

Self-Assessment and Motivation
A Mixed Method Study
of a Group of English L2 Students in
Norwegian Lower Secondary Education

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Abstract in Norwegian

Vurdering for læring, og eigenvurdering som ein del av den, har vore viktige satningsområder for Utdanningdirektoratet (UDIR) sitt arbeid i norsk skule der målet har vore å få på plass vurderingsrutiner som understreker verdien av den formative vurderinga av eleven sitt arbeid. Utgangspunktet for denne studien var ei særskild interesse i korleis eigenvurdering kunne bli sentral i mi eiga engelskundervisning.

Denne masteroppgåva i engelsk fagdidaktikk hadde som mål å undersøke om formativ vurdering i form av eigenvurderingsskjema kunne motivere elevar til å forplikte seg til å arbeide med engelskoppgåver. Bakgrunnen for tanken om eigenvurdering som instrument for å fremje autonom åtferd, si effekt på motivasjon, låg i teorien om at autonome elevar er motiverte elevar. I tillegg hadde studien som mål å få innsyn i elevane sine tankar og meiningar om eigenvurderingsprosessen og instrumenta brukt i den prosessen.

Studiet er ei kombinert metode (mixed method) undersøking av elevar sine eigenvurderingar gjennom første semester i åttande klasse og ei innleiande og ei avsluttande spørjeundersøking om eigenvurdering og motivasjon. Analysen er utført ved hjelp av triangulering. Data frå den kvalitative databasen kan vere med å kaste lys over data i den kvantitative databasen og vice versa.

Funna tyder på at elevane sette pris på den muligheten som eigenvurdering gav til å vurdere seg sjølv og til å kommunisere tankane sine til læaren. På byrjinga av åttande klasse i ungdomsskulen, er det lite som tyder på ein direkte samanheng mellom eigenvurdering og motivasjon. Det er heller ingenting i materialet som tyder på at elevane, på dette stadiet, var opptekne av muligheten til å vere autonome i læringsprosessen. Elevane gav inntrykk av å vere mest opptekne av relasjonen til læraren og rammene for det dei skulle lære, det vil seie vurderingskriterier.

Didaktiske implikasjonar for framtidig eigenvurdering tilseier at eigenvurdering må ta inn over seg elevane sitt behov for å skape relasjon til læraren og det å forstå kva for rammer og kriterier som gjeld for denne nye læresituasjonen. Mi anbefaling er difor at eigenvurderingsaktivitetar på dette stadiet i Engelskutdanninga tek form som både intra- og interpersonleg dialog slik at elevane utvikler både sine interpersonale kommunikative og metakognitive evner.

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List of Norwegian Names Translated into English

Bedre vurderingspraksis	Improved evaluation practices
De forskningsetiske komiteene	The Norwegian National Research Ethics Committees
Egenvurdering, elevinvolvering og involvering av lærlinger	Self-assessment, pupil and apprentice participation
Elevundersøkelsen	The Pupil Survey
Fremmedspråksenteret	Norwegian Centre for Foreign Languages in Education
Generell del av læreplanen	Core curriculum
Kunnskapsdepartementet	Ministry of Education and Research
Læreplan for engelsk	English subject curriculum
Læreplan i engelsk	English Subject Curriculum
Norsk senter for forskningdata	Norwegian Centre for Research Data
Sluttrapport, Oppdragsbrev nr. 6 - 2007 om tiltak knyttet til individvurdering i skole og fag- og yrkesopplæring	Final report, Assignment Letter no 6 – 2007 on measures related to individual assessment in school and subject and vocational training.
Ung i Norge	Young in Norway
Utdanningsdirektoratet (UDIR)	Norwegian Directorate for Education and Training
Velferdsinstituttet (NOVA)	Norwegian Social Research
Vurdering for læring (AfL)	Assessment for learning

List of Abbreviations

AfL	Assessment for learning
EFL	English As a Foreign Language
ENG1-03	English subject curriculum
Final Report on no 6-2007	Final report, Assignment Letter no 6 – 2007 on measures related to individual assessment in school and subject and vocational training.
FSS	Norwegian Centre for Foreign Languages in Education
KD	Ministry of Education and Research
LK06-G	Core Curriculum
NESH	The Norwegian National Research Ethics Committees
NOVA	Norwegian Social Research
NSD	Norwegian Centre for Research Data
SA form 1	Self-assessment Activity 1 Main Phase 2
SA form 2	Self-assessment Activity 2 Main Phase 2
SA form 3	Self-assessment Activity 3 Main Phase 2
UDIR	Norwegian Directorate for Education and Training

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1 Introduction

My interest in self-assessment, motivation and the relation between motivation and autonomous learner behaviour was awoken quite early in my career as a teacher of English as a foreign language (EFL), in lower secondary school in Norway. I experienced that a portion of my students' motivation for EFL learning was in one or more ways curbed, and they did not seem to figure out how to address the issues that curbed their motivation. Subsequently they failed, into a higher or lower degree, to apply the effort in their daily EFL studies which, for most of us, learning and developing new language skills require. In addition, I did not have and was not able to find appropriate motivational tools with which to approach these students. Thus, in an attempt to discover and develop a better motivational tool with which to approach the motivational work in the EFL classroom, I decided to do a research study related to self-assessment in, and motivation for, EFL.

1.1 Central Concepts of Motivation – Briefly Explained

In the following chapters I refer to some concepts that are central to the study and research project. As these concepts are thoroughly explained later in the thesis, I only provide brief explanations of concepts referred to in chapters 1.2 through 1.5 in the next paragraphs.

The first concept I refer to is motivation. Motivation in this study is understood as “processes underlying the initiation, control, maintenance, and evaluation of goal-oriented behaviors.” (Hall & Goetz, 2013, p. 59). Curbed motivation refers to a situation where the students' motivational process might have been interrupted, which again may lead to a drop in the students' motivation to commit to the activity at hand. An important aspect within recent motivational theory is autonomy. When autonomy is referred to in this thesis rests on a definition of the concept as the individual's “capacity to be one's own person, to live one's life according to reasons and motives that are taken as one's own” (Christman, 2003). A second concept important with regards to autonomous behaviour, and consequently in motivational research referred to in this study, is the concept of metacognition. Metacognition in language learning refers to the “awareness of and reflections about one's knowledge, emotions and learning in the contexts of language learning” (Haukås, 2018, p. 13).

In the Norwegian classrooms the concept Assessment for Learning (AfL) has made its way into assessment practices. AfL is understood as assessment where the object is to increase the students' learning, commonly referred to as formative assessment, as opposed to e.g. assessing the results of the students' learning, such as assessing their ability to read and write English, in short, summative assessment. One of the major components within AfL is the students' self-assessment activities. I rest my understanding of EFL self-assessment as a process that involves "the use of metacognitive strategies, such as managing and organising learning, monitoring and observation of the learning process, and reflection on learning" (Jessner, 2018, p. 41). These and other concepts relevant to the study will be more thoroughly examined in chapter 2 in this thesis.

1.2 Motivation in Norwegian Classrooms

Norwegian Social Research (NOVA), has performed a focus group study on lower secondary students' opinions on motivation for school, hereafter referred to as NOVA 4/2011. Several of the students who were interviewed reported that they were happy at school, but that school subjects were boring (NOVA Report 4/11, 2011) . In the "Young in Norway" survey from 2010 seven out of ten students reported they were bored in school (Øia, 2011, p. 43). Gayle Macklem refers to boredom at school as an academic emotion which affects learning and achievement and thus may "predict students' self-regulation and how they perform in the classroom." (Macklem, 2015, p. 4). Studies from various countries suggest that 30 to 40% of students report that they are bored at school (Macklem, 2015, p. 2). Macklem's reference to boredom at school may be understood much in the same way as curbed motivation for schoolwork, a phenomenon that is examined in chapter 2 of this text.

The motivation index in the Norwegian Directorate for Education and Training's (UDIR) Pupil Surveys from 2015 and 2016, confirms the impression that a fair number of students experience boredom and they report less motivation for schoolwork in 10th grade relative to their motivation for the same in 7th grade. The two variables referring directly to motivation for schoolwork in the above-mentioned years' surveys were "How interested are you in learning at school?" and "How well do you like school-work?" (Pupil Survey 2014-15 7th grade, 2014-15) (Pupil Survey

2014-15 7th grade, 2015-16) (Pupil Survey 2014-15 10th grade, 2014-15) (Pupil Survey 2015-16 10th grade, 2015-16). The index score for the students' responses to these two variables for the 7th graders were 8 and 7.9 accordingly out of a maximum index score of 10 the two years mentioned. For the 10th graders these numbers were 7.2 out of 10 both years.

Although these scores are related to the students' general motivation for schoolwork, and not EFL specifically, there are no scores in the study that indicate that EFL should be exempt from the general impression in the study, namely that students' motivation for schoolwork decreases through lower secondary school. Additionally, as I have not been able to discover studies that specifically investigate Norwegian students' motivation for EFL learning, I assume that the above-mentioned scores are equally relatable to students' motivation for learning English as for other school subjects.

1.3 Autonomy in Norwegian Classrooms

Ministry of Education and Research's (KD) focus on the students as autonomous human beings is reinforced in the Norwegian Core Curriculum (LK06-G), particularly in the chapter "The Integrated Human Being" (LK06-G, 2011, p. 39) which states that learning includes the development of "independent and autonomous personalities" (LK06-G, 2011, p. 39), "provides room for emotional and character growth" (LK06-G, 2011, p. 40), and gives the students "enough faith in oneself to dare to fail" (LK06-G, 2011, p. 40) Additionally, the core curriculum confirms that the motivational side of learning is linked to the students' ability and will to take on the task at hand and make the effort needed to complete the task (LK06-G, 2011, p. 17). In other words, LK06-G emphasises the link between motivation and autonomous learner behaviour.

1.4 AfL in Norwegian Classrooms

AfL, and self-assessment as one of its components, is currently, and has been for a few years, one of the KD's areas of priority in all subjects including EFL. AfL are types of assessment practices that "places more emphasis on the process of learning" (Berry & Kennedy, 2008, p. 10) than on assessing the outcome of the

learning process. The AfL program is a prolongation of the Improved Assessment Practices Project which was completed in 2009 (Final Report on no 6-2007 , 2009). Simultaneously with this project, Oslo University performed a trailing research project evaluating “Models for Recognizing Achievement of Subject Objectives” (Thronsen, Hopfenbeck, Lie, & Dale, 2009, p. 3). The Oslo University’s research groups’ suggestions and the suggestions of the final report of the Improved Assessment Practices project, such as students’ involvement in their own evaluative process (Final Report on no 6-2007 , 2009), have been adopted in the AfL project document of 2010 (AfL1, 2010, p. 4) and the project document for the prolongation of the AfL project of 2014 (AfL1, 2010, p. 4). UDIR has the task of implementing, assessing and following up AfL in Norwegian schools.

KD and UDIR also emphasize the focus on self-assessment in the EFL subject curricula. In the English subject curriculum (ENG1-03) within one of the main subject areas “Language Learning” (ENG1-03, 2013, p. 3), “The ability to evaluate own language usage and learning needs and to select suitable strategies and working methods” (ENG1-03, 2013, p. 3) is aligned with subject aims such as “knowledge about the language” and “language usage” (ENG1-03, 2013, p. 3). All the above confirm that the KD’s intent is for self-assessment to play an important part in the students’ learning and assessment practices and processes.

Self-assessment has been one of the KD’s focus areas since 2007. The work with AfL in school has largely focused on teachers’ assessment of students’ work rather than the students’ self-assessment of the same. These claims are supported by students’ responses in the Norwegian Pupil Survey of 2015. The index numbers related to the students’ understanding of learning objectives and teacher assessment confirm that although there is still room for improvement, more than 75% of the student responses report that the teacher explains what they are supposed to learn and what criteria their assessment is based upon. The index scores related to self-assessment indicate that less than 40% of the students report playing an active part in the assessment process in most of the subjects (Wendelborg, Røe, Utvær, & Caspersen, 2017, s. 112). These numbers indicate that there is progress still to be made in the self-assessment field of work.

Again, the above-mentioned percentage rates relate to Norwegian students in general and not Norwegian EFL students in particular. There are, however, no indications in the survey that the percentages are not relatable to the latter group and therefore I have considered it valid to use these scores in establishing a base for my research project.

As self-assessment is supposed to be an important part of the formative assessment routines in Norwegian EFL-classrooms, UDIR has developed guidelines on how to work with self-assessment and presented what objectives the students' self-assessment activities should aim to achieve. These are objectives such as students becoming more aware of their EFL skills, what their next learning objective should be and how they can achieve that learning objective (Self-assessment, Pupil and Apprentice Participation, 2015).

1.5 Personal Experience

In an attempt to improve the motivation, and subsequently commitment to activity, in my EFL-classes, I started implementing self-assessment activities on a regular basis in an EFL learning context where I taught EFL some years ago.

Preparing for the implementation of self-assessment activities, some time was spent investigating the possibilities for using existing self-assessment tools in the self-assessment activities. An obvious place to start looking for such tools was in the European Language Portfolio (ELP) promoted by UDIR through Norwegian Centre for Foreign Languages in Education (NCFLE). Although the self-assessment tools presented in the European Language portfolio are excellent tools with respect to assessing various sides of the EFL learning process (ELP 97/2008, 2014), they did not suit the purpose of the above-mentioned self-assessment activities.

In the ELP self-assessment forms the students may register a wide range of observations, such as summative self-assessments, language progress and language learning strategies applied, (ELP 97/2008, 2014) all of which provide information about the students' EFL learning process. None of the self-assessment forms in the portfolio address, however, students' interest in working with EFL, nor do they ask the students' what areas of their EFL learning they want to prioritise. Thus,

the ELP does not specifically require the student to make autonomous decisions with regards to EFL learning activities or EFL focus areas.

Furthermore, the self-assessment forms in the ELP are based on a “choose the description that fits” system (ELP 97.2008, 2014, s. 6). This is contrary to what I wanted to prompt the students to do in the self-assessment activities, which was to word their strengths and challenges in their own way, allowing them to express their self-assessment comments in a personal manner. Thus, instead of continuing the search for suitable self-assessment instruments, in which the students were asked to respond to open ended instructions and questions rather than ticking off appropriate boxes, it was less time consuming and more relevant for the objectives of the self-assessment activities to design a new self-assessment form (See Appendix 1).

The students were asked to assess their EFL efforts on a weekly basis and they were asked to assess own efforts and EFL skills after assessment situations (See Appendix 1). The self-assessment activities seemed to have some positive effects on those students who were dutiful and/or ambitious. I started e.g. registering that some of the students took more notice of the feedback given on their work, and not only the grade mark. They also seemed more able to do something about areas within their EFL knowledge that they perceived as problematic.

The same self-assessment activities did, however, not seem to lead to any significant change in the learning-behaviour of those students who displayed signs of having had their motivation and drive to make any effort in regular EFL learning activities, whether at school or at home, curbed. The success of the self-assessment assignments was limited within the group of students who promoted high levels of self-handicapping. Self-handicapping involves providing “explanations for potential failure” (Niiya, Brook, & Crocker, 2009, p. 297) such as using lack of effort as a reason for poor EFL academic achievement. Other students in this group promoted what may be referred to as helpless response, which often involves referring to previous failures when they seem unable to muster the effort necessary to complete a task (Zonnefeld, 2015, p. 31). Furthermore, students in this EFL group signalled fixed mindsets such as attributing underachievement to lack of intelligence (Zonnefeld, 2015, p. 40).

The above-mentioned observations led me to think that the process of self-assessment seemed to be of help to those who already achieved well or had the mind-set to attribute their success to effort, but not those who, for various reasons, experienced that their motivation for EFL learning activities were curbed or who attributed their lack of EFL achievement to lack of effort. Subsequently, I started to explore the possibilities of using self-assessment as a tool to assist the students who experienced curbed motivation for applying effort to EFL activities.

1.6 Previous Research

Students' learning behaviour is an area that has received its fair share of attention both from past and present researchers. The question of how students best learn and achieve academic success has intrigued and motivated researchers since the late 19th century (Nisbet, 2007, p. 26).

As the realm of assessment historically has been controlled by the teachers, much educational research on self-assessment within EFL learning has focused on studying how the students' summative self-assessments correlate with the teachers' summative assessment (Goto Butler & Lee, 2006) (Hopfenbeck T. N., 2015). In some studies, related to self-assessment in the formative assessment process within language studies, the focus has been on using self-assessment to improve the performance related to writing and/or speaking skills (Goto Butler & Lee, 2010) (Jafari, Yavari, & Ahmadi, 2015).

There are also studies that investigate how self-assessment affects motivation for second language (L2) learning. However, the objectives of these studies tend to be investigating the correlation between the act of self-assessment itself and students' motivation to achieve pre-determined L2 learning objectives (Salimi & Larsari, 2015), and not motivation for the whole EFL learning process.

Studies that investigate Norwegian students' views on self-assessment and whether self-assessment influence their motivation for EFL learning are scarce. Results from an AfL case study published in 2013, in which self-assessment was an important part of the AfL programme, indicate that students were more involved in self-assessment

after implementation of AfL than before. (Hopfenbeck, Tolo, Florez, & El Masri, 2013).

Neither the latter case study, nor other studies referred to here, provide information about the students' experiences regarding self-assessment, or whether change in motivation for EFL learning in the Norwegian classroom context have been registered due to self-assessment practices. Accordingly, there is a need for research within the area of AfL in EFL that concerns motivation and self-assessment.

1.7 Research Question

The above mentioned research gaps, requirements set forth in both the LK06-G and the ENG1-03, my experiences as a teacher in the Norwegian EFL classroom context, and a keen interest in whether self-assessment practices have the motivational impact on students that the governmental representatives promote in their documents (Final Report on no 6-2007 , 2009) (AfL1, 2010) (LK06-G, 2011) (ENG1-03, 2013) (AfL 2, 2014) all provide a base for the study presented in this thesis. As I am a teacher required to promote student self-assessment practices and AfL that motivate students for EFL learning, I decided to investigate what the students think of self-assessment and whether it would be possible to make the self-assessment process count as a motivational tool. Thus, I decided to base my study upon the following research question; How do lower secondary EFL students experience practices of self-assessment and how do such self-assessment practices affect their motivation for EFL learning?

Subsequently, I wanted to investigate whether insight into the students' reflections in and about the EFL self-assessment activities could provide a base for further development of the self-assessment instruments?

The research question was investigated through a case study where the data were collected using mixed methods. The quantitative and qualitative enquires in the research project constitute a case study as they are strategies of inquiry collecting data through which the researcher explores a process in depth (Creswell, 2014, p. 493). The process that was explored in depth in this study was the EFL self-assessment process and whether this process influenced the students' motivation for EFL or not. Additionally, the research project introduced a variety of self-assessment

forms to the students prompting them to provide detailed information about their EFL learning process during the fall semester.

The research setting was my own classroom and the participants were my own students. The research project was conducted during the fall semester of 2017 which coincides with the above-mentioned students' first semester of 8th grade.

1.8 Outline of the Thesis

This thesis consists of five chapters. Chapter 2 provides an overview of the theories about metacognition, language learning strategies, motivation, learner autonomy and the self-determination theory (SDT) on which this study is based. Chapter 3 provides an overview over the elements related to the practical framework for the research project. The most important of these elements are the presentation of the research setting and participants, the design of the research instruments, data collection and preparation, and the data analysis procedures. Finally, in this chapter the validity and reliability of the research projects' procedures are discussed. Conclusively chapter 3 presents a discussion related to ethical issues and possible limitations of the methods and material in the research project. Chapter 4 presents the data analysis and discussions of findings. In chapter 5 the conclusions of the project are presented together with didactic implications of the findings, possible limitations of the study and finally, suggestions for future research.

2 Theoretical Framework

As this study concerns the metacognitive processes involved in learning a foreign language and the students' attitudes towards self-assessment, it draws upon theory within the field of language learning psychology (LLP). LLP involves “the mental experiences, processes, thoughts, feelings, motives, and behaviours of individuals involved in language learning” (Mercer, Ryan, & Williams, 2012). More specifically the study belongs to the area of LLP that concerns the metacognitive processes which may affect motivation for language learning and what language learning strategies students may apply to manage the learning situation at hand.

The presentation of the theories in this chapter reflects how the various concepts are connected and related. First, the concepts of metacognition (See 2.1) and language learning strategies (See 2.2) are presented and examined as these two concepts represent the outer boundaries of the theoretical and practical framework that this study is based upon. That is, motivation and motivational processes are metacognitive processes and these processes are embodied through the aid of self-assessment forms (SA forms).

Next, the concepts of motivation (See 2.3) and learner autonomy (See 2.4) are examined separately before they are brought together under the framework of the Self-Determination Theory (SDT) (See 2.5). The decision to bring together motivation and autonomy within the SDT framework was made to emphasise the idea of how the two concepts are components of the SDT rather than the SDT appearing as a component of motivation and learner autonomy.

2.1 Metacognition

One of the individual differences that seems to play an important part in the learning process is the learners' metacognitive skills (Kim, 2013, p. 2). Metacognition can simply be defined as “thinking about thinking”. (Lee, 2012, p. 79). The phenomenon is however more complex than the above-mentioned definition suggests, and the complexity and poor measurability of the phenomenon has led to some discussions as to how metacognition should be defined (Lee, 2012, p. 79).

One of the main contributors to creating a framework for understanding metacognition is John H. Flavell. He defines metacognition as “knowledge and cognition about cognitive phenomena” (Flavell, 1979, p. 906) . Further he divides metacognition into metacognitive knowledge, metacognitive experiences and strategies controlling cognition (Flavell, 1979, p. 906) in later literature referred to as metacognitive skills (Löffler & Schneider, 2015, p. 2). Metacognitive knowledge, in a few words, concerns knowledge about what you know and how this knowledge may affect the outcome of your efforts (Flavell, 1979, p. 907). Metacognitive experiences are briefly explained as the thought processes concerning experiences made (Flavell, 1979, p. 907). Metacognitive skills may be explained as the art of “knowing how” to do something (Löffler & Schneider, 2015, p. 2).

A prelude to extensive research in the field of metacognition was Flavell’s work in the 1970’s. Flavell’s work aimed at building a theoretical foundation supporting the idea that metacognition is an important factor in how the individual manages his communication with the surrounding world, and particularly in the area of learning, also language learning (Löffler & Schneider, 2015, p. 2). However, despite all the conducted research, there seem to be little consensus regarding which mental processes are involved in metacognition. Researchers have, nevertheless, in later years arrived at the common understanding that metacognition mainly consists of knowledge about “metacognitive resources and self-regulation of cognition” (Lee, 2012, p. 80).

Raofi et al. define, in the article *Metacognition and Second/Foreign Language Learning* (2014), metacognition as the students’ “awareness and management of their own learning process” (Raofi, Chan, Mukundan, & RaofiSabariah Md, 2014, p. 37). Such awareness and management of the learning process are crucial elements in a classroom where the aim is to increase the students’ “ability to take charge of one’s learning” (Miroslaw, 2017, p. 8), see also 2.4.

This study rests on an understanding of metacognition in language learning as a process involving the students’ awareness and management of their EFL language learning process and thus agrees with Åsta Haukås’ definition of metacognition in language learning as “an awareness of and reflections about one’s knowledge, emotions and learning in the contexts of language learning” (Haukås, 2018, p. 13). A

concept closely related to metacognition in language learning is language awareness which involves awareness of language, language learning and language teaching (Haukås, 2018, p. 14).

The concept of self-assessment in language learning is closely related to the concept of metacognition in language learning as “self-assessment promotes the use of metacognitive strategies, such as managing and organising learning, monitoring and observation of the learning process, and reflection on learning.” (Jessner, 2018, p. 41) That is, self-assessment in language learning is a tool for metacognition in the language learning process as the goal of the self-assessment activities in this context is increased awareness of ones’ own language learning process (Ibabe & Jauregizar, 2010, p. 246).

The core purpose of the research instruments in this project, the SA forms (Appendices 2 and 3) was to promote the students’ awareness of their EFL language skills and language learning process and to investigate whether such an awareness could have an affect on the students’ motivation for EFL learning.

2.2 Language Learning Strategies

Much in the same way as for metacognition, there is little consensus on what language learning strategies are. The discussion ranges from how to define the word strategy, such as whether a strategy is the plan to do something or the actual activity, to whether language learning strategies involve using cognitive processes or not. Thus “Many still consider it to be unclear whether language learning strategies ought to be regarded as conscious or unconscious, mental or behavioural, specific or general.” (Trendak, 2015, p. 32).

One of the recent definitions of language learning strategies reads that they are “actions chosen by learners (either deliberately or automatically) for the purpose of learning or regulating the learning of language.” (Griffiths & Inceçay, 2016, p. 13). This definition limits language learning strategies to language learning actions – however, it does not address whether these actions are cognitive actions, taking place prior to the activity, or if actions are primarily thought of as how the activity is conducted.

As the discussion regarding how to define language learning strategies yet is to arrive at a conclusion, the most sensible approach appears to be to apply a wide definition of the phenomenon in this study. Thus, the present thesis relies on a view of language learning strategies as “mental or behavioural activity related to some specific stage in the overall process of language acquisition or language use” (Ellis, 1994, p. 529). In other words, the mental processes and language learning activities that the students either initiate, or in other ways choose to commit to, in the EFL learning context, which has as its purpose to either learn something new or adjust previously acquired knowledge, are defined as language learning strategies. Motivation is the unknown quantity in this equation, it is the quantity that to a degree determines with what effort the students commit to the EFL learning activities.

2.3 Motivation

Motivation is a complex phenomenon and is not easily defined in a way that provides a definition applicable to all areas of life where motivation is part of the process. However, the following definition provides a foundation for exploring the interrelation between self-assessment activities and motivation in EFL learning: “Motivation refers to the processes underlying the initiation, control, maintenance, and evaluation of goal-oriented behaviours.” (Hall & Goetz, 2013, p. 59).

The term goal oriented as it is presented in the above-mentioned definition, may be somewhat confusing, as the term goal can be understood as a measurable result of an activity. It is, however, not obvious to limit the scope of this term in this way.

Consequently, “goal” in the EFL learning context may be defined in wider terms and may include unmeasurable goals such as pleasing the teachers and parents, being contented with the efforts applied in an activity or simply having completed the task.

When referring to the learners’ motivational drive it is common, within motivational theory, to refer to two types of motivation, namely intrinsic and extrinsic motivation (Levesque, Copeland, Pattie, & Deci, 2010, p. 618).

In current motivational theory we find an additional distinction between controlled extrinsic motivation and autonomous extrinsic motivation (Hall & Goetz, 2013, p. 66). The differentiation between these two types of extrinsic motivation corresponds respectively with Deci and Ryan’s theory about self-determination, external and

introjected motivation on one hand and identified and integrated motivation on the other (Figure 1).

External and introjected motivation may briefly be explained as extrinsic, instrumental motivation such as reward and punishment. The difference between the two is what value they represent to the persons subjected to extrinsic motivation. The two latter types of extrinsic motivation, identified and integrated motivation, are types of motivators that are accepted as motivators relative to the importance they are given in the persons' personal reward system. These types of motivation are examined more thoroughly later in this chapter.

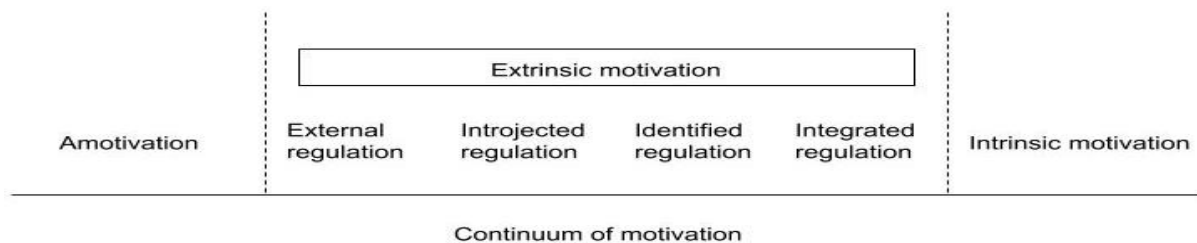


FIGURE 1 CONTINUUM OF MOTIVATION

In the following controlled motivation corresponds with controlled extrinsic motivation and autonomous motivation corresponds with intrinsic motivation in addition to identified and integrated motivation (Figure 2) (Deci & Ryan, Self-Determination Theory, 2015, p. 488). The SDT will be explored and explained thoroughly in chapter 2.5.

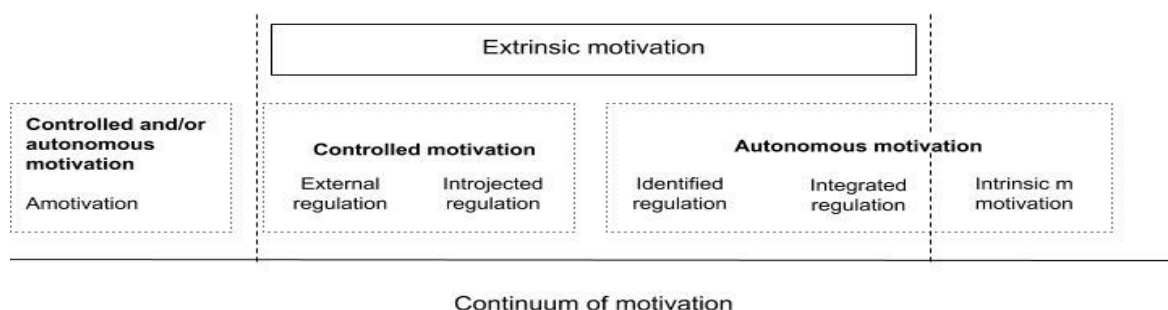


FIGURE 2 CONTROLLED AND AUTONOMOUS MOTIVATION

2.3.1 Intrinsic Motivation

If the fuel that propels the motivation derives from joy and interest while working with the task itself, we refer to the motivation as intrinsic (Levesque, Copeland, Pattie, & Deci, 2010, p. 618). The way I understand this is that the opportunity to do the task is the only motivation needed to initiate activity. Intrinsic motivation does not need any push from the surrounding environment; it is fuelled by the joy of having the opportunity to work with the task at hand. Thus, the process must be understood as a communicative process between the task at hand and the individual's attitude towards the task. The individual acts on the task at hand with no other goal than to enjoy doing and completing the task. The result of the work other than completing it is of minor importance. In other words, individuals may enjoy an activity even if there is no hope of achieving any other result than doing the work. That is, someone may enjoy the activity of speaking English just because they have the opportunity to do so or crocheting even if there is no tablecloth to show for the activity. Many children enjoy playing football even if the only benefit of the activity is the joy of partaking in the game. However, experiencing success, such as being able to communicate in English, creating a tablecloth or being on the winning team, adds to future intrinsic motivation as not only the activity of performing the task fuels the motivation, but also the expectancy of being successful at what one is doing.

The magic of intrinsic motivation is that learning may take place as a natural consequence of partaking in the activity. While crocheting, the intrinsic motivation may fuel the wish to learn new stitches. While playing football, you may understand the importance of positioning the foot when passing the ball so that it arrives at the intended target. In EFL learning, the mere possibility of partaking in the activity of speaking the language may be the only motivation needed to learn more English. For instance, intrinsically motivated EFL students who partake in a group conversation and at a time in the conversation discover that they do not know vocabulary needed to address the topic in the way they would like, will on their own initiative try to find a way to overcome the obstacle. In other words, the opportunity to partake in communicative activities in English may be the only fuel necessary to trigger intrinsically motivated learning in the individual.

2.3.1.1 Intrinsic Motivation – in the EFL Classroom

Most of the Norwegian EFL students in lower secondary school communicate well in the target language. They have been taught English in school and at the same time been exposed to the presence of this language for many years (Brevik, 2016, p. 87) (Brevik & Hellekjær, 2017, p. 3). As a result, the unconscious learning which has taken place while they watch films, listen to songs, watch television, play video games, chat and browse the internet for games and YouTube videos is considerable. Additionally, this presence of English in their daily lives is invaluable when it comes down to understanding the language and learning vocabulary in a voluntary setting outside the classroom (Chan, Lowie, & de Bot, 2016, p. 184). Thus, most of the students who enter the classroom in lower secondary school have a quite sound knowledge of English, in particular oral English.

The learners do not, however, use this oral EFL knowledge once inside the EFL classroom. A Swedish study confirms, “in only one fifth of all classes was English spoken consistently throughout the lesson (...) in some lessons hardly a word of English was spoken” (Henry, 2014, p. 98). Based on these observations it is fair to conclude that the motivation and willingness to communicate in English outside the classroom does not carry over to the classroom environment. In other words, intrinsic motivation is not static and does not exist in a vacuum where only the EFL student, his EFL interest and the EFL task are present. Intrinsic motivation varies in strength depending on variables such as the context and environment that surrounds the learning situation (Csillagh, 2016, s. 188).

When intrinsic motivation for EFL, for any reason, is not present, the students need a different type of motivation to initiate activity. In other words, we are moving away from intrinsic motivation in the direction of extrinsic motivation.

2.3.2 Extrinsic Motivation

2.3.2.1 Extrinsic Motivation – in School

Extrinsic motivation in the educational system consists of motivational factors that relate to the learning activity in other ways than “learning for its own sake” (Frenzel &

Stephens, 2013, p. 30). Such factors may be the student's wish to achieve good grades, receive recognition from peers and teachers or avoid negative consequences such as receiving an adverse remark for neglecting to do an activity. The definition of extrinsic motivation may thus be all types of motivation that, in short, are not intrinsic motivation (Ryan & Deci, 2000, p. 60).

AfL (Cf. 1.4) and assessment of the learning outcome are two types of extrinsic motivation that are commonly used within the Norwegian school system. The hallmark of AfL is that it takes into account that learning concerns more than achieving a result that is graded and thus measured against a value of a standard. AfL involves activities such as assessing the students' learning process, advising them in how to better achieve what they set out to achieve, involving them in assessing their own learning process and learning outcome and allowing them the opportunity to influence their own learning process.

During the last two decades, UDIR has promoted their AfL program (Cf. 1.1.4). The project phase of the program was formalised in 2014 (AfL 2, 2014) and as it is a requirement that schools use principles from this program when assessing the students' efforts and learning outcome, AfL has over the course of the latter years become an important tool in the motivational work in Norwegian classrooms. Thus, processes which involve AfL such as teaching various learning strategies to increase the student's access to learning tools, providing feedback on work processes, allowing the students to learn from and with each other, are important motivational tools of the daily learning activity in the EFL learning context in school.

All the above-mentioned processes sort under the label extrinsic motivators as they are represented by tools designed to increase the students' desire to commit to EFL learning activities. However, to explain effects of extrinsic motivators in school context, I will, in the following, focus on another type of extrinsic motivator that is systematically used in the Norwegian educational system from lower secondary school upwards, namely assessment of learning outcome. That is, I will focus on the use of EFL learning objectives to assess student learning outcome. In other words, how EFL learning objectives may be used to assess the students' EFL work and thus determine students' EFL achievement levels. These achievement levels are represented by the numeric values 1 through 6, where 6 represents the highest

achievement level and 1 the lowest (Forskrift til opplæringslova, 2006, pp. §3-4). The reason for this focus is simply that grades are types of extrinsic motivators which are the same for all students in the Norwegian school system, independent of where they go to school and who their teachers are.

Grading students' work in accordance with learning objectives means that teachers assess their work towards the value of a standard. The discussion of the efficiency of this way of assessing quality as a motivational factor does not belong here other than noticing that the effect of the assessment as a motivational factor is determined by the way each individual student perceives the motivational fuel which the assessment provides. Thus, some students may find this type of assessment motivating and some students may find it less motivating or not motivating at all (Pekrun, 2013, p. 175).

In this, one of the challenges with this type of extrinsic motivation reveals itself. The extrinsic motivators, such as being assessed in accordance with learning objectives, may represent a problem as what is a reward to some may be perceived as punishment to others (Pekrun, 2013, p. 175). Therefore, to function efficiently as a motivator, the extrinsic motivator needs adjusting to fit individual students and their personal reward system.

The process of adjusting the extrinsic motivators to complement the students' personal reward system may be referred to as the internalisation of motivators (Levesque, Copeland, Pattie, & Deci, 2010, p. 619). When the students have internalised the EFL learning objective, they perceive the motivational effect to come from within themselves rather than a requirement from the outside (Levesque, Copeland, Pattie, & Deci, 2010, p. 619). The process of internalisation of extrinsic motivators will be explored in chapter 2.5.3.

Another challenging side to extrinsic motivation such as grades, is that it is quite difficult to foresee what effect these extrinsic motivators produce on intrinsic motivation as they "can readily have an amotivating impact, undermining all motivation" (Deci & Ryan, 2013, p. 202). As opposed to intrinsic motivation which only has positive influence on the learning process and learning activity, extrinsic motivation in the form of measurement towards a standard may provide both positive and negative influence on the students' EFL learning process and on the EFL

learning activity. Extrinsic motivation which is related to punishment and rewards and that is not intrinsically accepted and incorporated in the learner's own reward system, such as accepting that grades are a reward, may affect intrinsic motivation in a negative way (Deci & Ryan, 2015, p. 487).

In the EFL classroom, even the most intrinsically motivated student may have his motivation influenced and altered by external factors such as the teachers' "feedback and instructional behaviour" (Hall & Goetz, 2013, p. 97), and their peers attitudes towards classroom activity (Hall & Goetz, 2013, p. 98) such as their attitude towards speaking English in class. The force of extrinsic motivation may in fact be so strong as to replace and remove intrinsic motivation (Levesque, Copeland, Pattie, & Deci, 2010, p. 622). That is, if for example the peers' attitude towards oral EFL activity is mainly negative and if their opinions are very important to a student, the peers' attitude may change and even remove an otherwise intrinsically motivated student's intrinsic motivation for an activity.

2.3.3 Amotivation

According to Deci and Ryan amotivation occurs when the individuals lack the motivational force to initiate activity (Deci & Ryan, Self-Determination Theory, 2015, p. 488). They may lack the belief that they will master the activity, the intent of achieving a goal or the will to perform an activity. Explained in terms of the learning objectives in the EFL, amotivation occurs e.g. when the students do not initiate activity because they do not believe that they are able to understand and e.g. use "a general vocabulary related to different topics" (ENG1-03, 2013, p. 9), or the outcome of the activity related to the objectives do not have any value to them. Such as; Why learn English grammar when English grammar never will be of any value to me? Why learn phonetics when I do not believe I will ever be able to communicate orally in English in a way that anyone will understand? As amotivation is one of the elements considered in the SDT theory, amotivation as a phenomenon will be more thoroughly examined in chapter 2.5. of this thesis.

2.4 Learner Autonomy

The study as a whole is based on an understanding of individual autonomy as “an idea that is generally understood to refer to the capacity to be one’s own person, to live one’s life according to reasons and motives that are taken as one’s own and not the product of manipulative or distorting external forces.” (Christman, 2003).

It is in our nature to explore the world around us on our own accord and this activity is largely initiated through intrinsic motivation. In other words, to be autonomous is an intrinsically motivated decision, to be proactive in exploring and responding to our environment and to persist in following the agendas we set for ourselves (Little, 2007, p. 17). As it is “in our nature to be autonomous” (Little, 2007, p. 17) in our efforts to come to terms with and control our relationship with the world around, the motivation to do so comes from the individuals’ communication with their surroundings and the activities which are presented to them. They are not forced to explore the world. They do so because the exploration provides them the knowledge, they need to become independent human beings, and little by little manage on their own in a world that requires a set of skills to function well as members of a society.

Some of the challenges to autonomous learner behaviour within an EFL learning environment may be the pre-set frames of the EFL learning context. Many of these may be perceived as obstructions to autonomous EFL learner behaviour. Many classrooms are constructed in ways that does not automatically suit autonomous learner behaviour. The learning objectives are set by someone outside the EFL learning arena and the setting is not a natural English-speaking arena. However, the EFL classroom is a miniature of any other learning environment, even the society in general. That is, no society where learning takes place is free of boundaries and learning objectives in a wider sense. In other words, the prerequisite for learning is that there is something to learn.

The skills needed to function in any society must be learned and although it is human nature to be autonomous, and autonomous behaviour is strongly related to the individuals’ ability to control and monitor their own learning, this behaviour is not achieved in a vacuum. Learner autonomy is developed through interactions with other individuals (Tatzl, 2016, p. 42) and the environment where the individual learns.

Thus, what we may strive to achieve is maximised autonomous learner behaviour within the boundaries of the EFL learning context.

Henri Holec is what we would refer to as the father of the concept of learner autonomy. Holec was an important figure in the work of creating a common framework for language learning and teaching in Europe and his definition of learner autonomy as a student's ability "to take charge of one's (own) learning" process (Miroslaw, 2017, p. 8) has become the common definition of learner autonomy.

David Little, former professor at Trinity College Dublin and long-standing contributor to the development of the European Language Portfolio, provides theoretical insight into the nature and complexity of learner autonomy. According to Little, learner autonomy is an important element with regards to student motivation (Little, 2007, p. 18) and he bases his research on learner autonomy on Holec's definition of the phenomenon. Autonomous behaviour may be observed in student activity as students are autonomous learners when we observe that they "are 'fully willing to do what [they] are doing and [they] embrace the activity with a sense of interest and commitment'." (Little, 2007, p. 17). This latter reference to observable learner autonomy provides the link between autonomy and motivation as autonomous learner behaviour, such as it is described above, corresponds with the observations of an internally motivated learner.

In accordance with sociocultural learning theory, which is based upon the view that all learning takes place in a social and cultural context (Torres-Velaquez, 2000), such as in an EFL classroom, learner autonomy is developed in interaction with other students, teachers, the learning environment, teaching materials and everything else which may influence the learning process.

In the following, the elements that influence the learning process will be referred to as "complex influences". Such complex influences may, in addition to those mentioned above, consist of the students' interest for EFL, the surroundings in which the subject is taught, the teachers' ability to connect with the student, the student's ability to connect with the teacher, the peers, the learning material and not to forget the situation at home. These are only a few elements which may interfere with the learner's autonomous behaviour and the list of complex influences may seem endless.

Based on sociocultural learning theory a possible conclusion to the process outlined above, is to consider the relation between the complex influences and the students as a cognitive process taking place between the students, their surroundings and everything which affects the learning environment and the students that operate within it.

The result of this cognitive process may be observed and identified by the teacher and other in the students' surroundings. Nevertheless, to what degree the students allow the cognitive process taking place in the learning situation, to be affected by the teacher or anyone else, is entirely up to each individual student. That is, to what extent each of these complex influences affects the learners' autonomous behaviour may only be controlled by the students themselves and consequently it is also each individual student who decides which of the complex influences matter the most and which matter the least.

Adding even more to the complexity of the situation, the types of complex influences that affect the learners vary from one individual to another, so that attempts made by the teacher to enhance the positive or curb the negative effects of complex influences, may work for one student but may prove to have no effect on another student (Kostoulas & Stelma, 2016, pp. 8-9).

Another challenge which might affect autonomous EFL learner behaviour is that the Norwegian EFL classroom in its nature relies its existence on extrinsic motivation. That is, the EFL learning objectives are provided by the society in which the school exists (Kostoulas & Stelma, 2016, p. 9) and thus, autonomous behaviour where the EFL learner decides themselves what to learn and when and how to learn it, is not fully feasible, or possibly not even advisable, in the Norwegian EFL classroom. Thus, the process of developing autonomous learner behaviour within the EFL classroom may take place either when students have accepted the above-mentioned conditions or if they completely ignore them.

Thus, an important aspect of developing language learner autonomy in the EFL classroom seems to involve acknowledging the metacognitive skills necessary, complex influences such as language learner activities, peers' influence, student-teacher relationship and considering how to help the students internalise the EFL objectives outlined in the EFL curriculum. The latter involves assisting the students in

developing the metacognitive skills that allow them to make sound decisions in how to work with EFL learning objectives in a manner that fit their personal language learning needs.

2.4.1 High- and Low-degree Autonomous Learners

Recent studies of autonomous learner behaviour confirm the complexity of the phenomenon. Dietmar Tatzl, one of the contributors to *New Directions in Language Learning Psychology* (Gkonou, Tatzl, & Mercer, 2016), presents in his article *A Systemic View of Learner Autonomy* (Tatzl, 2016) an interesting reinterpretation of learner autonomy as a complex, dynamic system where the emphasis is on how the various elements within the system affect one another. Tatzl addresses the complexity related to the development of learner autonomy and how autonomous behaviour manifests itself in and affects the learning situation.

Tatzl, presents a system in which learner behaviour is categorised in accordance with the level of autonomy the students display. He presents autonomous learner behaviour on a continuum starting at low-degree autonomous learners and ending at high-degree autonomous learners. Low-degree autonomous learners are individuals who in a specific setting display little independence and consequently little activity in the work process. The opposite of low-degree autonomous learners are high-degree autonomous learners, who in the same setting, promote independence and high levels of activity.

Learner autonomy does not mean however that we should leave the students alone to decide for themselves what they should learn. Society is after all a complex place constructed on generations of knowledge and experience, and to function efficiently within society the students' understanding of this collective knowledge and experience will provide them expertise on which they may be able to construct their role in this society (Little, 2007, p. 20). Constructing ones' role in the society also involves developing attitudes, such as values, ideas, ability of critical thinking alongside learning specific subject skills. Based on the combination of a variety of abilities, attitudes, values and skills the students can make sound decisions in this process which are in accordance both with their role in the society and their individual needs.

Whether the individual becomes a high-degree autonomous EFL learner or a low-degree autonomous EFL learner (Tatzl, 2016, p. 41) depends on a vast number of elements intertwined in a complex system of controlled motivators on one hand and autonomous motivators on the other.

2.4.1.1 High-degree autonomous learners

Such as motivation was explained in chapter 2.3, learner autonomy and the observation of learner autonomy were defined in chapter 2.4, the interrelations between learner autonomy, intrinsic motivation, identified and integrated motivation seem obvious. In the following, when the intrinsic motivation, identified and integrated motivation are referred to as a group, they will be referred to as internal motivation. In the following internal motivation will be examined as to how it may influence autonomous behaviour and how the interrelation between them may be observed in terms of level of activity.

Internal motivation is motivation that derives either from the intercommunication between the student and the activity or from objectives integrated into the student's own internal value system. Therefore, the motivation initiating the activity is perceived as governed, either fully or to some extent, autonomously by the learner himself.

2.4.1.1.1 Learner autonomy and intrinsic motivation

The way high degree of learner autonomy is defined above it seems fairly obvious to conclude that a high degree of learner autonomy and intrinsic motivation are strongly related. When intrinsically motivated for an activity, the learner embraces the activity with interest, willingness and commitment, thus promoting all the traits of autonomous behaviour. Intrinsic motivation for an activity comes from within the individual, with no interference from outside sources other than the activity itself. Thus, in order not only wanting and wishing to do the activity, the individual must be able, and willing, to make all the decisions related to initiating and continuing the activity himself. He relies on his own resources to initiate, continue and complete the activity, all of which are attributes of a high degree of autonomous behaviour (Tatzl, 2016, p. 41).

2.5 Self-determination Theory (SDT)

Based on motivational research on the relation between intrinsic and extrinsic motivation and their combined effect on human nature, Edward L. Deci, professor of psychology at the University of Rochester (University of Rochester, 2019), and Richard M. Ryan, Professor at the Institute for Positive Psychology & Education at the Australian Catholic University and Research Professor in Psychology at the University of Rochester in New York (Australian Catholic University, 2019), developed the SDT. This theory is one of the major theories that has emerged from the field of motivational studies and it has largely contributed to the understanding of motivation as a construct of a complex system with the individual at the core (Deci & Ryan, 2015, p. 488). The SDT provides a framework for discussing various sides of motivation and autonomy and the connection between the two. In addition, the theory explains how motivational forces influence the motivation process in the individual learner (Liu, Keng, & Ryan, 2016, p. 3).

SDT belongs to the organismic end of the meta-theoretical assumptions' continuum, a continuum with mechanistic meta-theories in one end and organismic theories in the other. While a mechanistic view of motivational theory bases its views on theories claiming that the individual depends on extrinsic motivation to commit to activity, an organismic view sees the individual as capable of motivating oneself to commit to activities and that individuals act upon and learn from the challenges they encounter in their proximity (Deci & Ryan, 2015, p. 486). Consequently, when considering SDT to be relevant for pedagogical practice in the educational field, it is logical consider students as, when they are provided the opportunity to act in an autonomous manner, organismic individuals seeking, on their own initiative, and building knowledge while interacting with their surroundings.

2.5.1 Basic Psychological Needs

A very important aspect of the SDT is the assumption that the human being has basic psychological needs, namely the need for autonomy, the need for competence, and the need for relatedness (Deci & Ryan, 2015, p. 486). In other words, the basic psychological needs create the framework within which individuals may find motivation to learn. Psychological needs may be understood as needs that the

individual will seek to fulfil in different ways within the framework of the situation and surroundings in which it functions. They will seek to act in an autonomous manner within their field of competence, and they will give much attention to the relations they find supportive and useful (Liu, Wang, & Ryan, 2016, pp. 212-213).

In the EFL learning context, for students to feel motivated, the above entails that students must experience some degree of autonomy. The individual does so to maintain control in one's life, over activity in and communication with the world, in other words, to display autonomous behaviour. For students in an EFL learning context in lower secondary education in Norway, this means that they may in various ways promote autonomous behaviour such as searching the internet for viable solutions to learning challenges or to make the decision to avoid initiating EFL activities when asked to.

In accordance with SDT students must also be given the opportunity to feel competent in the EFL learning context. In the realm of the EFL learning context in the Norwegian educational system, competence is represented by the basic skills listed in the English subject curriculum. These skills are "Oral skills", "Being able to express oneself in writing in English", "Being able to read in English", "Numeracy", and "Digital skills" (ENG1-03, 2013, pp. 4-5). In the following these basic skills are the basis for exploring and discussing the concept EFL competence. Consequently, the students should experience that they master the basic EFL skills in such a way that they are able to solve tasks and experience that they are capable of expanding their knowledge and thus develop their EFL competence. When feeling competent, students are more likely to think positively about their EFL learning process and thus be more willing to commit to future EFL learning activities (Seifert & O'Keefe, 2001).

Finally, students need to experience that they are in an EFL learning environment where they have established relationships with other individuals they trust and find supportive. The basic need for relatedness defined as the "need to feel connected and close with significant others" (Standage, Duda, & Pensgaard, 2005, p. 43). When students feel safe and connected with significant others, they are more likely to feel confident enough to work with EFL tasks based on their current competence level in an autonomous manner.

When all three basic psychological needs are fulfilled, students have the framework within which they can find motivation to commit to EFL learning activities.

2.5.2 Autonomous Motivation and Controlled Motivation

Two of the main focuses in the SDT, is the distinction between controlled and autonomous motivation (Deci & Ryan, 2015, p. 486). Controlled types of motivation correspond with external and introjected regulation, while identified regulation, integrated regulation and intrinsic motivation correspond with autonomous motivation, see Figure 2 page 26.

In an autonomy-supportive classroom, teachers move away from controlled types of behaviour to autonomy-supportive behaviour. The teacher's autonomous supportive behaviour enables the students to use their knowledge about themselves to motivate themselves through the help of autonomous motivation (Deci & Ryan, 2015, p. 486).

2.5.3 Extrinsic Motivation – SDT and Autonomous Student Behaviour

In the following chapter I will focus on exploring the various types of extrinsic motivation, external regulation, introjection, identification and integration, such as they are categorised by Deci and Ryan (Deci & Ryan, 2013, p. 197), and how they relate to autonomous behaviour and commitment to activity.

To visualise how the various types of motivation are related to self-determination and commitment to activity, the Levesque et al's "Continuum of self-determination" model (Levesque, Copeland, Pattie, & Deci, 2010, p. 619), Figure 3, have been altered to include and visualise how high and low degrees of autonomy may affect commitment to activity, Figure 4. In this model, the various types of extrinsic motivation, from external to integrated motivation, are placed on a continuum along a line starting at amotivation, ending at intrinsic motivation (Levesque, Copeland, Pattie, & Deci, 2010, p. 619).

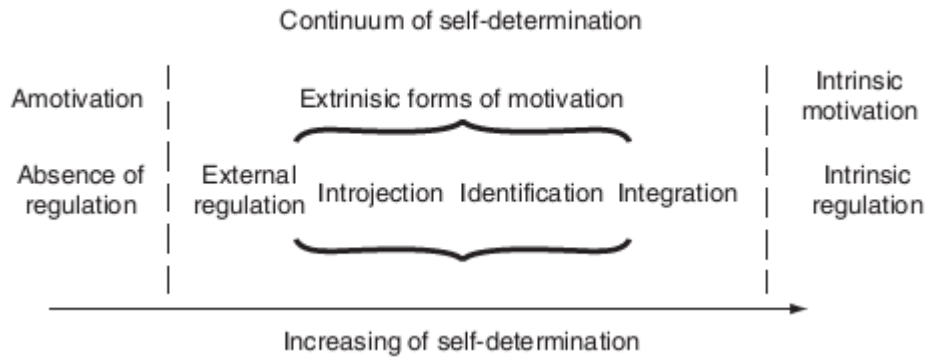


FIGURE 3 CONTINUUM OF SELF-DETERMINATION

2.5.3.1 The Effect of Controlled Versus Autonomous Motivation

To visualise how the various types of motivation may affect students' commitment to activity, I refer to Figure 3. In this model, external regulation, introjected, identified and integrated motivation are arranged in intervals along a continuum. Additionally, this model implies that each type of extrinsic motivation carries within it the possibility of motivating the students to various degrees of commitment.

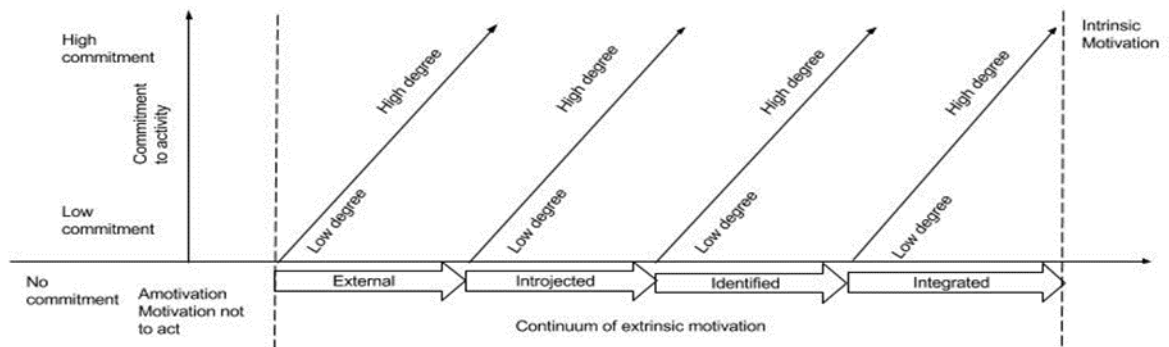


FIGURE 4 CONTROLLED MOTIVATION, AUTONOMOUS MOTIVATION AND COMMITMENT TO ACTIVITY

In Figure 4, three types of motivational forces fall outside the extrinsic motivation continuum. Two of these motivational forces are amotivation and the motivation not to act (Levesque, Copeland, Pattie, & Deci, 2010, p. 619). These fall outside the continuum as the result of both types of motivational forces is no commitment to the activity. The third type of motivation falling outside the continuum is intrinsic

motivation, as this type of motivation, theoretically, does not require any outside intervention to commit to an activity. The effect of these three types of motivation on commitment to activity will be discussed later in the chapter.

Reading Figure 4 from the left-hand side, we find low degree external regulation (Deci & Ryan, 2015, p. 488). External regulation is the type of motivation which is controlled and regulated by the teacher and may be linked to teaching methods that rely on behaviouristic teaching strategies (Ryan & Deci, 2000, p. 61). Consequently, external regulation is heavily relied upon in classrooms where there is a consensus that the control of the classroom and the learning objectives should remain in the hands of the teacher (Liu, Keng, & Ryan, 2016, p. 14). If an objective in the EFL curriculum such as “understanding and using a general vocabulary related to different topics” (ENG1-03, 2013, p. 13), is interpreted by the teacher, presented to the students as learning requirements from an outside source, and the students perceive them only as such, we move within the range of the external regulation interval.

When teachers base their motivational efforts on the aid of external regulators to convince the students to commit to activity, the students accept that the teachers’ understanding of what they are about to learn and how to learn it is the correct one. The students are explained what to do, how to understand the learning objective and what the result should look like and they either accept the instructions, with various degrees of commitment, or they ignore it. Thus, if they commit to working with activities to “learn” the objective, the external regulation has strong motivational force and the students display high degree of motivation. If the students only display low commitment to working with the activity, the external regulation has weak motivational force and the students display low degree of motivation (Figure 4).

Moving further along the continuum, we find introjected regulation (Figure 4) (Deci & Ryan, 2015, p. 488). This type of extrinsic motivation is closely related to external regulation as the control of what, when and how the objective is taught still is in the hands of the teacher. However, contrary to external regulation, the students accept that the objectives are important in the school setting. That is, in the school setting, the requirements must be met, and the objectives “learned” to prove successful. They do, nevertheless, still not look upon the objective as important to them

personally as the students do not see the objectives as important to their own personal development and does not incorporate it in their personal reward system. The motivation to perform in accordance with the requirements still comes from an outside source and they accept that this is necessary to be considered successful. Students who show high degree of commitment towards the activity leading up to “learning” the objective, are motivated by introjected regulation. Students who promote low degree of commitment to the activity are less motivated by introjected regulation.

Neither external nor introjected regulation provides the student autonomous control in the learning situation (Levesque, Copeland, Pattie, & Deci, 2010, pp. 619-620). Furthermore, as previously discussed, the effect of these types of motivators may be highly unstable and unpredictable. This does, however, not suggest that it is impossible to motivate students through extrinsic motivation. Some students are motivated to a high degree of both external and introjected regulation. However, if students perceive that they have some influence and control in the learning situation the success rate with regards to experience of autonomy and effect of extrinsic motivation may increase. In other words, if the motivation for committing to an activity is perceived as autonomous, that the external motivators such as EFL learning objectives have, to some extent, been internalized the students may exhibit higher motivation for EFL learning activities than if they were subject to controlled motivators (Cf. 2.5.2). The attribution of causes for success and failure has made a shift from external to internal regulation (Levesque, Copeland, Pattie, & Deci, 2010, p. 618). Deci and Ryan refer to these extrinsic motivational processes as identified regulation and integrated regulation (Deci & Ryan, 2015, p. 488).

Continuing the reflections on the phenomenon through the previously mentioned objective in the EFL curriculum, identified regulation has taken place when the students accept that the objectives in the EFL curriculum are important to their own values and goals (Levesque, Copeland, Pattie, & Deci, 2010, pp. 619-620). The student incorporates the objectives into his own personal reward system so that they are perceived as valid and useful to him on a personal level, not only as requirements from the EFL curriculum. E.g., the student has accepted that “understanding and using a general vocabulary related to different topics” (ENG1-03, 2013, p. 9), is important to be successful in school, because success in the school

arena is important to him and his personal goals. This may e.g. be the case when the students believe that EFL is important to their further educational run and thus accept that to achieve the goals which they have set for themselves, they need to make the objectives of the EFL curriculum their personal objectives.

When the students have incorporated the importance of the EFL learning objectives into their own value system, they will find reasons for working with the objectives within themselves. This type of extrinsic motivation is more autonomous than external and interjected regulation as the students no longer perceive the EFL objective only as an external requirement, but also as a requirement from within. To avoid performing in accordance with the requirement means that they will disappoint themselves and therefore it is likely that they commit to the activities leading towards learning the objective. The student finds reasons within to motivate them in the activity required to learn the objectives.

Reverting to the continuum presented in Figure 3, identified regulation has strong motivational effect if the students commit to performing the activity with a high sense of duty towards achieving their own goals. If the objective only motivates the student to commit to the activity in ways which allows him the minimum learning outcome necessary to achieve his goal, the motivational effect of the identified regulation is low.

The final interval of extrinsic motivators in our continuum sort under the label integrated regulation (Figure 4). These are motivators that the individual has integrated into his own value system. The individual no longer see a distinction between the motivators which come from the external source and motivators they turn to in their own motivational system when initiating activity.

With reference to the EFL objectives, the difference between identified and integrated regulation lies within the fact that the student no longer sees the objectives as only important to him personally, they have become an integrated part of the student's value and reward system. The objectives have become important to the students on a deeper personal level. They are no longer only perceived as a means to obtain a scholastic goal, such as achieving good grades in order to be able to move on in the educational run. The students have integrated the objectives into their own motivational system so that the objectives are considered important to the students'

personal growth and development. E.g., students who wish to improve the way they communicate in EFL because communication is important to them on a personal level, and they consider the EFL learning objectives essential to achieving this goal, have integrated the objectives into their own motivational system. The EFL learning objectives are important to the students because they are perceived as important in the students' current situation and progression towards improved communication in EFL (Levesque, Copeland, Pattie, & Deci, 2010, p. 620).

On the continuum, integrated regulation (Figure 4) is at the farthest right of the extrinsic motivators' continuum. Integrated regulation is the most desirable motivational regulator as it is the type of extrinsic regulation which has the best chance to have motivational effect. Identified regulation works well if the students commit to doing their best to obtain the skills, not only to score well on a test but also to improve their communicative EFL skills. Nevertheless, there is no guarantee that integrated regulation will lead to high commitment to activities. If the students commit to the activity in ways that only has a minimal chance of resulting in improved communicative EFL skills, integrated regulation has low motivational effect.

Even if integrated regulation and intrinsic motivation may appear similar, there is still the important distinction that the integrated regulators have at one stage or the other been presented to the student from outside sources and thereafter been incorporated in the student's own value system. Intrinsic motivation comes from the communication between the student's cognitive system and the activity itself. When the student initiate activity based on intrinsic motivation, the activity is perceived as fun and interesting without any interception from any outside sources (Levesque, Copeland, Pattie, & Deci, 2010, p. 618). Activity initiated by integrated regulation may still be perceived as fun and interesting, but the motivators would not have existed in the students' value system unless presented to them at one point or the other (Levesque, Copeland, Pattie, & Deci, 2010, p. 620).

2.5.3.1.1 Learner autonomy, identified and integrated motivation – the relationship

In the following the relationship between learner autonomy and identified and integrated motivation is examined.

The difference between a learner motivated through intrinsic motivation and a learner motivated through integrated regulation may be understood as an observable difference in level of commitment to various stages of an activity. While an intrinsically motivated EFL learner will find and display interest in all aspects of an EFL activity, learners motivated in an integrated manner may find and display interest in various aspects, and at different stages, of the task. Some may display a level of motivation in the way the activity is arranged, such as working in groups, pairs or alone, and commit to the task even if they do not find the task itself motivating. Others may not find the work process motivational but will commit to the activity because they find motivation in presenting a finished product.

Students motivated for EFL in an integrated manner also display high degrees of autonomy in the work process as they are willing and able to commit to EFL activities in a way which help them to complete the activity. Nevertheless, as integrated regulation is a variation of extrinsic motivation, it requires influence from an outside source. Thus, the degree of learner autonomy in integrated regulation may be somewhat lower than what is the case for intrinsic motivation. That is, when comparing students motivated by integrated motivation as opposed to those motivated by intrinsic motivation, the level of autonomy may be displayed in the manner the students handle challenges in the EFL learning process.

Intrinsically motivated students who encounter challenges may, rather than ask for help immediately, attempt finding a solution to the challenges themselves first. If they are not able to find a solution to the challenge, they might turn to an outside source for help or assistance. Students motivated in the manner of integrated regulation may in the same situation request assistance from an outside source, without attempting to find a solution themselves first. Yet, in both instances, learners displaying high degrees of learner autonomy will most likely complete the activity in a manner they find satisfying.

The students measure the level of their success as to the extent they achieve what they set out to achieve when initiating and continuing the activity. If the students found motivation in an EFL activity because it was arranged as group work and they found that working in groups contributed to the objective they set out to achieve, such as writing an EFL text together, they are likely to measure the activity and learning

experience as successful. If they experienced that working in a group was inefficient and frustrating, they might measure the activity and learning experience as a failure. The perceived level of success might in turn not only affect the students' ability to activate motivators when encountering similar challenges, but also to what degree they are willing and able to commit to the activity with a high degree of autonomy.

Continuing the reflections on extrinsic motivation, identified regulation is not as likely to produce autonomous learners as integrated regulation and intrinsic motivation. An EFL learner who is motivated for an EFL activity through identified regulation is more likely to view the objective of the EFL activity as most important. The EFL objective might not be regarded as valuable within their current internal reward system but e.g. recognised as important in order to achieve a future personal goal. Thus, they may promote willingness and commitment to the objective of the activity but not necessarily the activity itself. Furthermore, the students do not necessarily embrace the activity as they perceive the activity as something that is necessary to do to learn an objective. The activity may be performed without any observations of interest in the work-process, the activity itself or in the outcome of the activity. Nevertheless, the activity is performed dutifully as the students perceive the activity as a means of helping them to learn the identified EFL objective.

Students who do what is necessary to complete the EFL task with the minimum of effort may thus be classified as students who promote identified regulation in combination with a lower level of learner autonomy. Some degree of autonomy may however still be observable as the students are willing to commit to, and complete, the activity. Nevertheless, input from the outside, such as advice on where to look for information, how to use tools more efficiently, encouraging discussions with peers and reminders of why the student partakes in the activity, may be required for the student to continue the activity without experiencing decreased motivation and momentum in the work process. Thus, students motivated by identified regulation may display a lower degree of autonomy than the students motivated by the two other types of autonomous motivators.

As a conclusion it may be claimed that a high degree of learner autonomy in EFL activity is displayed when the students take part in an activity to which they are fully committed, and thus are either intrinsically motivated, or motivated through integrated

or identified regulation. The experience of taking part in an EFL activity for which students are motivated by identified regulation, will be related to the experience of less degrees of autonomy than what is the case for intrinsic motivation and integrated regulation because more external influence is required to uphold a level of activity that helps the student to arrive at a conclusion of the activity.

2.5.3.2 Absence of regulation

If the students do not commit to EFL activities, either the extrinsic motivation fails, the intrinsic motivation for EFL has been curbed or the students are motivated for inactivity. At this point we move outside the motivation continuum as the extrinsic motivational attempts do not have any effect on, or the intrinsic motivation fails to affect, the students' desire to initiate activity (Figure 4). In such situations the students are either suffering from amotivation or experiencing other motivational issues resulting in the absence of regulation (Levesque, Copeland, Pattie, & Deci, 2010)

Amotivation (Cf. 2.5.3.1), such as lacking the belief that they will master the activity, the intent of achieving a goal or the will to perform an activity, is due to curbed motivators (Cf. 1.1). While the amotivation related to external and introjected motivation occurs when the motivators do not have any effect, the intrinsically related motivation or identified and integrated motivation for inactivity are motivated choices. Although the phenomena may be easily confused, as the result of all types of amotivation is inactivity and may therefore be perceived as the same when observing the absence of activity, it is important to address the various motivational sources for inactivity differently. The reason for addressing the difference between the motivational sources is to emphasise that in a learning situation, amotivation due to one reason should not be treated the same way as amotivation due to another.

Inactivity due to intrinsic, identified and integrated motivation may be described as "no action". However, "no action" may also be categorised as a result of an action, meaning that the activity of not initiating activity is a motivated decision to avoid working with an activity. Explained in terms of the EFL objective, the students may decide not to commit to "understanding and using a general vocabulary related to different topics" (ENG1-03, 2013, p. 9), because they have a motive to do so. Their

motivation may be intrinsic such as enjoying to do nothing, or the motivation may be extrinsic, such as being encouraged by other students to spend time cementing a social position in a group because working with activities that helps them learn the objective may contradict the rules within the group. To conclude, in a learning situation, amotivation as a result of the failure of external and introjected motivation should not be addressed the same way as amotivation that is a result of intrinsic motivation or identified and integrated motivation.

3 Material and Methods

3.1 Purpose of the Study – Research Question Revisited

The purpose of the research was to investigate how “lower secondary EFL students experience practices of self-assessment and how do such self-assessment practices affect their motivation for EFL learning?” (Cf. 1.7).

As previously explained in chapters 1.4, 1.5 and 1.6, the reasons for researching self-assessment in lower secondary school and whether it would be possible to detect influence on the students’ motivation as a result of self-assessment practices or not, have three main sources. First and foremost, my keen interest in self-assessment as a learning strategy in the EFL classroom that was awoken when discovering that this was a prioritised area in the AfL program. Next, a concern for the students that experienced curbed motivation for EFL learning, led me in the direction of how to address motivational issues in the EFL setting. Finally, as previous attempts of using self-assessment as leverage for increasing the commitment to EFL learning activity among students who experienced curbed motivation for EFL had failed, I wanted to investigate whether there was another way to use self-assessment activities to address motivational issues in the EFL setting. Based on the interest in self-assessment as an AfL tool, a concern for the students’ motivation for EFL and consequently their commitment for EFL learning activities I designed two different self-assessment forms. The above-mentioned reasons’ influence on the design of the self-assessment forms will be thoroughly explained in chapter 3.6.1.2.

3.2 Project Phases

The project was conducted in three phases, a preliminary project phase (phase 1), a main project phase (phase 2) and a final phase (phase 3). Each phase corresponded with a specific data collection purpose. The first survey (See Appendix 6) was conducted and completed in phase 1 in October 2017. Phase 2 comprised the autumn semester of 2017 and during this period three SA forms were completed

(Appendices 2 and 3). In phase 3, in January 2018, the students completed a final survey

3.3 Mixed Method Research Design

Mixed methods design was applied in this research project. The mixed method research design is used in research when it is beneficial to the research to collect and examine sets of quantitative and qualitative data within the same study. “The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself.” (Creswell, 2014, p. 565). Chapter 3.2.1 and 3.2.3 provide brief, general descriptions of quantitative and qualitative research design prior to presenting the reasons for applying mixed methods design to this research project in chapter 3.2.3 of this paper.

3.3.1 Qualitative Research – a brief description

Qualitative research may be described as research that seeks to understand and explore how individuals or groups of individuals understand an already existing phenomenon, and it is mainly conducted in the setting where the participants experience the phenomenon (Creswell, Research Design, 2014, p. 4). In qualitative research data from a relatively small number of participants are collected. The participants’ responses are sorted and categorised in accordance with patterns that emerge in the analytical process. These patterns are interpreted and may help the researcher to draw conclusions about the phenomena under study. The conclusions are presented in the forms of texts and reports explaining the meaning of the data (ibid).

3.3.2 Quantitative research – a brief description

The purpose of quantitative research is to examine “the relationship among variables” (Creswell, Research Design, 2014, p. 4) in order to provide generalised conclusions about the research problem(s) based on the findings provided by the collected data. The data are collected in a manner that allow them to be handled as

numeric values and thus allow them to be presented in graphs and tables. The numerical nature of the data facilitated comparison of findings with other findings or with findings previous studies. Such comparisons may allow for visual presentations of changes in standings from one point in time to another.

3.3.3 The Purpose of Applying Mixed Method Design in this Research

In this study mixed method design (Creswell, 2014) was chosen to examine how lower secondary students perceive self-assessment activities and the effect of these self-assessment activities on the students' motivation to learn English (Cf. 1.7.).

The reason for choosing to use a mixed method design in this research project was the wish to collect both countable and uncountable data about the phenomenon studied. Using mixed method design allows analysis of various aspects of the research problem and may provide, when necessary, "a better understanding of [the] research problem than either type by itself" (Creswell, 2014, p. 514) where the analysis and interpretation of the data collected through the two different methods confirm or contradict each other. Additionally, the data, when combined, may provide a different narrative than each set of data could provide on its own.

Collecting quantitative data provided me the opportunity to analyse data and to measure and examine changes in the data collected. That is, collecting quantitative data provided me the opportunity to first establish an impression of the situation in phase 1 and visualise the situation in figures and to compare findings from phases 2 and 3 to data from phase 1. That is, collecting quantitative data made it possible to compare one set of data towards another and comment on changes in the data sets from phases 2 and 3.

The qualitative data collected in phases 1, 2 and 3 of the research project may, to a certain extent, enhance the understanding of the quantitative data. Some of the qualitative questions asked the students to give information that could be compared and combined with the quantitative data and thus provide a deeper insight into information from data that had been collected quantitatively. E.g., the combination and comparison of the quantitative and qualitative datasets could reveal whether there was any correlation between the students' perception of their intrinsic

motivation for EFL activities reported in the phase 1 survey and the types of motivation they reported in the SA forms.

The quantitative and qualitative data combined could provide insight into the metacognitive processes (Cf. 2.1) related to motivational aspects of the EFL learning process that neither data could provide alone. That is, when analysing the data provided in the phase 1 survey, the survey in the third phase, and the data provided through the SA forms, the combination of the information from the datasets could provide a deeper understanding of the actual motivational processes and the results of them than if the datasets were read separately. That is, the quantitative data could e.g. provide information about the level of motivation the students projected, while the qualitative data could provide insight into how and why the students projected this level of motivation and also what type of motivation they relied upon when addressing EFL tasks.

Finally, the data collected in the third phase of the project compared with the data collected in the first and second phases provided information that allowed for conclusive statements regarding the research problem. That is, the mixed method applied in the research project allowed for a collection of data that made it possible to conclude on the research problem in a more thorough manner than if the research problem was investigated through the collection of either quantitative or qualitative data alone.

3.4 Research Setting

As the main object of this study was to investigate the students' perception of self-assessment and its motivational effect in the EFL learning context in a Norwegian lower secondary school, the site chosen for this research project was a Norwegian lower secondary school where I taught EFL. The students participating in the study were my own students. Creswell refers to this type of research setting as a natural setting. When a study is conducted in a natural setting data is collected in "the field at the site where participants experience the issue or problem under study" (Creswell, 2007, p. 37).

The reason for performing the research on students at this school was, in addition to this being a natural setting for such a study, the fact that it was practical. The

progress of the research could be easily monitored and as I work full time as a teacher at this school, the time factor played a part. It was simply not possible, due to lack of time, to travel around to other schools to administer this research.

3.5 Participants

The focus on the EFL students' perspectives in the study and the research project is a natural consequence of the focus on the EFL students in the research question. As the emphasis in the research question is on students' experience of self-assessment practices and the how the self-assessment practice affects motivation, the participants in the study had to be chosen from this segment of the population.

To collect data that enlightens the research question it was necessary to sample participants purposefully. That is, the respondents had to be intentionally chosen from a group of people that experience the phenomenon that is investigated.

Creswell (2014) refers to this procedure as purposeful sampling. The study was conducted in two 8th grade classes in lower secondary school. All the students were, during all phases of the research project, between the ages of 12 and 13 years old.

The two classes, in which the project was conducted, constituted fifty-two students out of which thirty-six agreed to participate in the project. As the students were grouped into classes based on other criteria than scholar achievement, the classes constituted students of all levels of EFL knowledge and presumably also varying levels of motivation for EFL learning.

In order to conduct this research in the two mentioned classes at this school I requested, and was granted, permission to do so by the school's principal. Thereafter an application for a permission to conduct the project in the above-mentioned location was forwarded to the Norwegian Centre for Research Data in July 2017. Based on the information and documentation admitted in the application, the permission to conduct the project was given in August 2017 (See Appendix 4).

The first matter to handle with regards to the participants in the study was the fact that these students were under 15 years of age and thus sort under the label "vulnerable populations" (Creswell, 2007, p. 44). In line with The Norwegian National Research Ethics Committees' (NESH) guidelines (NESH, 2016), children under the

age of 15 are considered minors in a research setting and should not partake in such studies without their guardian's consent (ibid). Thus, I needed both the students' and their guardians' consent to participate in the research project.

To do so, I informed the guardians and parents orally in the first parent teacher conference in the fall of 2017. Additionally, an "Informed Consent Form" (Creswell, 2014, p. 167) with information about the research project, was handed out to all students in respective classes (See Appendix 5). The informed consent form was reviewed and approved by the Norwegian National Research Ethics Committees (NESH) and the principal at SUS prior to forwarding it to the group of students and their guardians. For the students to partake in the research project, the informed consent form required both the signature of the students and their guardians.

The thirty-six students who agreed to participate in the research project secured me enough respondents in total to provide enough answers even if a portion of the respondents provided unreliable information or if circumstances resulted in student dropouts from the research groups.

3.6 Research Instruments

The research instruments used in the research project comprise two questionnaires, one presented to the participants in two surveys, one in the phase 1 phase of the project and one in the end phase, and a set of three SA forms. The design of the questionnaires and SA forms was based on theoretical assumptions in the SDT about the correlation between basic psychological needs and motivation (Cf. 2.5). There are, however, not equal amounts of quantitative and qualitative questions in the individual research instruments. Thus, each individual instrument may be categorised as mainly quantitative or mainly qualitative.

The collection of qualitative data played a double role in the study. First and foremost, the qualitative data provided an insight into the student's understanding of motivation and self-assessment, which were the main subjects under study.

Secondly the students' responses to the qualitative questions in the SA forms in phase two of the research period provided data about the validity of the theoretical assumptions underlying the research instruments, namely the SDT, discussed in chapter 2.5 in this paper. Finally, the SA forms (Appendices 2 and 3), were not only

research instruments but also the pedagogical tool that the students' used in the self-assessment activities. Thus, when the students were asked to provide opinions on what they thought about self-assessment activities, the question referred to the said SA forms. These forms will be thoroughly explained in chapter 3.6.1.2.

3.6.1 Design of Research Instruments

Two questionnaires, one for the phase 1 survey and one for the phase 3 survey, and a set of two different SA forms were the research instruments designed for the research project. The questionnaires were designed as mainly quantitative survey research to provide "quantitative or numeric description of trends, attitudes, or opinions" (Creswell, *Research Design*, 2014, p. 249) about EFL self-assessment experience and activities within a group of 8th grade students. The SA forms were designed as mainly qualitative questionnaires requesting the students' reflections on various aspects of motivation in the EFL learning process. The research instruments were designed so that the combination of the quantitative and qualitative information collected throughout the research period, would provide the data needed to analyse how the students experienced the self-assessment activities and draw conclusions on whether the self-assessment activities affected the students' motivation or not.

The analysis of the phase 1 survey data created a backdrop for the analysis of the qualitative and quantitative data collected throughout the second and third phases of the research project.

First, such a backdrop allowed for comparison of findings related to the students' motivational situation in the first and second phases of the project. Quantitative data from the phase 1 survey did e.g. provide information about the students' level of motivation at the beginning of 8th grade (See document A-1 in Appendix 7).

Qualitative data from the second self-assessment activity in phase 2 of the project provided information about the degree of motivation with which the students approached an EFL topic in their first semester of 8th grade (See documents A to C in Appendix 9). Thus, both sets of data, although in two different ways, provided information about the students' motivational level for EFL activities at specific times in their first semester in lower secondary school.

3.6.1.1 Surveys

The surveys, which were conducted in the phase 1 and phase 3 of the research project, comprised two questionnaires. These questionnaires were the attitudinal measures instruments that for the most part resemble quantitative research instruments as they consisted mainly of pre-set statements with preset responses (Creswell, 2014, p. 27). Attitudinal measures are a type of research used to measure the respondents' feelings and attitudes toward a topic, (Creswell, 2014, p. 170) in this case self-assessment and motivation. Most of the questions in the questionnaires were designed in a manner that allowed collection of countable data (Creswell, 2014, p. 27 and Appendix 6).

The quantitative questions asked the students to provide their answers in the manner of data that could be counted. This allowed med, e.g., to determine the number of participants who had performed self-assessment activities in their last year of EFL learning in primary school. This quantitative data could then help discover whether or not there were patterns in the students' previous experience with regards to EFL self-assessment activities that could be compared to the students' present experience of EFL self-assessment.

The quantitative sections of the questionnaires were designed to provide information about and look for trends in the students' motivation to work with EFL, about their experience with self-assessment activities, and perceived autonomy in their EFL learning process. The phase 1 survey requested information about the students' experiences in their final year in primary school and the phase 3 survey requested the same for the fall semester of 2017. (Appendices 6).

The phase 1 and phase 3 questionnaires were written in Norwegian. This was done in order to allow all the students to answer the questions without instructions or influence from other students or the researcher. As the study intended to obtain information from students representing different levels of English proficiency, the statements were written in Norwegian. There was a concern that questions written in English would exclude some of the students from the project as they might not have been able to respond due to lack of EFL knowledge. In the following, extracts from the questionnaires and SA-forms are presented only with their English translation.

Some initial questions and statements in the questionnaire represented nominal scaling of the response options as they required the participants to “check one or more categories that describe their traits, attributes, or characteristics.” (Creswell, 2014, p. 183). These questions represented participants characteristics such as the participants gender and their level of EFL proficiency. These characteristics are not investigated in the analytical work of this study, and thus are only mentioned here as they appear on the enclosed research instruments.

Most of the other scales of measurement (Creswell, 2014, p. 183) in the questionnaires were arranged as ordinal scales to “provide response options where participants rank from best or most important to worst or least important some trait, attribute, or characteristic.” (Creswell, 2014, p. 184). There were six ordinal response options to the quantitative statements in the questionnaire, of which all were closed-ended response options. (Creswell, 2014, p. 33). Closed-ended response options are sets of predetermined response options chosen by the researcher.

Examples of closed-ended response options are scales that measure the value of a trait, such as ranging preferences for a drink from best to worst by providing a pre-set range of options that the respondents may choose from and each option has a pre-set value. The closed-ended response options are listed in Table 1 below. The reason for providing the respondents with six response options was to avoid a middle category such as “sometimes” as I was afraid that many students would end up choosing the middle option instead of carefully considering the category that fit their situation the best.

Alltid	Always
Ofte	Often
Noen ganger	Sometimes
Sjelden	Rarely
Nesten aldri	Hardly ever
Aldri	Never

TABLE 1 ORDINAL RESPONSE CATEGORIES IN THE PHASE 1 QUESTIONNAIRE

The qualitative designed questions and instructions in the phase 1 and phase 3 surveys were placed in the final section of the questionnaires. The questions and instructions in this section were constructed as open-ended questions. In the phase 1 survey, the qualitative questions asked the respondents to provide their understanding of the concept motivation (See Appendix 6). In the phase 3 survey, the respondents were asked to share their opinion about the benefits and disadvantages of self-assessment and their motivation for EFL learning (See Appendix 6).

3.6.1.2 Self-assessment Forms (SA forms)

During the second phase of the project, the students were first asked to complete a SA form following their first written assignment in October (See Appendix 2). Thereafter the students were asked to complete one topic related SA form (See Appendix 3) as a pre-reading activity and as an introduction to the topic Australia that made up the base for the EFL activities in the final part of the autumn semester. The next SA form (See Appendix 2) was completed after their end of term written assignment. All the phase 3 task self-assessment activities were performed after the students had received the teacher's feedback on the said assignments.

As one of the objectives of the research project was to investigate the motivational effect of self-assessment, the SA forms were the heart of the project. They were first and foremost the moderating variable in the project through which the students' motivation was targeted. A moderating variable is a variable constructed by the researcher where the researcher combines two variables in order to examine the joint impact of the two (Creswell, 2014, p. 133). In this research project the two variables that were combined and presented as a self-assessment activity were the basic psychological needs of the SDT and the SA forms (Appendices 2 and 3). They were introduced to the students to both influence and measure the variables' impact on the students' motivation for EFL.

Within the SDT-theory, which is the main theoretical base for the research question and the instruments used in the main project phase, one of the main sub-theories that contributes to the overall idea of the SDT-theory is the idea that autonomy contributes to motivation in a positive manner (Cf. 2.5.). Thus, in order to obtain

information whether this was the case or not, the SA forms needed to provide the students with the opportunity to make autonomous decisions with regards to their EFL learning situation.

One of the objectives when supporting autonomous learner behaviour, and in turn hopefully increasing motivation for EFL learning, is to help the students become aware of how they learn EFL and what they do to learn EFL. This activity requires a metacognitive process (Cf. 2.1) in which the students assess not only what they have done, but also the cognitive processes that have helped them arrive at the conclusions made.

When creating tools to help students reveal the processes that influence their motivation for EFL learning and to take charge of their learning, it is important to create tools that initiate metacognitive processes that lead to awareness about their motivation for EFL learning. The SA forms were designed with the purpose of assisting the students in this process.

3.6.1.2.1 SDT theory – applied in the SA forms

The design of the SA forms is based on various aspects of the SDT theory. More specifically, the SA forms were designed as a learning tool to support the students' in their efforts to fulfil their basic psychological needs for autonomy, for competence and for relatedness (Deci & Ryan, 2015, p. 486) within the framework of the EFL learning context and simultaneously strengthen motivation for EFL learning.

First and foremost, the SA forms were designed with the students' basic psychological need for autonomy in mind, in an attempt to affect their motivation for EFL learning. Several of the instructions and questions in the SA forms attempt to provide the student with, to some degree, an opportunity to be in charge of their own EFL learning situation and take control over their own EFL learning. An example of such an instruction is "Make a bullet-list where you describe and explain what you think is the best way to work with this topic." (See Appendix 3).

A different group of instructions in the SA forms were designed to encourage the students to make choices about where to focus their attention and how they should work with their own focus areas. "Describe and explain in your own words two things

that you need to work on:”, “Make a bullet-list where you describe and explain why you think it is most important to focus on these two things.” and “Make a bullet list where you describe what you think you should do to work with these two things towards the next written evaluation” (See Appendix 2). In accordance with the SDT, the SA forms promote the view that students who are allowed influence on their EFL learning situation are more likely to be motivated to partake in EFL learning activities.

Student-teacher relationships are important to all aspects of the students’ life at school. A relationship the students perceive as supporting enhances the school experience while the opposite type of relationship tends to affect the students school life negatively (Murdock & Miller, 2003). Thus, the SA forms also attempted to be a means of communication between the student and the teacher and thus create a relationship between the student and the teacher that they might find supportive and useful in the EFL learning context. Instructions such as “Make a bullet list where you describe how you think the teacher may help you to make (the learning process) easier.” (See Appendix 2), “Make a bullet-list where you describe and explain how you believe the teacher should address the topic.” (See Appendix 3), and “Make a bullet list where you describe and explain what is still difficult when you need to write English.” (See Appendix 3) may provide teachers with information about EFL areas in which the student need guidance. This information can in turn be a starting point for communication between the student and the teacher that may result in the students’ abilities to make autonomous decisions in the future.

As the teacher represents one of the regulating voices in the learning context, in sociocultural theory referred to as other-regulation (Lantolf, 2000, p. 6), the teacher is important in the students’ journey towards becoming autonomous learners. The other-regulators within the EFL learning context are necessary to guide and help the students in their efforts to become self-regulators. That is, using the SA-forms the EFL teachers may help the students develop skills necessary to become autonomous EFL learners (Cf. 2.4) within the EFL learning context, such as helping the students achieve an understanding of how to interpret EFL learning objectives.

The majority of items in the SA forms were designed as open-ended instructions and questions, requesting the students to convey their thoughts and comments on specific task related topics. There were however also some closed ended questions

in the SA forms, requesting a “yes”, “no” or “somewhat” response from the students. These questions were followed up by instructions prompting the students to elaborate on the reasons for the response to the previous question. Examples of a closed ended question with an open ended follow up instructions are “Do you think the topic gives you the opportunity to work the way you think is best?” and “Make a bullet-list where you explain why you answered yes, no or some on the previous question.” (See Appendix 3)

One of the questions in these SA forms also provided the students an opportunity to communicate to their teacher ideas for EFL activities they believed to be motivating. “If you could decide how to work and your task was to express yourself better when writing English, how would you do it?” (See Appendix 3).

3.6.1.2.2 Motivational theory – applied in the SA forms

The SA forms also represent an attempt to help the students internalise extrinsic motivators such as the process is explained in chapter 2.3.3. The SA forms attempt to help the students discover aspects related to the EFL learning activities they might find interesting and inspiring, even if the general activity itself or the learning objective may not activate intrinsic or internalised motivation (Liu, Wang, & Ryan, 2016, p. 3). An example of such an instruction in the SA form was “Make a bullet-list where you describe and explain what you think is interesting about the topic. If you do not think that anything is interesting, you write nothing” (See Appendix 3)

For the SA forms to have a motivational effect, it was important that the students perceived the role of the teacher as supportive and reassuring. Therefore, an item in which the students could convey to the teacher the type of assistance needed to obtain the goals they set for themselves was included in the SA-forms.

3.7 Data Collection Procedures

As previously explained in chapter 3.2, the project was conducted in three phases. Each phase corresponded with a data collection purpose for which specific research instruments were designed, namely the phase 1 and phase 3 surveys (Appendices 6 and 7) and three SA forms (Appendices 3 and 4).

The data referred to in the thesis are the students' responses to the phase 1 and phase 3 questionnaires and data collected from their SA forms. The quantitative data were chiefly collected in phase 1 and phase 3 of the project and the majority of the qualitative data were collected in phase 2. Both quantitative and qualitative data were collected concurrently. As such, the data collection strategy applied in this study may be categorized as concurrent or convergent mixed method strategy (Creswell, 2014, p. 570). Convergent collection of data implies that data is collected in stages, one stage completed before the next stage is initiated.

All the research instruments were distributed through “web based electronic data collection” (Creswell, 2014 p. 174) solutions. The phase 1 and phase 3 questionnaires were created in and conducted using an online digital survey tool named eSurvey Creator. The students were given access to the questionnaires through a link which was shared with them in the digital learning platform Google Classroom. The SA forms (Appendices 2 and 3) were designed using Google Documents and these forms were also shared with the students in the learning platform Google Classroom. The students completed the SA forms (Appendices 2 and 3) digitally and returned them via Google Classroom. The students partaking in the research program were assigned candidate numbers ranging from 200 to 299 that they used when completing the questionnaires in phases 1 and 3 (Appendices 7 and 8). Phase 2 of the project was the longest and corresponded with the students completing three SA forms (Appendices 2 and 3).

3.8 Data Preparation Procedures

Prior to data analysis, the collected data had to be cleaned, sorted and anonymised. The different types of data, quantitative and qualitative in the questionnaires and the SA forms, were stored in separate databases. Some of the qualitative and quantitative data in the SA forms made most sense when appearing together and thus these were not separated.

3.8.1 Cleaning the data

First and foremost, the cleaning process involved removing from both databases student responses of the students who had not consented to partake in the study. In the database based on data collected from the SA forms, these were identified by name. In the anonymous questionnaires these were identified by their candidate number. As the students' candidate numbers ranged from 200 to 299, any candidate number outside that range was removed from the survey databases.

Additionally, candidate responses that were reported as incomplete by the survey software were reviewed to discover irregularities. Incomplete questionnaires where student responses to the quantitative questions were missing were deleted from the databases as handling the missing responses would complicate the analysis and comparison of data. Responses to the questionnaires that the survey software reported as incomplete, where responses to all the questions were present but where the student had failed to press the "Finish" button to complete the survey, were kept. After being reviewed and as they contained answers to all the questions in the questionnaire, they were considered fit to be included in the databases.

Next, cleaning the data entries from surveys in phases 1 and 3, the researcher decided to collect data only from the students who had completed both surveys. This choice was made to more easily compare the data from the two sets, not only as a group, but also on an individual level. These procedures left me with survey data from twenty-two respondents.

Finally, cleaning the data involved removing from the datasets, more specifically from the SA forms, instructions, questions and responses that were irrelevant to the research project and consequently to the study. As previously mentioned, the SA forms were not only research instruments relevant to the research project and the study. The SA forms were also used as a tool for general self-assessment activities related to the regular EFL learning situation. Thus, some of the instructions and questions in the SA forms asked for information irrelevant to the research project and the study. Examples of instructions and corresponding answers that were removed from the datasets were "Make a bullet list where you describe what you think that you may do to work on what you believe is difficult." and "Grade yourself on the basis of your work and your self-assessment." (See Appendix 2).

3.8.2 Storing the Data

To simplify the reading process, and as all the data were collected electronically, the data from the two questionnaires and three SA forms were stored in electronic documents. The documents were labelled to correspond with the questionnaires and SA forms from which the data were collected. I ended up with five documents. Two in which student responses to the qualitative questions and instructions from each of the two questionnaires were gathered and grouped (Appendices 7 to 11) The student responses from self-assessment activities were gathered and grouped in three individual documents, SA form text 1, SA form Australia and SA form 3 text 2 (Appendices 13 and 14). Each data entry in these latter documents was also labelled with the students' pseudonyms.

Combining all the student responses from individual SA forms into labelled electronic documents also simplified specific stages of the data analysis. e.g., the phase 1 exploratory analysis (Creswell, 2014, p. 267) to obtain a general sense of the data was easier to achieve as the data were presented collectively.

3.8.3 Anonymising the Data

As previously mentioned, the SA forms did not allow the students to provide anonymous responses. Thus, the respondents' anonymity needed to be ensured prior to analysing the data collected through the SA forms. The respondents' anonymity was secured as their responses to the SA forms were provided with pseudonyms. Codes for names were considered, but as there was a slight chance of confusion when student responses were referred to in the present text, the decision was made to provide each student with a pseudonym, where the pairing of the pseudonym and the identity of the student is only known to the researcher.

3.8.4 Scoring of Response Categories

The pre-defined response categories were scaled ordinally to allow the data to be valued as e.g. weak or strong in comparison to minimum and maximum values within a category. Scaling the data involved scoring the response categories with numeric values.

First and foremost, the response categories for each question were scored with a numeric value, allowing for presentation of the quantitative findings as numeric values in tables and charts.

The response categories in the quantitative part of the questionnaires were scored as follows;

6	Alltid	Always
5	Ofte	Often
4	Noen ganger	Sometimes
3	Sjelden	Rarely
2	Nesten aldri	Hardly ever
1	Aldri	Never

TABLE 2 ORDINALLY SCALED RESPONSE CATEGORIES – PHASE 1 AND 3 SURVEYS

Scoring the data with numeric values from 6 to 1 in accordance with the response categories allowed for a combination of single item scores, which represented various sides of a variable, into grouped category scores. The assumption was that analysis of the grouped category scores could provide a better insight into the individual respondent’s feelings and opinions about the measured variable than if the single items were first analysed and then combined.

3.9 Data Analysis Procedures

Triangulation (Creswell, 2014, p. 566) was applied in the analytical work as the quantitative and qualitative data were first analysed separately, then brought together and compared in order to discover whether the findings in each set of data provided different or new information when combined than when analysed separately.

Throughout the whole analytical work, I examined and analysed data both at group level and individual level as the information from individual data could shed light group level data and vice versa.

Both quantitative and qualitative data constructed the base for the analytical work. The quantitative data provided information about trends in the data while the qualitative data provided information about the reason for the trends.

First, I looked at the phase 1 survey from phase 1 to establish an impression of the students' previous experience with regards to self-assessment activities in primary school, how motivated they were for EFL learning at the beginning of eight grade and what their understanding of motivation for EFL learning was. Thus, this survey created the backdrop towards which the data collected from phases 2 and 3 were investigated, compared and discussed.

Secondly, I analysed the quantitative and qualitative responses in the SA forms. The data from the SA forms provided an insight into trends in the students' self-assessment. The data provided information about the level of motivation and the type of motivation the students relied upon to commit to EFL learning activities at a specific point in time in the research period. The data were also investigated to see what information they provided about the students' opinion on self-assessment activities.

Next, I investigated the phase 3 survey to look for trends that provided information about possible changes in the students' level and type of motivation at the end, as opposed to the beginning of the research period. The phase 3 survey also provided the students' opinion about and whether they found self-assessment activities useful in the learning process or not.

Finally, I studied all datasets to see whether the combined information shed new light on the research problem or if the combined data confirmed the findings of the separate databases.

3.9.1 Sorting and Coding the Data

Sorting the data involved separating the quantitative and qualitative data collected from the phase 1 and phase 3 questionnaires. This was necessary as the analysis of the quantitative and qualitative required different approaches.

Data from the SA-forms were sorted into separate databases in accordance with the self-assessment activity in which they were used.

3.9.1.1 Sorting and coding the phase 1 and phase 3 survey data

When sorted into separate databases, the data were categorised and labelled in accordance with their correlation with the dependent and independent variables. The two dependent variables (Creswell, 2014, p. 131) in this research project were the students' experience of self-assessment practices in EFL and the students' motivation for EFL, the independent variables were the SDT and the SA forms which in combination formed the base of the self-assessment activities.

The quantitative data were categorised and labelled in accordance with which information the questions asked for. Four categories were labelled with reference to their relation to motivation and two categories were labelled in agreement with their relation to self-assessment. The categories were labelled; Intrinsic motivation, Commitment to Activity, Encouraged Autonomy, Relatedness, Autonomous Self-assessment, and Encouraged self-assessment (Appendices 7 and 9 and Table 3).

Phase 1 and phase 3 quantitative data categories/labels, and the instructions corresponding with each category.	
Intrinsic Motivation: This category provided information about the students' intrinsic motivation for EFL learning activities.	I wanted to do the English tasks I was assigned. I liked doing the English tasks I was assigned. I thought the tasks I was assigned were fun.
Commitment to EFL Activities: This category provided data about the students' commitment to EFL learning activities. Activity level is an indicator of commitment to activity, which also is an indicator of motivation – although not necessarily intrinsic motivation	I thought I worked well with English homework. I thought I worked well in English lessons at school. I reflected on whether I was well prepared for what I was to work with in English at school.
Relatedness: This category	I asked my teacher for help to solve English tasks I was assigned.

<p>provided data about to what extent the students turned to their teacher for help.</p>	
<p>Autonomous Self-assessment: This category provided data about the students' self-assessment activities that were not encouraged by the teacher.</p>	<p>I reflected on, when there was something I did not master, whether I could do something different in English lessons at school.</p> <p>I reflected on, when there was something I did not master, whether I could do something different when working on English homework.</p> <p>I reflected on the feedback I received on my English work.</p>
<p>Encouraged Self-assessment: This category provided data about the self-assessment activities they were asked to do by their teacher.</p>	<p>My teacher asked me to describe how I worked with English tasks.</p> <p>My teacher asked me to describe what I did to learn English.</p> <p>My teacher asked me to check whether I understood the English tasks I was assigned.</p> <p>My teacher asked me to look through comments on tests, written assignments and presentations.</p> <p>My teacher asked me to comment on feedback I had received on tests, written assignments and presentations.</p>
<p>Encouraged Autonomy: This category provided data about to what degree the students perceived that they were allowed to influence their EFL learning context.</p>	<p>My teacher asked me to suggest how I could work on English tasks.</p> <p>My teacher asked me to comment on feedback I had received on tests, written assignments and presentations.</p>

	My teacher asked me to suggest tasks that we could work on in English lessons.
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TABLE 3 QUANTITATIVE DATA CATEGORIES/LABELS WITH EXPLANATIONS

The qualitative question in the phase 1 questionnaire, “What does it mean to be motivated to learn English” (See Appendix 6) was related to motivation and the data collected were categorised and labelled Intrinsic indicators, Indicators of commitment to activity – intrinsic and extrinsic, and extrinsic indicators (See Table 4 and documents B-1 to B-3 in Appendix 8).

Intrinsic indicators
This category refers to students’ responses which indicated that being motivated for EFL learning requires intrinsic motivation.
Indicators of commitment to activity – intrinsic and extrinsic
This category refers to students’ responses indicating that when motivated for EFL learning this will reveal itself in commitment to activity. The responses in this category do not refer to a specific type of motivation and may thus be both intrinsic and extrinsic.
Extrinsic indicators
This category refers to students’ responses indicating that being motivated for EFL requires extrinsic motivation.

TABLE 4 PHASE 1 QUESTIONNAIRE – RESPONSE CATEGORIES - QUALITATIVE QUESTION

The data from the qualitative question “Why do you want to/do not want to learn English? Write maximum three statements.” (See Appendix 6) in the phase 3 questionnaire were labelled in accordance with the type of motivation in the SDT that the student responses referred to. These were indicators of introjected regulation, identified regulation, integrated regulation and intrinsic motivation (See documents B-1 to B-5 in Appendix 8). In addition, I added two categories which are not relatable to the SDT but may provide information about the students’ motivational process. The first was indicators of curbed motivation and the second was nil (Table 5).

Indicators of Introjected regulation
The respondent accept that others think it is important to learn English. The respondents accept that learning English is important, however not necessarily desirable.
Indicators of Identified regulation
The respondents accept the importance of learning EFL. The respondents identify the importance of learning English as a personal gain, that is; Learning English is important and desirable as it provides the respondents with opportunities that are considered important.
Indicators of Integrated regulation
The respondents accept the importance of learning EFL. The respondents identify the importance as a personal gain and include it in their own reward system. It is a motivator perceived by the respondents as coming from their reward value systems. That is; Learning English is important and desirable as it provides the respondents with opportunities that they consider important to themselves and desirable in their current situation.
Indicators of Intrinsic motivation
English skills are desirable traits in its own right - and the motivation to learn English has its origin in the respondents' own reward system. That is; Learning EFL is valuable to the respondents in their current situation for no other reason than learning EFL.
Indicators of curbed motivation
The respondents refer to elements that curb the motivation for learning English.

TABLE 5 PHASE 3 QUALITATIVE DATA LABELS/CATEGORIES WITH EXPLANATION

The data collected from the qualitative question “Write three positive things about self-assessment.” (See documents C-1 to C-3 in Appendix 8) were labelled in accordance with the psychological needs referred to in the SDT, the need for autonomy, competence, and relatedness (Table 6 and Chapter 2.5.1)

Need for Autonomy
Student responses sorted under the label Need for Autonomy referred to the possibility for a certain level of self-determination in the learning process.
Need for Competence
Student responses sorted under the label Need for Competence referred to the possibility for improved skills and increased EFL competence in the learning process.
Need for Relatedness
Student responses sorted under the label Need for Relatedness referred to the possibility for communicating to their teacher issues related to the learning process.

TABLE 6 PHASE 3 - RESPONSE CATEGORIES – QUALITATIVE QUESTION

3.9.1.2 Sorting and coding data collected from the SA forms

The data collected from the SA forms were combined in datasets corresponding with the self-assessment activity to which the SA form belonged. All student responses from the separate SA forms were collected and gathered in one document where they were sorted in accordance with the questions and instructions to which the students had responded. E.g., all the separate student responses to the first instruction in the first self-assessment activity were collected and presented under the label Phase 2 – Self-Assessment Activity after Text 1 - Question 1 (See document A in Appendix 10).

The quantitative and qualitative data in the SA forms were not separated as the information in the quantitative data was explained by the qualitative data and the latter would not make sense without the first. That is, one question in SA form-02 read “Do you think the topic gives you the opportunity to solve it the way you think is

best?” (See Appendix 3) to which the answer categories were “Yes”, “No” and “Some”. The responses to this question could be included in the quantitative database and analysed as quantitative data in e.g. a discussion about the students’ perceived level of autonomy. However, a follow-up qualitative instruction “Make a bullet-list where you explain why you answered yes, no or some on the last question.” (See Appendix 3) was attached to the above-mentioned question and the responses to this instruction did not make sense without the responses to the quantitative data in the preceding question. Thus, these data were kept together in one database (See document C in Appendix 9).

Next, the responses to each qualitative question were sorted into categories in terms of what type of motivation, such as types of motivation are referred to in the SDT (Cf. 2.5), the responses indicated. To easily provide an overview of the various types of motivation the data indicated, the response categories are presented in Table 7 below. In addition to indicating the types of motivation they represented, the data were also sorted in accordance with the continuum of motivation indicated in Figure 1. Thus, the data were sorted in the following; amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation. In addition, I added two categories that do not refer to motivational categories in the SDT. These categories were null and curbed (Table 7).

The two latter categories emerged in the process of sorting and coding the data and represent responses that were not possible to categorise in accordance with types of motivation referred to in the SDT.

Amotivation	Responses that provide information about amotivation
External regulation	The respondents refer to requirements - extrinsic motivation - when providing reasons for their self-assessment. The reason behind meeting the requirements is because they have been told that it is wise to do so.
Introjected regulation	The respondents refer to requirements and acknowledge that the requirements are considered important by someone else when providing reasons for their self-assessment. Meeting the requirements

	is considered important because the requirements are presented as important in the EFL learning context, but the students do not seem consider them valuable in their internal value system or in their life outside the learning context.
Identified regulation	The respondents refer to requirements and acknowledge their importance when providing reasons for the self-assessment. Meeting the requirements seem to provide the respondents with opportunities that are considered important to them and they consider these opportunities as valuable to their personal goals, such as being able to apply for a school they want to attend in the future.
Integrated regulation	The respondents refer to requirements and acknowledge their importance when providing reasons for their self-assessment. The requirements were considered important as they may provide the respondents with skills that they consider important to their development for the sake of no other reasons than the development itself and to the respondents' current life situation, both in- and outside the context.
Intrinsic motivation	The respondents refer to joy, pleasure or interest when providing reasons for their self-assessment.
Null	Responses that do not provide information about motivation for EFL learning.
Curbed	Responses that provide information about elements that might curb motivation for EFL learning.

TABLE 7 TYPES OF MOTIVATION: EXPLAINED

Amotivation	External regulation	Introjected regulation	Identified regulation	Integrated regulation	Intrinsic motivation	Null	Curbed
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TABLE 8 COLOUR CODES USED WHEN ANALYSING THE SA FORMS

The summaries of the SA forms in the appendices were colour coded (Appendices 13 and 14). The colour coding, although not directly relevant in the presentation of the findings, was of great value in the analytical process as it allowed me to look for colours rather than words when looking for patterns in the students' responses and locating examples that were of use in both in the analytical process and in the presentation of findings.

3.9.2 Quantitative Data Analysis Procedures

The data in the quantitative databases were subjected to descriptive analysis (Creswell, 2014, p. 203). The quantitative data were analysed in this manner to reveal the data's central tendencies, variability and relative standing as they "summarise the overall trends in (the) data, provide an understanding of how varied the scores (are), and provide insight into where one score stands in comparison with others." (Creswell, 2014, p. 203). Findings were thereafter presented in figures displaying the mean of the dataset. The mode was presented in the figure if it represented a score that countered the score represented by the mean value.

The mean represents the calculated average of the numeric data and may describe the general sentiments within the group of respondents. While the mean represents the average score of the data, the median represents the middle numeric value in the data. This value may indicate the distribution of scores in the data. If the median differs to a large degree from the mean, this may indicate that there can be a wide distribution of scores in the collected data. The median may thus be helpful when describing to what extent the group provide uniform responses and thus indicate to what extent the mean is a true representative for the general sentiment in the group. The mode represents the numeric value that appears most frequently in the data and this value can indicate whether there is movement, in positive or negative direction, on individual level even if the mean value indicates otherwise (Creswell, 2014).

In short, the analysis of the quantitative data involved looking for patterns in what information each response category might provide about the dependent variables self-assessment and motivation and the independent variable self-assessment. That

is, what could the responses on the quantitative questions tell us about the students' experience of self-assessment and about their motivation for EFL-learning?

3.9.3 Qualitative Analysis Procedure

As previously mentioned, the qualitative data in this study were collected through the aid of open-ended instructions and questions in questionnaires and SA forms. The qualitative data were collected to see whether the data “support theories and concepts” (Creswell, 2014, p. 242) in the literature that comprises the theoretical base for this study, the SDT, and whether the self-assessment activities promoted motivation for learning EFL or not. The analysis of qualitative data involved looking for indicators of the experience of various types of motivation in addition to looking for indicators of autonomous behaviour, need for competence and relatedness in their self-assessment and could these indicators provide any insight into the students' motivational process and their level of motivation for EFL-learning.

3.10 Reliability and Validity

Reliability in research refers to the stability and consistency of scores from an instrument (Creswell, 2014, p. 177). In other words, when determining the reliability of the data in a research project, we need to investigate whether there are large variations in the scores, from one time to another and both on individual and group level, or whether the scores are stable. We also need to determine the reliability of the analytical process. That is, does the researcher treat the data in a consistent manner such as coding data in a manner that provides reliable information.

Consistency relates to what degree the instruments allow an individual respondent to answer questions that are inter-relatable in a consistent manner (ibid).

The reliability of the scores in this research project may be confirmed both with respect to the stability and consistency of the scores from both types of research instruments. The lack of variation in the scores provided by the data from all the questionnaires confirms the reliability of the research instruments. That is, individual and group scores from the surveys conducted in the first and third phase of the project are consistent and do not vary to the extent where the scores give reasons to

suspect that research instruments provide unreliable data. Additionally, students' responses to inter-relatable questions in the questionnaire are consistent.

One challenge to the reliability of the research instruments, and thus the data they produced, may be the students' ability to understand what information the questions asked for. A small number of students' responses to some questions in the SA forms gave the impression that they had not understood the instructions. Thus, their answers did not provide responses that coincided with the information that the question intended to ask for. However, as the number of respondents producing inadequate responses was small, this concern does not challenge the reliability of the research instrument to such an extent as to discharge neither the data from the research instrument in general, nor the individual questions in particular.

Validity in research concerns the research instruments' ability to provide the data that answer the problem we intend to investigate. That is, when investigating the validity of research instruments, we look at to what degree the research instruments provide the data we need to conclude on the research problem (Creswell, 2014, p. 177).

The evidence of validity of the research instruments used in this research project may be confirmed in at least two ways, "evidence based on test content" (Creswell, 2014, p. 180) and "evidence based on response processes" (ibid).

"Evidence based on test content" (ibid) relates to whether the instruments used in the research project tested what they were intended to test (ibid). The research problem in this research project intended to test what the students thought of the self-assessment activities they were asked to do and how these self-assessment activities affected their motivation for EFL learning (Cf. 1.3). Both the quantitative and qualitative data provided information that made it possible to draw conclusions regarding the research problem, thus confirming the validity of the research instruments.

Evidence based on response process involves e.g. evaluating how the responses fit the problem that is measured (Creswell, 2014, p. 180). In this research project the validity of the response process involved investigating how responses to one instrument were confirmed by the responses in a second instrument.

3.11 Ethical Issues

There are ethical issues related to the use of one's own students in a research program. One of the most important ethical issues to consider when I had decided to perform research on my own students concerned the possible damages, inconveniences and burdens that might arise (Skaalvik E. M., 1999, p. 88) due to the relationship between the students, the researcher and the situation. These issues placed a major responsibility of professionalism on the researcher as the project had to avoid leaving the students in a position where the research situation influenced the learning situation, or the respondent-researcher relationship affected the student-teacher relationship. That is, I had to establish an understanding that although I was both the teacher and the researcher, I would not abuse information obtained in the research project or bring possible prejudices into the interpretation and analyses of the collected data. Thus, both the phase 1 survey and the phase 3 survey were kept anonymous.

As the SA forms and questionnaires were to some extent designed to reveal the students' feelings concerning and opinions about the self-assessment activities it was important to make sure the participants felt safe providing that type of information. That is, in addition to protecting students' anonymity (Creswell, Research Design, 2014) this was a safety measure to make sure that the students' opinions would not influence the teacher's attitude towards the students and to make sure that the students felt safe providing their true opinions on the EFL self-assessment activities. The anonymity ensured the students the opportunity to answer truthfully without fearing that negative answers would influence the student-teacher relationship in any way, lead to any types of repercussions to the students or deterioration of the student-teacher relationship.

Another ethical issue when performing research on one's own students is that the researcher's own prejudices might come into play. Teachers know their students and have constructed an opinion about their personalities and abilities in the classroom. There is of course the possibility that prejudices, whether they are positive or negative, may influence the interpretation of the data provided. Therefore, performing research on one's own students requires that the researcher tries to maintain some distance to the information collected in the research.

The SA forms did not allow the students the same anonymity as the questionnaires. In the SA forms the students were identified by name. The reason for this is that, in addition to providing information that contributed to answering the research question, the SA forms were learning tools in the current learning situation. The SA forms provided the teacher important information about the individual student's comments on, and thoughts about, their EFL learning process. In order to follow up these comments and thoughts, the teacher needed to know who handed them in. This would not be possible if the SA forms were kept anonymous.

However, to separate the roles of the responders as students and the researcher as their teacher, thus securing a distance between the students as responders and the teacher as researcher, each student was provided a pseudonym. When storing the students' data from the SA forms in the database, the students' names were changed with the pseudonyms. Thus, when reviewing, sorting and analysing the results, the names in the SA forms were unfamiliar to the researcher, securing to some extent that the student-teacher relationship, or the teacher's objectivity as researcher, was not influenced by the information obtained in research-situation.

3.12 Possible limitations of the methods and material

The lack of anonymity in the self-assessment activities may challenge the validity of the data. The lack of anonymity may have led to collection of invalid data as the students may have tried to respond to the questions in the SA forms in a way that they believed would be beneficial to them, and thus acquire the teacher's approval and appreciation. However, as all the students in the two classes and not only those who partook in the study were required to complete the self-assessment activities, the students perceived them as a learning activity in line with other learning activities, such as performing group talks, doing EFL tasks and written assignments, rather than an activity related to the research project. Thus, I trust that the information provided in the SA forms was a true account of the students' thoughts about the targeted EFL learning situation.

Another issue regarding the research instruments, which may affect the combination of data and quality of the findings, refers to one of the categories related to the phase 1 and phase 3 surveys. The category in question is the "Indicator of relatedness"

(Appendices 7C and 9C). There is only one statement in the range of statements that fit this category, and the responses to this question do not provide a good foundation for drawing conclusions on the nature of the relationship between students and the teacher and how this may affect the students' motivation.

The major problem with this category is that the statement does not secure responses that shed light on a wider range of reasons for asking the teacher for help, because the statement in the questionnaire is somewhat confusing and misleading. The statement reads "I asked my teacher for help to solve English tasks I was assigned." (See Appendix 6). It does not ask the students to clarify whether they asked for help when they needed it or whether they asked for help whether they needed it or not. Another side to the element of relatedness that should have been investigated to provide valid conclusions on the category is the students' perception of teacher support in the EFL learning process.

As the need for relatedness is an important component of SDT and consequently an important element in the SA forms, it is unfortunate that it was not possible to investigate through the questionnaires to what extent the students perceive this SDT component to affect their motivation. In short, due to this, it is not possible to draw valid conclusions on the effect of relatedness on these students' motivation for EFL learning.

It was considered including an item in the SA forms in which the students could convey dissatisfactions with regards to the teachers' role. This was however left out as the SA forms are not anonymous and therefore it is not likely that the students would convey the corrective statements needed in order to alter teacher behaviour if the teacher's behaviour was perceived as controlling and constraining. This element may be included in an anonymous questionnaire of student satisfaction or later in the school run when the students know their teacher better.

4 Results and Discussions

In the following chapter, central findings in the research project data and the discussion of these findings will be presented. They are presented thematically in accordance with the research question. Therefore, findings related to self-assessment, the students' opinions about self-assessment activities and the self-

assessment instruments are presented and discussed before the findings and discussions related to motivation, the motivational aspects of the self-assessment activities and the SDT.

Phases 1 and 3 quantitative findings are illustrated by figures that indicate the mean value (Cf. 3.9.2) of the data. Illustrations will include the mode values (Cf. 3.9.2) of the data where it makes sense to include them such as to clarify elements in the findings or where they differ from the mean value to such an extent that the difference represents an interesting finding.

4.1 Encouraged Self-assessment

Encouraged self-assessment is a self-assessment activity initiated by someone else than the students themselves. The category, encouraged self-assessment, included data collected from the responses to the statements “My teacher asked me to describe how I worked with English tasks.”, “My teacher asked me to describe what I did to learn English.”, “My teacher asked me to check whether I understood the English tasks I was assigned.”, “My teacher asked me to look through comments on tests, written assignments and presentations.”, and “My teacher asked me to comment on feedback I had received on tests, written assignments and presentations.” (See Appendix 6).

The main tendency in the data from the phase 1 survey, represented by the mean value of 19.14 out of a possible 30 (Figure 5), indicates that the students had performed encouraged self-assessment activities during their final year in primary school.

Phase 1 and Phase 3 Surveys; Encouraged Self-Assessment Category

Mean and Mode Values

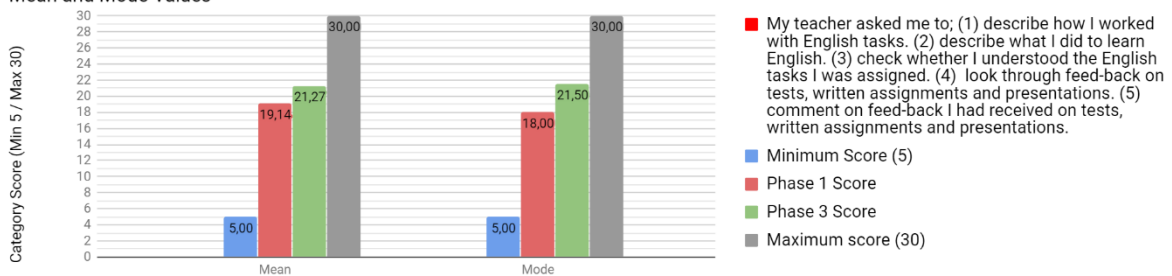


FIGURE 5 PHASE 1 AND PHASE 3 SURVEYS; ENCOURAGED SELF-ASSESSMENT CATEGORY

However, the interesting finding in this data was not related to the mean value of encouraged self-assessment, but to the data range of scores and the mode of the dataset. As the minimum and maximum score for this category were 5 and 30 accordingly, the maximum range of score of this category was 25. The range of scores of the encouraged self-assessment's dataset was 20. That is, the lowest individual respondent's score in this category's dataset was 9 and the highest 29 (Figure 6). The mode of the phase 1 survey dataset was 18 and the majority of the individual scores were distributed between the scores 13 and 25 (Figure 6). These scores indicated that some of the participants reported much while others reported little experience with encouraged self-assessment activities (Figure 6). This is an issue which needs to be addressed when planning self-assessment activities and designing self-assessment forms.

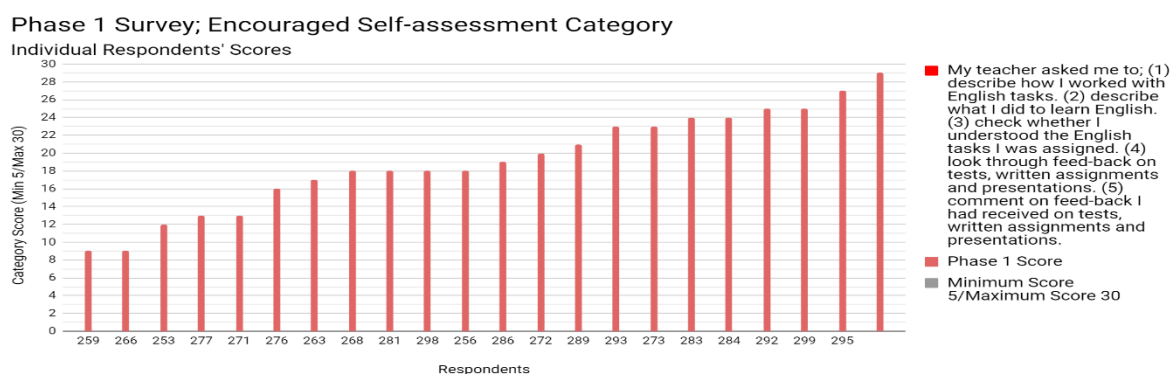


FIGURE 6 PHASE 1 SURVEY; ENCOURAGED SELF-ASSESSMENT, INDIVIDUAL RESPONDENTS' SCORES

At the end of the first semester of 8th grade the mean value of the category encouraged self-assessment was 21.27 (Figure 5). The higher mean value in this category's phase 3 dataset as opposed to the phase 1 dataset (Figure 5) was expected due to the use of the SA-forms (Appendices 2 and 3) during the semester. The range of scores in the encouraged self-assessment's data set in phase 3 was still 20 (Figure 7) as the lowest individual respondent's score still was 9 and the highest 29 (Figure 7). However, the mode value had increased from 18 to 21.5 (Figure 5) and the majority of the individual scores in the phase 3 dataset was distributed between the scores 17 and 26 (Figure 7) as opposed to 13 and 25 in the

phase 1 data set (Figure 6). The combination of these values and scores indicated that more students reported having engaged in encouraged self-assessment activities, and consequently metacognitive activities, assessing their EFL learning process in their first semester of 8th grade as opposed to 7th grade.

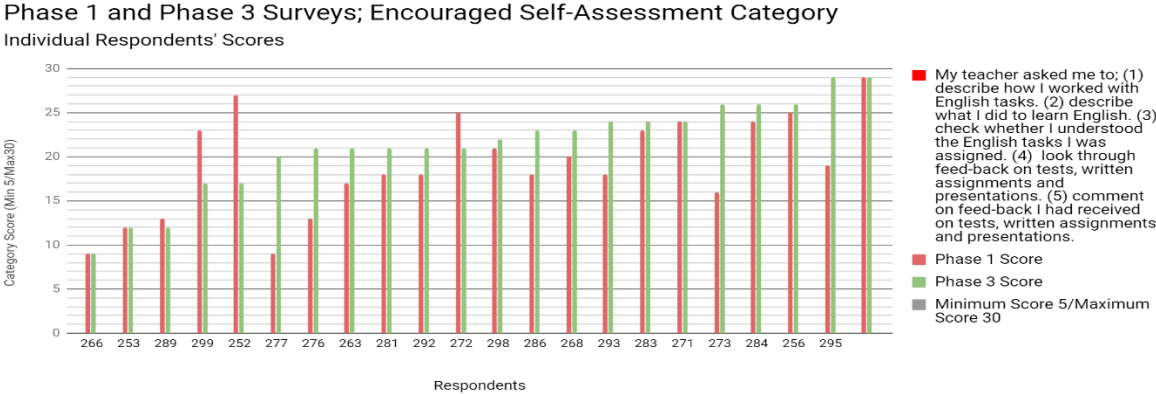


FIGURE 7 PHASE 1 AND PHASE 3 SURVEYS; ENCOURAGED SELF-ASSESSMENT, INDIVIDUAL RESPONDENTS' SCORES

As the mean value in this category was 21.7 out of a maximum of 30 (Figure 5), this indicated that there was room for improvement in what the students were encouraged to self-assess. In this category the two lowest single item mean values were 3.95 and 3.45 out of a maximum single item score of 6 (Figure 8). These mean values emerged from the two single category items “My teacher asked me to describe how I worked with English tasks.”, and “My teacher asked me to describe what I did to learn English.” (Figure 8). Thus, these data indicated that students did not experience being asked to assess how they worked with EFL tasks or what they did to learn EFL to the same degree that they experienced being asked to assess their work after receiving feedback from their teacher.

There is one item in SA form 1 and 3 “Make a bullet list where you describe and explain how you have taken your own and my comments on your last self-assessment while working on your focus areas towards this evaluation.” (See Appendix 2) and a combination of two items in SA form 2 “Do you think the topic gives you the opportunity to solve it the way you think is best?” and “Make a bullet-list where you explain why you answered yes, no or some on the last question.” (See

Appendix 3), where the students could have reflected on how they had worked with EFL tasks and what they did to learn EFL. The mean values of 3.95 and 3.45 (Figure 8) indicated however, that the above instructions were not understood in that way by many of the students.

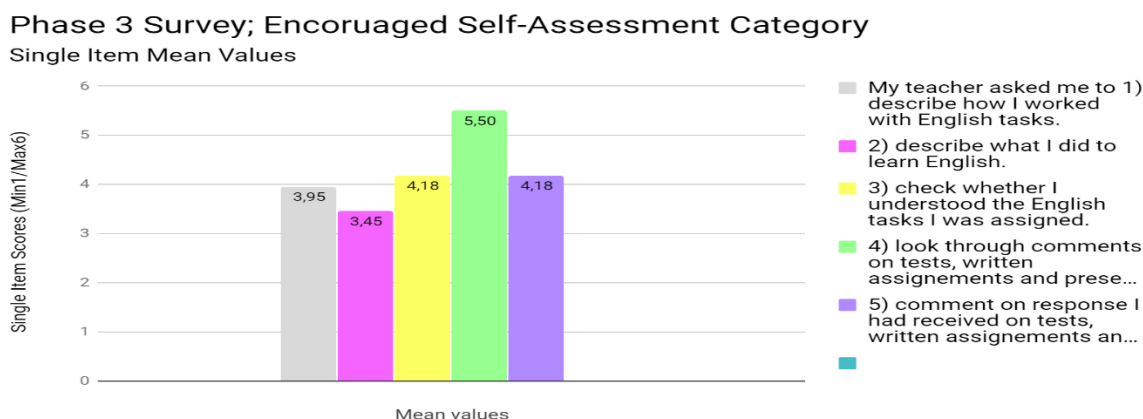


FIGURE 8 PHASE 3 SURVEY; ENCOURAGED SELF-ASSESSMENT, ITEM MEAN VALUE

4.2 Autonomous Self-assessment

Autonomous self-assessment is a metacognitive process (Cf. 2.1) that takes place without being encouraged by anyone else than the individuals themselves. That is, it concerns a metacognitive process where learners assess their learning process, and the complex influences (Cf. 2.4) affecting this process, without being prompted to do so. Self-regulation, in this study represented by the SDT (Cf. 2.5), in which the metacognitive process of autonomous self-assessment is one of the components, has been recognised to be an important trait in students who achieve academic success (Cerda, 2015).

The central tendency in the phase 1 autonomous self-assessment category's dataset, the mean, which was 13.95 out of a possible 18 (Figure 9), indicated that most of these students self-assessed autonomously on a regular basis in 7th grade. As the metacognitive process of autonomous self-assessment may be a trait of academically successful students (Cerda, 2015), the strong mean value of this category may simply confirm that one population segment was missing from the group of respondents, namely students with low EFL achievement levels. That is, the mean value of 13.95 out of a possible 18 (Figure 9) may confirm the presumption that

students who achieve academic success self-assess autonomously.

Phase 1 and Phase 3 Surveys; Autonomous Self-Assessment Category

Mean Values



FIGURE 9 PHASES 1 AND 3 SURVEYS AUTONOMOUS SELF-ASSESSMENT, MEAN VALUES

What they assess varies, however, from student to student. The response category Autonomous Self-Assessment in the phase 1 and phase 3 surveys (See Appendix 6) provided information about different situations in which the students performed autonomous self-assessment. The category was made up of the responses to the following three statements, “I reflected on, when there was something I did not master, whether I could do something different in English lessons at school”, “when working on English homework”, and “I reflected on the feedback I received on my English work” (See document A-2 in Appendix 7). The maximum score for the single items in this category was 6, see Figure 10 below.

In the phase 1 survey dataset, a mean value of 5.41 (Figure 10), out of a possible score of 6, indicated that the most common situation in which the students self-assessed autonomously in 7th grade was after receiving feedback from their teachers on their English work.

Phase 1 and Phase 3 Surveys; Autonomous Self-assessment Category
Single Item Mean Values

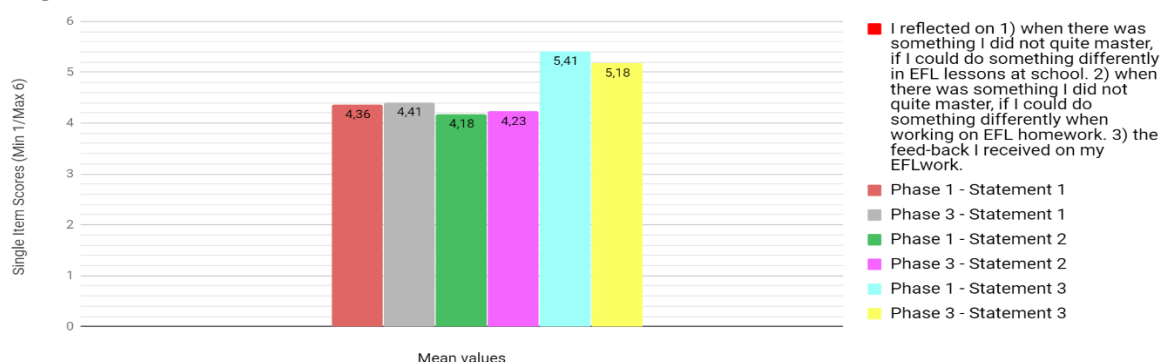


FIGURE 10 PHASES 1 AND 3 SURVEYS; AUTONOMOUS SELF-ASSESSMENT, ITEM MEAN VALUES

The mean values, for the two other items in this category that indicated to what extent the students autonomously self-assessed their EFL work process at school and at home in 7th grade, were 4.36 and 4.18 accordingly. Although a strong indicator of autonomous self-assessment in the two mentioned situations, these values are still noticeably lower than for the feedback self-assessment mean of 5.41 (Figure 10). Furthermore, they remain noticeably lower during the students' first semester of 8th grade (Figure 10).

The mean value of the autonomous self-assessment category was 13.95 in the phase 1 survey as opposed to 13.82 in the phase 3 survey (Figure 9). Thus, on the surface, the autonomous self-assessment level appears unchanged from phase 1 to phase 3. However, a closer look at the individual respondents' scores in this category provided a more detailed, and slightly different, picture of the situation.

Two out of the three students who reported significantly increased autonomous EFL self-assessment activity from phase 1 to phase 3 were typically students who reported low autonomous self-assessment activity in phase 1 (Figure 11). Seven out of the eight students who reported the highest levels of autonomous self-assessment activity in phase 1 reported lower activity in phase 3 (Figure 11).

Phase 1 and Phase 3 Surveys; Autonomous Self-Assessment Category

Individual Respondents' Scores

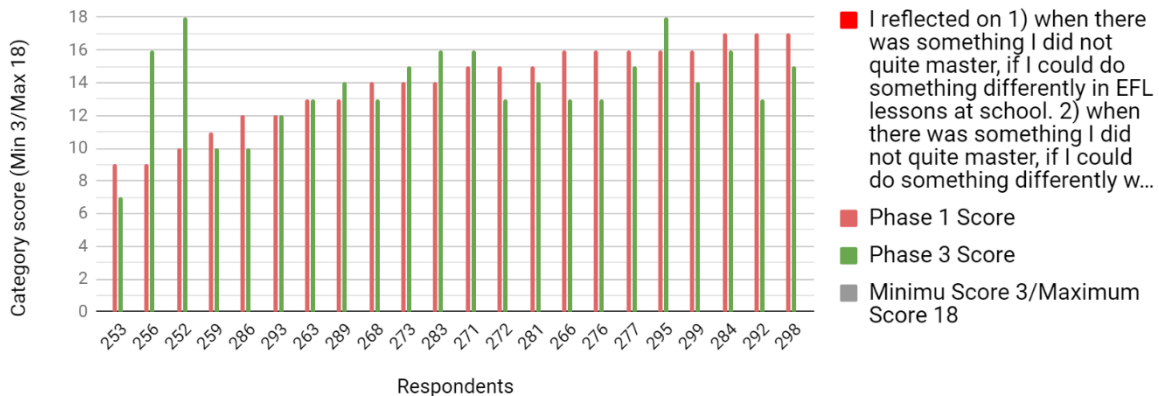


FIGURE 11 PHASES 1 AND 3 SURVEYS; AUTONOMOUS SELF-ASSESSMENT INDIVIDUAL RESPONDENTS' SCORES

The above findings suggest that encouraged EFL self-assessment activity may have stimulated students who did not autonomously assess their EFL learning process to learn this skill. The findings also indicated that encouraged self-assessment activities may have had a negative impact on students' autonomous self-assessment. That is, the students who autonomously self-assess their EFL learning process may have had this self-assessment activity curbed by encouraged self-assessment activity. That is, in the same manner as for EFL learning activities, students display various types of motivation for, and commitment to, the self-assessment activities. As a natural consequence of autonomous self-assessment activity being an autonomously controlled activity, the students experience an autonomous type of motivation when committing to the activity. As for autonomous motivation for other learning activities, motivation for self-assessment activities may be influenced, and curbed, by external factors. That is, extrinsic motivators may affect autonomous motivation to the extent that they "can readily have an amotivating impact, undermining all motivation" (Deci & Ryan, 2013, p. 202) (Cf. 2.3.2.1) for the autonomous self-assessment activity.

4.3 Students' Opinions about self-assessment

One of the main objectives of this study was to investigate what the students thought about encouraged self-assessment activities. The SA forms, which were the foundation for the self-assessment activities under study in this research project,

were intended as a tool to assist the students in their metacognitive processes of locating motivational factors within the EFL learning context that could motivate them to commit to EFL learning activities.

The findings in the responses to the phase 3 qualitative instructions “Write three positive things about self-assessment” and “Write three negative things about self-assessment” (See Appendix 6) revealed that the participants in the research project displayed more positive than negative attitudes when giving their opinions about the self-assessment activities (See document C in Appendix 8).

One of the responses, “You can be motivated” (See document C in Appendix 8) was not possible to place within any of these categories as it did not provide any reasons for why self-assessment can lead to motivation. I did however leave it in the database as it is a positive statement about the self-assessment activity.

The students’ negative attitudes towards EFL self-assessment activities (See document D in Appendix 8) all referred to the potential of curbed motivation (Cf. 1.1) either for committing to EFL self-assessment activities or for the EFL learning activities (See document D in Appendix 8).

4.4 Other Opinions About Self-Assessment Activities

The findings in the phase 3 survey did to some extent, contradict the findings in the data from the various SA forms. The students’ positive attitudes in the phase 3 survey with regards to self-assessment activities do not necessarily correspond with the students’ attitudes towards the same while they are in the process of self-assessing. An example of such contradicting attitudes in the self-assessment activities may be found in the differences between the students’ self-assessment entries in SA form 1 as opposed to those in SA form 3 (Appendices 10 and 11).

The students were prompted to self-assess the EFL learning process three times during the duration of the research-project, twice in October and once in December. Thus, they were to some extent experienced in the act of self-assessment and as a natural consequence I expected the students to provide equally or more elaborated and well-founded entries in their SA form 3 as opposed to their entries in SA form 1.

This was, however, only the case in one of the two classes that partook in the research project, in the following referred to as group A. Surprisingly, group A, in which I taught only EFL, presented well founded self-assessments, promoted interest and motivation for improving EFL skills in both SA-forms (Table 9). The group in which I taught three different subjects, hereafter referred to as group B, did not seem to promote the same type of interest in using self-assessment as a tool in their EFL learning process (Table 9). Additionally, group A referred to a larger variety of learning criteria than group B when assessing in what areas and why they would like to improve their EFL skills (Appendices 10 and 11 and Table 9).

Group	SA-form Entries	Question 1 How well have you written your texts in this task? Explain why.
A	Text 1	I think I wrote an okay text. I answered the task in a good way. And I think I don't have too much mistakes, just the rule with it is, there is and there are.
B	Text 1	I think i have wrote a great text because i didn't write one word wrong
A	Text 2	I think I have written okay texts, because I had an introduction and an ending. I also think i had sentences that contained important facts about my topic.
B	Text 2	I think my text is ok
Group		Question 2 How is the language in your texts? Explain why.
A	Text 1	The language is good. I have varied my use of words and used my vocabulary well. There are a few mistakes.
B	Text 1	I think the language in my text is average because i spell something wrong and something correct.
A	Text 2	The language in my text is good, because I tried to vary my words. I used my vocabulary well. In the second session, I tried to simplify some words so they would fit teenagers-

B	Text 2	I think the language is decent because some things are right and some wrong
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TABLE 9 SELF-ASSESSMENT ENTRIES, GROUP A AND B COMPARED

These findings surprised me as the students in group B were self-assessing in other subjects in addition to EFL and they were therefore more familiar with the concept of self-assessment. Consequently, I expected the students in group B to be more experienced self-assessors and thus have more opinions on their own work than the students in group A. As previously stated, this was not the case. Group B wrote less elaborated self-assessments in December than in October (Table 9). Thus, they seemed to promote less interest in using encouraged self-assessment activities as a tool in their EFL learning process than group A. That is, their lack of displayed enthusiasm could indicate that the motivation for self-assessment activities had decreased.

The observed differences between the two groups may be due to a variety of reasons, one of them being self-assessment tiredness. That is, group B, who had been prompted to perform self-assessment activities in three different subjects may have experienced a decreased interest in self-assessment. The novelty of the process of self-assessment may have worn off.

It may also be that the students in group B were the students that reported the decreased level of autonomous self-assessment activities in phase 3 as opposed to phase 1 (Figure 11). That is, the students in group B might have been amongst the group of students who self-assess autonomously. That is, they might have experienced curbed motivation for autonomous self-assessment activities due to the encouraged self-assessment activities (Cf. 4.1.2). This curbed motivation for encouraged self-assessment may have been displayed in their self-assessment entries in SA form 3 in December (See Appendix 11).

4.5 Basic Psychological Needs and Self-Assessment Activities

In phase 3, most respondents assessed the self-assessment activities in a positive manner (Appendices 8C-1 to 8C-3). In their positive comments about self-assessment they shared thoughts that may be understood as an interpretation of

basic psychological needs (Cf. 2.5.1). Thus, the responses to the instruction “Write three positive things about self-assessment” (See Appendix 6), were grouped into three categories and labelled in accordance with the basic psychological needs (Cf. 2.5.1) in the SDT, namely Need for Autonomy, Need for Competence, and Need for Relatedness (Appendices 8C1 to 8C3) (Cf. 2.5.1).

4.5.1 Self-assessment, Need for Autonomy and Metacognitive Skills

The responses that I sorted under the label Need for Autonomy (See document C-1 in Appendix 8) promoted various sides of a process which in time may help the students take more charge in their own learning process. Examples of such student responses were “I think it is positive to self-assess because then I become more self-confident”. Confidence in yourself and what you know might be a key feature in a process where students dare venture out, be autonomous, and make decisions about their own EFL learning process (Werbińska, 2016, s. 41).

Two students referred to self-awareness in “You can evaluate how you have worked.”, and “You learn more about yourself” (See document C-1 in Appendix 8). To be able to make decisions about how they should work to learn EFL in the future, the students need to be able to reflect on what they have done previously that works well and what work processes they need to change. That is, to achieve self-awareness, the students need to self-evaluate and to use this self-evaluation to become aware of their own strengths and weaknesses. Understanding, e.g., how they learn and what learning activities and strategies that work best for them, may help the students in their efforts towards becoming an autonomous EFL learner (Allford, 2007). That is, knowing what their strengths and weaknesses are within the EFL learning context may help the students make autonomous decisions on where to focus their efforts.

A third student wrote “We can understand better what achievement level we are at” (See document C-1 in Appendix 8). One of the core elements of autonomous learner behaviour (Cf. 2.4) is to know your current achievement level, so that you can make decisions about EFL learning areas you may manage on your own and in which areas you need assistance. In other words, knowing your achievement level may help you in your efforts when deciding what your zone of proximal development (Little, 2007, p. 22) is.

The above-mentioned responses suggest that the SA-forms help students to become aware of their strengths and weaknesses and. Such awareness may contribute to establishing a base for metacognitive processes that might enable them to make autonomous decisions in their learning process.

4.5.2 Self-assessment and Need for Competence

Need for competence in the EFL learning context concerns the students' need to have the competence that allows them to experience mastery of EFL (Cf. 2.5.1). Under the need for competence label, I sorted the students' responses that referred to EFL skills.

One student wrote "You find mistakes, and learn from them", a second student claimed, "Then you can know what you need to work at to improve." (See document C-2 in Appendix 8). Most of the answers sorted under this label were worded much in the same way as these two responses (See document C-2 in Appendix 8). That is, the answers referred to discovering mistakes and that they learned from these. Both becoming aware of their mistakes, learning from them and on where you should focus your attention were promoted as positive reasons to self-assess. Viewed in terms of attribution theory, these responses indicate that the students consider the locus of their mistakes to be internal, that it is possible to correct these mistakes and that they can control future outcomes if they apply the efforts needed (Zonnefeld, 2015, p. 35). In other words, the students seem to acknowledge that there is a correlation between knowing and understanding the mistakes they do and their ability to improve their EFL skills and thus increase their EFL competence.

4.5.3 Self-assessment and Need for Relatedness

Although the quantitative data from the phase 1 and phase 3 surveys referring to relatedness were not fit for analytical purposes (Cf. 3.12), the responses to the phase 3 instruction "Write three positive things about self-assessment" ((See document C-3 in Appendix 8) provided a sound foundation for a discussion on the students' need for relatedness and its importance for motivation in the EFL learning context. The responses that sorted under the Need for Relatedness label referred, in

different ways, to the SA form as a medium of communication between the student and the teacher. Theories about student-teacher relationships confirm the importance of student-teacher relationships in the learning context. The students seem to value the SA-forms as a communication channel which may be used to establish this important relationship with their teacher as a significant other in the EFL learning context (Standage, Duda, & Pensgaard, 2005, p. 43).

In most responses the word teacher was mentioned (See document C-3 in Appendix 8). In three other answers it was evident that the teacher was in the students' minds when writing the statements. The verbs, tell and inform, used in the responses "Tell what you think is difficult.", and "You can inform what you think about your work" (See document C-3 in Appendix 8), indicated a third person addressee for the information in the SA forms. As the teacher was the one person aside themselves who were to read their self- assessments, it is reasonable to assume that the information was intended for the teacher. The information these students wanted to submit to the teacher was, amongst others, what they thought of the EFL-tasks, what they thought of their own EFL-work and what they thought was easy or difficult (See document C-3 in Appendix 8).

Based on the responses to the instruction "Write three positive things about self-assessment" (See document C in Appendix 8) it was quite evident that a group of students appreciated the opportunity to relate their views and thoughts about the EFL learning process to the teacher via the SA forms. That is, this group of student responses made references to relatedness as a positive reason to self-assess. This is recognisable in responses such as "Then the teacher does not need to guess what we think", "The teacher may see how you think you are doing", and "The teacher knows if we like the tasks" (See document C in Appendix 8).

4.6 Perceptions of Motivation

In phase 1, when responding to the question "What do you believe it means to be motivated to learn English", most of the respondents referred to intrinsic motivation (Cf. 2.3.1). In their responses they produced answers such as "You wish to learn more.", "You like the (English) subject.", and "You think it is fun." (See document B-1 in Appendix 7). Thus, the respondents referred to motivation to commit to EFL

learning activities as something requiring “joy and interest” (Levesque, Copeland, Pattie, & Deci, 2010, p. 618) on their part, which corresponds with the concept intrinsic motivation (Cf. 2.3.1).

Furthermore, there seemed to be a common understanding amongst most the respondents that in order to be motivated to learn EFL, the intrinsic motivation led to commitment to activity. Answers such as “You want to make an effort in English”, “That you do something to improve your English”, and “That you work well with English” indicated that these students thought that motivation to learn English also involved committing to EFL learning activities (See document B-2 in Appendix 7).

In responses such as “That you want to have good grades” and “You do the tasks correctly” (See document B-3 in Appendix 7) students also referred to controlled motivation (Cf. 2.3 and Figure 2). However, there are fewer students referring to controlled motivation compared to those referring to autonomous motivation (Cf. 2.5.2 and Figure 2 and See document B in Appendix 7).

Thus, based on the students’ responses, it seemed that the most of the students’ understanding of motivation at the beginning of the research project was the equivalent to the definition of intrinsic motivation (Cf. 2.3.1). In other words, most of the students applied a very narrow definition of the concept of motivation compared to the common definition of the phenomenon (Cf. 2.3).

4.6.1 Intrinsic motivation and commitment to EFL learning activity

The mean of the intrinsic motivation category in the phase 1 survey, 13.41 (See document A-1 in Appendix 7) indicated that the level of intrinsic motivation for EFL learning activities was high at the end of 7th grade.

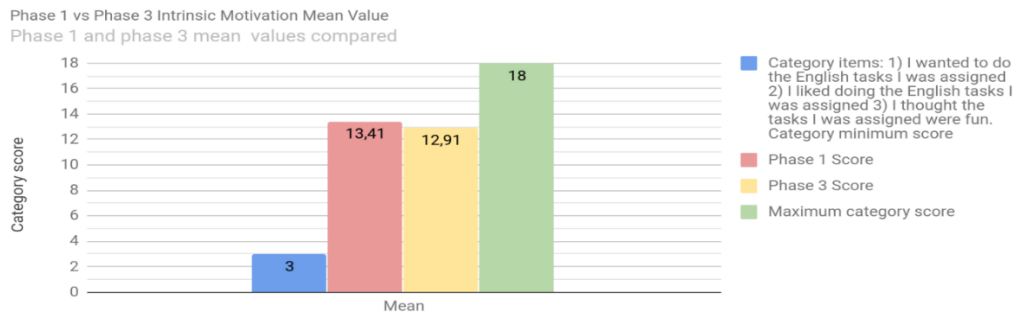


FIGURE 12 PHASE 1 SURVEY - INTRINSIC MOTIVATION

Commitment to activity is closely related to motivation. That is, commitment to activity is, in short, the result of motivation (Cf. 2.5.3). Therefore, as the students reported high levels of motivation at the end of 7th grade this should be recognisable in the students' reported level of commitment to EFL learning activities. The students' responses in the category in the questionnaire, representing commitment to EFL activities, confirmed the assumption of correlation between the students' motivation and commitment to activity (See Figure 13 and document A-1 in Appendix 7).

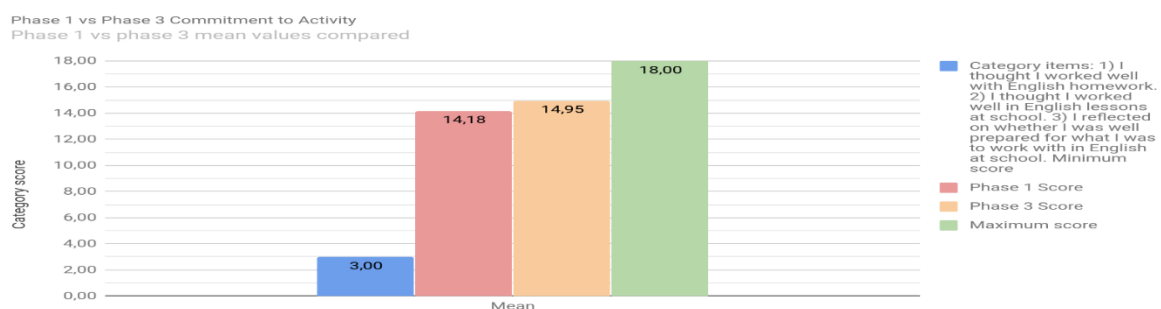


FIGURE 13 PHASE 1 SURVEY: COMMITMENT TO ACTIVITY

Thus, it is fair to conclude that at the beginning of 8th grade, most of the students were both intrinsically motivated for EFL learning (See document A-1 in Appendix 7), and willing to commit to partaking in EFL learning activities (Figure 13).

4.6.1.1 Motivation for EFL learning activities

SA form 2 (See Appendix 3) was a pre-reading activity related to the introduction of the topic Australia (Cf. 3.6.1.2).

The main objective for the analysis of the data from SA form 2 was to discover what type of motivation the students turned to when committing to upcoming EFL activities. Three instructions in SA form 2 targeted the students' motivational source for studying the topic. These were "Make a bullet-list where you describe and explain what you think is interesting about this topic.", "Make a bullet-list where you describe and explain what you think is fun about the topic.", and "Make a bullet-list where you explain why you answered yes, no or uncertain" to the question "Is it easy to motivate yourself to study this topic?" (Appendices 9A to 9C).

Most of the students responded "Yes" to the question "Is it easy to motivate yourself to work with this topic?" (See document C in Appendix 9). In the follow-up instruction to the question above, "Make a bullet-list where you explain why you answered yes, no or uncertain," (See document C in Appendix 9) most students referred to the interest in the topic of Australia itself as the source for their motivation. Some referred to an interest in learning about Australia, such as Peter "because like i said i like finding new and interesting things about countries.", and Axel "Because i wanna learn more about Australia". Others, such as Donna and Mona referred to Australian animal life in their responses, "animals" and "Beacause I like to work about the country and animal life", (See document C in Appendix 9).

This impression was confirmed in the students' responses to the instruction "Make a bullet-list where you describe and explain what you think is fun about the topic." (See document B in Appendix 9). One student, Boris, wanted to "Learn about the aboriginals.", Nigel mentions the "great Barrier Reef.", and Celine was "looking forward to learn about some of the Animals." (See document B in Appendix 9).

Three respondents, Nancy, Celine and Mike, referred to EFL or language learning as their intrinsic source of motivation. Nancy wrote "I think it's fun to learn about other cultures, languages and countries", while Celine liked "reading, and speaking english", and Mike thought it was "fun to learn how different dialects of a language were made" (See document B in Appendix 9).

Based on the above-mentioned observations it is reasonable to assume that the students were committed to working with EFL activities. Furthermore, when looking for motivation to commit to working with EFL activities related to a specific topic, the students looked for the motivational source within themselves and referred to topics

they found interesting or fun. That is, they looked first and foremost for intrinsic motivation when looking for a motivational source. The students' motivational source was, however, not primarily the opportunity to improve their English skills.

The above-mentioned data from SA form 2 (See document A to C in Appendix 9), indicated that most of the participants were motivated to work with EFL learning when they found the topic, through which the EFL tasks were given, interesting. In other words, the students could have been intrinsically or internally motivated for the topic and thus they had committed to the EFL learning activities even when they did not find that learning EFL vocabulary, grammar, and sentence structure, or practicing communicative skills, including reading and writing EFL, motivational.

This impression, that the students were committed to working with EFL learning activities, was confirmed by the comparison of findings in the phase 3 survey compared to the findings in phase 1 survey (Appendices 7 and 8). Analysis of the data in the "commitment to activity" category revealed that the number of students who reported commitment for EFL-learning activities in the phase 3 as opposed to the phase 1 survey had increased slightly (Figure 13 and Appendices 7 and 8).

The difference in the "commitment to activity" mean value between phase 1 and 3 is minimal and would under normal circumstances not be relevant for discussion. The same reflection is valid for the "intrinsic motivation" category. As we see from Figure 12 the mean value for "intrinsic motivation" decrease slightly from phase 1 to phase 3.

Nevertheless, as there is a strong correlation between the categories' intrinsic motivation and commitment to activity, it made sense to investigate this movement in opposite directions in these two categories' mean values more closely. That is, as the intrinsic motivation value decreased slightly it would be natural to assume that the commitment to activity mean value would do the same. This was, however, not the case. The commitment to activity mean value increased slightly from phase 1 to phase 3.

The above observations suggested that during the first semester of 8th grade the students had found other motivational sources, in addition to intrinsic motivation, that helped them commit to EFL learning activities. Based on these observations it was fair to assume that the increased commitment to activity was due to the effect of

various types of extrinsic motivators such as grades, which sort under the label external regulation, and other extrinsic motivational factors that sort under the labels introjected, identified and integrated regulation (Cf. 2.3.2).

4.6.1.2 Motivational Effect of Extrinsic Motivators

SA forms 1 and 3 were self-assessment activities where the students assessed their efforts after writing texts. SA form 1 was completed after receiving feedback on their first written assignment, hereafter referred to as text 1, of 8th grade. This task was to write a text about one of the following topics: My Dream Country, My Favourite Sport, My Favourite Food and My Dream Future (See document E in Appendix 10). SA form 3 was completed after receiving feedback on their final written assignment, hereafter referred to as text 2, about the topic Australia (See document E in Appendix 11). Attached to the assignment for text 2, the students received the assignment grid (See document F in Appendix 11) towards which their texts were assessed.

When looking for indicators of motivation in the students' responses to the questions in SA forms 1 and 3 about texts 1 and 2 (Appendices 10 and 11), I looked at the criteria towards which they measured their achievement. Secondly, I attempted to determine what type of motivators these criteria indicated. That is, I tried to determine whether the references to criteria in the student's self-assessment activities indicated what the students' motivational sources during the writing process could have been.

4.6.1.2.1 Motivational Effect of Grades

Grades on EFL written and oral skills were the most obvious extrinsic motivators that had come into play in the students' first semester of 8th grade. In the responses to the instructions "Describe and explain in your own words two things that you need to work on." and "Make a bullet-list where you describe and explain why you think it is most important to focus on these two things" (See Appendix 2), in their self-assessment of text 1 five students referred to grades as an important reason for doing so (See document D in Appendix 10 and Table 10).

Make a bullet-list where you describe and explain why you think it is most important to focus on these two things.	
Glenda	I need to focus on writing more facts about a theme so the text I write can get a better grade.
Jarvis	Because I will probably get better grades.
John	I get a better grade
Mike	I get better grades with a better and more correct text, and I need that to achieve my future goals.
Sam	to get good grade

TABLE 10 EXTRACT FROM PHASE 2 – SELF-ASSESSMENT ACTIVITY AFTER TEXT 1

The importance of grades as motivational fuel in EFL also seemed to increase during the students' first semester in lower secondary school. In SA form 3 (See document A and D in Appendix 11), completed in December, the number of students mentioning grades as a reason for improving their EFL skills had risen to eight (Table 11). Additionally, most students referring to grades in SA form 3 were not the same students referring to grades in SA form 1. Only two students, Jarvis and Sam, referred to grades in both SA forms (Appendices 10 and 11 and Table 10 and Table 11). This indicates that grades, which sort under the label external regulation, became increasingly important as a motivational factor for more students during their first semester of 8th grade.

Make a bullet-list where you describe and explain why you think it is most important to focus on these two things.	
Celine	The text might get a better grade.
Drew	I need to have better texts so I get better grades.
Eve	Den andre tingen er at du får en bedre karakter.
Jarvis	Better grades

Nancy	It's important because if I work on this, my evaluations can be better.
Orville	I need to focus most on these two things because then I baybe get an higher grade.
Paul	Cause that is the only thing i think i need to get a much better grade
Sam	Beter grade.

TABLE 11 EXTRACT SA FORM 3 - 5 AND 5A

4.6.1.3 Criteria and motivation referred to in SA Form 1 Responses

In the following I will present findings which emerged from the students' responses to three of the questions in SA form 1 in which the students self-assessed text 1 (Appendices 10A to 10D). These questions were related to content "How good are the texts have you written in this task?", to language "How is the language in your texts?", and to structure "How is the paragraphing in your texts?" (Appendices 10A to 10D).

Many students referred to good facts as a reason for assessing the contents of their texts as good. In the responses to question 1 in SA form1, "How well have you written your texts in this task?" (Appendices 2 and 6), one student, Celine, wrote "I think i've written my text good. i had good facts" and Boris wrote "Pretty good because I wrote very much and got many facts" (See document A in Appendix 10).

However, having facts was not one of this task's assessment criteria (See document E in Appendix 10). This criterion must therefore have been internalised in their personal reward system within a different EFL learning context than in the context the students wrote this text. In the SDT (Cf. 2.5), external criteria that are integrated into the students' own reward system sort under the labels identified and integrated regulation (Cf. 2.5.3.1).

Integrated regulation seemed to be the motivator most frequently referred to when the students assessed the language in their text, "How is the language in your text?" (See document B in Appendix 10). The criterion the students referred to was correct spelling. Examples of such references can be found in respondents' Drew, Sam and

Steve's self-assessments. Drew wrote "I am not sure but think it was good because I didn't have many mistakes", while Sam in his language skill assessment stated, "I think my language is good because I didn't have many wrong words.". Steve commented in the following manner on the quality of the language in his texts "I have a good language in my text with some small mistakes". That is, the students based the assessment of the quality of the language in their texts on the presence or absence of spelling or vocabulary mistakes. Again, this criterion is not specifically mentioned in the task's list of criteria (See document E in Appendix 10). Thus, as for "good facts" discussed in the previous paragraph, this is also an example of external criterion integrated into the students' reward systems in a different learning context than the current one.

The third question, "How is the paragraphing in your texts?" (10C) referred to a criterion which seemed unfamiliar to the students. At the time of writing text 1, the students had just started working on EFL activities that aimed at improving their abilities to structure a text, that is, how to divide texts into paragraphs. They were at a very early stage in the learning process. Thus, it was not surprising that, when the students assessed the paragraphing in their texts, they seemed confused about how to assess this. Most of the students revealed in their responses that they had not yet grasped the idea of why and how to divide texts into paragraphs. Axel wrote "my paragraphing is good because i take a paragraph when i need to" and John claimed that "The paragraphing is good because the first paragraph is good and long" (See document C in Appendix 10).

The students' responses revealed that they were aware that a texts' paragraphing was important. However, they seemed to base their idea of a good paragraph on criteria they were still trying to interpret but not yet had fully understood. In other words, their paragraphing seemed to be based on an idea of what they believed a paragraph to be. Consequently, when self-assessing, the students' responses revealed an awareness of the existence of paragraphing as a criterion for writing a proper EFL text. Furthermore, it revealed that the students had not fully understood the criteria they had assessed their efforts towards. Additionally, their responses revealed that the lack of understanding of what a paragraph was, and why it was important, affected the value they attached to paragraphing as a criterion.

The lack of value that the students attached this criterion may be revealed in some of the students' responses. Carrie referred to the teacher's need to read a text with paragraphs, "My paragraphing could be better so I should make them more that you can see them." (See document C in Appendix 10). Her response indicated that proper paragraphing was important to the teacher, but not to her. Tina wrote, "Average, I divided it like I should, but I could only write one sentence in the second paragraph" (See document C in Appendix 10). This was an answer that indicated an obligation to divide her text into paragraphs to satisfy an external criterion. These above-mentioned types of references sort under the label controlled regulation (Cf. 2.5.3.1).

Each of the above-mentioned self-assessment questions also produced answers that sorted under the label curbed motivation (Cf. 2.5.3.1). That is, in their answers the students referred to elements that carried within them the possibility of interrupting their commitment to the activity or ability to complete the task in a manner that they perceived as personally satisfying.

One student, Glenda, referred to the task as difficult when assessing the contents of her text. She had chosen to write a text about her favourite food, pizza, and had started out writing about how you make a pizza. When she had completed writing the recipe and the instructions, she had run out of ideas on what more to include in her text. Thus, in her response to the question "How well have you written your texts in this task?" (See document A in Appendix 10), she wrote "I don't like the tekst i wrote. It was really difficult to find facts about pizza, and i didn't know what to write" (See document A in Appendix 10). This is an example of a response revealing curbed motivation as it may have prohibited her from producing, in her view, a good text.

Linda referred to curbed motivation with regards to her language skills as she wrote "It is not so good grammar in it. Because i'm not good in grammar" (See document B in Appendix 10). In Garth's response referring to text structure we can read, "I have two paragraphs in the text. I didn't have anything more to write about" (See document C in Appendix 10). All these three examples are examples of curbed motivation that may have influenced the students' commitment to writing the text.

4.6.2 Motivation and a New EFL Learning Context

In the students' assessments of both text 1, in SA form 1, and text 2, in SA form 3, most references were made to extrinsic motivation. What was interesting though, was the increased number of references to controlled types of regulation in SA form 3 as opposed to SA form 1 (Appendices 10 and 11). When assessing text 1, the students referred mostly to criteria internalised in a different EFL learning context. In other words, they referred to criteria that indicated autonomous types of motivation when writing a text. When assessing text 2 though, many of the students referred to controlled types of regulation (Cf. 2.5.3) in their assessments. That is, they referred to the teacher's feedback and to the criteria listed in the assessment grid (See document F in Appendix 10) when assessing text 2.

Thus, on paper, it may seem that autonomous types of motivation (Cf. 2.5.3) yielded to controlled types of motivation. Seen from an SDT point of view, this could be critical to development of the autonomous types of motivation, which according to the theory, have the greatest potential of creating commitment to activity. There are however, other and less pessimistic ways to interpret the same data.

In terms of motivational effect, seen from an SDT point of view, controlled types of regulation may not be the most desirable type of motivation as they do not promote high degrees of autonomous behaviour. This backward move in terms of the motivational continuum (Figure 4) may be a confirmation of the motivational complexity investigated in chapter 2.3 of this paper. That is, it is not possible to interpret the motivational process as a one-way street that starts at zero motivation and ends up at internal motivation. The process is complex and unpredictable (Cf. 2.3).

When the learning situation changed, what motivated the students probably changed as well. Additionally, a new set of rules which also affected the learning situation and learning process came into play and consequently, new criteria for EFL writing skills needed to be adopted and understood. Therefore, the presence of controlled types of regulation in the students' self-assessments in SA form 3 (See Appendix 10) may suggest that the students' learning process, and that their understanding of what becoming a skilled EFL-writer meant, was under revision. That is, the students' backward move from autonomous types towards controlled types of motivation may

have been caused by the process of adapting to a new EFL learning context. Consequently, they may have been trying to adapt to a new EFL learning environment where new motivational sources had come into play, where new criteria had to be learned and where old habits might have had to be changed and even discarded.

Thus, the reduced numbers of references to autonomous types of regulation in favour of controlled regulation in SA form 3 (See Appendix 10) may indicate that the students were in the middle of the process where they turned their focus away from old and familiar to new and unfamiliar criteria. The process may have led to less autonomous types of regulation simply because the new criteria were not yet internalised and therefore not yet a part of the students' internal reward system.

Both the findings related to need for competence (Chapter 4.2.2 and See document C-2 in Appendix 8) and the self-assessment comments in SA forms 1 and 3 (Appendices 10 and 11) discussed in chapter 4.3.2 above, suggest that the students were, during their first semester in 8th grade, more preoccupied with the interpretation of the new EFL learning context than how to navigate in this new EFL learning context in an autonomous manner. That is, the responses in their SA forms suggested they were busy trying to understand how to interpret the new EFL assessment criteria so that they were able to use them as motivators when working with EFL learning activities. Many of the students' self-assessment entries appeared to be very focused on understanding what it would take to be considered a skilled EFL student and consequently how they could receive good grades within this new learning context. In other words, the students seemed to be more preoccupied with creating a framework within which they felt safe rather than appreciating the opportunity of being autonomous in the new EFL learning context.

4.6.2.1 Why or Why Not do You Want to Learn EFL?

One of the phase 3 qualitative questions asked the students to provide their reasons for wanting or not wanting to learn EFL (See document B in Appendix 8). The responses to this question were grouped into five categories where three corresponded with categorisations of extrinsic motivation such as they are theorised in the chapter 2.3 of this paper, that is external, introjected, identified and integrated

regulation (Cf. 2.3.1, Table 5). The two remaining categories corresponded with intrinsic motivation (Cf. 2.3.1) and curbed motivation (Cf. 1.1) (See document B in Appendix 8).

One interesting observation is that none of the students made references to external regulation when providing reasons for why they wanted to learn English. That is, they did not refer to neither grades nor learning objectives as a reason for wanting to learn EFL. They seemed to attribute the importance of learning EFL to motivators existing outside the school context. Thus, the responses suggest that these students did not primarily want to learn EFL to succeed in school, but to succeed in life in general.

The responses that I have sorted under the label introjected regulation referred for the most part to the importance of learning EFL as it is a world language. "I want to learn English because it is an important language in the modern world." (See document B-1 in Appendix 8), is an example of such a response. These types of responses did not, however, indicate that learning EFL was a personal requirement. That is, the students are a part of the world where English exists, in this world English is important, thus the students must learn EFL and they appeared to accept this as reason enough to learn it. However, the responses did not convey that the EFL knowledge was given a value within the students' personal reward system. In other words, learning EFL was something these students refer to as a necessity rather than a desire.

Under the label identified regulation I presented the students' responses that referred to learning English as useful (See document B-2 in Appendix 8). That is, knowing English rewards the student in a way that is recognised as important on a personal level. The EFL skills may help the students to function better in situations that require EFL knowledge and enables the student to master various situations. In other words, the students, at that point in time, emphasised the utilitarian aspect of learning English as important. Responses such as "It (English) is useful.", "I want to learn English because when you go to another country, you have to be able to speak the language of the country or English.", "I want to learn it (English) so that I can order food in English.", and "I want to learn English because English is an important subject. You need it the rest of your life." (See document B-2 in Appendix 8) expressed the wish of learning EFL to satisfy a personal objective. They viewed

English as a mean that provided them opportunities that would not have been available if they had not learned EFL. The students identified that English was a useful language and learning it was beneficial. They did not, however, suggest that they wanted to learn EFL for the sake of learning the language.

As for the final extrinsic motivational category, integrated regulation, the respondents wrote that the motivation for learning EFL was the possibility and ability to engage in communication with others (See document B-3 in Appendix 8). Communication is an activity that engages the students on a personal level and achieving the objective of being able to communicate in EFL is registered and appreciated in the students' own reward system. Students want to learn EFL because "You can speak to people around the world.", "then I can understand others." and "So that I can communicate with people from other countries." (See document B-3 in Appendix 8).

This wish of being able to communicate with others was the element that separated the responses sorted under the label integrated regulation from those sorted under the introjected and identified regulation labels. In other words, the pleasure of being able communicate was a motivator that seemed to derive from within the students' personal reward system. Learning EFL was the means that could enable the students to fulfil their personal objective of being able to communicate.

What was important to notice with regards to motivators registered under the label introjected motivation was that the motivator, being able to communicate, in fact were intrinsic. Nevertheless, it was not the language that was the intrinsic motivator, but the opportunity to communicate. English is a language that belongs outside the Norwegian EFL learners' immediate sphere of communication, and to be able to communicate in that sphere, they must learn EFL. Thus, to determine whether the responses promoted intrinsic motivation or integrated regulation for EFL learning, I had to try to determine whether the responses suggested that the students' primary reason for learning EFL was the language learning itself or something else. In my view it was something else, namely the opportunity to communicate. Therefore, I interpreted the students' responses to promote integrated regulation rather than intrinsic motivation for EFL learning. In short, if the students had been able to communicate without learning English, they would most likely not be as motivated to learn EFL. Thus, learning EFL was probably the means to the end of being able to

communicate in English. Nevertheless, the responses sorted under the label integrated regulation indicated that the importance of learning EFL had been internalised in the students' personal reward system.

A small group of responses referred to intrinsic motivation as the reason for learning EFL was the language itself (See document B-4 in Appendix 8). Some of the responses sorted under this label were "English is fun", "It is an interesting language.", and "English is an old and exciting language." (See document B-4 in Appendix 8). The key words in these answers were English, fun, interesting and exciting, all of which signalled that the motivators were directly linked to EFL learning and that the motivation was intrinsic (Cf. 2.3.1.1).

4.6.2.2 Indications of complexity in the motivational process

An important observation with regards to the responses to the phase 3 qualitative question asking the students for their reasons for wanting or not wanting to learn EFL (See Appendix 8) was that students referred to more than one type of motivation in their responses. The students were asked to provide up to three reasons for wanting to learn EFL. Some students referred to both extrinsic and intrinsic motivation, and others refer to more than one type of extrinsic motivation (See Appendix 8). This suggests that motivational process for EFL learning is complex and difficult to monitor.

Students' responses also revealed that you may experience various types of motivation while working on the same task. Donna's responses to question 1, 2 and 3 in SA form 3 (See Appendix 11), which represented the self-assessment activity related to text 2 (See document E in Appendix 11), were examples of responses that provided insight into the complex nature of the motivational process. In her answers Donna referred to external regulation when assessing the contents of her text "I have been writing this texts good i think, Because i have answered the question" (See document A in Appendix 11). She referred to curbed motivation when assessing her language skills, "I don't know for sure i'm not that good at writing texts" (See document B in Appendix 11) and to external regulation again when assessing her paragraphing "I think its ok because i have a few paragraphs" (See document C in Appendix 11).

Additionally, a student such as Carrie who referred to external regulation when assessing the contents of her first written assignment in 8th grade “I feel like I have wrote a good text because I have done what I were going to do and I have answered the questions.” (See document A in Appendix 10). When assessing her second written assignment in December she referred to curbed motivation “I misunderstood a little bit of the text.” (See document A in Appendix 11)

Thus, data collected from the SA forms and the phase 3 qualitative question asking the students for their reasons for wanting or not wanting to learn EFL, suggested that the students’ motivational process was not necessarily a straightforward process where they were either motivated or not motivated for EFL learning activities.

5 Conclusions

In the following, conclusions based on central findings in the research project's data are presented. They are presented thematically in accordance with the research question which reads "How do lower secondary EFL students experience practices of self-assessment, and how do such self-assessment practices affect their motivation for EFL learning?" (Cf. 1.7). Conclusions related to self-assessment, the students' opinions about self-assessment activities and the self-assessment instruments are presented before the conclusions related to motivation for EFL and the motivational aspects of the self-assessment activities.

5.1 Summary of Findings

The students partaking in the research project displayed mixed attitudes towards self-assessment activities in the actual self-assessment process. One group of students, group A, displayed more interest than the other group, group B. Students in group B displayed signs that may be interpreted as self-assessment tiredness (Cf. 4.4). However, in the students' evaluation of the self-assessment activities in phase 3 of the research project (Cf. 4.3) most students responses suggested positive attitudes and that the students appreciated the opportunity to self-assess.

Findings indicated also that the SA forms promoted a type of self-assessment that increased the students' awareness of their EFL competence (Cf. 4.5.2). The SA forms did not, however, seem to provide the students the opportunity to assess their EFL learning process in a way that increased their insight into this process. Neither did the findings from the research project indicate that self-assessment activities affected these students' motivation for EFL learning after one semester in lower secondary school. However, there are indications in the research material that may support the assumptions that self-assessment activities can help the students in the metacognitive process of understanding the motivational factors that affect them in their EFL learning process.

Most of the respondents applied a very narrow definition of what the concept of motivation entails. Their understanding of motivation at the beginning of the research project seemed to be the equivalent to the definition of intrinsic motivation (Cf. 4.6.1). Furthermore, they reported high levels of intrinsic motivation for EFL learning and

consequently strong commitment to EFL learning activities. Although the students' intrinsic motivation for EFL seemed to stay more or less the same throughout the semester, there were indications of movement in a negative direction within this category. This was contrary to reported commitment to EFL activities where the students reported a slightly stronger commitment to activity. These opposite movements in the two categories may indicate that extrinsic motivation such as grades and learning objectives had come into play and to some extent affected the presence of autonomous types of motivation.

Within this EFL learning context, the EFL students turned to both intrinsic and extrinsic motivation when looking for the fuel they needed to commit to and complete EFL learning activities (Cf. 4.6.1.3). They looked for motivational influence within the motivational spheres that were familiar to them. That is, they looked for, and found, motivation within themselves, in the EFL tasks, in grades, in EFL learning objectives, in EFL working methods, in EFL topics and the list continues (Cf. 4.6.1.1, 4.6.1.2, and 4.6.1.2.1). The self-assessment activities, particularly the self-assessment activity represented by SA form 2, may have helped the students navigate through this jungle of complex motivational influences and thus helped them discover what motivated them and what helped them commit to working with an EFL subject topic such as Australia (Cf. 4.6.1.1).

The need for competence seemed to surpass other needs within this, for the students, new EFL learning context. They indicated a need to understand what the framework, such as learning criteria and how these criteria were used to grade their EFL skills. In their responses the students also projected need for relatedness. Need for autonomy, however, did not seem to be of significance at this stage in their EFL learning process.

There are no indications in the data material that the changes in the students' motivation for EFL learning and commitment to EFL learning activities were due to the self-assessment activities (Cf. 4.6.1). Nevertheless, the students' appreciation of the self-assessment activities indicated that these activities supported the students' in their efforts to meet their own basic psychological needs for competence and relatedness (Cf. 4.2.2).

5.2 Didactic implications

In a learning arena where EFL teaching and learning are based on sociocultural learning theory (Cf. 2.4) and where emphasis is on autonomous learner behaviour and learning in the zone of proximal development (Cf. 4.2.2) the metacognitive and communicative aspect of the learning process must be central. Thus, language learning strategies (Cf. 2.2) applied in that context should aim at improving both the learners' intra- and interpersonal communicative skills. In sociocultural learning theory another central idea is that learning is mediated. To mediate learning, students need metacognitive and intrapersonal communicative skills. In sum, to learn, students need to be able to communicate both with themselves and their surroundings. Furthermore, what is taught and learned must be based on the principle that the contents of the learning material are meaningful to the students in their context. That is, it should be based on a learner central approach to EFL teaching and learning. With regards to EFL, as the results from this study indicate that the students are focused on the utilitarian aspect of EFL knowledge and that they emphasise that EFL knowledge is more important to them outside the school context than inside, this should be reflected in the EFL learning material and activities they meet in the EFL learning context. The didactic implications listed below are based on one or more of the ideas related to sociocultural learning theory that are presented in this paragraph.

EFL self-assessment activities should take into account that all students are different. Particularly when entering a new EFL learning context, such as this research setting (Cf. 3.4), students may arrive with a variety of learning experiences in their backpack. Some students have much while other have little experience with EFL self-assessment activities. Some students self-assess their EFL learning process autonomously (Cf. 4.1.2), others only reflect on this process when prompted to do so. Therefore, as for other learning activities where we take into account that students are different and perform at different skill levels. EFL self-assessment forms should probably be, in accordance with theories on scaffolding and the zone of proximal development (Wood & Wood, 1996), flexible in form to fit the individual student's experience with EFL self-assessment activities. E.g., some students, who self-assess autonomously, could write an EFL self-assessment log or an EFL learning diary in which they textualize their thought processes. Other students, who are less familiar

with the act of self-assessment, could be provided scaffolding SA-forms that assist them through EFL self-assessment activities and thus gradually develop their self-assessment skills. Students who have no experience in EFL self-assessment activities could be provided EFL self-assessment tools such as the European Language Portfolio (ELP) as these may help the students understand what self-assessment involves. Furthermore, as there are indications in the data-material that encouraged self-assessment activities may have a negative impact on autonomous self-assessment (Cf. 4.4) it is important that the SA forms are designed in such a way that they may be gradually deconstructed as the students' progress and prove signs of autonomous EFL self-assessment activity.

Self-assessment activities as a learning strategy in a learning arena where the teacher bases teaching and learning methods on sociocultural learning theory (Cf. 2.4), the tools should aim at being communicative in form. Thus, if the aims of the SA forms are to improve the students intra- and interpersonal communicative EFL skills, the self-assessment activities should be designed with both intra- and interpersonal dialogue in mind. E.g., the students could use a voice-log when doing homework where they talk themselves through, in English, a problem-solving task, or they could complete a post task SA-form recapitulating, in English, the work-process related to solving an EFL task. That is, the self-assessment activities must help the students to further develop skills that strengthen their ability to reflect on the complex influences (Cf. 2.4) that affect them in the EFL learning situation.

The students' evaluation of the EFL self-assessment activities suggested that they seemed to appreciate the opportunity to use the SA forms as a channel through which they could communicate about their EFL learning process with their teacher. Particularly in a situation where the EFL learning context is unfamiliar to the students, it is important to establish channels of communication between students and teachers. The students' comments about the EFL self-assessment activities confirm that the SA-forms may be one instrument through which the students can communicate with their teacher. The SA forms could be an instrument through which the students' need for relatedness in this new EFL learning context can be met.

The SA forms as a communication channel could also prove useful in supporting the students' efforts to understand what it would take to consider themselves skilled EFL

learners in this new environment. The responses in the SA forms suggested that the students employed much efforts in understanding the EFL learning criteria that had come into play in this new EFL learning context. Learning criteria was not addressed in the SA forms. Thus, the SA forms used in the research project did not address the students' need for EFL competence in a proper manner.

The EFL learning criteria is the framework on which I base my teaching and the base on which I measure the students' EFL skill level. If the aim is to improve the students' ability to make autonomous decisions about their EFL learning process, it is important to help them understand what they are supposed to learn and on what basis we measure their EFL skills. This is something that future SA-forms need to address if they are to be of help in fulfilling the students' need for autonomy. Their lack of interest in making autonomous decisions in their EFL learning process may be related to the lack of focus on learning criteria in the SA forms.

In other words, the EFL self-assessment activities should be an instrument for communication between the teacher and the students about the EFL learning criteria in addition to the EFL learning process. This also indicates that the SA forms that aim at familiarising the students with a new EFL learning arena, should be in the form of a dialogue between the EFL students and their teacher rather than the students' monologues receiving comments from the teacher.

Findings from this research project seem to confirm the presumption that motivated students commit to EFL learning activities (Cf. 4.1). Consequently, we should make an effort to provide the students EFL learning activities and materials that carry within them a potential for intrinsic motivation. To be able to do so, it is important that we know what the students find fun and interesting. The student may communicate this information via SA forms. This information may help teachers in their motivational work within the EFL learning context. That is, this information may be added to the foundation on which teachers plan EFL learning activities and thus increase the teachers' potential of being successful in terms of providing the students EFL learning activities they find motivating and to which they may be willing to commit. Conclusively, if the incentive is to use self-assessment activities to motivate the students to commit to EFL learning activities, it might be wise to use SA-forms to

involve the students in the planning of EFL learning contents. In the SA forms, the students could, e.g., be prompted to suggest topics to work with in EFL classes.

The student's perception of what motivation for EFL learning entails should be addressed in the EFL learning situation. Being in possession of knowledge about the students' understanding of and thoughts concerning elements related to the EFL learning process and learning context may be helpful in the teachers attempts to address this issue. Such knowledge could provide teachers the opportunity to adjust the students' perceptions of what motivation is and, thus, calibrate their presumptions about their own motivation for EFL learning.

For students to understand the nature of motivation for EFL it may be important that these students understand that motivation may originate from somewhere else than from their own personal reward system. They need to understand that they do not need to experience intrinsic motivation in order to consider themselves motivated for EFL learning. If students have a broader understanding of the concept motivation, they might find it easier to look for motivation elsewhere in addition to their personal reward system. That is, a student having trouble thinking about EFL learning as fun and interesting might find motivation in other aspects of the EFL learning situation, such as working methods and learning material, if they have experienced that it is possible to do so.

Summarising the above, first and foremost, the SA-forms may serve as a communicative instrument through which the teacher can assist the students in their EFL learning process. Furthermore, as one of the important tasks for the EFL teacher is to support the students in their efforts to navigate in the EFL learning context, the SA forms may provide teachers information about the students' EFL learning process. This information may prove valuable in teachers' efforts to assist the students in their pursuits of EFL skills and in the teachers' enterprise to motivate the students to commit to EFL learning activities.

5.3 Possible limitations of the study

Although the data collected in the research project provide valid and reliable information about the projects' participants opinion about self-assessment activities and motivation for EFL learning, there is an issue with regards to the participants' achievement level that did not allow me to generalise the findings. The issue relates to the participants' EFL achievement level as only students ranging as middle or high-level achievers agreed to take part in the research project. Thus, the data collected do not represent students from all achievement levels. Consequently, as the data only represent opinions and views of students within middle and high EFL achievement level, conclusions may only be drawn for the middle and high achievement level students in the two classes.

The survey questionnaires in phases 1 and 3 of the project did not allow for the collection of data about extrinsic motivation in the same manner as for extrinsic motivation (See Appendix 6). A wider range of questions such as "I did the EFL tasks I was asked to do because it was important", "I did the EFL tasks I was asked to do because I had to" and "I did the tasks I was asked to do because I would lose privileges if I did not", could have provided better insight into a wider range of types of motivation for EFL learning and commitment to EFL learning activities and probably a better understanding of the processes that influenced these students' motivation for EFL learning.

5.4 Suggestions for future research

The increased number of references made to controlled types of motivation in SA form 3 as opposed to SA form 1 raises two issues which may be important to investigate further. The first is whether the students consider introjected regulation more important as motivational fuel than identified regulation or, as previously discussed, whether this is a natural development towards incorporating new types of motivation into their own reward system. That is, what would it take for the students to find reasons to make the new criteria part of their own value system and will the students in future self-assessments provide more references to internal regulation, or will they increasingly refer to controlled regulation?

A close investigation of the process of internalisation of extrinsic motivators may provide important information about the processes that influence motivation for EFL learning. There might be a potential in the area of motivation if we understand better how this internalisation process takes place and how we may assist students in their efforts to internalise extrinsic motivators. Furthermore, it could prove useful, in the realm of motivational work, to know more about the factors that influence this process of internalisation.

One area which I believe it would be beneficial to investigate further is whether a type of self-assessment activities focusing on metacognitive processes may be used in a bildung aspect in the EFL learning context. The EFL learning context is a learning arena as is any other learning arena in society. Entering into this learning arena successfully requires that EFL learners know the rules and requirements that govern this learning context. As suggested in a large portion of the students' SA form entries, the students spent much energy on interpreting the new EFL learning context they had joined. They understood that the new EFL learning context was a learning arena in which a specific learner behaviour may be beneficial. In other words, could a self-assessment instrument that focused on metacognitive processes help the students' bildung process and consequently their transition into a new EFL learning environment? Furthermore, could such a bildung perspective of self-assessment activities improve the students EFL skills?

Another area in which this type of self-assessment instrument, focusing on a dialogue between the teacher and the students, help the students improve their EFL communicative skills. That is, could the self-assessment instrument, in addition to being an instrument for metacognitive processes, also help the students achieve language learning objectives in the English subject curriculum such as "adapting the language to purposeful objectives and to the recipient" (ENG1-03, 2013, p. 3)?

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Appendices

APPENDIX 1 OLD SELF-ASSESSMENT FORM

Eigenvurdering. Når du er ferdig med oppgåva.	
Kva for mål som andre og du sjølv sette opp for dette stoffet, har du nådd?	
Korleis arbeidde du for å finne ut av det du trengte for å nå måla?	
Fungerte det å bruke den arbeidsmetoden brukte? Kvifor / Kvifor ikkje?	
Kva kunne du gjort, kva treng du for å løyse oppgåva enda betre?	
Korleis ville du gjort det dersom du skulle gjort oppgåva ein gang til?	
Kva for erfaringar vil du ta med deg når du skal setje i gong med nytt arbeid?	
Det stoffet du har arbeidd med no og dei måla du har nådd, kva kan du bruke det til?	

APPENDIX 2 SELF-ASSESSMENT FORMS 1 AND 3

Navn:	Klasse:
<p>How well have you written your texts in this task? Explain why. Hvor gode tekster har du som svar på oppgavene? Forklar hvorfor.</p>	
<p>How is the language in your texts? Explain why. Hvordan er språket i tekstene dine? Forklar hvorfor.</p>	
<p>How is the paragraphing in your texts? Explain why. Hvordan er avsnittsinndelingen i tekstene? Forklar hvorfor.</p>	
<p>Describe and explain in your own words two things that you have done well on this task: Beskriv og forklar med egne ord to ting du mener du har fått til på denne oppgaven:</p>	
<p>Describe and explain in your own words two things that you need to work on: Beskriv og forklar med egne ord to ting som du tenker at det må du jobbe mer med:</p>	
<p>Make a bullet-list where you describe and explain why you think it is most important to focus on these two things. Lag en punktliste der du beskriver og forklarer hvorfor du mener det er viktigst å fokusere på disse to tingene.</p>	
<p>Make a bullet list where you describe what you think you should do to work with these two things towards the next written evaluation. Lag en punktliste der du beskriver hva du mener du må gjøre for å jobbe med disse to tingene frem mot neste evaluering.</p>	
<p>Make a bullet list where you describe and explain how you have taken your own and my comments on your last self-assessment while working on your focus areas towards this evaluation. Lag en punktliste der du beskriver og forklarer hvordan du har tatt hensyn til din forrige egenvurdering og mine kommentarer frem mot denne vurderingssituasjonen.</p>	
<p>Make a bullet list where you describe and explain what is still difficult when you need to write English. Lag en punktliste hvor du beskriver og forklarer hva som fremdeles er vanskelig når du skal skrive engelske tekster.</p>	
<p>Make a bullet list where you describe how you think the teacher may help you to make this easier. Lag en punktliste der du beskriver hvordan du tror læreren kan hjelpe deg for å gjøre dette enklere.</p>	
<p>Make a bullet list where you describe what you think that you may do to work on what you believe is</p>	

difficult.

Lag en punktliste der du beskriver det du mener du selv kan gjøre for å gjøre noe med det som er vanskelig?

Grade yourself on the basis of your work and your self-assessment.

Gi deg selv karakter med utgangspunkt i arbeidet ditt og egenvurderingen din.

Karakter:

If you could decide how to work and your task was to express yourself better when writing English, how would you do it?

Dersom du selv fikk bestemme arbeidsmåter og oppgaven din var å uttrykke deg bedre i skriftlig engelsk, hvordan ville du gjort det?

Give 1-2 suggestions. If you do not know, you answer «none».

Skriv 1-2 forslag, dersom du ikke vet, så skriver du «ingen»

APPENDIX 3 SELF-ASSESSMENT FORM – PRE-READING ACTIVITY

Navn:	Klasse:			
Do you understand the contents of the topic? Forstår du hva temaet handler om?	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Yes/ Ja:</td> <td style="width: 33%; text-align: center;">No/ Nei:</td> <td style="width: 33%; text-align: center;">Uncertain/ Usikker:</td> </tr> </table>	Yes/ Ja:	No/ Nei:	Uncertain/ Usikker:
Yes/ Ja:	No/ Nei:	Uncertain/ Usikker:		
<p>Make a bullet-list where you describe and explain how you understand this topic. Lag en punktliste som beskriver og forklarer hva du tror temaet handler om.</p>				
<p>Make a bullet-list where you describe and explain what you think is the best way to work with this topic. Lag en punktliste som viser hvordan du mener det er best å arbeide med dette temaet</p>				
Do you think the topic gives you the opportunity to solve it the way you think is best? Tenker du at temaet åpner opp for at du kan jobbe slik du selv mener er best?	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Yes/ Ja:</td> <td style="width: 33%; text-align: center;">No/ Nei:</td> <td style="width: 33%; text-align: center;">Some/ Noe:</td> </tr> </table>	Yes/ Ja:	No/ Nei:	Some/ Noe:
Yes/ Ja:	No/ Nei:	Some/ Noe:		
<p>Make a bullet-list where you explain why you answered yes, no or some on the last question. Lag en punktliste med grunner til at du svarte ja eller nei på forrige spørsmål.</p>				
Do you need help from your teacher to work with this topic? Trenger du hjelp fra lærer for å jobbe med temaet?	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Yes/ Ja:</td> <td style="width: 33%; text-align: center;">No/ Nei:</td> <td style="width: 33%; text-align: center;">Uncertain/ Usikker:</td> </tr> </table>	Yes/ Ja:	No/ Nei:	Uncertain/ Usikker:
Yes/ Ja:	No/ Nei:	Uncertain/ Usikker:		
<p>Make a bullet-list where you describe and explain how you believe the teacher should address the topic. Lag en punktliste der du sier noe om hva du mener lærer bør gjøre i forbindelse med arbeidet med dette temaet</p>				
<p>Make a bullet-list where you describe and explain how you believe your peers can contribute in working with the topic. Lag en punktliste der du sier noe om hva du tror medelever kan bidra med i arbeidet med dette temaet.</p>				
<p>Make a bullet-list where you describe and explain what you think is difficult about the topic. If you do not think that anything is difficult, you write “nothing”. Lag en punktliste der du skriver hva du synes er vanskelig med temaet. Hvis du ikke synes noe er vanskelig, så skriver du «ingenting».</p>				

Make a bullet-list where you describe and explain what you think is interesting about this topic. If you do not think that anything is interesting, you write "nothing".

Lag en punktlister der du forklarer hva du synes er interessant med oppgaven. Hvis du ikke synes noe er interessant, så skriver du «ingenting».

Make a bullet-list where you describe and explain what you think is fun about the topic. If you do not think that anything is fun, you write "nothing".

Lag en punktlister der du beskriver og forklarer hva som er morsomt med temaet. Hvis du ikke synes at noe er morsomt, så skriver du "Ingenting".

Is it easy to motivate yourself to work with this topic?

Er det lett å motivere seg for å jobbe med dette temaet?

Yes/

Ja:

No/

Nei:

Uncertain/

Usikker:

Make a bullet-list where you explain why you answered yes, no or uncertain.

Lag en punktlister der du forklarer hvorfor du svarte ja, nei eller usikker.



Hild Ellsabeth Hoff
Sydnesplassen 7
5007 BERGEN

Vår dato: 17.08.2017

Vår ref: 55091 / 3 / BGH

Deres dato:

Deres ref:

Tilbakemelding på melding om behandling av personopplysninger

Vi viser til melding om behandling av personopplysninger, mottatt 10.07.2017.

Meldingen gjelder prosjektet:

<i>55091</i>	<i>Egenvurderingspraksis og Motivasjon i Ungdomsskolen</i>
<i>Behandlingsansvarlig</i>	<i>Universitetet i Bergen, ved Institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Hild Ellsabeth Hoff</i>
<i>Student</i>	<i>Hanne Solveig Bakke</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en [offentlig database](#).

Personvernombudet vil ved prosjektets avslutning, 30.06.2018, rette en henvendelse angående status for behandlingen av personopplysninger.

Dersom noe er uklart ta gjerne kontakt over telefon.

Vennlig hilsen

Marianne Høgetveit Myhren

Belinda Gloppen Helle

Kontaktperson: Belinda Gloppen Helle tlf: 55 58 28 74 / belinda.helle@rsd.no

Vedlegg: Prosjektvurdering

Kopi: Hanne Solveig Bakke, Hanne.Bakke@student.uib.no

Personvernombudet for forskning



Prosjektvurdering - Kommentar

Prosjektnr: 55091

INFORMASJON OG SAMTYKKE

Utvalget (skoleelever og deres foresatte) informeres skriftlig om prosjektet og samtykker til deltakelse. Informasjonsskrivet mottatt på epost 15.08.2017 er godt utformet.

BARN I FORSKNING

Deler av utvalget i prosjektet er barn og unge, og det er foreldrene deres som samtykker til deltakelse. Likevel bør barna få informasjon om prosjektet som er tilpasset deres ordforråd. Det er også viktig at barna og ungdommene får informasjon om at de kan velge ikke å delta i prosjektet hvis de ønsker det, selv om foreldrene har samtykket.

FORSKNING I SKOLEN

Mens skole er en obligatorisk arena for barn og foreldrene, skal deltakelse i forskning være frivillig. Forespørselen må derfor alltid rettes på en slik måte at de forespurte ikke opplever press om å delta, gjerne ved å understreke at det ikke vil påvirke forholdet til skole hvorvidt de ønsker å være med i studien eller ikke. Dere opplyser om at rekruttering skjer via eget nettverk. Personvernombudet legger til grunn at frivilligheten ivaretas og minner om at frivillighet kan være problematisk når en rekrutterer gjennom eget nettverk hvis det er et avhengighetsforhold mellom den som rekrutterer og informant, som for eksempel forholdet mellom lærer og elev.

Videre bør det planlegges et alternativt opplegg for de som ikke deltar. Dette er særlig relevant ved utfylling av spørreskjema i skoletiden.

DOBBELTROLLE

Som ansatt ved skolen hvor datainnsamlingen skal foregå har studenten en dobbeltrolle. Studenten har satt seg inn de forholdene en må være bevisst på ved forskning på egen arbeidsplass. Vi viser her til våre nettsider: http://www.nsd.uib.no/personvernombud/hjelp/forskningstema/egen_arbeidsplass.html

DATAINNSAMLING

Datainnsamlingen i dette prosjektet samles inn i fire deler:

1. Undersøke hvordan elevene opplever praktisering av tidligere egenvurderingspraksis ved bruk av et digitalt spørreskjema. I følge informasjonsskrivet er denne delen av datainnsamlingen anonym, da elevene får utdelt et kandidatnummer ved starten av prosjektperioden og beholder dette gjennom prosjektperioden. Studenten er ikke kjent med hvilken elev som har hvilket kandidatnummer. Personvernombudet legger til grunn at den digitale løsningen som brukes til å sende ut spørreskjemaet også er anonym og at det ikke logges koblinger mellom f.eks. epost-/IP-adresse og besvarelsen.

2. Gjennomføre egenvurdering i faget. Dette er en del av ordinær undervisning, men det er utelukkende egenvurderingene til de elevene som har samtykket til å delta som skal benyttes som datagrunnlag for masterprosjektet.

3. Undersøke hvordan elevene opplever praktisering av egenvurderingspraksis i høstterminen, og deres motivasjon for å lære engelsk samles inn ved bruk av et digitalt spørreskjema. I likhet med gjennomføringen av del 1 er denne delen også anonym.

4. Gjennomføre gruppeintervju med seks elever om deres opplevelse av sammenhengen mellom egenvurdering og motivasjon. Elevene som skal delta i intervju skal motta et eget informasjonskriv. Vi ber om at dette ettersendes til personvernombudet@nsd.no når dette foreligger.

ANDRE GODKJENNINGER

Personvernombudet legger til grunn at prosjektet er godkjent av ungdomsskolens ledelse.

INFORMASJONSSIKKERHET

Personvernombudet legger til grunn at forsker etterfølger Universitetet i Bergen sine interne rutiner for datasikkerhet. Dersom personopplysninger skal lagres på mobile enheter, bør opplysningene krypteres tilstrekkelig.

PROSJEKTLUTT, VIDERE LAGRING OG ANONYMISERING

Forventet prosjektlutt er 30.06.2018. Ifølge prosjektmeldingen skal innsamlede opplysninger da oppbevares med personidentifikasjon til 31.08.2020 for å kunne bruke datamaterialet i videre arbeid med å undersøke hvordan og om egenvurdering over tid påvirker elevenes motivasjon.

Når studenten ikke lenger er tilknyttet behandlingsansvarlig institusjon (UiB), opphører NSD sin rolle som personvernombud for studenten. Studenten skal da overta ansvaret for behandling av datamaterialet, forutsatt at dette er avklart med UiB. Vi minner om at studenten er ansvarlig for selv å melde videre oppbevaring av datamaterialet til Datatilsynet. Vi viser til epost sendt til studenten 15.08.2017 hvor dette forklares.

Ved prosjektlutt 30.08.2020 skal datamaterialet anonymiseres. Anonymisering innebærer å bearbeide datamaterialet slik at ingen enkeltpersoner kan gjenkjennes. Det gjøres ved å:

- slette direkte personopplysninger (som navn/koblingsnøkkel)
- slette/omskrive indirekte personopplysninger (identifiserende sammenstilling av bakgrunnsopplysninger som f.eks. bosted/arbeidssted, alder og kjønn)
- slette digitale lyd-/bilde- og videoopptak

Til elever og foresatte
Elever på 8 trinn ved Sola Ungdomsskole

Beskrivelse av prosjekt

Jeg skal gjennomføre et prosjekt i to 8 klasser jeg underviser i ved Sola Ungdomsskole. Prosjektet er knyttet opp mot min masteroppgave i emnet ENGMAU650 Master i Undervisning med fordypning i Engelsk. Masteroppgaven min handler om egenvurdering og motivasjon.

Forskningsspørsmålet ser ut som følger: "How do lower secondary EFL students experience practices of self-assessment and how do such self-assessment practices affect their motivation for EFL learning?" Oversatt til norsk vil forskningsspørsmålet se ut som følger; "Hvordan opplever elever i ungdomsskolen egenvurderingspraksis i engelskfaget og hvordan påvirker slik egenvurderingspraksis deres motivasjon til å lære engelsk?"

Prosjektet vil være oppdelt i faser som følger elevenes temaplaner og vurderingssituasjoner. Jeg ønsker å gjennomføre den delen av prosjektet som berører klassen i perioden august 2017 til og med januar 2018.

Det jeg ønsker å gjøre

1) Undersøke hvordan elevene opplever praktisering av tidligere egenvurderingspraksis, og deres motivasjon for å lære engelsk ved hjelp av et digitalt spørreskjema. Denne undersøkelsen gjennomføres med alle elevene som får tillatelse til å delta i prosjektet.

Det er et mål at elevsvarene på denne undersøkelsen er anonymiserte. Dette oppnår jeg ved hjelp av kandidatnummerering og digital gjennomføring av undersøkelsene. Elevene trekker et kandidatnummer ved innledningen av prosjektperioden og beholder dette kandidatnummeret gjennom hele prosjektperioden. Jeg skal ikke vite hvem som har trukket hvilket kandidatnummer.

For noen deler av analysearbeidet i etterkant av undersøkelsene er det viktig at elevene på undersøkelsen oppgir kjønn og nivåvurdering (høy, middels, lav) ved siste halvårsvurdering i engelsk.

2) Gjennomføre egenvurderinger i forbindelse med

- oppstart av temaperioder
- avslutning av temaperioder
- oppstart av større oppgaver
- avslutning av større oppgaver
- muntlige og skriftlige vurderingssituasjoner

Egenvurderingene er en del av undervisningen og gjennomføres av alle elevene som jeg underviser i engelsk. Kun egenvurderingene til de elevene som har fått tillatelse til å delta i prosjektet vil bli benyttet som referansemateriale i masteroppgaven. Referansematerialet som benyttes blir anonymisert i masteroppgaven.

3) Undersøke hvordan elevene opplever praktisering av egenvurderingspraksis i høstterminen, og deres motivasjon for å lære engelsk. Denne undersøkelsen gjennomføres med alle elevene som får tillatelse til å delta i prosjektet.

Elevene benytter kandidatnummer og digital gjennomføring av undersøkelsen for å sikre anonymisering. Elevene logger på undersøkelsen med det kandidatnummeret de fikk tildelt i begynnelsen av prosjektperioden.

For noen deler av analysearbeidet i etterkant av undersøkelsene er det viktig at elevene på undersøkelsen oppgir kjønn og nivåvurdering (høy, middels, lav) ved siste halvårsvurdering i engelsk.

4) Gjennomføre et gruppeintervju med seks (6) elever om deres opplevelse av sammenhengen mellom egenvurdering og motivasjon. Jeg ønsker å bruke videoptak av intervjuet som grunnlag for transkribering. Intervjuene gjennomføres av meg og vil derfor av naturlige årsaker ikke være anonyme for meg. Elevsvarene vil være anonymiserte i master-oppgaven. Det vil bli utarbeidet eget samtykkeskjema for de elevene jeg ønsker å intervju i januar.

Alle skjemaer og intervjuer i forbindelse med prosjektet vil bli utarbeidet både på norsk og engelsk. Dette fordi jeg ønsker å innhente svar fra så mange elever som mulig, også de som opplever det som en utfordring å kommunisere på engelsk.

Jeg ønsker at utvalgte elever som deltar i prosjektet representerer både jenter og gutter, høyt, middels og lavt motivasjonsnivå, samt høyt, lavt og middels karakternivå.

Jeg håper at dere som foresatte, sammen med elevene, ønsker å gi deres samtykke til at dette prosjektet gjennomføres i klassene jeg underviser i engelsk da akkurat denne formen for egenvurderingsarbeid er lite belyst i eksisterende litteratur. Prosjektet vil forhåpentligvis gi ny innsikt i hvordan egenvurdering påvirker elevenes prestasjons- og motivasjonsnivå. Det vil være til stor hjelp for meg og arbeidet med masteroppgaven min om dere lar elevene delta i dette prosjektet. På forhånd takk.

Med vennlig hilsen

Hanne S. Bakke

Ikke klipp av – signer skjemaet og lever inn hele dokumentet. Originalskjemaet oppbevares av meg. Jeg tar kopi av skjemaet og leverer en kopi til eleven. (Obs: det trengs kun signatur fra en foresatt, men jeg tar gjerne i mot signatur fra to.)

Jeg ønsker å delta på prosjektet	Ja (sett kryss)	Nei (sett kryss)	
----------------------------------	-----------------	------------------	--

Eleven sitt navn: (skriv med store bokstaver) _____

Eleven sin signatur:

Jeg ønsker at eleven jeg er foresatt for deltar i prosjektet

Ja (sett kryss)	Nei (sett kryss)	
-----------------	------------------	--

Foresatte sin signatur: _____

Foresatte sin signatur: _____

APPENDIX 6 PHASE 1 AND PHASE 3 SURVEY QUESTIONNAIRES

Response options - Scales of measurement – Phase 1 and Phase 3 Surveys

Alltid	Always
Ofte	Often
Noen ganger	Sometimes
Sjelden	Rarely
Nesten aldri	Hardly ever
Aldri	Never

Statements and questions in the phase 1 survey. All statements and questions refer to English as a foreign language (EFL).

Revert to your thoughts about EFL and how you worked with EFL in 7th grade.

Kvantitative påstander:	Quantitative statements:
Jeg hadde lyst til å gjøre oppgavene jeg fikk i engelsk.	I wanted to do the EFL tasks I was assigned.
Jeg likte å gjøre oppgavene jeg fikk i engelsk.	I liked doing the EFL tasks I was assigned.
Jeg syntes oppgavene jeg fikk i engelsk var morsomme.	I thought the EFL tasks I was assigned were fun.
Jeg forstod, uten hjelp, oppgavene jeg skulle jobbe med i engelsk.	I understood, without help, the EFL tasks I was assigned.
Jeg spurte læreren om hjelp til å løse oppgaver jeg fikk i engelsk.	I asked the teacher for help to solve the EFL tasks I was assigned.
Jeg tenkte på at jeg jobbet godt med hjemmearbeid i engelsk.	I reflected on my efforts in working with EFL at home.
Jeg tenkte på at jeg jobbet godt i engelsktimene på skolen.	I reflected on my efforts in working with EFL at school.
Jeg tenkte på at jeg kunne jobbe annerledes i engelsktimene på skolen.	I reflected on whether I could work differently in EFL lessons at school.
Jeg tenkte på at jeg var godt forberedt til det jeg skulle jobbe med i engelsk på skolen.	I reflected on how well prepared I was for EFL lessons at school.
Jeg tenkte på at jeg kunne jobbe annerledes med hjemmearbeid i engelsk.	I reflected on whether I could work differently in EFL activities at home.
Jeg tenkte over tilbakemeldinger jeg fikk på arbeidet jeg gjorde i engelsk.	I reflected on feedback I received on my EFL work.
Læreren min ba meg om å beskrive hvordan jeg arbeidet med oppgavene i engelsk.	My teacher asked me to describe how I worked on the EFL tasks.
Læreren min ba meg om å beskrive hvordan jeg arbeidet for å lære meg engelsk.	My teacher asked me to describe how I worked to learn EFL.

Læreren min ba meg om å sjekke om jeg forstod oppgavene jeg fikk i engelsk.	My teacher asked me to check whether I understood the EFL tasks or not.
Læreren min ba meg om å komme med forslag til hvilke oppgaver vi kunne jobbe med i engelsk.	My teacher asked me to suggest EFL learning activities and tasks that we could work on in EFL classes.
Læreren min ba meg om å komme med forslag til hvordan jeg kunne jobbe med oppgaver i engelsk.	My teacher asked me to suggest how I could work with EFL tasks.
Læreren min ba meg om å gå gjennom kommentarer på prøver, skriveoppgaver og presentasjoner.	My teacher asked me to examine feed-back on tests, written assignments and presentation.
Kvalitativt spørsmål:	Qualitative question:
Hva tenker du det betyr at man er motivert til å lære engelsk?	What do you think being motivated to learn English involves?

Phase 3 – New statements, instructions and questions

Kvantitative påstander:	Quantitative statements:
Jeg syntes oppgavene jeg fikk i engelsk var interessante.	I thought the EFL tasks I was assigned were interesting.
Kvalitative instruksjoner/spørsmål:	Qualitative instructions and question:
Skriv tre punkter som du mener er bra med å vurdere seg selv. Dersom du mener at det ikke er noe bra med å vurdere seg selv, så skriver du ingen i alle feltene.	Write three things where you say something about the benefits of self-assessment. If you do not think there are any benefits of self-assessment, write "none" in all the cells.
Skriv tre punkter som du mener er dumt med å vurdere seg selv. Dersom du mener at det ikke er noe dumt med å vurdere seg selv, så skriver du ingen i alle feltene.	Write three things where you say something about the disadvantages of self-assessment. If you do not think there are any disadvantages of self-assessment, write "none" in all the cells.
Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.	Why do you want/not want to learn English? Write no more than three bullet points.

APPENDIX 7 PHASE 1 SURVEY (DOCUMENTS 7A-1 TO 7B-3)

7A-1

Candidate	Intrinsic Motivation				Commitment to Activity			
	I wanted to do the English tasks I was assigned.	I liked doing the English tasks I was assigned.	I thought the tasks I was assigned were fun.	Category score	I thought I worked well with English homework.	I thought I worked well in English lessons at school.	I reflected on whether I was well prepared for what I was to work with in English at school.	Category score
252	5	5	4	14	5	5	5	15
253	5	5	4	14	5	4	1	10
256	5	4	4	13	6	4	3	13
259	5	5	4	14	5	5	4	14
263	4	4	4	12	5	5	4	14
266	5	5	4	14	5	5	4	14
268	5	5	4	14	5	5	4	14
271	4	4	4	12	5	5	4	14
272	6	5	5	16	5	6	4	15
273	5	4	4	13	5	5	5	15
276	6	5	4	15	6	5	5	16
277	4	4	4	12	5	5	3	13
281	4	4	4	12	6	5	4	15
283	4	4	3	11	6	5	4	15
284	5	5	4	14	5	5	6	16
286	2	2	3	7	3	3	3	9
289	5	5	4	14	5	5	1	11
292	4	5	4	13	5	5	4	14
293	5	5	4	14	5	5	5	15
295	5	5	5	15	6	5	5	16
298	6	6	6	18	6	6	4	16
299	5	5	4	14	6	6	6	18
Sum	104	101	90	295	115	109	88	312
Participants	22	22	22	22	22	22	22	22
Mean	4,73	4,59	4,09	13,41	5,23	4,95	4,00	14,18
Mode	5	5	4	14	5	5	4	14

7A-2

Autonomous Self-Assessment					Encouraged Self-Assessment						
Candidate	I reflected on, when there was something I did not master, whether I could do something different				Category score	My teacher asked me to					Category score
	1) in English lessons at school. 2) when working on English homework. 3) I reflected on the feedback I received on my English work.					1) describe how I worked with English tasks. 2) describe what I did to learn English. 3) check whether I understood the English tasks I was assigned. 4) look through comments on tests, written assignments and presentations. 5) comment on feedback I had received on tests, written assignments and presentations.					
252	2	2	6	10	3	1	2	1	2	9	
253	3	2	4	9	2	4	2	3	2	13	
256	3	3	3	9	1	2	5	6	5	19	
259	4	3	4	11	1	2	2	3	1	9	
263	4	4	5	13	4	3	2	5	4	18	
266	6	4	6	16	2	2	5	2	1	12	
268	4	4	6	14	2	2	4	5	5	18	
271	4	5	6	15	2	1	5	6	2	16	
272	5	4	6	15	5	4	4	4	4	21	
273	4	4	6	14	4	4	4	6	6	24	
276	5	5	6	16	4	3	5	3	2	17	
277	5	5	6	16	2	4	1	5	1	13	
281	5	4	6	15	3	2	4	5	4	18	
283	4	5	5	14	4	5	5	6	4	24	
284	6	6	5	17	4	3	6	6	6	25	
286	4	4	4	12	4	3	5	5	3	20	
289	4	4	5	13	4	4	4	5	6	23	
292	6	5	6	17	4	4	5	6	6	25	
293	3	3	6	12	4	5	5	5	4	23	
295	5	5	6	16	6	6	6	6	5	29	
298	5	6	6	17	4	3	4	5	2	18	
299	5	5	6	16	5	5	6	6	5	27	
Sum	96	92	119	307	74	72	91	104	80	421	
Respondents	22	22	22	22	22	22	22	22	22	22	
Mean	4,36	4,18	5,41	13,95	3,36	3,27	4,14	4,73	3,64	19,14	
Mode	4	4	6	15	4	4	5	5	2	18	

7A-3

Candidate	Encouraged Autonomy				Relatedness	
	My teacher asked me to 1) suggest tasks that we could work on in English lessons. 2) suggest how I could work on English tasks. 3) comment on response I had received on tests, written assignments and presentations.				I asked my teacher for help to solve English tasks I was assigned.	
				Category score		Category score
252	4	4	6	14	3	3
253	5	5	5	15	3	3
256	2	2	5	9	4	4
259	4	3	2	9	4	4
263	2	1	1	4	4	4
266	3	4	4	11	4	4
268	1	3	2	6	4	4
271	2	4	2	8	3	3
272	4	3	6	13	5	5
273	4	2	2	8	3	3
276	4	1	6	11	3	3
277	4	4	5	13	5	5
281	4	4	4	12	5	5
283	2	2	2	6	4	4
284	4	4	6	14	3	3
286	3	3	1	7	3	3
289	5	3	4	12	2	2
292	5	4	3	12	4	4
293	1	1	5	7	4	4
295	2	3	4	9	5	5
298	4	4	4	12	2	2
299	5	4	1	10	6	6
Sum	74	68	80	222	83	83
Respondents	22	22	22	22	22	22
Mean	3,36	3,09	3,64	10,09	3,77	3,77
Mode	4	4	4	7	4	4

7B-1

What does it mean to be motivated to learn English? Write maximum three items.	
Indicators of intrinsic motivation	
Man vil bli bedre i Engelsk.	That you want to improve your English.
Jeg tror det betyr at man faktisk har lyst å lære.	I think it means that you really want to learn.
At vi har lyst til å lære nye ting.	That we want to learn new things.
De synes engelsk er kjekt.	They think that English is fun.
Man har lyst til å lære.	You want to learn
Jeg tror det betyr at man faktisk har lyst å bli bedre.	I think it means that you actually want to improve.
Jeg tror det betyr at de vil lære mye engelsk	I think it means that they want to learn a lot of English.
Man må ha lyst til å lære engelsk;	You want to learn English.
Man har lyst til å lære mer.	You want to learn more.
Man liker engelsk og synes det er spennende og interessant.	You like English and think of it as exciting and interesting.
Man vil lære engelsk.	You want to learn English.
Man synes det er kjekt å lære engelsk.	You think learning English is fun.
Man vil.	You want to (learn English).
Man vil jobbe med engelsk.	You want to make an effort in English.
Man har lyst til å jobbe med engelsk.	You want to make an effort in English.
Man ønsker å lære mer.	You wish to learn more.
Man liker å jobbe med engelsk.	That you like working with English.
Man har lyst til å lære i timene.	You want to learn in the lessons.
Man har lyst til å jobbe med engelsk.	You want to work with English.
Man liker faget.	You like the (English) subject.
Man har lyst til å lære.	You want to learn.
Man synes det er kjekt.	You think it is fun.
Man synes det er gøy.	You think it is fun.
Man vil lære.	You want to learn.
Man vil lære mer.	You want to learn more.
Man vil lære språket.	You want to learn the language.
Man er villig til å lære mer.	You commit willingly to learn more.
De vil bli flinke i engelsk.	They want to be good at English.

7B-2

What does it mean to be motivated to learn English? Write maximum three items.	
Indicators of commitment to activity – source of motivation could be both intrinsic and extrinsic motivation	
At man gjør noe for å bli bedre i Engelsk.	That you do something to improve your English.
At vi stiller spørsmål og svarer	That we ask questions and answer.
Man er engasjert i timene.	That you show enthusiasm in the lessons.
At man gjør leksene sine i Engelsk skikkelig.	That you do your English homework properly.
At man følger med i timene.	That you pay attention in the lessons.
At man jobber godt med engelsk.	That you work well with English.
Klar for å lære nye ting.	That you are ready to learn new things.
Jobbe hardt.	Work hard.
At man gjør så godt man.	That you do as well as you can.
Man følger med.	That you pay attention.
At vi følger med i timen.	That we pay attention in class.
At man følger med	That you pay attention.
Man sløver ikke.	You are not apathetic.
Man tuller ikke.	You do not fool about.
Man tar i mot råd.	You accept being advised.

7B-3

What does it mean to be motivated to learn English? Write maximum three items.	
Indicators of extrinsic motivation.	
At man vil flytte til et engelsktalende land.	That you want to move to an English speaking country
At man vil få gode karakterer.	That you want to have good grades.
Reise til utlande og snakke engelsk.	Travel abroad and speak English.
Å snakke med engelske folk.	Talk with English people.
Kunne mer språk.	Know more languages.
Få bedre karakterer.	Get better grades.
Man gjør oppgavene riktig.	You do the tasks correctly
Man øver mye på prøver.	Practice a lot for tests.
Man lærer rettskriving.	Learn ortography.
At man er glad om man får til noe i Engelsk.	That you are happy when you are able to achieve something in English.

APPENDIX 8 PHASE 3 SURVEY (DOCUMENTS 8A-1 TO 8D)

8A-1

Candi-date	Intrinsic Motivation				Commitment to ACTivity			
	1) I wanted to do the English tasks I was assigned. 2) I liked doing the English tasks I was assigned. 3) I thought the tasks I was assigned were fun.			Category score	I thought I worked well - with English homework. - in English lessons at school. I reflected on whether I was well prepared for what I was to work with in English at school.			Category score
252	4	5	5	14	5	5	4	14
253	4	4	4	12	5	5	2	12
256	5	4	4	13	6	5	5	16
259	5	4	3	12	5	5	3	13
263	4	4	3	11	5	4	4	13
266	4	4	4	12	4	5	5	14
268	5	4	4	13	5	5	5	15
271	5	4	4	13	5	5	5	15
272	5	5	5	15	6	5	4	15
273	5	4	4	13	6	5	5	16
276	5	4	3	12	5	5	5	15
277	5	4	3	12	5	6	4	15
281	4	4	3	11	6	5	4	15
283	5	5	4	14	6	6	6	18
284	5	5	4	14	6	5	6	17
286	2	2	2	6	4	3	4	11
289	5	5	5	15	6	6	5	17
292	5	4	4	13	5	4	4	13
293	5	5	4	14	6	6	5	17
295	6	6	5	17	6	6	5	17
298	6	6	5	17	6	6	5	17
299	4	4	3	11	5	5	4	14
Score	103	96	85	284	118	112	99	329
Respondents	22	22	22	22	22	22	22	22
Mean	4,68	4,36	3,86	12,91	5,36	5,09	4,50	14,95
Mode	5	4	4	12	5	5	5	15

8A-2

	Autonomous Self-Assessment				Encouraged Self-Assessment					
Candidate	I reflected on, when there was something I did not quite master whether I could do something different 1) in English lessons at school. 2) when working on English homework. 3) I reflected on the feedback I received on my English work.			Category score	My teacher asked me to 1) describe how I worked with English tasks. 2) describe what I did to learn English. 3) check whether I understood the English tasks I was assigned. 4) look through comments on tests, written assignments and presentations. 5) comment on feedback I had received on tests, written assignments and presentations.					Category score
252	6	6	6	18	5	5	1	6	3	20
253	3	2	2	7	1	1	4	5	1	12
256	4	6	6	16	6	6	6	6	5	29
259	3	3	4	10	1	1	1	5	1	9
263	4	4	5	13	4	4	4	5	4	21
266	4	4	5	13	4	1	1	5	1	12
268	4	3	6	13	4	4	4	6	6	24
271	5	5	6	16	5	4	5	6	6	26
272	5	4	4	13	3	1	6	6	6	22
273	5	4	6	15	4	5	5	6	6	26
276	4	4	5	13	4	3	5	5	4	21
277	5	5	5	15	2	3	5	6	5	21
281	5	4	5	14	5	4	4	5	3	21
283	5	5	6	16	5	5	4	5	5	24
284	6	5	5	16	4	4	6	6	6	26
286	3	2	5	10	5	4	4	6	4	23
289	5	4	5	14	2	2	4	5	4	17
292	3	5	5	13	4	3	4	6	4	21
293	4	3	5	12	5	4	5	5	5	24
295	6	6	6	18	6	6	5	6	6	29
298	4	5	6	15	4	4	5	5	5	23
299	4	4	6	14	4	2	4	5	2	17
Sum	97	93	114	304	87	76	92	121	92	468
Respondents	22	22	22	22	22	22	22	22	22	22
Mean	4,41	4,23	5,18	13,82	3,95	3,45	4,18	5,50	4,18	21,27
Mode	4	5	5	13	4	4	4	5	6	23

8A-3

Candidate	Encouraged Autonomy				Relatedness	
	My teacher asked me to 1) suggest tasks that we could work on in English lessons. 2) suggest how I could work on English tasks. 3) comment on response I had received on tests, written assignments and presentations.				Category score	I asked my teacher for help to solve English tasks I was assigned.
252	5	5	3	13	2	2
253	3	1	1	5	4	4
256	6	6	5	17	5	5
259	4	1	1	6	4	4
263	5	4	4	13	4	4
266	1	2	1	4	3	3
268	5	5	6	16	5	5
271	5	6	6	17	4	4
272	4	4	6	14	4	4
273	5	5	6	16	4	4
276	3	4	4	11	3	3
277	4	3	5	12	4	4
281	4	5	3	12	4	4
283	5	5	5	15	5	5
284	4	5	6	15	4	4
286	4	4	4	12	3	3
289	4	4	4	12	2	2
292	4	4	4	12	4	4
293	5	5	5	15	3	3
295	6	5	6	17	5	5
298	6	4	5	15	4	4
299	3	4	2	9	4	4
Sum	95	91	92	278	84	84
Respondents	22	22	22	22	22	22
Mean	4,32	4,14	4,18	12,64	3,82	3,82
Mode	4	4	6	14	4	4

8B-1

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
Candidate	Indicators of Introjected regulation	
		The respondent accept that others think it is important to learn English. The respondents accept that learning English is important, however not necessarily desirable.
268	Fordi det er det flest i verden som snakker.	Because it is (the language) most people in the world speak.
284	Jeg har lyst til å lære engelsk fordi det er et enormt språk i den moderne verden.	I want to learn English because it is an important language in the modern world.
293	Jeg har lyst til å lære engelsk fordi det er veldig viktig å kunne;	I want to learn English because it is really important to know (English).
298	Det er det mest brukte språket i verden.	English is the language most people in the world use.

8B-2

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
Candidate	Indicator of Identified regulation	
		The respondents accept the importance of learning English. They identify the importance of learning English as a personal gain. That is; Learning EFL is important and desirable as it provides the respondents with opportunities that are considered important.
252	Det er nyttig.	It (English) is useful.
253	Jeg har lyst og lære engelsk siden når du drar til et annet land må du snakke det språket fra det landet eller engelsk.	I want to learn English because when you go to another country, you have to be able to speak the language of the country or English.
256	Jeg har lyst til å lære engelsk slik at jeg kan reise til land de snakker engelsk.	I want to learn English so that I can travel to countries where they speak English.
256	Jeg vil lære det slik at jeg kan bestille mat på engelsk.	I want to learn it (English) so that I can order food in English.
266	Da kan man snakke med andre som ikke kan Norsk.	Then you can talk to others who do not know Norwegian.
272	Jeg synes også at det er viktig å lære et annet språk også.	I think it is important to learn another language (than Norwegian) too.
273	Når jeg blir eldre har jeg bruk for engelsk.	When I grow older I need English.
276	Jeg har lyst til å lære engelsk fordi det er viktig å kunne snakke et verdensspråk.	I want to learn English because it is important to speak a world-language.
277	Jeg har lyst til å lære Engelsk for da kan jeg snakke med folk i utlandet.	I want to learn English because then I can speak with people abroad.
277	Jeg har lyst til å lære Engelsk for søskenbarnene mine er canadiske.	I want to learn English because my cousins are Canadian.
283	Jeg har lyst til å lære engelsk, fordi engelsk er et viktig fag. Du trenger det resten av livet ditt.	I want to learn English because English is an important subject. You need it the rest of your life.
284	Engelsk hjelper meg å forstå andre språk lettere.	(Knowing) English helps me understand other languages better.

292	Du kan også forstå tv-pogrammer og filmer på engelsk.	You may also understand tv-programs and films in English.
293	Jeg har lyst til å lære engelsk for det er veldig nyttig å kunne fordi da kan du snakke med nesten alle personer i verden.	I want to learn English because it is very useful to know as I then (when I know it) can talk to almost all people in the world.
295	Engelsk er et språk for å kunne lese ting på internett, engelsk dukker nesten opp hele tiden på internett.	English is a language you need to read things on the internet. English come up almost all the time on the internet.
295	Jeg har lyst til å lære engelsk fordi engelsk er et språk som lønner seg å kunne i nesten alle land.	I want to learn English because English it pays off to know English in almost all countries.
298	Det er nyttig å kunne det	It is useful to know it (English.).
299	Jeg har lyst til og lære engelsk siden vi får bruk for det når vi blir eldre.	I want to learn English as we need it when we grow older.

8B-3

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
Candidate	Indicators of Integrated regulation	
	The respondents accept the importance. The respondents identify the importance as a personal gain and include it in their own value system. It is a motivator perceived as coming from the respondents' own value systems. That is; Learning English is important and desirable as it provides the respondents with opportunities that they consider important to themselves.	
252	Da kan du snakke med folk rundt om i verden;	You can speak to people around the world.
259	Jeg har lyst til å lære engelsk for da kan jeg snakke med folk fra andre land.	I want to learn English because then I can talk to people from other countries.
263	Jeg har lyst til å lære engelsk siden da kan du kommunisere med andre.	I want to learn English as I then (when I know English) can communicate with others.
263	Jeg vil lære engelsk siden da kan jeg forstå andre folk.	I want to learn English as I then (when I know English) can understand others.
268	Da kan jeg kommunisere med andre.	Then I can communicate with others.
271	Så jeg kan snakke bedre med folk når jeg er i andre land.	So that I can speak more easily with people when I am in other countries.
272	Jeg hadde lyst til å lære engelsk fordi jeg ville kunne snakke med andre mennesker når jeg var på ferie.	I wanted to learn English because I wanted to be able to speak to other people when I was on vacation.
273	Slik at jeg kan kommunisere med folk fra andre land.	So that I can communicate with people from other countries.
281	Jeg vil lære engelsk fordi da kan jeg reise til andre land og snakke med folk.	I want to learn English because then I can travel to other countries and talk to other people.
289	For å kunne snakke med mennesker fra andre land.	To be able to speak to people from other countries.
292	Det er bra også hvis du er i utlandet og spør folk om noe.	It is also good (to know) if you are abroad and aske people something.
293	Nesten alle land snakker engelsk og da er det lettere å kommunisere.	They speak English in almost all countries and then (when knowing English) it is easier to communicate.

8B-4

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
	Indicators of Intrinsic motivation	
Candidate	English is a desirable trait in its own right - and the motivation for EFL learning has its origin in the respondents' own reward system. That is; Learning English is valuable to the respondents in its own right.	
253	Det er et interessant språk.	It is an interesting language.
253	Det er gøy.	It is fun.
256	Jeg har lyst til å lære engelsk slik at jeg kan skrive, snakke og lese på engelsk.	I want to learn English so that i can write, talk and speak in English.
268	Det er gøy og kunne mange språk.	Knowing many languages is fun.
284	Engelsk er et gammelt og spennende språk.	English is an old and exciting language.
289	(Jeg kan) Forstå hvordan det er i andre land og religioner, ved å snakke med andre barn og mennesker.	By speaking to other children and people, I can understand what it is like in other countries and religions
298	Engelsk er gøy.	English is fun
299	Og det er kjekt og kunne et annet språk enn bare Norsk.	It is fun to know another language than only Norwegian.

8B-5

Hvorfor har du lyst/ikke lyst til å lære engelsk? Skriv maks tre punkter.		
Why do you want to/do not want to learn English? Write maximum three statements.		
	Indicators of curbed motivation	
Candidate	Curbed motivation refers to a situation where the students' motivational process might be interfered which again may lead to a drop in the students' motivation to commit to the activity at hand.	
252	Du slipper lekser	You do not have to do homework.
263	Jeg har ikke lyst siden det er litt slitsomt	I do not want to (learn English) as it is urksome.
286	kjedelig	Learning English is boring.

8C-1

Candidate	Write three positive things about self-assessment. If you think that there is nothing positive about self-assessment, you write "none".	
252	Du har mulighet til å sammenligne så du kan se om du er realistisk.	You have the opportunity to compare (with the teacher's feedback) and see if your expectations are realistic.
273	Da finner man ut mer om seg selv.	You learn more about yourself.
273	Man kan få motivasjon.	You can become motivated.
277	Jeg synes at det er bra å vurdere seg selv for da får jeg selvtillit.	I think it is positive to self-assess because then I become more self-confident.
283	Da vet du hva du er god til.	Then you know what you are good at.
284	Du får bedre selvinnsett.	You increase your self-knowledge.
286	Du får revurdere hvordan du har jobbet.	You can evaluate how you have worked.
289	Man tenker over hvordan man jobber.	You think about how you work.
298	Vi får vite litt mer selv hvordan vi føler at vi ligger an.	We can understand better what achievement level we are at.
299	Vi ser hvordan vi ligger i engelsken.	We see how we are doing in English.

8C-2

Candidate	Write three positive things about self-assessment. If you think that there is nothing positive about self-assessment, you write "none".	
253	Du får se hva du har gjort feil og rette på det.	You can discover what mistakes you have made, and correct them.
256	Jeg kan lære av feilene.	I may learn from my mistakes.
256	Kan gjøre det bedre neste gang.	I may improve on the next assignment.
268	Da lærer du av feilene dine.	When self-assessing, you learn from your mistakes.
273	Da lærer man som oftest.	Often you may learn.
283	Da vet du hva du trenger å øve på.	Then you know what you need to work at.
284	Man finner feil, og lærer av dem.	You find mistakes, and learn from them.
284	Du ser hva du kan gjøre bedre på neste oppgave.	You see where you can improve on the next assignment.

289	Man kan forstå hva en må jobbe mer med.	You may understand what you need to work more at.
289	Man lærer.	You learn.
292	Det er bra vurdere seg selv fordi da kan du se på noen av feilene dine.	It is positivet to self-assesss because then you can look at some of your mistakes.
292	Da kan du vite hva du kan øve på til å bli bedre.	Then you can know what you need to work at to improve.
292	Da kan du finne noen oppgaver som du kan jobbe med innenfor det du må øve mer på	You can find some tasks that you can work on within the area where you need to focus your efforts.
299	Vi ser hva vi må jobbe mer med.	We see where what we need to work at.

8C-3

Candidate	Write three positive things about self-assessment. If you think that there is nothing positive about self-assessment, you write "none".	
271	Fortelle hva man synes er vanskelig.	Tell (the teacher) what you think is difficult.
271	Fortelle hva man synes var lett.	Tell (the teacher) what you think was easy.
271	Fortelle læreren hva vi mener om arbeidet vårt.	We can inform the teacher what we think about our work.
272	Du kan vis hva du selv mener om arbeidet ditt.	You can inform (the teacher) what you think abot your work.
272	Læreren kan se hvordan du syns det går med deg.	The teacher may see how you think you are doing.
276	Det er bra fordi da kan lærerne se hvor gode eller ikke gode vi tror vi er.	It is good because then the teacher may discover how good or not good we think we are.
283	Det er bra fordi da vet læreren hva du trenger å øve på.	It is good, because then the teacher knows what you need to work at.
293	Du gir dine egne meninger.	You give you own opinions (on your work).
293	da trenger ikke læreren å gjette hva vi synes	Then the teacher does not need to guess what we think.
298	Læreren får vite om vi liker oppgavene.	The teacher knows if we like the tasks.

8D

Candidate	Write three negative things about self-assessment. If you think that there is nothing negative about self-assessment, you write "none".	
252	Det er dumt hvis ikke læreren vurderer i tillegg, fordi da får du kanskje ikke en oppriktig vurdering.	It is negative if the teacher do not assess as well, because then you might not receive an honest assessment.
284	Det er dumt fordi det tar litt tid.	It is negative because it takes some time.
293	Du må tenke nøye gjennom det.	You have to think it through thoroughly.
295	Du kan tro at du er bedre enn det du egentlig er og då kan selvtillitten knekke.	You may think that you are better than you really are and then your self-confidence may break.
293	Det tar noen ganger litt tid.	sometimes it takes a little bit of time.
295	Du kan tro du er dårligere enn det du egentlig er og då kan det være at du ikke gidder å lese til prøver, eller å lese tilbakemeldinger fordi du forventer at det skal være så dårlig	You may think that you are not as good as you really are and then you might not bother practicing for tests or read responses because you expect them to be so bad.

APPENDIX 9 PHASE 2 PRE-READING ACTIVITY ON AUSTRALIA (DOCUMENTS 9A TO 9C)

9A

Make a bullet-list where you describe and explain what you think is interesting about this topic. If you do not think that anything is interesting, you write "nothing".	
Garth	None
John	nothing
Oscar	Jeg har ikke hatt om det ennå
Paul	none
Tina	nothing
Winston	ingenting
Al	none
Drew	nothing
Walt	
Karen	I think that it could be interesting because it could be educational
Nancy	Australia har vært en del av England lenge, men var det ikke en konflikt om at New Zealand og Australia ville bli egne land.
Boris	Learn more about Australia My cousin lives there so it is interesting to see how it is there.
Dave	I have interest in history which this task allows me to work with
Donna	Yes we can learn about Australia.
Glenda	I think this topic is interesting because we will learn more about Australia.
Greg	urbefolkningen
Irene	It's fun to learn new stuff, and I think history is very interesting.
Jarvis	To learn about Australia Cultures Language
Johanna	The animal and nature in Australia
Nigel	About the country, history. How the British men came to Australia.
Orville	It is interesting to learn about Australia because I do not know so much about that country.
Peter	I think Australia is an interesting country with special animals.
Axel	Australia's historie
Carrie	I feel that the beyond is interesting
Celine	I would like to learn about the history, because I don't know much about it and think it is interesting.

Chris	I think this topic is interesting because I know Australia was in the war world 1
Eve	learn more about Australia how to write texts
Martin	I think it's interesting to learn about the history of countries that got taken over by England.
Mike	I really like to know about the history of Australia.
Mona	I'm really interested in history so I hope we're going to learn about the aboriginals and the prisoners that came to Australia.
Sam	Det er interessant å lære mer om Australia.
Sara	Geography Country Language
Steve	The history of Australia is interesting because it is ancient and different.
Tim	to learn more about Australia

9B

Make a bullet-list where you describe and explain what you think is fun about the topic. If you do not think that anything is fun, you write "nothing".	
Donna	Nothing
Garth	none
Glenda	I don't know.
Greg	nothing
Johanna	nothing
John	nothing
Paul	none
Tina	Nothing
Winston	interesting
Al	none
Axel	none
Drew	none
Eve	nothing
Karen	nothing
Martin	nothing
Sam	NOTHING YET
Tim	Uncertain (The same as I marked on "interesting")

Orville	It can be fun to know some facts.
Boris	Learn about the aboriginals.
Dave	I have interest in history which this task allows me to work with
Irene	History Ways to live geography
Jarvis	To learn new things
Nigel	great Barrier Reef.
Oscar	jeg tror det kommer til å bli morsomt
Peter	I like learning new and interesting things about countries.
Carrie	The stories
Celine	I'm looking forward to learn about some of the Animals.
Chris	i think this topic is fun beacuse i wanna learn more about australia
Mike	It is fun to learn how different dialects of a language were made.
Mona	Learning about the animal life
Nancy	I think it's fun to learn about other cultures, languages and countries.
Sara	Finne morsomme fakta om Australia.
Steve	The geography
Walt	Australia is country with lots of animals and beaches.

9C

Make a bullet-list where you explain why you answered yes, no or uncertain to the question "Is it easy to motivate yourself to study this topic".		Yes	No	Uncertain
Garth	none			x
Paul	none			
Tina	Because there is something that is easy to motivate myself to and there is something that is hard to motivate myself to.			x
Winston	vet ikke ennå			x
Al	none	x		
Drew	none	none		none
Eve	I am a little uncertain about this topic, because i don't know nothing about Australia.			x
Dave	if we have to present a presentation I might become less motivated			(x)

Glenda	Fordi jeg har ikke startet med å jobbe me dette tema. Og derfor vet jeg ikke om dte blir mye skriving eller lesing, som gjør at jeg er usikker på om det blir lett å motivere meg med denne oppgaven. Men selvfølgelig skal jeg jobbe.			x
Greg	Because i don't like homework			x
Mike	I answered yes because I want to get good grades	X		
Mike	I have many goals for my future.	x		
John	Hvis du bestemmer deg for det.	x		
Orville	I think it is easy to motivate myself by making the topic fun.	x		
Martin	I think It is easy to motivate me because I gonna always do the best I can.	x		
Boris	Because it is interesting to learn about Australia.	x		
Dave	The topic is interesting			x
Donna	animals	x		
Irene	I don't know much about it from before so it will be fun to learn about Australia.	x		
Jarvis	I answered yes because because it is a fun theme.	x		
Johanna	Because i have been in Australia	x		
Nigel	Because it's a interesting topic.	x		
Oscar	Jeg svarte ja for jeg tror det kommer til å bli gøy å da er det lettere å bli motivert	x		
Peter	because like i said i like finding new and interesting things about countries.	x		
Axel	Because i wanna learn more about Australia.	x		
Carrie	Because it is a fun topic	x		
Celine	Because I like reading, and speaking english.	x		
Chris	Beacuse i wanna learn more about this contury.	x		
Karen	I am excited to work with this topic	x		
Mona	Beacause I like to work about the country and animal life I like to know more about Australia	X		
Nancy	I think it's easy to motivate myself because I like to learn about other cultures, languages and countries.	X		
Sam	fordi noen temaer er morsomme mens andre er ikke. Jeg må begynne å jobbe før det blir mer motiverende			x
Sara	Jeg liker å lære nye ting som dette.	x		
Steve	Australia is an interesting country with a cool wildlife and history	x		

Tim	Because I do not know much about the topic beforehand. The topic seems fun, and there is much to learn.	x		
Walt	Because i like Austalia I like animals I like to swim	x		

APPENDIX 10 PHASE 2 SELF-ASSESSMENT ACTIVITY AFTER TEXT 1 (DOCUMENTS 10A TO 10 E)

10A Question 1; How well have you written your texts in this task? Explain why.

Donna	I guess it was ok. I was writing the half and Linda the other half.
Greg	I think i have written not bad but not very good either. So i think i have written middel good.
Johanna	skjønte ikke spørsmålet.. I did not understand the question.
Nancy	This wasn't my best text, but it wasn't so bad. I think I could do it better
Nigel	none
Dave	In my opinion my text was well written, I believe that the document that we got explaining the task was misinforming
Glenda	I don't like the tekst i wrote. It was really difficult to find facts about pizza, and i didn't know what to write.
Irene	It was okay i guess i put a lot of work in it and stuff but i have never been very good at writing stuff so.
Linda	I think i did it good but not so good, and that's because i'm not good to build up an tekst.
Peter	I think i did a decent job. I did more like a to do list and i did not know what i would write after the first paragraph.
Selena	I think that I could do it better. Because I am not so good to write in english.
Alex	I did it great because i wrote that i had to wrote.
Carrie	I feel like I have wrote a good text because I have done what I were oing to do and I have answered the questions.
Celine	I think i've written my text good. i had good facts,
Drew	I feel like i wrote a good text because I got help from my mom and feel like I had good sentences.
Eve	I think that the text was good, because I filled most of the criteria.
Mona	I think that I wrote pertty good,beacause I wrote whole sentences
Orville	I have written my text well because I have written everything I was going to write.
Oscar	Jeg synes vi har gode svar fordi vi svarer skikkelig. I think we have good answers because we answer properly.
Paul	I think i have wrote a great text because i didn't write one word wrong
Tina	Passe, jeg gjorde det vi skulle men jeg kom ikke så veldig langt.

	Average, I did what we were supposed to do, but did not get very far.
Al	I think i have written some sort of a good text i think. Because i have answer for the questions but not the best answers.
Boris	Pretty good because I wrote very much and got many facts.
Celine	and i feel that i described everything you need to know about rhythmic gymnastics
Chris	I think its good beacuse i i dont wrote wrong.
Garth	I think i have average texts in this task because i have a bit of typing errors.
Jarvis	I did have a lot of facts so I think it's pretty decent. I think it was a little bit short.
John	I think my text is decent and i have much facts about football. I have written the words wrong and i have conjugated wrong
Karen	I think I have good texts, but maybe I have written about the same thing sometimes
Mike	I think I wrote an okay text. I answered the task in a good way. And I think I don't have too much mistakes, just the rule with it is, there is and there are.
Sara	Jeg har gode utfyllende svar på oppgavene. I have good and substantial answers to the tasks.
Steve	I think I have written a god text because I have given a good explanation about my dream country.
Winston	i think i have written it pretty nice because i feel like i have used proper grammar.
Sam	I have written my text well because I have explained some of the things I have written about very well. But I could explained something better.
Tim	I think I have written the texts well. I have a few mistakes, but I think the text has many facts and opinions, and the flow of the text is decent.

10B Question 2; How is the language in your text?

Greg	I think my language is good in my text
Irene	It's good because i checked it with my mom and i used google translate on some of the words i didn't know.
Jarvis	It was average I think.
Mike	It became too much litany, but I think my language was okay.
Nigel	none
Peter	I think it is about average. Well i think most here used the same language as me.
Sara	Usikker på hva du mener med dette? Uncertain what this means.

Winston	i think it is pretty good
Donna	it is not that good. Because i like to speak english but i am not that good at writing it.
Garth	My language is average because my english is not so good.
Glenda	I really think that i could write a better language in the tekst. But it was hard to write about pizza.
Linda	It is not so good grammar in it. Because i'm not good in grammar
Al	My language is good because i have not written a big mistake in the text.
Boris	I think it was good because I tried to not use get, so and did.
John	I think the language in my text is average because i spell something wrong and something correct.
Alex	My language was good because i wrote the text readable.
Celine	It was good in my opinion, but I had 3 words that could have been written another way, but other than that i thought that it was good.
Drew	I am not sure but think it was good because I didn't have many mistakes.
Eve	The language was okey, but I have some words wrong spelled.
Johanna	It is much writing "feil" There are many spelling mistakes.
Karen	It's okay, but I can practise more on it
Mona	I think it's good, because I wrote english, but got some mistakes.
Nancy	I think my language was good, I don't think I had so many -skrivefeil- spelling mistakes.
Orville	The language is good because I have used the words right.
Oscar	Språket er bra for det ikke er overdrevet. The language is good because it is not exaggerated.
Sam	I think my language is good because I didn't have many wrong words.
Selena	The language in my text is not so good. I could be better to explain what I mean.
Steve	I have a good language in my text with some small mistakes.
Carrie	The language in the text is English and I have wrote it with my own words.
Chris	It's good because i write good english .
Dave	In my opinion I used good vocabulary and correct grammar.
Paul	I think my language is ok but i see now that i added some extra word that i don't need
Tim	The language is good. I have varied my use of words and used my vocabulary well. There are a few mistakes.
Tina	Passe, noe skrev jeg feil og andre ting hørtes rart ut når jeg leste det. Average. Some (of the words) I spelled incorrectly and other things sounded strange when I read.

10C Question 3; How is the paragraphing in your text

Boris	It could be better.
Dave	In my opinion I did not do a very good job diving my text into paragraphs
Greg	I don't have paragraphs in my text because i use my homework
Jarvis	I did that good.
Nigel	none
Sara	Avsnittsinndelingen i teksten min var helt greie, men ble ikke ferdig så det var litt vanskelig å se.
Winston	ikke gode avsnitt
Drew	I probably could have more paragraphs but didn't find anything more interesting.
Garth	I have to paragraphs in the text. I didn't have anything more to write about.
Glenda	I can't say if the paragraphing in the text is good or not since i didn't write so many facts.
Al	My paragraphing is not the best because i wrote like points on some of the text
Alex	my paragraphing is good because i take a paragraph when i need to.
Celine	I could have splitted one of the paragraphs in two.
Chris	It could be better but i put paragraphing where i supposed to put them.
Donna	It is good i think. Because i did not have to many or to little.
Eve	It was good, I have divided the paragraphs like it says in the criteria.
John	The paragraphing is good because the first paragraph is good and long.
Karen	It's good, I have divided them in 3 pieces
Linda	It is a little bit small and it is not so much tekst.
Mike	I think that my paragraphing was divided good, one paragraph that says what I want to become and the other one that says how I have to become that.
Nancy	It wasn't a long text, so I only had two paragraphs.
Orville	I have paragraphed good because I have 4 parts.
Oscar	Den er god for vi bruker det når vi skal bruke det. It is good because we use it when we are supposed to.
Paul	I think my paragraphing is ok because the text is two paragraphs
Selena	I took paragraphing three times in the text. I think that I am good to set paragraph.
Tim	I think the paragraphing in the texts is decent. I have marked well where the paragraph begins and ends.
Tina	passe, jeg delte det inn som jeg skulle men jeg fikk bare skrive en setning på andre avsnitt
Carrie	My paragraphing could be better so I should make them more that you can see them.

Irene	Very bad i didn't think about that until now.
Johanna	The paragraph is great "inndelt" but it is maybe a little messy.
Mona	I have paragraphs in the text,and I have paragraphs in like different subbdjekts.
Peter	The first two are alright but the last one starts about one thing and ends on another.
Sam	It is good and the paragraph's is linked together.
Steve	I have a great paragraphing in my text because I have different things I am talking about.

10D Describe and explain in your own words two things that you need to work on. Make a bullet-list where you describe and explain why you think it is most important to focus on these two things.1;

Al	1. none 2. none none
Axel	2. I must work on writing a long text. I write not enough text.
Axel	1. I must work on writing straight. I must work on writing straight.
Boris	1. Better paragraphing. Because if I get better paragraphing it is easier to read my texts.
Boris	2. More fact about some few things and not just a bit about much. Because it is difficult for the reader to remember if is facts about many things and it is easier if it just facts about some things, but much.
Carrie	1. none 2. none none
Celine	1. I should check that it is correct grammar. 2. I should read thru the text sometimes after i'm finished to double-check that I dont do anything wrong. So that I have a good readable text
Celine	2. I should read thru the text sometimes after i'm finished to double-check that I dont do anything wrong. then I don't have any spelling mistakes
Celine	2. I should read thru the text sometimes after i'm finished to double-check that I dont do anything wrong. so that I see it if i have some words that could be written in another word.
Chris	1. Have big letters in the start of the sentence. If i have a small letter in the start of the sentence,it will be wrong
Chris	2. My writing fails. And if im gonna write well i need to write right

Dave	2. sticking to a single theme I wrote short texts about stuff not belonging in my task
Dave	1. dividing my text into paragraphs When I write about the same thing it belongs in the same paragraph, if not I must make a new one, something I didn't do during this task
Donna	1. I could have said that i did the task with Linda. 2. And i could have said where i found the information 1. Because if not she will think that we cheat. And she did not know how wrote what.
Donna	1. I could have said that i did the task with Linda. 2. And i could have said where i found the information 2. Because if not she will think i knew all of this. And you should always have sources.
Drew	1. I had a tow mistakes that were pretty easy. 2. I could have had one more paragraph and the other two could have been longer. I get better texts and homework
Drew	1. I had a tow mistakes that were pretty easy. 2. I could have had one more paragraph and the other two could have been longer. I feel better handling in the homework.
Eve	1. I have to work more with gramma, because I don't write the words or the sentence right. 2. I also need to read more books to learn more words. It's very important to fill the criteria to have a good tekst.
Eve	1. I have to work more with gramma, because I don't write the words or the sentence right. 2. I also need to read more books to learn more words. To write the words right is important to understand more of the text.
Garth	2. More creativity I don't have any creativity.
Garth	1. More text I write to short stories.
Glenda	2. I need to write more facts about a theme. I need to focus on writing more facts about a theme so the text I write can get a better grade.
Glenda	1. I need to work better with write better with more difficult word. I need to focus on write better with more difficult words. So I can write better stories or just write better in the english period.
Greg	1. Begin sentences Because the text gets boring if the sentences always starts with the same
Irene	1. I need to work on the grammar and spelling even more. 2. Paragraphing & comma. I'm simply very bad at it.
Irene	1. I need to work on the grammar and spelling even more. 2. Paragraphing & comma. I want to get better at it.
Jarvis	1. Longer text 2. Better writing the text Because I will probably get better grades.

Johanna	<ol style="list-style-type: none"> 1. spelling 2. grammar <p>Because i have many "feil" on that</p>
John	<ol style="list-style-type: none"> 1. I have to conjugate better 2. I have many misspellings <p>I get a better grade</p>
John	<ol style="list-style-type: none"> 1. I have to conjugate better 2. I have many misspellings <p>Because then my text gets better</p>
Karen	<ol style="list-style-type: none"> 1. Have the right word 2. Not a lot of "skrivefeil" <p>because it's not so easy to understand the text if there's a lot of "skrivefeil" or the wrong word</p>
Linda	<ol style="list-style-type: none"> 1. I have to write more text. 2. And write down how to make it. <p>Because it is important that you write down how to make it (the food), if not, it can be wrong.</p>
Mike	<ol style="list-style-type: none"> 1. I need to work on the "it is, there is and there are" rule. 2. And not to much litany. <p>I get better grades with a better and more correct text, and I need that to achieve my future goals.</p>
Mike	<ol style="list-style-type: none"> 1. I need to work on the "it is, there is and there are" rule. 2. And not to much litany. <p>It is important to have correct writing rules, for other people to understand what I want to say.</p>
Mona	<ol style="list-style-type: none"> 1. I think writing becuse I have some mistakes <p>I think writing becuse I have some mistakes, beacuse when I am going to write a new text I need to do these things</p>
Mona	<ol style="list-style-type: none"> 2. Have more facts about the thing <p>Have more facts about the thing, beacuse when I am going to write a new text I need to do these things</p>
Nancy	<ol style="list-style-type: none"> 1. I should have described why I wanted to go to USA better. 2. I should have a longer text. <p>I didn't really think about making the text longer, and usually my texts are longer. It was a little bit hard to make it longer because I felt like I didn't have more to write, but now I see that I could have wrote a lot more. These are two of the main things in a text so I should have thought of it.</p>
Nancy	<ol style="list-style-type: none"> 1. I should have described why I wanted to go to USA better. 2. I should have a longer text. <p>I forgot to describe, I was a little bit busy with finding out where I wanted to go and I forgot it. These are two of the main things in a text so I should have thought of it.</p>
Nigel	<ol style="list-style-type: none"> 1. Use my own and different words. 2. Not a lot of misspellings <p>So the text is correctly and everyone understands it.</p>
Orville	<ol style="list-style-type: none"> 1. I need to work on more text. 2. I need to work on my writing. <p>It is important to focus on these two things because it is useful to learn.</p>

Oscar	<p>1. Med presentasjonen 2. Litt mer tekst Hvordan de har det på skolen i England De forskjellige tingene som er forskjellig fra den norske skolen.</p>
Paul	<p>1. word that i don't need 2. i need to remember to put comma and dots in the right place words that i don't need</p>
Peter	<p>2. I lack imagination. Coming up with a good story or what to write is difficult for me</p>
Peter	<p>1. I have a lot of words to use but i don't use them because i don't know how they are written. Because my writing vocabulary would be bigger if i knew how the words are spelled.</p>
Sam	<p>1. I could work a little bit more with the division of the text. 2. Wright fully sentences to get good grade</p>
Sara	<p>1. Jeg kan jobbe med å få litt vanskeligere ord inn i tekstene mine. I can work on including some more difficult words in my texts. 2. Og kanskje få litt mere flyt på tekstene (hvis det gidde mening). And maybe achieve more flow in the texts (if that made any sense?) Jeg synes det er viktig å fokusere på disse tingene sånn at jeg kan bli bedre på dem og at jeg kan bli bedre i engelsk. I think it is important to focus on these things so that I can become better at them and improve my English.</p>
Selena	<p>2. And be better to explain what I mean. I am not so good to make people understand what I mean.</p>
Selena	<p>1. Write better english. So then I what to learn better english.</p>
Steve	<p>1. I need to work a bit on grammar. 2. none Good grammar is important</p>
Tim	<p>1. I need to work on mistakes I make because I am not thinking. Because the mistakes being made while not thinking have always happened, since the 1st grade. They are unnecessary.</p>
Tim	<p>2. I need to work on even better flow and layout in my text. Flow and layout are important to engage the reader. Without flow and layout the text seems a bit "stop and go" and it is not very fun to read.</p>
Tina	<p>1. Write more 2. know if i write correct for å forbedre seg To improve.</p>
Winston	<p>2. skrive mer du lærer mer</p>
Winston	<p>1. jeg må skrive fleire avsnitt mer organisert</p>
Winston	<p>1. jeg må skrive fleire avsnitt fordi du får mer å skrive om</p>

My dream country



My dream country.

Start your text like this:

In my opinion the most interesting country in the world is.....

Writing:

Write two or three paragraphs.

- In the first paragraph, explain why this country is interesting. Give at least three reasons for your opinion.
- In the second (and third) paragraph, describe a trip to this place.

Criteria checklist:

- I have given my opinion on why this country is interesting.
- I have written two or three paragraphs.

My favourite sport.



My favourite sport.

Start your text like this:

In my opinion the most interesting sport in the world is.....

Writing:

Write two or three paragraphs.

- In the first paragraph, explain why this sport is interesting. Give at least three reasons for your opinion.
- In the second (and third) paragraph, describe how this sport is performed. (What do you do, where etc.)

Criteria checklist:

- I have given my opinion on why this sport is interesting.
- I have written two or three paragraphs.

My favourite food



My favourite food.

Start your text like this:

In my opinion the best tasting food in the world is.....

Writing:

Write two or three paragraphs.

- In the first paragraph, explain why this kind of food is the best. Give at least three reasons for your opinion. Remember that you can also write about food from a particular country or continent.
- In the second (and third) paragraph, describe how to cook or/and eat this food.

Criteria checklist:

- I have given my opinion on why this food is good.
- I have written two or three paragraphs.

My Dream Future



Start your text like this:

In the future I think I am a ...

Writing:

Write two or three paragraphs.

- In the first paragraph, explain and describe what type of person you want to be in the future.
- In the second (and third) paragraph, describe what you think you must do to become the person you want to become. Write about at least two things that you hope you will do in the future so that you can be the person you want to be.

Criteria checklist:

- I have explained what type of person I want to be in the future.
- I have written two or three paragraphs where I write about what I must do to become the person I want to be.

APPENDIX 11 PHASE 2 - SELF-ASSESSMENT ACTIVITY AFTER TEXT 2 (DOCUMENTS 11A TO 11D)

11A Question; How well have you written your text in this task? Explain Why.

Karen	I think that I have okey text
Paul	I think my text is ok
Peter	i would say my text is decent/good because i did what i could.
Selena	None
Walt	I think my tekst was average. I mest up a bit but nothing too serious.
Winston	jeg har masse tekst fra heftet. I have included a lot of text from the booklet.
Carrie	I misunderstood a little bit of the text.
Glenda	Jeg har ikke skrevet det som oppgaven sier men jeg har skrevet litt av det oppgaven sier. I have not written what the task asks me to, but I have written a little bit about what the task asks me to do.
Greg	Jeg tror teksten min svarer sånn passe på oppgavene siden jeg synes det er vanskelig. I think my text answers the task averagely as I think it is difficult.
Dave	Good, becuae my text matched the task assigned
Donna	I have been writing this texts good i think, Because i have answered the question.
Drew	I think the texts is ok. The thing I thought was good is that I have fixed the things that were wrong.
Johanna	I think i have written about that i was going to written about
Martin	I think I have a average text, because I have some words that is wrong.
Orville	I have written the text as good as I can. I have also written about a boy who is sent to Australia because he stole a bread.
Oscar	I think that i have a good text because i have written the date on the diary.
Sara	I think that my text is a good text to the task, but I do not think it is perfect.
Steve	I mean I have written a god text in this task because it is a letter from a convict that were sent to Australia, and that was exactly what this task was.
Tina	I wrote a text about something that we was going to write about but i feel that the english isn't very good.
Al	I don't think that the text is so good because when i got it back i realised how much i have copied from the text.
Alex	I think i wrote an okay text, but i wrote the text more a facta text.
Boris	I think I have written a good text in this task because I included many facts and said my own opinion on the different things I wrote about.
Chris	I have not so much writing fails,And i have written like my english teacher can understand the text.

Eve	Jeg synes jeg kunne gjort det bedre. Jeg kunne kanskje lest litt mer grundig på oppgaven og lest på andre artikler før jeg skrev min egen. I think I could have performed better. I could have examined the task properly and read other articles prior to writing my own.
Garth	I have written my text average because i wrote some wrong words.
Irene	I think it was good. After all it is the first time we do this. It probably could have been better, but i'm satisfied with the result.
John	I think I have written an ok text because it wasnt so much facts and I think it was not a text for people on my age
Linda	Ikke så gode, fordi de er ikke veldig godt sortert og fulle av skrivefeil. Not so good, because they are not very well structured, and I have a lot of spelling mistakes.
Mike	I think I have written okay texts, because I had an introduction and an ending. I also think i had sentences that contained important facts about my topic.
Mona	I have written this task good, because I have an easy text and it's my text not the books text.
Sam	I have good texts because they have information.
Celine	I think my text turned out good, because I used my time good and got a full story. I followed the "kriterier" and I like how it turned out.
Jarvis	I have written a good text because I think that many youths will understand and learn what is written in the text.
Nancy	I think I did ok. I could have written a longer text. Some of the text is in the wrong paragraph and when I was supposed to delete one of the paragraphs, I forgot. So a part of the text is a little bit weird. I think I was a little bit stressed at the end of the class. But I think the text itself is good.
Tim	I think I have answered the task well. The article was supposed to be for teenagers, but I do not think I managed to do this.

11B Question 2; How is the language in your text?

Glenda	Jeg mener selv at språket er bra, men det kunne kanskje vært bedre.
Linda	Det er helt greit.
Orville	The language is as good as I can.
Paul	My language in the text is great.
Peter	I would say it's good.
Selena	I think that I have a good language in my text but I can be better to right what I mean.
Winston	ikke så bra
Donna	I don't know for sure i'm not that good at writing texts.
Greg	It could have been better but I don't know all the words i could have used instead of the ones I used.
Johanna	many writing fail because i don't know how i write it

Sara	Good. But i'm not that good so I can practise more on that.
Chris	The language in my text are simpel.
Irene	Good. I have corrected some of it so it is better now than it originally was.
John	I think the language is decent because some things are right and some wrong
Mike	My language in my texts could have been better. They may have been to similar as they were in the school booklet.
Al	It's a pretty good language because i have different words of the same meaning.
Alex	The text is very easy to read, because i didn't use hard words.
Boris	I think the language is good in my text because I tried to not say the same words often.
Carrie	I have different sentences and they are not just starting with the same word.
Dave	Good, good vocabulary
Eve	Det er ganske variert, men har ganske mange verb feil og setningsoppbygging feil.
Garth	My language is average because i don't know all the English words.
Jarvis	It is good because the language is not written wrong.
Oscar	I have written all on english so it's good.
Walt	I think it was pretty unice. I think i used some difficult words.
Celine	Jonathan speaks british and polite. He is the only character in my story because it is a diary. I know a lot of words to use, but sometimes I write the wrong conjugation.
Martin	I think my language in the text is a little bit wrong because sometimes I have used the word in a wrong sentence.
Sam	I think it could be better because not all words fit into the first version.
Steve	Språket i denne teksten min er bra fordi det er variert, og få skrivefeil.
Drew	I think the language i pretty easy in this texts and not hard to understand.
Karen	The language in my text is okey to read because it's not many hard words or difficult to understand.
Mona	easy and not hard to read.
Nancy	I think my language in this text is good. I think that I can use the words that I chose to use the right way.
Tim	The language in my text is good, because I tried to vary my words. I used my vocabulary well. In the second session, I tried to simplify some words so they would fit teenagers-
Tina	I felt that maybe there were many sentences that wasn't like they should be, and the english when you read it you hear that there is something that's wrong.

11C Question 3; How is the paragraphing in your text

Boris	
Chris	I feel at the paragraphing is good.
Garth	Avsnittsinndelingen er helt grei.
Greg	I think it's pretty good
John	The paragraphing is good I think
Mike	My paragraphing in the texts were probably the thing I solved best in my texts.
Paul	I think i have done a really good job paragraphing the text
Peter	I think i did a good job.
Winston	ikke så bra
Irene	Okey. I have splitted the text as i thought it should be splitted, but i haven't done this like this before so it was difficult to figure out where to put the paragraphs.
Donna	I think its ok because i have a few paragraphs.
Glenda	Avsnitt inndelingene mener jeg er bra. Jeg har ikke skrevet for mye i hvert avsnitt og jeg har ikke skrevet for lite, mener jeg selv.
Karen	My paragraphing is a little small, and don't have so many sentences, but I think they are okey.
Oscar	I think the paragraphing is good because i have done it right.
Walt	I did that very good. I remembered what our teacher said about it
Al	My paragrahing is good because i have separate the text in to good paragraphs.
Alex	The paragraphing is good, because i took a new paragraph when the text change the topic.
Dave	Good, every paragraph is about a different subject
Drew	I think the paragraphing in this texts is good because the bottom and top line match.
Eve	Noen av avsnittene kunne jeg bytta plass på, sånn at teksten gir litt mer mening.
Johanna	the paragraph is god because the paragraph is about that first sentence
Linda	De er ikke så veldig lange.
Martin	I think my paragraph in the text is good, but they could be a little bit to shourth.
Mona	My paragrapping in the text is (delt) in what the text start with and what I end with is the same thing I talk about in the first sentence.
Orville	The paragraphs is not long but not very very short.
Sam	I think the paragraphs are good because it is distributed to content.
Sara	I think they are good enuf, but need to practise more on this.
Selena	I think that the paragraphing in the text is good, except the beginning. Because it is from the beginning to now.

Steve	My paragraphing in the text is good because the paragraphs are divided when the guy who writes the letter jumps over a bit of time.
Tina	I feel that they are ok but maybe that the first sentence in every paragraph is telling what the paragraph is about.
Carrie	There are many paragraphs in my text that makes it more organized.
Celine	Some may be a bit too short, but when writing a diary you don't always have that much to say.
Jarvis	Great because it has the different parts where it should be.
Nancy	I think the paragraphs are ok, but I could have separated the text better.
Tim	The paragraphing is ok. I still think it is a bit hard to make decent paragraphs. In the second session I divided my earlier paragraphs into multiple smaller ones.

11D Instruction; Describe and explain in your own words two things that you need to work on. Make a bullet-list where you describe and explain why you think it is most important to focus on these two things.

Al	1. Not copying so much text from the books Because i have copied a lot
Al	2. Writing in general with this type of texts The text is not good and i want it to get better
Alex	1. I must work on writing the text more an article. Because i write the text more a facta text, but the task was to write a article.
Alex	2. I must write the text with my own words not the text i have read about. Some time i write straight from the text, i must work on writing the text with my own words.
Boris	Don't say my own opinion with "I" Because if I use "I" in my opinion, many people would not think about it, but if I say for example "just imagine", many more people would think about it.
Boris	1. writing a text more suitable kids my age Because many people don't care about the things that are not the same as with the Aborigines, if you write a text about them.
Carrie	1. I need to read the exercise many times before I start with it. 2. I also need to write shorter when I describe something. 3. I do also need to check the last self-assesment. I mean it's important to focus on that because if I read the exercise then I understand I would not misunderstood the exercise
Celine	1. I can work a little more with conjugation, so that it is easy to read without confusion on what happens when eks. No spelling mistakes. The text might get a better grade.
Celine	2. The next time I write a diary I should make sure that I don't mix by past and now, because in a diary you always write about what happened. My text's will improve.

Celine	<p>1. I can work a little more with conjugation, so that it is easy to read without confusion on what happens when eks. No spelling mistakes.</p> <p>2. The next time I write a diary I should make sure that I don't mix by past and now, because in a diary you always write about what happened.</p> <p>My text's will be easier to read.</p>
Chris	<p>2. Writing fails.</p> <p>I think is good to work with the dates and Writing fails</p>
Chris	<p>1. The Dates.</p> <p>I need to work with the dates because it didn't take 8 days to travel to Australia</p>
Chris	<p>2. Writing fails.</p> <p>It's important to writ right in a text.</p>
Dave	<p>If I compare the Aborigines with the Saamis, I should not say something about the Saamis that is not same with the aborigines.</p> <p>none</p>
Dave	<p>2. writing better to improve my text</p>
Donna	<p>I can get better at writing texts</p> <p>2. and i can get better at reading english.</p> <p>Because you may need it in the future.</p>
Drew	<p>2. Have a better texts.</p> <p>I need to have better texts so I get better grades.</p>
Drew	<p>1. I need to work on my paragraphing.</p> <p>I need to be better at paragraphing because it can also help in other subjects.</p>
Eve	<p>1. Jeg trengte å jobbe med verbbygging.</p> <p>For da gir teksten mer mening.</p>
Eve	<p>2. Jeg må jobbe med å ikke kopiere setninger fra en tekst som ikke jeg har skrevet</p> <p>Den andre tingen er at du får en bedre karakter.</p>
Garth	<p>1. more text</p> <p>Because i didn't have so much text</p>
Garth	<p>2. better English</p> <p>Didn't have so good English</p>
Glenda	<p>Jeg må lese oppgaven mer nøye slik at jeg ikke bare skriver deler av oppgaven.</p> <p>Jeg må øve på å skrive andre ord i tekster.</p> <p>Jeg mener det er viktigst å fokusere på disse er fordi jeg tror jeg kan skrive bedre tekster når jeg har lært meg disse tingene.</p>
Greg	<p>1. skrivefeil</p> <p>Hvis jeg fokuserer på skrivefeil blir teksten min lettere å forstå</p>
Greg	<p>2. Innledningen kunne vært bedre</p> <p>Hvis jeg fokuserer på innledningen kan det hende at det er større sjanse at leseren vil lese teksten</p>
Irene	<p>2. What i can write in an article.</p> <p>I haven't done a lot of that in the past, so i think i have to learn it properly.</p>
Irene	<p>1. Paragraphing. One paragraph is about one thing and not several different things</p> <p>The way i saw the text it seemed like this was the worst parts in the text.</p>

Jarvis	<p>1. Maybe a bit on the paragraphing</p> <p>2. Write an even better text</p> <p>Better grades</p>
Johanna	<p>1. dele teksten inn i avsnitt</p> <p>2. bøyning av verb</p> <p>because we use it much</p>
John	<p>1. Verbs</p> <p>2. Have things in the right paragraph</p> <p>Work much on them</p>
Karen	<p>2. I also think I need to work on how to write a good paragraph. also because you need to see that it's a paragraph and not some sentences that are together.</p>
Karen	<p>1. I think I need to work on my english words and how I write a good sentence. because it's very important to have a good sentence, and if not it's very hard to understand what you really mean and what you try to say in the sentence.</p>
Linda	<p>1. Ryddigere tekster.</p> <p>2. Mindre skrivefeil</p> <p>Hvis ikke er det mindre forståelig.</p>
Martin	<p>1. I think I must work with, that i must write the text more to a teenage artickle</p> <p>2. I think I must work more with my sentence structure</p> <p>I can exercise</p>
Martin	<p>1. I think I must work with, that i must write the text more to a teenage artickle</p> <p>2. I think I must work more with my sentence structure</p> <p>Work with some functions</p>
Mike	<p>1. I need to work on making the sentences my own.</p> <p>I need to work on making my own sentences because it's important not to copy from other texts.</p>
Mike	<p>2. Introduction to paragraphs</p> <p>I need to work on introduction to paragraphs because it's important to tell clearly what the paragraph is going to have facts about</p>
Mona	<p>1. Grammar</p> <p>Because grammar is important in the english language.</p>
Nancy	<p>I should work on separating the text better in paragraphs.</p> <p>I think it's important to focus on these things because they are important to how the text looks when it's done.</p>
Nancy	<p>2. I have to work on writing what's important and not mix in what's not.</p> <p>It's important because if I work on this, my evaluations can be better.</p>
Orville	<p>1. I need to work on my lengths in the paragraphs.</p> <p>2. I also need to write a little bit more.</p> <p>I need to focus most on these two things because then I baybe get an higher grade.</p>
Oscar	<p>1. Maybe a little longer text.</p> <p>none</p>
Paul	<p>1. I need to get better at setting commas and dots</p> <p>2. I need to get better at explaining what they feel, smell and hear</p> <p>Cause that is the only thing i think i need to get a much better grade</p>

Peter	1. writing better formell texts Because i'm not neutral when i write the text.
Sam	1. Information in the paragraph 2. The combination of words in my text Beter grade.
Sam	2. The combination of words in my text It makes the text better to read
Sam	1. Information in the paragraph It is not so full of information that you won't read anymore.
Sara	1. Rite more tekst faster. 2. The paragraphing in the text none
Selena	1. Right what I mean 2. Spell right Because I am not so good at it
Selena	1. Right what I mean 2. Spell right And you said in the comments that I had to change because I had written rong.
Steve	1. I need to work on understanding the task. 2. I need to work on my grammar. It is the only to things I mean I needed to adjust
Tim	2. I need to work on who I am writing for (my "audience"). I often try to write as advanced as I can. "Audience" because the texts that fit the reader often create more interest. If the reader is interested, it is easy to communicate your message.
Tim	1. I need to work more on paragraphing. Sometimes my paragraphs make no sense, or mix into eachother. "Paragraphing" because I do not understand it completely.
Tina	2. I can write about how it is where they live and how it looks like there. To get the text better
Tina	1. Make like there is less sentences that is wrote wrong. Do like it's easier to understand what I mean
Walt	2. Ask about help maby. Your writing .
Walt	1. to understand the task. It is important to focus on your task.
Winston	none none

Process Writing Tasks in English 8th grade week 47 and 49

Use the texts you have read as a part of your preparation to answer ONE of the following tasks. Your answer should be about 1-2 pages long. Remember to make a title and include the task number.

Task 1. Imagine you were sent to the other side of the world, like Elisabeth in “My Story: Transported.” What do you think would have been difficult in your new life, and what do you think would have been interesting or exciting?

Write a letter to your home-country, England, or a story about your new life in Australia.

Task 2. Imagine that it is 1788 and you are one of the first settlers in Australia, sent there because the prisons were overcrowded in Britain.

Write a few diary entries about the trip and your new life in Australia.

Task 3. You are working as a journalist and have been asked to write an information text about the Aboriginal people in Australia. Readers are your own age.

Write an article about the Aboriginals in Australia.

Bruk 1,5 i linjeavstand.

Skrifttype Arial, Calibri eller Times New Roman

12 pkt. skriftstørrelse.

All tekst må være venstrestilt (overskriften kan midtstilles).

Tillatte hjelpemidler: forberedelseshefte, engelskboka/-skrivebok og ordbok.

Husk å føre opp kilder:

Tekster fra forberedelsesheftet fører du opp slik: Eks: Preparation texts. Welcome to Oz

Andre kilder: Navn på teksten og navnet på stedet (bok, nettsted, atlas .. osv) der du fant teksten.

11F Phase 2 - Assessment grid – December 2017 – Text 2

Innhold:	Vurderingsinndeling	
* Innholdet er presist og relevant i forhold til oppgaveteksten * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Innholdet er i svært stor grad presist og relevant	6
	Innholdet er i stor grad presist og relevant. Små avvik med tanke på enten presisjon eller relevans.	5
	Innholdet er i ganske grad presist og relevant. Større avvik på presisjon eller relevans – evt små avvik på begge	4
	Innholdet er i noen grad presist og relevant. Avvik både i presisjon og relevans. Evt teksten er for kort.	3
	Innholdet er i liten grad presist og relevant. Store avvik både i presisjon og relevans. Evt teksten er altfor kort.	2
	Innholdet er i svært liten grad presist og relevant. upresist og irrelevant i forhold til oppgaveteksten	1
* Skriver en tekst med godt innhold - fortellinger har skildringer - faktatekster har utdypede og begrunnede påstander * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Viser svært gode kunnskaper om/skildrer svært godt emnet angitt i oppgaveteksten. Mye dybde.	6
	Viser gode kunnskaper om/skildrer godt emnet angitt i oppgaveteksten. Ganske Mye dybde.	5
	Viser ganske gode kunnskaper om/skildrer ganske godt emnet angitt i oppgaveteksten. Noko dybde.	4
	Viser noe kunnskap om/noe skildring av emnet angitt i oppgaveteksten. Litt dybde. Mye oppramsing. Evt. noe kort tekst	3
	Viser lite kunnskap om/skildrer lite emnet angitt i oppgaveteksten. Lite dybde. Evt altfor kort tekst	2
	Viser ingen kunnskaper om/skildrer ikke emnet angitt i oppgaveteksten. Skriv ikke om emnet i oppgavetekst.	1
* Du skriver om det du har sagt du skal skrive om * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Du følger opp det du sier du skal skrive om på en svært god måte i hele teksten din.	6
	Du følger opp det du sier du skal skrive om på en god måte i hele teksten din.	5
	Du følger opp det du sier du skal skrive om på en grei måte i hele, eller en god måte i deler av teksten din.	4
	Du følger opp det du sier du skal skrive om i noe av teksten din. Evt teksten er noe for kort	3
	Du følger litt opp det du sier du skal skrive om i noe av teksten din. Evt teksten er eventuelt altfor kort.	2
	Du følger ikke opp det du sier du skal skrive om i noe av teksten din. Du har ikke innledning der du sier hva du skal skrive om.	1
Struktur:		
* Teksten er logisk oppbygget * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Teksten er bygget opp slik at det er svært enkelt for leseren å oppfatte hva forfatteren prøver å formidle.	6
	Teksten er bygget opp slik at det er enkelt for leseren å oppfatte hva forfatteren prøver å formidle.	5
	Teksten er bygget opp slik at det ikke byr på utfordringar for leseren å oppfatte hva forfatteren prøver å formidle.	4
	Teksten er bygget opp slik at det kan by noen på utfordringar for leseren å oppfatte hva forfatteren prøver å formidle.	3

	Teksten er bygget opp slik at det byr på store utfordringer for leseren å oppfatte hva forfatteren prøver å formidle.	2
	Teksten er bygget opp slik at det er umulig for leseren å oppfatte hva forfatteren prøver å formidle.	1
* Teksten er mottakerorientert - setningsinndeling - avsnittsinndeling * Tekster som er for korte for vurdering av dette punktet, vurderes til lav måloppnåelse	Teksten er svært godt inndelt slik at det er veldig enkelt for leseren å navigere i teksten.	6
	Teksten er godt inndelt slik at leseren enkelt klarer å navigere i teksten	5
	Teksten er greit inndelt slik at leseren greit klarer å navigere i teksten	4
	Teksten er ganske greit inndelt slik at leseren kan klare å navigere i teksten	3
	Teksten er inndelt slik at leseren får problem med å navigere i teksten	2
	Teksten er ikke inndelt på en måte som hjelper leseren å navigere i teksten	1
Språk og oppgaveteknisk:		
* Oppgaveteknisk - skrifttype og str - linjeavstand - topp- bunn tekst - filnavn - kildehenvisning og referanser	Alle tekniske retningslinjer som oppgava gir er fulgt	6
	Nesten alle tekniske retningslinjer som oppgava gir er fulgt	5
	De tekniske retningslinjer som oppgava gir er fulgt i noen grad	4
	De tekniske retningslinjer som oppgava gir er fulgt i liten grad	3
	De tekniske retningslinjer som oppgava gir er fulgt i svært liten grad	2
	De tekniske retningslinjer som oppgava gir er ikke fulgt	1
* Setningsoppbygging / Tegnsetting - subjekt og verbal står rett i forhold til hverandre - punktum og spørsmåls- tegn står på rett plass - Stor bokstav etter punktum	Svært god kontroll på alle element	6
	God kontroll på alle element	5
	Ganske god kontroll alle element, evt en del avvik på setningsoppbygging eller tegnsetting	4
	Litt kontroll på alle element eller det kan vere mye avvik på setningsoppbygging eller tegnsetting	3
	Lite kontroll på alle element	2
	Svært lite kontroll på alle element	1
* Variert og presist vokabular - lite and, get, did og so	Svært stor variasjon og presisjon i vokabular, en slipper omskrivinger for å uttrykke det en vil	6
	Stor variasjon og presisjon i vokabular - slik at en stort sett slipper omskrivinger for å uttrykke det en vil	5
	God variasjon og presisjon i vokabular – en har noen omskrivinger for å uttrykke det en vil	4
	Litt variasjon og presisjon i vokabular – en har ganske mange omskrivinger for å uttrykke det en vil	3
	Lite variasjon og presisjon i vokabular – en har svært enge omskrivinger for å uttrykke det en vil	2
	Svært lite variasjon og presisjon i vokabular – en må stort sett bruke omskrivinger for å uttrykke det en vil	1
* Skrivefeil - ordfeil - bøyingsfeil - brukt feil ord	Man har svært få skrivefeil	6
	Man har få skrivefeil	5
	Man har noen skrivefeil	4

	Man har en del skrivefeil	3
	Man har mange skrivefeil	2
	Man har svært mange skrivefeil	1