOONGCHONE, Ph.D., 360 pp.

The literature suggested that limited assessment literacy in the use of SSA has led to insufficient use of SSA in Thai tertiary EFL classrooms. This study examined the current assessment practice, assessment literacy, and assessment efficacy in the use of SSA of the EFL lecturers who were serving at the nine Rajamangala Universities (RMUTs) and the effect of assessment literacy training on the assessment literacy, assessment efficacy, and assessment practice in the use of SSA among four EFL lecturers from one particular Rajamangala University. In this study, the researcher utilised mixed-methods research, a paradigm in which she drew on data from the questionnaire survey of 163 respondents, augmented with the data from a semi-structured interview with 48 interview informants. It was found that the lecturers at the nine RMUTs had moderate levels of assessment literacy and assessment efficacy in the use of SSA. Identification of emergent themes in the training participants' responses provided crucial information relevant to the continuous, job-embedded assessment literacy training in the use of SSA, from which the lecturers improved and increased their levels of assessment literacy and assessment efficacy while applying assessment practice in the use of SSA in their classrooms. The training was found to be meaningful to the lecturers at the nine RMUTs, particularly with regard to the following aspects: the opportunity to share goals regarding assessment practice in the use of SSA, the provision of resources and support, implementation and hands-on experience of SSA in classrooms, and collaboration in a learning community.

Field of Study:	English as an	Student's Signature	
	International Language	Advisor's Signature	
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In the classroom, teachers are expected to be assessment literate (Popham, 2009) because assessment is at the heart of education, which assembles curriculum, learning, and teaching (G.T.L. Brown, Irving, & Keegan, 2008). Becoming an assessment literate teacher means becoming a competent assessor who invests worthwhile effort, time, and energy for maximising student learning. This can be done through the implementation of effective, well-designed assessment with valid and trustworthy results (Chappuis, Stiggins, Chappuis, & Arter, 2012). Whilst a number of teachers invest one-quarter to one-third of their professional time in assessment-related activities, it seems that most of them lack principles of assessment, resulting in their receiving unsound assessment results in return (R. Stiggins, Arter, Chappuis, & Chappuis, 2007). Being assessment literate is therefore crucial for the teacher's professional development endeavours.

The essence of being assessment literate is the possession of a foundation of so-called *assessment literacy* – the assessment-related knowledge and skills required for effective assessment with the proper principles and conceptions (Davies, 2008; Fulcher, 2012; O. Inbar-Lourie, 2008; R. J. Stiggins, 1995). Having assessment literacy, teachers are capable of differentiating the content, elements, and consequences of sound and unsound assessment in their classrooms. According to Chappuis et al. (2012) and R. Stiggins et al. (2007), teachers with assessment literacy possess the knowledge and skills necessary to create and practice assessment tasks to

satisfy particular assessment purposes and accountability. Every assessment-related activity conducted by teachers and students is meaningfully arranged in order to gather essential information to promote learning and to target monitoring and provide feedback to students. Additionally, teachers have the intention to leave the power of judgment in the hands of students. Moreover, their students will be able to assess their own performance and plans for future development. Chappuis et al. (2012) explicitly stated that the assessment-literate teachers gave knowledge of how to involve the students the productive self-assessment in order to promote the learning success.

Self-assessment is regarded as one of the most important aspects of assessment-literate teachers. It is a kind of formative assessment which emphasises a student-centred paradigm. Self-assessment has become popular as an effective alternative assessment tool for assessing student performance and competence across language skills. Teachers can employ a variety of tools to engage students in self-assessment, such as check-lists, questionnaires, open-ended informal activities, reflective diaries, and portfolios (G. T. L. Brown, 2004). Students on the other hand are engaged to report or evaluate their own language performance and/or competence based on clearly-defined criteria (J. McMillan, H., 2004). They are also encouraged to self-reflect and engage in self-feedback of their own learning, resulting in their independent self-directed learning and personal goal-setting (Noels, Clement, & Pelletier, 1999). As the active agents within the supportive learning context, the students' learning, motivation, self-confidence, and language learning are greatly fuelled. It can then be seen that the transfer of assessment responsibility can improve the students' motivation to learn and self-regulate their learning within a low-anxiety environment (Noels, Pelletier, Clement, & Vallerand, 2000). Considering the

congruence of student self-assessment with the formative assessment which values student-centeredness, the assessment literate teachers' ability to engage students in self-assessment is expected. As Black and Wiliam (1998) reiterated, teachers should be aware of the merits of self-assessment by students because it is an essential component of formative assessment that contributes to effective learning.

Despite the significance of students' self-assessment in learning, self-assessment has also been debated regarding the issues of its usefulness and implementation challenges. As students are considered active agents when self-assessment is performed, some scholars view that self-assessment by students is very subjective. Therefore, assessment results may be sensitive to construct-irrelevant variances, resulting in weak trustworthiness. For example, MacIntyre, Noels, and Clément (1997) found that anxiety influenced self-assessment results. The more anxious students underestimated their second language performance, while the less anxious ones overestimated it. In addition, there is a concern that student self-assessment may not be accurate when compared to teacher assessment. Matsuno (2009) compared the scores from writing tests rated by self-, peer- and teacher-assessment. It was revealed that the self-assessors underestimated and underrated their own writing tests, but gave higher scores to their friends. Matsuno (2009) also found that the test scores from self-assessment were not consistent with the ones rated by teachers. These reported findings, however, were criticised by other researchers, who argued that the failure to use student self-assessment was a result of the teachers' lack of knowledge of and skills in implementing student self-assessment, coupled with the students' lack of training in performing self-assessment (J. A. Ross, 2006; R. Stiggins et al., 2007). Chappuis et al. (2012) and R. Stiggins et al. (2007) believe that the vital

force behind advocating student self-assessment with success in the classroom is the teachers. With proper implementation and student training, student self-assessment can result in excellent pedagogical advantages at both cognitive and affective levels such as fluency, vocabulary, competence, willingness to communicate, motivation, confidence in L2 learning, and high-order thinking(De Saint-Leger, 2009; Kissling. E.M. & O'Donnell, 2015; Noels et al., 1999; Noels et al., 2000; R. Stiggins et al., 2007). It can be therefore concluded that the success of student self-assessment can be attributed to the teachers' assessment literacy.

In the context of higher education in Thailand, where English is used as a foreign language (EFL), EFL teachers in certain universities do not seem to demonstrate the practice of student self-assessment practice because of their limited assessment literacy and assessment efficacy regarding this kind of assessment. The use of multiple-choice items by teachers was found to be the most twidespread tool for assessing students' English performance (Currie & Chiramanee, 2010). According to Thong-Iam and Subphadoongchone (2015), the EFL university lecturers at Rajamangala University of Technology Tawan-ok (RMUTTO) perceived student self-assessment as a waste of time. Some even expressed their concerns about their confidence in implementing student self-assessment in their own classrooms, as well as their students' capability to self-evaluate and reflect on their English performance. Some lecturers avoided using student self-assessment and accepted that they did not know how to do it, nor did they have training in the use of student self-assessment. These findings support the work of Stoynoff and Coombe (2012) and Koh (2011), who claimed that the underrepresentation of appropiate language assessment originates from the teacher's lack of preparation and professional training.

The use of student self-assessment is expected in the RMUTTO classrooms as the university's policy emphasises student-centred learning. However, as previously mentioned a study by Thong-Iam and Subphadoongchone (2015) suggested that EFL lecturers there avoided implementing student self-assessment in their classrooms due to their lack of assessment literacy. One possible solution to this kind of teaching situation is a tailored effective professional development programme (Chinda, 2009; Koh, 2011; O'Loughlin, 2009, 2013). For many scholars (Fulcher, 2012; Richards & Farrell, 2005), effective professional development should begin with an assessment-training needs analysis. Effective professional development should also be sustainably embedded and evolved within the teacher learning community (Thompson & Goe, 2008). For example, Chinda (2009) held an assessment training programme for a group of EFL lecturers with particular focus on using rating scales to assess speaking. In his study, the EFL lecturers attended a series of workshops to learn about the principles of assessment and to practice rating students' speaking performance. Through their engagement in the workshops, they then formed a teacher learning community. This resulted in their continued use of rating scales with confidence in their teaching.

It can be therefore concluded that sustained ongoing effective professional development within the teacher learning community can serve as an effective tool in helping to develop assessment literacy (Chapman, 2008; Chinda, 2009; Desimone, 2009; Koh, 2011; O'Loughlin, 2009, 2013). However, EFL teachers'professional development in the use of student self-assessment in particular is less explored in the Thai educational context. It seems that most of the language assessment studies, be they conducted in Thailand or foreign countries, have focused on developing test

tasks to assess students' language performance (Culligan, 2015; Currie & Chiramanee, 2010; Mann, Roy, & Morgan, 2015; Sarandi, 2015), investigating students' test-taking strategies (Jang, Dunlop, Park, & Boom., 2015)and examing the validity and washback effects of particular tests (Deygers & van Gorp, 2015; Xie & Andrews, 2013).

This study therefore aims to survey the assessment literacy of EFL lecturers at nine Rajamangala Universities of Technology (RMUT). In particular, the study will delve into the impact of professional development training on the use of student self-assessment, which will be offerred to EFL lecturers at one of the nine Rajamangala Universities of Technology.

1.2 Research Objectives

The objectives of this study are as follows:

1. to investigate the assessment practice, assessment literacy, and assessment efficacy of EFL lecturers at Rajamangala Universities of Technology, with particular reference to the use of student self-assessment in their classroom;

2. to examine how assessment literacy training on the use of student self-assessment contributes to the of assessment literacy and assessment efficacy EFL lecturers at Rajamangala University of Technology Tawan-ok; and

3. to examine how assessment literacy training on the use of student self-assessment contributes to the assessment practice of EFL lecturers at Rajamangala University of Technology Tawan-ok.

1.3 Research Questions

This study is guided by the following research questions:

1. What are the assessment practice, assessment literacy, and assessment efficacy of EFL lecturers at Rajamangala Universities of Technology, with particular reference to the use of student self-assessment in their classroom?

2. How does assessment literacy training on the use of student self-assessment contribute to the assessment literacy and assessment efficacy implemented by EFL lecturers at Rajamangala University of Technology Tawan-ok?

3. How does assessment literacy training on the use of student self-assessment contribute to the assessment practice of EFL lecturers at Rajamangala University of Technology Tawan-ok?

1.4 Definitions of Terms

Language assessment literacy refers to Thai EFL lecturers' declarative knowledge and skills to effectively perform the sound student self-assessment practice. This includes the ability to plan, implement, interpret, report, and use student self-assessment for different teaching purposes.

Language assessment efficacy refers to Thai EFL lecturers' confidence in their capability to employ student self-assessment in the classroom. It involves declarative knowledge of student self-assessment.

Language assessment practice refers to Thai EFL lecturers' procedural knowledge and skills to effectively perform the sound student self-assessment practice. This includes the ability to plan, implement, interpret, report, and use student self-assessment for different teaching purposes.

Student self-assessment refers to a task-specific assessment dealing with students' evaluation of their language performance and competence in order to modify their learning to meet their desired language learning goal.

Teacher training refers to training activities that concentrate on Thai EFL lecturers' use of student self-assessment and aim to improve the teachers' understanding of knowledge, skills, conceptions, and principles, with particular reference to the use of student self-assessment in their classroom.

Professional development refers to the use of teacher training to enhance Thai EFL lecturers' learning and development of knowledge and skills towards student self-assessment in order to maintain their professional practices

Impact of training on EFL lecturers' behaviours refers to the EFL lecturers' change in their language assessment literacy, language assessment efficacy, and language assessment practices with particular reference to the use of student self-assessment in their classroom.

1.5 Significance of the Study

This study will provide both pedagogical and theoretical contributions to the existing body of knowledge on EFL teacher professional development and language assessment literacy as follows.

First, findings from the survey will provide an overview of the assessment literacy of the EFL lecturers at Rajamangala Universities of Technology. They will prompt the university's administrators and policy makers to be critically aware of the EFL lecturers' needs in terms of improving their assessment literacy with particular reference to the use of student self-assessment in the classroom. These findings can also be used as a basis for planning assessment literacy training programmes to meet the needs and expectations of teachers. In addition, findings obtained from the proposed professional development training, where the researcher's hands-on experience in planning, designing, implementing, and evaluating the training can be shared, will provide other teacher trainers with a detailed guideline for developing tailored assessment training suitable for their own educational context.

This study will also offer another situated perspective on the professional development of language assessment literacy. Empirical findings from different socio-culturally situated contexts, as noted by Casanave (2004) and Leki and Cumming (2008), will help to enrich the theorisation of language education. Therefore, findings from this study, and those previously reported by others, can help co-construct more rigorous knowledge of the field of language assessment and its professional development.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter provides an overview of the related literature. It particularly focuses on assessment literacy, assessment efficacy, assessment literacy training, and teacher practice of student self-assessment. The chapter ends with a summary of the theoretical conception of this study.

2.1 Language Assessment Literacy

This section begins with a definition of assessment literacy with a particular focus on language assessment. This will be followed by the significance of assessment literacy in relation to language assessment practice and five key concepts of language assessment literacy.

Defining Language Assessment Literacy

Language assessment literacy is derived from assessment literacy (O. Inbar-Lourie, 2013) which is a specific quality of being assessment literate (R. J. Stiggins, 2002). Assessment literacy can be defined in terms of knowledge and skills. (R. J. Stiggins, 1991, 1995, 2002) and Popham (2009, 2011) defined assessment literacy as an educator's knowledge and skills in performing a sound assessment practice and being able to differentiate between sound and unsound assessment practices. Similarly, assessment literacy, as defined by C. A. Mertler (2003) and C.A. Mertler and Campbell (2005), focuses on knowledge of fundamental assessment regarding both assessment concepts and assessment procedures in order to skilfully align assessment practice with learning objectives. In this way, student learning and achievement can be accurately evaluated. Another definition of assessment literacy

also focuses on the aspect of ongoing classroom formative assessment. Chappuis et al. (2012) defined assessment literacy as the teacher's knowledge and skills required for collecting accurate information on student achievement, implementing valid assessment processes, and utilising the assessment results to enhance student achievement. Therefore, the definitions of assessment literacy are similarly defined as knowledge and skills to produce sound assessment for the purposes of enhancing student learning and achievement.

When assessment literacy was implemented to language testing, it was referred to as "language assessment literacy" (Fulcher, 2012; O. Inbar-Lourie, 2008; O. Inbar-Lourie, 2013). Like the definition of assessment literacy, the definition of language assessment literacy still focuses on the knowledge and skills required for performing effective assessment. The add-on aspects to the definition of language assessment literacy are the principle of language testing (Davies, 2008; O. Inbar-Lourie, 2008; O. Inbar-Lourie, 2013), language-specific competencies (O. Inbar-Lourie, 2008), and the context of assessment (Davies, 2008; Fulcher, 2012). According to O. Inbar-Lourie (2013), the broad definition of language assessment literacy refers to the second or foreign language teachers' knowledge and skills in effectively performing language assessment practices which involve designing, administering, interpreting, utilising, and reporting language assessment for various purposes. To be more specific, Fulcher (2012) defined language assessment literacy as follows:

The knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom based tests,

familiarity with test processes, and awareness of principles and concepts

that guide and underpin practice, including ethics and codes of practice.

The ability to place knowledge, skills, processes, principles and concepts

within wider historical, social, political and philosophical frameworks in

order [to] understand why practices have arisen as they have, and to

evaluate the role and impact of testing on society, institutions, and

individuals.

(Fulcher, 2012, p.125)

Therefore, this study, which emphasises Thai EFL lecturers' assessment

practices and assessment literacy in relation to student self-assessment, defines

language assessment literacy as Thai EFL lecturers' knowledge and skills for

effectively performing sound student self-assessment practice. This includes the

ability to plan, implement, interpret, report, and use student self-assessment for

different teaching purposes.

Five Key Domains of Language Assessment Literacy

Assessment literacy is considered to be a key connection between assessment

quality and student learning achievement (S. Brown, 2014; C.A. Mertler & Campbell,

2005). It is beneficial for assessment stakeholders, so it has been applied to language

testing (Brindley, 2001, as cited in (Fulcher, 2012) and is called *language assessment*

literacy. Since language assessment literacy was constructed from the foundation of

assessment literacy, its domains reflect those of assessment literacy. For example,

both language assessment literacy and assessment literacy include knowledge and

skills as essential aspects. However, the principles and conception of language

assessment literacy are different from those of assessment literacy because of the

context of language testing. Overall, there are five key domains identified by the literature that are essential for language assessment literate educators. They are knowledge, skills, principles, conceptions, and language-specific competencies.

Knowledge and skills

Knowledge and skills are the two most important domains of assessment literacy as they are always involved in the definition of assesment literacy (e.g. (Chappuis et al., 2012; Fulcher, 2012; O. Inbar-Lourie, 2008; O. Inbar-Lourie, 2013; Popham, 2009; R. J. Stiggins, 1991). (R. J. Stiggins, 1991, 1995) stated that knowledge and skills are fundamental domains of assessment literacy as he stated that educators should have assessment knowledge and skills in order to promote the use of assessment. With such knowledge and skills teachers with assessment literacy will not only be able to produce sound assessment, but also will be able to identify unsound assessment (R. J. Stiggins, 1991). These knowledge and skills can be directly reflected from assessment practice.

Knowledge and skills cover a wide range of assessment aspects. According to R. J. Stiggins (1991), knowledge and skills comprise knowledge of the purposes of assessment, the focused achievement to be measured, the design and development of assessment, implementation and delivery of assessment to students, high and low quality assessment, the effect of assessment on the stakeholders, the factors affecting assessment results and outcomes, feedback, the indicators of sound and unsound assessment, methods to prevent what may go wrong with the assessment, and possible negative consequences of inaccurate assessment. In addition, Popham (2009, 2011) added knowledge of test usefulness that teachers should know that any educational decision is an obvious and direct influence from accurate and inaccurate assessment.

Popham (2011) recommended that educators have knowledge of test validity, accountability, test evaluations, use of formative assessment, and accurate interpretation of assessment results.

The knowledge and skills involved in language assessment literacy include the aspects of language testing and the context of language testing. According to Davies (2008), language teachers should have knowledge of the relevant background of language testing, socio-cultural theory and skills in test delivery, analysis, and report of assessment result. Fulcher (2012) also described knowledge and skills as the ability to develop, perform, and evaluate language assessment in terms of either large-scale assessment or classroom assessment. According to the literature, the knowledge and skills required for language assessment literacy involve teachers' knowledge and skills of assessment methods (Davies, 2008; Fulcher, 2012; O. Inbar-Lourie, 2008), classroom-based assessment (Davies, 2008; O. Inbar-Lourie, 2013; O'Loughlin, 2013), formative and summative testing (Davies, 2008; O. Inbar-Lourie, 2008), providing feedback (Davies, 2008; Manning, 2013), knowledge of local and international assessment standards frameworks (Davies, 2008; O. Inbar-Lourie, 2013), language-specific competencies (J. D. Brown & Bailey, 2008; Davies, 2008; Fulcher, 2012; O. Inbar-Lourie, 2008; O. Inbar-Lourie, 2013; Manning, 2013; O'Loughlin, 2013), test construction (J. D. Brown & Bailey, 2008; Davies, 2008; Fulcher, 2012; O. Inbar-Lourie, 2013; O'Loughlin, 2013), test culture (J. D. Brown & Bailey, 2008; Davies, 2008), test evaluation (Davies, 2008; Fulcher, 2012; O. Inbar-Lourie, 2013; O'Loughlin, 2013), test interpretation and use (J. D. Brown & Bailey, 2008; Davies, 2008; O. Inbar-Lourie, 2013; O'Loughlin, 2013), the test process (Davies, 2008;

Fulcher, 2012), and test usefulness (Davies, 2008; Fulcher, 2012; O. Inbar-Lourie, 2008; Manning, 2013).

Principles

The third domain added to language assessment literacy is the principles that guide language assessment practices (Fulcher, 2012). According to Davies (2008) and Fulcher (2012), the principles of language assessment literacy refer to the princples for implementing proper use of language assessment practices with consideration of codes of practice, ethics, fairness, professionalism, proper use of language tests, and test impact. Principles are very important for the use of language assessment because they ensure the appropriate use of assessment in historical, social, political, and philosophical frameworks in order to understand the conditions, situations, and roles of the language assessment in relation to society, institutions, and individuals (Davies, 2008; Fulcher, 2012).

Conceptions

Conceptions or conceptions of assessment refer to the mental structure of assessment, including beliefs, meanings, concepts, propositions, rules, mental images, preferences, and the like ((ไม่เจอในref)Thompson, 1992, cited in (Opre, 2015).

Conceptions influence assessment practices (G. T. L. Brown, 2004; Opre, 2015; Remesal, 2011; S.B., 2010); (มันขึ้นไม่เหมือนใน endbook) Calveric, 2010;. Teachers tend to make decisions on assessment activities based on their conceptions of the learning process and assessment (Opre, 2015). It was found that teachers with different conceptions performed different assessment practices and the change of their conceptions affected a change in their assessment practice (Vandeyar & Killen, 2007). For example, teachers with the conception of *assessment for learning* will develop

formative assessment to support student learning while those with a conception of *assessment of learning* will likely use formal and summative assessment (Opre, 2015).

The term "conceptions" is debatable as to whether it is the same as *beliefs*. Even though some have claimed that the term "conceptions" and "beliefs" can be interchangeably used (S.B., 2010)(ไม่เหมือนในendnote)(Calveric, 2010), others have strongly argued that the concept of beliefs is a subcategory of the concept of conceptions (G. T. L. Brown, 2004; Opre, 2015)(Brown, 2004a; Opre, 2015; Remesal, 2010)(ในendnoteเป็น 2011). Opre (2015) and (เหมือนก่อนหน้านี้ 2011)Remesal (2010) clearly stated that the terms "conceptions" and "beliefs" are not synonymous in the field of assessment. Beliefs are the individual's set of different aspects and meanings connected with the specific topic, psychological objects, or phenomena (Pajares, 1992), and they influence an individual's interaction with events and people, whereas conceptions are the specific meaning attached to a particular phenomenon (Pratt, 1992). Conceptions are the result of the way in which people understand the world from their aspects and according to their perspectives. They interpret and act on situations based on their conceptions. Opre (2015), Pratt (1992), and (ใน endnote เป็น 2011)Remesal (2010) summarised that beliefs are a subcategory of conceptions and conceptions are an organized system of beliefs. Therefore, the term "conceptions" is used because it is a concept that is more functional regarding assessment (G. T. L. Brown, 2004).

Conceptions are a complicated domain that has been shaped by many factors. The social and political contexts surrounding the assessment context are considered to

form teachers' conceptions and shape their conceptions into practice (Opre, 2015). It was found that the teacher's conceptions are not influenced by his or her years in education, years of teaching and professional experience, or the socio-economic status of schools (G. T. L. Brown, 2004). Conceptions are influenced rather by the educational system and workplace culture and policy (Vandeyar & Killen, 2007). They can be also affected by the teacher's beliefs in his or her students' abilities, the perception of community expectation, divergent stakeholder interests when selecting assessment for students, and the needs of the society, the school, and the students (L. R. Harris & Brown, 2009). Within the diversity of jurisdictions, institutions, laws, and policies, teachers may have multiple conceptions of assessment at the same time (G. T. L. Brown, 2011). For example, teachers may have an individual conception of assessment for learning while they simultaneously conduct summative assessment because of their conceptions of institutional policy and practicality. Therefore, R. J. Stiggins (2014) pointed out that teachers may perform unsound assessment practices because of mistaken assessment policy.

Since teachers may have multiple sets of conceptions at the same time, the teacher's conceptions can be categorised into four main groups: conceptions of the improvement of teaching and learning, school accountability, student accountability, and treating assessment as irrelevant (G. T. L. Brown, 2004; Remesal, 2007). Regarding the conception of the improvement of teaching and learning, it is the teacher's conception of assessment as a tool to identify the student's progress and achievement in order to enhance the student's learning and the teacher's teaching quality. The conception of school accountability deals with the conceptions of the use of assessment as evidence to present to the society how well the teacher, school, and

system are carrying out the student's learning and the quality of teaching. The third group is the conception of student accountability. This emphasises the use of assessment in order to make the students responsible for their own learning through the assessment process. The last group of conceptions deals with treating assessment as irrelevant. It is a conception whereby the teacher views assessment as something irrelevant to teaching and learning and is a result of the inaccuracy or misperception of assessment. The conception of treating assessment as irrelevant is therefore considered as negatively influencing the teacher, students, the curriculum, and teaching and learning (Opre, 2015).

Language-specific competencies

The last domain of language assessment literacy is language-specific competencies. It is a domain that distinguishes language assessment literacy from assessment literacy in other fields (O. Inbar-Lourie, 2008; O. Inbar-Lourie, 2013). According to O. Inbar-Lourie (2013), language-specific competencies are comprised of the language assessors' awareness of various facets of linguistics, language use, and the linguistic competence of multilingual speakers. For example, language assessors need to be aware of the role of the test-takers' first language and/or the language norm in which they are acquiring (Canagarajah, 2007). This domain is very important for assessment literacy because assessment literates with language-specific competencies will possess the ability to skilfully practice assessment that is compatible with current language perspectives and language norms such as English as a Foreign Language (EFL), English as an International Language (EIL), English as a Lingua Franca (ELF), or English as an Additional Language (EAL) (O. Inbar-Lourie, 2013).

Promoting Language Assessment Literacy through Assessment Training

Previous studies and the related literature have identified teacher training as a powerful tool for enhancing teacher assessment literacy (Koh, 2011; O'Loughlin, 2009, 2013; Sato, Wei, & Darling-Hammond, 2008). In order to promote language assessment literacy among in-service teachers, training can be conducted in the form of professional development (Herrera & Macías, 2015; Koh, 2011; Richards & Farrell, 2005). When teachers engage in assessment training as professional development, their assessment practice and assessment literacy are enhanced. They will therefore be able to produce sound assessment that promotes effective student learning (Chinda, 2009; Jeong, 2013; M. Malone, 2008; M. E. Malone, 2013; Popham, 2009; Scarino, 2013). Taylor (2009)Taylor (2009, p. 27) summarised the ultimate goal of professional development regarding language assessment literacy as follows:

> an appropriate balance of technical know-how, practical skills, theoretical knowledge, and understanding of principles, but all firmly contextualized within a sound understanding of the role and function of assessment within education and society.

Two procedures have been suggested for promoting assessment practice and assessment literacy though training. The first procedure is eliciting language assessment training needs and gaps (Davies, 2008; Fulcher, 2012; Jeong, 2013; Vogt & Tsagari, 2014), and the second is implementing a professional development programme (Chinda, 2009; M. E. Malone, 2013; Walters, 2010). The first procedure, eliciting language assessment training needs and gaps, investigates current language assessment literacy, the gaps between the current and desired levels of language

assessment literacy, and training needs. The instruments employed for eliciting

language assessment training needs and gaps can be a survey questionnaire (Fulcher,

2012; Jeong, 2013; O'Loughlin, 2013; Vogt & Tsagari, 2014), an interview (Vogt &

Tsagari, 2014), and document analysis and meta-analysis (Davies, 2008). In order to

implement a professional development programme, it is assessment training that is

delivered to teachers in the form of ongoing professional development (Stoynoff &

Coombe, 2012). Professional development is appropriate for enhancing teachers'

assessment literacy in particular areas of language assessment knowledge, skills, and

principles (Chinda, 2009; M. Malone, 2008; M. E. Malone, 2013; Taylor, 2009) as

well as promoting teachers' attitudes toward assessment (Chinda, 2009) and

assessment beliefs (M. E. Malone, 2013).

Measurement of Language Assessment Literacy

Language assessment literacy can be measured using a survey questionnaire

(Fulcher, 2012; Jeong, 2013; M. Malone, 2008; Manning, 2013; O'Loughlin, 2013;

Vogt & Tsagari, 2014) and an interview that can be further developed based upon the

content of the survey questionnaire (Jeong, 2013; M. Malone, 2008; Manning, 2013;

O'Loughlin, 2013; Vogt & Tsagari, 2014). The survey questionnaire can be on-line

(Fulcher, 2012; O'Loughlin, 2013; Vogt & Tsagari, 2014) or paper-based (Jeong,

2013; M. Malone, 2008). The on-line questionnaire on language assessment literacy

has become popular among the studies in language assessment literacy because it

helps researchers collect data from various groups of participants without constraints

of distance or place (O'Loughlin, 2013). However, it is important to note that

researchers need to be aware of the research participants' computer literacy and their

access to the Internet. In addition, the content of language assessment literacy questionnaires can be vary according to the focuses of the studies.

Previous Studies on the Effect of Training on Language Assessment Literacy

Several studies have been conducted on language assessment literacy in order to elicit language assessment training needs and gaps, and to focus on professional development programmes. In order to elicit the training needs and gaps, a survey questionnaire and an interview are employed to identify the areas for teachers' language assessment development (Davidheiser, 2013; Fulcher, 2012; Manning, 2013; O'Loughlin, 2013; Pill & Harding, 2013), to investigate different levels of language assessment literacy among stakeholders (Jeong, 2013; M. E. Malone, 2013; C. A. Mertler, 2003), and to examine the current situation of language assessment literacy (Lam, 2014).

Some studies have focused on the effect of professional development programmes on language assessment literacy. Chinda (2009) for example conducted a longitudinal qualitative study to investigate the influence of professional development on EFL Thai university lecturers' use of rating scales in assessing speaking. The professional development involved a series of workshops and a teacher support community. The results from the interviews, focus group discussions, ethnographic observation, and think-aloud protocols confirmed the positive effect of the training on the teachers' skills and confidence in rating students' speaking performance in their classroom.

2.2 Assessment Efficacy

This section explores the definition, concepts, and measurement of assessment efficacy.

Defining Assessment Efficacy

Assessment efficacy is self-efficacy in the domain of assessment (Akbari & Tavassoli, 2014; Chapman, 2008; Hay, Dickens, Crudgington, & Engstrom, 2012). It can be defined as teachers' senses of self-efficacy or confidence in their ability to assess classroom performance, to develop test tasks, to employ techniques to assess students' performance and to monitor as well as assess students' learning progress (Akbari & Tavassoli, 2014; Chapman, 2008). According to Chapman (2008), the definition of assessment literacy mainly emphasises teachers' confidence in using assessment. Therefore, this study defines assessment efficacy as EFL lecturers' confidence in their capability to employ student self-assessment in the classroom.

Assessment Efficacy and Assessment Literacy

Initially, assessment efficacy is theoretically derived from the teacher's efficacy, which was constructed from Bandura (1977) concept of self-efficacy (Chapman, 2008). Bandura (1977) self-efficacy focuses on the person's belief in his or her capacity to perform tasks at a specific level of achievement, and teacher efficacy emphasises the teacher's judgment of his or her capacity to perform educational practice that yields student engagement and student learning (Tschannen-Moran & W., 2001). For assessment efficacy, teachers' judgment of their assessment practice is identified as confidence in their assessment practice that they can successfully perform valid assessment and accurately use assessment results to make an educational decision (Chapman, 2008).

The knowledge and skills required to develop, implement and use assessment in the classroom are considered a foundation of assessment efficacy. Assessment efficacy and assessment literacy emphasise the validity in assessment (Barnett, 2007; Chapman, 2008; Hay et al., 2012) and the accountability in assessment (Chapman, 2008). Teachers can be confident of their assessment results and decision making when the assessment results and decision making stem from valid, useful, and meaningful assessment. Once their assessment practice contains the said aspects, that assessment has the quality of accountability that will reinforce the teacher's assessment efficacy. Therefore, assessment literacy is at the root of assessment efficacy. In order to produce valid assessment, teachers need assessment knowledge and skills (Fulcher, 2012; R. J. Stiggins, 2014). In her study, Chapman (2008) identified seven categories that demonstrate the association between assessment efficacy and assessment literacy as follows.

1. Confidence in choosing assessment methods

2. Confidence in developing assessment methods

3. Confidence in administering, scoring and interpreting test results

4. Confidence in using assessment results for decision making

5. Confidence in using assessment in grading

6. Confidence in communicating assessment results

7. Confidence in recognizing unethical practice

In the era of assessment accountability, assessment efficacy has received increasing attention (Chapman, 2008). It is regarded as one of the key components of English language teaching (ELT) efficacy (Akbari & Tavassoli, 2014), a central part of assessment (Hay et al., 2012), a foundational principle of every assessment

practices (Hay & Penney, 2009), and a fundamental expectation of those that practice teaching and learning (Sadler, 2005). Assessment efficacy is desired among educators because the knowledge and skills offered to students are "supercomplex" and stakeholders are diverse. Consequently, accountability for assessment is required when educational decisions are made based on the interpretation of assessment results (Gitomer, 2009). This has fueled the significance of educational assessment in higher education (Barnett, 2007) where assessment strongly influences the life opportunities of students (Struyven, Dochy, & Janssens, 2005). As a result, assessment has become a center of the bureaucratic requirement of universities (Barnett, 2007). Due to the significance of assessment in the era of accountability, there have been calls for a guarantee of "efficacious" assessment (Barnett, 2007) on the part of assessment literate developers, designers, and facilitators of assessment (Chapman, 2008; R. J. Stiggins, 2014). Chapman (2008) fully supported the notion that teachers must cultivate a high sense of assessment efficacy in their assessment practice as well as raise their assessment efficacy via the assessment literacy.

Measurement of Assessment Efficacy

Assessment efficacy can be measured through the use of questionnaires (Akbari & Tavassoli, 2014; Chapman, 2008) and semi-structured interviews. A semi-structured interview (Akbari & Tavassoli, 2014) has been claimed to be appropriate for delving into the "most efficacy-sensitive issues teachers deal with in ELT contexts" (Akbari & Tavassoli, 2014).Akbari and Tavassoli (2014) employed a questionnaire with an inventory response format in order to investigate ELT teacher efficacy, which included items representing efficacy in language assessment. Akbari

and Tavassoli (2014) asked the participants to rate their level of belief in efficacy

based on a given scenario, as presented below as an example.

> *Directions*   Please read each item carefully and indicate the extent to
>
> which each one applies to you.

> *Item 30*   Jane is offered to develop a new test for her students this
>
> term. In spite of being a good teacher, Jane feels
>
> uncomfortable with this situation as she thinks she does not
>
> know how to develop a good test. To what extent does Jane's
>
> feeling describe that of yours with respect to developing
>
> tests?

<div align="right">(Akbari & Tavassoli, 2014, p. 45)</div>

Similarly, Chapman (2008) employed scenarios as prompts for the participants

in order to rate their level of confidence as shown below.

> *Directions*   Please read each scenario and indicate your level of
>
> confidence in completing the task by circling the appropriate
>
> number on the rating scale.

> *Item 1*   Developing an appropriate assessment of your students'
>
> understanding of concepts you are teaching.

<div align="right">(Chapman, p.97)</div>

Previous Studies on Assessment Efficacy

Previous studies investigating assessment efficacy in educational settings

revealed the significance of assessment efficacy in relation to teacher efficacy (Akbari

& Tavassoli, 2014) and teacher perception in connection with assessment literacy and

assessment efficacy (Chapman, 2008).

Aiming to measure teacher efficacy in the ELT context, Akbari and Tavassoli (2014) used a semi-structured interview and survey questionnaire to investigate the components of ELT teachers' efficacy. The results showed that ELT teacher efficacy consisted of teaching language skills (listening, reading, speaking, writing), teaching language components (grammar, vocabulary, pronunciation), dealing with students' age, dealing with students' proficiency level, dealing with error correction, *assessment*, curriculum and syllabus implementation, and dealing with critical social aspects. Regarding assessment efficacy in particular, Akbari and Tavassoli (2014) found that it included efficacy in assessing classroom performance, developing tests, and using a variety of techniques in the assessment. The researchers suggested that future studies should improve context-specific instruments in order to measure teachers' assessment efficacy. To put it another way, researchers should take into account the context in which the instrument will be employed.

In addition, Chapman (2008) employed a survey questionnaire in order to examine in-service secondary teachers' assessment literacy, assessment efficacy, and beliefs about the consequences of educational decisions. Certain discrepancies between the teacher's perceptions of assessment and assessment literacy were reported. The teachers perceived their assessment efficacy at a high level, revealing their high confidence in their assessment skills, and their perceived ability to interpret assessment results, and make decisions. Even though the teachers perceived themselves as having high assessment efficacy, Chapman (2008) concluded that they were not yet assessment literate since they did not show a satisfactory level of assessment literacy. Chapman's study suggests that teachers needed to develop their assessment skills and practices, as well as possess assessment efficacy due to the

increasing demands of literate and efficacious assessment for different educational milieus.

2.3 Professional Development

Previous studies on assessment literacy and assessment practices have consistently revealed that teacher assessment literacy and assessment practices were problematised because of ill-prepared and inadequate assessment training (Black & Wiliam, 1998; R. J. Stiggins, 2002; Thong-Iam & Subphadoongchone, 2015). For example, teachers who were ill-prepared and unskilled in assessment were found to prefer the traditional paper-and-pencil assessment to formative assessment (Thong-Iam & Subphadoongchone, 2015). It was also reported that many teachers failed to align their assessment practices with their learning objectives and could not make judgements on their assessment practices (Black & Wiliam, 1998). Many teachers, especially in higher education, gained their assessment knowledge and skills from their fellow teachers. Some of them, however, had misconceptions about assessment. For instance, one EFL university lecturer, as reported in Thong-Iam and Subphadoongchone (2015)(สงสัยว่าผิดมั้ย) study, used a paper-and-pencil test to assess students' speaking performance because she considered that speaking assessment should place more emphasis on a grammar-based construct and objectivity in test administration.

To promote assessment literacy and assessment practice among teachers, several studies examined the positive link between teacher assessment practices and teacher professional development (Black & Wiliam, 1998; Chinda, 2009; Koh, 2011). Professional development involves teacher learning, and development of knowledge and skills in order to maintain their professional practices (Richards & Farrell, 2005).

According to Richards and Farrell (2005), professional development focuses on teacher training and teacher development. Teacher training refers to short-term training activities that directly concentrate on teachers' current duties and aim to improve teachers' understanding of particular knowledge, skills, concepts and principles. As a result of training, teachers are expected to apply what they have learned to their practices in the classroom. In addition, professional development can contribute to teacher development, which is the long-term professional growth of teacher practices and professionalism. The meta-analysis conducted by Black and Wiliam (1998) also suggested the use of professional development to promote teacher assessment practices. Simply put, professional development can effectively change teacher assessment practices and improve assessment literacy.

Sociocultural Approach and Teachers' Professional Development

The teacher's professional development in this study is based on the sociocultural perspective. It is believed that the knowledge of the any tester is incomplete and requires additional knowledge sources to produce the sound assessment (Shohamy, 2001). Therefore, it requires the tester to interact in social debate and engage in social context in order to develop the conceptual thinking (Ivic, 2000). The teacher should concern the stakeholders, contexts, expected outcomes, and impact of the assessment as Shohamy (2001) stated the following questions for the teacher to ask when he or she designs the assessment (Shohamy, 2001)(Shohamy, 2001, p. 377-378).

– Who are the testers?

– What are their agendas?

– Who are the test-takers?

– What are their contexts? and

– What are the contexts of the topics being tested?

– Who will benefit from the tests?

– Why are tests being given?

– What will their results be used for?

– What areas are being tested, and why?

– What areas are not being tested, and why?

– What are the underlying values behind the tests?

– What are the testing methods?

– What additional evidence is collected?

– What kind of decisions are reached based on the tests?

– Who else, besides the tester, is included in the design of the test and its

   implementation?

– What ideology is delivered through the test?

– What messages about students, teachers and society do tests assume?

– What types of feedback are provided based on the tests and to whom is the

   feedback given?

– Can the tests and their results be challenged?

– What are the intended and unintended uses of the test?

– What are their impacts? and, finally:

– What are some ways that test-takers and others can challenge the test?

As shown in the list above, the teacher needs to develop and apply the

assessment in context as well as expand their knowledge within the context.

Therefore, the teacher professional development requires the sociocultural perspective

so that the teacher will enhance their understanding towards the assessment and the appropriateness of the use of assessment within context (Desimone, 2009; Kelly, 2006).

Components of Effective Professional Development

Five core components of effective professional development were conceptualised by Desimone (2009, 2011) in order to promote teacher change in knowledge and practice. These five core components were adopted by Koh (2011). These components are content focus, active learning, coherence, duration, and collective participation. The first core component, *content focus,* deals with the meaningful and accurate content of professional development activities, which is presented to the teachers being trained. The second core component is *active learning*, which is about the opportunity offered to teachers to be involved in professional development activities. To create the active learning opportunity, professional development activities should consist of a variety of training activities rather than a sole lecture-based activity. In addition, effective professional development should emphasise the *coherence* between professional development activities and teacher knowledge, skills, conceptions, and socio-political contexts. Sustained professional development is also emphasised by the fact that the *duration* of professional development activities should last at least 20 contact hours over a semester. The last core component is *collective participation*, which focuses on the teacher's engagement in an interactive learning community formed by a group of teachers with similar backgrounds and professional development objectives.

Training Activities

One of the most essential parts of the training is training activities used to stimulate the teachers to develop their professional knowledge and skills (Desimone, 2009; Richards & Farrell, 2005). According to Richards and Farrell (2005), training activities for language teachers should offer teachers the opportunity to

- engage in self-reflection and self-evaluation;

- develop their knowledge and skills regarding specific aspects;

- extend their knowledge of research, theories, and issues;

- take new roles and responsibilities;

- engage and develop a collaborative community with their peer fellows; and

- allow themselves to take responsibility for their own learning, set their goals, and manage and control their own learning.

As presented in Table 1, the training acitvities can be categorised into four directives: individual, one-to-one, group-based, and institutional directives (Richards & Farrell, 2005). The individual training activities are based on teachers' self-management and self-control of their own learning. The training activities under this directive are self-monitoring, journal writing, analysing critical incidents, creating teaching portfolios, and action research. The second directive leads to one-to-one activities that focus on collaboration between two teachers, in the form of supervisor-mentor, or teacher-researcher. The training activities under this directive are dyad-based activities such as peer coaching, peer observation, action research, and team teaching. The third directive leads to group-based activities which emphasise the collaboration and coordination among a group of teachers. Activities such as case

studies, action research, and forming teacher support groups can be used. The last

directive, leading to institutional training activities, can be followed using institutional

policy and institutional planning. Institutional projects such as workshops, action

research, and teacher support groups can be used.

Table 1: Activities for Teacher Development (Richards & Farrell, 2005, p.14)

Individual	One-to-one	Group-based	Institutional
● Self-monitoring	● Peer coaching	● Case studies	● Workshops
● Journal writing	● Peer observation	● Action research	● Action research
● Critical incidents	● Critical friendships	● Journal writing	● Teacher support groups
● Teaching portfolios	● Action research	● Teacher support groups	
● Action research	● Critical incidents		
	● Team teaching		

It is suggested that these activities are included in professional development

according to the needs of the stakeholders who participate in the professional

development (Richards & Farrell, 2005). According to Richards and Farrell (2005),

the training activities are elaborated as follows:

- A **workshop** covers intensive, short-term learning activities which

    provide teachers with specific knowledge and skills to apply in their

    classroom practices and later gain hands-on experience. Teachers can

    also reflect on and re-examine their own beliefs and perspectives,

based on the new knowledge and skills obtained from workshops.

Workshops are beneficial to teachers because they can receive

knowledge and skills input from experts, gain practical experience,

promote collegiality, support innovation, and complete the training in a

short time.

- **Self-monitoring** (also called self-observation) is a systematic approach

    for teachers to observe, document, record, evaluate, and manage their

    own behaviors and practices. Using these strategies, teachers can have

    a better understanding of, and control over, their behaviors and

    practices as well as their awareness of their own current knowledge,

    skills, and attitudes. Self-monitoring can vary in its forms, including

    lesson reports, written or oral narratives, checklists and questionnaires,

    and audio- or video-recordings.

- A **teacher support group** is a community of prefessionals in which

    two or more teachers colloborate in meetings and work on a shared

    goal. There are a variety of teacher support groups: topic-based groups

    (teachers discuss a specific topic of interest), school-based groups

    (groups of educators and stakeholders discuss common interests that

    affect the whole institution), job-alike groups (teachers discuss topics

    related to specific types of works), reading groups (teachers meet to

    read and discuss books and articles), writing groups (teachers meet to

    prepare magazines or publications), research groups (teachers meet to

    discuss research topics or action research), virtual groups (teachers'

online communities discuss a specific interest), and teacher networks (peer groups inside and outside the institution). This kind of activity can include both formal and informal activities which are aimed at exchanging and discussing information or opinion (Bransford, Brown, & Cocking, 2000).

- A **teaching journal** is an ongoing account written by teachers to self-observe and self-reflect on the incidents, problems, and insights that occur in their practices. The content of a teaching journal can serve as a source of discussion, reflection, or evaluation.

- **Peer observation** is teachers monitoring other teachers' practices in order to obtain specific information. The peer observations can be recorded as written narratives, field notes, checklists, and peer coaching notes.

- A **teaching portfolio** is a teacher's collection of documents, artifacts, and meterials, which they archive in their jobs as a record of their performance. It can be in the form of either a working portfolio (showing the teacher's progress and performance in working towards particular goals) or a showcase portfolio (showing the teacher's best practices). Teaching portfolios can help facilitate professional development, and they can be used as sources for reflecting, reviewing, and promoting collaboration with their peer fellows.

- **Analysing critical incidents** is a documentation and analysis of the unacticipated events that occur during lessons, in order to elicit some

sources of teaching and learning. Analysing critical incidents is conducted with a purpose of learning and enhancing practice, sharing expertise, building collegiality, and identifying solutions to problems. The analysis of critical incidents can be reported as a series of contexts, problems, and solutions/responses.

- **Case analysis** is a collection and description of information about a specific situation in classes, and the way the situation is managed. It is similar to analysing critical incidents in certain aspects. Case analysis focuses on collecting information from multiple cases over time, in order to eventually develop principles from the obtained information. Meanwhile, analysing critical incidents focuses solely on one case.

- **Peer coaching** is a procedure in which two teachers collaboratively coach and mentor each other to enhance some aspects of their practices, through reflecting on their teaching, sharing ideas, conducting action research, or solving problems. There are three types of peer coaching: technical coaching (one teacher learns a new method or technique from another experienced teacher), collegial coaching (two teachers collaboratively focus and redefine each other's practices), and challenge coaching (two teachers collaboratively work to solve the problem).

- **Team teaching** (also called **pair teaching**) is a process in which the course is carried out by two or more teachers who are responsible for it. A cycle of team teaching includes team planning, team teaching, and team follow-up.

- **Action research** is research conducted by teachers in order to seek, identify, and solve practical classroom issues and problems during regular teaching. The action research cycle involves planning, action, observation, and reflection.

2.5 Student Self-assessment

This section presents the review of related literature and previous studies on the use of student self-assessment. Definitions, practices, and previous studies on the use of student self-assessment are also explored.

Defining Student Self-assessment

The definitions of student self-assessment concentrate on the students' judgment of their own performance and/or competence. It is defined as students' ability to effectively monitor, reflect, and assess their own language knowledge and skills (Bailey, 1998; Ellis, 2003) in order to identify discrepancy between their own current performance and desired goal (J. McMillan & Hearn, 2008), and modify their own learning (Hughes, 2003). Similarly, Luoma (2013) defined student self-assessment as students' self-evaluation of their language skills and performance. The quality of learning process and product are also considered. Andrade (2010) described student self-judgment as a task-specific assessment with a particular focus on the extent that their performance achieves the desired goal. Based on their self-judgment, students can provide feedback on their own learning. Therefore, student self-

assessment can be defined as a task-specific assessment, in which the students

evaluate their language performance and competence, in order to modify their

learning to meet their desired language learning goal.

Student Self-assessment in Higher Education

Student self-assessment is desirable for university language classrooms. Its

procedure and outcomes serve the needs of autonomous university learners (Brinke,

Sluijsmans, & Jochems, 2009). The nature of adult learners in higher education also

facilitates student self-assessment, in that adult students are capable of accurately

evaluating their own performance (Murakami, Valvona, & Broudy, 2012). In

addition, university students are required to be engaged in lifelong learning in order to

become successful in their professional lives (Dochy, Segers, & Sluijsmans, 1999).

Using student self-assessment can promote the aforementioned student quality

(Murakami et al., 2012; Tan, 2008; Taras, 2001). Furthermore, student self-

assessment can be employed to support students' language learning and competence

at various levels of education (Andrade, 2010; Luoma, 2013). Therefore, university

EFL lecturers can integrate student self-assessment into their classes in order to

promote autonomous learning and language competence (Huang, 2015).

Student Self-assessment in Practice

Both teachers and students gain advantages from a valid practice of student

self-assessment. For teachers, student self-assessment can be used for many purposes,

such as diagnostics, placement, and criterion-referenced interpretation (S. Ross,

1998). For students, it can be used to promote student learning, boost student self-

esteem, and stimulate student self-regulation (Oscarson, 2014). These benefits can be

gained from the proper and valid practice of student self-assessment. The teacher can

customize student self-assessment in their classes according to the purposes of student self-assessment, decisions made on the skills or factors focused on in self-assessment, forms of self-assessment, and self-assessment instruments. (H. D. Brown, 2004; H. D. Brown & Abeywickrama, 2010; Tan, 2008; Taras, 2010, 2014). They are presented as follows:

Purposes underlying the use of student self-assessment

Student self-assessment practices are guided by the purposes of use (Tan, 2008; Todd, 2002). Teachers should consider the purposes underlying the use of student self-assessment before designing student self-assessment (H. D. Brown, 2004; H. D. Brown & Abeywickrama, 2010; M. Harris, 1997). Tan (2008) stated five purposes underlying the practices of student self-assessment as follows:

1. The students are self-conscious about the behavioural norms in the course.

2. The students are aware of what they have learned.

3. The students are able to appreciate the required academic standards.

4. The students understand the standards and identify the proficiency required to complete the course.

5. The students can self-appraise their current proficiency level and identify the areas to improve for their continual development.

These purposes reflect the capacity of student self-assessment. It can be used to engage students in self-oriented learning, help them become agents of their own learning process, and enable them to gain the power to identify their learning successes (Kissling. E.M. & O'Donnell, 2015). Also, the controlling power of making decisions is shifted from teachers to students. Students are able to set their own

learning goals, monitor their own learning processes, reflect on their own progress, evaluate their own learning products, give feedback on their own processes and products, and end up modifying their learning in order to achieve the desired goals (Kissling. E.M. & O'Donnell, 2015; Mok, Lung, Cheng, Cheung, & Ng, 2006; Wolffensperger & Patkin, 2013).

Skills and factors focused on in student self-assessment

Skills and factors focused on in student self-assessment can be divided into five categories: direct assessment of a specific performance, indirect assessment or general competence, metacognitive assessment for setting goals, assessment of socio-affective factors, and student self-generated tests (H. D. Brown, 2004; H. D. Brown & Abeywickrama, 2010). Teachers need to be aware of skills and factors to be assessed in order to select the appropriate student self-assessment activities or instruments (H. D. Brown & Abeywickrama, 2010).

1. Direct assessment of a specific performance

This category focuses on students' monitoring of their language production in a specific skill or performance, and then evaluating their performance. It may take place immediately after they perform the language tasks. To directly assess their performance, students can employ several forms of student self-assessment instrument, such as checklists, self-rating scales based on performance, and self-corrected comprehension quizzes prompted by video-recordings.

2. Indirect assessment of general competence

In contrast to the direct assessment of a specific performance, the indirect assessment of general competence emphasizes the broader period of time, and targets the students' evaluation of general language competence. It may be conducted over a

long period of time, such as after a module, lesson, course, or semester. The student self-assessment activities may involve self-rating scales, questionnaires, teacher-student conferences, and keeping journals.

3. Metacognitive assessment for setting goals

This category is for students to use self-assessment to help with personal goal-setting and to self-monitor their own language progress or learning process. The student self-assessment activities can be in forms of journal entries, goal cards, checkpoints, choices from a list of possibilities, questionnaires, and cooperative pair or group planning. For example, the students may write their goal in their goal cards as '*My goal for this week is to stop during reading and predict what is going to happen next in the story*' (H. D. Brown, 2004)(Brown, 2004b, p. 273), and then they may think about the extent to which they have reached their desired goal at the end of the week. They can write an evaluation of their goal in the goal cards as '*The first goal helps me understand a lot when I'm reading.*' or '*I met my goal for this week.*' (H. D. Brown, 2004)(Brown, 2004b, p. 274).

4. Socio-affective assessment

This category is for students to examine factors affecting their own learning across the subject-matters or areas, rather than the language proficiency, performance, or competence. Affective variables such as anxiety, attitudes, motivation, multiple intelligences, learning styles, or any emotional obstacles to learning, can be verified so that the students can make plans to overcome or resolve the problems. The student self-assessment activities can be questionnaires or scales.

5. Student-generated tests

The last category is a technique of using student self-assessment to engage students in a test construction process that is different from traditional test construction, which does not allow the students to take part. It can include students' generation of content, words, grammatical points, and concepts of quizzes or tests. The student-generated test is claimed to be productive, motivational, and helpful in building learner-autonomy.

Student self-assessment instruments and its implementation

Self-assessment instruments can be either subjective or objective (H. D. Brown, 2004; Todd, 2002). They can be varied in forms of learner diaries, checklists, teacher-student conferences, self-reports, periodic self-assessment of the achievement of course goals, responding to closed or open-ended questions, and creating portfolios. The most popular forms of student self-assessment are '*can do' statements* to indicate how well the students can perform in the language, and *self-rating scales* to indicate the students' performance according to specific criteria (Luoma, 2013). Student self-assessment instruments employed in the previous studies are presented in Table 2.

Table 2: Self-assessment Instruments and Purposes

Instruments	Purposes	Authors
'Can-do Scales' with 'can-do' self-assessment statements	- Diagnostics - Placement	Alderson (2005)
	Self-assessment	Murakami et al (2012)
		Suzuki (2015)
Self-assessment surveys with 'can-do' self-assessment statements	- Self-assessments of reading proficiency - Progress reports	Ashton (2014)
Self-assessment questionnaire	Self-assessment of general language ability	Brantmeier (2005; 2006; 2008) Brantmeier et al. (2012)
	Reflecting on students' own learning behavior	De Saint-Leger (2009)
	Collecting information on students' insights into the use of self-assessment and its influence on their language learning	Micán and Medina (2015)

Instruments	Purposes	Authors
Self-assessment questionnaire with off-task self-assessment and on-task self-assessment	Self-assessment	Butler and Lee (2006; 2010)
Checklist with criteria	Self-evaluation of speaking ability	Babaii et al. (2015)
	Self-assessment of word knowledge	Wan-a-rom (2010)
Scoring and grading criteria	- Self-assessment - Rating - Providing feedback	Brown (2005)
	Self-assessment	Suñol et al. (2015)
Rubrics	Self-assessment	Suñol et al. (2015)
		Kissling & O'Donnell (2015)
Learning logs	Reflecting on students' learning processes	Micán and Medina (2015)
Reflection record	Monitoring the learning–teaching process	Wolffensperger and Patkin (2013)
Indicators for self-assessment with descriptors	Self-assessment	Wolffensperger and Patkin (2013)

Instruments	Purposes	Authors
Focus group interviews	Collecting information on students' perception of the self-assessment process	De Saint-Leger (2009)
Students compare their pronunciation with the model answers.	Self-assessment	Dlaska and Krekeler (2008)

The key element to success or failure in the use of a student self-assessment instrument is the correlation between the self-assessment instrument and purposes of self-assessment (Todd, 2002), and the teacher's task introduction (H. D. Brown, 2004; H. D. Brown & Abeywickrama, 2010). Therefore, in the selection of self-assessment instruments, lecturers must carefully consider the purposes of self-assessment. Some student self-assessment instruments may be the most suitable for learning purposes, but turn out to be inappropriate for evaluation purposes (Todd, 2002).

In addition, the teacher should carefully introduce the student self-assessment instruments to the students. In the guidelines for student self-assessment, recommended by H. D. Brown (2004) and H. D. Brown and Abeywickrama (2010), the implementation of student self-assessment instruments in the classroom should follow four steps: telling students the purpose of assessment, defining the task(s) clearly, encouraging impartial evaluation of performance or ability, and ensuring beneficial washback through follow-up tasks.

For the first step - *telling students the purpose of assessment*, the teacher should inform the students of the purposes of assessment and the procedure of student

self-assessment, as well as offer the students the chance to perform self-assessment.

This step is very important because the students may not be familiar with the steps,

processes, procedures, and concepts of student self-assessment. Then, the teacher

should *define the task(s) clearly* to students in order to clarify what the students are

supposed to do. The third step is to *encourage the students to make an impartial*

evaluation of performance or ability by giving clear assessment criteria. The clear

objectives help decrease the threat of subjectivity, and increase the validity and

reliability of self-assessment. Finally, the teacher should *ensure beneficial washback*

through follow-up tasks, which is considered as a great support to the effectiveness of

student self-assessment. The follow-up activities can be completed after the lesson or

course, using tools such as self-analysis, self-reflection, written feedback from the

teacher, and teacher-student conferences.

Models of student self-assessment

Teachers needs to consider the degree to which they use student self-

assessment. This can be classified into five models of self-assessment according to the

extent of students' access, their involvement in the self-assessment process, and

power sharing in decision making on criteria, feedback, evaluation and grading

(Taras, 2010), as presented in Table 3.

Table 3: Comparing Different Student Self-assessment Models (adapted from (Taras, 2010)

Models	Criteria	Feedback	Grade	Final grade
Weaker models (Self-marking)	Teacher	Students / Teacher	Students	Students / Teacher
Weaker models (Sound standards)	Teacher	Teacher / Students	Students / Teacher	Students / Teacher
Median models (Standard)	Students (with teacher/peer feedback)	Students (peer)	Students	None
Stronger models	Teacher/Students	Teacher/peer	Students/ Peers/ teacher	Students / Teacher
Strongest models	Students	Students and peers	Students	Students

They are elaborated as follows:

1. Weaker models of self-assessment (Self-marking)

This weaker model of self-assessment focuses on self-marking, in which the students compare their own works/performance with the teachers' criteria, mark sheets, or model answers. The students engage in the same process of grading or evaluation performed by the teachers. They will understand the process of using criteria and standards to judge their products, as well as understanding the grading process.

2. *Weaker models of self-assessment (Sound standards)*

The other weaker model form of self-assessment has the descriptor of 'sound standards'. Instead of providing only one set of criteria, mark sheets, or model answers, the teachers may provide two sets of expected outcomes of students' works or performances: one slightly above the standards and another one slightly below. Students can compare their works with the two standards and make judgements.

3. Median models of self-assessment (the standard model)

This model is claimed to be the most popular model among the self-assessment studies. It allows the teachers to customize and adapt student self-assessment to their teaching contexts. This model requires students to use the established criteria to judge their performances or works, provide feedback, and assign grades to their performances or works before submitting them to the teacher. Teachers can take the role of 'final station' in student self-assessment, as they assess and give feedback on both students' performances and students' use of student self-assessment. This model has become popular because it helps students to be aware of their genuine strengths and weaknesses.

4. Stronger models of self-assessment

These versions of student self-assessment differ from the previous ones, for the teachers take part in student self-assessment by integrating teacher and peer feedback. They require the students to submit their works to the teacher, who will provide feedback without marking or grading. Then, the students receive their works back in class and discuss them with their friends to receive peer feedback. After that, the students combine the teacher and peer feedback and assign grades to their own works.

5. Strongest models of self-assessment

In these models, students have the highest level of power in making decisions. The students are the ones who truly make all the decisions regarding their assessment. The role of the teacher is reduced from that of an instructor or director to one of a facilitator. These versions require students' autonomous and self-directed learning.

According to Taras (2010), these five models of self-assessment are employed in the higher education classroom. The use of each model could be varied according to the processes used, timing and degree of involvement of the teacher and the students, and the power of decision making. In addition, the models of SSA reflect the aspects of the teacher-centred and student-centred paradigm. The weaker models (self-marking and sound standards) and median model (standard) are considered to be aspects of the teacher-centred paradigm as the teacher is the one who takes control of the activities in the classroom. The stronger and strongest models of SSA represent the student-centred paradigm as the students are the ones who make judgements and take control of their own assessment and evaluation. The most popular model is the median model of self-assessment (the standard model), which allows the teacher and students to cooperatively evaluate the students' performance in a low stake self-assessment (Taras, 2010).

Sample Training Workshop for Promoting the Use of Student Self-assessment among Language Teachers

To promote the aspect of student self-assessment among language teachers, Cram (1995) demonstrated the use of training to empower teachers to plan and implement student self-assessment in language classrooms. According to Cram (1995), teachers should have knowledge and skills of the following key elements:

- purposes of student self-assessment

- types of achievement to be assessed in student self-assessment

- major stakeholders involved in student self-assessment

- student characteristics

- constraints of the learning environment

- level of achievement to be assessed in student self-assessment

- role of self-assessment in the English course

- training procedures required for the students to self-assess

These knowledge and skills can be seen from the steps for choosing an appropriate student self-assessment procedure for an English course as presented in Figure 1.

Figure 1: Steps for Choosing an Appropriate Student Self-assessment Procedure for an English Course (adapted from (Cram, 1995), p. 279)

Steps	Questions to be asked	Making Choices
State assessment purposes	What is the **purposes** of assessment?	■ Measurement ■ Description ■ Awareness-raising ■ Diagnosis ■ Making decisions
Select types of achievement	What **types** of **achievement** will be assessed?	■ General linguistic ■ Socio-cultural ■ vocational / academic ■ Learning-for-life / independent
Select the stakeholders	Who are the **stakeholders**? Will results be 'public' or 'private'?	■ Learners ■ Learners + teachers/external ■ Teacher ■ Teachers + external interests ■ Funding bodies/other external
Think about the learners' background	What are the **characteristics** of the **learners**?	■ Educational background ■ Age ■ Language level ■ Learning style ■ Expectations ■ Motivation; attitude ■ Cultural background
Think about the limitations	What **constraints** are imposed by the assessment environment?	■ Knowledge ■ Skills ■ Time ■ facilities ■ Availability of appropriate tools ■ Learning/assessment arrangement ■ Expectation
Select the level of achievement	What **level** of **achievement** will be self-assessed?	■ Overall gains in proficiency ■ Functional gains ■ Structural/theory gains ■ Affective gains
Select the role of self-assessment in classroom	What is the role of **self-assessment** in the range of assessment procedures used?	■ Self-assessment alone ■ Self-assessment with other assessment ■ Self-assessment not suitable
Introduce self-assessment to students	What are the **training** procedures?	■ Training requirements ■ Hierarchy of tools
Plan what to do	Review: How to begin? Then what?	

As presented in Figure 1, the steps of training should follow the order of key elements in teacher training on the use of student self-assessment. Teachers can gain knowledge and skills from the training and then make choices regarding student self-

assessment practices that are appropriate for their courses. For example, the first step of the training workshop on student self-assessment discusses the five assessment purposes: measurement, description, awareness raising, diagnosis, and making decisions. Teachers should be able to make decisions on the purposes of student self-assessment in their own classes. At the end of the training workshop, teachers are expected to be able to plan for their use of student self-assessment and implement a valid student self-assessment.

Previous Studies on Language Student Self-assessment

Previous studies examined the use of student self-assessment. Their focus of study, participants and findings are presented in Table 4.

Table 4: The Use of Self-assessment in Language Assessment

Author/Year	Participants	Focus	Findings
Deville and Deville (1999)	Adult students of English in the USA	Speaking, Listening, Reading, Reading and writing	Self-assessment was an effective starting point and placement test for test takers of Computer Adaptive Testing (CAT).

Author/Year	Participants	Focus	Findings
Alderson (2005)	DIALANG learners and test takers	Reading, Writing, Listening, Grammar, Vocabulary	Learners at the higher levels in DIALANG were better at self-assessment than learners at the lower levels.
Brantmeier (2005)	Adult students of Spanish in the USA	Reading	In an open-ended assessment task, self-assessment significantly correlated with students' enjoyment and writing recalls.
Malabonga, Kenyon, and Carpenter (2005)	University students	Listening, Speaking	Most of the Computerized Oral Proficiency Instrument (COPI) test takers could effectively use a self-assessment instrument to select their test tasks at suitable difficulty levels, whereas the minority overestimated their levels.

Author/Year	Participants	Focus	Findings
Brantmeier (2006)	Adult students of Spanish in the USA	Reading	Result from self-assessment was not a predictor for computer-based testing (CBT) test takers' reading performances and subsequent reading achievement.
Dlaska and Krekeler (2008)	Advanced learners of German	Pronunciation	Experienced L2 German students found difficulties in correctly self-assessing their own pronunciation skills.
De Saint-Leger (2009)	Adult students of French in Australia	Speaking	Evolving over time, self-assessment positively influenced students' fluency, vocabulary, and self-confidence at both cognitive and affective levels.
De Saint-Leger and Storch (2009)	Adult French learners in Australia	Speaking	Self-assessment positively influenced students' self-confidence and L2 willingness to communicate in the classroom.

Author/Year	Participants	Focus	Findings
Little (2009)	Adult and young ESL learners in Ireland	Speaking, Listening, Reading Reading and writing,	Self-assessment promoted students' learner autonomy and learner reflection.
Baniabdelrahman (2010)	Secondary school EFL students in Jordan	Reading	Self-assessment positively influenced reading performance.
Butler and Lee (2010)	Primary school EFL students in Korea	English performance	Sefl-assessment positively affected students' English performance and confidence in learning English, while its effectiveness was perceived differently according to teaching and learning contexts.
Birjandi and Tamjid (2012)	TEFL students in Iran	Writing	Self-assessment positively fostered students' writing performance.

Author/Year	Participants	Focus	Findings
Wan-a-rom (2010)	Secondary school EFL students in Thailand	Reading	Self-assessment fostered students' appropiate extensive-reading levels.
Brantmeier, Vanderplank, and Strube (2012)	Adult students of Spanish in the USA	Reading, Writing, Listening, Speaking	Self-assessment instrument significantly correlated with advanced learners' achievements on an online abilities test, and it could be used as a complement to traditional language assessment approaches.
Nielsen (2012)	Meta-analysis	Writing	Self-assessment positively promoted students' writing achievements.

Author/Year	Participants	Focus	Findings
Ashton (2014)	Secondary school students who learned German, Japanese and Urdu	Reading	Learners and teacher of Urdu underestimated learner proficiency regarding the test scores.
Babaii, Taghaddomi, and Pashmforoosh (2015)	EFL learners and EFL teachers in Iran	Speaking	Self-assessment could be effectively used for evaluating speaking. To reduce the mismatch between teachers' and students' assessment, the scoring criteria and follow-up practice sessions should be a part of self-assessment actvities.

Author/Year	Participants	Focus	Findings
Huang (2015)	University EFL students in Taiwan	Speaking	Self-feedback potentially assisted with students' learning and classroom instruction. Time and effort should be invested in student self-assessment and self-feedback to enhance students' learning.
Micán and Medina (2015)	Adult EFL learners in Colombia	Speaking, Vocabulary	Self-assessment assisted students in self-monitoring, judging and reacting towards their language and learning. To ensure the effectiveness of self-assessment, goal setting was required.
Suñol et al. (2015)	Graduate students and professor in Spain	Oral presentation	Self-assessment places positive formative value on oral presentation activities.
Suzuki (2015)	Adult Chinese students of Japanese	Japanese proficiency	The more experienced students underestimated their language skills, but the less experienced ones overestimated their ability.

2.5 Summary

This literature review presents information and evidence intended to support the objectives and methods of this study. The concepts of assessment literacy, assessment efficacy, assessment practice, professional development, and student self-assessment are described in this chapter, including the particular theoretical models of training which should be considered in teacher training. Studies have shown that the development of a teacher's assessment literacy, assessment efficacy, and assessment practice is an underlying construct in the use of student self-assessment in EFL classrooms that cannot be ignored. It is necessary to recognise the importance of conducting training to address the challenges of meeting the individual needs of teachers during training as well as keeping the students accountable. Since the objectives of this study were based on the use of student self-assessment in EFL classrooms, this study emphasised the five domains of language assessment literacy: knowledge, skills, principles, conceptions, and awareness of students' language-specific competencies. This study also highlighted the confidence in implementing student self-assessment in classrooms and the context of the teacher, students, and classroom during the training process.

. **CHAPTER III**
RESEARCH METHODOLOGY

This chapter describes the research methodology employed in this study. It is organized as follows:

3.1 Research design

3.2 Context of the study

3.3 Recruitment of the participants

3.4 The training

3.5 Research instruments

3.6 Data collection

3.7 Data analysis

3.8 Ethical issues

3.1 Research Design

This study employed a mixed-methods research design, which allowed the researcher to utilize the strengths of both quantitative and qualitative data and embed one set of data in a supportive secondary role to the other primary data set (J. Creswell, 2005; J. Creswell & Clark, 2007). As shown in Figure 2, this study consisted of three parts: Part I: Survey, Part II: Training, and Part III: Follow-up. Each part is described in detail as follows:

3.1.1 Part I: Survey

The exploratory sequential design was adopted to explore the assessment practice, assessment literacy, assessment efficacy, and training needs with particular reference to the use of SSA in the classroom by the lecturers from the nine RMUTs. Firstly, the questionnaire survey was administered to the nine EFL lecturers. Then, an interview was conducted in order to gain in-depth information. The results from the questionnaire survey and the findings from the interview were combined in order to answer the first research question. Also, the findings were used to design the assessment literacy training for Part II: Training.

Research Design (Mixed-methods design)

Part I: Survey - Explanatory Sequential Design

Quantitative data collection and analysis → Followed by → Qualitative data collection and analysis → Interpretation

Part II: Training - Embedded Design

Qualitative data collection and analysis
Quantitative data collection and analysis → Interpretation

Part III: Follow-up – Qualitative method

Qualitative data collection and analysis → Interpretation

Findings and interpretation

Overall findings and interpretation

Figure 2: Research design (adapted from Creswell (2005) Creswell & Clark,(2007)

3.1.2 Part II: Training

This part deals with the assessment literacy training and its effect on the assessment practice, assessment literacy, and assessment efficacy in the use of SSA by EFL lecturers at Rajamangala University of Technology Tawan-ok. Before the training began, pre-training data on the assessment practice, assessment efficacy, and assessment practice of the participants were qualitatively collected by using a semi-structured interview. The findings from the interview provided the researcher with detailed background information. Whilst the training was in progress, in the first semester of the 2016 academic year, the data collection – which involved classroom observations, lecturer portfolios, self-reported checklists, and stimulated recall interviews – was conducted in order to obtain details of the participants' assessment practice, assessment literacy, and assessment efficacy in the use of SSA in their classrooms. The quantitative and qualitative data obtained from classroom observation, lecturer portfolios, and self-reported checklists were nested within the qualitative data from the stimulated recall interview. Finally, the participants were asked to complete a questionnaire so that the researcher could ascertain their levels of assessment practice, assessment literacy, and assessment efficacy after the training.

3.1.3 Part III: Follow-up

This part was a follow-up to Part II: Training. By using a semi-structured interview, the researcher investigated the participants' assessment practice, assessment literacy, and assessment efficacy in the use of SSA, in the second semester of the 2016 academic year.

3.2 Context of the study

This study was carried out at the nine state-run Rajamangala Universities of Technology (nine RMUTs) - former Rajamangala Institute of Technology polytechnic institutes which have been renamed and granted university status. The nine RMUTs, which served as the research sites of this study, were as follows:

1. Rajamangala University of Technology Thanyaburi (RMUTT),
2. Rajamangala University of Technology Suvarnabhumi (RMUTSB),
3. Rajamangala University of Technology Krung Thep (RMUTK),
4. Rajamangala University of Technology Rattanakosin (RMUTR),
5. Rajamangala University of Technology Phra Nakhon (RMUTP),
6. Rajamangala University of Technology Tawan-ok (RMUTTO),
7. Rajamangala University of Technology Lanna (RMUTL),
8. Rajamangala University of Technology Isan (RMUTI), and
9. Rajamangala University of Technology Srivijaya (RMUTSV).

A list of the nine RMUTs and their campuses is given in Appendix A.

The survey was conducted at 24 campuses under the jurisdictions of the nine RMUTs, which are located all over Thailand (See Appendix A). The survey participants were EFL lecturers who were serving at the Department of English for International Communication (EIC) and the Department of General Education at the campuses of each Rajamangala University in the 2016 academic year. Part II: Training and Part III: A follow-up was conducted at the Department of English for International Communication, Faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-ok (RMUTTO).

Even though the universities and campuses are located in different places throughout Thailand, the nine RMUTs share the same background because they have the same origins – Rajamangala Institute of Technology. The working conditions and job descriptions of the teachers who took part in this study were similar. Their duties and workloads, both related and unelated to teaching, were mainly divided into five missions: teaching and learning, researching, provision of academic services to the community, preservation of art and culture, and miscellaneous duties assigned by the universities.

The first mission was teaching and learning. The in-service EFL lecturers were required to ensure the quality of student-centred teaching and learning management as well as encourage self-directed learning in their courses. Every subject at the nine RMUTs was in compliance with Standard Criteria for Higher Education and the Thai Qualifications Framework for Higher Education (TQF: HEd). Regarding working conditions, the teaching hours and schedule depended on each in-service EFL lecturer's status, room allocation, and numbers of students. Teaching hours could be from three hours/week to 35 hours/week. On some campuses, the lecturers needed to teach three classes a day due to limitations regarding room allocation. The number of students in each class varied from three students a class to over 70 students a class. In addition, they were teaching a wide range of English subjects: English for EIC students, English for specific purposes, and English for general education. The subjects that they were responsible for varied according to agreements among the departmental members. Some lecturers might teach only one subject while others might teach four subjects in one semester. In summary, the teaching duties of the nine RMUTs' in-service EFL lecturers were diverse and depended on the teaching hours, schedule, number of students per class, and the subjects they were responsible for.

In addition, the nine RMUTs' in-service EFL lecturers were required to perform research, provide academic services to the community, and preserve art and culture. With regard to the research mission, they had to conduct research to fulfil the job duties and to get paid for the extra teaching load. The research could be conducted either by a single lecturer or a team; however, it was mostly conducted as a team. They were also required to publish their studies in journals and/or present their studies at conferences. The third mission is related to the utilisation of English knowledge to

strengthen the surrounding communities. For example, the in-service EFL lecturers in one Rajamangala University organised English activities for the local police officers. The nine RMUTs' in-service EFL lecturers organised projects and/or activities for the communities at least once an academic year. The fourth mission was to promote and support cultural activities in local and/or national settings. The nine RMUTs' in-service EFL lecturers were required to join cultural activities such as Candle Festival, Songkran Festival, and End of Buddhist Lent Day.

Finally, the nine RMUTs' in-service EFL lecturers could be assigned by the university to perform miscellaneous duties. From the results of the interview, it was found that the duties under this mission could be related to university assignments, programme chairperson and committee, quality assurance (QA), student development activities, administration and management, and development accomplishments based on the institution's identity hands on student. In addition, this mission also involved other unofficial, occasional, and undocumented duties and responsibilities such as being a money collector, unofficial student consultant, language tutor, and TOEIC testing coordinator.

3.3 Recruitment of the participants

The population of this study was a group of 254 EFL lecturers working for the nine RMUTs in the 2016 academic year. Since this study consisted of three parts, the participants were divided into three groups as follows:

Part	Participants referred to as
Part I: Survey - Questionnaire	Questionnaire respondents
- Interview	Interview informants
Part II: Training and Part II: Follow-up	Participants

3.3.1 Questionnaire Respondents

All questionnaire respondents were Thai EFL lecturers who were serving at the nine Rajamangala Universities of Technology at the time of the survey. A total of 254 questionnaires were administered to the 254 EFL lecturers. Initially, 178 questionnaires were returned from all campuses. After the pre-examination of the received questionnaires, 15 questionnaires were removed from the data analysis due to incompleteness and outlier issues. The final number of completed questionnaires

accepted into the data analysis was 163. The response rate of the returned questionnaires was 64.17%. In addition, the size of the actual questionnaire respondent sample exceeded the size of the expected sample since the expected number of questionnaire respondents calculated by stratified sampling technique was 154 (See Appendix B). Table 5 presents the numbers of questionnaire respondents, percentages of questionnaire respondents, and the response rates.

Table 5: The number, percentage, and response rate of questionnaire respondents according to each stratum (N = 163)

No.	Strata	Number EFL lecturers	Number Expected numbers	Number Actual return	Percentage %	Percentage Cml	Response rate (%)
1.	RMUTI	27	16	16	9.82	9.82	59.26
2.	RMUTK	20	12	12	7.36	17.18	60.00
3.	RMUTL	45	27	30	18.40	35.58	66.67
4.	RMUTP	27	17	17	10.43	46.01	62.96
5.	RMUTR	15	9	9	5.52	51.53	60.00
6.	RMUTSB	33	20	20	12.27	63.80	60.61
7.	RMUTSV	21	13	13	7.98	71.78	61.90
8.	RMUTT	36	22	25	15.34	87.12	69.44
9.	RMUTTO	30	18	21	12.88	100.00	70.00
	Total	**254**	**154**	**163**	**100.00**	**100.00**	**64.17**

3.3.2 Interview Informants

In total, there were 48 interview informants who agreed to be interviewed. They were mainly selected by using two sampling techniques: voluntary sampling and snowballing. The researcher started the selection process with the voluntary sampling method. The last part of the questionnaire was used to ask the questionnaire respondents to voluntarily participate in the interview session by leaving their names and contact information. Initially, 21 questionnaire respondents volunteered as interview informants. In order to obtain more interview informants, the snowballing technique was employed to gain more in-depth data. There were 27 interview

informants obtained by using the snowballing technique. Therefore, the final number of interview informants was 48.

3.3.3 Training participants

The participants were recruited from the population of RMUT EFL lecturers. Using a purposive sampling technique, the researcher established a connection with the in-service RMUT EFL lecturers whose qualifications met the selection criteria for prospective participants in the study. The selection criteria were as follows:

- teaching English class(es) in the first semester of the 2016 academic year at Rajamangala universities;
- being authorized to manage assessment activities in his/her own English class(es);
- being able to participate in training activities organized by the researcher;
- and being willing to participate in this study as a training participant.

The number of participants volunteered for Part II: Training and Part III: Follow-up was four. Table 6 shows the four participants' profiles in terms of pseudonym, gender, age, educational degree, English teaching experience, training in student self-assessment (SSA), and courses under their responsibility.

Table 6: Participants' profiles (n = 4)

Name	Gender	Age	Degree	Experience		Course taught*
				English teaching	**Training in SSA**	
Zia	F	41	B.A. in English M.A. in Linguistics	15 years (4 years at RMUTTO	None	GE, EICS, ESP
Madam	F	31	B.Ed. in Teaching Social Studies M.A. in English for Communication	8 years (2 years at RMUTTO	None	GE, EICS

(Continued)

Name	Gender	Age	Degree	Experience		Course taught*
				English teaching	Training in SSA	
Lady	Female	30	B.A. in French for Communication	8 years (3 years at RMUTTO	None	GE, EICS
			B.A. in English			
			M.A. in English for Communication			
Navi	Male	30	B.A. in French for Communication	8 years (3 years at RMUTTO	None	GE, EICS, ESP
			M.A. in English for Communication			

* Note: GE – English courses in General education, EICS – English courses in the Department of English for International Communication (EIC) offered to EIC students, ESP – courses in English for Specific Purposes offered to students in other departments

According to Table 3.2 the participants were four in-service EFL lecturers who were serving at a campus of Rajamangala University of Technology Tawan-ok (RMUTTO). They are referred to by their preferred pseudonyms of Zia, Madam, Lady, and Navi. Their biographical backgrounds are described separately in terms of their educational background, working experience, training experience, and personal experience with SSA, as follows:

3.3.3.1 Zia

As someone in her forties, Zia was the most senior RMUT EFL lecturer among the four participants. She obtained her Bachelor of Arts in English from a university in Bangkok and received a Master of Arts in Linguistics from another university. Also, she was the only one who had ever sojourned in an English-speaking

country. In more than 15 years of teaching English, she had experienced working with various Thai university systems, such as the private university system, the Rajabhat University system, and the Rajamangala University system. Up until the time of the study, she had worked for four years at RMUTTO. The English courses under her responsibility were across all three course categories: English courses in general education, English courses in the Department of English for International Communication (EIC) offered to EIC students, and English for specific purposes courses offered to students in other departments. This had given her exposure to different groups of RMUTTO students and a wide range of course content.

Like other RMUT lecturers, she was required to attend the new RMUT lecturer orientation and formal training in her first year. The orientation and formal training did not provide her with assessment literacy in SSA as they were mostly focused on the university mission, teaching methods, and the Thai Qualifications Framework for Higher Education (TQF: HEd). Despite having no previous training in the use of SSA, Zia quickly expressed her interest in using SSA in the classroom because she remembered using SSA when she was a postgraduate student, and her own research interest in self-regulation had given her a glimpse into the concept of SSA. She strongly believed that the success of SSA depended on the students' trust in the lecturer. She also expressed her worries about the time spent on using SSA.

3.3.3.2 Madam

Madam was in her early thirties at the time of this study. Her educational background was different from the others for she had a Bachelor of Education degree (in teaching social studies) from a university in the south of Thailand. Her background in education meant she was familiar with the concepts of classroom assessment as well as the connection between instruction and assessment. She moved to the eastern region of Thailand as she continued her studies for a Master of Arts degree in English for Communication at a university there. After her graduation, she worked as a part-time EFL lecturer in many public universities and as a language tutor, before being appointed as a full-time in-service RMUT EFL lecturer. Working at RMUTTO was her first experience as a full-timer. At the time of this study, she was pursuing her Bachelor of Arts degree in English at an open university in Bangkok. With regard to her service at RMUTTO, Madam had been working for RMUTTO for two years as a

lecturer on English courses in general education and English courses offered to students at the Department of English for International Communication (EIC). She has expertise in teaching culture and business English.

Regarding her experience and training, Madam learned about SSA when she was a graduate student. However, she had never experienced training in SSA and had never employed SSA in her classrooms. In her first year of service at RMUTTO, she received training in teaching instruction, the Thai Qualifications Framework for Higher Education (TQF: Hed) and giving counselling. In addition, the university aimed to promote English proficiency among community members, lecturers, and students at the time she started working there. So, she had an opportunity to work closely with a variety of students and lecturers from other departments and faculties, including people from the community. As a result of the mentioned background, she welcomed students' feedback and different points of view. With regard to SSA, she expressed her point of view that everyone was able to evaluate themselves in order to develop themselves, regardless of their experience in language learning.

3.3.3.3 Navi

Navi was the only male training participant in this study. He turned thirty during the study and he had completed 3 years of service at RMUTTO. At the time of the study, he was also pursuing his second Bachelor of Arts degree in English at an open university in Bangkok for the same reason as Lady and Madam. After he obtained his master's degree, he immediately began work as a full-time EFL lecturer at RMUTTO. Navi had not only taught English courses in general education and English courses in the Department of English for International Communication (EIC) offered to EIC students, but he was also responsible for English for Specific Purposes courses offered to students in other departments. His expertise is in translation and English writing. Furthermore, Navi could be considered as a busy person since other jobs in the department and faculty were also his responsibility, such as Head of Cooperative Education, student affairs officer, and curriculum developer.

Navi had similar training experience to Zia, Madam, and Lady. That meant he also had similar experience in using SSA. Prior to the study, he had never used SSA and had never asked his students to do so. However, he claimed that he had asked his students to give comments on their friends' translation practices in order to improve

each other's work. He also preferred the students to set their own learning goals. When asked about his perception of SSA, he replied that SSA required that students had linguistic knowledge and appropriate characteristics. He was also worried that use of SSA would consume his teaching time.

3.3.3.4 Lady

Lady was also in her thirties and the same age as Navi. They were also alike in their educational backgrounds, except that Lady had earned two bachelor's degrees. Initially, she only had a bachelor of arts degree in French for communication from a university in Thailand's eastern region. After she earned them, she continued her studies at the very same university and obtained a master of arts in English for communication. She decided to obtain her second bachelor's degree because the Office of the Higher Education Commission had decreed that each university lecturer should work in a field related to their course of study. So, she 'fixed' the problem of her bachelor's degree by graduating with one more bachelor's degree in English from an open university in Bangkok, in order to avoid future problems. As soon as she graduated with her master's degree, she started working as a full-time EFL lecturer at RMUTTO. Prior to the study, she had spent three years teaching English courses in general education and English courses offered to EIC students in the Department of English for International Communication (EIC). Her expertise is in English reading and business English.

Similar to other participants, she had received formal training from RMUTTO in teaching instruction, the Thai Qualifications Framework for Higher Education (TQF: HEd) and giving counselling. She had no experience with either using SSA or being trained in SSA. Despite her lack of SSA background, she claimed that she used to ask her students to give comments on their own presentations. She had also asked her students to give comments and feedback on their friends' presentations in forms of peer-assessment. She viewed SSA as a tool for the students to learn their own strengths and weaknesses. However, she was worried about the time needed for SSA and the students' lack of self-confidence to self-evaluate their own performance.

To sum up, all four training participants met the selection criteria of the training participants. They were three females and one male who were serving as in-service EFL lecturers at RMUTTO. They were experienced EFL lecturers with Master

of Arts degrees. None of them had ever received training on student self-assessment before. In addition, they aimed to enhance their assessment literacy with particular reference to the use of student self-assessment. Their shared concerns toward the use of student self-assessment in their classrooms were the time required and the students' abilities to self-assess their own performance. In addition, it was found that Zia expressed interest in the aspect of knowledge on the use of student self-assessment, and the other three training participants wanted to learn about best practices of student self-assessment in classrooms as well as student self-assessment instruments.

3.4 The training

The training course was called SSA Literacy Training for the participants, which is referred to in this study as 'the training'. The training was aimed at improving the participants' declarative and procedural knowledge and skills to plan, implement, interpret, report, and use SSA for different teaching purposes. Also, the training was tailored to the specific needs, preferences, and contexts of the participants.

The development of the training consisted of three phases: examining the needs and training preferences of the participants, designing the training, and implementing and evaluating the training. First, *examining the needs and training preferences of the participants* was conducted by examining the participants' training needs, because the training must serve the needs and training preferences of the participants and build on the participants' schema. Also, this phase provided the researcher with information on the participants' background knowledge of SSA, regarding knowledge, skills, principles, conceptions, and language-specific competency. Therefore, this phase was carried out to maximize the effectiveness of the training on the participants' language assessment literacy.

Second, in the *designing the training* phase, the training was arranged based on the information received from *examining the needs and training preferences of the participants*. The content of the five key domains of language assessment literacy was integrated with the five core features of professional development: content focus, active learning, coherence, duration, and collective participation. This integration was

reflected in the content and training activities that were purposively designed to promote the participants' learning and practice.

Third, in *implementing and evaluating the training*, the researcher implemented the training with the participants. The training lasted one semester. The participants gained knowledge and skills in the workshops. They then implemented what they had learned from the workshops in their classroom practice over the semester. Their practice was examined in the conference and self-observation session. The materials used during the semester were collected and put in the participants' portfolios. By the end of the training, their knowledge, skills, principles, conceptions, and language-specific competency were expected to have been promoted through the training's content and activities.

3.4.1 Examining the needs and training preferences of the participants

This phase consisted of four steps as follows.

3.4.1.1 Identify the outcomes of the training

The expected outcomes of the training were identified as follows:

SSA practice of the participants

- The use of SSA in the participants' English classrooms

SSA literacy of the participants

- The participants' knowledge of SSA
- The participants' skills used to conduct SSA
- The participants' principles of SSA
- The participants' conceptions of SSA
- The participants' awareness of students' language-specific competencies

SSA efficacy of the participants

- The participants' confidence in their capability to employ SSA in the classroom

3.4.1.2 Survey of needs and preferences

After the five key domains of SSA literacy and their constructs had been identified, it was necessary to conduct a survey on the participants' needs and training preferences, and to examine the problems related to the use of SSA in the training context. The researcher was able to use the results to select and prioritize the content

and activities for the training. The research instruments employed in obtaining the participants' needs were *the semi-structured interview for Part I: Survey* (See *3.5.2*) and the checklist developed from the same constructs that were used for designing *the questionnaire* (for the constructs, see *3.5.1*). The information collection was conducted in July 2016. The results were used to identify the content and activities to be included in the training.

3.4.1.3 Identify the contents and activities of the training

The content of the training was arranged under the theme, "SSA in the classroom," with a terminal objective of enhancing the participants' SSA literacy and SSA efficacy in conducting SSA in their English courses. As provided below, the content of the training was identified based on the information obtained from the survey of needs and preferences. This content was integrated into the training activities of the training.

- Why and how should SSA be used with my courses?
- Which SSA tool is appropriate for my English courses?
- How can I train my students to self-assess their own performances?
- How can I plan for implementing SSA in my English courses?
- How can I modify the SSA in my English courses?
- How can I know that I successfully use SSA in my English course?

The participants had stated that they preferred collaborative learning activities and training activities that allowed them to customize their own SSA activities in their English courses. Therefore, workshops, conferences, self-observation, and creating teacher's portfolios were selected as activities, because they could be used to promote the five key domains of SSA literacy as well as serve the needs of the participants. In addition, each training activity was integrated according to each topic of the SSA training.

3.4.2 Designing the training

    The training on the use of SSA, which was delivered by the researcher, was aimed at enhancing the participants' SSA practice, SSA literacy, and SSA efficacy in the use of SSA in their classrooms. The training was conducted over one semester, from mid-August 2016 to December 2016, in the form of university-based professional development. This section discusses the elements and structure of the training as well as the plan for its implementation. The training consisted of workshops, conferences, self-reflection, and creating portfolios (See Figure 3.2).

    3.4.2.1 Workshops (See Appendices C, D, E, and F)

    The workshops were intensive, short-term learning activities in which the participants gained the knowledge and skills of SSA. It was expected that the participants would consequently be able to apply the knowledge and skills to their assessment practices in their English courses.

Purposes of the workshop

- The participants are able to comprehend SSA.
- The participants are able to develop a plan for implementing SSA in their English courses.

Content of the workshop

Each workshop covered the following topics:

Workshop 1:   Why should SSA be used in my class?

Workshop 2:   Which SSA tool is appropriate for my class?

Workshop 3:   How can I train my students to self-assess their own performances?

Workshop 4:   How can I evaluate the plan for implementation of SSA in my class?

Activities involved in the workshops

    The activities in the workshops served two purposes: to enhance knowledge and skills, and to improve the participants' conceptions and principles. The collaborative learning activities employed in the SSA training were developed based on aspects of the collaborative learning activities recommended by Watson, Kendzior, Dasho, Rutherford, and Solomon (1998). They are as follows:

Unity-building activity. This was a scaffolding part of the training and the starting point of the participants' support group. This activity was for the participants to get to know each other's background, and share their ideas and experiences related to the use of SSA. It began with the researcher (as the workshop moderator) introducing the topic of the workshop and asking each participant to share their schema for SSA. Then, the participants were asked to share their opinion on the use of SSA based on the summary of two studies: one supporting the use of SSA and another presenting the weaknesses of SSA. Then, the participants discussed the potential use of SSA in their courses.

Direct-instruction presentations. The direct-instruction presentations were used to deliver knowledge regarding the indicators of sound and unsound SSA; purposes of SSA; design and development of SSA; implementation and delivery of SSA, and methods to prevent what might go wrong with SSA; the focused achievement of SSA; SSA instruments; definition of SSA; factors affecting SSA results and outcomes; and effects of SSA on stakeholders. The researcher, as the presenter, provided information on the aforementioned key topics and supplemented the presentation with handouts.

Small-group discussion. This activity was for the participants to discuss what they had learned from the workshop and develop their plans and strategies for applying SSA in their English courses. The nature, possibilities and limitations of their English courses were discussed. The participants shared their ideas and received suggestions from others and reflected on their future plans regarding the use of SSA.

Role-play/practice session. This activity was for the participants to apply SSA and practice the implementation of it during the workshop. The participants practised performing the following skills:

- Telling students the purpose of assessment
- Defining the task(s) clearly
- Encouraging impartial evaluation of performance or ability
- Ensuring beneficial washback through follow-up tasks

The other participants observed and provided feedback and feedforward on their practices.

Co-planning activity. This activity was for the participants to collaboratively design SSA planning activities. The participants wrote their plans for implementing SSA into their English assessment by using the knowledge received from the unity-building activity, direct instruction presentations, small-group discussion, and role-play/practice session. Then, the other participants gave comments on their plans.

Reflection time. At the end of each workshop, the participants reflected on what they had learned about SSA. They were able to reflect on this in the pair/group discussion or journal writing.

Materials (See Appendices C, D, E, and F).

According to Richards and Farrell (2005), appropriate materials for the workshop should be authentic and relevant to the participants' daily practices. Therefore, the sample materials employed in the workshops were obtained from previous studies. The materials were also designed based on the context of English courses at Rajamangala University of Technology.

Evaluation and revision of the workshops

The appropriateness of the workshops' contents, activities and materials was evaluated by three experts in the field of professional development and English teacher education. Using the Index of Item-Objective Congruence (IOC), the workshops were evaluated in terms of the objectives of the workshops, the content of the workshops, the activities employed in the workshops, procedures of the workshops, materials employed in the workshops, time allocation in the workshops, evaluation of the workshops, and overall contents and activities. Copies of the workshops' content and materials, and copies of the research synopsis were sent to the three experts.

According to the three experts, all four workshops were acceptable, appropriate, and congruent with the objectives of the training. With regard to the IOC values and interpretations, workshop 1 was acceptable, appropriate and congruent (IOC = 0.911); workshop 2 was acceptable, appropriate and congruent (IOC = 0.778); workshop 3 was acceptable, appropriate and congruent (IOC = 0.844); workshop 4 was acceptable, appropriate and congruent (IOC = 0.956); and the overall evaluation

of the workshops was that they were acceptable, appropriate and congruent (IOC = 0.778).

In addition, the workshops and materials were revised according to the three experts' comments and suggestions as follows:

- The workshop should have a role play between students where they are allowed to evaluate their own performances.
- The author should provide more space in the materials.
- The workshop should involve a discussion of the validity and reliability of SSA.
- The author should provide practical SSA activities and/or tools.

After the revision, the revised workshops and materials were brought to the participants to check for appropriateness as well as consistency between the workshops and materials, and their needs. The participants suggested that the workshop should provide them with more samples of SSA tools. After that, the researcher revised the final versions of the workshops' content and materials. The final versions of the workshops' content and materials, which were revised according to the suggestions received, can be found in Appendices C, D, E, and F.

3.4.2.2 Conferences

The conferences were activities in which the participants met regularly to discuss their practice of SSA in their English courses. Conferences can be used to create a participants' support group in which the participants socialize as a professional community. The participants were able to observe and exchange their conceptions and principles of SSA. As a result, their principles and conceptions of SSA were expected to be enhanced (Brown & Keegan, 2008).

Purposes
- The participants could review and reflect on their practice of SSA in their English courses
- The participants could exchange their experiences of practicing SSA in their English courses.
- The participants could modify their practice of SSA in their English courses by using peer feedback and feedforward.

Selected form of conference

The topics under discussion were related to SSA. The goals of the conferences were as follows: (See Table 7).

Table 7: Conferences' Themes and Goals

Conference	Theme	Goals
1st conference	Planning for the use of SSA	Discussing the plan for implementing SSA in each English course
		Self- and peer-reflection on the plan for implementing SSA in each English course
2nd conference	Training on enabling the students to self-assess	Following-up on the modification of the plan for implementing SSA
		Discussing the implementation of the training procedures required for the students to self-assess
		Self- and peer-reflection on the implementation of the training procedures required for the students to self-assess

(Continued)

Conference	Theme	Goals
3rd conference	Accomplishments in using SSA	Following-up on the modification of the ongoing implementation of SSA
		Discussing accomplishments in the ongoing implementation of SSA
		Self- and peer-reflection on accomplishments in the ongoing implementation of SSA
4th conference	Problems in using SSA	Following-up on the modification of the ongoing implementation of SSA
		Discussing the problems of the ongoing implementation of SSA
		Self- and peer-reflection on the problems of the ongoing implementation of SSA

Group organization

The researcher was responsible for starting the meeting, negotiating the agenda, leading the discussion, and summing up the conference.

Time allocation

Each conference lasted about 10-15 minutes. The time was devoted to discussion of their practice of SSA in their classrooms. Every participant received a chance to talk about their practices.

Group meeting place

The conferences were held at the lecturer offices on the campus.

3.4.2.3 Self-reflections

The researcher and the participants made an appointment with each other after the participants had employed SSA in their classrooms.

Purposes

- to allow the participants to review and reflect on their practice of SSA in their English courses

    to enable the participants to self-assess their SSA practices

Performing self-reflections

The participants were asked to self-monitor, self-reflect, and give self-feedback on the practical aspects of the SSA in their classrooms, by using the participants' self-report checklist (See Appendix L).

3.4.2.4 Portfolios

Creating a portfolio was recommended to the participants as a way to collect evidence, documents, and other items that could provide information about their SSA literacy, SSA practice, and efficacy in the use of SSA. The objectives of creating portfolios were as follows:

Purposes

- to allow the participants to compile their profiles on the use of SSA.
- to enable the participants to review their development in SSA literacy, and SSA efficacy

Introducing portfolios to the participants

The procedures to be used by the participants in compiling their portfolios were introduced to them. The content of the SSA portfolios was presented as follows:

1. evidence of the participants' understanding of SSA;
2. evidence of the participants' knowledge and skills in implementing SSA;
3. evidence of the participants' SSA in the classroom;
4. documents showing the participants' commitment to the SSA training; and
5. information concerning the participants' collaboration with their colleagues to implement SSA.

3.4.3 Implementing and evaluating the training

The training was implemented in parallel to the evaluation of the training. The procedures of the implementation and evaluation were as follows:

3.4.3.1 Implementing the training

The implementation of the training took place in the first semester of the 2016 academic year. It lasted four months, from August 2016 to December 2016. The workshops were implemented in August 2016. Then, the participants implemented their SSA activities in their classrooms. During that period, the researcher acted as a resource and facilitator for the participants. After the participants implemented SSA in their classrooms, the researcher asked them to self-reflect on their own use of SSA in their classrooms. Every month, the researcher conducted conferences for the participants. Furthermore, they were asked to compile portfolios on their use of SSA. The training activities and duration are presented in Figure 3.
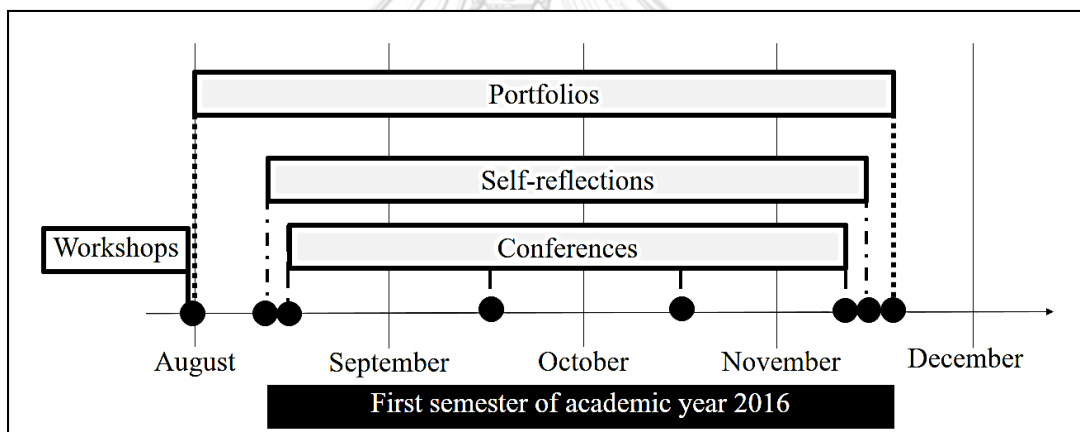
Figure 3: The training activities involved in SSA Literacy Training

3.4.3.2 Evaluating the training

The evaluation of the training was based on two criteria: how the training corresponded to the domains and constructs of SSA literacy, and the training feasibility as presented in Table 8.

Table 8: The adaptation of training activities to promote the five elements of assessment literacy in the participants' use of student self-assessment

Domains and constructs	Training activities			
	Workshop	Conferences	Self-Reflection	Portfolios
Knowledge				
SSA instruments	✓		✓	✓
Implementation and delivery of SSA, and methods to prevent what may go wrong with SSA	✓	✓	✓	✓
Design and development of SSA	✓		✓	✓
Purposes of SSA	✓		✓	✓
The focused achievement of SSA	✓		✓	✓
Factors affecting SSA results and outcomes	✓	✓	✓	✓
Definition of SSA	✓		✓	✓
Effect of SSA on the stakeholders	✓		✓	✓
Indicators of sound and unsound SSA	✓	✓	✓	✓
Skills				
Development of SSA	✓	✓	✓	✓
Performance of SSA		✓	✓	✓
Evaluation of SSA	✓	✓	✓	✓
Principles				
Classroom practice		✓	✓	✓

(Continued)

Domains and constructs	Training activities			
	Workshop	Conferences	Self-Reflection	Portfolios
SSA as an assessment for learning		✓	✓	✓
SSA as part of effective planning		✓	✓	✓
Promoting the understanding of goals and criteria		✓	✓	✓
Fostering motivation		✓		✓
Being sensitive and constructive		✓	✓	✓
Focusing on how students learn		✓		✓
SSA as key to professional skills		✓		✓
Developing the capacity for self-assessment		✓	✓	✓
Recognising all educational achievement		✓	✓	✓
Conceptions				
Irrelevance		✓	✓	✓
Improvement in teaching and learning		✓	✓	✓
Student accountability		✓	✓	✓
University accountability		✓	✓	✓

(Continued)

Domains and constructs	Training activities			
	Workshop	Conferences	Self-Reflection	Portfolios
Awareness of students' language-specific competencies				
Language norms of English as a Foreign Language (EFL)	✓	✓	✓	✓

Training feasibility

The training was analysed in terms of its feasibility as follows:

Technical feasibility. The Faculty of Humanities and Social Sciences, Rajamangala University of Technology, Tawan-ok, had the technological resources and facilities required to undertake the SSA training.

Schedule feasibility. The participants had time to attend the workshops before the semester began. They requested that the researcher schedule the conferences one week prior. In addition, the training activities of the SSA training were expected to be accomplished in the available time.

Operational feasibility. The training was beneficial for the participants. The content and training activities were tailor-made to their own needs and context. Therefore, the participants were able to apply the knowledge that they had obtained during and after the training to their SSA practice in their English courses.

3.5 Research Instruments

This section provides descriptions of the research instruments employed in this study. There were eight research instruments, as presented in Table 9.

Table 9: Summary of research instruments employed in this study

Research instruments	Data	For	Answer
1. Questionnaire	Quantitative	Part I: Survey	R.Q. 1
	Qualitative	Part II: Training	R.Q. 2
			R.Q. 3
2. Semi-structured interview for Part I: Survey	Qualitative	Part I: Survey	R.Q. 1
3. Classroom observation form	Qualitative	Part II: Training	R.Q. 2
			R.Q. 3
4. Self-report checklist	Quantitative	Part II: Training	R.Q. 2
	Qualitative		R.Q. 3
5. Lecturers' portfolios	Qualitative	Part II: Training	R.Q. 2
			R.Q. 3
6. Stimulated recall interview	Qualitative	Part II: Training	R.Q. 2
			R.Q. 3
7. Field notes	Qualitative	Part I: Survey	R.Q. 1
		Part II: Training	R.Q. 2
		Part III: Follow-up	R.Q. 3

Research instruments	Data	For	Answer
8. The semi-structured interview for Part III: Follow-up	Qualitative	Part III: Follow-up	R.Q. 2 R.Q. 3

They are described in details as follows:

3.5.1 Questionnaire for Assessing the Nine RMUT EFL Lecturers' Current SSA Practices, SSA Literacy, SSA Efficacy, and Training Needs in the Use of SSA

Based on the review of related literature and previous studies, an exploratory questionnaire was developed by the researcher to explore the questionnaire respondents' current SSA practices, SSA literacy, SSA efficacy, and training needs in the use of SSA. It was also used to ascertain the four participants' levels regarding SSA practices, SSA literacy, SSA efficacy after the training.

3.5.1.1 Drafting the questionnaire

Based on the review of related literature and previous studies, and the research design, six key constructs were determined as components of the questionnaire. They were background information, SSA practice, SSA literacy, SSA efficacy, training needs in the use of SSA, and closing entry: call for the interview informants. The six parts of the questionnaire were developed with items pertaining to all six of the key constructs.

Part I: Background information

This five-item part was comprised of a mixture of open-ended questions, closed-ended questions, and partially closed-ended questions. They were designed to collect data on each respondent's age, sex, educational background, year(s) of English teaching experience, and courses that they were teaching at the time of the data collection.

Part II: SSA practice

This 10-item part was designed to explore current SSA practice, which was defined by the levels of the nine RMUTs' EFL lecturers' procedural knowledge and skills to effectively perform a sound SSA practice. The construct of the questionnaire items was adapted from the review of the previous studies. To sum up, it was found that there were three focuses of their SSA practice: implementation of SSA, avoidance of SSA, and past experience with SSA. The construct of the questionnaire's focuses, item formats and options are shown in Table 10.

Table 10: The questionnaire's focuses, item formats, and options

Items and focuses	Types of question format
Implementation	
2.1 Experience in using SSA	Filter/ Dichotomous
2.2 Extent of using SSA	Semantic differential scale
2.3 Purposes of using SSA activities	Multiple choice – Multiple answers with an open-ended question
2.4 Kinds of SSA activities	Multiple choice – Multiple answers with an open-ended question
2.5 Effectiveness of SSA in promoting students' learning	Semantic differential scale
2.6 Level of reliability of the SSA results	Semantic differential scale
2.7 Problems or challenges encountered when using SSA	Multiple choice – Multiple answers with an open-ended question

(Continued)

Items and focuses	Types of question format
Avoidance	
2.8 Reasons for not using SSA	Multiple choice – Multiple answers with an open-ended question
Past experience with SSA	
2.9 Specific course(s) as part of their degree program(s) in which they learned about the use of SSA	Dichotomous with an open-ended question
2.10 Training/Workshop/Conferences where they learned about the use of SSA	Dichotomous with an open-ended question

Part III: SSA literacy

This 25-item part was constructed in order to investigate the questionnaire respondents' SSA literacy, which was defined as the declarative knowledge and skills required to effectively perform a sound SSA practice. This includes the ability to plan, implement, interpret, report, and use SSA for different teaching purposes. To formulate the questionnaire items for this part, the related literature and previous studies related to five key domains of assessment literacy were reviewed and combined. The items were grouped as follows:

Domains	*Items*
Knowledge	Item no. 1 – 10
Skills	Item no. 11 – 16
Principles	Item no. 17 – 20
Conceptions	Item no. 22 – 24
Awareness of student's language-specific competencies	Item no. 25

Regarding the question format, the questionnaire items were similarly displayed in columns with levels of agreement assigned to five-point rating scales. The respondents were asked to indicate their levels of agreement with the statements

on the five domains of SSA literacy. The points on the five-point rating scale represented the following levels of agreement:

Number 5 means	Strongly agree
Number 4 means	Agree
Number 3 means	Neither agree nor disagree
Number 2 means	Disagree
Number 1 means	Strongly disagree

Part IV: SSA efficacy

This 13-item part was formulated using Chapman (2008) framework of assessment efficacy. In this study, the use of SSA efficacy was defined as the confidence in one's capability to employ SSA in the classroom, including declarative knowledge of SSA. There were seven aspects of SSA efficacy which were subdivided into 13 items of SSA efficacy as follows:

SSA efficacy in…	*Items*
knowledge of SSA	Item no. 1
developing assessment methods	Item no. 2 – 3
administering, scoring and interpreting test results	Item no. 4 – 9
using assessment results for decision making	Item no. 10
using assessment in grading	Item no. 11
communicating assessment results	Item no. 12
recognizing unethical practice	Item no. 13

Similar to the questions in Part III: SSA literacy, the questions in this part were presented as items in columns with levels of confidence assigned to five-point rating scales. The respondents indicated their levels of confidence in the provided columns. The points on the five-point rating scale represented the following levels of confidence:

Number 5 means   A very high level of confidence

Number 4 means   A high level of confidence

Number 3 means   A moderate level of confidence

Number 2 means   A low level of confidence

Number 1 means   A very low level of confidence

Part V: Training needs in the use of SSA

This 21-item part was aimed at collecting data on the respondents' training needs in the use of SSA. According to Desimone (2009) and Fulcher (2012), such training should be designed based on the participants' needs and schemas, which could be obtained using a needs assessment (Wongwanich, 2005). Therefore, the fifth key construct dealt with the respondents' training needs in the use of SSA. The items involved in this part were adapted from Part III: SSA literacy knowledge (items no. 1 – 10) and skills (items no. 11 – 16). Additionally, items no. 17 – 20 were adapted from the professional development activities recommended by Richards and Farrell (2005). Similar to the items in Part III: SSA literacy and Part IV: SSA efficacy, these 20 items were presented in columns with levels of needs assigned to five-point rating scales. The questionnaire respondents were instructed to respond with their levels of training needs according to the statements contained in each item. The points on the five-point rating scale represented the following levels of needs:

Number 5 means   A very high level of needs

Number 4 means   A high level of needs

Number 3 means   A moderate level of needs

Number 2 means   A low level of needs

Number 1 means   A very low level of needs

Item no. 21 was added as an open-ended question for the questionnaire respondents to provide additional suggestions with regard to training that would help them improve their knowledge, skills and efficacy in the use of SSA.

Part VI: Closing entry: Call for the interview informants

This last part was used to recruit the interview informants from the questionnaire respondents, by using a voluntary-response sampling technique. The researcher began the call for interview informants by giving a short description of the

interview session. Anyone who was interested in volunteering as an interview informant could leave his/her name, affiliation, contact address, phone number, and email address to enable the researcher to make contact. The prospective interview informants would later be interviewed using the other research instrument – *the semi-structured interview for Part I: Survey*.

3.5.1.2 Validation of the questionnaire

The questionnaire was subjected to the validation process for content validity, construct validity, and face validity.

Content validity

The content validity, structure, and bias of the questionnaire was determined by three experts in the fields of language testing and EFL teacher professional development. Copies of the questionnaire and copies of the research synopsis were sent to the three experts so that they could make any recommendations for improvement. To find the general degree of agreement among the three experts, on both individual items and the overall questionnaire, the Index of Item-Objective Congruence (IOC) was adopted based on a score ranging from -1 to +1. Detailed information on the index of item-objective congruence (IOC) and the three experts' recommendations for revision of each questionnaire item can be found in Appendix I. The overall questionnaire, as validated by the experts, was approved with an acceptable IOC value (0.952).

Taking into account the three experts' suggestions for revisions, the questionnaire was revised. Based on the three experts' opinions, no major changes were made to the questionnaire. A full description of the minor changes made to each item in the questionnaire can be found in Appendix I. Meanwhile, the revisions made to the questionnaire are briefly summarized in Table 11.

Table 11: Summary of questionnaire revisions

Part	Summary of revision
Part I: Background Information	- Provide more writing space. - Use specific terms for the educational qualifications.
Part II: SSA practice	- Change the jargon to more general terms. - Specify the type of information needed. - Clarify the unclear words.
Part III: SSA literacy	- Change some ambiguous words to more accurate words.
Part IV: SSA efficacy	- Rearrange the order of items to be like the order of the items in Part III: SSA practice. - Eliminate item no. 13 due to ambiguity.
Part V: Training needs in the use of SSA	- Change the word 'skills' to 'practice' in all items. - Change the word 'learning how to' to 'practice making'.

Face validity

Regarding the face validity of the questionnaire, the questionnaire was designed to be in a questionnaire format with clear descriptions and instructions. The questionnaire was also designed in a respondent-friendly format to obtain accurate answers and increase the response rate. Check boxes and scale formats were used throughout the questionnaire so the questionnaire respondents could complete the questionnaire with ease. The questionnaire was initially written in English and then translated into Thai in order to facilitate the questionnaire respondents, whose L1 was Thai (See Appendix H). Moreover, the three experts were in complete agreement that the questionnaire format and the face validity could be accepted without revision (IOC value = 1). Once the questionnaire was refined and revised according to the three experts' comments, it was ready for trying out with a sample.

3.5.1.3 Reliability estimation of the revised questionnaire

After the questionnaire was revised and refined according to the three experts' comments, it was tried out with a sample and then employed in the main study in order to assess its reliability and find any instrumental or methodological mistakes that required correcting. In this step, the questionnaire was tried out with a group of 40 RMUT part-time EFL lecturers whose characteristics were similar to the prospective questionnaire respondents in the main study. There were 18 part-time EFL lecturers from RMUTP, one from RMUTI, 12 from RMUTTO, and nine from RMUTR.

Estimation of reliability

The internal reliability of the revised questionnaire was determined by using IBM Statistical Package for the Social Sciences (SPSS) Statistics version 22 to compute Cronbach's alpha. The internal consistency of the revised questionnaire was interpreted as follows.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

(George & Mallery, 2003)

It was found that the overall revised questionnaire had excellent internal consistency ($\alpha = 0.94$, n = 40). When considering each individual part, it was found that they all had excellent internal consistency: Part III: SSA literacy ($\alpha = 0.95$, n = 40), Part IV: SSA efficacy ($\alpha = 0.93$, n = 40), and Part V: Training needs in the use of SSA ($\alpha = 0.95$, n = 40)

3.5.1.4 Final revision of the questionnaire

According to the feedback from the try-out participants and the results from the data analysis, the revised questionnaire achieved its objectives in collecting data on the RMUT EFL lecturers' SSA practice, SSA literacy, SSA efficacy, and training needs in the use of SSA. On average, the try-out participants spent 30 minutes on completing the questionnaire. Overall, the items, question formats, and question responses were understood by the try-out participants; however, the directions for *Part I: Background information* needed additional clarification on the types of information needed from the questionnaire respondents. In addition, the consent statement and privacy policy were presented on the first page of the revised questionnaire at the request of the try-out participants. The final English version of the questionnaire is provided in Appendix G and the Thai version of the questionnaire is presented in Appendix H.

3.5.2 Semi-structured Interview on Current SSA Practices, SSA Literacy, SSA Efficacy, and RMUT EFL Lecturers' Training Needs in the Use of SSA

The semi-structured interview for Part I: Survey was developed to elicit information and get an in-depth understanding of the nine RMUTs' in-service EFL lecturers' SSA practice, SSA literacy, and SSA efficacy, and the contexts of the nine RMUTs' English classrooms. This instrument supplemented the data obtained from the questionnaire. All interview sessions were conducted in Thai and were audio-recorded with the consent of the interview informants. The audio recordings were then transcribed verbatim. Any non-verbal information and additional information found to be relevant to this study's objectives were recorded using *field notes*.

3.5.2.1 Developing the interview questions

Initially, the interview questions for the semi-structured interview for Part I: Survey were based on five focuses: (1) interview informants' demographic data, (2) SSA practice, (3) SSA literacy, and (4) SSA efficacy. There were 13 interview questions in total. They are described as follows:

Part I: Interview informants' demographic data

This three-question part emphasized the English course(s) the interview informants had taught, their experiences related to the SSA when they were students, and their experience in any formal SSA training. The interview questions were designed using a mixture of direct questions and specifying interview questions. The researcher was allowed to ask follow-up questions at any time necessary.

Part II: SSA practice

This part elicited in-depth information on the SSA practice exercised by the interview informants. The interview questions were developed from the same framework as Part II: SSA practice, in the questionnaire. The three questions separately emphasized the interview informants' current use of SSA, purpose of using SSA, and preferences regarding SSA practice in their classrooms. The interview questions were a mixture of direct questions, specifying questions, and indirect questions. Follow-up questions were also allowed.

Part III: SSA literacy

This part investigated the SSA literacy of the interview informants. The questions were developed based on the framework of language assessment literacy by Fulcher (2012) combined with aspects of SSA from the literature on SSA. There were five interview questions: three direct questions in the knowledge domain, one direct question on conceptions and principles, and one indirect question followed by a probing question in the skills domain. During the interview, the researcher added follow-up questions when necessary.

Part IV: SSA efficacy

The last question of *the semi-structured interview for Part I: Survey* was aimed at finding out the SSA efficacy of the interview informants. It was a mixture of a direct question and a specifying question developed from the framework of assessment efficacy by Chapman (2008) and aspects of SSA from the literature on SSA.

3.5.2.2 Validation of the interview questions

The content validity of the interview questions was assessed by the three experts by using the Index of Item-Objective Congruence (IOC). The IOC value was calculated and interpreted using the same formula and criteria as *the questionnaire*

(for reference, see *3.5.1.2 Validation of the questionnaire*). Based on the IOC value, the interview questions were regarded as acceptable (IOC value = 0.974). In addition, no further revision was needed according to the three experts' comments.

3.5.2.3 Reliability estimation of the interview questions

After the validation, the interview questions were tried out with the four try-out participants. The intra- and inter-rater reliabilities, based on Cohen's Kappa statistics, were adopted for estimating the consistency. The results from Cohen's Kappa, as computed by IBM SPSS Statistics 22, were interpreted using the following criteria.

Kappa (κ)	Interpretation
< 0	Poor agreement
0.00 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

(Landis & Koch, 1977)

According to the try-out results, each interview lasted approximately 15 minutes. The audio recordings from the try-out interview were transcribed and coded twice by the researcher in order to achieve a high level of intra-rater reliability. A rater was trained to analyse the transcription and familiarise themselves with the coding schemes. Cohen's Kappa was run to determine whether there was a consistency between the first- and second-time coding (intra-rater reliability), and between the researcher and the trained rater (inter-rater reliability). Based on Cohen's Kappa, the first- and second-time coding (intra-rater reliability) were in almost perfect agreement, $\kappa = .951$ (95% CI, .910 to .992), $p < .0005$; and the researcher and the trained rater (inter-rater reliability) were in almost perfect agreement, $\kappa = .863$ (95% CI, .769 to .929), $p < .0005$.

Regarding the comments and feedback from the try-out participants, the researcher had a discussion with them to find out if any ambiguity or confusion existed in the interview questions. Based upon the information from the discussion, some interview questions were revised as follows:

Item	*Revision*
2	Specify the course; i.e. change 'courses' to 'English course'
4	Specify the university; e.g. the class at RMUTTO, RMUTL, etc.
7	Add the purpose of asking this question. State that 'answers are neither right nor wrong'.

3.5.2.4 Final version of the semi-structured interview for Part I: Survey

The final version of *the semi-structured interview for Part 1: Survey* consisted of 12 questions. It was divided into four parts: Part I: Interview informants' demographic data, Part II: SSA practice, Part III: SSA literacy, and Part IV: SSA efficacy. The interview questions are provided in Appendix J.

3.5.3 Classroom Observation Form

The classroom observation form was employed in order to observe the four participants' practices of SSA in their classrooms. In this observation, it was the researcher's role to observe the participants. Therefore, the classroom observation form was designed to meet the researcher's need to note down the SSA activities carried out in classrooms during this session.

3.5.3.1 Designing the classroom observation form

To facilitate the observation, the classroom observation form was designed to include a table with time intervals and room for observation notes, so that the researcher could note down the SSA activities carried out in classrooms and when they occurred. The following activities were recorded on the classroom observation form.

- introducing students to SSA
- using SSA materials in the classroom
- giving feedback on students' use of self-assessment

As a footnote, an open-ended comment box was provided for the researcher to note any additional comments.

3.5.3.2 Validation of the classroom observation form

The face validity of the classroom observation form was assessed by the three experts by using the Index of Item-Objective Congruence (IOC). Using the same formula and criteria as *the questionnaire* (for reference, see *3.5.1.2 Validation of the questionnaire*), complete agreement among the three experts was found (IOC value = 1). Also, the three experts agreed that the classroom observation was appropriately used to observe each training participant's use of SSA in their classroom. In addition, the classroom observation form was revised according to the three experts' comments, as follows:

- provide more space for notes;
- each observation interval should be 10 minutes long; and
- add information about the aids used in classrooms.

3.5.3.3 Reliability of the classroom observation form

After the revision, the classroom observation form was tried out in the classroom of one of the try-out participants. She allowed the researcher to observe her class. After the try-out, the researcher revised the classroom observation form by adding a remark column to record the researcher's opinion or supplementary information during the observation.

3.5.2.4 Final version of the classroom observation form

After revision, the classroom observation form was divided into three main parts. First, there was a section for recording the information of the observation sessions: observation no., name of the lecturer, course title, time/date, and aids used. Second, there was a three-column table: the first column was for the 10-minute interval, the second column was for observation notes, and the third column was for remarks. The last part was for the researcher to write down any additional comments. The final version of the classroom observation form is presented in Appendix K.

3.5.4 Self-report Checklist

The self-report checklist was designed for the four participants to self-report their practices in the use of SSA. Similar to the classroom observation form, the self-report checklist was designed to focus on the use of SSA in classrooms. The difference between the classroom observation form and the self-report checklist was that the self-report checklist included the participants' preparation and modification in the use of SSA, while the classroom observation form focused solely on the participants' observable practices in the classrooms.

3.5.4.1 Designing the self-report checklist

The self-report checklist was divided into three main parts: information on the classroom and the participant, the implementation of SSA in classroom, and additional comments. The information on the classroom and the participant provided the researcher with a record of the self-report session no., name of the lecturer, course title, time/date, and aids used. The main focus of the self-report checklist was the items in the second part, which were generated from the review of related literature on the implementation of SSA. According to H. D. Brown and Abeywickrama (2010) and Cram (1995), implementation involves three stages: planning, implementation, and reflective appraisal. There were 17 items in a checklist response format for the participants to check whether they had covered the following aspects of SSA: planning, implementation, and reflective appraisal. The last part of the self-report checklist was an open-ended comment box provided for the participants to note their additional opinions or comments on their practice of SSA.

3.5.4.2 Validation of the self-report checklist

The three experts were asked to assess the content validity of the self-report checklist by using the Index of Item-Objective Congruence (IOC). The IOC value was calculated and interpreted using the same formula and criteria as *the questionnaire* (for reference, see *3.5.1.2 Validation of the questionnaire*). According to the IOC value below, the three experts were in complete agreement that the self-report checklist could be accepted without revision (IOC value = 1).

3.5.4.3 Reliability of the self-report checklist

After the self-report checklist was validated by the three experts, four try-out participants were asked to check their implementation of SSA by using the self-report checklist. In the opinion of the try-out participants, jargon should not be used in the self-report checklist. Therefore, the researcher revised the self-report checklist by adding more descriptions and avoiding jargon that was too specific.

3.5.4.4 Final version of the self-report checklist

The final version of the self-report checklist was the same as the version of the self-report checklist described in 3.5.4.4 as no further revision was required according to the three experts. It can be found in in Appendix L.

3.5.5 Lecturers' Portfolios

Evidence of the participants' practices of SSA in their classrooms was compiled in the participants' portfolios. The participants' portfolios were assembled from the SSA evidence, documents, assignments, activities, and/or tools used during the full term. These items provided useful information about their progress in SSA practices. Sample workshop worksheets completed by the training participants can be found in Appendix N and sample SSA tools taken from the participants' portfolios can be found in Appendix O.

3.5.6 Stimulated Recall Interview

To obtain data giving a qualitative insight into the participants' SSA practice, SSA literacy, and SSA efficacy, the stimulated recall interview was employed. Also, they were asked to interpret or explain their actions during the implementation of SSA in their classrooms. All sessions were audio-recorded with permission from the participants.

3.5.6.1 Preparation for the prompts

The participants were prompted by the video recordings of their actions during the implementation of SSA in their classrooms, the classroom observation forms, their portfolios, and the researcher's field notes. After the participants' classes, the researcher created a stimulus by sorting and compiling the data from the mentioned instruments under the following themes: their implementation of SSA in classrooms,

their purposes of using SSA, their procedures of using SSA, their challenges or problems, and their achievements in using SSA. Prompted by the prepared stimulus, the participants were asked to retrospectively recall and reflect on their perspectives of thought and insight, and then verbalise their concurrent thoughts during that time. Verbal prompts were given by the researcher when she wanted to encourage the participants to give deeper explanations. Audio recordings were made as part of the stimulated recall interview.

3.5.6.2 Validity issue of the stimulated recall interview

To increase the validity of the data from the stimulated recall interview, the participants were trained to verbalise their thoughts by using the videos taken from their first classes. Also, every stimulated recall interview was conducted after the class had been dismissed in order to maximise memory retrieval and minimise the time delay between the stimulated recall interview and the events. In addition, every session of the stimulated recall interview was conducted in Thai to accommodate the participants' thoughts in Thai.

3.5.6.3 Reliability of the coding

For the intra-rater reliability, the researcher coded the transcription twice using the same set of codes. For the inter-rater reliability, the researcher and the trained rater employed the same set of codes to code the same transcription. Cohen's Kappa statistics were used to calculate the reliability estimation, and the results from the calculation were interpreted using the same criteria as for *the Semi-structured interview for Part I: Survey* (for reference, see *3.5.2.3 Reliability estimation of the interview questions*). Based on Cohen's Kappa, the two coded transcriptions of the researcher (intra-rater reliability) were found to be in almost perfect agreement, $\kappa = .887$ (95% CI, .830, .944), $p < .0005.$; and the two coded transcriptions of the researcher and the trained rater (inter-rater reliability) were also in almost perfect agreement, $\kappa = .871$ (95% CI, .810, .932), $p < .0005$.

3.5.7 Field Notes

During the data collection, the researcher made field notes in order to record extensive observable information on the contexts, participants, and situations. Two types of data were included in the field notes. The first type of data was descriptive information or any factual data on settings, actions, behaviours, and conversations that the researcher had observed and/or had with the participants. The second type was reflective information about the researcher's own questions, ideas, thoughts, or concerns while collecting the data. The data from the field notes supplemented and contributed to the data from other research instruments to provide a comprehensive range of data. Sample of field notes can be found in Appendix P.

3.5.8 The Semi-structured Interview for Part III: Follow-up

The last research instrument was employed in Part III: Follow-up in order to obtain reflection on and retention of the participants' use of SSA in their classrooms in the subsequent semester. The interview was conducted at the end of the second semester of the 2016 academic year. The interview sessions were audio-recorded and later transcribed verbatim.

3.5.8.1 Developing the interview questions

Mostly, the construct of the interview questions for *the semi-structured interview for Part III: Follow-up* was similar to *the semi-structured interview for Part I: Survey*. It involved five focuses: (1) interview on informants' demographic data, (2) SSA practice, (3) SSA literacy, (4) SSA efficacy, and (5) additional comments regarding the training and the use of SSA. The interview questions were aimed at investigating the consequences of the training and were focused more on the participants' opinions. There was a total of eight interview questions, which are as follows:

Part I: Interview on the informants' demographic data

Since the researcher was familiar with the participants, this part contained only one direct question asking about the course(s) they were teaching in the second semester of the 2016 academic year.

Part II: SSA practice

This two-question part was a follow-up on the participants' practice of SSA after receiving the training. The two questions were a mixture of a direct question and a probing question. The first question focused on their current practice and another question addressed their future preferences regarding SSA practice. Follow-up questions were also allowed.

Part III: SSA literacy

This two-question part provided the participants with opportunities to recall and reflect on their experience in using SSA. The first question was a direct question based on conceptions and principles of SSA. Also, they were asked to self-evaluate their SSA knowledge and skills after the training.

Part IV: SSA efficacy

There were direct and probing questions in this part. It was employed to allow the participants' self-evaluation of their SSA efficacy after the training.

Part V: Additional comments regarding the training and the use of student self-assessment

This two-question part dealt with the participants' additional comments. The first question was for the participants to recall all the training activities and reflect on them, while the second question focused on their self-reflection on the use of SSA.

3.5.8.2 Validation of the interview questions

The interview questions were validated by the three experts by using the Index of Item-Objective Congruence (IOC). The IOC value was calculated and interpreted using the same formula and criteria as *the questionnaire* (for reference, see *3.5.1.2 Validation of the questionnaire*). Use of this instrument resulted in complete agreement among the three experts (IOC value = 1).

3.5.8.3 Final version of the semi-structured interview for Part III: Follow-up

The final version of *the semi-structured interview for Part III: Follow-up* consisted of eight questions across five parts: Part I: Interview informants' demographic data, Part II: SSA practice, Part III: SSA literacy, Part IV: SSA efficacy, and Part V: Additional comments regarding the training and the use of SSA. The interview questions are presented in Appendix M.

3.6 Data Collection

The data collection was conducted between July 2016 and April 2017. *Part II: Training* took place in the first semester of the 2016 academic year, which was from August 2016 to December 2016. Consequently, *Part I: Survey* was conducted in the second semester of the 2016 academic year, which was from January 2017 to mid-March 2017. Finally, *Part III: Follow-up* took place at the end of March 2017. Across all four parts, the researcher was principally responsible for contacting the participants, delivering the training, collecting the data and information, and rechecking the received data and information.

3.6.1 Part I: Survey

Part 1: Survey was conducted between January 2017 and mid-March 2017. To obtain sufficient data that reflected the population of the study, this part employed two methods for data collection. The first method was the use of a self-administered questionnaire, and the second was an interview.

3.6.2.1 Questionnaire

The questionnaire was administered in July 2017 (See Appendix H). Every contact person received a package in which the questionnaires were enclosed. The package consisted of a cover letter, copies of the questionnaires, and pre-paid self-addressed envelopes for returning the completed questionnaires.

Methods of delivering the questionnaire

The questionnaire was administered to the questionnaire respondents by using two methods of delivery: hand delivery and postal mail. With regard to the hand delivery method, the researcher administered the questionnaire to the questionnaire respondents at the 19 locations. With regard to the postal mail method, it was applied at five campuses since those research sites were spread across Thailand, far from the researcher. The researcher contacted the contact persons at each campus and asked for appropriate addresses to send the packages to. Then, the packages with the questionnaires were mailed to the given addresses at the beginning of January 2017. They were given until the end of January 2017 to complete the questionnaires. To improve the response rate, the researcher followed up with the contact persons during

the designated time. After the questionnaire respondents had completed the questionnaires, each contact person collected and returned the completed questionnaires to the researcher using the pre-paid self-addressed envelope in the package.

3.6.2.2 Interview

The interview was conducted using the semi-structured interview for *Part I: Survey* (See Appendix J) as guidance. The interview took place after the questionnaires had been distributed and returned to the researcher. The interview session started in February 2017, after the list of interview informants was made. Since the interview informants were recruited using voluntary-response sampling and snowball sampling, it took from January 2017 to mid-March 2017 to complete this stage. This meant that *Part I: Survey* lasted almost four months. Representing all nine RMUT campuses, the total number of interview informants was 56. They were lecturers, heads of department, associate deans, and program chairpersons. Every interview informant was individually interviewed in Thai. The interview sessions lasted approximately 15 minutes. The researcher only interrupted to ask for clarification or ask probing questions.

Methods of interview

Due to flexibility in time and place, two methods of interview – which were face-to-face and telephone interviews – were adopted. A total of 31 interview informants were interviewed in face-to-face interviews and 25 were interviewed in telephone interviews.

Face-to-face interview. After the researcher made appointments with the interview informants, the researcher visited them at the designated times and places. The interview informants were informed of the objectives of the study, and the use and confidentiality of the obtained data. Then, the interview informants were interviewed and audio-recorded. At the end of the interview, they were asked if they could recommend other potential interview informants as a part of the snowball sampling technique.

Telephone interview. The process of the telephone interview was similar to the face-to-face interview, except for the fact that the interview informants were interviewed over the course of a telephone call. The telephone interview sessions

were conducted with interview informants who were located in areas which were hard to reach for the researcher.

3.6.3 Part II: Training

Five research instruments were applied in this part to collect data on the effects of the training on the participants' SSA practice, SSA literacy, and SSA efficacy. *Part II: Training* consisted of two main phases: before the training and during the training.

3.6.3.1 Before the training

This phase was for preparing the participants for the training and for the researcher to profile them. Before the participants signed consent forms, they were informed about the objectives of the study, training interventions and activities, and their rights as participants. In addition, each participant was interviewed using the interview questions from the semi-structured interview for *Part I: Survey* in order to obtain their background, teaching schedule, SSA literacy, SSA efficacy, SSA practice, and their preferences with regard to the training. After the interview, the researcher made an agreement with each participant regarding the classroom observation and access to their SSA tools implemented in classrooms. Results from the interview were used as a baseline for delivering the training.

3.6.3.2 During the training

This part was to examine the effect of the training on the participants' SSA practices, SSA literacy, and SSA efficacy. Five research instruments were employed in parallel with the training. Additionally, challenges and contexts surrounding the participants were also recorded.

Each research instrument was implemented as follows:

Participants' portfolios

The participants were asked to keep their workshop materials and SSA tools that they had employed in their classrooms, in the portfolios. The period for compiling the portfolios was from the first workshop in August 2017 to mid-December 2017, when the training was completed. The researcher asked for the participants' permission to access to their portfolios and scan the documents in their

portfolios to create PDF files. Sample workshop worksheets and sample SSA tools taken from the participants' portfolios can be found in Appendix N and Appendix O

Classroom observation forms

Every class where the participants planned to implement the SSA activities was observed by the researcher, who used the classroom observation forms (see Appendix K). The researcher made an observation schedule with each training participant. The researcher's role was to be neutral and sit silently in the corner. The researcher's presence was noted by the four participants and the students; however, interaction between the researcher, the participants, and the classes was limited. In the first classes of the observed classrooms, the researcher introduced herself to the classes and informed the students of her purposes of observing activities that emphasized the lecturer's practices and asked for permission to video record the SSA activities in classrooms. The positions of the researcher and the camera were chosen by the participants due to the appropriateness of the chosen space and their teaching activities (See Figure 4).
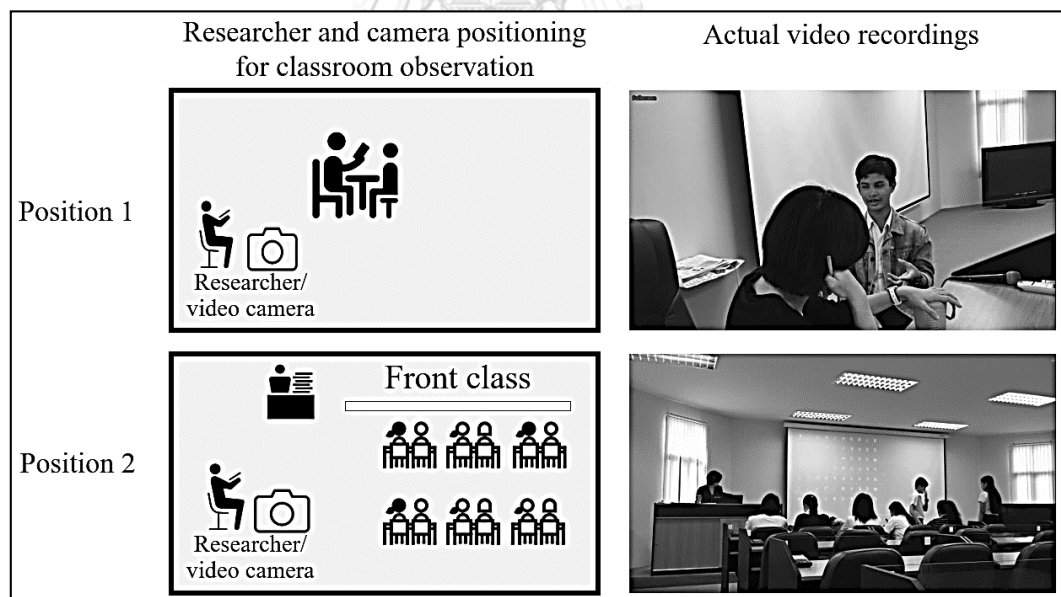
*Figure 4 The positions of the researcher and the camera during classroom observations (*Note: "Photos taken and shown with permission from the participants and the students*")*

After the SSA activities in the classrooms were over, the researcher followed the plan and conducted a post-observation self-reflection with the participants as a part of self-reflection.

Participants' self-report checklist

As a part of the conferences, the participants were asked to self-report their perceived SSA practices, SSA literacy, and SSA efficacy as well as any additional self-reflections by using the participants' self-report checklist (See Appendix L). Therefore, the participants could look at their assessment practices from their own perspectives as well as collect data on their unobservable practices in the use of SSA in classrooms.

Stimulated recall interview

The video recordings of the SSA activities taken in the classrooms, portfolios, and field notes derived from the classroom observation forms were analysed by the researcher in order to prepare the stimuli for the subsequent stimulated recall interview, where the segments of video recordings, portfolios, and information from the field notes were used as prompts. The focuses of the prompts were on how they introduced the SSA tools to the students, how they explained the SSA tools to the students, how they monitored students and gave them advice, and how they explained the results to the students. After that, the participants were invited to the stimulated recall interview, in which they were asked to think retrospectively and verbalise the thoughts they had had while implementing SSA. The interview was conducted in Thai. All verbal reports were audio-recorded and transcribed verbatim.

Field notes

The field notes were used to record the researcher's additional descriptions and reflections on particular situations. Making the notes involved writing both brief and detailed descriptions of what happened at the research sites. The field notes were employed throughout the data collection period.

3.6.4 Part III: Follow-up

At the end of March 2017, the researcher invited the four participants to take part in the face-to-face interview sessions. There, the participants were interviewed using the semi-structured interview for Part III: Follow-up (See Appendix N). The audio recordings were transcribed verbatim.

3.7 Data Analysis

The analyses of the data, arranged according to the type of data and the relevant research question, are summarized in Table 12.

Table 12: Summary of the Research Questions, Phases of the Study, Participants, Data Sources, Types of Data, and Data Analysis

| Research questions | Part | Data collection | | Types of data | Data analysis |
		Research participants	Research instruments		
1	1	163 respondents	Questionnaire	Quantitative	Mean, SD
				Qualitative	Content analysis
		48 informants	Semi-structured interview (for Phase II)	Qualitative	Content analysis
			Field notes	Qualitative	Content analysis
2	2 + 3	4 training participants	Classroom observation form	Quantitative	Frequency
				Qualitative	Content analysis
			Self-reported checklist	Quantitative	Frequency
				Qualitative	Content analysis
			Stimulated recall interview	Qualitative	Content analysis
			Lecturers portfolios	Qualitative	Content analysis

(Continued)

Research questions	Part	Data collection			Data analysis
		Research participants	Research instruments	Types of data	
			Semi-structured interview (for Phase III)	Qualitative	Content analysis
			Field notes	Qualitative	Content analysis
3	2 + 3	4 training participants	Classroom observation form	Quantitative	Frequency
				Qualitative	Content analysis
			Self-reported checklist	Quantitative	Frequency
				Qualitative	Content analysis
			Stimulated recall interview	Qualitative	Content analysis
			Lecturers portfolios	Qualitative	Content analysis
			Questionnaire	Quantitative	Mean, SD
			Semi-structured interview (for Phase III)	Qualitative	Content analysis
			Field notes	Qualitative	Content analysis

The data analysis is described in detail in this section.

Primarily, the raw quantitative and qualitative data from the research instruments were manually keyed in and transferred onto separate coding sheets in Microsoft Excel 2016. The quantitative data sets were pre-screened for mistakes, errors and missing values. The database was then transferred to a piece of computer software for data analyses. For the qualitative analyses, NVivo 11 for Windows was employed. The results from NVivo 11 for Windows were rechecked using manual coding. For the quantitative statistically analysis, IBM Statistical Package for the Social Sciences (IBM SPSS) version 22.0 was solely employed. To enable data analysis, the calculated mean scores ($\overline{x}$) were classified according to a five-interval scale [0.80 from (Max-Min/total level)]. Therefore, the means from the quantitative analyses in this study were interpreted as follows:

$\overline{x}$ = 4.21 – 5.00   means Very high degree

$\overline{x}$ = 3.41 – 4.20   means High degree

$\overline{x}$ = 2.61 – 3.40   means Moderate degree

$\overline{x}$ = 1.81 – 2.61   means Low degree

$\overline{x}$ = 1.00 – 1.80   means Very low degree

3.7.1 *Quantitative data*

Two research instruments were used with the quantitative data. They were the questionnaire, and participants' self-report checklist. They were analysed differently as follows:

The questionnaire

For *Part I: Background information*, the frequencies (f) of the questionnaire respondents' age, sex, educational background, year(s) of English teaching experience, and courses that they were teaching were analysed. For *Part II: SSA practice*, frequency (f) was analysed for the filter/dichotomous questions, multiple choice questions with multiple answers, and dichotomous questions with open-ended questions. Means ($\overline{x}$) and standard deviations (SD) were calculated for the semantic differential scale questions. For *Part III: SSA literacy*, *Part IV: SSA efficacy*, and *Part V: Training needs in the use of SSA*, the mean ($\overline{x}$) and standard deviation (SD) calculations were carried out for the five-point rating scale items to find out the levels

of the questionnaire respondents' SSA literacy, SSA efficacy, and training needs in the use of SSA.

Participants' self-report checklist

To investigate the extent of the SSA practices, as perceived by the participants, the frequencies (f) of the checked items on the participants' self-report checklists were counted.

3.7.2 Qualitative data

Eight research instruments produced qualitative data. They were the questionnaire, the semi-structured interview for Part I: Survey, classroom observation forms, participants' self-report checklists, participants' portfolios, stimulated recall interview, field notes, and the semi-structured interview for Part III: Follow-up. The qualitative data was prepared and analysed as follows:

Preparing for transcription

Written data. The written data obtained from the questionnaire, classroom observation forms, participants' portfolios, participants' self-report checklist, and field notes were computerised and rechecked for accuracy.

Audio-recorded data. The audio-recorded data from the semi-structured interview in Part I: Survey, stimulated recall interviews, and the semi-structured interview in Part III: Follow-up were transcribed verbatim. Then, the transcriptions were rechecked for accuracy.

By the end of the transcription process, there were 24 data sets in total, classified according to month and participant (See Table 13). The participants were assigned pseudonyms so that they could remain anonymous and keep their identities confidential.

Table 13: Qualitative data sets produced in the data analysis, and the underlying data from the research instruments

Training participant	Qualitative data set (classified according to time of data collection, data source, and participant)					
	Aug. 2016	Sep. 2016	Oct. 2016	Nov. 2016	Dec. 2016	Mar. 2017
Lady	**Set L1**	**Set L2**	**Set L3**	**Set L4**	**Set L5**	**Set L6**
	1,2,3,4,5,6,7	3,4,5,6,7	3,4,5,6,7	7	4,7	7,8
Madam	**Set M1**	**Set M2**	**Set M3**	**Set M4**	**Set M5**	**Set M6**
	1,2,3,4,5,6,7	3,4,5,6,7	7	3,4,5,6,7	4,7	7,8
Navi	**Set N1**	**Set N2**	**Set N3**	**Set N4**	**Set N5**	**Set N6**
	1,2,3,4,5,6,7	7	3,4,5,6,7	7	3,4,5,6,7	7,8
Zia	**Set Z1**	**Set Z2**	**Set Z3**	**Set Z4**	**Set Z5**	**Set Z6**
	1,2,3,4,5,6,7	3,4,5,6,7	3,4,5,6,7	3,4,5,6,7	7	7,8

Note: The numbers in the table represent the transcriptions of each research instrument, as follows:

1   =   Questionnaire

2   =   Semi-structured interview for Part I: Survey

3   =   Classroom observation forms

4   =   Self-report checklists

5   =   Lecturers' portfolios

6   =   Stimulated recall interview

7   =   Field notes

8   =   Semi-structured interview for Part III: Follow-up

Content analysis

The recursive content analysis approach was employed across the qualitative data sets. The aims of this analysis were (1) to insightfully examine the effect of the training on the participants' SSA practices, SSA literacy, and SSA efficacy; and (2) to capture emerging themes that could describe the situations which occurred during the training. Since the researcher was acquainted with the context, the analysis was carried out according to the insiders' views (Kottak, 2016) because it allowed the researcher to analyse the data from the viewpoints and perspectives of the group of training participants.

Five phases of content analysis comprised this data analysis (J. W. Creswell, 2009; Green, 1998). The details are provided under the following stage headings.

1. Read through the data sets. All transcripts from every data set were holistically read to get an overview of the contexts, situations, activities, and contents.

2. Divide up the transcriptions in each data set into meaning units and condensed meaning units. The transcriptions were then manually segmented into small meaning units. Each meaning unit conveyed one single meaning. Based on the recurrent patterns of the meaning found in each meaning unit, the meaning units were condensed and sorted into categories. Each meaning unit was assigned sentence numbers to facilitate the researcher's data management.

3. Formulate codes, categories and themes. The list of codes was developed for the coding process. The codes were constructed by refining the research questions and the definitions of terms. After the refinement of the research questions, four areas of behaviour were considered as relevant areas of interest in this study. The first area of behaviour [When] related to the time, period, duration, or span of each event when the interview informants and participants addressed or showed their SSA practices, SSA literacy, and SSA efficacy, including any time they encountered problems or challenges. The second area of behaviour [What] was related to the SSA-related activities or actions that were employed by the interview informants and participants, as well as their increased levels of SSA literacy and efficacy. The third area of behaviour [How] related to the procedures, phases, and processes employed by the interview informants and participants when they implemented SSA activities, gained SSA literacy, and gained SSA efficacy. The last area of behaviour was [why], which

related to the reasons behind their actions, decisions, solutions, ideas, and opinions on SSA in their classrooms. After the four areas of code were determined, coding was carried out at higher levels – categories and themes. The codes were compared and contrasted with each other in order to determine whether they could be placed in the same categories. Then, the process was repeated by grouping the relevant categories into meaningful themes.

4. Classify the meaning units into categories/themes and detect possible emerging themes. Three coding processes – namely open coding, axial coding and selective coding (Neuman, 2011) – were retrospectively applied to this study.

- *Open coding*: This procedure was used to tentatively identify and label the condensed meaning units based on the meanings emerging from the data set. The open coding procedure emphasized words, phrases, contexts, consistency, frequency, extensiveness, and specificity of the SSA practices, SSA literacy and SSA efficacy found in the condensed meaning units. Any substantive codes that emerged during the *open coding* procedure was included in the codebook. The coded meaning units were then labelled and highlighted descriptively.

- *Axial coding*: The coherence, relationships and connections found during the open coding procedure were inductively observed and categorized.

- *Selective coding*: Regarding the research questions, the core findings from the *axial coding* were identified and summarised as key ideas.

5. Validity and reliability check for the coding process: These three coding processes were repeatedly performed across the data sets. A formative check of validity and reliability was recommended when 50% of the data sets were completely analysed (Kohlbacher, 2006). With regard to the validity, the construct validity was examined by observing how well the coded data set represented the theories and situations of SSA practices, SSA literacy, and SSA efficacy. To check the intra-rater reliability, the researcher coded the interview transcription twice and compared the results by using Cohen's Kappa. Also, the inter-rater reliability was obtained by having the researcher and the rater code the interview transcription independently, and then compared the results of each rater by using Cohen's Kappa. In addition, the summative check of validity and reliability was performed again after the data

analysis was completed. The findings were interpreted based on the coded meaning units. Finally, the results of the coding process were combined with the frequency of each code. In the findings reports, thematic descriptions were used to present the descriptions and explanations of the situations and activities involved in this study.

3.8 Ethical Issues

In this study, the questionnaire respondents, interview informants, and participants were informed of the data controllers' identities, the purpose(s) of the research instrument for which the data would be used, information on how the data would be used, and the third parties to whom the researcher might pass on the data and/or results of the study. The personal information, which could be used to identify the questionnaire respondents, interview informants, and participants, was strictly confidential. The findings of this study were reported using pseudonyms. In Part I: Survey, the questionnaire respondents and interview informants' names and their affiliations were mentioned using abbreviations. For instance, RMUTSB-I1B (abbreviation for interview informant no. 1 from Rajamangala University of Technology SB). Also, the participants in Part II: Training and Part III: Follow-up were asked by the researcher to sign the consent form before attending the training and participating in the data collection. The participants were informed that their personal information, which could be used to identify them, would be strictly confidential and they would remain anonymous. They would be referred to using only their pseudonyms. For example, Navi (pseudonym) was an EFL lecturer from RMUT A (pseudonym for Navi's affiliation).

CHAPTER IV
RESULTS

This chapter is divided into four sections as follows:

4.1 Results for Research Question 1

4.2 Results for Research Question 2

4.3 Results for Research Question 3

4.4 Conclusion

4.1 Results for Research Question 1

The purpose of Research Question 1 was to explore the nine RMUTs' EFL lecturers' assessment literacy, assessment efficacy, and assessment practice on the use of SSA in their classrooms. The questionnaire survey and interviews served as the sources of data. The results of Research Question 1 are presented as follows:

4.1.1 Results from the questionnaire

The questionnaire covered the following parts: demographic information, assessment practice, assessment literacy and assessment efficacy. The respective results are presented as follows.

4.1.1.1 Demographic information of the questionnaire respondents

The 163 questionnaire respondents, who are hereafter referred as to 'the respondents', were drawn from a population of 254 EFL lecturers from the nine RMUTs. As can be seen in Table 14, it was found that the majority of the respondents were female (76.07%). Their ages ranged from 31 to 45 years old. In terms of educational background, 142 respondents (87.12%) held a master's degree. With regard to the field of the study, 137 respondents had degrees in the liberal arts (84.05%) and 26 had degrees in education (15.95%). Regarding their job responsibilities, more than half of them had been working as EFL lecturers at the nine RMUTs for less than 10 years. In terms of the English courses under their responsibility, 57 respondents taught one English course per semester (34.97%), 73 of

them taught two courses per semester (44.79%), 31 of them taught three courses per semester (19.02%), and two of them taught four courses per semester.

Table 14 : Demographic information of the respondents (n = 163)

Demographic profile	n	%	Demographic profile	n	%
Gender			*English teaching experience at the 9 RMUTs*		
Female	124	76.07			
Male	39	23.93			
			0 – 5 years	55	33.74
Age			6 – 10 years	48	29.45
25 – 30 years old	17	10.43	11 – 15 years	20	12.27
31 – 35 years old	41	25.15	16 – 20 years	10	6.13
36 – 40 years old	40	24.54	21 – 25 years	14	8.59
41 – 45 years old	21	12.88	26 – 30 years	4	2.45
46 – 50 years old	13	7.98	31 – 35 years	6	3.68
51 – 55 years old	16	9.82	36 years up	6	3.68
56 – 60 years old	15	9.20			
			Number of course(s)		
Highest level of education			*taught per semester*		
			4	2	1.23
Bachelor's	4	2.45	3	31	19.02
Master's	142	87.12	2	73	44.79
Doctoral	17	10.43	1	57	34.97
Fields of study					
Linguistics, Literature, ESP, or Language for communication	137	84.05			
TEFL or TESOL	26	15.95			

4.1.1.2 Assessment practice

Part 2 of the questionnaire was designed to explore the assessment practice of the respondents. A total of 99 respondents (55.97%) indicated that they used SSA in their classrooms, while 69 respondents (42.33%) reported that they had no experience in using SSA in their classrooms. Those who reported using SSA were further investigated with regard to their assessment practice, according to the following aspects: purposes of using SSA, SSA instruments employed in classrooms, perceived levels of SSA in classrooms, and reasons for not using SSA instruments in classrooms.

There are four parts related to assessment practice.

1. Purposes of using SSA

There were eight purposes for the implementation of SSA, as reported by the respondents and presented in Table 15.

Table 15: Purposes of using SSA (n = 94)

Purposes of using SSA	Frequency
● To encourage students to self-appraise their current proficiency level and identify areas to improve for their continual development	103
● To enable students to become owners of their learning	61
● To encourage students to self-appraise their current level of learning achievement and identify areas to improve for their continual development	42
● To add a self-assessment dimension to motivate students to learn	42
● To encourage students to monitor their learning processes	38
● To make classroom assessment fair by also looking at assessment results from students' perspectives	19
● Others	4

According to the results in Table 4.2, the most popular purpose of using SSA was to encourage students to self-appraise their current proficiency level and identify areas to improve for their continual development ($f = 103$), while the least popular one was to make classroom assessment fair by also looking at assessment results from students' perspectives ($f = 19$). Four respondents reported their purposes of using SSA as 'others' ($f = 4$). They elaborated by stating that they used SSA to explore the students' needs, which were later used as primary data for their action research.

2. SSA instruments employed in classrooms

As shown in Table 16, six SSA instruments were implemented in the nine RMUTs' EFL classrooms. It was clearly seen that the most frequently used SSA activity was using a checklist and questionnaire ($f = 44$) and the least frequently used one was using a learning log/journal ($f = 22$).

Table 16 : SSA instruments employed in classrooms SSA (n = 94)

SSA instruments	Frequency
1. Students used a checklist/questionnaire to assess their performance.	44
2. Students developed materials, exercises, or tests for their own learning.	37
3. Students wrote a reflection on their performance immediately after finishing a particular task.	36
4. Students created a portfolio of their work.	28
5. Students kept a learning log/journal.	22

3. Perceived levels of SSA in classrooms

Table 17 presents the perceived levels of implementation of SSA, perceived levels of SSA reliability, and perceived levels of SSA effectiveness in promoting students' learning.

Table 17: The perceived levels of SSA in classrooms (n = 94)

	Perceived levels				
Aspects	**Very high**	**High**	**Moderate**	**Low**	**Very low**
Implementation of SSA in classrooms	6.38%	21.28%	45.74%	18.09%	8.51%
SSA reliability	5.32%	31.91%	54.26%	7.45%	1.06%
SSA effectiveness in promoting students' learning	6.38%	35.11%	57.45%	0%	1.06%

It was found that the respondents reported a moderate level of SSA implementation in their classrooms. With regard to the reliability of SSA, the respondents perceived that they used SSA with a moderate level of reliability. Regarding the effectiveness in promoting student learning, they thought that SSA could promote student learning at a moderate level.

4. Reasons for not using SSA instruments in classrooms

The 69 respondents who reported not using SSA identified eight reasons behind the absence of SSA practice in their classrooms, as presented in Table 18.

Table 18: Reasons for not using SSA instruments in classrooms (n = 69)

Reasons	Frequency
The class size was too large.	28
Use of student self-assessment results was unreliable.	16
Use of student self-assessment increased a lecturer's workload.	15
Others	14
Students tended to underestimate their own performance.	13

(Continued)

Reasons	Frequency
Students did not cooperate.	8
The use of student self-assessment instruments in the class was time-consuming.	8
Students tended to overestimate their own performance.	7

Class size was reported as the biggest reason for not using SSA in classrooms ($f = 28$). The other reasons included the reliability of SSA ($f = 16$), teachers' workloads ($f = 15$), students' underestimation of their own performance ($f = 13$), time consumption ($f = 8$), lack of student cooperation ($f = 8$), and students' overestimation of their own performance ($f = 7$). In addition, 14 respondents indicated their reasons as 'Others', which were later elaborated on in the open-ended section. In this section, the respondents stated that they had inadequate knowledge of SSA.

4.1.1.3 Assessment literacy in the use of SSA

In Part 3 of the questionnaire, the respondents indicated their levels of knowledge, skills, principles, conceptions, and awareness of students' language-specific competencies regarding SSA. The results are presented in Table 19 as follows:

Table 19: Levels of assessment literacy in the use of SSA (n = 163)

No.	Assessment literacy in the use of SSA	Levels		
		$\bar{x}$	SD	Interpretation
1.	**Knowledge:** I know…			
	1.1 the purposes of SSA.	3.29	1.004	Moderate
	1.2 skills and factors that are focused on in SSA.	3.18	.968	Moderate
	1.3 the definition of SSA.	3.17	.991	Moderate
	1.4 the strengths and weaknesses of SSA.	3.13	1.057	Moderate

Note: See page 99 for the score interpretation.

(Continued)

No.		Assessment literacy in the use of SSA	$\bar{x}$	SD	Interpretation
			Levels		
	1.5	the challenges in using SSA.	3.07	.963	Moderate
	1.6	the steps taken in using SSA tools.	2.94	.983	Moderate
	1.7	the details of SSA tools.	2.91	.932	Moderate
	1.8	how to evaluate the implementation plan for SSA.	2.87	1.007	Moderate
	1.9	how to draft an implementation plan for SSA.	2.79	.919	Moderate
	1.10	how to revise the implementation plan for SSA.	2.79	.980	Moderate
		Overall level of 'Knowledge'	*3.01*	*.803*	*Moderate*
2.	**Skills:** I am able to…				
	2.1	explain the steps taken in using SSA tools with my students.	3.36	2.629	Moderate
	2.2	analyse the context of my English course so that I can choose appropriate SSA tools.	3.25	1.031	Moderate
	2.3	select the appropriate SSA tools for my classes.	3.20	1.001	Moderate
	2.4	demonstrate the steps taken in using SSA tools with students.	3.12	1.080	Moderate
	2.5	try out and revise the implementation plan for SSA in each of my English classes.	3.07	1.037	Moderate
	2.6	draft the implementation plan for appropriate SSA in my own classes/teaching contexts.	3.06	1.044	Moderate
		Overall level of 'Skills'	*3.17*	*1.007*	*Moderate*

Note: See page 99 for the score interpretation.

(Continued)

No.	Assessment literacy in the use of SSA	$\bar{x}$	SD	Interpretation
		Levels		
3.	**Principles:** I think that SSA …			
	3.1 is sensitive and constructive.	3.69	.933	High
	3.2 is an assessment for learning.	3.64	.980	High
	3.3 can be used to promote students' understanding of how they are assessed or expected to perform, regarding their language performance.	3.64	.960	High
	3.4 can be practiced in the English classroom.	3.60	1.010	High
	3.5 can be used to foster motivation to learn English among the students.	3.53	.912	High
	Overall level of 'Principles'	*3.62*	*.808*	*High*
4.	**Conceptions:** I believe that SSA …			
	4.1 is applicable to my classes.	3.81	.920	High
	4.2 can be used to improve teaching and learning.	3.78	.923	High
	4.3 can be included as part of the learning standards of the curriculum (e.g. The curriculum should include student self-assessment activities as part of classroom activities).	3.72	.871	High
	Overall level of 'Conceptions'	*3.77*	*.845*	*High*

Note: See page 99 for the score interpretation.

(Continued)

No.	Assessment literacy in the use of SSA	Levels		
		$\bar{x}$	SD	Interpretation
5	**Awareness of Students' Language-specific Competencies:** I am aware that …			
	5.1 my students use and study English as a foreign language, so they may have some limitations in self-assessing their own English performance.	3.56	.982	High
	Overall level of 'Awareness of students' language-specific competencies'	*3.56*	*.982*	*High*
	Overall level of SSA literacy	**3.29**	**.697**	**Moderate**

Note: See page 99 for the score interpretation.

According to Table 19, the overall level of assessment literacy in the use of SSA was moderate ($\bar{x}$ = 3.29, SD = .697). It was found that the participants reported having moderate levels of assessment literacy in the first two domains: knowledge ($\bar{x}$ = 3.01, SD = .803) and skills ($\bar{x}$ = 3.17, SD = 1.007). On the other hand, they reported having high levels of assessment literacy in principles ($\bar{x}$ = 3.62, SD = .808), conceptions ($\bar{x}$ = 3.77, SD = .845), and awareness of students' language-specific competencies ($\bar{x}$ = 3.56, SD = .982).

4.1.1.4 Assessment efficacy in the use of SSA

The results regarding the levels of assessment efficacy in the use of SSA are presented in Table 20.

Table 20: Assessment efficacy in the use of SSA (n = 163)

No.	Assessment efficacy in the use of SSA	Levels		
		$\bar{x}$	SD	Interpretation
	I am confident that I have …			
	adequate knowledge of SSA.	3.02	.916	Moderate
	I am confident that I …			
	develop SSA tools that my students can use to self-assess their own performance.	3.01	1.045	Moderate
	develop SSA plans that my students can use to self-assess their own performance.	2.94	.970	Moderate
	Overall level of 'development'	*3.10*	*.917*	*Moderate*
	I am confident that I am able to…			
	explain the concept of SSA to my students.	3.23	1.014	Moderate
	explain the *procedures* of SSA to *my colleagues*.	3.21	3.279	Moderate
	explain the *procedures* of SSA to *my students*.	3.18	1.018	Moderate
	explain the *concept* of SSA to *my colleagues*.	3.17	1.022	Moderate
	explain to the students what the results from SSA mean for their learning.	3.07	.969	Moderate
	explain the results of SSA to my colleagues.	3.02	.916	Moderate
	Overall level of 'explanation'	*3.05*	*1.044*	*Moderate*
	I am confident that I am able to monitor …			
	students' progress using SSA.	3.18	1.012	Moderate

Note: See page 99 for the score interpretation.

(Continued)

		Levels		
No.	**Assessment efficacy in the use of SSA**	**x̄**	**SD**	**Interpretation**
I am confident that I am able to make use…				
	of the results from SSA to evaluate students' performance.	3.18	.968	Moderate
	of the results from SSA as a part of grading.	3.01	.994	Moderate
	Overall level of 'usage'	*3.18*	*.927*	*Moderate*
	Overall level of assessment efficacy	**3.09**	**.914**	**Moderate**

Note: See page 99 for the score interpretation.

According to Table 4.7, the overall level of assessment literacy in the use of SSA was moderate ($\bar{x}$ = 3.09, SD = .914). The respondents reported a moderate level of confidence that they had adequate knowledge of student self-assessment ($\bar{x}$ = 2.91, SD = .952). They also felt moderately confident in their abilities to develop student self-assessment activities ($\bar{x}$ = 3.10, SD = .917). When asked about the procedures in implementing student self-assessment, the respondents reported being moderately confident in their abilities to explain student self-assessment ($\bar{x}$ = 3.05, SD = 1.044) as well as monitor their students' progress ($\bar{x}$ = 3.18, SD = 1.012). Finally, they reported that they felt moderately confident in making use of the SSA results ($\bar{x}$ = 3.18, SD = .927).

4.1.1.5 Training needs in the use of SSA

In general, the respondents reported having a high level of needs regarding training on the use of SSA ($\bar{x}$ = 3.68, SD = .798). Their needs were divided into four categories: need for knowledge in the use of SSA, need for skills in the use of SSA, need for training activities, and additional needs. Meanwhile, challenges regarding training on the use of SSA were also addressed.

1. Needs for knowledge in the use of SSA

The results indicated that the respondents were mostly concerned about their knowledge regarding the implementation of SSA in their classrooms (See Table 21). The following pieces of knowledge were given a high priority: how to write the implementation plan for SSA ($\bar{x}$ = 3.75, SD = .977), how to revise the implementation plan for SSA ($\bar{x}$ = 3.80, SD = .963), details of SSA tools ($\bar{x}$ = 3.72, SD = 1.014), and steps taken in using SSA tools ($\bar{x}$ = 3.71, SD = .955). The factors affecting failure in using SSA also came into focus as they reported a high level of need to learn about challenges in using SSA ($\bar{x}$ = 3.68, SD = .960). In addition, they needed to know about the skills and factors focused on in using SSA ($\bar{x}$ = 3.97, SD = .950), and the purposes ($\bar{x}$ = 3.61, SD = .933), strengths and weaknesses ($\bar{x}$ = 3.61, SD = 1.014), and definitions ($\bar{x}$ = 3.55, SD = .931) of SSA.

Table 21: Needs of knowledge in the use of SSA (n = 163)

No.	Knowledge	Levels		
		$\bar{x}$	SD	Interpretation
1.	How to revise the implementation plan for SSA	3.80	.963	High
2.	How to write the implementation plan for SSA	3.75	.977	High
3.	Details of SSA tools	3.72	1.014	High
4.	Steps taken in using SSA tools	3.71	.955	High
5.	Challenges in using SSA	3.68	.960	High
6.	Skills and factors that I can focus on in using SSA	3.67	.950	High
7.	Purposes of SSA	3.61	.933	High
8.	Strengths and weaknesses of SSA	3.61	1.014	High
9.	Definitions of SSA	3.55	.931	High
	Overall level of need for 'Knowledge'	*3.68*	*.861*	*High*

Note: See page 99 for the score interpretation.

According to the respondents' opinions from the open-ended responses, knowledge in the use of SSA was considered as a key factor affecting their practice of SSA in their classrooms. One participant mentioned:

"Teachers should know the student self-assessment very well in order to explain it to the students. As a result, the students will be able to self-assess themselves. [RMUTL-Q19I]"

2. Needs for skills in the use of SSA

When the respondents were asked to identify their needs for skills in the use of SSA, they reported having a high level of overall need ($\bar{x}$ = 3.74, SD = .916) (see Table 22). It was shown they put importance on the context of their English classes ($\bar{x}$ = 3.81, SD = .978) and the appropriateness of the SSA tools ($\bar{x}$ = 3.81, SD = 1.003) as they rated skills in these aspects as highly needed. Also, they said they would prefer to learn how to demonstrate ($\bar{x}$ = 3.75, SD = 1.019) and explain ($\bar{x}$ = 3.72, SD = 1.003) the steps taken in performing SSA with their students. Unlike knowledge, skills in drafting ($\bar{x}$ = 3.71, SD = 1.000) and revising the implementation plan ($\bar{x}$ = 3.60, SD = 1.016) were not prioritised, though they still rated these skills as highly needed.

Table 22: Needs of skills in the use of SSA (n = 163)

No.	Skills	$\bar{x}$	SD	Interpretation
			Levels	
1	Analysing the context of their English class	3.81	.978	High
2	Selecting appropriate SSA tools	3.81	1.003	High
3	Evaluating the implementation plan for SSA	3.76	.961	High
4	Demonstrating the steps taken in performing SSA with the students	3.75	1.019	High
5	Explaining the steps taken in performing SSA with the students	3.72	1.003	High

Note: See page 99 for the score interpretation.

(Continued)

No.	Skills	Levels		
		$\overline{x}$	SD	Interpretation
6	Drafting the implementation plan for SSA in their English course(s)	3.71	1.004	High
7	Revising the implementation plan for SSA in their English course(s)	3.60	1.016	High
	Overall need for 'Skills'	*3.74*	*.916*	*High*

Note: See page 99 for the score interpretation.

3. Needs for training activities employed in training on the use of SSA

According to Table 23, the respondents had a high level of preference for four training activities in particular ($\overline{x}$ = 3.60, SD = .855)**.** Participating in a workshop was most reported ($\overline{x}$ = 3.78, SD = 1.025)**.** The respondents also had a high level of preference for participating in teacher conferences ($\overline{x}$ = 3.57, SD = 1.018)**,** making portfolios on their implementations of SSA in their classrooms ($\overline{x}$ = 3.56, SD = .982)**,** and having individual conferences with trainers ($\overline{x}$ = 3.47, SD = 1.032).

Table 23: Needs of training activities in the use of SSA (n = 163)

No.	Training activities	Level of needs		
		$\overline{x}$	SD	Interpretation
1.	Participation in a workshop	3.78	1.025	High
2.	Participation in a teachers' conference	3.57	1.018	High
3.	Practice making my own portfolio	3.56	.982	High
4.	Participation in an individual conference	3.47	1.032	High
	Overall need for 'Training activities'	*3.60*	*.855*	*High*

Note: See page 99 for the score interpretation.

4. Additional training needs

The open-ended responses from the questionnaire indicated other needs in addition to those for knowledge, skills, and training activities (See Table 4.11). 'Other needs' can be divided into two categories: formal training activities and support. These two additional needs, according to the respondents, were considered as key to the success of training on the use of SSA.

According to Table 24, the respondents wanted to learn about practical activities and see a model of the use of SSA in the formal training. More specifically, they called for the practice of skills to develop SSA and a context-specific model of the use of SSA. In addition, it seems that the respondents believed that support was another important factor affecting the success of training. At least two forms of support, which were group support and departmental support, were mentioned in the open-ended responses. Also, it was found that they did not want training to interrupt their working routines, so they said they would prefer to arrange an appropriate time to receive the training.

Table 24: A summary of open-ended responses from the questionnaires on training needs in the use of SSA (n = 163)

Category	Sub-category	Preferences	Sample excerpts from the open-ended responses
Formal training activities	Content of training	Promote knowledge to develop SSA	*"There should be training in order to promote the lecturers' efficiency in developing SSA tools…[RMUTTO-Q13B)"*
		Practice skills to develop SSA	*"Lecturers should be trained in SSA in order to create standard SSA rubrics and boost lecturers' self-confidence in using SSA tools.[RMUTL-Q30T]"*

(Continued)

Category	Sub-category	Preferences	Sample excerpts from the open-ended responses
		Demonstrate a concrete model	*"There should be a prototype for SSA that could be applied to RMUT students. [RMUTT-Q13K]"*
			"I want to learn about or see a model of SSA in English courses. [RMUTI-Q16K]"
			"I would like to attend a seminar which shows concrete examples of SSA. [RMUTT-Q14K]"
Support	Group support	Provide lecturers with group support	*"Lecturers should have an opportunity to exchange their experiences in using SSA, so they can revise or develop their use of SSA. [RMUTTO-Q13B]"*
	Departmental support	Promote mutual understanding	*"There should be a seminar about SSA to promote mutual understanding among the lecturers. [RMUTTO-Q18C]"*
Others	Timing	Deliver training at an appropriate time	*"An appropriate time means training should not be arranged during teaching periods. [RMUTTO-Q13B]"*

5. Perceived challenges regarding the training on the use of SSA

In the open-ended responses, the respondents also revealed possible challenges regarding the training on the use of SSA. The results were grouped into three categories: students' characteristics, students' prior knowledge, and lecturers' working conditions (see Table 25). These challenges were a concern as they were considered threats to the effectiveness and plausibility of the training, as one respondent mentioned:

"Even though teachers already have sufficient knowledge and skills in the use of SSA in classrooms, they may not be able to implement the SSA in the actual classrooms due to many factors. [RMUTT-Q7K]"

Table 25: Perceived challenges that the lecturers might encounter during the use of SSA (n = 163)

Challenges			Sample excerpts from
Category	**Sub-category**	**As threats to**	**the open-ended responses**
Students' characteristics	Honesty	Validity of SSA	*"...It could hardly be used as a tool for grading because its accuracy was influenced by the students' honesty. [RMUTK-Q3B]"*
	Responsibility	Effectiveness of SSA	*"Those who are able to use SSA instruments must have responsibility. [RMUTK-Q1B]"*
	Maturity	Process of SSA	*"The students might lack maturity or have insufficient maturity to self-evaluate their own performance. [RMUTT-Q6K]""*

(Continued)

Challenges			Sample excerpts from
Category	**Sub-category**	**As threats to**	**the open-ended responses**
Students' prior knowledge	Linguistic knowledge	Effectiveness of SSA	*"I thought that the students might lack adequate linguistic knowledge to self-assess themselves. [RMUTT-Q17K]"*
Lecturers' working conditions	Distinct context	Implementation of SSA	*"We had such a different background from the other universities, so we could not use the same SSA as others do. [RMUTTO-Q18C]"*
	Lecturers' workloads		*"SSA was a good practice, but it was hard to implement it in classrooms because we carried teaching loads of more than 24 hours/week. [RMUTI-Q14K]"*

With regard to the first two categories – students' characteristics and students' prior knowledge – the respondents were concerned that the students' characteristics would affect the validity, effectiveness and process of SSA. They considered SSA to be highly reliant on the students. They believed that students were the ones who controlled their evaluations and assessments. Therefore, they thought that the students' honesty, responsibility, and maturity were threats to the trustworthiness of SSA in classrooms. One participant wrote:

"By nature, it is hard for the students to be honest [in their own assessment]. Therefore, SSA in our contexts may be ineffective. [RMUTK-Q3B]"

Also, some were concerned about whether students with limited knowledge of English would be able to self-assess their own work. These opinions might be rooted in their beliefs that SSA was a student-controlled activity.

Finally, the lecturers' working conditions were regarded as a crucial challenge to the success of training on the use of SSA. With regard to the specific context of RMUT, one respondent considered the nine RMUTs as a unique context in which the lecturers needed to tailor SSA to their own classrooms. The workloads were also considered as a threat to the success of the training and the assessment practice in the use of SSA.

4.1.2 Results from the interview

The interview of 48 informants provided in-depth information related to the assessment practice, assessment literacy, assessment efficacy, and training needs in the use of SSA.

4.1.2.1 Demographic information of the interview informants

A total of 49 interview informants, who are hereafter referred to as 'the informants, participated in the interview. Table 26 presents the demographic information of the informants, namely gender, affiliations, position(s), highest levels of education, SSA experience when the informants were students, and SSA experience after the informants became lecturers. It was found that the informants were comprised of 36 females (76.60%) and 11 males (23.40%). The majority of the informants were from RMUTL (42.55%). Most of them worked as lecturers (83.33%), while six of them worked as lecturers and heads of department (12.50%) and two of them worked as lecturers and associate deans (4.17%). With regard to their educational background, most of the informants held master's degrees (85.42%). When asked about their experiences in SSA, 34 informants said they had experienced SSA when they were students (70.83%) and 39 of them said they had implemented SSA with their students since they began working as EFL lecturers at the nine RMUTs (81.25%).

Table 26: Demographic information of the informants (n = 48)

Demographic profile	n	%	Demographic profile	n	%
Gender			**Highest level of education**		
Female	36	76.60			
Male	11	23.40	Bachelor's	2	4.17
			Master's	41	85.42
Affiliation			Doctoral	5	10.42
RMUTI	1	2.13			
RMUTK	3	6.38	**Field of study**		
RMUTL	20	42.55	Linguistics,	38	79.17
RMUTP	1	2.13	Literature, ESP, or		
RMUTR	2	4.26	Language for		
			communication		
RMUTSB	3	6.38	TEFL or TESOL	10	20.83
RMUTSV	5	8.51			
RMUTT	4	8.51	**Use of SSA as a**		
RMUTTO	9	19.15	**postgraduate**		
			Use	34	70.83
Position(s)			Never use	14	28.17
Lecturer	40	83.33			
Lecturer and Head of	6	12.50	**Use of SSA as a**		
Department			**lecturer**		
Lecturer and Associate	2	4.17	Use	39	81.25
Dean			Never use	9	18.75

4.1.2.2 Interview data and prevalent themes

The interview data were grouped into three coding themes: (1) assessment practice in the use of SSA, (2) assessment literacy in the use of SSA, and (3) assessment efficacy in the use of SSA. The data analysis and coding of the interview

data revealed the prevalent coding categories and sub-categories, as presented in
Table 27.

Table 27: Coding results for interview data (n = 48)

Coding themes		Number of informants	Number of excerpts
Category	**Sub-category**		
Assessment practice in the use of SSA	SSA instruments	42	220
	Purposes of using SSA	15	38
	Effectiveness of SSA		
	- Accuracy of SSA	12	22
	- Students' underestimation	12	28
	- Students' overestimation	10	26
	- Reliability of SSA	2	3
	Problems in the use of SSA		
	- Lecturers' workloads	14	35
	- Time consumption	14	19
	- Students' cooperation	17	37
	- Students' honesty	5	11
Assessment literacy in the use of SSA	Knowledge		
	- Definition of SSA	19	34
	- Concepts of SSA	6	9
	Skills	0	0
	Principles	15	36
	Conceptions		
	- Student characteristics	23	52
	- SSA as an irrelevance	3	6
	Awareness of students' language-specific competencies	21	43
Assessment efficacy in the use of SSA	Not being confident in the use of SSA	20	60
	Being confident in the use of SSA	16	23
	Factors affecting assessment efficacy	5	9

As presented in Table 4.14, the analysis of the interview data revealed that the informants spoke in-depth about their assessment practice, assessment literacy, assessment efficacy, and training needs in the use of SSA. The results from the interview are discussed in detail in the following section.

4.1.2.3 Results regarding assessment practice in the use of SSA

The three results that emerged in the analysis are as follows:

SSA instruments were used as supplementary activities in EFL classrooms.

SSA instruments were employed to supplement instructional activities and/or other classroom-assessment instruments. To supplement the instructional activities, the informants used SSA instruments to help the students accomplish the assignments. For example, one of the informants from RMUTL employed SSA instruments as part of the instructional activities. She explained that she took her students to a hotel as a part of her English course, for training in table manners. Then, she asked her students to write reflective journals because she wanted her students to *reflect on what they had learned about table manners* and to *be aware of what they had learned*. Similarly, one of the informants from RMUTSB gave the students a writing checklist for them to recheck their writing assignments before submission. By giving the students the writing checklist, he believed that his students could better cover the requirement of the assignment. He described his writing checklist as follows:

"[After I taught the students about the components of essay writing] I assigned the students a writing assignment, which was accompanied by a checklist. The checklist provided the students with the components of the essay. Each student could self-check if the writing assignment was complete; if the essay contained a main idea, body, support, and claim; and if their essay was good. [RMUTSB-I2H]"

In addition to using SSA instruments to supplement instructional activities, the informants also reported using SSA instruments to supplement peer assessment and lecturer assessment. One informant claimed that SSA could be used *to recheck the lecturer assessment*. In addition, SSA was found to supplement peer assessment

because the lecturer wanted her students *to learn about themselves by comparing their performance to their friends' performances.* However, the use of SSA was still considered as supplementary. This is evident in the following excerpt, where one informant from RMUTL stated:

> *"Their [the students] friends helped by commenting on their performances. Then, they self-evaluated their own performances. Finally, it was time for the lecturer assessment. SSA instruments, in my classroom, were treated as supplementary. [RMUTL-I12P]"*

However, the use of SSA to supplement the instructional activities backfired on the lecturers. Many informants claimed that the students did not cooperate in SSA activities because the students did not receive a score for them which went towards their grade. The informants believed that the students' cooperation in SSA activities was so important that t*his factor played a role in the success and failure of SSA implementation in the nine RMUTs' classrooms*. The students' cooperation in SSA activities worried the informants since it could *demotivate the lecturers to use SSA.* One informant from RMUTSB recalled that her students did not cooperate in her SSA activities when she gave them a questionnaire as a tool to self-assess their work. The students seemed to perform carelessly in the use of SSA instruments because SSA, to the students, was not part of grading. She ended up doubting the obtained SSA results, as she said:

> *"...The students just glanced over the instruments. They were not active learners by nature. If the questionnaire included too many items, they would not answer properly. When I gave them a test, they just glanced over the test and carelessly did it, or even worse, left the test blank. They knew there was no score. That was why I did not believe that I could get accurate and trustworthy results from SSA instruments. [RMUTSB-I1H]""*

To solve this problem, one informant offered the students extra marks for cooperation in his SSA activities. He reported:

"The students just read through the SSA task roughly and quickly finished it. SSA instruments were successful if I gave them an extra mark. If I did not, they would never cooperate in SSA activities. Period! Frankly speaking, the students would definitely not cooperate in the SSA activities unless the lecturer offered the extra marks. [RMUTTO-I2B]"

Effectiveness of SSA was judged by the lecturers' perceived validity and reliability of SSA results.

Some informants indicated that they made judgements on the effectiveness of SSA in their classrooms from their perceived validity and reliability of SSA results. The informants claimed that they knew their students' actual levels of performance and proficiency, and they could estimate the levels of their students' performances accurately. When their students presented them with the SSA results, the lecturers quickly compared the SSA results with their own estimations. They sometimes found that the students underestimated or overestimated their performance. Once the lecturers perceived that the students did not accurately self-assess their performances and what the students wrote was discrepant from their actual performances, they doubted the effectiveness of SSA. One informant from RMUTTO justified that opinion when they stated: *"The SSA results were not consistent with what I had seen in classrooms. Therefore, I did not believe in SSA. [RMUTTO-I2C]"*

Furthermore, it was believed that the participants attributed the validity of SSA to the students' honesty. One informant explicitly noted, "*the effectiveness of SSA was influenced by the students' honesty.*". Hence, one of the informants from RMUTL believed that the use of SSA at the nine RMUTs would not be successful, as shown when she said, "*the use of SSA with the nine RMUTs' students would not be effective because some students did not reflect on their own true performance abilities [RMUTL-I5L]*". To support her claim, she recalled her experience:

"I was not sure if the students honestly reported their thoughts. They might not have reported their genuine feelings. They might hate my course but still have given compliments. [RMUTL-I5L]"

Similar to the informant from RMUTK, he reported doubts regarding the validity of the SSA results. He even argued that the SSA results were not trustworthy:

"The students would try to please you. If you wanted the truth, you needed to look at the students' Facebook profiles. If you searched for the ones that did not have you in their Facebook friend lists, you would then know what they really thought about you and your courses. Pieces of information that the students reported in your classroom could not be trusted as fact. [RMUTK-I1B]"

This issue was so crucial that some informants thought that SSA was useless because it could not deliver accurate and reliable results. As a result, some informants did not implement SSA in their classrooms. One informant described how the inconsistency between SSA results and her observations led to her decision not to implement SSA in her classroom:

"In fact, I thought the students did not behave as they claimed that they did in the SSA. I knew they did not do it honestly. There was no point letting the students self-assess their performances anymore. The students tended to be biased towards themselves. In my own experience, I felt like there were always two groups of students: those who underestimated themselves and those who overestimated themselves. They always either praised their performance excessively or needlessly criticised it. [RMUTTO-I3C]"

***Lecturers' workloads affected the underrepresentation of SSA in the nine
RMUTs' EFL classrooms.***

Many lecturers did not use SSA because they had overwhelming workloads to
deal with, so they could not implement the '*time-consuming'* SSA activities in their
classrooms. These workloads and issues of time consumption forbid them from using
SSA in their classrooms, as one informant from RMUTL explained:

> *"When I asked my students to write a reflective journal, it meant that the 50
> students would submit 50 reflective journals to me. It would have been a
> burden if I had asked them to write weekly reflective journals because I would
> have needed to provide them with feedback. I was at this time teaching
> English writing and translation courses. I would not have been able to assess
> a massive pile of reflective journals in time. [RMUTL-I2C]"*

It was interesting that those who encountered the workload issue tended to
avoid, decrease, or stop their implementations of SSA because they thought that the
implementation of SSA required more time and effort. For example, one informant
described why she never used SSA in her classroom as follows:

> *"I never used SSA in my classroom because I had a ton of work to do. I was
> always engaged in meetings, and I taught many classes. [RMUTL-I6C]"*

She continued by adding that she perceived that SSA was time-consuming
with regard to preparation and implementation. Her situation is depicted by conditions
where workload issues have led to a perception that SSA is time-consuming.

> *"Due to my limited time, I did not use SSA in my classrooms. I needed more
> time because I might have needed to explain the SSA instruments to the
> students. I also needed to prepare myself to use the SSA instruments. I only
> had time to prepare the content and stuff for my daily lessons. I could not add
> more activities like SSA. [RMUTL-I6C]"*

4.1.2.3 Results on assessment literacy in the use of SSA

The results that emerged in the analysis of assessment literacy in the use of SSA are presented within the frameworks of assessment literacy, which involve knowledge, skills, principles, conceptions, and awareness of students' language-specific competencies.

Knowledge and skills

Most of the informants had limited knowledge and skills. This can be seen from the following statements in the interview. When asked what SSA was, most of the informants adhered to the literal meaning of SSA rather than displaying peripheral knowledge. For example, one informant from RMUTSB explained that SSA was assessment of one's self, as stated in the question. Also, one informant from RMUTT added, "*Assessment means evaluation, doesn't it? Therefore, self-assessment is an evaluation of one's self. [RMUTT-I3K]*" When asked to elaborate on SSA, the informants were able to explain the purposes and steps of SSA. Most of them were experienced lecturers; therefore, they could associate their prior teaching experience with SSA. With regard to the purposes of SSA, it was found that the informants used SSA to predetermine the students' background knowledge. One informant reported, "*I wanted to know if the students had the prerequisite vocabulary size before taking my course. [RMUTTO-I4B]*"

Principles

According to the informants, SSA is an assessment for learning. Some informants required the students to examine their strengths and weaknesses so the students could plan for their own learning. One informant from RMUTSV reported, "*The students self-evaluated their performances to identify their strengths and weaknesses, and consequently improve their performances [RMUTSV-I2N]*". Also, SSA was found to be a good tool for promoting students' understanding of how they are assessed or expected to perform, regarding their language performance. One informant from RMUTK explained, "*I wanted my students to monitor their performances and make judgements on whether they could accomplish the learning objectives of my course. [RMUTK-I3B]*" Many informants found that SSA was

effective in promoting the students' understanding of scoring criteria, as one informant from RMUTL described:

"I gave my students some scoring criteria when they gave presentations in my course. By doing so, my students were able to check if they had met the scoring criteria, which included aspects such as eye contact, body language, voice, etc. [RMUTL-I1P]"

Conceptions

The results indicated that the informants were certain that SSA was applicable to the nine RMUTs' EFL classrooms. One informant from RMUTTO stated, "*SSA could be applied in our classrooms. Our students could perform SSA [RMUTTO-I1B]*". One informant from RMUTL felt that SSA should be included in the curriculum as part of its learning standards; as she said, "*If possible, SSA should be added into TQF.2 as a part of curriculum standards. We should systematically plan for SSA in each course. [RMUTL-I3P]*"

Awareness of students' language-specific competency

Those who indicated that they had been teaching the nine RMUTs' students for many years were more aware of the students' language-specific competency than those who were novice lecturers. It was found that the students, according to the informants, had limited English proficiency. For example, one informant from RMUTR mentioned, *"the students' levels of language proficiency were somewhere between beginner and lower intermediate level. [RMUTR-I1S]"*. Due to the students' limited language-specific competencies, many informants were worried that the students could not perform SSA effectively. One informant from RMUTTO explained:

"My students' English grammar competencies were limited. How could they self-evaluate their own performances? They still needed the lecturers to check and correct their ungrammatical sentences. Only a few students could do SSA on their own. [RMUTTO-I3C]"

4.1.2.4 Results on assessment efficacy in the use of SSA

The analysis revealed that assessment efficacy was determined by knowledge in the use of SSA. The informants with knowledge in the use of SSA expressed their confidence in the use of SSA. One informant from RMUTT reported, "*I was confident because I knew many SSA instruments which I could apply to my students. [RMUTT-I3K]*". Similarly, the informant from RMUTSV mentioned, "*I knew the procedure of SSA, which was not too complicated. Therefore, I had a certain level of confidence in the use of SSA. [RMUTSV-I6N]*" Vice versa, most of the informants who did not have assessment efficacy in the use of SSA expressed their concerns over their limited knowledge in the use of SSA. One informant explicitly stated, "*I was not confident in the use of SSA because I did not have any knowledge in the use of SSA. [RMUTL-I1C]*" Another informant even confidently concluded, "*No knowledge, no confidence. [RMUTTO-I1U]*"

In addition, the informants also identified the two areas of knowledge in the use of SSA which could help them improve their assessment efficacy. The first area was knowledge about SSA theory and process. One informant from RMUTK said, "*I was not confident because I was afraid that I might incorrectly apply SSA theory and implement an unsound SSA. [RMUTK-I2B]*" The second area that was identified was knowledge on suitable SSA instruments. The informants who had no assessment efficacy were uncertain about the appropriateness of their SSA instruments. One informant said:

> "*I could not say that I was confident in my use of SSA. I was just partially confident; I was not sure if I had created a sound and effective SSA questionnaire. [RMUTTO-I1C]*"

4.1.3 Conclusion of Research Question 1

In summary, it was found that some lecturers practiced SSA in their classrooms. The respondents reported having moderate levels of assessment literacy and assessment efficacy in the use of SSA. In addition, the factors affecting assessment practice, assessment literacy, and assessment efficacy in the use of SSA consisted of students' characteristics, students' prior knowledge, and lecturers'

working conditions. To promote the use of SSA among the nine RMUTs' EFL lecturers, training was recommended.

4.2 Results for Research Question 2

This section presents results from the field notes, questionnaire, self-reported checklist, stimulated recall interview, and semi-structured interview for Part III. The results are divided into the following parts.

4.2.1 Assessment literacy of the participants in the use of SSA

4.2.2 Assessment efficacy of the participants in the use of SSA

4.2.3 Contributions of the training to the participants' assessment
literacy and efficacy in the use of SSA

4.2.1 Assessment literacy of the participants in the use of SSA

This part is divided into two parts: (1) the results from the questionnaire, and (2) results from the field notes, stimulated recall interview and the semi-structured interview for Part III.

4.2.1.1 Results from the questionnaire

At the end of the semester, which was also the end of the training, the participants were asked to rate their assessment literacy in the use of SSA, in Part 3 of the questionnaire. The levels of assessment literacy among the participants are summarised in Table 28. The details of assessment literacy in each aspect are given in Appendix Q.

Table 28: Summary of the four participants' assessment literacy in the use of SSA (n = 4)

Aspect of assessment literacy in the use of SSA	Individual				Overall		
	Lady	Madam	Navi	Zia	$\bar{x}$	SD	Level
1. Knowledge	3.90	4.30	3.90	4.50	4.15	.300	High
2. Skills	4.67	4.67	4.00	5.00	4.58	.419	Very high
3. Principles	5.00	4.40	4.00	4.00	4.35	.472	Very high
4. Conceptions	5.00	4.00	4.00	5.00	4.50	.577	Very high
5. Awareness of students' language-specific competencies	1.00	4.00	3.00	3.00	2.75	1.258	Moderate
Total	3.91	4.27	3.78	4.30	3.91	.260	High
Overall level of SSA literacy	High	Very high	High	Very high	High		

Note: See page 99 for the score interpretation.

According to Table 4.15, the overall assessment literacy of the participants was at a high level ($\bar{x}$ = 3.91, SD = .260). The participants also reported a high level of knowledge ($\bar{x}$ = 4.15, SD = .300), very high level of skills ($\bar{x}$ = 4.58, SD = .419), very high level of principles ($\bar{x}$ = 4.35, SD = .472), very high level of conceptions ($\bar{x}$ = 4.50, SD = .577), and moderate level of awareness of students' language-specific competencies ($\bar{x}$ = 2.75, SD = 1.258). In addition, Zia was found to have the highest overall level of assessment literacy ($\bar{x}$ = 4.30) and Navi was found to have the lowest ($\bar{x}$ = 3.78).

4.2.1.2 Results from the field notes, stimulated recall interview and semi-structured interview for Part III

The participants shared their assessment literacy in the use of SSA, regarding the five central themes of assessment literacy in the use of SSA. As presented in Table 29, the five central themes, 15 sub-themes, and 21 coordinating themes arose around knowledge in the use of SSA, skills in the use of SSA, principles in the use of SSA, conceptions in the use of SSA, and awareness of students' language-specific competencies.

Table 29: Coding themes for assessment literacy

Central theme	Sub-themes	Coordinating sub-themes
Knowledge in the use of SSA	Knowledge of the definition of SSA*	Definition of SSA
	Knowledge of how to select SSA instruments/other instruments	Variety of SSA
	Knowledge of the skills and factors that can be focused on in SSA	Direct assessment of specific performance
		Socio-affective assessment
	Knowledge of prospective challenges in the use of SSA	Students' underestimation and overestimation of their proficiency
		Students' limited level of English proficiency
	Knowledge of how to evaluate and revise the implementation plan of SSA	Criteria

(Continued)

Central themes	Sub-themes	Coordinating sub-themes
Skills in the use of SSA	Development	Ability to analyse contexts in the use of SSA
		Ability to select SSA instruments
	Performance	Ability to explain the steps of using SSA to the students
	Evaluation	Ability to try out and revise the SSA
Principles in the use of SSA	Codes of practice	Inclusive and equitable SSA
	Impact of SSA	SSA as means to promote students' understanding of how they are assessed or expected to perform, regarding their language performance
		SSA as a motivation booster in learning English
Conceptions in the use of SSA	Student accountability	Identify student progress
		Identify student achievement
	Improvement of teaching and learning	Enhance students' learning
		Enhance lecturers' teaching quality
		Enhance assessment for learning

(Continued)

Central themes	Sub-themes	Coordinating sub-themes
Awareness of students' language-specific competencies in the use of SSA	Awareness of students' general English proficiency	Students' limited level of English proficiency
	Awareness of students' specific English proficiency required to perform specific language tasks	Students use of English as a foreign language

1. Knowledge in the use of SSA

Prior to the training, the participants claimed that they had heard about SSA before, and some had experienced using SSA when they were students. Even with the prior experience that they had, knowledge in the use of SSA was a major problem in the use of SSA. The participants mutually understood that SSA was the students evaluating themselves. For example, Lady defined SSA when she stated, *"It is an activity in which the students evaluate themselves."* When asked to elaborate on their understanding of SSA, the participants explained SSA according to different aspects. For Lady and Navi, SSA was an activity in which the students evaluated their current proficiency, as Lady mentioned, *"The students have to evaluate to what extent they understand the topic",* and Navi added, *"The students know their own current level of language proficiency."* Furthermore, Zia and Madam perceived SSA as a tool for the students' future self-improvement. Madam said, *"SSA is for self-development. Did the students get something from the instruction or make any improvement?"* Similar to Madam's opinion, Zia stated, *"SSA is self-learning. It promotes the students' abilities to identify a problem, figure out the solution, and seek help.".* However, the participants admitted that they were not so sure if they correctly understood SSA. Madam summed up, *"I think I used SSA when I was a student; but, I am actually not sure if it was SSA. If I was asked what SSA was, I could not answer accurately."*

During the training, the participants described their knowledge in the use of SSA according to four areas: (1) knowledge of how to select the SSA instruments/ other instruments, (2) knowledge of the skills and factors that can be focused on in SSA, (3) knowledge of prospective challenges in the use of SSA, and (4) knowledge

of how to evaluate and revise the implementation plan of SSA. With regards to knowledge of how to select the SSA instruments/ other instruments, the participants discussed the variety of SSA instruments and other instruments that they could pick from for their classrooms. Lady noted, "*At least I know SSA now. I know what SSA is. I know that there is a variety of SSA instruments.*" Agreeing with Madam, Navi responded, "*Yes, there are many SSA instruments for us to choose from.*" With regard to the knowledge of skills and factors that can be focused on in the use of SSA, the participants were able to identify the areas of those skills and factors. For example, Lady's knowledge of the skills and factors that can be focused on in SSA was reflected when she explained her plan for using SSA. She decided that her SSA would emphasise socio-affective assessment. She noted, "*I want to know if they are too excited, if they are too nervous.*" Similarly, Zia mentioned that she would focus on the direct assessment of students' specific performance. In the group conference she said:

> "*There are five groups of things I could focus in SSA, right? In my classroom, it should be the first one – the direct assessment of specific performance. Because my students need to check the aspects of their sound production. [ZIA]*"

The third area of knowledge in the use of SSA was the knowledge of prospective challenges in the use of SSA. The participants showed their extensive knowledge in this area. Two challenges were mentioned. The first challenge was the students' underestimation and overestimation of their proficiency. The participants clearly stated that they knew about this challenge and had observed it in their classrooms. Madam said, "*The students tend to underestimate their performance.*" Zia also noted, "*If the students are not confident, they tend to underestimate. If they are confident, they tend to overestimate, and vice versa.*" Mostly, the participants believed that their students would overestimate their performance in the SSA, as the participants discussed in the following conversation:

> *Madam:*   "*If I asked my students to rate their performance, out of 10…*"
> *Lady:*   "*They would probably give themselves 10 out of 10.*"

Navi:	"A kind of self-bias as you know."
Madam:	"No matter what they could do or could not do, they would give themselves 10 out of 10."
Zia:	"If it was their own scores…"
Madam:	"Yes, if it was their own scores…"
Zia:	"The students would overestimate to get higher scores."

The second challenge was the students' limited level of English proficiency. The participants were concerned that the students might not be able to self-evaluate their assignments, especially the assignments that required a certain level of English proficiency. Madam summed up her concern when she stated, "*I asked my students to self-assess their writing. I thought they would only be able to check if they had completed the task requirements. With regard to the discourse markers, grammar, or word choices, I was not sure if my students could do it themselves.*" Also, Navi stated that his students might not be able to accurately self-evaluate their translation assignments due to their limited level of translation ability. When asked how the students' limited English proficiency played a role in their use of SSA, the participants explained that it affected their decisions to use SSA, as noted in the following conversation.

Madam:	"I cannot use the student-generated test for SSA."
Zia:	"I know what you mean. The students could not even pass my test, let alone the student-generated test for SSA."
Lady:	"Let's not use it for now. Their proficiency is too limited."
Madam:	"Because of their limited proficiency or their limited level of responsibility?"
Lady:	"Both"
Navi:	"Both combined. Their limited proficiency is as big a problem."

The last area of knowledge in the use of SSA that was mentioned by the participants was the knowledge of how to evaluate and revise the implementation plan

of SSA. The participants obtained the criteria for evaluating and revising their implementation plan of SSA from the workshop. They then reflected on their knowledge in this area when they gave comments on their use of SSA. For example, Lady recalled:

> *"I did tell my students why they needed to use SSA. How important SSA could be for them. I also explained to them what they were supposed to do. I observed that the students had some difficulties in reading the English version of the questionnaire. The next time, I needed to translate the items into Thai. I thought this influenced the effectiveness of my SSA. [LADY]"*

2. Skills in the use of SSA

According to the analysed data from the field notes, classroom observation and stimulated recall interview, the participants demonstrated skills in developing, using, and evaluating the use of SSA instruments in their courses. They are described as follows:

- The skill of developing SSA instruments

The participants developed SSA instruments by analysing the contexts of their English courses in order to select appropriate SSA instruments. According to Zia and Madam, it was the lecturers' responsibility to develop appropriate SSA instruments for their students. Thus, they needed to carefully analyse the contexts of their classrooms and develop '*usable*' and '*practical*' SSA instruments. They discussed this point in the following conversation.

> *Madam:*   *"Without any clues, the students could not use SSA instruments on their own."*
>
> *Zia:*   *"It was impossible, of course!"*
>
> *Madam:*   *"The students could not use SSA instruments. They had no idea what they were. It is up to us, the lecturers, to adopt and adapt the SSA instruments for our students. Some students did not know how to use a checklist. We needed to simplify the checklist so that it was easy to understand and had a student-friendly format.*

Then, it was observed that Madam simplified her checklists by reducing number of items in the checklists and using simplified language. It can be observed that Madam modified her checklist to reduce the cognitive workload and make it more user friendly. Figure 5 presents the simplified checklist employed by Madam. To the left is the model checklist presented to the participants in the workshop and to the right is the simplified version employed in Madam's classroom.

Model checklist   *Checklist modified by Madam*

presented in the workshop

Figure 5: Sample of the simplified checklist employed by Madam

Besides the students' background, the number of students in the classroom, course content, and test contents were brought into consideration when the participants designed the SSA instruments. When asked to give reflections on their SSA instruments, Zia reported:

> "*We had to learn about our students' background. By doing so, we could design suitable SSA instruments. The effectiveness of the SSA instruments depended on the lecturers' creativity. How well did you understand the*

students' background? How well did you know the students' abilities? What
about the number of students in your class? What about the course content?
What did you put in the midterm examination? Good instruments were never
granted from an ivory tower. Without recognising the students' background,
SSA instruments would never be effective. [ZIA]"

- The Skill of using SSA instruments

The participants demonstrated their skill of using SSA instruments in their
classrooms. It was observed that they reassured the students that the SSA results had
no effect on the students' grades. They did that because they did not want the
students' anxiety to influence the SSA results. Then, the participants followed the
same steps as each other. They explained how to use SSA tools to the students. In
some cases, they elaborated on the use of SSA instruments by answering questions or
giving examples.

It was interesting that the four participants never mentioned the term 'student
self-assessment' or 'self-assessment' to the students, even though they carefully
explained the step-by-step usage of SSA. The participants believed that the terms
'student self-assessment' or 'self-assessment' would make the students more alarmed.
Therefore, avoiding technical terms was considered a technique which allowed the
smooth and natural use of SSA in their classrooms. The participants confirmed this
belief in the following conversation.

Madam:	*"Do not mention 'student self-assessment' or 'self-assessment' because you will get instant chaos."*
Zia:	*"Yes, do not act like it is formal."*
Navi:	*"Simplify your explanation."*
Zia:	*"Simplify your explanation. Here is RMUTTO."*
Madam:	*"The students will be able to follow our explanation easily."*
Lady:	*"It was how I adapted to my students."*
Madam:	*"Not complicated, please."*
Zia:	*"No technical terms."*

| Lady: | "I agree with you. I never used any technical terms. If I did, the students would start asking questions, instead of focusing on the instruments." |
| Zia: | "This is a good technique. Avoiding technical terms. Back to basic and simple explanations." |

They also believed that the alarmed or nervous students were the crucial factor in the failure of SSA in their classrooms. When asked if they explicitly used the terms 'student self-assessment' or 'self-assessment' to explain the steps of SSA to students, the participants claimed that the students would no longer cooperate when they did. The following comments elaborate on this issue.

Madam:	"(Don't use those terms) unless you want the students to be confused. Once they get confused, they will just complete the instruments randomly. We would never get any trustworthy results."
Navi:	"Such a careless act!"
Madam:	"The students would no longer cooperate with you."
Zia:	"Yes, no more cooperation."
Lady:	"Just create a relaxed atmosphere. You will be able to control the class."

- The skill of evaluating SSA instruments

After implementing SSA in their classrooms, the participants put emphasis on the students' reactions when they revised their plan of using SSA. For example, Zia tried out the questionnaire in her class and found that her students were confused. She reported, "*The questionnaire was not adaptable to my class. Actually. I should change to using a pre-test next time.*" Similarly, Navi observed the students' reaction to the scoring rubrics and made a decision on whether to revise his plan of using SSA based on those reactions. He said:

"*I experimented by using a number of SSA instruments. Even though I had already considered the students' background before choosing the scoring rubrics as my SSA instrument, I still needed to observe how the students*

interacted with the scoring rubrics. If the feedback was good, I continued using the scoring rubrics. If not, I changed to other instruments. That is it. [NAVI]"

3. Principles in the use of SSA

The participants perceived that the use of SSA should be underpinned by two principles. The first principle dealt with the codes of practice. The participants viewed SSA as an inclusive assessment that did not leave any students behind. Madam mentioned, "*Sometimes, I randomly picked some students to answer my questions. Just to check that they understood the directions for the assignment. Using scoring rubrics helped every student to self-check their own assignment.*" Also, Zia felt that she could get feedback from every student in her class. She said:

"*I knew some students' opinions because they talked to me. What about the silent ones in the corner? Each student had their own individual problem. If the students finished taking the test and left the room without saying anything, I would probably not know their thoughts. [ZIA]*"

The second principle was the impact of SSA, which became a motivation booster for the students. According to the participants, SSA became an instrument which promoted students' understanding of how they were assessed or expected to perform, regarding their language performance. Therefore, the students were motivated to learn English. Madam, for example, employed scoring rubrics to "inform" the students about the advantages of effective business writing. She said:

"*My students did not have any background knowledge on this topic. Even though they were from the department of Business Administration, they had no idea why they needed to write CVs or cover letters. They also did not know about the language used in business writing. So, I indirectly informed them by using the checklists. They could rate their own CVs and cover letters against the criteria in the checklists. [MADAM]*"

Madam later claimed that her students were motivated because they could track their own achievement. She said:

"They could observe how well they had done the assignment in order to meet my requirements. The checklist helped polish up my students' assignments. Without the checklist, their writing assignments would not be completed. The students worked with their own goals in mind. They knew that they would get full marks if they covered all eight topics. I provided them with a framework in the form of a checklist so they could work with direction. [MADAM]"

Lady also reported the positive impact of SSA on the students' achievement. Lady asked her students to keep records of their SSA results. Then, the students observed that their scores had increased over the semester, so they were motivated to get higher and higher scores in the following tests. Lady stated:

"When the students got higher and higher scores over the semester, they were motivated to learn more and more. They felt like it was a case of the more the merrier. At the beginning of the semester, the students tended to give themselves low scores on their performance. Then, they found that they could actually perform better than expected in the tests. They knew that they had actually underestimated their own performance, and that they were not that bad. These feelings fuelled their motivation to develop their own learning. [LADY]"

4. Conceptions in the use of SSA

The participants expressed similar beliefs regarding the use of SSA. None of them believed that SSA was irrelevant to the students' learning and English instruction. The participants believed that SSA was for student accountability and improvement of teaching and learning. With regard to the conception of student accountability, the participants agreed that SSA was an assessment for learning that was effectively used to identify the students' progress and achievement. Navi said:

"I observed that the students were getting better because they knew how their translation assignments were evaluated. This time they got a ton of comments from me. They learned that they had to avoid these mistakes. [NAVI]"

Zia shared similar belief related to the students' progress and achievement. She stated:

"*They were getting better. This time, they even suggested themselves how they should improve their sound production. One of my students told me that she was confident that she could produce the -ed ending sound. She reported that she could achieve the -ed ending sound that was attached to the voiceless final consonant. Then, she was able to report her achievement in producing -es ending sound. I thought that they reported what they were really able to do. [ZIA]*"

Lady also shared her similar conception of student accountability, as she reported:

"*I was satisfied with the students' progress. After they took the midterm examination, they self-evaluated their scores. They needed to identify which criteria they got their scores from. They needed to report whether they studied for the test. The students gave me honest answers. It turned out that some students did not prepare at all. They knew why they got low scores this time. They were then aware that they needed to study for the final examination. When I checked their final examination scores, I found that they had got higher scores compared to their midterm examination. [LADY]*"

Moreover, the participants believed that SSA did not only enhance their students' learning, but also the lecturers' teaching quality. This was emphasised by the use of SSA to make the students responsible for their own learning and inform lecturers what they thought about their instruction. With regard to the students' learning, the participants reported, "*The students could help themselves. They did not only rely on the lecturers. [MADAM]*" During the SSA process, Navi claimed, "*The students knew their weaknesses and figured out how to improve their weaknesses. Once the students knew their mistakes and their current level of performance, they could set their own direction.*" In addition, Zia observed, "*my students had thinking processes and self-awareness that made them become more effective learners.*" She reasoned:

"*They learned from their own mistakes. They were the ones who pointed out their own mistakes. Then, they might have been able to solve the problem themselves or consult their friends or lecturers. Normally, the students could*

revisit their solution and improve their learning. After all, they would not
repeat their own mistake. [ZIA]"

Furthermore, the participants agreed that SSA informed them about their instruction. They used the student feedback obtained from SSA to improve their instruction. For example, Zia and Madam used the SSA results to plan their instruction. Madam reported, *"I could deliver proper and accurate instruction in my classroom."* Madam elaborated on this point by sharing her experience:

"If the students could not perform in the speaking tests, they would self-
evaluate their performances as "no achievement" or "low achievement".
Then, it was my duty to use the students' SSA results to reflect on my own
lessons and activities. I needed to find out how to help them to speak English
effectively. So, I gave them an additional activity to prepare them for the next
speaking lesson. [MADAM].

Similarly, Zia found out from the student reflective journals that her students had problems with 'parts of speech' in English. Therefore, she included English 'parts of speech' as a part of her next lesson. Zia reported, *"I could plan my next lesson as well as write the test specifications for the next test. The results helped me plan appropriate instruction."* She shared her story:

"I usually recorded my teaching. For example, I noted that most of my
students could not produce correct word stress. At first, I thought that
they had problem with stress on three-syllable words. When I read the
reflective journals, I found that the students, in fact, could not differentiate
different parts of speech. They could not identify whether the words were
verbs, nouns, or adjectives. That's why they could not produce correct word
stress. Right now, I no longer aim my lessons at understanding stress. I target
parts of speech. [ZIA]"

5. *Awareness of Students' Language-specific Competencies in the use of SSA*

Two sub-themes on the awareness of students' language-specific competencies emerged. The first theme was the students' limited English proficiency, which might have been inadequate for comprehending English SSA instruments. The

participants did not expect their students to understand the English versions of the SSA instruments. Zia said, "*They can read the Thai version of the SSA questionnaire, but I am not sure if they can understand the English one.*" As a result, the participants simultaneously translated the English SSA instruments into Thai while the students were completing them. Madam recalled, "*I orally translated the questionnaire items for them during the use of the SSA instruments. I translated them item-by-item.* The participants did this simultaneous oral translation for the students because they were afraid that the students would get confused and end up giving random answers. When asked why they did not use the Thai versions of the SSA instruments, they replied that they wanted their students to be in the atmosphere of English classroom. Lady mentioned, "*The students registered that they were sitting in an English classroom, at least.*"

Secondly, the participants were aware that the students used English as a foreign language. Thus, the participants were flexible with regard to the assessment criteria. They did not expect the students to have native-like proficiency. For example, Madam did not assess English accent as part of her criteria. She said, "*Speaking of accent, I did not include native-like accent in the criteria. I did not take this matter that seriously because they were Thai students who were not English majors.*" She only emphasised effective English communication, as she reported:

"*I did not expect my students to use perfect grammar or have an English accent. As we already knew, they were not able to use perfect English. I just wanted them to communicate effectively or explain the topics. If they could not do it, it was fine. [MADAM]*"

Therefore, it could be concluded that the participants knew the definition of SSA, varieties of SSA, direct assessment of specific performance, socio-affective assessment, students' underestimation and overestimation of their proficiency, students' limited level of English proficiency, and criteria for assessing the students. They also perceived that they had the skills to develop, perform, and evaluate the use of SSA. Also, it was found that the participants knew the codes of practice, and impact of SSA on student accountability and improvement of teaching and learning. Finally, the participants showed their awareness of general English proficiency and

the specific English proficiency required to perform specific language tasks, in that they recognised their students were EFL students who had limited levels of English proficiency.

4.2.2 Assessment efficacy of the participants in the use of SSA

This part is divided into two parts: (1) the results from the questionnaire, and (2) the results from the field notes, stimulated recall interview and the semi-structured interview for Part III. They are as follows:

4.2.2.1 Results from the questionnaire

The participants indicated their level of assessment efficacy in the use of SSA in Part 4 of the questionnaire. Table 30 summarises the levels of assessment efficacy of the participants, while the details of assessment efficacy according to each aspect are given in Appendix R.

Table 30: Summary of the four participants' assessment efficacy in the use of SSA (n = 4)

Assessment efficacy in the use of SSA	Level of assessment efficacy						
	Individual				Overall		
	Lady	Madam	Navi	Zia	$\bar{x}$	SD	Level
Having adequate knowledge of SSA	5.00	4.00	3.00	5.00	4.25	.957	Very high

(Continued)

| Assessment efficacy in the use of SSA | Level of assessment efficacy | | | | | | |
| | Individual | | | | Overall | | |
	Lady	Madam	Navi	Zia	$\bar{x}$	SD	Level
Developing SSA instruments	5.00	4.00	3.00	5.00	4.25	.957	Very high
Explaining about SSA	5.00	2.67	3.33	4.33	3.83	1.036	High
Monitoring the use of SSA instruments	5.00	2.00	3.00	3.00	3.25	1.258	Moderate
Using the results from SSA	4.00	2.00	3.00	3.00	3.00	.816	Moderate
Total	4.83	2.83	3.17	4.17	3.75	.918	High
Overall level of SSA efficacy	Very high	Mode-rate	Mode-rate	High	High		

Note: See page 99 for the score interpretation.

The overall mean score indicated a high level of assessment efficacy ($\bar{x}$ = 3.75, SD = .918). The participants reported they had a very high level of confidence with regard to having adequate knowledge of SSA ($\bar{x}$ = 4.25, SD = .957), and developing SSA instruments ($\bar{x}$ = 4.25, SD = .957). Confidence in explaining about SSA was at a high level ($\bar{x}$ = 3.83, SD = 1.036), while confidence in monitoring SSA instruments ($\bar{x}$ = 3.25, SD = 1.258) and using the results from SSA ($\bar{x}$ = 3.00, SD = .816) was at a moderate level. Moreover, it was found that Madam had the highest level of assessment efficacy ($\bar{x}$ = 4.83) while Lady had the lowest ($\bar{x}$ = 2.83).

4.2.2.2 Results from the field notes, stimulated recall interview and semi-structured interview for Part III

The data from the field notes, stimulated recall interview and semi-structured interview for Part III were analysed. One central theme, two sub-themes, and seven coordinating sub-themes regarding the participants' assessment efficacy emerged from the analysis. Table 31 presents the set of coding themes for assessment efficacy employed in the analysis.

Table 31: Coding themes for assessment efficacy

Central theme	Sub-themes	Coordinating sub-themes
Confidence in the use of SSA	Confidence	in implementation of SSA
		in developing SSA instruments
		in explaining SSA
		in monitoring SSA
		in having adequate knowledge of SSA
	No confidence	in implementation of SSA
		in explaining SSA

The results indicated that all participants voiced an increase in their assessment efficacy over time. At the beginning of the training, the participants expressed their inefficacious feelings with regard to the implementation of SSA in their classrooms. None of them felt confident enough to use SSA in their classrooms. This lack of confidence was shown when one said, *"I was not sure if I could explain SSA to my students. It was, in fact, quite complicated. [LADY]"* Navi added:

"I was worried about the students' background. They had never used SSA before, as far as I knew. I was not so sure if I could guide them to self-evaluate their translation skills against the criteria in the scoring rubrics. [NAVI]"

When asked how confident they felt in using SSA in their classrooms, the participants showed signs of reluctance to use SSA, as shown in the following conversation.

Lady:	*"Out of 10? I gave myself 4."*
Madam:	*"Just a few points. I could not estimate a score."*
Navi:	*"5 out of 10."*
Zia:	*"For me? Just 7-8. I did not think I could give myself 10."*

As the training progressed, the participants expressed their higher assessment efficacy in developing SSA instruments, explaining about SSA to their students, and monitoring SSA in their classrooms. They reported that they could explain the SSA to students with confidence. Lady said, *"I found that SSA was not that difficult. If planned beforehand, SSA was not that hard for the students."*. Similarly, it was observed that Navi had become more confident. Navi observed his students when they were using SSA in his classroom. He found that his students could perform SSA well and the SSA results corresponded to his purpose of using SSA. He reflected:

"In fact, SSA was nothing more than giving students a chance to self-evaluate their own performance. My students could perform SSA well. I gave them the scoring rubrics, and then the students checked their translation performance. They presented their translation assignment to me with the scoring rubrics. It went fine. There was no need to feel worried when I used SSA with my students. [NAVI]"

In addition, the participants confidently showed that they had adequate knowledge of SSA. In the group conference, the participants exchanged ideas confidently as well as giving feedback on each other's use of SSA. Madam explicitly stated, *"I was no longer nervous because I knew what SSA looked like."* Zia supported Madam's opinion by adding, *"We had backgrounds in SSA. We knew what was right and wrong about SSA. If we were asked about our confidence, we could say that we were confident"*.

At the end of the training, the participants were asked if their assessment efficacy in the use of SSA had increased. They compared their levels of assessment efficacy before receiving the training and after the training. They claimed that they

had higher levels of assessment efficacy. Also, they rated the magnitude of their post-training assessment efficacy, as presented in the following conversation.

> *Zia:* "*Still 7-8. If I wanted to reach 10, I might need more time and fewer students.*"
>
> *Lady:* "*Given the magnitude of a 10, not yet 10. I gave myself 7 out of 10.*"
>
> *Navi:* "*8 out of 10.*"
>
> *Madam:* "*More than 7.*"

Thus, they perceived that they were confident in using SSA and able to estimate their own level of confidence in using SSA in their classrooms.

4.2.3 Contributions of the training to the participants' assessment literacy and efficacy in the use of SSA

In response to the third research question, results from the field notes, stimulated recall interview and the field notes suggested the training contributed to the participants' assessment literacy and assessment efficacy in the use of SSA. The analysed data revealed two themes, four sub-themes, and 18 coordinating sub-themes. Table 32 presents the results arranged in the order that the themes emerged during the interview.

Table 32: Coding themes for the contribution of the training to the participants' assessment literacy and assessment efficacy

Central theme	Sub-themes	Coordinating sub-themes
Hands-on experiences in SSA	Observation opportunities	Eliciting the results of SSA
		Students' interaction
	Reinforcement	Knowledge
		Skills
		Principles

(Continued)

Central theme	Sub-themes	Coordinating sub-themes
		Conceptions
		Confidence
Collaboration in a learning community	Sharing goals	Feeling of unity
		Trust
	Revisiting and reinforcing	Providing feedback
		Providing feedforward
		Providing encouragement
		Exchanging knowledge
		Observing others' skills
		Principles
		Conceptions
		Awareness of students' language-specific competencies
		Confidence

4.2.3.1 Hands-on experiences in SSA

The participants reported that they elicited their levels of assessment literacy and assessment efficacy during their use of SSA in their classrooms. When asked to provide further explanation, they said that they were unsure about their use of SSA at the time of the workshop. Then, they got hands-on experience from the opportunities to put SSA theory into practice in their classrooms. The increase in assessment literacy and assessment efficacy came from the several occasions when SSA was practised. Lady confirmed this when she stated, "*Practice makes perfect. And we practiced SSA repeatedly, actually. We saw a transition from theory to practice.*" She continued, "*I observed how the students reacted to the scoring rubrics and I knew that it had worked!*"

Observing their own uses of SSA in their classrooms promoted their knowledge in the use of SSA. Zia mentioned, "*Prior to this training, I had no idea about SSA. I tried SSA in my classroom, saw what my students did, and got the*

results. I quickly understood what SSA was from a real-world perspective." Their skills in the use of SSA were also improved as they had chances to *use SSA in forms of trial and error*. They said:

Navi: "The students should deepen their understanding in the use of SSA."

Madam: "Yes."

Zia: "That's right."

Navi: "When I tried explaining SSA to them in classroom, they sometimes looked confused. So, I just tried another way."

Madam: "Me too."

Navi: "I kept changing my methods of explanation until the students understood. If my method was good, I used it. If not, I stopped."

Their principles, conceptions, and awareness of students' language-specific competencies were also reinforced. Madam mentioned:

"When I studied in the workshop, I found that there were many principles and conceptions to take into consideration. I confessed that I did not fully understand. It sounded like a dry theory to me. Then, I used SSA in my classroom. Then, I had a discussion with you and I realised that I unconsciously understood. [MADAM]"

When asked to elaborate, Madam gave an example of her learning:

"For example, I heard the term 'assessment for learning' many times and I felt it was such a complicated concept. Then, I saw my students using checklists to recheck their writing assignments. They could identify what they had missed and fulfil the requirements. So, I got the idea of 'assessment for learning. [MADAM]"

Finally, the hands-on experience in the use of SSA boosted the participants' confidence. As one said, *"we can do it, for real."* Their experience in the use of SSA helped them develop their assessment efficacy. Madam summarised:

"We had sufficient success and made enough mistakes. We could solve the problems on our own. At the end of the day, we looked at the bigger picture of what the students needed to do and what we needed to do for SSA. At first, we

had confidence as lecturers that we could control the classrooms. Then, we
gained more confidence because we witnessed with our own eyes that we
could   control new activities in the classroom. [MADAM]"

When asked if they would continue using SSA without support from the
trainer, Madam and Zia answered, "*We could do it on our own. There is nothing*
difficult actually."

4.2.3.2 Collaboration in a learning community

The collaborations in the learning community contributed to the participants'
assessment literacy and assessment efficacy in the use of SSA. The collaborations,
which went on over the course of the training, were either between the trainer and
participants, or between the participants. It was found that the collaborations had
taken place in both formal and informal learning community settings. The
collaborations in a formal learning community were in the form of monthly group
conference meetings, which were scheduled in advance. The topics under discussion
in each meeting were organised and facilitated by the trainer. In contrast, the
collaborations in an informal learning community were natural, informal, and
unplanned. They spontaneously occurred at three times: during lunchtime, (in the
hallways) after the class had been dismissed, and during phone calls. Some
participants referred to this kind of meeting as a '*built-in and instant meeting*'. The
analysed data revealed that the collaborations involved sharing goals, and revisiting
and reinforcing their own assessment literacy and assessment efficacy.

They are discussed in details as follows:

Sharing goals

All collaborations had a single purpose – "to encourage the use of proper
SSA". With their desire to use proper SSA, the participants felt free to take part in
meaningful conversations with each other because they felt that they were united with
people who shared the same goals. They claimed that the support from the other
participants was meaningful to them because it was from those who had the same
target. Sharing goals catalysed the participants' sense of active participation. Zia
expressed, "*We knew what we were doing. We also knew that there were three other*

people doing the same. We were the only four people who were performing SSA." As such, they needed to help each other if they wanted to continue using SSA until the end of the semester. With this sense of active participation, the participants reported that they felt free to share ideas or exchange their feelings in a safe atmosphere. As a result, the participants got a sense of accountability from the others. For example, Lady complained to Madam that some of her students did not understand the scoring rubrics. Then, Lady and Madam started a conversation. They eventually concluded that Lady should continue using scoring rubrics. Lady described her feeling after talking with Madam: *"At least I felt that I had not done it alone. That made me feel that I had to keep going, and at the same time, feel certain in what I was doing. [LADY]"* When asked why she chose to complain to Madam, Lady replied, "*I did not think that I could complain about SSA to other lecturers in our department. They were not using SSA like we were. If I had complained, I might have got a dry response. [LADY]*"

Revisiting and reinforcing

It was found that the learning community was the most significant element contributing to the effectiveness of the training. Formal and informal collaboration among the participants was highlighted as the most effective training activity that provided the participants with a supportive learning community. It was observed that the participants exchanged ideas and assessment practices with each other in the formal conferences and on some informal occasions like lunch breaks or small talk. As the participants discussed things with their fellow participants, they exchanged the challenges they faced and emphasised best practices with their fellows. Some participants even borrowed instruments from the others. As a result of the discussions, the participants showed improvement in their assessment literacy and a gain in their assessment efficacy. With these changes, it can be said they changed or revised their assessment practice on the use of SSA as a consequence of the discussions.

In addition, the learning community enhanced the participants' self-assessment (referred to as 'lecturer self-assessment') on their use of SSA. Lecturer self-assessment was at the centre of the mechanism required to develop assessment literacy, assessment efficacy, and assessment practice. The participants self-assessed their use of SSA using two sources of data: the student feedback and their fellow

participants' comments. With regard to the student feedback, the participants' assessment literacy and assessment efficacy were reinforced when they received good student cooperation and positive feedback on their SSA activities. For instance, Madam perceived that her students could perform well in using her checklist and she felt that the checklist helped her students' learning. She felt more confident in using SSA. With regard to fellow participants' comments, the participants were implicitly prompted to self-assess their own SSA practices when they joined the discussions about their use of SSA. In these discussions, they shared stories of their successes or challenges. For example, Lady and Madam self-evaluated how well they had employed scoring rubrics against their desired levels when they compared their expected and actual usage of scoring rubrics in their classrooms.

The participants found that the assessment literacy and assessment efficacy of the other participants were helpful to them in revisiting and reinforcing their own assessment literacy and assessment efficacy. They perceived that they could deepen their knowledge of their own assessment literacy and assessment efficacy through the learning community. They were able to share best practices among their fellows. For example, Lady explained, "*I compared my understanding of SSA to the other's and I found that mine was somewhat wrong. So, I improved my own understanding of SSA.*" The participants also reported that the learning community provided useful recommendations that they could implement right away in their classrooms, as Madam mentioned:

"*The recommendation you received from the discussion was useful because it was a kind of tailor-made solution. It was exactly the kind of thing you could directly apply in your classroom. [MADAM]*"

She gave an example of her experience:

"*I understood that Zia emphasised native-like accents in her class because she needed her students to produce accurate English sounds. In my classroom, however, the students did not need to speak with a native-like accent. So, I compared her SSA results with mine. I found that mine were fine. [MADAM]*"

Additionally, the participants exchanged their thoughts with the other participants. According to the participants, the learning community provided them with positive reinforcement on their own knowledge, skills, principles, conceptions, awareness of students' language-specific competencies, and confidence. Madam expressed her trust of those who were using SSA that she got a good support. She reported:

> "Results from SSA were sometimes very sensitive. The students sometimes used hashtags to discuss the SSA. I even doubted myself sometimes. Consulting those who were engaged in using the same classroom instruments was the best idea. They knew whether you were on the right path or not. They might have been able to offer good ideas, suggestions or even encouragement from the perspective of someone who was in the same shoes. [MADAM]"

The participants also found the learning community effective for reinforcing their confidence in the use of SSA. Lady mentioned:

> "If it was only me who used SSA, I might not have wanted to carry on. To me, SSA was a bit complicated. It was good that I could ask others for help. I sometimes needed to consult the trainer and recheck with my colleagues. I compared my SSA with others'. Knowing that I was on the right path gave me a feeling of confidence. [LADY]"

Thus, the training was effective for promoting the participants' assessment literacy and assessment efficacy because they could exchange aspects of knowledge, skills, principles, conceptions, and awareness of students' language-specific competencies with their fellows.

4.2.3 Summary of Research Question 2

It could be concluded that the training effectively influenced the participants' assessment literacy and assessment efficacy in the use of SSA. The participants had

high levels of assessment literacy and assessment efficacy in the use of SSA after attending the training. They also reported gaining knowledge, skills, principles, conceptions, awareness of students' language-specific competencies, and confidence in the use of SSA through the opportunities to obtain hands-on experience in SSA and the collaborations in a learning community. In addition, it was observed that the participants had reinforced and boosted their assessment literacy and assessment efficacy in the use of SSA among one another by providing feedback, feedforward, encouragement, and support throughout the training.

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4.3 Results for Research Question 3

To answer research question 3, the data derived from the field notes, classroom observation, self-report checklist, stimulated recall interview, and lecturers' portfolios were analysed. The results are presented in the following order:

4.3.1 The participants' assessment practice in the use of SSA as a result of the training

4.3.2 Contributions of the training to the participants' assessment practice in the use of SSA

4.3.1 Participants' assessment practice in the use of SSA as a result of the training

It was found that all participants used SSA instruments in their classrooms during training. One of the factors relating to assessment practice in the use of SSA is the type of course taught. The table below shows the different courses chosen by the four participants. The four participants mentioned a number of factors which affected their choice of course, including the number of students in the class, course content, teaching methods, class environment, and the students' language proficiency. The English courses selected by the participants for implementing SSA instruments are presented in Table 33.

Table 33: Selected English courses for the implementation of SSA instruments

Participant	Selected course	Reason(s)
Lady	0802371 English for Business Communication	Students' English competencies
Madam	0401305 English for Business Communication	Course content
Navi	0802342 Translation: English into Thai	Students' English competencies Course content
Zia	0032002 English Phonetics	Course content Teaching method Class environment

The analysis of the data from field notes, classroom observation, lecturers' portfolios, self-report checklist, and stimulated recall interview revealed four themes of assessment practice in the use of SSA among the four participants, which were (a) purposes underlying the use of SSA, (b) skills and factors focused on in SSA instruments, (c) SSA instruments and activities, and (d) the continued use of SSA after the training.

4.3.1.1 Purposes underlying the use of SSA

The participants put an emphasis on SSA for assessment of learning. With this in mind, the participants proposed that there were two purposes underlying the use of SSA when they planned for SSA in their English courses. They were as follows:

1. To encourage students to self-appraise their current proficiency level and identify areas to improve for their continual development

The participants encouraged the students to examine their current proficiency levels and identify areas which required improvement. For example, Lady wanted her students to be aware of their current English proficiency; she mentioned, "*I wanted them to self-reflect on their current levels of English proficiency, meaning their perceived levels of English proficiency.*" Similarly, Navi's students self-evaluated their translation skills by rechecking the scoring rubrics. Navi explained that he

wanted his students to know their levels regarding accuracy, equivalency, grammar, sentences, word choice, and pace so that they could improve their translation skills and translation speeds.

The participants emphasised this purpose because they believed that the students learned from their mistakes and then improved on their mistakes. Zia mentioned that she had asked her students to analyse their mistakes by writing reflective journals to reflect on their productions of -ed and -es ending sounds. The students did it right after they had finished taking the sound production test in Zia's English phonetics course. Zia reported:

"*One of my students reported that she knew she could produce the -ed ending sound. She said she had acquired the -ed ending sound. She also claimed that she knew how the -ed ending was used. [ZIA]*"

Zia's students also employed SSA checklists to identify the sounds that they had unsuccessfully produced. Zia believed that once they were able to self-reflect on their performances, they could plan how to improve their pronunciation. According to Zia, each student had an individual SSA checklist. She said:

"*I gave them a sound production checklist. After they took the sound production tests with me, they checked which sounds they had successfully produced and marked the sounds which they had not. For example, they had unsuccessfully produced -th, -a, and -o sounds. They marked those sounds on their checklists and wrote comments. Therefore, each student had individual and unique checklists. [ZIA]*"

 2. ***To promote students' understanding of how they are assessed or expected to perform, regarding their language performance***

For this purpose, the participants conducted SSA wherein all students were required to self-assess all aspects of the tests. By doing so, the students understood how they were expected to perform in order to achieve a good score on the test. For instance, Madam employed SSA instruments to promote the students'

accomplishment of the writing tasks. Her students were assigned to write a curriculum vitae and cover letter. Madam gave her students checklists because she wanted them to *"check whether they had correctly completed the elements of CVs and cover letters"*. Madam said, *"I hoped that the checklist could help my students* to *know what exactly I would like to see in their CVs and cover letters."* Also, Lady asked her students to rate their test preparation. She said, *"I wanted them to know that I was testing them on what I had taught in the classroom. I asked them to recheck their own test preparation so they would not complain about the test."* She also added:

> *"I also wanted them to be fully aware of my grading criteria, which were actually already specified in the course syllabus. There were eight grading criteria. Each criterion had its own sub-criteria. For example, the sixth criterion had eight sub-criteria. When the students rechecked these criteria, they gained more understanding on how I rated their performance. [MADAM]"*

Furthermore, the participants promoted their students' understanding of grading criteria by using SSA instruments. The students were asked to check their given scores and performance assessments against the grading criteria. Lady reported, *"I used scoring rubrics to promote the students' understanding of the course objectives and scoring criteria."* As the students understood the scoring criteria and course objectives, they could make decisions on their learning. For example, it was found that the students used SSA instruments to make decisions about whether they should drop out of the courses. Lady reported:

> *"The students should be able to make decisions about their own studies. They should be the ones who make decisions – either continue to the end of the course or drop out of the course. After I announced the midterm exam results, the students with low scores always used to ask me whether they should drop out of the course. Using SSA instruments was a solution to this issue. They learnt about the expected content of the final examination. They could assess their obtained scores, estimate their future performances, and make decisions.*

They were able to estimate what score they needed if they wanted to get a D.
[LADY]"

4.3.1.2 Skills and factors focused on in SSA activities

The participants reported two categories of skills and factors that were focused on in SSA activities as follows:

Direct assessment of specific performance

The students were asked to monitor and evaluate their performances using SSA instruments. The students were asked to focus on the specific requirements and then self-assess their performances, proficiency, or assignments against the criteria. It was found that all four participants employed different SSA instruments for direct assessment of specific performance. Madam used SSA instruments for her students to self-assess writing assignments and speaking performances. Navi employed SSA instruments for his students to self-check their translation assignments. Also, Zia asked her students to write reflective journals to self-reflect on their sound production tests. Finally, Lady used scoring rubrics for her students to self-assess their speaking performances. In Lady's case, her students received scoring rubrics which contained five criteria for speaking tests. The students used Lady's scoring rubrics to self-assess their speaking performance. Lady explained her use of scoring rubrics for direct assessment of students' speaking performance in detail, as follows:

"This was a scoring rubric for the speaking test. There were five criteria in
four-point scale format. The first criterion was the completion of the speaking
task, which emphasised the students' completion of the task requirement. The
students self-checked if they had covered enough things, or if they had
provided enough information. If self-assessment showed that they had met all
requirements, they ticked the fourth column, which meant a score of 4. The
second criterion was grammatical accuracy of spoken discourses.....The final
criterion was effort to speak English. This criterion focused on their attention
to the assignment; i.e. did they prepare themselves for their speaking tests?
[LADY]"

Socio-affective assessment

The participants employed SSA instruments to examine the factors affecting the students' performances, such as anxiety and lack of confidence. The students were encouraged to express their feelings. For example, Zia wanted to learn about the students' feelings after taking the test, so she asked the students to write reflective journals after they took a test. The theme of the reflective journals was their feelings when they took the test. As a result, the participants reported they reaped benefits from SSA instruments. In Zia's case, she was able to provide accurate feedback to her students. Zia knew from the reflective journals that the students were so frightened by her personality that they were anxious when they took the tests. To solve this issue, Zia discussed this issue with her students and helped the students cope with their anxiety. She described:

"They said they were frightened. To solve this issue, I helped them to identify the source of their 'horror'. Eventually, we found out that the students were afraid of me because they were not well-prepared for their tests. When they could not perform well in the test, they were worried about my disapproval or even worried that I would scold them for their poor performances. So, I suggested they should be better prepared next time. I promised them that they would not feel fearful of me if they were well-prepared for the test. I later found out that they followed my suggestions. They came back with confidence. [ZIA]"

Furthermore, there were no reports on the use of SSA for the indirect assessment of general competence, metacognitive assessment for setting goals, or student-generated tests. When asked why they did not employ SSA for the three mentioned skills and focuses, the participants replied that they only wanted to use SSA for examining the students' specific performances and characteristics. In addition, they thought that the students would be unable to complete the student-generated test due to their limited English proficiency, as detailed in the following exchange.

Madam:	*"The students would not be able to generate the their own tests!"*
Zia:	*"Yes, they should start by comprehending the lesson and passing my test first."*
Lady:	*"Not yet."*
Madam:	*"Is that because they have limited knowledge or limited levels of responsibility?"*
Lady:	*"Both"*
Navi:	*"Both combined!"*

4.3.1.3 SSA instruments and activities

Before the semester began, the participants presented their proposed implementation plan for the use of SSA in the workshop. The four plans for the use of SSA proposed by the participants are summarised in Table 34.

Table 34: Proposed implementation plans for the use of SSA

| | | **Proposed implementation plan** | | |
| | | **Focused** | | **SSA** |
Participant	**Week**	**skills/factor**	**Instrument**	**instrument**
Lady	1	Speaking and listening	Evaluation of general speaking and listening proficiency levels	Scale
	3,5	Speaking	Evaluation of the speaking test	Scoring rubrics
	10	Midterm test	Evaluation of midterm test performance	Questionnaire
Madam	1	Listening and reading	Evaluation of general listening and reading proficiency levels	Questionnaire
	2	Vocabulary	Evaluation of background knowledge on vocabulary	Oral question

(Continued)

		Proposed implementation plan		
Participant	**Week**	**Focused skills/factor**	**Instrument**	**SSA instrument**
	4	Speaking and listening	Evaluation of speaking test	Scoring rubrics
	6	Reading and writing	Recheck the components in the CV and cover letter	Checklist
	9	Midterm test	Evaluation of midterm test performance	Questionnaire
Navi	1	Translation skills	Evaluation of general translation skills	Questionnaire
	2 – 5 9 – 15	Translation skills	Evaluation of translation assignments	Scoring rubrics
Zia	1	Language skill	Evaluation of general language competencies	Questionnaire
	3	Vowel sound	Reflecting on vowel sound production	Reflective journal
	4	Consonant sound	Reflecting on consonant sound production	Reflective journal
	10	Word stress	Reflecting on word stress production	Reflective journal
	11	Sentence stress	Reflecting on sentence stress production	Reflective journal

(Continued)

Participant	Week	Focused skills/factor	Instrument	SSA instrument
		Proposed implementation plan		
		Focused		**SSA**
	12	Sound acceptance	Reflecting on sound production	Reflective journal
	13	Intonation	Reflecting on intonation production	Reflective journal

Then, the participants' uses of SSA throughout the semester were observed. It was found that there were five SSA instruments employed by the participants: questionnaire, description and reflection, self-rated rating scales, checklists, and scoring rubrics (see Table 35). Sample SSA instruments taken from the four participants' portfolios are presented in Appendix O.

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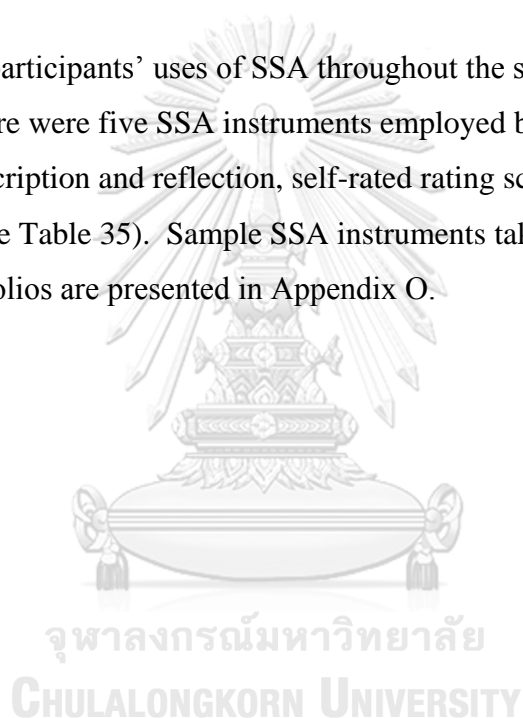
Table 35: SSA instruments employed by the participants

Week	Student self-assessment instrument			
	Lady	**Madam**	**Navi**	**Zia**
1-3				
4	Self-rated rating scales		Questionnaire	Questionnaire
5				
6	Scoring rubrics	Scoring rubrics	Scoring rubrics	Description and reflection
7	Scoring rubrics	Scoring rubrics		
8		Checklists		
9	Scoring rubrics			
10		Checklists		Description and reflection
11	*Midterm examination*			
12	Questionnaire		Scoring rubrics	
13-20				
20	*Final examination*			

Throughout the semester, four different SSA instruments were employed. The first SSA instrument was a questionnaire with scales, to indicate those areas in which the students felt they could perform or they had proficiency. The questionnaire also included open-ended questions for the students to give short answers. The second SSA instrument was self-rated rating scales, which allowed the students to introspectively or retrospectively self-report on their performances or assignments. The students rated each of their designated abilities as 'excellent', 'good', 'fair', or 'needs improvement'. The third SSA instrument was checklists, which allowed the students to check their assignments against the criteria or checkpoints. The last SSA instrument was scoring rubrics, which represented the performance expectations and descriptions for course assignments or tests. The students rated their various levels of work or performance.

The details about the implementation of SSA instruments of each training participant were as follows:

Lady

Three SSA instruments were employed by Lady. They were self-rated rating scales, scoring rubrics, and questionnaire (See in Appendix O). With regard to the self-rated rating scales, Lady intended to obtain the students' levels of proficiency and factors affecting the students' performances. She mentioned, "*I taught this group of students when they were freshmen. At that time, their English background knowledge was quite limited. Now, they are third year students and this course was far more advanced than that course*." Therefore, Lady employed SSA instruments to investigate the overall and specific levels of students' English proficiency. She reported:

"*The scales were for examining the students' current levels of English proficiency. Had they improved their English proficiency? I wanted to know about their overall proficiency levels and their levels in the four skills: reading, writing, speaking, and listening. Which skill was their worst and which one was their best? [LADY]*"

The results from the self-rated rating scales informed Lady that *her students' levels of English proficiency were still limited* and *they rated writing as their worst skill and speaking as their best skill.* Based on the results from the self-rated rating scales, Lady planned out-of-class assignments that helped students prepare for her in-class lessons and modified her course instruction to meet the students' needs. She explained:

"*My course was actually English for Business, I assigned the students to study pieces of business jargon before my class. I had also found out that my students disliked writing as they rated this skill as their worst skill. So, I emphasised the writing process in my course. I also observed from the self-rated rating scales that my students favoured speaking. I allocated more*

points to the speaking test; therefore, the students felt motivated to study. [LADY]"

In the sixth, seventh and ninth weeks, Lady used scoring rubrics to assist her students in speaking tests (see the scoring rubrics in Appendix O) because she wanted her students to acknowledge the scoring criteria. The third SSA instrument was a questionnaire, which was distributed to the students in the 12th week. Lady wanted her students to reflect on their performances on the midterm examination. Lady reported that she got informed about the students' points of view by using the questionnaire. She said, "*Actually, he was one of the good students in the classroom. I was a bit shocked when I saw his low midterm scores. I was shocked, but he was not. I learnt from the questionnaire that he did not study for the midterm exam.*"

Madam

Two SSA instruments were used by Madam (See Appendix O). They were scoring rubrics, and checklists. In the sixth and seventh weeks, Madam gave her students the scoring rubrics, which included fluency, pronunciation, and accuracy criteria for her students to self-evaluate their speaking performances. While other participants gave their students scoring rubrics immediately after they finished the tests, Madam gave her students the scoring rubrics prior to the speaking tests because she wanted them to self-evaluate what they had prepared or rehearsed. The students would also get informed about her expectations regarding their speaking performance.

The second SSA instrument was checklists, which were employed in the eighth and 10th weeks. In the eighth week, Madam helped her students to accomplish the writing tasks when she gave her students the checklists. They could check if they had already covered elements of CVs and cover letters. Then, Madam gave her students two weeks to complete the writing assignments. In the 10th week, the students submitted their writing assignments together with the checklists.

Navi

Navi employed two SSA instruments (See Appendix O). In the first week, Navi distributed the questionnaire to examine the students' background knowledge of translation. His questionnaire examined the students' grades in the prerequisite course, dictionaries used by the students, translation skills, problems in translation,

expectations regarding the current course, and preferred grading criteria. Navi claimed that based on the results from the questionnaire, he could plan for his translation lessons. He wanted to know their background knowledge in translation.

In addition, it was observed that Navi applied scoring rubrics with his translation instruments. His translation instruments lasted for three weeks. For example, in the sixth week, Navi gave his students translation assignments with scoring rubrics which included criteria of correctness and register. The students then worked on their translation assignments and presented the first drafts of them to Navi in the seventh week. Navi and the students then discussed the first drafts of the translation assignments by using the criteria in the scoring rubrics. Then, the students revised their translation assignments according to Navi's feedback and submitted their final drafts of the translation assignments in the eighth week. Navi mentioned that he felt satisfied with the scoring rubrics because the students could share responsibilities with him. In fact, the students could check if they had missed any points. They could check if their translation drafts met the criteria in the scoring rubrics.

Zia

Zia employed two SSA instruments (See Appendix O). In the first week, Zia used a questionnaire to examine her students' learning goals. She said, "*I believed that the students should have their own learning goals. I used a questionnaire to examine their learning goals. I wanted to know if their learning goals were consistent with my course objectives.*" Then, Zia's students used reflective journals to reflect on their English sound production tests in the sixth and 10th weeks. After the students finished taking the tests, Zia asked her students to write what they perceived as their weaknesses and how they improved their English sound production.

In conclusion, all participants implemented SSA in their classrooms during the training. However, it can be seen that Navi was the least frequent user of SSA in the classroom. According to Navi, he only wanted his students to check their translation ability against the criteria, so he only employed scoring rubrics.

4.3.1.4 Continued use of SSA after the training

The analysed data from the semi-structured interview for Part III revealed that the participants had continued to use SSA after the training. The training was conducted in the first semester of the 2016 academic year. The participants were asked about their use of SSA in the second semester of the 2016 academic year. It was found that Madam, Navi, and Zia used SSA in their classrooms in the semester following the training, while Lady did not. With regard to Madam, she reported that she could easily apply SSA in the following semester because the course and the students were similar to the ones she had in the previous semester. She reported:

"I have used SSA this semester because the course and the students are similar to the ones I had in the previous semester. Not much different. The students are non-English major students. The course is English for Business Communication. I can easily use the SSA instruments with my students this semester with regards to explaining SSA and the steps of using SSA. [MADAM]"

In Navi's case, he taught the course which followed on from Translation into Thai in the following semester. He applied the scoring rubrics from the previous semester. He reported feeling comfortable using the scoring rubrics because he was teaching the same group of the students from the previous semester. Therefore, the students were already familiar with the steps of using scoring rubrics to self-evaluate their translation assignments. He said:

"I am teaching the same group of students. They are the students who took English into Thai translation last semester. They are familiar with the scoring rubrics. I do not need to explain much. The scoring rubrics are in the same format. The criteria are also the same. The translation instruments are also almost the same. They know what to do. It is fine. [NAVI]"

Zia's case was different from Madam's and Navi's. Zia neither taught the same course nor the same group of students. Despite teaching different courses and groups of students, Zia was able to apply the same SSA instruments to a new course and new group of students. She reported:

"I asked the students to write reflective journals about their writing
assignments. I wanted them to reflect on their mistakes and their writing
progress. I also wanted them to identify their areas of confusion. [ZIA]"

In contrast, Lady did not use SSA in the following semester due to the mixed
abilities of the students in her class and the nature of the classes. She mentioned:

"I am not using SSA this semester. My students are of mixed ability and
most of the classes are lectures. Due to these facts, it would be quite
difficult to use SSA this semester. [LADY]"

In summary, all of the participants, except Lady, continued using SSA in the
semester following the training. The possible factors contributing to the decision to
continue using SSA were the characteristics of the students, course content, and
classroom context.

4.3.2 Contributions of the training to the participants' assessment practice in the use of SSA

Analysed data which were extracted from the self-report checklists and
stimulated recalled interview revealed four central themes, seven sub-themes, and 19
coordinating sub-themes which explained the contributions of the training to the
participants' assessment practice in the use of SSA. Table 36 presents a summary of
the results organised in order of reference made during the stimulated recall interview.

Table 36: Coding themes for the contribution of the training to the participants'
assessment practice

Central theme	Sub-themes	Coordinating sub-themes
Shared goals regarding assessment practice in the use of SSA	Assessment for learning	Providing purposes of using SSA
	Practice of SSA	Trying out new classroom assessment
		Overcoming the challenges
Providing resources and support	Resources and support	Knowledge of SSA
		Samples of SSA tools
	Learning space	Workshops
Implementation of SSA in classrooms	Hands-on experiences in SSA	Trying out SSA tools
		Observing students' reactions
	Linking theory to practice	Planning
		Monitoring
		Evaluating
		Reflecting
		Revising
Collaboration in the learning community	Active participation	Debriefing
		Discussions
		Feedback
		Feedforward
		Reinforcement
		Encouragement

The results corresponding to the second research question are discussed as follows:

4.3.2.1 Shared goals regarding assessment practice in the use of SSA

The participants described how they shared a goal regarding assessment practice in the use of SSA – using SSA for the students' learning. After the participants learnt the five purposes of SSA in Workshop 1, the participants stated that they wanted to use SSA for students' learning. Zia and Navi wanted their students to be self-conscious of what they had performed or acquired. For example, Navi wanted to use SSA to promote their translation ability. Navi claimed that he planned to use SSA to activate the students' awareness of grammar and accuracy in translation. He said, "*The students always wait for me to identify their mistakes. Using SSA, I might be able to make them self-informed about their grammatical levels, accuracy, sentences, and word choices.*" In addition, Lady and Madam wanted to use SSA so their students could plan for their continual development. As Lady stated, "*So, they would know what they need to do in this course.*"

Since all four participants aimed to improve the students' learning, they agreed that they wanted to try SSA in their classrooms. Zia said, "*I use other classroom assessment instruments, but I never use SSA to improve students' learning. I want to try SSA to see if it is effective for my students' self-improvement.*" It was found that the participants voiced an increase in positive feeling toward using SSA after they finished planning for the use of SSA. During the workshop, the participants were exposed to a new plan for classroom assessment application, had opportunities to share ideas, and engaged with others who taught in the same department to reinforce a sense of community. This sense of community among members who shared the same goal was echoed in the group interview, as shown in the conversation below.

Navi:	"*We want the students to improve their English.*"
Madam and Lady:	"*Yes.*"
Zia:	"*That's right.*"
Navi:	"*Let's see if SSA could help.*"
Zia:	"*I mean we should use SSA for students' self-improvement.*"

Madam:	*"The most important thing is…"*
Zia:	*"The students themselves."*
Madam:	*"They must be satisfied with what they improve."*
Lady and Zia:	*"Yes."*

From the above conversation, it can be observed that the participants took turns to provide support to each other. By the end of the conversation, they had reached a mutual understanding as well as promoted the sense of community.

4.3.2.2 Providing knowledge, resources and material support

Sharing knowledge, resources, and material support in the use of SSA contributed to the use of SSA in the participants' classroom. The data gathered from the stimulated recall interview and field notes revealed that the participants gained knowledge in the use of SSA from the workshop. Prior to the training, they had heard of SSA, but had no idea what it was. Zia noted, "*Up until I worked with you (the researcher), I had no idea how SSA worked in classrooms. Then, I found out how SSA worked in classrooms.*" Then, the participants joined the workshop that provided them with the knowledge, resources, and material support in the use of SSA. They learnt how to select appropriate SSA instruments and instruments for their courses. They recalled these forms of support in the following conversation.

Navi:	*"I used an effective SSA instrument."*
Madam:	*"I myself just knew that there were many SSA instruments"*
Zia:	*"You just pick one that you think it suits your courses."*
Madam:	*"I just also knew that there were many SSA instruments."*
Zia:	*"That's right! Remarkably, we still managed to use SSA."*
Lady:	*"At least, we knew SSA. I knew what SSA was, and how it could be used in my course.*
Navi:	*"Yes, there were many SSA instruments to choose from."*

4.3.2.3 Providing opportunities for implementation of SSA in classrooms

One of the purposes of the job-embedded training was to promote the implementation of SSA in classrooms. This training offered opportunities to turn the knowledge, resources, and material support obtained from the workshop into hands-on experience in SSA. In this study, the participants were found to have linked the theory to practice by planning for the use of SSA, practicing and monitoring the use of SSA in their classrooms, reflecting on and evaluating the effectiveness of SSA, and revising their future use of SSA.

Opportunities to plan for the use of SSA

The participants had some challenges to overcome as they taught different courses, had different numbers of students, and used different course content and instruments. Thus, they agreed to use different SSA instruments. While participating in the workshop, they collaboratively planned for the use of SSA in their classrooms based on the following aspects: the SSA implementation schedule, focused skills/factors, instruments, and SSA instruments. The proposed plan is presented in Table 4.17.

Opportunities for practicing and monitoring the use of SSA in their classrooms

After the planning, the participants implemented the SSA instruments and other instruments throughout the semester. Lady felt that her practice of SSA in her course was '*an experiment*' that allowed her to try SSA with her students. Lady noted, "*it was not just a dry run of SSA, but a chance to try SSA with the students for real*". The details of the SSA instruments and other instruments employed by each training participant are discussed in 4.2.1.3 SSA instruments and other instruments. While implementing the SSA in their classrooms, the participants experienced the transition from theory of SSA to practice of SSA. They recorded their use of SSA in their teacher's notes. Zia shared, *"I usually recorded my teaching in the teacher's notes. SSA was a part of those records.*

In the individual conferences and group conferences, the participants had opportunities to recall their practices of SSA in their classrooms. It was found that the participants used the monitoring aspects they had learned in the workshop as their monitoring checkpoints. Madam, for example, monitored herself: "*If I could make the*

students know how to use the checklists." When asked to self-report their monitoring of the use of SSA in their classrooms, the four of them reported that they had told the students the purposes of SSA, defined the SSA instruments, and encouraged the students to perform SSA in their classrooms. The self-reported aspects of monitoring the use of SSA in the participants' classrooms are presented in Table 37. The participants indicated that they had practiced planning, implementing, and performing reflective appraisals over the semester.

Table 37: Perceived assessment practices

Assessment practices in student self-assessment	Self-report checklist															
	Lady				**Madam**				**Navi**				**Zia**			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Planning: I have planned for the following:																
purposes of student self-assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
types of achievement to be assessed in student self-assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
student characteristics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
constraints of the learning environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓
role of self-assessment in the English course	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓
training procedures required for the students to self-assess	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

(Continued)

Assessment practices in student self-assessment	Self-report checklist															
	Lady				Madam				Navi				Zia			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Implementation: Implementation of student self-assessment provided a supportive environment in the following manners:																
students are encouraged to debate the advantages and disadvantages of student self-assessment.	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓
students are encouraged to propose strategies for becoming more involved in student self-assessment.	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓
I offer regular guidance and encouragement to students to accept greater responsibility for assessment decisions.	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓
I non-judgmentally accept students' opinions.	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
my feedback highlights the usefulness of student self-assessment in English language learning.	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗	✗	✗	✗

(Continued)

Assessment practices in student self-assessment	Self-report checklist															
	Lady				Madam				Navi				Zia			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
student self-assessment is introduced gradually, beginning with less complex tasks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✓
training is provided before students start to practice self-assessment.	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective appraisal: After finishing my class, I reflected on the followings:																
the strengths of the self-assessment instruments used.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
the weaknesses of the self-assessment instruments used.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
the challenges encountered and ways to deal with them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ability to analyse the strengths, weaknesses, and the challenges of the self-assessment instruments in the next time.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note: Number 1 represents the time between August to September, 2016.
Number 2 represents the time between September to October, 2016.
Number 3 represents the time between October to November, 2016.
Number 4 represents the time between November to December, 2016.

Opportunities for reflecting on and evaluating the effectiveness of SSA, and
revising their future use of SSA

After the participants implemented and monitored the use of SSA in their
classrooms, they were provided with the opportunities to reflect on and evaluate the
effectiveness of SSA in the individual and group conferences. It was found that the
discussion was centred around the effectiveness of the SSA instruments. For example,
Zia reflected on the effectiveness when she stated, "*I observed my students doing the*
questionnaire and asked myself if the questionnaire was suitable for my students." Zia
then came to the conclusion that the questionnaire was appropriate for her classroom
because the students had no idea about the content. The questionnaire was appropriate
for her students because it provided the students with the guiding questions which
stimulated their ideas. Similarly, Madam reflected on the effectiveness of SSA
instruments in her classrooms. She discussed this in terms of advantages and
disadvantages. She reported:

> "*To me, scoring rubrics had no disadvantages. The scoring rubrics helped*
> *students complete their assignments. The students learnt how to use scoring*
> *rubrics and used the rubrics as a framework for their assignments. Without a*
> *proper understanding of the scoring rubrics, the students would have worked*
> *without direction. [MADAM]*"

Madam finally concluded, "*Considering the students' use of the scoring*
rubrics, I was certain that this instrument was suitable for my students."

After the participants reflected on and evaluated the effectiveness of the use of
SSA in their classrooms, they revised their plans for future use of SSA. Navi
reasoned, "*If the SSA instruments were effective, we continued using them. If not, we*
changed to other SSA instruments. Just keep trying. That's it." To revise plans for the
future use of SSA, the participants started by identifying the challenges to the
effectiveness of the use of SSA in their classrooms, which were related to class size
and time constraints. In Lady's case, she reported:

"There were too many students in my classroom. I thought that I could have finished using the SSA instruments within 15 minutes. Actually, it took me almost 10 minutes to explain the SSA instruments to my students and another 20 minutes for the students to complete the SSA tasks. So, it took almost 30 minutes in total. [LADY]"

Then, the participants figured out the solution to the challenges they encountered while using SSA in their classrooms. Referring to the aforementioned challenge, Lady reported how she decided to change her plans in implementing SSA. She said, "*I would ask them to show up earlier to do the questionnaire. Or I would distribute the questionnaire after finishing that day's lesson.*"

4.3.2.4 Collaboration in the learning community

Being an active participant in a collaborative learning community with the other participants promoted assessment practice in the use of SSA. All participants were observed engaging in both formal and informal learning communities. The formal learning community refers to the monthly group conferences arranged by the trainer. The informal learning community refers to the participants' random conversations on the topic of SSA, which took place (a) during lunch time and (b) after the class had been dismissed. The participants agreed that the learning community was meaningful to their assessment practice in the use of SSA. It was underpinned by participants having the same interests with regard to learning-community culture. Therefore, exchanging ideas was advantageous for them. Lady stated, "*We are in the same department, teaching English courses. And we are now using the same SSA. What could apply to Madam's students might be applicable to my students too. I saw what they were doing. I got their recommendations.*"

It was found that each participant debriefed their fellow participants on their use of SSA in their classroom. The other participants then suggested solutions to their problems. For example, Lady raised the point that her students seemed not to understand the questionnaire items. Zia and Madam advised Lady to elaborate and give examples to help her students understand the questionnaire, as evidenced in the following conversation.

Lady:	*"In my case, some students showed their confusion."*
Zia:	*"The students were confused about the ambiguous questions."*
Madam:	*"Elaborate on the questions for them."*
Zia:	*"If they don't understand, elaborate on the questions then."*
Madam:	*"Or give examples."*

This kind of support in the learning community extended to a meaningful source of feedback or feedforward for the participants. With the sense of shared goals and interests, the participants could bring up issues regarding their use of SSA and receive feedback and/or feedforward from the others. Sometimes, the participants helped each other reinforce knowledge or encouraged each other. For example, Navi discussed one of his issues and got recommendations from his friends. Navi told the group that his students were nervous when he asked them to self-evaluate their performance. The other three participants quickly responded and stepped in, which can be observed from the following conversation.

Lady:	*"At first, my students were a bit nervous. They always questioned why they needed to self-assess their own performance. I needed to reassure them that it was nothing to do with their grades. It was just a classroom assessment."*
Zia:	*"That's right. Tell them that this assessment…"*
Navi:	*"…was for them to know which level they were in?"*
Zia:	*"Yes. Let them know that there will be no negative consequences from this."*
Madam:	*"Put a remark on, 'Nothing to do with your scores.'"*
Zia:	*"No effect on their scores, their performance scores, or their final grades."*
Lady:	*"…Reassure them that there will be 'No effect at all.'"*
Madam:	*"Yes."*

Furthermore, it was observed that after the participants shared their perspectives, they went back to using SSA in their classrooms and used the results of their discussion. This collaboration helped the participants to get through the transition process with confidence. For instance, there was an issue about whether they should explicitly tell the students about the technical terms of SSA. The group provided each other with feedback and then agreed that they did not want to make the students alarmed or excited. Therefore, they concluded that they should not tell the students the technical terms of SSA, in order to make the implementation smooth and natural. Their feedback and feedforward were reflected in one particular conversation, as follows:

Navi: *"Just explain the steps of SSA. Tell them how to do SSA."*

Zia: *"Do not explicitly tell them it is SSA. I did not do that."*

Lady: *"I did and the students were just like…confused."*

Zia: *"See? That's right. If you explicitly tell them, like 'class, this is SSA. It is a method for blah blah blah', the whole class will be alarmed and they will ask you a lot of questions. So why do we need to inform them that it was called SSA?"*

Lady: *"If I mention that it is called SSA, the students will be so curious?"*

Zia: *"Next time, make sure you do not use any technical terms at all. No jargon! We need to integrate SSA into our courses naturally. If we explain it to the students by using a lot of technical terms or some quotes from the theory, the students will focus on our academic explanation and it will end up confusing!"*

Madam: *"Naturally. Period!"*

As observed from the data, the four participants showed that they employed the learning community as a means to exchange their best practices in the use of SSA so that they could apply such practices in their classrooms. In addition, they observed each other's SSA instruments as well as sharing their problems and providing solutions.

4.3.3 Summary of Research Question 3

To sum up, it can be said that the training contributed to the participants'
assessment practice in the use of SSA as it was observed that they could plan,
implement, and evaluate their use of SSA in their classrooms with a variety of SSA
instruments. They could implement SSA in their classrooms effectively because of the
training, which provided them with shared goals regarding assessment practice in the
use of SSA, resources and support, opportunity to implement SSA in classrooms, and
collaboration in a learning community.

4.4 Conclusion

It was found that SSA was practiced in the nine RMUTs' EFL classrooms.
The nine RMUTs' EFL lecturers had moderate levels of assessment literacy and
assessment efficacy in the use of SSA. In addition, the training had a positive
influence on the participants' assessment practice, assessment literacy, and
assessment efficacy in the use of SSA, as summarised in Table 38.

*Table 38: Summary of the four participants' assessment practice, assessment literacy,
and assessment efficacy in the use of SSA*

No	Participant	Assessment practice		Assessment literacy	Assessment efficacy
		During training	After training		
1.	Lady	Used SSA	Does not use SSA	High	Very High
2.	Madam	Used SSA	Uses SSA	Very high	Moderate
3.	Navi	Used SSA	Uses SSA	High	Moderate
4.	Zia	Used SSA	Uses SSA	Very high	High
			Total	High	High

The results indicated that the training contributed to the participants'
assessment practice in the use of SSA because it provided opportunities for the
participants to share goals with regard to assessment practice in the use of SSA,

provided resources and support, and allowed the participants to implement SSA in classrooms. Furthermore, the participants' assessment literacy and assessment efficacy in the use of SSA were promoted through the hands-on experience in SSA and collaboration in a learning community.

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CHAPTER V
CONCLUSIONS AND DISCUSSIONS

This chapter presents a summary of the results of the study, followed by a discussion of the results. The chapter also discusses implications for practice and research, limitations of the study, and suggestions for future research.

5.1 Conclusions

5.1.1 Research Question 1: *What are the levels of assessment practice, assessment literacy, and assessment efficacy among EFL lecturers at Rajamangala Universities of Technology, with particular reference to the use of student self-assessment in their classrooms?*

In total, 55.67% of the 163 questionnaire respondents reported that they were users of SSA. The respondents reported having a moderate level of assessment literacy and assessment efficacy in the use of SSA. In addition, five major findings emerged from the analysis of the qualitative data drawn from the interviews with 48 interview informants.

- SSA as a tool to promote student learning – The participants believed that if they practised SSA in their classrooms, their students would be able to identify their strengths and weaknesses, plan for their future progress, and eventually, be responsible for their learning.

- Validity and reliability of SSA – The participants perceived that the students' underestimation and overestimation of their performances could be a threat to the validity of SSA results. The participants also noted that they suspected inconsistency between the lecturer assessments and SSA.

- Assessment literacy affecting assessment efficacy and assessment practice in the use SSA - The participants felt interested in using SSA in their classrooms, but they lacked assessment literacy in the use of SSA. Also, they believed that their limited assessment efficacy was a result of their limited assessment literacy.

- Challenges to successful assessment practice in the use of SSA – Four major challenges were identified. They were (a) the different classroom contexts, (b) the overwhelming workloads, (c) the students' limited knowledge, and (d) the students' characteristics.

- Solutions to the challenges – The questionnaire respondents and the interview informants suggested that ongoing and job-embedded training was the solution to the four aforementioned challenges to the successful use of SSA. Effective training should provide participants with assessment literacy and it should be aligned with the lecturers' individual needs and classroom contexts. The respondents and the informants also suggested that the training could be in the form of training activities such as workshops, individual and group conferences, and compiling portfolios. Besides assessment literacy in the use of SSA, possible forms of support would also be appreciated by the participants. The first form of support could be a lecturer support group, which is a community of professionals in which two or more teachers collaborate in meetings and work on a shared goal. The participants could observe and exchange each other's conceptions and principles of SSA. As a result, their principles and conceptions of SSA should be enhanced by the promotion of understanding among the teachers. In addition, a flexible training schedule and appropriate timing were also mentioned as factors affecting participation in training. Good timing could have a cumulative effect when the trainer promotes the training among the teachers.

5.1.2 Research Question 2: *How does assessment literacy training on the use of student self-assessment contribute to the assessment literacy and assessment efficacy of EFL lecturers at Rajamangala University of Technology Tawan-ok?*

The analysed data from the field notes, questionnaire, self-reported checklist, stimulated recall interview, and semi-structured interview for Part III highlighted the positive impact of the training on the assessment literacy and assessment efficacy of the four participants. The participants found that hands-on experience in SSA and collaboration in a learning community contributed to their development of assessment literacy and assessment efficacy in the use of SSA. After the training, the participants reported having high levels of assessment literacy and assessment efficacy in the use

of SSA. Also, the participants reported developing the five domains of assessment literacy, which are detailed as follows:

- *Knowledge:* The participants demonstrated essential knowledge and understanding of SSA characteristics throughout the training. They were able to indicate sound and unsound SSA and use an interpretation of SSA outcomes in making instructional decisions.

- *Skills*: The participants were able to administer SSA in the context of meaningful classroom activities. They could explain the steps of conducting SSA to their students and describe their implementations to their colleagues.

- *Principles:* The findings revealed that the participants' principle use of SSA was as an assessment for learning. The participants constantly reported that SSA was used to promote students' understanding of how they were assessed or expected to perform the tasks. The participants also claimed that their students' motivation to study English was promoted after performing SSA.

- *Conceptions*: The participants perceived that SSA was applicable to their classrooms. It was found that they used the results from SSA to inform students of their instructions.

- *Awareness of students' language-specific competencies*: There was a discrepancy between the awareness of students' language-specific competencies and the participants' assessment practice. The participants were aware that their students used English as a foreign language; however, their assessment criteria reflected the fact that they expected their students to use native-like English.

With regard to assessment efficacy, the participants reported increasing levels of assessment efficacy as the semester progressed. They reported that they were confident in having adequate knowledge of SSA, developing SSA instruments, explaining about SSA to their students and colleagues, monitoring their implementations of SSA in their classrooms, and using and interpreting results from SSA.

5.1.3 Research Question 3: *How does assessment literacy training on the use of student self-assessment contribute to the assessment practice implemented by EFL lecturers at Rajamangala University of Technology Tawan-ok?*

In response to Research Question 3, the participants reported that their assessment practice in the use of SSA could be promoted by such training. The results indicated four aspects of training that contributed to assessment practice in the use of SSA. They were the sharing of goals with regard to assessment practice in the use of SSA, provision of resources and support, implementation of SSA in classrooms, and collaboration in a learning community. As a result of the mentioned training aspects, the participants used SSA in their classrooms throughout the semester. The participants employed SSA to examine the students' direct assessment of specific performance and socio-affective assessment. The SSA instruments employed by the participants were self-rated rating scales, scoring rubrics, questionnaires, checklists, and description and reflection.

In addition, it was found that the participants employed what they had learned from the workshop to plan for using their SSA instruments. Before designing the SSA instruments, they examined the students' characteristics, course contents, and time allocations. Then, they adapted the SSA instruments to their classrooms. While the students performed SSA, the participants observed the students' reactions and collected feedback from the students. In the conferences, the participants reflected on and evaluated their use of SSA in terms of student learning, effectiveness of SSA instruments, and challenges encountered in the classrooms. The participants also exchanged comments, feedback, and feedforward in the learning community. Based on the hands-on experience in the use of SSA and the discussions in the learning community, the participants were able to continue implementing the SSA in their classrooms.

5.2 Discussions

With reference to the survey and the training, several issues are discussed as follows:

5.2.1 SSA employed by the nine RMUTs' EFL lecturers
5.2.1.1 SSA model in the context of the nine RMUTs' classrooms

The SSA model employed by the participants was a median model of self-assessment (the standard model). None of them employed weaker models of SSA (self-marking or sound standards), stronger models of self-assessment, or the strongest models of self-assessment. Throughout the training, the participants customised SSA to their classroom contexts. All of them established criteria for the students to self-evaluate their performance and assignments before submitting the results to the lecturers. Some training participants used SSA with peer assessment. In this context, the four participants played the role of 'final station' in SSA activities. They assessed the SSA results and provided feedback on the students' performances and the students' use of SSA instruments. In this study, the respondents, informants, and participants similarly considered SSA as a low stake classroom assessment, so they only employed SSA to obtain the students' viewpoints and learning progress. There was no evidence that other models of SSA were used during Part II and Part III since the participants only used the median model of SSA. Therefore, the context of the classroom should be strongly emphasised in the implementation of SSA. Also, the training should focus on the lecturers' viewpoints towards SSA and the level of its stake.

This finding corresponded to the previous findings from the literature. Taras (2010) reported that the median model of self-assessment (the standard model) was the most popular model in Asian university classrooms. Similar to the findings of Taras (2010), the findings in this study indicated that this model was popular because it assisted the students in becoming aware of their genuine strengths and weaknesses. In addition, the integration of SSA with peer assessment and teacher assessment has been found in Matsuno (2009), Murakami et al. (2012) and Taras (2010). The findings in this study included the observation of some consistency between the results from

SSA, peer-assessment and teacher-assessment, which is similar to the findings of Matsuno (2009), Murakami et al. (2012) , and Pope (2005). However, the findings did not support the low correlation between self-assessment and teacher assessment found by Patri (2002) and Saito and Fujita (2004).

5.2.1.2 SSA as a teacher-centred paradigm

It is interesting that the use of SSA was, in fact, a teacher-centred paradigm rather than a student-centred paradigm. In this study, the teacher-centred paradigm was observed throughout in that the students worked on their SSA instruments alone and the lecturers were the ones who took control of the classrooms. The lecturers also directed all SSA activities. The participants seemed to design the SSA instruments to serve their needs, not the students' needs. Throughout the training, it could be observed that the participants planned, implemented, reflected on, revised, and evaluated their use of SSA without the students' contribution. They thought that they had implemented SSA correctly and properly because they had observed that their students could use the SSA instruments. The participants transmitted their knowledge of SSA to the students while the students just passively followed the lecturer's orders. Many accounts provided by the participants evidenced the fact that the participants were the evaluators of the SSA's effectiveness. They made judgements on the students' use of SSA instruments based on their observations. For example, Madam reported, "*I observed that my students were getting better at writing CVs. They checked their writing assignments against the checklist given to them.*" Similarly, Zia claimed that her students were unable to generate their own test due to their insufficient proficiency. This was evidenced by the fact that they could not even pass her test. They also believed that the student-centred paradigm of SSA would not be successful because the students still needed guidance from the lecturers. When they were asked if they would continue using SSA, all four participants replied that they would use SSA because it conveniently fit their teaching contexts.

Therefore, it can be concluded that the lecturers, who controlled the classrooms, were most responsible for the implementation of SSA. These results supported the results produced by Borko (2004), Chapman (2008), and Garet, Porter, Andrew, and Desimone (2001) in that the teachers were the organisers of classroom

assessment. This study also found that SSA, which was regarded as an alternative kind of assessment, was also organised by the teacher. In contrast, this study did not support Kissling. E.M. and O'Donnell (2015), Mok et al. (2006), and Wolffensperger and Patkin (2013), who found that the power to make decisions should be shifted from teachers to students. One possible explanation is the Asian classroom culture. According to Biggs and Watkins (2001), the teacher is well respected as a mentor and a figure who imparts wisdom to novice students. Ultimately, the participants' assessment practice in the use of SSA still followed the teacher-centred paradigm of SSA, which echoed the many previous studies on the use of SSA (Alderson, 2005; Birjandi & Tamjid, 2012; Brantmeier, 2005, 2006; Huang, 2015; Little, 2009; Suzuki, 2015; Wan-a-rom, 2010).

5.2.1.3 Factors affecting the students' underestimation and overestimation in SSA

It is not surprising that the respondents, informants, and participants mentioned the students' underestimation and overestimation of their performance and proficiency. Some informants even claimed that SSA could not succeed in the contexts of the nine RMUTs' EFL classrooms because it could not yield valid and reliable results. In an attempt to explain why the students underestimated or overestimated their performance and proficiency, some informants blamed the students' 'honesty', 'irresponsibility', and 'lack of linguistic knowledge'. However, the literature pointed out that students tend to overestimate or underestimate their own proficiency due to psycholinguistic factors, such as anxiety (MacIntyre et al., 1997), experiences in language learning (Suzuki, 2015), and perceived competence (Malabonga et al., 2005; Matsuno, 2009). For example, one informant from RMUTTO recalled that there was some discrepancy between the students' self-rated scores and the teacher-rated scores. As such, she did not believe in the reliability of SSA and she would prefer not to use SSA in her classroom again. What the informant from RMUTTO experienced was similar to Matsuno (2009), who compared self-assessed, peer-assessed, and teacher-assessed scores from writing tests. According to Matsuno (2009), self-assessors underestimated and underrated their own writing tests but gave higher scores to their friends. Matsuno (2009) also found that the self-

assessed test scores were not consistent with the teacher-rated ones. Therefore, the students' socio-affective factors and perceived competence could well be responsible for the underestimation and overestimation when evaluating their performance and proficiency.

5.2.2 The participants' development of assessment practice, assessment literacy, and assessment efficacy in the use of SSA

5.2.2.1 A learning community to promote assessment literacy, assessment efficacy, and assessment practice in the use of SSA

Formal and informal collaboration among the participants was found as the most effective training activity that provided the participants with a supportive learning community. It was observed that the participants exchanged ideas and assessment practices with other participants in the formal conferences and on some informal occasions like lunch breaks or small talk. As a result of the discussions, the participants showed that they had improved their assessment literacy and gained more assessment efficacy. With these changes, it can be said they changed or revised their assessment practice on the use of SSA as a consequence of the discussions. This naturally occurring form of collaborative discussion, among participants who shared the same common goal in the use of SSA, could be identified as what Bransford et al. (2000) defined as 'a learning community'.

In this study, the learning community seemed to enhance the participants' self-assessment (referred to as 'lecturer self-assessment') in their use of SSA. Lecturer self-assessment was at the centre of the mechanism required to develop assessment literacy, assessment efficacy, and assessment practice. The participants self-assessed their use of SSA by using two sources of data: the students' feedback and their fellow participants' comments. With regard to the students' feedback, the participants' assessment literacy and assessment efficacy were reinforced when they received good student cooperation and positive feedback on their SSA activities. For instance, Madam perceived that her students could perform well in using her checklist and she felt that the checklist helped her students' learning. Therefore, she felt more confident in using SSA. With regard to fellow participants' comments, the participants were

implicitly prompted to self-assess their own SSA practices when they joined the discussions about their use of SSA. In these discussions, they shared stories of their successes or challenges. For example, Lady and Madam self-evaluated how well they had employed scoring rubrics against their desired levels when they compared their expected and actual usage of scoring rubrics in their classrooms.

5.2.2.2 Effects of the training on assessment practice in use of SSA

It can be said that the training was effective in promoting assessment practice in the use of SSA, according to three aspects.

Firstly, the researcher aligned the content of the SSA training with the participants' needs. The unique needs of individual lecturers have been confirmed as a crucial factor affecting the effectiveness of the training. In this study, the respondents, informants, and participants expressed their unique needs regarding the use of SSA. Focused content and duration of the training, sufficient resources, student characteristics, and lecturers' workloads were identified as factors affecting need throughout the questionnaire and interview process. Also, the participants believed that a 'one-size-fits-all' training approach could not contribute to their assessment practice because they perceived that they delivered different courses, had dissimilar departmental policies, and taught diverse groups of students.

Secondly, the training was effective because its various activities were found to promote active participation with hands-on experience. The training was designed to include activities that were ongoing, job-embedded, instructionally focused, and coherent with regard to their courses. This effective training design echoes the previous training designs by T. R.   Guskey (1995) and Garet et al. (2001). The mentioned previous studies pointed out that these elements provided teachers with professional development opportunities to meet their needs. Similarly, in this study, the participants' needs were met through the training activities. For example, they learned about SSA from the workshop. Then, they actively participated in the training when they compiled their hands-on work in their portfolios and later reflected on their implementations in the conferences. The evidence suggested that multiple-activity training was better than single-activity training. This finding was in line with Gulamhussein (2013), who found that the

traditional professional development method of using a sole workshop was not useful. Also, the use of multiple training activities was in good agreement with Yoon, Duncan, Scarloss, Shiplay, and Lee (2007) in that it promoted the teachers' practice.

Thirdly, the training contributed to the participants' assessment practice in the use of SSA by encouraging them to contextualise their SSA practice. By doing so, the participants were urged to make assessment decisions on their own. The training, which was intentionally designed to serve the unique needs of individual participants, served them well as each participant could now administer SSA independently. It could be observed that the participants had evaluated their assessment practice in the use of SSA and made decisions on it throughout the training – from planning to revision. Throughout the training period, the participants were encouraged to make decisions regarding assessment by considering what SSA actions they would take in their courses. It was remarkable to observe that each participant made different decisions in their use of SSA depending on the purpose. Some SSA decisions were made in the workshops, while designing SSA instruments, or after making judgements on the students' performance. After the training, the participants explicitly stated that they knew what a fully formed and perfect SSA practice should look like; however, they only practised the aspects of SSA that served their needs and contexts. This finding supported Davies (2008) and Eley (2006)), in that effective decision-making in assessment should be influenced by the particular context, rather than abstract theories or principles.

5.2.2.3 Effects of the training on assessment practice, assessment literacy, and assessment efficacy in the use of SSA: knowledge for practice, knowledge of practice, and knowledge in practice

The results from this study pointed towards the idea that the participants had gained assessment literacy and assessment efficacy through the training, the hands-on experience in using SSA in their classrooms, and the engagement in the learning community. This could be observed from the fact that the participants perceived that they had gained assessment literacy in the use of SSA and then implemented SSA in their classrooms. Once they perceived that they could successfully practise SSA, their assessment literacy and assessment efficacy was reinforced. As Zia said, "*We had*

learned from our use of SSA in the previous classes that we could do it". With their reinforced assessment literacy and assessment efficacy in the use of SSA, the participants were urged to go one step further by continuing to use SSA in their future classrooms, which would eventually contribute to their assessment practice in the use of SSA. This dynamic process could be observed throughout the training.

This dynamic process could possibly be explained by using Cochran-Smith and Lytle (1999) three stages of acquiring knowledge from professional development. According to Cochran-Smith and Lytle (1999), a teacher can gain knowledge from professional development in three stages: knowledge for practice, knowledge of practice, and knowledge in practice. The first stage, knowledge for practice, began with the sharing of knowledge which was disseminated in the workshop. In the workshop, the trainer took the role of an expert in SSA who disseminated knowledge of SSA among the participants. The participants, who took the role of SSA novices, learned about SSA theory, models of SSA, SSA instruments, etc. The participants received knowledge in the use of SSA with the awareness that they must put the received knowledge into practice in their classrooms. As they were in the stage of knowledge for practice, they still lacked their own constructed knowledge in the use of SSA. Therefore, they designed all of the possible implementations of SSA according to their own classrooms. This was reflected in their fully detailed implementation plans, which were impossible to implement in other authentic classrooms.

Then, the participants entered the knowledge-in-practice stage, which was based on the practical knowledge of using SSA. This knowledge stage was catalysed through experience and reflection. The participants were urged to utilise what they had learned and planned in the workshop during spontaneous and authentic classroom moments. They made decisions, interacted with their students, and solved problems spontaneously. In this stage, the participants were said to have acquired knowledge in practice when their knowledge, skills, principles, conceptions, and awareness of students' language-specific competencies were embedded in real-world use of SSA. The discussions in the formal and informal learning community also enhanced the participants' assessment practice, assessment literacy, and assessment efficacy in the use of SSA. As the participants discussed things with their fellow participants, they

emphasised their challenges and exchanged their best practices. Some participants even borrowed instruments from others. For example, Lady borrowed the scoring rubrics format from Madam and modified it to her own requirements. As a result of the hands-on experience and the learning community, the participants gradually modified their implementation plans to fit the contexts. This phenomenon was consistent with Cochran-Smith and Lytle (1999)in that the teachers observed and imitated the classroom strategies and best practices of their more competent fellows. As a consequence of the acquired knowledge-in-practice, they also improved their assessment literacy and gained more assessment efficacy throughout the training.

Finally, the participants gradually developed their own knowledge of practice when they used their own courses to gain an in-depth understanding of SSA. According to Cochran-Smith and Lytle (1999), the teacher obtains knowledge-of-practice when they take a central role in generating knowledge by using their own classroom as a site for inquiry. In this study, the training participants' hands-on experience was used to help them better understand the nature and authentic use of SSA. Their newly constructed knowledge was a result of the training and their prior knowledge about their courses. They were able to observe the transformation from the theory of SSA to practice in their own classrooms. As a result, the participants could construct an individual meaning of SSA that went well with their own classroom contexts and personal preferences. With these contributions, their assessment efficacy may have improved as a result of the increasing assessment literacy. This is supported by Chapman (2008), who indicated the positive relationship between assessment literacy and assessment efficacy. This study also found that assessment literacy and assessment efficacy in the use of SSA were interrelated.

5.2.3 Effective assessment literacy training in the use of SSA
5.2.3.1 Preferred effective professional development

These results of this study reveal positive signs for Thai EFL university lecturers' development in the use of SSA in their classrooms. They also indicate useful practices which training program developers could use to create more context-specific training to meet the needs and expectations of training participants. The results of this current study suggest that prospective training program developers

should consider the context of the trainees as a basis for development. With the increasing number of contextual factors – such as lecturers' working conditions, students' backgrounds, and departmental policies – the designer of the training on the use of SSA should not only emphasise how the course content could educate the lecturers, but also how the lecturers could prolong their practices of SSA in their own contexts. To achieve this goal, the training should equip the lecturers with assessment literacy in the use of SSA. As reported in the results, the training should cover the five major areas of SSA: the knowledge, skills, principles, and conceptions of SSA; and awareness of students' language-specific competencies. With regard to the knowledge and skills, the participants perceived that they did need training in these areas as a basis of their SSA implementation in their classroom. The third area, principles, was also identified as a crucial factor. The participants were well aware of their conditions and situation as well as the need to find a way to integrate SSA in relation to their institutional conditions. With regard to the fourth major area, conceptions, the results showed that the participants' conceptions were regarded as key to the success or failure of the training on the use of SSA. This finding was consistent with what scholars in the field have claimed with reference to the notion of assessment literacy, in that effective assessment practice requires assessment-related knowledge and skills with the proper principles and conceptions (Davies, 2008; Fulcher, 2012; O. Inbar-Lourie, 2008). These findings thus confirm that assessment literacy requires other domains besides knowledge and skills. They are principles (Davies, 2008), conceptions (G. T. L. Brown, 2004), and awareness of students' language-specific competencies (O. Inbar-Lourie, 2013).

5.2.3.2 Suggested key elements of effective training to promote the use of SSA in the nine RMUTs EFL classrooms

The results in this study suggest that the use of SSA could be promoted by effective training. In this study, the participants received knowledge and skills input from the workshops, which were conducted by the researcher in the role of facilitator. The participants mentioned that they had received knowledge in the use of SSA from the workshops, which were designed to serve their needs in the use of SSA. These results supported the concepts of effective training by Borko (2004) and Richards and

Farrell (2005) in that the teacher's knowledge could be promoted through four elements: context, training, the facilitator, and the teacher.

Furthermore, the importance of the learning community was addressed as the most effective element that allowed the participants to collaboratively construct their assessment literacy and assessment efficacy in the use of SSA. The participants, who collaborated with one another, were able to develop their assessment literacy, assessment efficacy, and assessment practice in the use of SSA. The participants also exchanged their knowledge, skills, principles, and conceptions with other participants and the researcher-facilitator when they joined formal and informal learning communities in the workshops and conference sessions. These naturally occurring forms of collaborative discussion among the participants, who shared the same common goal in the use of SSA, could be identified as what Bransford et al. (2000) defined as 'a learning community'. The results in this study substantiate previous results in the literature, which found that professional practice could be accomplished by a group of teachers working with a shared common purpose. This study also has a number of similarities to those of Darling-Hammond and McLaughlin (2011) Meister (2010) and Richards and Farrell (2005), who found that the participants in a learning community could act as mentors and coaches to their fellows. Finally, this study confirms the finding of Desimone (2011) in that effective training should involve a collaborative community rather than isolationist practices. Therefore, 'learning community' should be added to the key components of effective training.

Hence, this study strongly supports such incorporations among the training participants, the facilitators, the training activities, and learning communities within specific contexts, as reflected by Fullan (2007, p. 35), who proposed:

> *"Training as a term and as a strategy had run its course. The future of improvement, indeed of the profession itself, depends on a radical shift in how we conceive learning and the conditions in which teachers and students work."*

Thus, the results from this study suggest the following research-based training elements that promote assessment literacy, assessment efficacy, and assessment practice in the use of SSA, as presented in Figure 6.
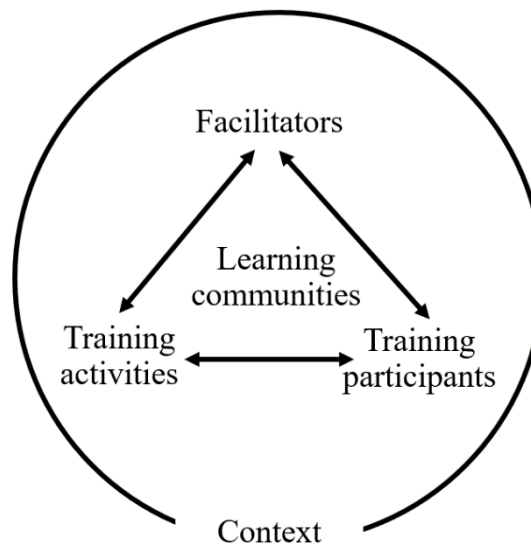
Figure 6: Suggested key elements of effective training in the use of SSA

The five key elements for promoting lecturers' assessment literacy, assessment efficacy, and assessment practice in the use of SSA could be described as:

- *The context*: This is the context in which the training occurs. It involves the lecturers' principles and conceptions with regard to the university policy, course objectives and content, lecturers' workload and time allocation, and lecturers' group culture.

- *The training activities*: These are the ongoing activities which are aligned with the target lecturers' needs and contexts. The activities should be so meaningful that the lecturers are empowered with the knowledge, skills, and awareness of students' language-specific competencies. The activities should be wide-ranging and involve hands-on experience, workshops, conferences, etc.

- *The participants*: The lecturers become those who take roles as learners, experimenters, mentors, observers, and evaluators during the training.

- *The facilitator*: The trainer(s) who facilitate the professional development activities and provide necessary resources for the lecturers when they construct the new assessment literacy and implement the new assessment practice.

- *The learning communities*: Spaces which are created by the facilitator and the lecturers. They could involve formal and/or informal discussions that serve as stages for exchanging ideas, discussing the practice, reinforcing assessment literacy and assessment efficacy, and enhancing the training experience.

With these five key elements, the training which was aimed at promoting the use of SSA in Thai university EFL classrooms could be accomplished.

5.3 Implications

5.3.1 Pedagogical Implications

This study sheds light on some useful pedagogical implications as follows. To promote SSA in Thai tertiary EFL classrooms, the lecturers must be the key persons who execute the implementation plan and carry out the practices in their classrooms. To convince the lecturers to practise the SSA in their classrooms, the lecturers' assessment literacy and assessment efficacy need to be supported with effective ongoing training. Based on the results of this study, the designer of the effective ongoing training should do the following:

Include the lecturers in the in-service training decisions, design, delivery, and evaluation process. By empowering the lecturers in this process, the training could be more meaningful and effective.

Create alignment between the lecturers' needs and the theory. Rather than offering the lecturers one-size-fits-all training, the trainer should examine the lecturers' individual needs. Examining the lecturers' needs before designing the training, therefore, could prevent inadequate or excess preparation with regard to significant aspects of the training. Then, the lecturers themselves would also be motivated to attend the training and then precisely transfer what they learn in the training to their actual practice (Fulcher, 2012).

Improve the lecturers' knowledge and skills in SSA through hands-on experience.

Provide sufficient time for training and adequate resources for the lecturers to consult or research.

Promote collaboration and support among the lecturers. This could be in the form of a learning community or a lecturers' support group. The lecturers should be encouraged to support each other during the ongoing training, in which they put the received knowledge from the training into practice in their actual classrooms.

Follow-up on what the lectures have practised in their classrooms. By doing so, the trainer could reflect and provide feedback or feedforward to those who need them.

Therefore, the needs of the lecturers should be examined before designing the training in order to promote assessment literacy, assessment efficacy, and assessment practice in the use of SSA. In addition, the training should be flexible according to the departmental context and actual organisational context.

5.3.2 Assessment literacy, assessment efficacy, and assessment practice in the use of SSA

Three implications emerged from this study, as follows:

(a) Assessment literacy is considered to be the factor which kick-starts assessment practice and assessment efficacy. To promote assessment practice and assessment efficacy in SSA, the lecturers should be primarily equipped with adequate background knowledge of SSA by using context-specific workshops.

(b) The lecturers' knowledge and skills in the use of SSA could be strengthened by evidence-based practice in their own classrooms. Therefore, encouraging the lecturers to apply what they have learned in the workshop to their classroom could promote their assessment literacy and assessment efficacy in the use of SSA

(c) A combination of evidence-based practice and a support group could result in the development of the lecturers' knowledge, skills, principles, conceptions, and awareness of students' language-specific competencies. The training should offer adequate time for the lecturers to engage in a learning community in which they could collaboratively discuss and reflect on their practice and learning. Support and mentoring with an emphasis on SSA could reinforce the lecturers' assessment literacy and assessment efficacy in the use of SSA. The trainer or facilitator should create a supportive culture that allows the lecturers to feel comfortable and confident enough to revisit, monitor, and evaluate their assessment literacy, assessment practice, and assessment efficacy in the use of SSA.

5.3.3 Methodological Implications

In addition to the pedagogical implications mentioned in the preceding section, some methodological implications also emerged from the study, for those interested in researching the issues surrounding the use of SSA.

There were sometimes discrepancies between what the participants self-reported that they do and what they actually did in classroom. This study found that the participants often mentioned their conceptions, principles, and awareness of students' language-specific competencies; however, the classroom observations of their actions sometimes did not support their claims. For example, Zia reported that she was fully aware that her students were EFL students and she intended to use more lenient SSA scoring rubrics. Yet, her scoring rubrics required her students to produce native-like English sounds. It was possible that when the participants verbalised their thoughts, they reported what they perceived would occur, but their actions were not yet fixed in place.

In addition, the use of field notes could provide deviant data that led to salient data. In this study, field notes were used to record additional observations and the researcher's reflections on the events, and information regarding the training and the participants. Initially, field notes were supposed to be used for additional information. However, the field notes actually conveyed the repeated patterns of informal learning among the participants. The researcher, then, extended the focus of attention to the informal learning community. After that, the excerpts from the stimulated recall confirmed the importance of the informal learning community to the development of the participants' assessment literacy, assessment efficacy, and assessment practice in the use of SSA.

Therefore, using multiple types and/or multiple sources of data could enable the validity of the results and data, especially complicated personal-like data (Pajares, 1992). In this study, the multiple types and sources of data allowed the researcher to cross-check, analyse, and recognise the repeated patterns of the participants' assessment practice, assessment literacy, and assessment efficacy. The use of multiple data sources also helped the researcher to validate the data. In the aforementioned case, the researcher employed data from the portfolio to ask Zia to clarify the discrepancy between her self-report and her actual practice observed in the classroom.

Therefore, the researcher was able to develop the interpretation and explanation of the results by triangulating the data ((J.W. Creswell, 2013).

5.4 Limitations

The limitations of this study are as follows:

First, the informants had been chosen for this study by using voluntary and snowballing sampling techniques. They may have had an interest in using SSA and a strong tendency to join training programmes. Therefore, the data obtained from the interview might have been skewed towards lecturers with an existing interest in the use of SSA, and training. Second, due to distance and location constraints, the researcher partially distributed the questionnaire by using the postal method, while some informants were interviewed via telephone. When using the postal method, the researcher asked the contact persons to distribute the questionnaires for her. As some contact persons did not check for completion before returning the packages to the researcher, it was found that some returned questionnaires were not complete and needed to be excluded from the data analysis. In addition, the interview via telephone did not allow the researcher to observe the body language of the informants. She might have failed to observe the reactions or catch the feelings of the informants while giving information.

Two limitations are addressed with regard to Part II: Training and Part III: Follow-up. The first limitation is the issue of generalisability. This study was highly contextualised with a small group of voluntary participants. Therefore, generalising the results across other populations may not be suggested (J. W. Creswell, 2009). In this study, the context, backgrounds and characteristics of the participants are clearly given for those who work in similar contexts or conditions to apply the results in their very own contexts. For example, the results may be applicable to the nine RMUTs' in-service EFL lecturers who share similar characteristics. Second, the results might be influenced by the Hawthorne effect (Suter, 1998). It should be noted that the researcher served in the position of teacher and she was also considered a colleague of the participants. Throughout this study, the researcher's roles were trainer and observer. Therefore, the presence of the researcher might have affected the actions of

the participants. To minimise the Hawthorne effect, the researcher encouraged the participants to express their authentic thoughts and recheck the consistency of the obtained data throughout the data collection process. Also, the researcher followed the code of confidentiality with the participants to ensure that their identities would be strictly protected.

5.5 Recommendations for Future Research

The following are some recommendations for further studies.

5.5.1 Assessment practice, assessment literacy, and assessment efficacy

(a) In this study, only assessment practice, assessment literacy, and assessment efficacy were emphasised. However, the researcher believed that there should be other constructed variables underlying these three factors, such as attitude towards the training, motivation to participate in the learning community, and teacher burnout. Those variables are worth investigating in order to enhance understanding of how the in-service lecturers develop their assessment practice, assessment literacy, and assessment efficacy.

(b) It had been observed by the researcher that some training participants employed peer assessment along with SSA. More studies should be conducted in order to investigate whether the trained lecturers can adapt and apply their acquired assessment literacy, assessment efficacy, and assessment practice of one type of language assessment to other types of language assessment.

(c) Although this study included an overview of the current situations of assessment literacy, practices, and training needs in the use of SSA, it did not provide in-depth and complete information about the context under investigation. It did not, for instance, investigate the practices and policies of the participants' organisation with regard to the use of language assessment, which might account for the participants' decisions to use SSA. Moreover, in the open-ended responses, the participants did mention the context-specific factors influencing their use of SSA and their training. To look more closely at these issues, more qualitative research is necessary to explore information from a variety of stakeholders, and to understand how the teachers' assessment literacy and practices in the use of SSA could be

influenced by training with a context-specific design. Other aspects – such as teachers' working conditions, teachers' beliefs regarding students, and teachers' backgrounds in the use of SSA – should also be examined in order to construct a framework on the use of SSA in EFL classrooms in Thai universities.

5.5.2 Training

(a) Since this study was highly context-specific, future studies should be conducted to investigate the successful contribution of job-embedded training in different university contexts, characteristics of the lecturers, training activities, and levels of collaborative practice.

(b) The results of this study did not provide us with the exact number of contact hours and training activities that best promote the development of lecturers' assessment literacy, assessment efficacy, and assessment practice. Future research should be focussed on the quality and quantity of each activity as well as the contact hours of training. Moreover, the types of training activity that best serve the needs of lecturers should be further investigated.

(c) This study found that effective ongoing training could promote the lecturers' assessment practice, assessment literacy, and assessment efficacy in the use of SSA in classrooms. Future research should be conducted to examine the relationship between lecturers' training and the achievements of the students, who are the major stakeholders in the lecturers' classroom practices (T.R. Guskey, 2003).

(d) More future research should be performed to adapt the model of the ongoing job-embedded training to promote the lecturers' use of alternative forms of assessment, such as peer assessment, portfolios, and performance-based assessment.

5.5.3 More statistical analysis

(a) As the results and data pointed out the observable relationships between assessment literacy, assessment efficacy, and assessment practice, it would be interesting to employ a larger data set to firmly establish the possible relationships between these factors.

(b) More inferential statistical analysis should be performed to measure growth in lecturers' assessment literacy, assessment efficacy, and assessment practice as a result of the ongoing training. In addition, the collaborative culture among

lecturers in the same training community is worth establishing with a hierarchical model.

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APPENDICES

Appendix A

Estimated number of questionnaire respondents

No.	Strata (divided by the universities and campuses)		In-service EFL lecturers	Estimated number of survey respondents
	Universities	Campuses		
1.	Rajamangala University of Technology Suvarnabhumi (RMUTSB)	Hantra	11	6.72 round (7)
		Wasukri	7	4.28 round (4)
		Suphanburi	7	4.28 round (4)
		Nontaburi	8	4.89 round (5)
		Subtotal	*33*	*20*
2.	Rajamangala University of Technology Krung Thep (RMUTK)	Bangkok Technical	15	9.17 round (9)
		Bophit Phimuk Mahamek	5	3.06 round (3)
		Subtotal	20	12
3.	Rajamangala University of Technology Isan (RMUTI)	Nakhon Ratchasima	15	9.17 round (9)
		Khon Kaen	12	7.33 round (7)
		Subtotal	27	16
4.	Rajamangala University of Technology Thanyaburi (RMUTT)	Khlong Hok	36	22.00 round (22)
		Subtotal	*36*	*22*

(Continued)

No.	Strata (divided by the universities and campuses)		In-service EFL lecturers	Estimated number of survey respondents
5.	Rajamangala University of Technology Tawan-ok (RMUTTO)	Bangphra	12	7.33 round (7)
		Chantaburi	5	3.06 round (3)
		Chakrabongse Bhuvanarth	10	6.11 round (6)
		Utenthawai	3	1.83 round (2)
		Subtotal	30	18
6.	Rajamangala University of Technology Rattanakosin (RMUTR)	Bophit Phimuk Chakkrawat	8	4.89 round (5)
		Salaya	7	4.28 round (4)
		Subtotal	15	9
7.	Rajamangala University of Technology Phra Nakhon (RMUTP)	Bangkok Commerce	8	4.89 round (5)
		North Bangkok	19	11.61 round (12)
		Subtotal	27	17

(Continued)

No.	Strata (divided by the universities and campuses)		In-service EFL lecturers	Estimated number of survey respondents
8.	Rajamangala University of Technology Srivijaya (RMUTSV)	Songkla	11	6.72 round (7)
		Nakhon Si Thammarat	10	6.11 round (6)
		Subtotal	21	13
9.	Rajamangala University of Technology Lanna (RMUTL)	Northern Campus	15	9.17 round (9)
		Tak	11	6.72 round (7)
		Phitsanulok	9	5.50 round (5)
		Nan	5	3.06 round (3)
		Lampang	5	3.06 round (3)
		Subtotal	45	27
		Total round	254	154.24 (154)
	Expected numbers of survey respondents		254	**154**

Appendix B

Actual number of survey respondents (N = 254, n = 163)

No.	Strata (divided by the universities)	Number of survey respondents		%	Cumulative percentage
		Expected	Actual		
1.	Rajamangala University of Technology Suvarnabhumi (RMUTSB)	20	20	12.27	12.27
2.	Rajamangala University of Technology Krung Thep (RMUTK)	12	12	7.36	19.63
3.	Rajamangala University of Technology Isan (RMUTI)	16	16	9.82	29.45
4.	Rajamangala University of Technology Thanyaburi (RMUTT)	22	25	15.34	44.79
5.	Rajamangala University of Technology Tawan-ok (RMUTTO)	18	21	12.88	57.67
6.	Rajamangala University of Technology Rattanakosin (RMUTR)	9	9	5.52	63.19
7.	Rajamangala University of Technology Phra Nakhon (RMUTP)	17	17	10.43	73.62

(Continued)

No.	Strata (divided by the universities)	Number of survey respondents		%	Cumulative percentage
		Expected	Actual		
8.	Rajamangala University of Technology Srivijaya (RMUTSV)	13	13	7.98	81.60
9.	Rajamangala University of Technology Lanna (RMUTL)	27	30	18.40	100.00
	Total	**154**	**163**	**100.00**	

Appendix C

Lesson Plan and Materials for Workshop 1

1. LESSON PLAN FOR WORKSHOP 1

1.1 Title:	Why student self-assessment should be used in my class?
1.2 Duration:	3 hours

1.3 Focus: *Knowledge:*   - definition of student self-assessment

        - purposes of student self-assessment

        - skills and factors focused on in student self-

          assessment in the English class

        - advantages of student self-assessment

        - challenges in using student self-assessment

Skills: -

1.4 Objectives: *Terminal objective:*

By the end of this workshop, the teacher participants will be able to describe the necessity and potential of implementing student self-assessment in their classrooms.

Enabling objectives:

In order to achieve the terminal objective, the teacher participants will be able to accomplish the following:

- Describe the definition of student self-assessment.

- Describe the purpose(s) of student self-assessment.

- Describe the skills and factors focused on in student self-assessment.

- Identify potential challenges in using student self-assessment.

- Construct the use of student self-assessment in the departmental level and the classroom level.

1.5 Room set-up: - The room is arranged into a u-shape.

1.6 Activities: - unity-building activities

- direct instruction presentations
- small-group discussions
- reflection time

1.7 Procedures

Activity	Procedures	Time spent
Introduction	The researcher introduces the teacher participants to the workshop by describing the schedule and outline of the training.	15 min
1. unity-building activities 2. small-group discussions	The researcher uses the jigsaw game to raise the teacher participants' awareness of student self-assessment. The researcher demonstrates how to match each jigsaw piece only one time. Then, ask the teacher participants to match the jigsaw pieces. After the teacher participants finish their jigsaw matching, the researcher stimulated them to think about their performance, their thinking process, their task, and their satisfaction on their problem solving skill.	30 min

Activity	Procedures	Time spent
1. direct instruction presentations 2. small-group discussions	(Materials No. 1.1) The researcher shows the video on "Self-Assessment: Reflections from Students and Teachers" and then asks the teacher participants to add more ideas to what they have received from the video. The researcher adds more details to the graphic organiser on the whiteboard to illustrate the ideas emerging from the discussion. Finally, the researcher and the teacher participants come up with the definition of student self-assessment.	15 min
direct instruction presentations	(Materials No. 1.3) The researcher introduces the definition, purposes, and skills and factors to focus on in student self-assessment in the language classroom.	15 min
1. unity-building activities 2. small-group discussions	(Materials No. 1.2) To discuss the significance of the use of student self-assessment, the teacher participants will be given two abstracts from previous studies on student self-assessment: one for advantages of student self-assessment and the other for problems in using student self-assessment. Then, the researcher invites the teacher participants to share their ideas on the use of student self-assessment. The researcher writes the graphic organiser on the whiteboard to summarise the ideas emerging from the discussion.	30 min

Activity	Procedures	Time spent
direct instruction presentations	(Materials No. 1.3) The researcher introduces the significance of using student self-assessment in the language classroom.	15 min
small-group discussions	(Materials No. 1.4) The researcher asks the teacher participants to brainstorm their ideas regarding the potential courses that student self-assessment can be implemented. Then, they share their ideas with others.	45 min
reflection time	(Materials No. 1.3) The researcher concludes the workshop by inviting the teacher participants to share their opinions about, and comments on, the use of student self-assessment as well as the delivery of the workshop.	15 min

1.8 Evaluation and evidence

The teacher participants' performance with reference to each objective of the workshop will be observed and then evaluated from the following pieces of evidence.

Terminal objective: By the end of this workshop, the teacher participants will be able to describe the necessity and potential of implementing student self-assessment in their classrooms.

Evidence: ■ With reference to Materials No. 1.4, the teacher participants can justify their selection of the potential courses that student self-assessment can be implemented.

Enabling objective 1: Describe the definition of student self-assessment.

Evidence: ■ During the discussion, the teacher participants can give the components of the definition of student self-assessment.

Enabling objective 2: Describe the purpose(s) of student self-assessment.

Evidence: ■ During the discussion, the teacher participants can describe the purposes of student self-assessment.

Enabling objective 3: Describe the skills and factors focused in student self-assessment.

Evidence: ■ During the discussion, the teacher participants can describe the skills and factors focused in student self-assessment.

Enabling objective 4: Describe the significance of student self-assessment.

Evidence: ■ During the discussion, the teacher participants can describe the significance of student self-assessment.

Enabling objective 5: Construct the use of student self-assessment in the departmental level and the classroom level.

Evidence: ■ With reference to Materials No. 1.4, the teacher participants can identify and justify the potential English courses that student self-assessment can be implemented.

………………END of WORKSHOP 1………………

Materials for Workshop 1

Materials No.1.1 :   **Sample captions for "Self-Assessment: Reflections from Students and Teachers"**

Source: www.youtube.com/watch?v=CkFWbC91PXQ

Materials No.1.2 :   Positive and negative aspects of student self-assessment from   the studies by Matsuno (2009) and Kissling and O'Donnell, (2015)

Handout 1

Self-, peer-, and teacher-assessments in Japanese university EFL writing classrooms

Multifaceted Rasch measurement was used in the present study with 91 student and 4 teacher raters to investigate how self- and peer-assessments work in comparison with teacher assessments in actual university writing classes. The results indicated that many self-raters assessed their own writing lower than predicted. This was particularly true for high-achieving students. Peer-raters were the most lenient raters; however, they rated high-achieving writers lower and low-achieving writers higher. This tendency was independent of their own writing abilities and therefore offered no support for the hypothesis that high-achieving writers rated severely and low-achieving writers rated leniently. On the other hand, most peer-raters were internally

consistent and produced fewer bias interactions than self- and teacher-raters. Each of the four teachers was internally consistent; however, each displayed a unique bias pattern. Self-, peer-, and teacher-raters assessed Grammar severely and Spelling leniently. The analysis also revealed that teacher-raters assessed Spelling, Format, and Punctuation differently from the other criteria. It was concluded that self-assessment was somewhat idiosyncratic and therefore of limited utility as a part of formal assessment. Peer-assessors on the other hand were shown to be internally consistent and their rating patterns were not dependent on their own writing performance. They also produced relatively few bias interactions. These results suggest that in at least some contexts, peer-assessments can play a useful role in writing classes. By using multifaceted Rasch measurement, teachers can inform peer-raters of their bias patterns and help them develop better quality assessment criteria, two steps that might lead to better quality peer-assessment.

Matsuno, S. (2009). Self-, peer-, and teacher-assessments in Japanese university EFL writing classroom. *Language Testing*, 26 (1), 75-100. DOI:10.1177/ 0265532208097337

PowerPoint Slide for Handout 1

Handout 2

Increasing language awareness and self-efficacy of FL students using self-assessment and the ACTFL proficiency guidelines

This study describes how oral language was assessed in an advanced-level college foreign language (FL) conversation course. Learners used the American Council on the Teaching of Foreign Languages Proficiency Guidelines to guide self-analyses of their oral production at intervals throughout the course. The intent was to provide opportunities for learners to develop an understanding of what constitutes oral proficiency, gauge their own progress, and set personal goals. Learners' self-analysis narratives suggested they began to notice different aspects of their speech and to better articulate their abilities and limitations. Broadly speaking, the results suggest that selfassessment of oral performance guided by the Proficiency Guidelines is an effective way to increase FL students' language awareness and self-efficacy. Pedagogical implications and limitations to this approach are discussed.

Kissling, E.M. & O'Donnell, M.E. (2015) Increasing language awareness and self-efficacy of FL students using self-assessment and the ACTFL proficiency guidelines, *Language Awareness*, 24:4, 283-302. DOI: 10.1080/09658416.2015.1099659

PowerPoint Slide for Handout 2

Kissling and O'Donnell (2015)

Learners began to notice different aspects of their speech and to more fully articulate their abilities and limitations throughout the course, demonstrating increased language awareness and self-efficacy.

Kissling and O'Donnell (2015)

Although I can converse about many topics, it is a bit artificial, and there are many times when I lack the vocabulary to explain my points with the precision I desire […] basically, it's the nuances that are lost. I can use the language but I can't manipulate it to add a deeper meaning than what the words convey directly.

One student from Kissling and O'Donnell (2015)

Materials No.1.3 : **PowerPoint Presentation and Handout for Workshop 1**
"What is student self-assessment?"
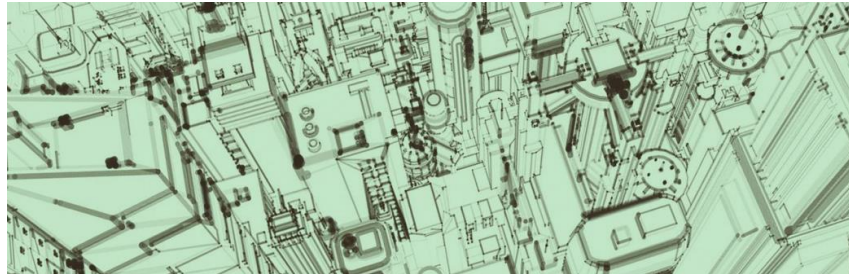
Why student self-assessment
should be used with my class?

Outline:

• Definition of Student Self-assessment

• Purposes of Student Self-assessment

• Skills and factors focused on in student self-
assessment

• Significance of Student self-assessment

Definition of
Student Self-assessment

Definitions of Student Self-assessment

- Students' ability to effectively monitor, reflect, and assess their own language knowledge and skills (Bailey, 1998; Ellis, 2003) in order to identify discrepancy between their own current performance and desired goal (McMillan & Hearn, 2008), and modify their own learning (Hughes, 2003).

- Students' self-evaluation of their language skills and p erformance. (Luoma, 2013)

Purposes of Student Self-assessment

- The students are self-conscious about the behavioural norms in the course.
- The students are aware of what they have learned.
- The students are able to appreciate the required academic standards.
- The students understand the standards and identify the proficiency required to complete the course.
- The students can self-appraise their current proficiency level and identify the areas to improve for their continual development.

Tan (2008)

Skills and factors focused
on in student self-assessment

Skills and factors focused on in student self-assessment

1. Direct assessment of a specific performance
2. Indirect assessment of general competence
3. Metacognitive assessment for setting goals
4. Socio-affective assessment
5. Student-generated tests

(Brown & Abeywickrama, 2010)

Skills and factors focused on in student self-assessment

1. Direct assessment of a specific performance

This category focuses on students' monitoring of their language production in a specific skill or performance, and then evaluating their performance. It may take place immediately after they perform the language tasks. To directly assess their performance, students can employ several forms of student self-assessment instrument, such as checklists, self-rating scales based on performance, and self-corrected comprehension quizzes prompted by video-recordings.

Skills and factors focused on in student self-assessment

2. Indirect assessment of general competence

In contrast to the direct assessment of a specific performance, the indirect assessment of general competence emphasizes the broader period of time, and targets the students' evaluation of general language competence. It may be conducted over a long period of time, such as after a module, lesson, course, or semester. The student self-assessment activities may involve self-rating scales, questionnaires, teacher-student conferences, and keeping journals.

Skills and factors focused on in student self-assessment

3. Metacognitive assessment for setting goals

This category is for students to use self-assessment to help with personal goal-setting and to self-monitor their own language progress or learning process. The student self-assessment activities can be in forms of journal entries, goal cards, checkpoints, choices from a list of possibilities, questionnaires, and cooperative pair or group planning. For example, the students may write their goal in their goal cards as 'My goal for this week is to stop during reading and predict what is going to happen next in the story' (Brown, 2004b, p. 273), and then they may think about the extent to which they have reached their desired goal at the end of the week. They can write an evaluation of their goal in the goal cards as 'The first goal helps me understand a lot when I'm reading.' or 'I met my goal for this week.' (Brownb, 2004, p. 274).

Skills and factors focused on in student self-assessment

4. Socio-affective assessment

This category is for students to examine factors affecting their own learning across the subject-matters or areas, rather than the language proficiency, performance, or competence. Affective variables such as anxiety, attitudes, motivation, multiple intelligences, learning styles, or any emotional obstacles to learning, can be verified so that the students can make plans to overcome or resolve the problems. The student self-assessment activities can be questionnaires or scales.

Skills and factors focused on in student self-assessment

5. Student-generated test

The last category is a technique of using student self-assessment to engage students in a test construction process that is different from traditional test construction, which does not allow the students to take part. It can include students' generation of content, words, grammatical points, and concepts of quizzes or tests. The student-generated test is claimed to be productive, motivational, and helpful in building learner-autonomy.

Materials No.1.4 :   **Worksheet 'Which class(es) I can use student self-**
                            assessment (SSA)?'

Instructions: Please write the English courses you will be responsible for in the
                upcoming semester.

   Course title   SSA   Why/Why not?

Appendix D

Lesson Plan and Materials for Workshop 2

2. LESSON PLAN FOR WORKSHOP 2

2.1 Title: Which student self-assessment tool is appropriate for my class?

2.2 Duration: 3 hours

2.3 Focus: *Knowledge:* - student self-assessment tools

- purposes of student self-assessment

- students' background

- skills and factors focused on in student self-assessment in the English class

Skills: skills in evaluating the context of individual English courses, and selecting the appropiate and practical student self-assessment tools

2.4 Objectives: *Terminal objective:*

By the end of this workshop, the teacher participants will be able to select the appropriate and practical student self-assessment tools, regarding the purposes of student self-assessment, students' background, skills and factors focused on in student self-assessment in their English courses, and possible constraints.

Enabling objectives:

In order to achieve the terminal objective, the teacher participants will be able to accomplish the following:

- Select the English course in which they will use student self-assessment.

- Describe the context of the English course in which they will use student self-assessment, in terms of learning objectives, course contents, teaching and learning activities, room facilities, and duration.

- Justify the purpose(s) of student self-assessment they will apply to their English courses.
- Identify skills and factors focused on in student self-assessment.
- Analyse the appropriateness and practicality of using particular student self-assessment tools in the context of their own English course.

2.5 Room set-up: - The room is arranged into a u-shape.

2.6 Activities:
- unity-building activities
- direct instruction presentations
- small-group discussions
- reflection time

2.7 Procedures

Activity	Procedures	Time spent
unity-building activities	(Materials No. 2.1) To activate the schema of the teacher participants, the researcher starts Workshop 2 by conducting a survey on the teachers' use of student self-assessment tools.	15 min

Activity	Procedures	Time spent
Unity-building activities	The researcher and the teacher participants discuss the results from the survey on teachers' use of student self-assessment tools. - In case that the participants have experience in using particular student self-assessment tools, the researcher will ask the teacher participants to reflect on their experience in using them. - In case that the participants do not have experience in using any student self-assessment tools, the researcher will ask the teacher participants to share their opinions	15 min
	about the possibility of using them in their English courses	
	The researcher gives the teacher participants a copy of "Which student self-assessment tool is appropriate for my English courses?" Each teacher participant will be asked to select the English course in which they prefer to use student self-assessment, and fill in information about their English courses. The researcher explains to the teacher participants that the information recorded will be used as a sample context for them to analyse the appropriateness	5 min
	practicality of using student self-assessment tools in their own teaching context. This analysis involves scrutinising learning objectives, course contents, teaching and learning activities, room facilities, and duration.	

Activity	Procedures	Time spent
Direct instruction presentations	(Materials No. 2.2) The researcher briefly reviews the purposes of student self-assessment and then explains why the teacher participants need to consider the purposes of student self-assessment before selecting the student self-assessment tools.	15 min
Small-group discussions	(Materials No. 2.3) The teacher participants consider their courses, and justify the purpose(s) of the use of the student self-assessment in their class	
Direct instruction presentations	(Materials No. 2.2) The researcher briefly reviews the skills and factors focused on in student self-assessment, using a PowerPoint presentation. Then, the researcher explains why the teacher participants need to consider those skills and factors before selecting particular student self-assessment tools. Also, the researcher will pick up some examples of the learning objectives of their selected English course, and identify the possible purpose(s) of student self-assessment. For example, the students can use the checklist to self-assess socio-affective factors affecting their learning.	10 min

Activity	Procedures	Time spent
Small-group discussions	(Materials No. 2.2) The researcher asks the teacher participants the following questions and have them discuss: - What are the learning objectives of your English courses? - Which skills and factors should be considered in the use of student self-assessment in your English courses?	15 min
	(Materials No. 2.3) The teacher participants think about their courses, and identify the skills and factors that should be focused in implementing student self-assessment. Then, they write down their identified skills and factors and discuss their ideas with others.	
Direct instruction presentation	(Materials No. 2.2) The researcher presents the students' characteristics and explains why and how those characteristics may influence the effectiveness of student self-assessment. For example, some students may underestimate or overestimate their proficiency.	15 min

Activity	Procedures	Time spent
Small-group discussions	The researcher poses the following questions and have the teacher participants discuss their answers: - What are the most common characteristics of your students? - Are there any other characteristics which could influence the way **a** student self-assessment tool is implemented? - What restrictions or challenges are there on the introduction of student self-assessment tools to your class?	15 min
Direct instruction presentation	(Materials No. 2.2) The researcher presents the student self-assessment tools using a PowerPoint presentation. The researcher explains the sample student self-assessment tools.	15 min
Small-group discussions	(Materials No. 2.1) The researcher asks the teacher participants to revisit the survey on their use of student self-assessment tools. This is to stimulate the teacher participants to think about the student self-assessment tools, and to think about the context of their selected English courses. Then, the researcher asks the teacher participants to check their preferences in using student self-assessment tools, in the "I want to use it in my course" box.	

Activity	Procedures	Time spent
Small-group discussions	The researcher asks the teacher participants to think about the context and the use of student self-assessment as prompted by the following question: - Which student self-assessment tools would be the most appropriate for your course, with regard to the purposes of student self-assessment, students' characteristics, and the skills and factors focused on in student self-assessment?	15 min
Small-group discussions	(Materials No. 2.4) The researcher introduces the table for analysing the appropriateness and practicality of student self-assessment tools. The researcher and the teacher participants discuss the results of the analysis which determines the appropriateness and practicality of chosen student self-assessment tools. The researcher asks the teacher participants to write their selection of student self-assessment in the copies of "Which student self-assessment tool is appropriate for my English courses?"	30 min
Reflection time	(Materials No. 2.2) Each teacher participant presents their selection of student self-assessment for the second English course. Then, the researcher opens a discussion on the appropriateness and practicality of using student self-assessment tools. The researcher and teacher participants will provide oral feedback on the appropriateness and practicality of their selected student self-assessment tools.	15 min

2.8 Evaluation and evidence

The teacher participants' performance with reference to each objective of the workshop will be observed and then evaluated from the following pieces of evidence.

Terminal objective: By the end of this workshop, the teacher participants will be able to select the appropriate and practical student self-assessment tools, regarding the purposes of student self-assessment, students' background, and skills and factors focused on in student self-assessment in their English courses.

Evidence: ■ With reference to Materials 2.3, the teacher participants can report their selection of the appropriate and practical student self-assessment tools, regarding the purposes of student self-assessment, students' background, and skills and factors focused on in student self-assessment in their English courses.

■ During the discussion, the teacher participants can justify their selection of the appropriate and practical student self-assessment tools, regarding the purposes of student self-assessment, students' background, skills and factors focused on in student self-assessment in their English courses, and possible constraints.

Enabling objective 1: Select the English course in which the teacher participants will use student self-assessment.

Evidence: ■ In Materials 2.3, the teacher participants can report the titles of English courses in which they will use student self-assessment.

■ During the discussion, the teacher participants can identify their selected English courses.

Enabling objective 2: Describe the context of the English course in which they will use student self-assessment in, in terms of learning objectives, course contents, teaching and learning activities, room facilities, and duration.

Evidence: ■ In Material 2.3, the teacher participants can report the context of the English course in which they will use student self-assessment, in terms of learning objectives, course content, teaching and learning activities, room facilities, and duration.

■ During the discussion, the teacher participants can describe the context of the English course in which they will use student self-assessment, in terms of learning objectives, course content, teaching and learning activities, room facilities, and duration.

Enabling objective 3: Justify the purpose(s) of student self-assessment they will apply to their English courses.

Evidence: ■ In Material 2.3, the teacher participants can report the purpose(s) of student self-assessment they will apply to their English courses.

■ During the discussion, the teacher participants can explain the purpose(s) of student self-assessment they will apply to their English courses.

Enabling objective 4: Identify skills and factors focused on in student self-assessment.

Evidence: ■ In Material 2.3, the teacher participants can report skills and factors focused on in student self-assessment.

■ During the discussion, the teacher participants can explain the skills and factors focused on in student self-assessment.

Enabling objective 5: Analyse the appropriateness and practicality of using student self-assessment tools in the context of their own English course.

Evidence: ■ In Material 2.3, the teacher participants can report the information on the use of student self-assessment tools in the context of their own English course.

■ During the discussion, the teacher participants can describe the information on the use of student self-assessment tools in the context of their own English course.

■ During the discussion, the teacher participants can justify the appropriateness and practicality of using student self-assessment tools in the context of their own English course.

………………END of WORKSHOP 2………………

Materials for Workshop 2

Materials No. 2.1: **Survey of the teacher's use of student self-assessment tools**

(Adapted from Alderson, 2005; Cram, 1995)

Student self-assessment tools	I previously used it in my course	I want to use it in my course
Questionnaire:		
- Scales e.g. mark a point between 1 and 5		
- Short answer		
Description and reflection:		
- Diaries and journals		
- Self-reporting: introspectively, retrospectively		
- Discussion of exam/test results immediately after students complete the exam/test		
Progress profiles:		
- Portfolios / collections of work		
Self-rated rating scales:		
- Formal e.g. competency standards, placement profiles, confidence/self-esteem scales		
- Informal e.g. class-developed scales for assessment of seminar, presentation, etc.		
Tests:		
- learner-produced e.g. cloze; using checklists to mark an essay or a video-taped interaction		
- teacher-produced e.g. self-placement test, sample tests, past exam papers with answer keys		
- externally produced e.g. past exam papers with answer keys		
- computer tests e.g. CBT, CELA		
Other student self-assessment tools …………………………………………………………………… ……………………………………………………………………		

Materials No. 2.2 : PowerPoint Presentation and Handout for Workshop 2
"Which student self-assessment tool is appropriate for my
English courses?"

Purposes of Student Self-assessment

Purposes of Student Self-assessment

- ☺ The students are self-conscious about the behavioural norms in the course.
- ☺ The students are aware of what they have learned.
- ☺ The students are able to appreciate the required academic standards.
- ☺ The students understand the standards and identify the proficiency required to complete the course.
- ☺ The students can self-appraise their current proficiency level and identify the areas to improve for their continual development.

Tan (2008)

CHULALONGKORN UNIVERSITY

Skills and factors focused on in student self-assessment

Skills and factors focused on in student self-assessment

1. Direct assessment of a specific performance
2. Indirect assessment of general competence
3. Metacognitive assessment for setting goals
4. Socio-affective assessment
5. Student-generated tests

(Brown & Abeywickrama, 2010)

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This category focuses on students' monitoring of their language production in a specific skill or performance, and then evaluating their performance. It may take place immediately after they perform the language tasks. To directly assess their performance, students can employ several forms of student self-assessment instrument, such as checklists, self-rating scales based on performance, and self-corrected comprehension quizzes prompted by video-recordings.

Skills and factors focused on in student self-assessment

2. Indirect assessment of general competence

In contrast to the direct assessment of a specific performance, the indirect assessment of general competence emphasizes the broader period of time, and targets the students' evaluation of general language competence. It may be conducted over a long period of time, such as after a module, lesson, course, or semester. The student self-assessment activities may involve self-rating scales, questionnaires, teacher-student conferences, and keeping journals.

Skills and factors focused on in student self-assessment

3. Metacognitive assessment for setting goals

This category is for students to use self-assessment to help with personal goal-setting and to self-monitor their own language progress or learning process. The student self-assessment activities can be in forms of journal entries, goal cards, checkpoints, choices from a list of possibilities, questionnaires, and cooperative pair or group planning. For example, the students may write their goal in their goal cards as 'My goal for this week is to stop during reading and predict what is going to happen next in the story' (Brown, 2004b, p. 273), and then they may think about the extent to which they have reached their desired goal at the end of the week. They can write an evaluation of their goal in the goal cards as 'The first goal helps me understand a lot when I'm reading.' or 'I met my goal for this week.' (Brownb, 2004, p. 274).

Skills and factors focused on in student self-assessment

4. Socio-affective assessment

This category is for students to examine factors affecting their own learning across the subject-matters or areas, rather than the language proficiency, performance, or competence. Affective variables such as anxiety, attitudes, motivation, multiple intelligences, learning styles, or any emotional obstacles to learning, can be verified so that the students can make plans to overcome or resolve the problems. The student self-assessment activities can be questionnaires or scales.

Skills and factors focused on in student self-assessment

5. Student-generated test

The last category is a technique of using student self-assessment to engage students in a test construction process that is different from traditional test construction, which does not allow the students to take part. It can include students' generation of content, words, grammatical points, and concepts of quizzes or tests. The student-generated test is claimed to be productive, motivational, and helpful in building learner-autonomy.

Students' Characteristics

Students' Characteristics

- ☻ Age
- ☻ Language level
- ☻ Education
- ☻ Cultural background
- ☻ Expectations
- ☻ Learning styles
- ☻ Self-concept
- ☻ Motivation and attitudes towards English language

Cram (1995)

Students Self-assessment Tools

Students Self-assessment Tools

Listening Tasks

listening to TV or radio broadcasts and checking comprehension with a partner
listening to bilingual versions of a broadcast and checking comprehension
asking when you don't understand something in pair or group work
listening to an academic lecture and checking yourself on a "quiz" of the content
setting goals for creating/increasing opportunities for listening

Speaking Tasks

filling out student self-checklists and questionnaires
using peer checklists and questionnaires
rating someone's oral presentation (holistically)
detecting pronunciation or grammar errors on a self-recording
asking others for confirmation checks in conversational settings
setting goals for creating/increasing opportunities for speaking

Brown (2004)

Students Self-assessment Tools

Reading Tasks

reading passages with self-check comprehension questions following
reading and checking comprehension with a partner
taking vocabulary quizzes
taking grammar and vocabulary quizzes on the Internet
conducting self-assessment of reading habits
setting goals for creating/increasing opportunities for reading

Writing Tasks

revising written work on your own
revising written work with a peer (peer editing)
proofreading
using journal writing for reflection, assessment, and goal-setting
setting goals for creating/increasing opportunities for writing

Brown (2004)

Questionnaire
Scales - mark a point between 1 and 5

I demonstrate active listening in class.	5 4 3 2 1
I volunteer my comments in small-group work.	5 4 3 2 1
When I don't know a word, I guess from context.	5 4 3 2 1
My pronunciation is very clear.	5 4 3 2 1
I make very few mistakes in verb tenses.	5 4 3 2 1
I use logical connectors in my writing.	5 4 3 2 1

Questionnaire
Short answer
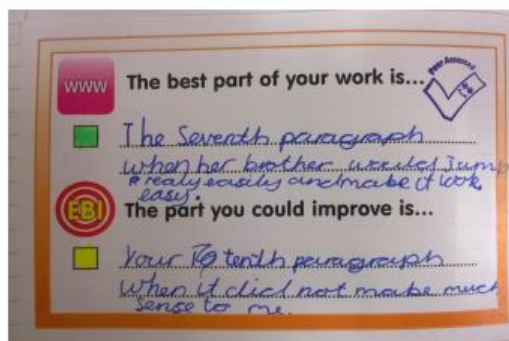
Description and reflection
Diaries and journals

Description and reflection
Discussion of exam/test results immediately after students complete the exam/test

Students Self-assessment Tools

Writing reflection

We had a test today. But it was not a test, because we could study for it beforehand. I gave some questions to my partner and my partner gave me some questions. And we students decided what grade we should get. I hate tests, but I like this kind of test. So please don't give us a surprise test. I think, that kind of test that we did today is more useful for me than a surprise test because I study for it.

Brown (2004)

Progress profiles
Portfolios / collections of work
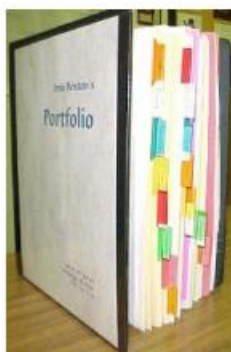
Self-rated rating scales
Formal e.g. competency standards, placement profiles, confidence/self-esteem scales/learning preferences

Learning Preferences

Think about the work you did in this unit. Put a check next to the items that helped you learn the lessons. Put two checks next to the ones that helped a lot.

☐ ☐ Listening to the teacher
☐ ☐ Working by myself
☐ ☐ Working with a partner
☐ ☐ Working with a group
☐ ☐ Asking the teacher questions

☐ ☐ Listening to the tapes and doing exercises
☐ ☐ Reading
☐ ☐ Writing paragraphs
☐ ☐ Using the Internet

Presentation Rubric for PBL
(for grades K-2)

I plan a beginning, middle, and end.
1. still learning   2. sometimes   3. almost always

I use pictures, drawings, and props.
1. still learning   2. sometimes   3. almost always

I look at my audience.
1. still learning   2. sometimes   3. almost always

I speak loudly and clearly.
1. still learning   2. sometimes   3. almost always

I answer questions from the audience.
1. still learning   2. sometimes   3. almost always

Self-rated rating scales Informal e.g. class-developed scales for assessment of seminar, presentation, etc.

Name_____ Date_____

My Editing Checklist

Directions: Answer each of the following questions by putting a check (☑) in the "YES", "NO" or "Corrected" boxes.

Questions	YES	NO	Corrected
1. Did I **re-read** my writing to check for mistakes?			
2. Did I start each sentence with a **capital letter**?			
3. Did I end each sentence with a **period**, an **exclamation point**, or a **question mark**?			
4. Did I **space my words** and **write neatly**?			
5. Did I **indent** at the beginning of each **paragraph**?			
6. Did I **circle** any words that I think are misspelled?			
7. Did I use a **Dictionary** or **ask for help** spelling words?			
8. Did I use **adjectives** in every paragraph to add **details** to my writing?			
9. Did I tell **"WHO?"**, **"WHAT?"**, **"WHEN?"**, **"WHERE?"**, **"WHY?"** and **"HOW?"** ?			
10. Did I **ask someone else** to read my writing to check for mistakes I might have missed?			

Tests learner-produced e.g. cloze; using checklists to mark an essay or a video-taped interaction

30. Which one is true ?
    1. All players are not tall.
    2. All basketball players are tall.
    3. All tall people are players.
    4. Some players are tall.
    (A) 4   (B) 3
    (C) 2   (D) 1

31. One Statement is given followed by two Assumptions, I and II. You have to consider the statement to be true, even if it seems to be at variance from commonly known facts. You are to decide which of the given assumptions can definitely be drawn from the given statement. Indicate your answer.
    Statement : All the people in Kerala are literate.
    Assumption I : People of Kerala are well educated and cultured.
    Assumption II : People of Kerala are hard working and sincere.
    (A) Only I is implicit.
    (B) Only II is implicit.
    (C) Both I and II are implicit.
    (D) Neither I nor II is implicit.

32. A student walked out from the Classroom towards the Library. She went first to the Canteen on the left side, 24 ft away. After a cup of tea, took a right turn and went to the Laboratory 13 ft away. She then went to the Physics Block, 15 ft to the left. She talked to a friend, in the garden 3 ft on the left and continued walking in the same direction to the Library, 50 ft more. What was the actual distance between the Library and the Classroom ?
    (A) 42 ft   (B) 65 ft
    (C) 39 ft   (D) 34 ft

Directions : In Question Nos. 33 to 39, select the related letter/word/number from the given alternatives.

33. VZS : EAH : : ? : JFM
    (A) QSM   (B) NUQ
    (C) QUN   (D) QNU

34. HJLN : PRTV : : BDFH : ?
    (A) JMOR   (B) JLNP
    (C) KLOR   (D) JKOR

35. DLOC : ECI : : TOH : ?
    (A) EET   (B) EAT
    (C) AET   (D) ETA

36. 42 : 20 : : 64 : ?
    (A) 31   (B) 32   (C) 40   (D) 42

37. Ravishankar : Sitar : : Bismillah Khan : ?
    (A) Sarod   (B) Santoor
    (C) Shehnai   (D) Flute

38. India : Mango : : New Zealand : ?
    (A) Apples   (B) Kiwi
    (C) Grapes   (D) Bananas

39. Put the correct words in the blanks :
    Christmas : __ : : __ : Haryana
    (A) Christian, Muslim
    (B) Cashew, Rice
    (C) Jesus, Ramzan
    (D) Cake, Id-ul-Fitre

Directions : In Question Nos. 40 & 41, choose the numbers similar to the group of numbers given.

40. 536, 428, 365
    (A) 358   (B) 435   (C) 624   (D) 266

41. 580, 265, 373
    (A) 366   (B) 490   (C) 428   (D) 383

Tests teacher-produced e.g. self-placement test, sample tests, past exam papers with answer keys

Test
computer tests e.g. CBT, CELA
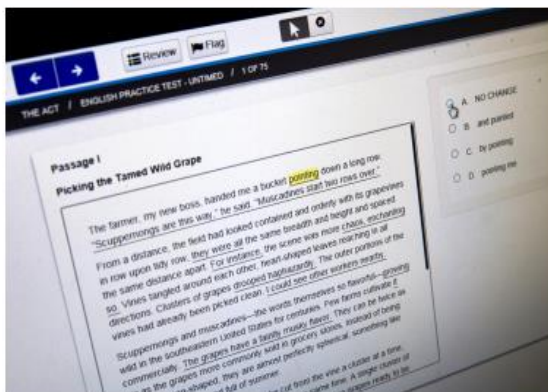
Q & A

Reflection and workshop wrap-up

▲   What I've learned …..
▲   What I'd like to learn more ….
▲   Things that I like about today's session …..
▲   Things that should be improved ……

Materials No. 2.3:   **Worksheet: "Which student self-assessment tool is appropriate for my English courses?"**

Course title: _____

Number of
Students: _____   Major: _____

Learning objective(s): _____
_____
_____
_____

Course content (in brief): _____
_____
_____
_____

Teaching and learning activities
(in brief): _____
_____
_____
_____

Duration (per class): _____

Room facilities: _____
_____

The purposes of student self-
assessment in this course: _____
_____
_____

Skills and factors focused on in
student self-assessment: _____
_____
_____

Learner characteristics: _____
_____
_____
_____

Student self-assessment tools: _____
_____
_____
_____

Materials No. 2.4: **Analysis of appropriateness and practicality in the use of the student self-assessment instrument (Adapted from Cram (1995)**

			Student self-assessment tools						
			Questionnaire	Description and reflection	Progress profiles	Self-rated rating scales	Tests	Can-do Scales	Other student self-assessment tools
Factors to be considered	Purpose of student self-assessment	The students are aware of what they have learned.							
		The students are able to appreciate the required academic standards.							
		The students understand the standards and identify the proficiency required to complete the course.							
		The students can self-appraise their current proficiency level and identify the areas to improve for their continual development.							
	Skills and factors focused	Direct assessment of a specific performance							
		Indirect assessment of general competence							
		Metacognitive assessment for setting goals							
		Socio-affective assessment							
		Student-generated tests							

			Student self-assessment tools						
			Questionnaire	Description and reflection	Progress profiles	Self-rated rating scales	Tests	Can-do Scales	Other student self-assessment tools
Factors to be considered	Students' characteristics	Age							
		Language level							
		Education							
		Cultural background							
		Expectations							
		Learning styles							
		Self-concept							
		Motivation and attitudes towards English language							
	Course context	Number of Students							
		Learning objective(s)							
		Course content (in brief)							
		Teaching and learning activities (in brief)							
		Duration (per class)							
		Room facilities							

Appendix E

Lesson Plan and Materials for Workshop 3

3. LESSON PLAN FOR WORKSHOP 3

3.1 Title: How can I train my students to self-assess their own performances?

3.2 Duration: 3 hours

3.3 Focus: *Knowledge:*   Steps in performing student self-assessment tools

     Skills: - Explaining steps in performing student self-assessment tool(s)

     - Demonstrating steps in performing student self-assessment tool(s)

3.4 Objectives: *Terminal objective:*

By the end of this workshop, the teacher participants will be able to train their students to self-assess their own performances.

Enabling objectives:

In order to achieve the terminal objective, the teacher participants will be able to accomplish the following:

- Give a clear definition of a student self-assessment tool(s) to the students.

- Explain the advantages of student self-assessment to the students.

- Identify skills and factors focused on in student self-assessment to the students.

- Demonstrate how to use student self-assessment tools to the students.

3.5 Room set-up: - The room is arranged into a u-shape.

3.6 Activities: - unity-building activities

                       - small-group discussions

                       - direct instruction presentations

                       - role-play/practice sessions

                       - reflection time

3.7 Procedures

Activity	Procedures	Time spent
Unity-building activities	The researcher and the teacher participants discuss the needs to train the students to self-assess themselves.	15 min
small-group discussions	(Materials 3.1, 3.2, and 3.3) Using videos, the researcher shows the teacher participants how student self-assessment can be introduced to the students. The videos involve: - Materials 3.1: Introducing Students to Student Self-assessment - Materials 3.2: Self-Assessment and Goal Setting in Writing	45 min

Activity	Procedures	Time spent
	- Materials 3.3: Conferences and Admin Check In - Self-Assessment and Goal Setting in Writing	
	The researcher pauses the videos on the points that show how the student self-assessment can be introduced to the students. The researcher and the teacher participants discuss how the scenes from the videos can be applied in the own context.	
direct instruction presentations	(Materials 3.4) The researcher presents the sample guidelines for introducing student self-assessment.	15 min
small-group discussions	The teacher participants brainstorm the steps that can be included in training and introducing student self-assessment tools to the students. The steps can be as follows: - Define the student self-assessment tool(s) clearly. - Explain the advantages of student self-assessment to the students. - Identify skills and factors focused on in student self-assessment. - Demonstrate how to use student self-assessment tools.	30 min
	- Discuss other steps that the teacher participants consider suitable for their context.	

Activity	Procedures	Time spent
role-play/practice sessions	The researcher asks the teacher participants to bring in their materials from Workshop 2. Then, the teacher participants practice role-playing training and introducing their selected student self-assessment tools to the other teacher participants.	45 min
	Then, the researcher and the teacher participants take a turn to give feedback and comments.	15 min
reflection time	(Materials 3.4) The researcher concludes the workshops by inviting the teacher participants to share their opinions about, and comments on, the steps in training and introducing student self-assessment tools to their students as well as the delivery of the current workshop.	15 min

3.8 Evaluation and evidence

        The teacher participants' performance with reference to each objective of the workshop will be observed and then evaluated from the following pieces of evidence.

Terminal objective: By the end of this workshop, the teacher participants will be able to train their students to self-assess their own performances.

Evidence: ■ During the role-play, the teacher participants can demonstrate how they will train their students to self-assess their own performances according to the given situation.

Enabling objective 1: Define the student self-assessment tool(s) clearly.

Evidence: ■ During the role-play, the teacher participants can give a clear definition of the student self-assessment tools to others according to the given situation.

Enabling objective 2: Explain the advantages and possible challenges of student self-assessment to the students.

Evidence: ■ During the role-play, the teacher participants can explain the advantages and possible challenges of student self-assessment to others according to the given situation.

Enabling objective 3: Identify skills and factors focused on in student self-assessment.

Evidence: ■ During the role-play, the teacher participants can demonstrate their skills and identify factors focused on in implementing student self-assessment according to the given situation.

Enabling objective 4: Demonstrate how to use student self-assessment tools.

Evidence: ■ During the role-play, the teacher participants can demonstrate how to use student self-assessment tools suitable for the given situation.

………………END of WORKSHOP 3………………

Materials for Workshop 3

Materials No. 3.1 : **Sample captions for "Introducing Students to Student Self-assessment"** Source:

www.youtube.com/watch?v=4wTrpErRiKA
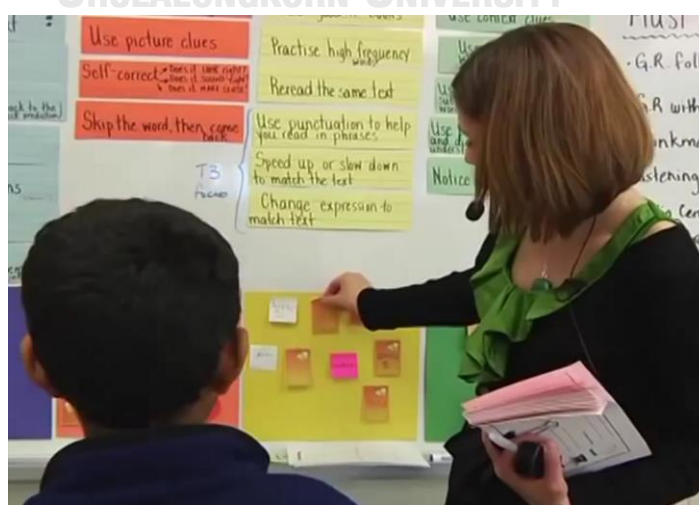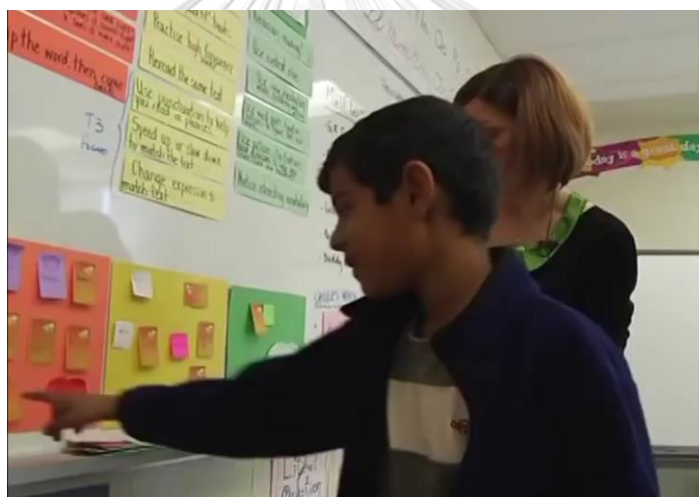
Materials No. 3.2 : **Sample captions for "Self-Assessment and Goal Setting in Writing"** Source: www.youtube.com/watch?v=bq7hgIjF1vQ
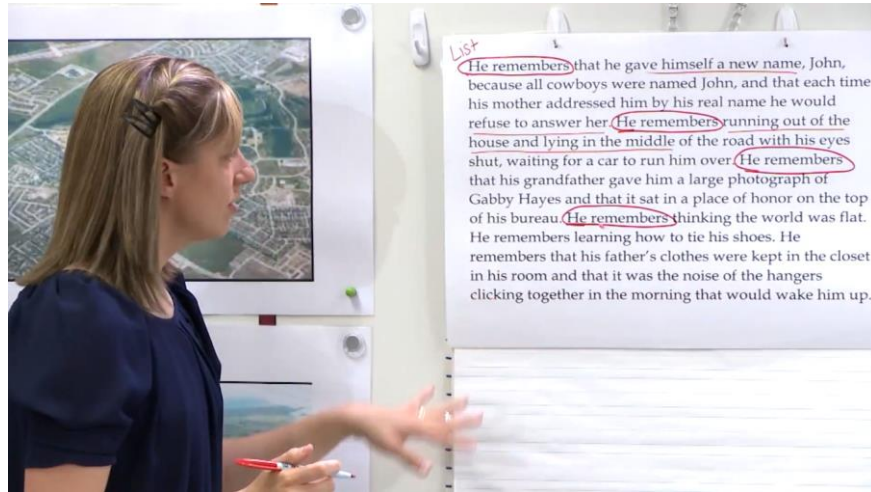
Materials No. 3.3 : **Sample captions for "Conferences and Admin Check In -
Self-Assessment and Goal Setting in Writing"**
Source: www.youtube.com/watch?v=bq7hgIjF1vQ
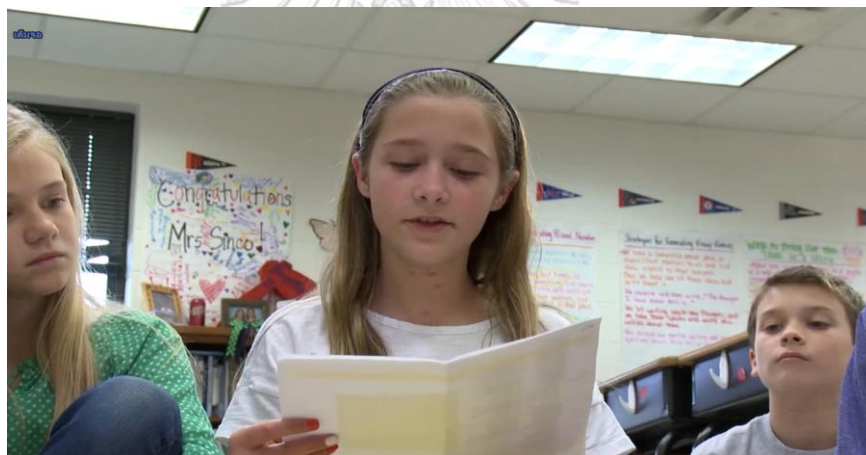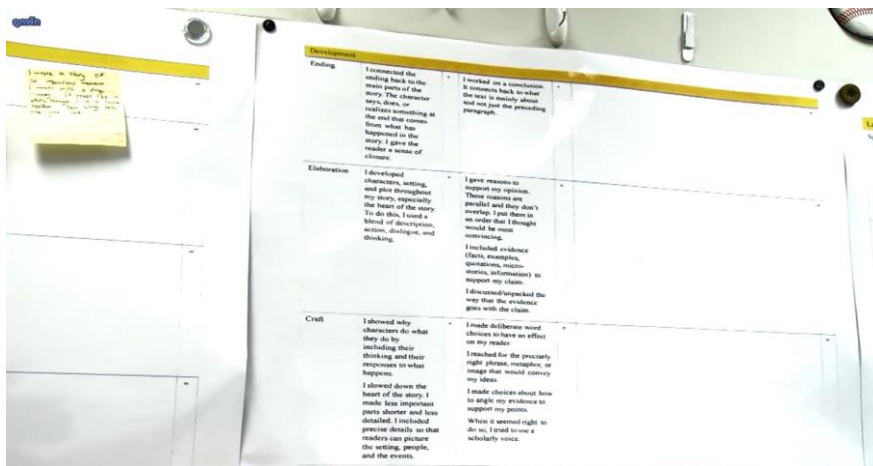
Materials No. 3.4 : **Sample guidelines for introducing student self-assessment
(adapted from Brown & Abeywickrama, 2010).**

How can I train my students to
self-assess their own performances?
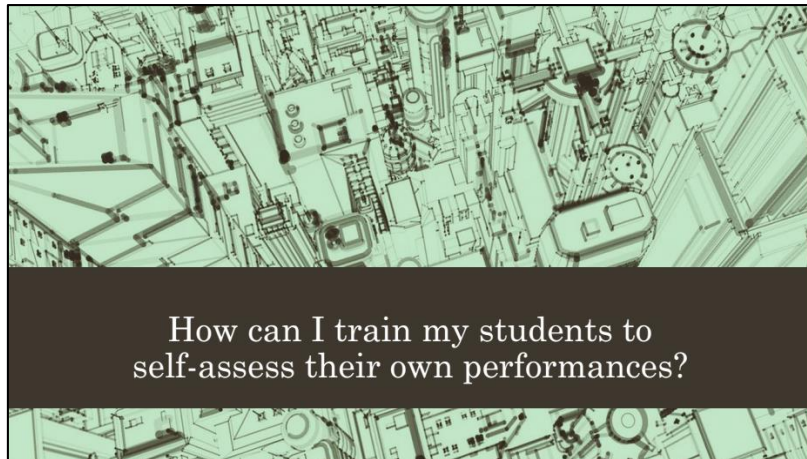
Guidelines for Introducing Student Self-assessment

- ☺ Tell students the purpose of student self-assessment

- ☺ Define the student self-assessment tools clearly

- ☺ Encourage impartial evaluation of performance or ability

Tell students the purpose of student self-assessment

- ☺ Tell the students why they need to self-assess their own performance.

Define the student self-assessment tools clearly

- ☻ Give students a role-model
- ☻ Demonstrate how to perform the student self-assessment tools
- ☻ Give students a clear guideline, procedure, or instruction

Encourage impartial evaluation of performance or ability

- ☻ Show students the advantages of using student self-assessment
- ☻ Give a clear student self-assessment criteria
- ☻ Encourage the students to self-assess themselves

Reflection and workshop wrap-up

- ▲ What I've learned …..
- ▲ What I'd like to learn more ….
- ▲ Things that I like about today's session …..
- ▲ Things that should be improved ……

Appendix F

Lesson Plan and Materials for Workshop 4

4. LESSON PLAN FOR WORKSHOP 4

4.1 Title:	How can I evaluate the implementation plan of student self-assessment in my class?	
4.2 Duration:	3 hours	
4.3 Focus:	*Knowledge:*	- Plan for implementation plan for student self-assessment
		- Revise the implementation plan for student self-assessment
		- Evaluate the implementation plan for student self-assessment
	Skills:	- Draft the implementation plan for student self-assessment
		- Revise the implementation plan for student self-assessment
4.4 Objectives:	*Terminal objective:*	

By the end of this workshop, the teacher participants will be able to draft and evaluate the implementation plan for student self-assessment in their classroom.

Enabling objectives:

In order to achieve the terminal objective, the teacher participants will be able to accomplish the following:

- Identify the constraints.
- Plan for the implementation plan for student self-assessment.
- Revise the implementation plan for student self-assessment.
- Evaluate the implementation plan for student self-assessment.

- Summarise the principle of student self-assessment.

4.5 Room - The room is arranged into a u-shape.

set-up:

4.6 Activities: - co-planning activities

- unity-building activities

- small-group discussions

- direct instruction presentations

- reflection time

4.7 Procedures

Activity	Procedures	Time spent
Co-planning activities	(Materials No.4.1) The researcher presents the sample of the implementation plan for student self-assessment to the teacher participants. The teacher participants will be asked to examine and discuss the components of the implementation plan for student self-assessment.	15 min

Activity	Procedures	Time spent
1. Unity-building activities 2. Co-planning activities	The researcher and the teacher participants discuss the possible constraints that may influence the effectiveness of student self-assessment tools. For example, the use of writing reflection may not suitable for those with limited time.	15 Min
Direct instruction presentations	(Materials No.4.3) Using the criteria for revising the implementation plan for student self-assessment and possible constraints, the researcher invite the teacher participants to practice commenting and questioning on the sample of implementation plan for student self-assessment.	15 min
	(Materials No.4.2) The researcher asks the teacher participants to draft their implementation plan for student self-assessment to be used in their selected English class.	30 min
	(Use Materials No.4.3) Presenting the criteria for revising the implementation plan for student self-assessment, the researcher invites the teacher participants to give comments on their implementation plan for	15 min
	student self-assessment. This will be followed by their revision of the implementation plan for student self-assessment.	

Activity	Procedures	Time spent
1. Co-planning activities 2. Small-group discussions	(Materials No.4.3) The researcher invites each teacher participant to present his/her revised implementation plan for student self-assessment. Then, the teacher participants discuss and give comments on the revised plan presented.	30 min
	The teacher participants revise and finalise their implementation plan for student self-assessment.	30 min
Reflection time	(Materials No.4.4) The researcher concludes the workshops by inviting the teacher participants to share their opinions about, and comments on, the potential use of student self-assessment in their classes.	20 min
	(Materials No.4.5) The teacher participants evaluate the workshops they have attended using the evaluation form prepared by the researcher.	10 min

4.8 Evaluation and evidence

The teacher participants' performance with reference to each objective of the workshop will be observed and then evaluated from the following pieces of evidence.

Terminal objective: By the end of this workshop, the teacher participants will be able to evaluate the implementation plan for student self-assessment in their classroom.

Evidence: ■ With reference to Materials No.4.2 and 4.3, the teacher participants can draft, revise, and evaluate the implementation plan for student self-assessment in their classroom.

Enabling objective 1: Identify the constraints.

Evidence: ■ During the discussion, the teacher participants can describe the possible constraints of the use of student self-assessment in their English classes as well as propose possible strategies to mitigate such constraints.

Enabling objective 2: Plan for the implementation plan for student self-assessment

Evidence: ■ With reference to Materials No.4.2, the teacher participants can draft the implementation plan for student self-assessment to be used their classroom.

Enabling objective 3: Revise the implementation plan for student self-assessment

Evidence: ■ In Materials No.4.2, the teacher participants can revise the implementation plan for student self-assessment to be used in their classroom.

Enabling objective 4: Evaluate the implementation plan for student self-assessment

Evidence: ■ In Materials No.4.1, 4.2, and 4.3, the teacher participants can evaluate the implementation plan for student self-assessment to be used in their classroom.

Enabling objective 5: Summarise the principle of student self-assessment

Evidence: ■ During the discussion, the teacher participants can describe the principles of student self-assessment.

………………END of WORKSHOP 4………………

Materials for Workshop 4

Materials No. 4.1 :   Sample: "Implementation Plan for Student Self-assessment"

Course title: Introduction to translation
Skills/factor focus: Direct assessment of a specific performance
Implementation Plan

Week	Content of the subject	Skills/Factor focus	Student self-assessment activity	Student self-assessment tools
1	Introduction	Overall goal	Ss set goal of taking 'Introduction to translation'.	self-rated rating scale
2	Dictionary use	Ss' use of dictionary	Ss' self-report their use of dictionary.	self-rated rating scale
	Homonyms	Ss' Thai translation of English homonyms.	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
3	Past tenses	Ss' Thai translation of English past tenses	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
4	Present and perfect tenses	Ss' Thai translation of English present and perfect tenses	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
5	Future tenses	Ss' Thai translation of English future tenses	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
6	Revision	-	-	-
7	Midterm	-	-	-

Week	Content of the subject	Skills/Factor focus	Student self-assessment activity	Student self-assessment tools
8	Conditional sentences	Ss' Thai translation of English conditional sentences	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
9	Passive voices (1)	Ss' Thai translation of English passive voices.	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
10	Passive voices (2)	Ss' Thai translation of English passive voices.	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
11	Phrasal verbs (1)	Ss' Thai translation of English phrasal verbs.	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
12	Phrasal verbs (2)	Ss' Thai translation of English phrasal verbs.	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
13	Idioms	Ss' Thai translation of English idioms.	Ss' compare their translation with criteria.	self-rated rating scale
			Ss keep record of their assignment.	Portfolios
14	Revision			
15	Final	-	-	-

Remarks _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Materials No. 4.2 :   Worksheet: "Implementation Plan for Student Self-assessment"

Course title: _____

Implementation Plan

Week	Content of the subject	Skills/ Factor focus	Student self-assessment activity	Student self-assessment tools
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Remarks _____

_____

_____

_____

Materials No. 4.3   **Criteria for revision of the implementation plan for student self-assessment (Adapted from Brown's (2004) *guidelines for self-assessment*)**

Criteria	It can	It can't
1. Tell students the purpose of student self-assessment		
1.1 The use of student self-assessment meets my class objectives?		
1.2 The use of student self-assessment meets my students' needs.		
1.3 I can explain the concept of the use of student self-assessment to the students.		
1.4 I can tell my students why self-assessment is important for them.		
2. Define the task(s) clearly		
2.1 I can explain exactly to the students what they are supposed to do.		
2.2 The selected student self-assessment tool(s) is not too complex.		
2.3 I can provide guidelines and/or be a role model for doing the selected student self-assessment tool(s).		
3. Encourage impartial evaluation of performance or ability		
3.1 I can maximize the beneficial washback of student self-assessment by describing and/or showing students the advantage of giving honest, objective opinions toward their own performance.		
3.2 I can give clear student self-assessment criteria.		
4. Ensure beneficial washback through follow-up task(s)		
4.1 I can follow-up the washback of my use of student self-assessment through self-analysis, journal, reflection, written feedback from teacher, conferencing with teacher, purposeful goal-setting by student, or any combination of the above.		

❀

Materials No. 4.4:   PowerPoint slide for reflection and workshop wrap-up

Materials No. 4.5: **End-of-workshop evaluation form (Adapted from Richards & Farrell, 2005)**

Directions: Please indicate your level of satisfaction based upon on your completion of the workshops. Numbers correspond to meanings as follows:
1   I have a very low level of satisfaction.
2   I have a low level of satisfaction.
3   I have a moderate level of satisfaction.
4   I have a high level of satisfaction.
5   I have a very high level of satisfaction.

No.	Statements	Level of satisfaction				
		1	2	3	4	5
	Design of the workshop					
1.	Goals of the workshop	1	2	3	4	5
2.	The content of the workshop	1	2	3	4	5
3.	The coverage of materials	1	2	3	4	5
4.	The time spent on each topic and on group work	1	2	3	4	5
5.	The tasks	1	2	3	4	5
6.	The facility					
7.	The structure of the workshop					
	Workshop leader					
8.	A presenter as a successful facilitator and good communicator	1	2	3	4	5
9.	Presenter's knowledge	1	2	3	4	5
10.	Presenter's teaching methods and ability to give feedback	1	2	3	4	5
	Resources					
11.	The usefulness of the resources used in the workshop	1	2	3	4	5
	Teacher participation					
12.	A chance to speak	1	2	3	4	5
13.	A chance to interact with others	1	2	3	4	5
	Teacher satisfaction					
14.	Better understanding of the student self-assessment content	1	2	3	4	5
15.	The increased confidence in applying knowledge and skills learned from the workshop to my class.	1	2	3	4	5

Additional comment

_____

_____

_____

Appendix G

Questionnaire for Current Student Self-assessment practices,

Student self-assessment Literacy, Student Self-assessment Efficacy,

and the 9 RMUTs' EFL lecturers' Training Needs in the Use of

Student Self-assessment *(referred to as "The questionnaire")* **(English version)**

The main aim of this questionnaire is to collect data on the assessment practice, assessment literacy, and assessment efficacy of EFL lecturers at Rajamangala University of Technology, with reference to the use of student self-assessment in their classrooms.

The questionnaire is divided into five parts as follows:
Part I: Background information
Part II: Student self-assessment practice
Part III: Student self-assessment literacy
Part IV: Student self-assessment efficacy
Part V: Training needs in the use of student self-assessment

Part I: Background information
Directions: Please complete the following details by ticking the appropriate box and/or writing down your response in the space provided.

1.1 Age: _____ years old
1.2 Sex: ☐ Female   ☐ Male
1.3 Your educational background
    ☐   Doctoral degree:
       (e.g. Ph.D. in Linguistics,
       Ed.D. in Curriculum and
       Instruction)
       Country:

    ☐   Master's degree:
       (e.g. M.A. in English, M.Ed.
       in TEFL)

       Country:

    ☐   Bachelor's degree:
       (e.g. B.A. in English, B.Ed. in
       Teaching English)

       Country:

1.4 Your English teaching experience in higher education: _____ years
1.5 Courses you are currently teaching (You may choose more than one answer.)
    ☐   Foundation English (General English)
    ☐   English for Academic/Specific Purposes
    ☐   English for English major/minor students
    ☐   Others. Please specify:_____

Part II: Student self-assessment practice
Directions: Please answer the following questions by ticking the appropriate box
                and/or writing down your answer in the space provided.
2.1 Have you ever used student self-assessment activities (e.g. *survey, reflective
    journal, portfolios*) in your class?
            ☐   Yes. (If your answer is 'Yes', please also answer Items 2.2 – 2.7.)
            ☐   No. (If your answer is 'No", skip to Item 2.8.)

Items 2.2 – 2.7 are for those who answer 'Yes' in Item 2.1

2.2   What level of student self-assessment do you use in your class?
            ☐   A very high level
            ☐   A high level
            ☐   A moderate level
            ☐   A low level
            ☐   A very low level
            ☐   Not at all

2.3   What are your purposes in using student self-assessment in your class? (You can choose more than one answer.)
            ☐   To activate students as owners of their learning
            ☐   To encourage students to self-appraise their current proficiency level and identify the areas to improve for their continual development
            ☐   To encourage students to self-appraise their current learning achievement and identify the areas to improve for their continual development
            ☐   To encourage students to monitor their learning process
            ☐   To add a variety of classroom activities in order to motivate them to learn
            ☐   To make classroom assessment reliable and fair by also looking at assessment results from students' perspectives
            ☐   Others. Please specify:_____

2.4   What kinds of student self-assessment activities do you use in your class? (You can choose more than one answer.)
            ☐   Students using a checklist/questionnaire to assess their performance
            ☐   Students keeping a learning log/journal
            ☐   Students writing a reflection on their performance immediately after finishing a particular task
            ☐   Students creating a portfolio of their work
            ☐   Students developing materials, exercises, or tests for their own learning
            ☐   Others. Please specify:_____

2.5	How effective and successful do you think your use of student self-assessment is in promoting learning? ☐ A very high level ☐ A high level ☐ A moderate level ☐ A low level ☐ A very low level
2.6	At what level of reliability are the results of student self-assessment from your class? ☐ A very high level ☐ A high level ☐ A moderate level ☐ A low level ☐ A very low level
2.7	From your experience, what problems or challenges have you encountered when using student self-assessment in your classroom? ☐ Students are not confident in using self-assessment. ☐ Students tend to underestimate their own performance. ☐ Students tend to overestimate their own performance. ☐ The use of student self-assessment activities in the class is time-consuming ☐ The class size is too large ☐ Others. Please specify:_____ _____
	Item 2.8 is for those who answer 'No' in Item 2.1
2.8	What are your reasons for not using student self-assessment activities in your class? ☐ Use of student self-assessment increases a lecturer's workload. ☐ Use of student self-assessment results is unreliable. ☐ Students do not cooperate. ☐ Students tend to underestimate their own performance. ☐ Students tend to overestimate their own performance. ☐ The use of student self-assessment activities in the class is time-consuming ☐ The class size is too large ☐ Others. Please specify:_____ _____

2.9 Did you take any courses, as part of your degree program(s), where you learned about the use of student self-assessment?

    ☐ No.

    ☐ Yes. (If your answer is 'Yes', please give brief information about the course(s) taken.

        - Program/course title: _____

        - Level of degree: ☐ Bachelor's ☐ Master's ☐ Doctoral

        - Brief description: _____

           _____

2.10 In the past three years, have you attended any training/workshops, or conferences where you learned about the use of student self-assessment?

    ☐ No.

    ☐ Yes. (If your answer is 'Yes', please give brief information about the training/workshops, or conferences taken.

        - Title: _____

        - Year: _____

                    —

Part III: Student self-assessment literacy

Directions: Please indicate your level of agreement with the statements on five aspects of student self-assessment. The numbers of the five-point rating scale represent the levels of agreement as follows:

      Number 5 means   Strongly agree

      Number 4 means   Agree

      Number 3 means   Neither agree nor disagree

      Number 2 means   Disagree

      Number 1 means   Strongly disagree

No.	Aspects of student self-assessment	Levels of agreement				
		1	2	3	4	5
	I have knowledge about …					
3.1	the definition of student self-assessment	1	2	3	4	5
3.2	purposes of student self-assessment	1	2	3	4	5
3.3	skills and factors I can focus on in student self-assessment	1	2	3	4	5
3.4	strengths and weaknesses of student self-assessment	1	2	3	4	5
3.5	challenges in using student self-assessment	1	2	3	4	5
3.6	details of student self-assessment tools	1	2	3	4	5
3.7	steps in using student self-assessment tools	1	2	3	4	5
3.8	how to draft an implementation plan for student self-assessment	1	2	3	4	5
3.9	how to revise the implementation plan for student self-assessment.	1	2	3	4	5
3.10	how to evaluate the implementation plan for student self-assessment.	1	2	3	4	5
	I am able to …					
3.11	analyse the context of my English course so that I can choose appropriate self-assessment tools.	1	2	3	4	5
3.12	select the appropriate student self-assessment tools for my class.	1	2	3	4	5
3.13	explain the steps in using student self-assessment tools to my students.	1	2	3	4	5
3.14	demonstrate the steps in using student self-assessment tools to my students.	1	2	3	4	5
3.15	draft the implementation plan for student self-assessment appropriate for my own class/teaching context.	1	2	3	4	5

No.	Aspects of student self-assessment	Levels of agreement				
		1	2	3	4	5
3.16	try out and revise the implementation plan for student self-assessment in each of my English classes.	1	2	3	4	5
	In my point of view, student self-assessment …					
3.17	can be practiced in the English classroom.	1	2	3	4	5
3.18	is an assessment for learning.	1	2	3	4	5
3.19	can be used to promote students' understanding of how they are assessed or expected to perform, regarding their language performance.	1	2	3	4	5
3.20	can be used to foster motivation in learning English among the students.	1	2	3	4	5
3.21	is sensitive and constructive.	1	2	3	4	5
	I believe that student self-assessment …					
3.22	is applicable to my class.	1	2	3	4	5
3.23	can be used to improve teaching and learning.	1	2	3	4	5
3.24	can be included as part of the learning standards of the curriculum (e.g. The curriculum should include student self-assessment activities as part of classroom activities).	1	2	3	4	5
	I am aware that…					
3.25	my students use and study English as a foreign language, so they may have some limitations in self-assessing their own English performance.	1	2	3	4	5

Part IV: Student self-assessment efficacy
Directions: Please indicate your level of confidence in the following aspects of student self-assessment. The numbers of the five-point rating scale represent the levels of confidence as follows:

Number 5 means   A very high level of confidence
Number 4 means   A high level of confidence
Number 3 means   A moderate level of confidence
Number 2 means   A low level of confidence
Number 1 means   A very low level of confidence

No.	Aspects of student self-assessment	Levels of confidence				
		1	2	3	4	5
	I am confident that I can…					
4.1	have adequate knowledge of student self-assessment.	1	2	3	4	5
4.2	develop a student self-assessment plan for my students to self-assess their own performance.	1	2	3	4	5
4.3	develop student self-assessment tools for my students to self-assess their own performance.	1	2	3	4	5
4.4	explain what the results from student self-assessment mean to students' learning to the students.	1	2	3	4	5
4.5	explain the concept of student self-assessment to my students.	1	2	3	4	5

No.	Aspects of student self-assessment	Levels of confidence				
		1	2	3	4	5
4.6	explain the *procedures* of student self-assessment to *my students*.	1	2	3	4	5
4.7	explain the *concept* of student self-assessment to *my colleagues*.	1	2	3	4	5
4.8	explain the *procedures* of student self-assessment to *my colleagues*.	1	2	3	4	5
4.9	monitor students' learning progress using student self-assessment.	1	2	3	4	5
4.10	make use of the results from student self-assessment to evaluate students' performance.	1	2	3	4	5
4.11	use the results from the student self-assessment as a part of grading.	1	2	3	4	5
4.12	explain the results of student self-assessment, as well as their importance, to my colleagues.	1	2	3	4	5

Part V: Training needs in the use of student self-assessment

Directions: Please rate your needs for further training in the following aspects of student self-assessment. The numbers of the five-point rating scale represent the levels of needs as follows:

Number 5 means   A very high level of needs
Number 4 means   A high level of needs
Number 3 means   A moderate level of needs
Number 2 means   A low level of needs
Number 1 means   A very low level of needs

No.	Aspects of student self-assessment	Levels of needs				
		1	2	3	4	5
	Knowledge					
5.1	Learning more about the *definition* of student self-assessment	1	2	3	4	5
5.2	Learning more about the *purposes* of student self-assessment	1	2	3	4	5
5.3	Learning more about the skills and factors that I can focus on in using student self-assessment	1	2	3	4	5
5.4	Learning more about the strengths and weaknesses of student self-assessment	1	2	3	4	5
5.5	Learning more about the possible challenges in using student self-assessment	1	2	3	4	5
5.6	Learning more about the *details* (such as characteristics, formats, and importance) of student self-assessment tools	1	2	3	4	5
5.7	Learning more about the *steps* in using student self-assessment tools	1	2	3	4	5
5.8	Learning more about how to *write* the implementation plan for student self-assessment	1	2	3	4	5

No.	Aspects of student self-assessment	Levels of needs				
		1	2	3	4	5
5.9	Learning more about how to *revise* the implementation plan for student self-assessment	1	2	3	4	5
	Skills					
5.10	Practice more about how to *evaluate* the implementation plan for student self-assessment	1	2	3	4	5
5.11	Practice more about how to *analyse* the context of my English class	1	2	3	4	5
5.12	Practice more about how to *select* the appropriate student self-assessment tools.	1	2	3	4	5
5.13	Practice more about how to *explain* the steps in performing student self-assessment tools to the students	1	2	3	4	5
5.14	Practice more about how to *demonstrate* the steps in performing student self-assessment tools to the students	1	2	3	4	5
5.15	Practice more about how to *draft* the implementation plan for student self-assessment in my English course	1	2	3	4	5
5.16	Practice more about how to *revise* the implementation plan for student self-assessment in my English course	1	2	3	4	5
	Training activities					
5.17	Participate in the workshop[1]	1	2	3	4	5
5.18	Participate in the teacher's conference[2]	1	2	3	4	5
5.19	Participate in the individual conference[3]	1	2	3	4	5
5.20	Practice making my own portfolio[4]	1	2	3	4	5

Note :

[1] *The workshop is an intensive learning/training activity in which the teacher participants will gain the knowledge and skills of student self-assessment. The activity will be led and facilitated by a teacher trainer.*

[2] *The teacher's conference is an activity in which the teacher participants meet regularly to discuss their practice of student self-assessment in their English courses. Their discussion will be facilitated by a mentor.*

[3] *The individual conference is where a teacher self-monitors, self-reflects, and gives self-feedback on the practical aspects of the use of student self-assessment in her/his classrooms. The teacher will discuss her/his experience of using student self-assessment with a mentor.*

[4] *The portfolio is a teacher's collection of evidence, documents, and other items that provide information about their assessment literacy, assessment practice, and assessment efficacy in the use of student self-assessment.*

5.21 Please provide additional suggestions on the training that would help you improve your knowledge, skills and confidence in the use of student self-assessment.

_____

_____

_____

_____

_____

_____

[This is optional.] Please be kindly noted that this survey will be followed up by an interview. If you could provide us an in-depth information about the use of self-assessment in your class, please leave your name and contact information and we will get back to you as soon as possible. Thank you very much

Name: _____ University: _____

Email: _____ Tel: _____

Appendix H

Questionnaire for Current Student Self-assessment practices,

Student self-assessment Literacy, Student Self-assessment Efficacy,

and the 9 RMUTs' EFL lecturers' Training Needs in the Use of

Student Self-assessment *(referred to as "The questionnaire")* **(Thai version)**

………………………..

        แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อสำรวจข้อมูลเกี่ยวกับการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองในชั้นเรียน (Self-assessment) ของคณาจารย์ผู้สอนภาษาอังกฤษ ผลการสำรวจครั้งนี้จะเป็นประโยชน์อย่างยิ่งในการพัฒนาคุณภาพการวัดผลประเมินผลภาษาอังกฤษในชั้นเรียนของกลุ่มมหาวิทยาลัยเทคโนโลยีราชมงคลทั้ง 9 แห่ง ดังนั้นจึงขอความอนุเคราะห์ท่านโปรดตอบแบบสอบถามฉบับนี้ตามความเป็นจริงมากที่สุด ทั้งนี้ ขอรับรองว่าข้อมูลที่ได้จะนำไปใช้เพื่อวัตถุประสงค์งานวิจัยเท่านั้น และไม่มีผลสืบเนื่องที่อาจจะก่อให้เกิดความเสียหายแก่ท่านหรือหน่วยงานที่ท่านสังกัดแต่ประการใด

        แบบสอบถามฉบับนี้มีทั้งหมด 9 หน้า แบ่งเป็น 5 ตอน ประกอบด้วย

        ตอนที่ 1:   ข้อมูลทั่วไป

        ตอนที่ 2:   ข้อมูลการใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง

        ตอนที่ 3:   ข้อมูลความรู้เกี่ยวกับการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง

        ตอนที่ 4:   ข้อมูลความมั่นใจในการใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง

        ตอนที่ 5:   ข้อมูลความต้องการพัฒนาการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง

ตอนที่ 1:   **ข้อมูลทั่วไป**

คำชี้แจง: โปรดทำเครื่องหมาย ✔ ลงในช่อง ☐ ที่ตรงกับข้อมูลของท่านมากที่สุด และโปรดระบุข้อมูลของท่านลงในบริเวณที่กำหนดให้

1.1 อายุ   _____ ปี

1.2 เพศ   ☐ หญิง   ☐ ชาย

1.3 การศึกษา   ☐ ระดับปริญญาเอก   สาขา _____

                                วุฒิ _____ประเทศ _____

               ☐ ระดับปริญญาโท   สาขา _____

                                วุฒิ _____ประเทศ _____

               ☐ ระดับปริญญาตรี   วิชาเอก _____วิชาโท _____

                                วุฒิ _____ประเทศ_____

1.4 ประสบการณ์การสอนภาษาอังกฤษในระดับอุดมศึกษา _____ ปี

1.5 ปัจจุบันท่านมีภาระการสอนวิชาภาษาอังกฤษในกลุ่มใดบ้าง

        ☐ ศึกษาทั่วไป

        ☐ ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ

        ☐ ภาษาอังกฤษสำหรับนักศึกษาสาขาภาษาอังกฤษเพื่อการสื่อสารสากล

        ☐ อื่นๆ โปรดระบุ _____

ตอนที่ 2: **ข้อมูลการใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง**

คำชี้แจง: โปรดพิจารณาข้อประเด็นด้านการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองในแต่ละ

ข้อ แล้วทำเครื่องหมาย ✔ ลงในช่อง ☐ ที่ตรงกับข้อมูลของท่านมากที่สุด และโปรดระบุ

ข้อมูลของท่านลงในบริเวณที่กำหนดให้

2.1 ท่านเคยให้นักศึกษาทำการประเมินตนเอง (Self-assessment) ในชั้นเรียนหรือไม่

☐ หากเคย (โปรดตอบข้อประเด็นข้อที่ 2.2 – 2.7)

☐ หากไม่เคย (ข้ามไปที่ข้อประเด็นที่ 2.8)

ข้อประเด็นที่ 2.2 – 2.7 (สำหรับท่านที่ตอบ "เคย" ในข้อประเด็นที่ 2.1)
2.2 ท่านให้นักศึกษาทำการประเมินตนเองในชั้นเรียนของท่านมากน้อยในระดับใด

2.2 ท่านให้นักศึกษาทำการประเมินตนเองในชั้นเรียนของท่านมากน้อยในระดับใด

☐ ระดับมากที่สุด

☐ ระดับมาก

☐ ระดับปานกลาง

☐ ระดับน้อย

☐ ระดับน้อยที่สุด

☐ ไม่เคยให้นักศึกษาทำการประเมินตนเอง

2.3 ท่านให้นักศึกษาทำการประเมินตนเองในชั้นเรียนของท่าน... (ท่านสามารถเลือกตอบได้มากกว่า 1 ข้อ)

☐ เพื่อกระตุ้น (activate) ให้นักศึกษาเกิดความกระตือรือร้นในการเรียนรู้ของตนเอง

☐ เพื่อให้นักศึกษาสามารถประเมินสภาพปัจจุบันของความสามารถทางภาษาของตนเอง (proficiency) และวางแผนพัฒนาการเรียนรู้ของตนเองอย่างต่อเนื่อง

☐ เพื่อให้นักศึกษาประเมินสภาพปัจจุบันของผลสัมฤทธิ์ทางการเรียนของตนเอง (achievement) และวางแผนพัฒนาการเรียนรู้ของตนเองอย่างต่อเนื่อง

☐ เพื่อให้นักศึกษาได้มีโอกาสเฝ้าสังเกตและตรวจสอบติดตาม (monitor) กระบวนการเรียนรู้ของตนเอง

☐ เพื่อเพิ่มกิจกรรมในห้องเรียนที่หลากหลาย ทำให้นักศึกษาเกิดแรงจูงใจในการเรียน

☐ เพื่อให้การประเมินผลในชั้นเรียนมีความถูกต้องแม่นยำ/เที่ยงตรง (reliable) และมีความเป็นธรรมต่อนักศึกษา โดยผู้สอนพิจารณาใช้ผลการประเมินตนเอง(โดยนักศึกษา)ประกอบการวัดประเมินผลของตน(โดยผู้สอน)

☐ อื่นๆ โปรดระบุ: _____

_____

_____

_____

2.4	ท่านใช้กิจกรรมใดบ้าง เพื่อให้นักศึกษาประเมินตนเอง (ท่านสามารถเลือกตอบได้มากกว่า 1 ข้อ)
	☐ ให้นักศึกษาทำแบบสอบถาม (questionnaire/checklist) เพื่อวัดหรือประเมินความสามารถของตน
	☐ ให้นักศึกษาเขียนบันทึกการเรียนรู้ (learning log/journal)
	☐ ให้นักศึกษาเขียนข้อมูลสะท้อนกลับ (reflection) เกี่ยวกับสมรรถภาพของตน (performance) ทันทีที่ทำกิจกรรมหรืองาน (tasks) เสร็จ
	☐ ให้นักศึกษาทำแฟ้มสะสมผลงาน (portfolio)
	☐ ให้นักศึกษาพัฒนาสื่อการเรียนรู้ แบบฝึกหัด หรือข้อสอบ ด้วยตนเอง เพื่อใช้ประกอบการเรียนรู้หรือฝึกทักษะภาษาของตน
	☐ อื่นๆ โปรดระบุ: _____ _____ _____ _____
2.5	ท่านคิดว่าการให้นักศึกษาประเมินตนเองในชั้นเรียนของท่านนั้นมีประสิทธิภาพและเกิดผลสำเร็จในการส่งเสริมการเรียนของนักศึกษาในระดับใด
	☐ สูงมาก
	☐ สูง
	☐ ปานกลาง
	☐ ต่ำ
	☐ ต่ำมาก
2.6	ผลการประเมินที่ได้จากนักศึกษานั้นมีความตรงหรือสอดคล้อง (reliability) กับสภาพความสามารถที่แท้จริงของนักศึกษาในระดับใด
	☐ สูงมาก
	☐ สูง
	☐ ปานกลาง
	☐ ต่ำ
	☐ ต่ำมาก
2.7	จากประสบการณ์การให้นักศึกษาประเมินตนเอง ท่านประสบปัญหาหรืออุปสรรคใดบ้าง
	☐ นักศึกษาไม่มีความมั่นใจในการประเมินตนเอง
	☐ นักศึกษามีแนวโน้มว่าจะประเมินตนเองสูงกว่าความเป็นจริง
	☐ นักศึกษามีแนวโน้มว่าจะประเมินตนเองต่ำกว่าความเป็นจริง
	☐ กิจกรรมการให้นักศึกษาประเมินตนเองใช้เวลามาก
	☐ จำนวนนักศึกษาต่อชั้นเรียนมีจำนวนมาก จึงทำให้ยากต่อการจัดกิจกรรม
	☐ อื่นๆ โปรดระบุ: _____ _____ _____

ข้อประเด็นที่ 2.8 (สำหรับท่านที่ตอบ "ไม่เคย" ในข้อประเด็นที่ 2.1)

2.8   เหตุใดท่านจึงไม่ใช้กิจกรรมการให้นักศึกษาประเมินตนเองในชั้นเรียนของท่าน

☐   เป็นการเพิ่มภาระงานให้แก่อาจารย์ผู้สอน

☐   ผลที่ได้จากกิจกรรมการให้นักศึกษาประเมินตนเองไม่มีความตรงหรือสอดคล้อง (reliability) กับสภาพความสามารถที่แท้จริงของนักศึกษา

☐   นักศึกษาไม่ให้ความร่วมมือในการทำกิจกรรมเท่าที่ควร

☐   นักศึกษามีแนวโน้มว่าจะประเมินตนเองสูงกว่าความเป็นจริง

☐   นักศึกษามีแนวโน้มว่าจะประเมินตนเองต่ำกว่าความเป็นจริง

☐   กิจกรรมการให้นักศึกษาประเมินตนเองใช้เวลามาก

☐   จำนวนนักศึกษาต่อชั้นเรียนมีจำนวนมาก จึงทำให้ยากต่อการจัดกิจกรรม

☐   อื่นๆ โปรดระบุ:_____

_____

_____

2.9 ท่านเคยศึกษาวิชาที่มีเนื้อหาบางส่วนเกี่ยวข้องกับการจัดการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองหรือไม่ (เป็นวิชาที่เป็นส่วนหนึ่งของหลักสูตรการศึกษาในระดับปริญญาตรี/โท/เอก)

☐ ไม่เคย

☐ เคย (โปรดอธิบายเกี่ยวกับวิชาโดยย่อ)

ชื่อวิชา 1. _____

รายวิชาระดับ   ☐ ตรี   ☐ โท   ☐ เอก

เนื้อหาโดย   _____

(สังเขป)   _____

ชื่อวิชา 2. _____

รายวิชาระดับ   ☐ ตรี   ☐ โท   ☐ เอก

เนื้อหาโดย   _____

(สังเขป)   _____

2.10 ในระยะเวลา 3 ปีที่ผ่านมานี้ ท่านเคยเข้าอบรม/ฝึกอบรม/เข้าร่วมการประชุมทางวิชาการที่เกี่ยวกับการจัดการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองหรือไม่

☐ ไม่เคย

☐ เคย (โปรดอธิบายเกี่ยวกับหลักสูตรการอบรม/ฝึกอบรม/การประชุมทางวิชาการ ที่ท่านเคยเข้าร่วมโดยย่อ)

ชื่อหลักสูตร/การประชุม 1._____

เนื้อหาโดยสังเขป _____

ชื่อหลักสูตร/การประชุม 2._____

เนื้อหาโดยสังเขป _____

ชื่อหลักสูตร/การประชุม 3._____

เนื้อหาโดยสังเขป _____

ตอนที่ 3:   ข้อมูลความรู้เกี่ยวกับการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง

คำชี้แจง: โปรดพิจารณาข้อประเด็นด้านความรู้เกี่ยวกับการวัดผลประเมินผลแบบให้นักศึกษาประเมิน
ตนเองในแต่ละข้อ แล้วทำเครื่องหมาย O ลงในช่องตัวเลขที่ตรงกับระดับความรู้เกี่ยวกับการ
วัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองของท่านมากที่สุด โดยตัวเลขแต่ละตัวมี
ความหมายดังนี้

หมายเลข 5	หมายความว่า	ท่านเห็นด้วยอย่างยิ่ง
หมายเลข 4	หมายความว่า	ท่านเห็นด้วย
หมายเลข 3	หมายความว่า	ท่านเห็นด้วยปานกลาง
หมายเลข 2	หมายความว่า	ท่านไม่เห็นด้วย
หมายเลข 1	หมายความว่า	ท่านไม่เห็นด้วยอย่างยิ่ง

ที่	ข้อประเด็นด้านความรู้เกี่ยวกับ การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	ระดับความเห็น				
		1	2	3	4	5
	ข้าพเจ้ามีความรู้เกี่ยวกับ...					
3.1	คำจำกัดความ/ความหมายของการวัดผลประเมินผลแบบให้นักศึกษา ประเมินตนเอง	1	2	3	4	5
3.2	วัตถุประสงค์การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
3.3	ทักษะทางภาษาหรือปัจจัยการเรียนรู้ต่างๆที่สามารถประเมินโดยใช้การ วัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองได้	1	2	3	4	5
3.4	จุดอ่อน (weaknesses) และจุดแข็ง (strengths) ของการวัดผล ประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
3.5	อุปสรรคในการใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
3.6	รายละเอียดการใช้เครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมิน ตนเอง (เช่น การใช้แบบสอบถามประเมินตนเอง การทำ portfolio)	1	2	3	4	5
3.7	ขั้นตอนการใช้เครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมิน ตนเอง (เช่น การใช้แบบสอบถามประเมินตนเอง การทำ portfolio)	1	2	3	4	5
3.8	วิธีการร่างแผนการการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
3.9	วิธีการแก้ไขปรับปรุงแผนการการวัดผลประเมินผลแบบให้นักศึกษา ประเมินตนเอง	1	2	3	4	5
3.10	วิธีการประเมินผลความสำเร็จ/ประสิทธิภาพของแผนการการวัดผล ประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
	ข้าพเจ้าสามารถ...					
3.11	วิเคราะห์บริบทของรายวิชาที่ตนเองสอน เพื่อเลือกใช้เครื่องมือการวัดผล ประเมินผลแบบให้นักศึกษาประเมินตนเองที่เหมาะสม	1	2	3	4	5
3.12	เลือกเครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองที่ เหมาะสมกับนักศึกษาในชั้นเรียนของข้าพเจ้า	1	2	3	4	5

ที่	ข้อประเด็นด้านความรู้เกี่ยวกับ การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	ระดับความเห็น				
		1	2	3	4	5
3.13	อธิบายขั้นตอนการใช้เครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองให้นักศึกษาของข้าพเจ้าเข้าใจได้	1	2	3	4	5
3.14	สาธิตการใช้เครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองให้นักศึกษาของข้าพเจ้าดูเป็นตัวอย่างได้	1	2	3	4	5
3.15	ร่างแผนการการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองที่เหมาะสมกับชั้นเรียนของข้าพเจ้าได้	1	2	3	4	5
3.16	ทดลองใช้และแก้ไขร่างแผนการการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองสำหรับใช้ในชั้นเรียนของข้าพเจ้าได้	1	2	3	4	5
	ข้าพเจ้ามีความเห็นว่าการให้นักศึกษาประเมินตนเองนั้น ...					
3.17	สามารถทำได้จริงในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5
3.18	เป็นการประเมินผลเพื่อส่งเสริมการเรียนรู้ของนักศึกษาได้	1	2	3	4	5
3.19	สามารถนำไปใช้ในการช่วยให้นักศึกษามีความเข้าใจการวัดผลและประเมินผล (หรือความสามารถ/สมรรถนะด้านภาษาที่ผู้สอนคาดหวัง)ในรายวิชาที่ตนศึกษา	1	2	3	4	5
3.20	สามารถใช้เป็นกิจกรรมการเรียนการสอนที่ช่วยในการสร้างแรงจูงใจในการเรียนรู้ภาษาอังกฤษได้	1	2	3	4	5
3.21	เป็นเรื่องละเอียดอ่อนที่ต้องนำไปใช้อย่างระมัดระวังและมีความเข้าใจ และสามารถนำไปใช้ประโยชน์ในการพัฒนาการเรียนการสอนได้	1	2	3	4	5
	ข้าพเจ้าเชื่อว่าการให้นักศึกษาประเมินตนเองนั้น ...					
3.22	สามารถนำมาปรับใช้กับชั้นเรียนภาษาอังกฤษได้	1	2	3	4	5
3.23	สามารถนำไปใช้ในการพัฒนาการจัดการเรียนการสอนภาษาอังกฤษได้	1	2	3	4	5
3.24	สามารถนำไปผนวกเข้ากับจุดประสงค์การเรียนรู้ที่มีการกำหนดไว้ในหลักสูตร (เช่น หลักสูตรควรกำหนดให้ใช้การประเมินตนเองเป็นส่วนหนึ่งของกิจกรรมการเรียนการสอนในห้องเรียน)	1	2	3	4	5
	ข้าพเจ้าตระหนักดีว่า ...					
3.25	นักศึกษาของข้าพเจ้าเรียนและใช้ภาษาอังกฤษเป็นภาษาต่างประเทศ ดังนั้นนักศึกษาเหล่านี้จึงอาจมีข้อจำกัดในการประเมินความสามารถในการใช้ภาษาอังกฤษของตนเอง	1	2	3	4	5

ตอนที่ 4: ข้อมูลความมั่นใจในการใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง

คำชี้แจง: โปรดพิจารณาข้อประเด็นด้านความมั่นใจในการใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมิน
ตนเองในแต่ละข้อ แล้วทำเครื่องหมาย O ลงในช่องตัวเลขที่ตรงกับระดับความมั่นใจในการใช้การ
วัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองของท่านมากที่สุด โดยตัวเลขแต่ละตัวมีความหมาย
ดังนี้

หมายเลข 5	หมายความว่า	ท่านมีระดับความมั่นใจในระดับสูงมาก
หมายเลข 4	หมายความว่า	ท่านมีระดับความมั่นใจในระดับสูง
หมายเลข 3	หมายความว่า	ท่านมีระดับความมั่นใจในระดับปานกลาง
หมายเลข 2	หมายความว่า	ท่านมีระดับความมั่นใจในระดับต่ำ
หมายเลข 1	หมายความว่า	ท่านมีระดับความมั่นใจในระดับต่ำมาก

ที่	ข้อประเด็นด้านความมั่นใจใน การใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	ระดับความมั่นใจ				
		1	2	3	4	5
	ข้าพเจ้ามั่นใจว่า ...					
4.1	มีความรู้เพียงพอเกี่ยวกับการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
4.2	สามารถพัฒนาแผนการการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองสำหรับนักศึกษาของข้าพเจ้าได้ (เช่น การวางแผนนำแบบสอบถาม หรือการทำ portfolio มาใช้เป็นส่วนหนึ่งของการเรียนการสอน)	1	2	3	4	5
4.3	สามารถพัฒนาเครื่องมือต่างๆเพื่อให้นักศึกษาประเมินตนเองได้	1	2	3	4	5
4.4	สามารถอธิบายให้นักศึกษาของข้าพเจ้าเข้าใจถึงความสำคัญของผลการประเมิน (results) จากการวัดประเมินผลแบบให้นักศึกษาประเมินตนเองที่มีต่อการเรียนรู้ภาษาของนักศึกษา	1	2	3	4	5
4.5	สามารถอธิบายหลักการการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองให้นักศึกษาในชั้นเรียนของข้าพเจ้าฟังเข้าใจได้	1	2	3	4	5
4.6	สามารถอธิบายขั้นตอน/กระบวนการของกิจกรรมการให้นักศึกษาประเมินตนเองให้นักศึกษาในชั้นเรียนของข้าพเจ้าฟังเข้าใจได้	1	2	3	4	5
4.7	สามารถอธิบายหลักการการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองให้เพื่อนอาจารย์ด้วยกันฟังเข้าใจได้	1	2	3	4	5
4.8	สามารถอธิบายขั้นตอนกระบวนการของกิจกรรมการให้นักศึกษาประเมินตนเองให้เพื่อนอาจารย์ด้วยกันฟังเข้าใจได้					
4.9	สามารถเฝ้าสังเกต (monitor) ความก้าวหน้าในการเรียนภาษา (learning progress) ของนักศึกษา โดยใช้กิจกรรมการประเมินตนเองของนักศึกษาได้	1	2	3	4	5
4.10	สามารถนำผลประเมินที่ได้จากการให้นักศึกษาประเมินตนเองไปใช้ประโยชน์ในการประเมินความสามารถของนักศึกษาได้	1	2	3	4	5

ที่	ข้อประเด็นด้านความมั่นใจใน การใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	ระดับความมั่นใจ				
		1	2	3	4	5
4.11	สามารถนำผลประเมินที่ได้จากการให้นักศึกษาประเมินตนเองไปใช้ประกอบ การตัดเกรดนักศึกษาได้	1	2	3	4	5
4.12	สามารถอธิบายผลประเมินและความสำคัญของผลประเมินที่ได้จากการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองให้เพื่อนอาจารย์ด้วยกันเข้าใจได้	1	2	3	4	5

ตอนที่ 5: ข้อมูลความต้องการพัฒนาการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง

คำชี้แจง: โปรดพิจารณาข้อประเด็นด้านความต้องการพัฒนาการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองในแต่ละข้อ แล้วทำเครื่องหมาย O ลงในช่องตัวเลขที่ตรงกับระดับความรู้ต้องการของท่านมากที่สุด โดยตัวเลขแต่ละตัวมีความหมายดังนี้

หมายเลข 5   หมายความว่า   ท่านมีระดับความต้องการในระดับสูงมาก
หมายเลข 4   หมายความว่า   ท่านมีระดับความต้องการในระดับสูง
หมายเลข 3   หมายความว่า   ท่านมีระดับความต้องการในระดับปานกลาง
หมายเลข 2   หมายความว่า   ท่านมีระดับความต้องการในระดับต่ำ
หมายเลข 1   หมายความว่า   ท่านมีระดับความต้องการในระดับต่ำมาก

ที่	ด้านความต้องการพัฒนา การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	ระดับความต้องการ				
		1	2	3	4	5
	ข้าพเจ้าต้องการเรียนรู้เพิ่มเติมเกี่ยวกับ...					
5.1	คำจำกัดความ/ความหมายของการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
5.2	วัตถุประสงค์การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
5.3	ทักษะทางภาษาหรือปัจจัยการเรียนรู้ต่างๆที่สามารถประเมินได้โดยใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองได้	1	2	3	4	5
5.4	จุดอ่อน (weaknesses) และจุดแข็ง (strengths) ของการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
5.5	อุปสรรคที่อาจจะเกิดขึ้นได้ในการใช้การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
5.6	รายละเอียด (เช่น ลักษณะเฉพาะ รูปแบบ หรือการใช้ประโยช์) ของเครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง (เช่น ลักษณะเฉพาะ รูปแบบ ความสำคัญของแบบสอบถามประเมินความสามารถของตนเอง การทำ portfolio)	1	2	3	4	5

ที่	ด้านความต้องการพัฒนา การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	ระดับความต้องการ				
		1	2	3	4	5
5.7	ขั้นตอนการใช้เครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมิน ตนเอง (เช่น การใช้แบบสอบถาม ประเมินความสามารถของตนเอง การ ทำ portfolio)	1	2	3	4	5
5.8	วิธีการร่างแผนการการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง	1	2	3	4	5
5.9	วิธีการแก้ไขปรับปรุงแผนการการวัดผลประเมินผลแบบให้นักศึกษา ประเมินตนเอง	1	2	3	4	5
5.10	วิธีการประเมินผลความสำเร็จของแผนการการวัดผลประเมินผลแบบให้ นักศึกษาประเมินตนเอง					
	ข้าพเจ้าต้องการฝึกฝนเพิ่มเติมในด้านการ ...					
5.11	วิเคราะห์บริบทของรายวิชาที่ตนเองสอน เพื่อเลือกเครื่องมือและรูปแบบ การวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองที่เหมาะสม	1	2	3	4	5
5.12	เลือกเครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองที่ เหมาะสมกับนักศึกษาในชั้นเรียนของข้าพเจ้า	1	2	3	4	5
5.13	อธิบายขั้นตอนการใช้เครื่องมือการวัดผลประเมินผลแบบให้นักศึกษา ประเมินตนเองให้นักศึกษาของข้าพเจ้าฟังได้	1	2	3	4	5
5.14	สาธิตการใช้เครื่องมือการวัดผลประเมินผลแบบให้นักศึกษาประเมิน ตนเอง ให้นักศึกษาของข้าพเจ้าดูเป็นตัวอย่างได้	1	2	3	4	5
5.15	ร่างแผนการการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองที่ เหมาะสมกับชั้นเรียนของข้าพเจ้าได้	1	2	3	4	5
5.16	ทดลองใช้และแก้ไขร่างแผนการการวัดผลประเมินผลแบบให้นักศึกษา ประเมินตนเองสำหรับใช้ในชั้นเรียนของข้าพเจ้าได้	1	2	3	4	5
	ในการพัฒนาการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง ข้าพเจ้าต้องการให้มี ...					
5.17	การประชุมเชิงปฏิบัติการ (workshops)[1]	1	2	3	4	5
5.18	การประชุมติดตามผลแบบกลุ่ม (Teacher's conferences) [2]	1	2	3	4	5
5.19	การประชุมติดตามผลแบบรายบุคคล (Individual conferences) [3]	1	2	3	4	5
5.20	การทำแฟ้มสะสมผลงาน (Portfolios) [4]	1	2	3	4	5

หมายเหตุ:

[1] การฝึกอบรมเชิงปฏิบัติการในระยะเวลาสั้นๆ โดยผู้เข้าร่วมจะได้รับความรู้ และฝึกทักษะที่เกี่ยวข้องกับการวัดผลประเมินผลแบบ
ให้นักศึกษาประเมินตนเอง

[2] การรวมกลุ่มพบปะแลกเปลี่ยนประสบการณ์ ติดตามผล และปรึกษาปัญหาของกลุ่มอาจารย์ที่ใช้วิธีการวัดผลประเมินผลแบบให้
นักศึกษาประเมินตนเอง โดยมีอาจารย์นิเทศก์หรือผู้เชี่ยวชาญทำหน้าที่เป็นผู้ให้คำปรึกษาและความรู้

[3] การพบปะแลกเปลี่ยนประสบการณ์ ติดตามผล และปรึกษาวิธีการวัดผลประเมินผลแบบให้นักศึกษาประเมินตนเอง โดยเป็นการ
พบปะเป็นรายบุคคลระหว่างอาจารย์นิเทศก์หรือผู้เชี่ยวชาญและอาจารย์ที่ต้องการพัฒนาความสามารถในการใช้การประเมินผล
แบบให้นักศึกษาประเมินตนเอง

[4] การเก็บรวบรวมหลักฐาน ข้อมูล เอกสาร ชิ้นงานและโครงงานต่างๆ ที่เกี่ยวข้องกับการวัดผลประเมินผลแบบให้นักศึกษาประเมิน
ตนเองในชั้นเรียนของตน

5.21 โปรดระบุข้อคิดเห็น หรือข้อเสนอแนะเพื่อเติมอันจะเป็นประโยชน์ต่อการพัฒนาความรู้ ความมั่นใจและการใช้การ
วัดผลประเมินผลแบบให้นักศึกษาประเมินตนเองในชั้นเรียนวิชาภาษาอังกฤษของกลุ่มมหาวิทยาลัยเทคโนโลยีราชมงคล

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Thank You

ผู้วิจัยขอความกรุณาสัมภาษณ์อาจารย์เพิ่มเติมหากท่านสะดวก หากอาจารย์มีความประสงค์จะให้สัมภาษณ์
เพิ่มเติม กรุณาให้ข้อมูลเกี่ยวกับชื่อ องค์กร และหมายเลขติดต่อ ผู้วิจัยจะทำการติดต่อกลับโดยเร็วที่สุด และข้อมูล
ที่ได้จากการสัมภาษณ์จะไม่มีการเปิดเผยชื่อผู้ให้สัมภาษณ์ค่ะ
ชื่อ _____ มหาวิทยาลัย _____
อีเมล์ _____ หมายเลขโทรศัพท์ _____

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

Appendix I

Index of item-objective congruence (IOC) and

the three experts' recommendation for revisions of each draft questionnaire item

No.	Items	Expert 1	2	3	IOC values	Interpretation	Comments
Part I: Background information							
1	Item 1.1	1	1	1	1.000	Acceptable	You may want to ask the year the respondent was born rather than age
2	Item 1.2	1	1	1	1.000	Acceptable	
3	Item 1.3	1	1	1	1.000	Acceptable	Not clear what should be written on the lines— just the type of degree or also the name of university?
4	Item 1.4	0	1	1	0.667	Acceptable	Teaching experience at which level? University?
5	Item 1.5	0	1	1	0.667	Acceptable	Are multiple-answers allowed?
Part II: Student self-assessment practice							
1	Item 2.1	1	1	1	1.000	Acceptable	
2	Item 2.2	1	1	1	1.000	Acceptable	Add 'not at all'
3	Item 2.3	1	1	1	1.000	Acceptable	What about their learning achievement ? –This claim is rather broad. It needs to be relevant to student self-assessment. the term 'a variety of learning activities' needs to be modified. Suggestion: to add a self-assessment dimension to motivate their learning.

(Continued)

No.	Items	Expert 1	2	3	IOC values	Interpretation	Comments
4	Item 2.4	1	1	1	1.000	Acceptable	
5	Item 2.5	1	1	1	1.000	Acceptable	In English, the wording is a bit awkward (but if you are administering in Thai, it may sound right phrased this way). In English, would be better to say "How effective do you think…"
6	Item 2.6	0	1	1	0.667	Acceptable	- Will teachers know what reliability means in the same way that you understand the concept (from a language assessment perspective)? If not, you may want to define the term. - Do you use "reliability" as a technical term for testing or as a general term? - Change to 'at what level of reliability are'
7	Item 2.7	1	1	1	1.000	Acceptable	
8	Item 2.8	1	1	1	1.000	Acceptable	Add 'results' after self-assessment

(Continued)

No.	Items	Expert 1	2	3	IOC values	Interpretation	Comments
9	Item 2.9	1	1	1	1.000	Acceptable	The term is rather broad, if you specify the type of information, e.g. – program/course title – level of degree/ name of institution / year of attendance / length of time
10	Item 2.10	0	1	1	0.667	Acceptable	Requires details as 2.9 – title/organizer., location, year, length of time
Part III: Student self-assessment literacy							
1	Item 3.1	1	1	1	1.000	Acceptable	
2	Item 3.2	1	1	1	1.000	Acceptable	
3	Item 3.3	1	1	1	1.000	Acceptable	
4	Item 3.4	1	1	1	1.000	Acceptable	
5	Item 3.5	1	1	1	1.000	Acceptable	
6	Item 3.6	1	1	1	1.000	Acceptable	
7	Item 3.7	0	1	1	0.667	Acceptable	By "steps" do you mean "processes"? "How to"?
8	Item 3.8	1	1	1	1.000	Acceptable	
9	Item 3.9	1	1	1	1.000	Acceptable	
10	Item 3.10	1	1	1	1.000	Acceptable	
11	Item 3.11	1	1	1	1.000	Acceptable	
12	Item 3.12	1	1	1	1.000	Acceptable	

(Continued)

No.	Items	Expert			IOC values	Interpretation	Comments
		1	2	3			
13	Item 3.13	0	1	1	0.667	Acceptable	I wonder if you could mesh 3.13 with 3.14 because some people explain as they demonstrate and some demonstrate as they explain.
14	Item 3.14	0	1	1	0.667	Acceptable	The same above.
15	Item 3.15	1	1	1	1.000	Acceptable	
16	Item 3.16	1	1	1	1.000	Acceptable	Add 'try out'
17	Item 3.17	1	1	1	1.000	Acceptable	
18	Item 3.18	1	1	1	1.000	Acceptable	
19	Item 3.19	1	1	1	1.000	Acceptable	
20	Item 3.20	1	1	1	1.000	Acceptable	
21	Item 3.21	1	1	1	1.000	Acceptable	
22	Item 3.22	1	1	1	1.000	Acceptable	
23	Item 3.23	1	1	1	1.000	Acceptable	
24	Item 3.24	1	1	1	1.000	Acceptable	
25	Item 3.25	0	1	1	0.667	Acceptable	I may need examples for "certain limitations."

(Continued)

No.	Items	Expert			IOC values	Interpretation	Comments
		1	2	3			
Part IV: Student self-assessment efficacy							
1	Item 4.1	1	1	1	1.000	Acceptable	- Can you structure this set of items to be like the previous set, where the phrases are continuers for a sentence starter at the top of the list? As it stands now, it's confusing to me how the level of confidence connects to the item—whose confidence? Maybe the sentences could all start "I am confident that I…" and then this item would be "…have adequate knowledge…" [My comments on the rest of this set will all assume this interpretation of the items]
2	Item 4.2	1	1	1	1.000	Acceptable	
3	Item 4.3	1	1	1	1.000	Acceptable	
4	Item 4.4	1	1	1	1.000	Acceptable	
5	Item 4.5	1	1	1	1.000	Acceptable	
6	Item 4.6	1	1	1	1.000	Acceptable	
7	Item 4.7	1	1	1	1.000	Acceptable	
8	Item 4.8	1	1	1	1.000	Acceptable	- Explain to whom?
9	Item 4.9	1	1	1	1.000	Acceptable	
10	Item 4.10	1	1	1	1.000	Acceptable	

(Continued)

No.	Items	Expert			IOC values	Interpretation	Comments
		1	2	3			
11	Item 4.11	1	1	1	1.000	Acceptable	
12	Item 4.12	1	1	1	1.000	Acceptable	
13	Item 4.13	0	1	1	0.667	Acceptable	What do you mean by "ethical"?
Part V: Training needs in the use of student self-assessment							
1	Item 5.1	1	1	1	1.000	Acceptable	
2	Item 5.2	1	1	1	1.000	Acceptable	
3	Item 5.3	1	1	1	1.000	Acceptable	
4	Item 5.4	1	1	1	1.000	Acceptable	
5	Item 5.5	1	1	1	1.000	Acceptable	
6	Item 5.6	1	1	1	1.000	Acceptable	I don't know what is meant by "details"
7	Item 5.7	1	1	1	1.000	Acceptable	
8	Item 5.8	1	1	1	1.000	Acceptable	
9	Item 5.9	1	1	1	1.000	Acceptable	
10	Item 5.10	1	1	1	1.000	Acceptable	Change 'skills' to practice
11	Item 5.11	1	1	1	1.000	Acceptable	Change 'skills' to practice
12	Item 5.12	1	1	1	1.000	Acceptable	Change 'skills' to practice
13	Item 5.13	0	1	1	0.667	Acceptable	- See comments on 3.13 and 3.14. - Change 'skills' to practice
14	Item 5.14	0	1	1	0.667	Acceptable	- The same above. - Change 'skills' to practice

(Continued)

No.	Items	Expert			IOC values	Interpretation	Comments
		1	2	3			
15	Item 5.15	1	1	1	1.000	Acceptable	Change 'skills' to practice
16	Item 5.16	1	1	1	1.000	Acceptable	Change 'skills' to practice
17	Item 5.17	1	1	1	1.000	Acceptable	Change 'attend' to 'participate in'
18	Item 5.18	1	1	1	1.000	Acceptable	Change 'attend' to 'participate in'
19	Item 5.19	1	1	1	1.000	Acceptable	Change 'attend' to 'participate in'
20	Item 5.20	1	1	1	1.000	Acceptable	Change 'learning how to' to 'practice making'
21	Item 5.21	1	1	1	1.000	Acceptable	

Conclusion

No.	Items	Expert			IOC values	Interpretation	Comments
		1	2	3			
General aspects							
1	Face validity	1	1	1	1.000	Acceptable	
2	Format	1	1	1	1.000	Acceptable	
Conclusion							
1	This questionnaire is appropriate.	1	1	1	1.000	Acceptable	
IOC		1.000	1.000	0.95	Acceptable		
0.857		Acceptable	Acceptable	Acceptable			
Acceptable							

Additional Comments

I think as long as the teachers have been talking about student self-assessment, these concepts will make sense. If not, you may want to provide a definition of the construct (what you mean by "student self-assessment") at the beginning of Part II. It's important for reliability that all the teachers answering the survey have the same understanding of the underlying construct.

Part I: Are all the teachers Thai? If not, a question item asking their nationality may be necessary.

Appendix J

Semi-structured Interview for Current Student Self-assessment practices,

Student self-assessment Literacy, Student Self-assessment Efficacy,

and RMUT EFL lecturers' Training Needs in the Use of Student Self-assessment

(referred to as "The semi-structured interview for Part I: Survey)

Demographic Information

1. Did you self-assess your own English performance when you were a student? If yes, how?

2. Please tell me about the courses you have taught.

3. Have you ever attended the formal training in student self-assessment? If yes, please explain.

Student self-assessment practice

4. Have you ever used self-assessed in your class? If yes, please tell me 'why' and 'how'? If your answer is 'no', please tell me why it is so.

5. What is your purpose(s) in applying student self-assessment?

6. If you have never used student self-assessment in your class, do you want to use it in your class? Why?

Student self-assessment literacy

7. Please tell me what the student self-assessment is, according to your perception.

8. In your opinion, how can student self-assessment be used in your class?

9. What is the most important implication of the use of student self-assessment in your class?

10. In your opinion, what are the advantages, disadvantages, and challenge of student self-assessment?

11. If you are to use student self-assessment with your students, how can you implement student self-assessment? What tools are you to use?

Student self-assessment efficacy

12. Are you confident in using student self-assessment? Why?

Appendix K

Classroom Observation Form for Classroom Student Self-assessment

Implementation *(referred to as "The classroom observation form")*

Observation no.

Name of lecturers:

Course title:

Time / Date:

Aids used:

Duration (Minutes)	Observations notes	Remarks
1-10		
11-20		
21-30		
31-40		
41-50		
51-60		
61-70		
71-80		
81-90		
91-100		
101-110		
111-120		

121-130		
131-140		
141-150		
151-160		
161-170		
171-180		

Additional comments

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Appendix L

Training Participants' Self-report Checklist

(referred to as "The self-report checklist")

…………………………..

Self-report session no. _____

Name of lecturers: _____

Course title: _____

Time / Date: _____

Aids used: _____

Directions: Please check the items that are consistent with your practice of student self-assessment.

| 1. Planning: I have planned for the following: |

[ ] 1.1 purposes of student self-assessment

[ ] 1.2 types of achievement to be assessed in student self-assessment

[ ] 1.3 student characteristics

[ ] 1.4 constraints of the learning environment

[ ] 1.5 role of self-assessment in the English course

[ ] 1.6 training procedures required for the students to self-assess

| 2. Implementation: Implementation of student self-assessment provided a supportive environment in the following manners: |

[ ] 2.1 students are encouraged to debate the advantages and disadvantages of student self-assessment.

[ ] 2.2 students are encouraged to propose strategies for becoming more involved in student self-assessment.

[ ] 2.3 I offer regular guidance and encouragement to students to accept greater responsibility for assessment decisions.

[ ] 2.4 I non-judgmentally accept students' opinions.

[ ]　2.5　my feedback highlights the usefulness of student self-assessment in English language learning.

[ ]　2.6　student self-assessment is introduced gradually, beginning with less complex tasks.

[ ]　2.7　training is provided before students start to practice self-assessment.

3.　Reflective appraisal: After finishing my class, I reflected on the followings:

[ ]　3.1　the strengths of the self-assessment activities used.

[ ]　3.2　the weaknesses of the self-assessment activities used.

[ ]　3.3　the challenges encountered and ways to deal with them.

[ ]　3.4　Ability to analyse the strengths, weaknesses, and the challenges of the self-assessment activities in the next time.

Additional comments

_____

_____

_____

_____

Appendix M

The Semi-structured Interview for Part III: Follow-up

Demographic Information

    1. Please tell me the course(s) you are teaching in this second semester.

Student self-assessment practice

    2. Do you use student self-assessment in your class this semester? Why and how?

    3. Will you continue to use student self-assessment in your class? [preference]

Student self-assessment literacy

    4. From your experience, what are the advantages, disadvantages, and challenge of student self-assessment? [conception/principle]

    5. From your training, do you think you have enough knowledge and skills of student self-assessment?

Student self-assessment efficacy

    6. Are you confident in using student self-assessment? Why?

Additional comments regarding the training and the use of student self-assessment

    7. Please provide additional comments regarding the training.

    8. Please provide additional comments regarding the use of student self-assessment.

Appendix N

Sample workshop shop worksheets completed by the training participants

Materials No.1.4 :   Worksheet 'Which class(es) I can use student self-
assessment (SSA)?'

Instructions: Please write the English courses you will be responsible for in the
upcoming semester.

Course title	SSA	Why/Why not?
0092006 Interactive English Skills	✗	เนื่องจากวิชานี้ต้องเน้นการสนทนา และการสื่อสารกันจะต้องมีคู่สนทนาและการฟัง คำถูกผิด
0092007 English Reading	✗	ทักษะทางด้านการอ่านความหมายของการอ่านต้องอ่านให้ถูกต้อง
0092002 English in Daily life	✗	ทักษะการสนทนาเน้นวิชานี้เน้นทักษะด้านพูด และเนื่องจากและเน้นเพื่อคดีรัฐกองจากนักศึกษามาก
0802971 English for Business Communication	✓	ทักษะการเป็นเด็กๆเอกภาคธุรกิจ ภาษาอังกฤษ ปี 3 ให้อธิบายการสนทนาเข้าใจในการเรียนของคนได้ ได้จากการสนทนาหรือความคิดเห็น

Material No. 2.1: Survey of teacher's use of student self-assessment tools
(Adapted from Alderson, 2005; Cram, 1995)

Student self-assessment tools	I previously used it in my course	I want to use it in my course
Questionnaire: - True/false		✓
- Scales e.g. mark a point between 1 and 7		
- Short answer		
Description and reflection: - Diaries and journals		
- Self-reporting: introspectively, retrospectively		
- Observation of or interviews with peers		
- Guessing a grade immediately after completing a test		
Progress profiles: - Progress cards, objective grids, contracts		
- Portfolios / collections of work		
- Learner-kept records of achievement		
- Recycling or redoing work and making comparisons		
- Self-graded profiles or achievement		✓
Self-rated rating scales: - Formal e.g. competency standards, placement profiles, confidence/self-esteem scales		
- Informal e.g. class-developed scales for assessment of seminar, presentation, etc.		
- Computer-based rating scales		
Tests: - learner-produced e.g. cloze; using checklists to mark an essay or a video-taped interaction		
- teacher-produced e.g. self-placement test, sample tests, past exam papers with answer key		
- externally produced e.g. past exam papers with answer key		
- computer tests e.g. CBT, CELA		
- continuous progress tests with answer key		
'Can-do Scales' with 'can-do' self-assessment statements		
Other student self-assessment tools …………………………………………………………… ………………………………………………………………		

Material No. 2.3: Worksheet: "Which student self-assessment tool is appropriate for my English courses?"

Course title: English for Business Communication

Number of Students: 31   Major: การโรงแรม

Learning objective(s): เพื่อให้นักศึกษาสามารถใช้ภาษาอังกฤษ 4 ใน สถานการณ์ต่างๆ ในธุรกิจ ท่องเที่ยว

Course content (in brief):
- Email   report
- Presentation   advertisement
- business correspondence

Teaching and learning activities (in brief):
- Discussion
- Lecture
- Speaking test
- Presentation   Small group activity

Duration (per class): 3 hr.

Room facilities:
- PowerPoint , Projecter , Whiteboard
- Microphone , Internet , Computer

The purposes of student self-assessment in this course:
- วัดความสามารถของนักศึกษา
- วัดจุดเด่นจุดด้อยของนักเรียนของนักศึกษา

Skills and factors focused on in student self-assessment:
- Presentation , Speaking
- student proficiency
- 4

Learner characteristics:
- นักศึกษามีความหลากหลาย การเรียนรู้ไม่ เท่ากัน
- ขาดภาษาอังกฤษ , ขาดทักษะในการใช้ self-assessment มาก่อน

Student self-assessment tools:
- Scoring rubric
- แบบสอบถาม
- Description and reflection
- Self-rating scales
- Tests

Material No. 2.4: Analysis of appropriateness and practicality in the use of the student self-assessment instrument

			Student self-assessment tools						
			Questionnaire	Description and reflection	Progress profiles	Self-rated rating scales	Tests	Can-do Scales	Other student self-assessment tools *Scoring rubric*
Factors to be considered	Purpose of student self-assessment	The students are aware of what they have learned.	✓	✓		✓	✓		✓
		The students are able to appreciate the required academic standards.				✓			✓
		The students understand the standards and identify the proficiency required to complete the course.	✓	✓		✓			✓
		The students can self-appraise their current proficiency level and identify the areas to improve for their continual development.	✓	✓		✓			✓
	Skills and factors focused	Direct assessment of a specific performance				✓			✓
		Indirect assessment of general competence							
		Metacognitive assessment for setting goals	✓	✓		✓			✓
		Socio-affective assessment	✓			✓			
		Student-generated tests							

			Student self-assessment tools						
			Questionnaire	Description and reflection	Progress profiles	Self-rated rating scales	Tests	Can-do Scales	Other student self-assessment tools
Factors to be considered	Students' characteristics	Age	√	√	√	√	√	√	√
		Language level		คือเด็ก ม.เข้ามา ม.4					
		Education	√	√	√	√	√	√	√
		Cultural background	√	√	√	√	√	√	√
		Expectations	√	√	√	√	√	√	√
		Learning styles	√	√	√	√	√	√	√
		Self-concept	√	√	√	√	√	√	√
		Motivation and attitudes towards English language	√	เด็ก คงสนใจภาษาอังกฤษ √ √ √ √ √					√
	Course context	Number of Students	นักเรียนจำนวน 1 ห้อง มีจำนวน 40 คน						
		Learning objective(s)	√	√	√	√	√	√	√
		Course content (in brief)	√	√	√	√	√	√	√
		Teaching and learning activities (in brief)	√	√	√	√	√	√	√
		Duration (per class)		การใช้เวลา มาก ที่สุดเท่าใด					
		Room facilities	√	√	√	√	√	√	√

Material No. 4.2 : **Worksheet: "Implementation Plan for Student Self-assessment"**

Course title: English for Business Communication

Implementation Plan

Week	Content of the subject	Skills/ Factor focus	Student self-assessment activity	Student self-assessment tools
1	Ways of working	Speaking, Listening	ประเมินผลงานกลุ่มของตนเองหลังจาก ทำกิจกรรม	scale
2	Making Contacts	Writing, Speaking		
3	Talking about yourself	Speaking	ประเมินผลการเขียนหลังจากทำกิจกรรม	scoring rubric
4	Company benefits	Speaking, Writing Reading		
5	Presenting your company	Speaking Writing, Listening	ประเมินตนเองหลังการพูดนำเสนอ	scoring rubric
6	Speaking Test	Speaking		
7	Advertisement	Writing, Listening Speaking, Reading		
8	Writing report	Writing, Speaking Reading		
9	Midterm			
10	Leaving and taking messages	Speaking and Listening	ประเมินตนเองหลังจากฝึกการฝากและรับ ข้อความ	แบบประเมิน
11	Recruitment	Writing, Reading		
12	Delegating	Reading, Writing		
13	Starting a business	Reading, Speaking Writing		
14	Speaking Test	Speaking		
15	Final			

Remarks
_____
_____
_____
_____
_____
_____

❀

Materials No. 4.3   **Criteria for revision of the implementation plan for student self-assessment (Adapted from Brown's (2004) guidelines for self-assessment)**

Criteria	It can	It can't
1. Tell students the purpose of student self-assessment		
1.1 The use of student self-assessment meets your class expectation.	✓	
1.2 The use of student self-assessment meets your students' needs.	✓	
1.3 You can explain the concept of the use of student self-assessment to the students. 1.4 The use of student self-assessment tool(s) convey the useful information to students.	✓	
2. Define the task(s) clearly		
2.1 You can explain to the students to know exactly what they are supposed to do.	✓	
2.2 The selected student self-assessment tool(s) is not too complex. 2.3 You can provide guideline and/or be a role model for doing the selected student self-assessment tool(s).	✓	
3. Encourage impartial evaluation of performance or ability		
3.1 You can maximize the beneficial washback of student self-assessment by describing and/or showing students the advantage of giving honest, objective opinions toward their own performance.	✓	
3.2 You can give clear student self-assessment criteria.		
4. Ensure beneficial washback through follow-up task(s)		
4.1 You can follow-up the washback of your use of student self-assessment through self-analysis, journal, reflection, written feedback from teacher, conferencing with teacher, purposeful goal-setting by student, or any combination of the above.	✓	

Material No. 4.4: End-of-workshop evaluation form (Adapted from Richards & Farrell, 2005)

Direction: Please indicate your level of satisfaction with the aspects of this workshop. Numbers correspond to meanings as follows:

1   You have a very low level of satisfaction.
2   You have a low level of satisfaction.
3   You have a moderate level of satisfaction.
4   You have a high level of satisfaction.
5   You have a very high level of satisfaction.

No.	Statements	Level of satisfaction				
		1	2	3	4	5
	Design of the workshop					
1.	Goals of the workshop	1	2	3	(4)	5
2.	The content of the workshop	1	2	3	4	(5)
3.	The coverage of materials	1	2	3	4	(5)
4.	The time spent on each topic and on group work	1	2	3	4	(5)
5.	The tasks	1	2	3	(4)	5
	Presenter					
6.	A presenter as a successful facilitator and a good communicator	1	2	3	(4)	5
7.	Presenter's knowledge	1	2	3	4	(5)
8.	Presenter's teaching methods	1	2	3	4	(5)
	Resources					
9.	The usefulness of the resources used in the workshop	1	2	3	4	(5)
	Teacher participation					
10.	A chance to speak	1	2	3	4	(5)
11.	A chance to interact	1	2	3	4	(5)
12.	The appropriateness of the workshop	1	2	3	4	(5)
	Teacher satisfaction					
13.	The topics	1	2	3	4	(5)
14.	The facilitator	1	2	3	4	(5)

No.	Statements	Level of satisfaction				
		1	2	3	4	5
15.	The level of involvement	1	2	3	④	5
16.	The facilities	1	2	3	4	⑤
17.	The structure of the workshop	1	2	3	4	⑤
	Changes in understanding					
18.	New understanding of the student self-assessment content	1	2	3	④	5
19.	The development of the teacher participants	1	2	3	④	5
	Usefulness and applicability					
20.	The application of student self-assessment knowledge, gained during the workshop, in the use of student self-assessment in their English courses	1	2	3	4	⑤
21.	The impact of the workshop on the teacher participants' practice of student self-assessment	1	2	3	4	⑤
	Confidence in the use of knowledge and skills obtained from the workshop					
22.	The increased confidence in applying knowledge and skills from the workshop to their English courses	1	2	3	4	⑤

❀

Appendix O

Sample student self-assessment tools employed by the training participants

1. Sample student self-assessment tools employed by Lady

ชื่อ...ID...

จากการสอบครั้งที่...........๑.........ในวันที่ ....๖ ธันวาคม ๒๕๕๙...

จากเกณฑ์การให้คะแนน ข้าพเจ้าคิดว่าตัวเองน่าจะได้คะแนนเท่าไร ....๖................................. คะแนน

	1	2	3	4	Score
Completion of task	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided	3
Grammatical accuracy	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes	2
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker	3
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech	3
Effort	Lack of effort and attention to detail	Lack of effort of attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail	3
				Total score	13

18-20 = A   16-17 = B   14-15 = C

ในการสอบครั้งต่อไปข้าพเจ้าต้องการได้คะแนนเท่าไร ๗.. คะแนน

	1	2	3	4	Score
Completion of task	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided	3
Grammatical accuracy	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes	3
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker	3
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech	3
Effort	Lack of effort and attention to detail	Lack of effort of attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail	3
				Total score	15

18-20 = A   16-17 = B   14-15 = C

สิ่งที่ข้าพเจ้าต้องปรับปรุงให้ดีขึ้นเพื่อให้ได้คะแนนตามที่ต้องการคือ ......ความถูกต้องของโครงสร้าง.............
......ความคล่องแคล่วในการพูด , การออกเสียง...

ชื่อ .... คะแนนสอบ midterm ....9........................ คะแนน

1. นับตั้งแต่เปิดภาคเรียนมา ข้าพเจ้าขาดเรียน [✓] ไม่เคยขาดเลย [   ] 1-2 ครั้ง [   ] มากกว่า 2 ครั้ง

2. ก่อนการสอบ midterm ข้าพเจ้าได้อ่านเตรียมสอบบทที่

      [✓] 1. Ways of working   [   ] 2. Making contacts

      [✓] 3. Talking about yourself   [   ] 4. Company benefits

      [   ] 5. Presenting your company   [   ] 6. อื่นๆ (ระบุ)..

3. ข้าพเจ้าอ่านทบทวนหนังสือวิชานี้ครั้งแรกเมื่อประมาณ ....

    และข้าพเจ้าอ่านทบทวนครั้งสุดท้ายเมื่อประมาณ *1 วันก่อนสอบ*...

4. ข้าพเจ้าใช้เวลาเตรียมสอบวิชานี้ประมาณ ....1.........ชั่วโมง / สัปดาห์

5. ในการสอบ midterm ครั้งนี้ part ที่ข้าพเจ้าทำได้ดีที่สุดคือ

      [✓] 1. Vocabulary   [   ] 2. Grammar

      [   ] 3. Reading   [   ] 4. Writing

6. ข้าพเจ้าคิดว่า ตัวเองน่าจะได้คะแนนในแต่ละเกณฑ์การให้คะแนนเท่าไร

1. attendance	เต็ม 5 คะแนน	ข้าพเจ้าน่าจะได้	4
2. Report	เต็ม 5 คะแนน	ข้าพเจ้าน่าจะได้	3
3. Speaking test	เต็ม 10 คะแนน	ข้าพเจ้าน่าจะได้	7
4. Pair work	เต็ม 10 คะแนน	ข้าพเจ้าน่าจะได้	7
5. Homework	เต็ม 5 คะแนน	ข้าพเจ้าน่าจะได้	4
6. Workbook	เต็ม 5 คะแนน	ข้าพเจ้าน่าจะได้	4
7. Midterm	เต็ม 30 คะแนน	ข้าพเจ้าได้	9
8. Final	เต็ม 30 คะแนน	ข้าพเจ้าน่าจะได้	15
รวม	เต็ม 100 คะแนน	ข้าพเจ้าน่าจะได้	45

Pair/Group/Individual

Student Name _____ Student Code _____

Total Score _____ 6 /6 _____

	1	2	3	4
Completion of task	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided
Grammatical accuracy	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech
Effort	Lack of effort and attention to detail	Lack of effort or attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail

18-20= A   16-17= B   14-15= C

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2. Sample student self-assessment tools employed by Madam

ชื่อ_____ ID_____ วันที่ 13 กันยายน 2559

จากเกณฑ์การให้คะแนนและการสอบครั้งนี้ ข้าพเจ้าคิดว่าตัวเองน่าจะได้คะแนนเท่าไร .... ฿.๕ 2 .... คะแนน

Fluency – ความคล่องแคล่วในการพูด

Pronunciation – การอ่านออกเสียง

Accuracy – ความถูกต้องในการใช้ภาษา

Fluency (คะแนนเต็ม 2)	Pronunciation (คะแนนเต็ม 1.5)	Accuracy (คะแนนเต็ม 1.5)	รวม
1	0.5	0.5	2

ชื่อ_____ ID_____ วันที่ 13/09/59

จากเกณฑ์การให้คะแนนและการสอบครั้งนี้ ข้าพเจ้าคิดว่าตัวเองน่าจะได้คะแนนเท่าไร

Fluency – ความคล่องแคล่วในการพูด

Pronunciation – การอ่านออกเสียง

Accuracy – ความถูกต้องในการใช้ภาษา

Fluency (คะแนนเต็ม 2)	Pronunciation (คะแนนเต็ม 1.5)	Accuracy (คะแนนเต็ม 1.5)	รวม
1	0.5	0.5	2

ชื่อ_____ ID_____ วันที่ 13/09/16

จากเกณฑ์การให้คะแนนและการสอบครั้งนี้ ข้าพเจ้าคิดว่าตัวเองน่าจะได้คะแนนเท่าไร .... คะแนน

Fluency – ความคล่องแคล่วในการพูด

Pronunciation – การอ่านออกเสียง

Accuracy – ความถูกต้องในการใช้ภาษา

Fluency (คะแนนเต็ม 2)	Pronunciation (คะแนนเต็ม 1.5)	Accuracy (คะแนนเต็ม 1.5)	รวม
1	1	0.5	2.5

Name _____   ID _____

CV

		For student	For teacher	Remarks
1	Personal information			
	1.1 Name	✓		2
	1.2 Nationality	✓		2
	1.3 Date of birth	✓		2
	1.4 Marital status	✓		2
	1.5 Education	✓		2
2	Education	✓		
	2.1 University	✓		2
	2.2 Major	✓		2
	2.3 Year of graduation	✓		1
	2.4 High school	✓		2
	2.5 Year of graduation	✓		2
	2.6 Subject studied	✓		2
3	Language skills	✓		1
	3.1 Speaks	✓		2
4.	Work experience	✓		2

COVER LETTER

1 15, Stanton Road,
   Wilmslow,
   London

July 2, 20-
2 Stanton Industries,
2, Chalk Lane,
Kensington,
London

3 Re: Salesperson Job

4 Dear Sir or Madam,

5 I am writing to apply for the salesperson job at Stanton Industries. I believe that Stanton Industries is a great company. I am a big fan of many of your products. The company is famous for its exciting designs.

6 I am a student at London University. I am going to graduate in September. I am studying Electronics and Marketing. I think that my knowledge makes me a strong candidate.

I work part-time in a small electronics shop as a sales assistant. I am very good at talking to customers. I am also very skilled with computers.

I can come to meet you at any time to answer your questions.

7 Yours faithfully,

8 James Constable

9 James Constable

		For student	For teacher	Remarks
1	Your address	✓		2
2	Inside Address	✓		2
3	Subject line	✓		1
4.	Salutation	✓		1
5.	Greeting	✓		2
6.	Body	✓		2
7.	Complimentary Close	✓		2.5
8.	Signature Line	✓		2
9.	Typed name	✓		2.5

9.5

☐ Excellent
☐ Good
☐ Satisfactory
☑ Needs improvement

C.V.

Personnal Information

Name :

Nationality : Thailand

Date of Birth :

Marital Status : Single

Education : _____ School

Rajamangala University of Teachnology tawan-ok

Educations

University : Rajamangala University of Teachnology tawan-ok

Major : Management

Year of Graduation : 2017

High School : _____ School

Year of Graduation : 2013

Subjects Studied : Arts-Math

Language Skills

Speaks : Communicable

Work Experience

Siam Cement Group

Sriracha,

Chonburi

October 3 rd ,2016

Nong Nooch Tropical Botanical Garden

163,Sukhumvit,

Sattahip,

Chonburi

Re : Budgeting

Dear Sir or Madam,

I am writing to apple for the Budgeting job at Nong Nooch Tropical Botanical Garden I believe that Nong Nooch Tropical Botanical Garden is a great company. I am a big fan of many of your products. The company is fumous for its exciting designs.

I am a student at Rajamangala University of Teachnology tawan-ok. I am going to graduate in February. I am studying. Management. I think that my knowledge Makes me a strong candidate.

I work part-time in a small PTT Aromatics and Refining Public Company Limited as a Mechanical drawing. I am very good at talking to customers. I am also very skilled with computers.

I can come to meet you at any time to answer your questions.

Your faithfully,

1.5

3. Sample student self-assessment tools employed by Navi

ชื่อ ....ID..

1. เกรดวิชาการแปลเบื้องต้น _____ D _____.

2. ฉันสามารถใช้ dictionary ประเภท _____ ✓ ____ อังกฤษ-ไทย

_____ อังกฤษ-อังกฤษ

3. ฉัน<u>สามารถแปล</u>ประโยคประเภท

✓	Homonyms	✓	Future tense
✓	Past tense		Conditional sentences
✓	Present tense	✓	Passive voices
	Phrasal verbs		Idioms
.	อื่นๆ (ระบุ) _____		

4. ฉัน<u>มีปัญหา</u>ในการแปลประโยคประเภท

	Homonyms		Future tense
	Past tense	✓	Conditional sentences
	Present tense		Passive voices
✓	Phrasal verbs	✓	Idioms
	อื่นๆ (ระบุ)		

เพราะ _____ แปลไม่ได้ ไม่รู้วิธีการแปล ไม่ค่อยรู้คำศัพท์ _____

_____

5. ในวิชานี้ฉันคาดหวังว่าตัวเองจะได้เกรด _____ C _____

6. ในความเห็นของฉัน การให้คะแนนการแปลควรให้คะแนนจาก

	ความครบถ้วนในการแปล	✓	ความถูกต้องในการแปล
✓	การเลือกใช้คำ		สำนวนการแปล
	อื่น (ระบุ) _____		

7. ความคิดเห็นอื่นๆต่อวิชานี้

_____

Name _____

_____

Title of translated text _____

	5	3	0
Correctness	Effective, correct production of translated text	Some evidence of correct production of translated text; elements if literal translation remain	Translated text(s) fails to meet minimum requirement.
Register and orientation to target text type	Choice of register consistently effective and appropriate, highly effective choice of vocabulary. Terminology appropriate and wholly accurate.	Choice of register mostly appropriate despite occasional errors	Translated text(s) fails to meet minimum requirement.

4. Sample student self-assessment tools employed by Zia

ชื่อ _____ ID _____ ชื่อเล่น _____

1. นอกเหนือจาก เกรดแล้ว เป้าหมายในการเรียนวิชานี้ของฉันคือ

___การเรียนรู้ที่รู้เรื่องทละ สามารถน้ำไปใช้ในชีวิตประจำวันได้____

2. เกรดที่ฉันต้องการได้จากวิชานี้ _____ B + _____

3. ณ ปัจจุบัน ฉันคิดว่าฉันมีความสามารถทางภาษาอังกฤษอยู่ในระดับที่

การออกเสียง	___ไม่ดีเลย ✓ พอใช้	___ ปานกลาง	___ ดี	___ ดีมาก
การถ่ายถอดเสียง	___ไม่ดีเลย ✓ พอใช้	___ ปานกลาง	___ ดี	___ ดีมาก
การพูดภาษาอังกฤษ	___ไม่ดีเลย ___ พอใช้	___ ปานกลาง	✓ ดี	___ ดีมาก

4. เมื่อเรียนวิชานี้จบ ฉันต้องการมีความสามารถทางภาษาอังกฤษอยู่ในระดับที่

การออกเสียง	___ไม่ดีเลย ___ พอใช้	___ ปานกลาง	✓ ดี	___ ดีมาก
การถ่ายถอดเสียง	___ไม่ดีเลย ___ พอใช้	___ ปานกลาง	✓ ดี	___ ดีมาก
การพูดภาษาอังกฤษ	___ไม่ดีเลย ___ พอใช้	___ ปานกลาง	___ ดี	✓ ดีมาก

5. ในความเห็นของนักศึกษา อะไรเป็นอุปสรรคต่อการเรียนวิชานี้ให้ประสบผลสำเร็จบ้าง และนักศึกษาคิดว่าจะแก้ไขอย่างไร

___ความไม่ใจ ที่อ่านไว้____

___อุปสรรค ซึ่งอยู่ ที่ตัวเอง เพราะว่า อารมณ์อ่อน แล้วคิดว่าทำไปได้ ทีอกท์ ขอ้อเพราะมันยากเกิน ไป___

___อีกการแก้ไขก็อ เพริ่มฝึกทุกสิ่งทุกอ: เพิ่ม ทละ อย่ากลัวมัน Keep moving Porward.___

_____

6. นักศึกษามีอุปนิสัยการเรียนอย่างไรบ้าง

___ตั้งใจเรียน___

_____

_____

_____

Appendix P

Sample of field notes

University Calendar

Last day of semester 3/2015
Semester 3/2015 grade submissions

Semester 1/2016 students registration / Students meeting

Lady

1. 3 training and seminar
2. Students' general advisor
3. 3 Committee for student projects
4. organizer for student development project
5. 2 research projects
6. academic services
7. 2 committees for external sectors
8. 2 committees for cultural perservation projec
9. Misc eg. Orientation. Katin, Teachers day,
10. Department committee (secretary)
11. QA committee
12. Faculty's duty (PR division)
13. committee for risk management
14. Committees for voluntary projects
15. ทำหลักสูตร EIC
16. สอนพิเศษ
17. Faculty's volleyball team manager
18. university's english test developer
19. regular meeting + unexpected meetings
20. teaching

โครงการปฐมนิเทศนักศึกษาใหม่ 59

KU meeting
WORKSHOP 1
she had questions about the use of SSA for the students with low ability.
WORKSHOP 2

WORKSHOP 3

WORKSHOP 4

Holiday - วันแม่

Madam

1. 3 training and seminars
2. students general advisor
3. 3 Committee for student projects
4. organizer for student development project
5. 2 research projects
6. academic services
7. 2 committees for external sectors
8. 2 committees for cultural perservation projec
9. Misc eg. Orientation. Katin, Teachers day,
10. Department committee (Planning)
11. QA committee
12. Reader of fradutaion day
13. committees for risk management
14. เรียน RU
15. Committees for voluntary projects
16. ทำหลักสูตร EIC
17. สอนพิเศษ
18. Faculty's volleyball team manager
19. university's english test developer
20. regular meeting + unexpected meetings
21. teaching

โครงการปฐมนิเทศนักศึกษาใหม่ 59
English Reinforcement Training for คณะเกษตร

KU meeting
WORKSHOP 1
students with low ability.
WORKSHOP 2
difficulty in using checklist
WORKSHOP 3
สอนเสริมนักเรียน
WORKSHOP 4

Holiday - วันแม่

Navi

1. Curriculum
2. Co-operative education
3. วิจัยงานสอน
4. ทำหลักสูตร EIC
5. ทำหลักสูตรศึกษาทั่วไป
6. เรียน RU
7. Students' general advisor
8. 3 Committee for student projects
9. organizer for student development proje
10. 3 research projects
11. academic services
12. 2 committees for external sectors
13. 2 committees for cultural perservation
14. Misc eg. Orientation. Katin, Teachers
15. Department committee (Co-operative e
16. QA committee
17. Head of Co-operative education
18. committee for risk management
19. Committees for voluntary projects
20. Faculty's volleyball team manager
21. university's english test developer
22. regular meeting + unexpected meetings
23. teaching

โครงการปฐมนิเทศนักศึกษาใหม่ 59

KU meeting
WORKSHOP 1
He has questions about the use of SSA for very spcific performance e.g. translation
WORKSHOP 2

WORKSHOP 3
โครงการทบทวนภาษาไทย
WORKSHOP 4

Holiday - วันแม่

Zia

1. 3 training and seminars
2. students general advisor
3. 3 Committee for student projects
4. organizer for student development project
5. 3 research projects
6. academic services
7. 2 committees for external sectors
8. 2 committees for cultural perservation projects
9. Misc eg. Orientation. Katin, Teachers day,
10. Department committee (Academic affairs)
11. QA committee
12. Faculty duty (KM)
13. Reader of fradutaion day
14. committees for risk management
15. Committees for voluntary projects
16. English proficiency test protering
17. ทำหลักสูตร EIC
18. Faculty's volleyball team manager
19. university's english test developer
20. regular meeting + unexpected meetings
21. teaching

โครงการปฐมนิเทศนักศึกษาใหม่ 59

KU meeting
WORKSHOP 1

WORKSHOP 2

WORKSHOP 3

WORKSHOP 4

Holiday - วันแม่

She met her students today and she worried abo She expressed her worried during talking on the phone call. Her students / non-major students / Business / GE students. They're weak (according to her.)

Aug 1
2
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Appendix Q

Assessment literacy of the training participants (n = 4)

Assessment literacy in the use of SSA	Individual				Overall		
	Lady	Madam	Navi	Zia	$\bar{x}$	SD	Interpretation
Knowledge:							
purposes of SSA.	5	5	4	5	4.75	.500	Very high
skills and factors they can focus on in SSA.	5	5	4	5	4.75	.500	Very high
the definition of SSA.	5	4	4	5	4.50	.577	Very high
the strengths and weaknesses of SSA.	5	4	4	5	4.50	.577	Very high
the challenges in using SSA.	5	4	3	2	3.50	1.291	High
the steps taken in using SSA tools.	4	4	4	3	3.75	.500	High

Note: See page 99 for the score interpretation.

(Continued)

Assessment literacy in the use of SSA	Levels						
	Individual				Overall		
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	Interpretation
the details of SSA tools.	4	5	4	5	4.50	.577	Very high
how to evaluate the implementation plan for SSA.	2	4	4	5	3.75	1.258	High
how to draft an implementation plan for SSA.	2	4	4	5	3.75	1.258	High
how to revise the implementation plan for SSA.	2	4	4	5	3.75	1.258	High
Overall level of 'Knowledge'	3.90	4.30	3.90	4.50	4.15	.300	High
Skills:							
explain the steps taken in using SSA tools with my students.	4	5	4	5	4.50	.577	Very high

Note: See page 99 for the score interpretation.

(Continued)

Assessment literacy in the use of SSA	Levels						
	Individual				Overall		
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	Interpretation
analyse the context of my English course so that I can choose appropriate SSA tools.	4	5	4	5	4.50	.577	Very high
select the appropriate SSA tools for my classes.	5	5	4	5	4.75	.500	Very high
demonstrate the steps taken in using SSA tools with students.	5	5	4	5	4.75	.500	Very high
try out and revise the implementation plan for SSA in each of my English classes.	5	4	4	5	4.50	.577	Very high

Note: See page 99 for the score interpretation.

(Continued)

Assessment literacy in the use of SSA	Levels						
	Individual				Overall		
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	Interpretation
draft the implementation plan for appropriate SSA in my own classes/teaching contexts.	5	4	4	5	4.50	.577	Very high
Overall level of 'Skills'	4.67	4.67	4.00	5.00	4.58	.419	Very high
Principles:							
is sensitive and constructive.	5	5	3	3	4.00	1.155	High
is an assessment for learning.	5	5	4	5	4.75	.500	Very high
can be used to promote students' understanding of how they are assessed or expected to perform, regarding their language performance.	5	4	4	5	4.50	.577	Very high

Note: See page 99 for the score interpretation.

(Continued)

Assessment literacy in the use of SSA	Levels						
	Individual						Interpretation
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	
can be practiced in the English classroom.	5	4	4	4	4.25	.500	Very high
can be used to foster motivation in learning English among the students.	5	4	5	3	4.25	.957	Very high
Overall level of 'Principles'	5.00	4.40	4.00	4.00	4.35	.472	Very high
Conceptions:							
is applicable to my classes.	5	4	4	5	4.50	.577	Very high
can be used to improve teaching and learning.	5	4	4	5	4.50	.577	Very high

Note: See page 99 for the score interpretation.

(Continued)

Assessment literacy in the use of SSA	Levels						
	Individual						
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	Interpretation
can be included as part of the learning standards of the curriculum (e.g. The curriculum should include SSA activities as part of classroom activities).	5	4	4	5	4.50	.577	
Overall level of 'Conceptions'	5.00	4.00	4.00	5.00	4.50	.577	Very high

Note: See page 99 for the score interpretation.

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CHULALONGKORN UNIVERSITY

(Continued)

Assessment literacy in the use of SSA	Levels						
	Individual						
	Lady	Madam	Navi	Zia	$\bar{x}$	SD	Interpretation
Awareness of Students' Language-specific Competencies:							
my students use and study English as a foreign language, so they may have some limitations in self-assessing their own English performance.	1	4	3	3	2.75	1.258	Moderate
Overall level of 'Awareness of students' language-specific competencies'	1	4	3	3	2.75	1.258	Moderate
Overall level of SSA literacy	4.32	4.36	3.92	4.52	4.07	.260	High

Note: See page 99 for the score interpretation.

Appendix R

Assessment efficacy of the training participants (n = 4)

Assessment efficacy in the use of SSA	Levels						
	Individual				Overall		
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	Interpretation
Have knowledge …							
adequate knowledge of SSA.	5	4	3	5	4.25	.957	Very high
Overall level of 'have knowledge'	5.00	4.00	3.00	5.00	4.25	.957	Very high
develop…							
develop SSA tools for my students to self-assess their own performance.	5	4	3	5	4.25	.957	Very high
develop an SSA plan for my students to self-assess their own performance.	5	4	3	5	4.25	.957	Very high
Overall level of 'develop'	5.00	4.00	3.00	5.00	4.25	.957	Very high

Note: See page 99 for the score interpretation.

(Continued)

Assessment efficacy in the use of SSA	Levels						
	Individual				Overall		
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	Interpretation
explain…							
explain the concept of SSA to my students.	5	4	3	5	4.25	.957	Very high
explain the *procedures* of SSA to *my colleagues*.	5	3	3	5	4.00	1.155	High
explain the *procedures* of SSA to *my students*.	5	2	3	5	3.75	1.500	High
explain the *concept* of SSA to *my colleagues*.	5	3	4	3	3.75	.957	High
explain what the results from SSA mean to student's learning to the students.	5	2	4	3	3.50	1.291	High

Note: See page 99 for the score interpretation.

(Continued)

Assessment efficacy in the use of SSA	Levels						
	Individual				Overall		
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	Interpretation
explain the results of SSA to my colleagues.	5	2	3	5	3.75	1.500	High
Overall level of 'explain'	5.00	2.67	3.33	4.33	3.83	1.036	High
monitor …							
students' progress using SSA.	5	2	3	3	3.25	1.258	Moderate
Overall level of 'monitor'	5.00	2.00	3.00	3.00	3.25	1.258	Moderate
make use…							
of the results from SSA to evaluate students' performance.	3	2	3	3	2.75	.500	Moderate
the results from the SSA as a part of grading.	5	2	3	3	3.25	1.258	Moderate
Overall level of 'use'	4.00	2.00	3.00	3.00	3.00	.816	Moderate

Note: See page 99 for the score interpretation.

(Continued)

Assessment efficacy in the use of SSA	Levels						
	Individual				Overall		
	Lady	Madam	Navi	Zia	$\overline{x}$	SD	Interpretation
Total	4.83	2.83	3.17	4.17	3.75	.918	High
Overall level of assessment efficacy	Very high	Moderate	Moderate	High	High		

Note: See page 99 for the score interpretation.

VITA

Nattharmma Thong-Iam holds an M.Ed. in Teaching English as a Foreign Language from Chulalongkorn University, Thailand. She is also a Ph.D. candidate in English as an International Language Program, Chulalongkorn University. While she was reading her doctoral studies, she was awarded the SEAMEO – RELC scholarship in Course 113: Advanced Specialist Certificate (I) in Language Assessment by the Regional Language Centre of Southeast Asia Ministers of Education Organization. She was also granted the 2017 Fulbright-TRF Junior Research Scholarship Program (JRS) to the University of Hawaii at Manoa to do research as part of her study under the supervision of Assoc. Prof. Dr. Betsy Gilliland. Her research interest involves assessment literacy and practice, teacher professional development, translation, classroom action research, and intercultural communication.

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