

An Investigation into the Impact of Using Take-home Tests as an Assessment for Learning Strategy on Young Learners' English Language Learning Motivation in a Private Thai Language School

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British Council's Master's Dissertation Awards 2022

Winner



MA in Professional Development for Language Education

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Module Title: M.A. Dissertation

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Dissertation title: An Investigation into the Impact of Using Take-home Tests as an Assessment for Learning Strategy on Young Learners' English Language Learning Motivation in a Private Thai Language School.

Word Count (excluding bibliography and appendices): 15,130

Submission Date: June 2021

I declare that these assignments are entirely my own work and that all quotations from other sources have been properly identified and correctly referenced.

Signed:

A handwritten signature in black ink, appearing to read "Garry Bryn Hobbs".

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1. Introduction

The ‘Can we? Should we?’ debate on assessing and testing young learners has divided educators for many years (Smith, 1995). Historically, the primary purpose of traditional paper-and-pencil tests has been to rank learners and sort them into “winners and losers” (Stiggins, 2007, p. 22). This competitive element puts an enormous amount of pressure on young language learners and may even cause them to become anxious and unmotivated.

In recent times, however, there has been a shift towards formative assessment, which allows learners to be more involved in assessing their performance by recognising the desired learning objectives, setting themselves learning goals, and working towards achieving them (Black & Wiliam, 1998; Hattie & Timperly, 2007).

The objective of this research is to examine the impact summative assessment has on a group of Thai young learners’ motivation in a private language school setting in Bangkok, Thailand.

2. Rationale

2.1 Why this choice of topic

My personal experience as an English as a foreign language (EFL) teacher in Thailand motivated my interest in formative assessment research. Mainly, since young learners’ academic success in Thailand and my workplace is still primarily measured by their performance in traditional paper-and-pencil tests occurring at the end of a particular unit of their English coursebooks. In addition, my own anecdotal evidence gathered over more than two decades seems to suggest that the summative assessment practice at my workplace, which I will provide a brief overview of in the next section, may be negatively impacting some learners’ motivation for learning.

The Young Learner Programme is divided into the following three levels: Young Learner 1, Young Learner 2, and Young Learner 3. While Level 1 students do not partake in tests, Level 2 and 3 students sit paper-and-pencil achievement tests upon the completion of every two units of their coursebooks. These achievement tests typically focus on the spellings of the key vocabulary and the grammatical structures the students have encountered. The completed tests are marked, the scores recorded on the school’s database, and then reported to the students’

parents. It is my institution's policy that students must achieve an overall mark of at least forty per cent to meet the module requirements. Underachievers are required to retake the test within one week of the original test being returned.

The results of my research may therefore be able to inform policy and procedures for tracking young learners' progress within my institution in a more supportive environment and may even lead to levels of student achievement being raised.

3. Literature review

This chapter aims to review the relevant literature concerning assessment and motivation. The first section of this paper will primarily focus on the strengths and weaknesses of summative assessment. Then go on to discuss assessment for learning and how summative paper-and-pencil tests, if used appropriately, can be used to implement formative assessment strategies.

The second section begins by defining the concept of motivation and discussing children's motivation. It will then go on to provide a brief overview of intrinsic and extrinsic motivation and examine students' attitudes and preferences towards different classroom activities. Finally, this literature review highlights practical strategies which can capture students' attention and promote positive attitudes towards writing and test-taking.

3.1 Assessment versus testing

In an educational setting, the terms assessment and testing are often used interchangeably; nevertheless, the two terms are not synonymous. Assessment, as defined by Ioannou-Georgiou and Pavlou (2003), is all procedures used to collect data on what children know, can do, and understand. Assessment is ongoing and involves both students and teachers. Moon (2000) states, 'The term assessment [means] a way of providing feedback on learning and teaching' (p. 148).

Testing, however, is one method used to find out how much a student knows at a particular point of their studies, and it has a specific purpose. For instance, a test may be administered to evaluate how well a child can write a short diary entry in the past simple tense. The tests can

then be marked to measure the skill or level the child has reached (Ioannou-Georgiou & Pavlou, 2003, p. 4).

3.1.1 An overview of the assessment of young learners

In general, assessment is used to identify strengths and weaknesses in academic performance (Papp, 2018, p. 390). Young learners are assessed for several reasons, and the results they attain are of interest to a number of different people (McKay, 2006, p. 20). McKay (2006) points out: 'Teachers carry out assessment continuously through the school year. Classroom assessment might occur in the following ways and for the following purposes.'

1. To identify students' areas of aptitude and weakness at the onset of the academic year.
2. To analyse students' learning needs, which allows teachers to more effectively support their learners, give immediate feedback, and decide what to teach next or what areas need to be reviewed.
3. To collect continuous evidence of student learning, which enables teachers to share the results with the relevant stakeholders, such as the students, parents, and management.
4. To demonstrate proof of performance success and report how students are advancing towards the course objectives.
5. To compile evidence in a summative manner what the learners have accomplished (p. 145).

In brief, appropriate student assessment is a vital component in the educational process as it plays a critical and constructive role in promoting successful learning.

3.2 Summative assessment

Even though Scriven (1967) coined the term summative evaluation, it was Bloom, Hasting and Madaus (1971) who were the first to apply the use to its currently accepted context. They described summative assessment as tests occurring at a particular point in time, which are designed to determine how well the students have learned the lessons they have been taught, to award grades and certificates, and to evaluate progress and research how effective the curriculum is (cited in Wiliam, 2000, p. 16).

Testing is a traditional summative assessment method. Russell and Airasian (2012) write: 'Tests are the most common tool to measure student achievement' (p. 177). Paper-and-pencil achievement tests, for instance, offer several benefits. Firstly, they give useful feedback on

teaching and learning for the teacher. Qu and Zhang (2013) state: 'as summative assessment provides very accurate quantitative data for teaching analysis, teachers can analyze the test results to guide the next teaching instruction' (p. 336). Secondly, students can reflect on their performance and create personal learning goals (ibid.). Thirdly, they are easy to administer and the results can be reported to parents and other important stakeholders (McKay, 2006, p. 22). Finally, test scores can be used to move students to a higher level if they achieve consistently high results over a period of time.

However, if paper-and-pencil tests only occur upon the completion of the coursebook or when the school term ends, they are not especially beneficial to class teachers as they are unable to influence what happens in the classroom (Genesee & Upshur, 1996, p.50). Thus, these tests typically happen regularly throughout the school year, and they may create tension and have a negative impact not only on young learners' ability to learn a language but also on their self-esteem (Shankar, 2008, p.184). As Stiggins (2007) reminds us: 'Some students succeed early and build on winning streaks to learn more as they grow; others fail early and often, falling farther and farther behind' (p.22).

Commenting on the acknowledgement of achievement, Sarason and Sarason (1990) posit that 'students who feel they have performed poorly will experience stress and see themselves as having a problem' (p. 475). Students respond to stress in different ways. The most adaptive response is a task-oriented attitude, where students take certain measures to cope with the stress-induced situation, such as applying additional effort. In contrast, a maladaptive response occurs when students' regard tests as unimportant (ibid.).

3.3 Formative assessment practices

Previous publications on formative assessment are centralised around five useful classroom practices. Wiliam (2000) and Black et al., (2003) suggest that teachers should share success criteria with their students, incorporate questioning into classroom teaching/learning practices, use comment only marking, encourage peer and self-assessment, and make formative use of summative tests (cited in Black & Wiliam, 2009, pp. 3-4). Even though these general practices seem to be linked to formative assessment, their connection had not been articulated well until Wiliam and Thompson (2007) drew on Ramaprasad's (1983) three main procedures in learning and teaching to provide a stronger theoretical basis for formative assessment: (1) teachers need

to determine where students stand in their learning, (2) where their students are heading, and (3) what has to be done to get them there (cited in Black & Wiliam, 2009, p.4).

In the past, the teacher has been the focal point for all these three processes; nonetheless, the students and their peers also play a vital role. As a result, Black and Wiliam (2009) suggest a framework based on crossing the three phases with all the participants in the assessment procedure (teacher, learner, peer), indicating that the concept of formative assessment consists of five crucial strategies:

1. Clarifying and sharing learning intentions and criteria for success.
2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding.
3. Providing feedback that moves learners forward.
4. Activating students as instructional resources for one another.
5. Activating students as the owners of their own learning (pp. 4-5).

Indeed, when teachers use these five key strategies on a daily basis, they are better able to adjust their teaching methods to meet the needs of the students.

3.3.1 Making formative use of summative tests

The five types of formative assessment practices defined in Section 3.4 can be used to bring these five strategies into practice. The final assessment practice which is to make formative use of summative tests is more complicated. Bloom (1969, cited in Wiliam, 2011) defined formative assessment as short classroom tests used as instruments in the learning process that are principally used to support teaching (p. 33). Summative assessment or, more specifically, paper-and-pencil tests offer opportunities to elicit evidence of student achievement and if they are used correctly, they can provide feedback that moves learning forward. Tests may also explain to students what should and should not be valued in a given discipline; thereby communicating criteria for success. Where this has been achieved, it opens up the opportunity for students to help each other and to use the test as a guide to help them plan what they should review (Black et al., 2003, Chapter 4, cited in Black and Wiliam, 2009, p. 5).

Black et al. (2003) make the following recommendations when using tests:

1. Students should be encouraged to review their own work carefully, so they can plan areas that need improvement.
2. Students need to be actively involved in setting questions and marking answers to form a better understanding of the test process and to focus on further areas of development.

3. Students need to partake in both self-and peer-assessment and use marking criteria to assist them with seeing how their work may be improved (p. 56).

With these suggestions in mind, three of the five formative assessment strategies have been used to frame the research for this study. Each strategy will be discussed in the following section.

3.3.2 Clarifying, sharing, and understanding learning intentions and success criteria

According to Wiliam (2018) clarifying, sharing, and understanding learning intentions is, ‘Possibly [the most] widely implemented and the least well done of all the strategies.’ If teachers simply inform the students of the learning objectives, it sometimes fails to arouse students’ curiosity and spoils the learning journey.

One practical technique which can be used in the young learner classroom for understanding success criteria is allowing the students to view samples of other students' work, compare, and rank it and finally give reasons for their choices in a class feedback session which is led by the teacher. Teachers can then use this information to co-construct a simple age-appropriate scoring rubric for this particular type of paragraph (Wiliam, 2011, pp. 65-66).

Ellis and Ibrahim (2015) propose a concept known as learning how to learn, which integrates metacognitive and cognitive learning strategies (cited in Werner, 2017, pp. 1-3). Metacognitive awareness refers to the processes the student uses to think, plan, monitor, and evaluate their learning, whereas cognitive strategies are task-specific and require the student to do things with the language and learning materials (Ellis, 2015). Learning how to learn is a reflective cycle consisting of a planning, doing, and reviewing stage. In the planning stage, the teacher shares the lesson objectives as well as what students need to do to complete the activity successfully. Then the students reflect on what they already know about the topic, plan for the task ahead, and identify the success criteria. In the doing stage, the students actively participate in the task. In the reviewing stage, the teacher encourages student reflection by posing five key questions:

1. What did you do?
2. What did you learn?
3. How did you learn?
4. How well did you do?
5. What do you need to do next?

These questions not only encourage students to consider what and how they have learnt but also promote student autonomy, as students have to reflect on their performance and become more responsible for their own learning (ibid.).

3.3.3 Activating students as instructional resources for one another

Research suggests that when students act as an instructional resource for one another, learning may improve. In some instances, the peer tutoring approach can actually lead to better results than one-on-one instruction from a teacher, as the students feel more comfortable in expressing a lack of understanding and asking for clarification (Wiliam, 2011, p. 134).

Moon (2000) refers to peer tutoring as “Buddies” and recommends that teachers determine specific rules at the start of the academic year, such as ‘Buddies are friends. They are there to help you. They support you, not dominate. They help you when you get stuck. They help you to do things for yourself- they do not tell you the answers’ (p.35). These rules enable young students to support their peers more effectively.

3.3.4 Activating students as the owners of their own learning

Students who are actively involved in their own learning are likely to make huge advances in their achievement (Wiliam, 2011, p. 145). Even though it is not clear how carrying out self-assessment links to an improvement in learning, at the heart is self-regulation (ibid., p. 147). ‘Self-regulation involves an interplay between commitment, control, and confidence’ (Hattie & Timperley, 2007, p. 93). It relates to the manner in which students set learning goals, plan, monitor, and evaluate their success in activities linked to those goals (ibid., pp. 93-94). With the main emphasis on promoting student autonomy, teachers need to lead students in developing the metacognitive skills which enable them to understand and analyse their own learning (Alvarez et al., 2014, p. 4).

Wiliam recommends “learning logs” with a slight variation on the traditional method. Before leaving the classroom, the students are invited to write a response to two or three of the following prompts instead of only one or two: most important thing you learned today; most surprising thing you learned; most confusing thing you learned and why; identify something you think might be on a test or quiz; after this lesson, I feel; I might have got more from this

lesson if When allowing learners the freedom to select which statements to answer, they seem to reflect on their learning more thoughtfully (Wiliam, 2011, pp. 157-158).

3.4 Summary

This section provided a review of the pertinent literature related to the advantages and disadvantages of summative assessment. It then moved on to discuss how the formative use of paper-and-pencil tests offers the potential to improve future student performance.

3.5 Definitions of motivation

The word motivation originates from the Latin verb “movere” which means move. In language learning and research contexts; however, there are many definitions of motivation: Harmer (2007) defines motivation as: ‘Some kind of internal drive which pushes someone to do things in order to achieve something’ (p. 98), Brophy (2004) describes motivation as: ‘The degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers’ (p. 4), and Dörnyei and Ushioda (2011) identify motivation as: ‘What moves a person to make certain choices, to engage in action, to expend effort and persist in action’ (p3). After extensively reading the literature, my own definition is similar. I believe motivation is the amount of continued effort, energy, and passion you apply when attempting to achieve something successfully.

3.5.1 Children’s motivation for foreign language learning

Unlike adults, young language learners have no clear purpose for studying English; nonetheless, as Nikolov (1999) notes: ‘Children are generally considered to be motivated to learn foreign languages’ (p. 33). Pinter (2015) points out that their motivation is stimulated by classroom activities that are fun, stimulating, and appealing (p. 4). Teachers should, therefore, use a diverse range of age-appropriate teaching activities and resources to motivate their students, such as games, role plays, chants, songs, flash cards, storybooks and other hands-on activities to keep them actively engaged throughout lessons (Lochowski, 2020, p. 24).

Nikolov’s (1999) study, which investigated Hungarian children’s attitudes and motivation towards foreign language learning over an eight-year period, concluded that the two main motivational factors for young learners aged between 8 and 11 were the classroom experience (e.g., the students reported the classes were interesting, they could do what they liked, they could play and listen to stories, and it was easy to obtain rewards) and teacher-related

explanations (e.g., the students remarked their teacher was kind and did not shout) (p.43). Similarly, in Asmalı's (2017) mixed method study involving Turkish second grade students, more than 85% of them found learning English enjoyable and would like to persist in learning it. Also, when the students were asked for their suggestions, they commented that they would like the inclusion of more games and songs (p.65).

All in all, these responses seem to reflect that students aged between 7-11 are intrinsically motivated and have positive attitudes towards learning English as a foreign language.

3.6 Types of motivation

3.6.1 Intrinsic and extrinsic motivation

Chiew Fen Ng and Poh Kiat Ng (2015) describe intrinsic and extrinsic motivation as the 'key factors in the success of learners at all stages of their education' (p. 98). Oldfather and McLaughlin (1993) define intrinsic motivation within a constructivist context as 'the continuing impulse to learn' (p. 1). Intrinsic motivation is associated with engaging in an activity because it is personally rewarding. In other words, children who are intrinsically motivated learn because they want to rather than their parents telling them to do so. For instance, a child who is interested in sea creatures may select a book on great white sharks simply to learn more about this particular creature.

Extrinsic motivation, on the other hand, emphasises the importance of extrinsic rewards. These rewards may be tangible or intangible. For instance, another child may read a book on great white sharks because he or she has to write an informative paragraph and wants a good grade, a sticker, or personal praise from their teacher. Also, students may participate in a task simply to avoid negative consequences (Dev, 1997. p. 13).

In short, the best motivation system should find a balance between intrinsic and extrinsic rather than depending on only one.

3.6.2 Amotivation

Deci and Ryan (1985) describe amotivation as a lack of motivation which is not due to learners being uninterested, but rather by them feeling incompetent and helpless when confronted with the activity (cited in Dörnyei & Ushioda, 2011, p. 140). Legault, Green-Demers, and Pelletier (2006) recommended a classification of learners' reason for being amotivated. They suggested

a four-dimensional taxonomy referring to how the learners' view the learning task and their capacity to participate in the tasks; these dimensions are all in line with the broad conceptualization of amotivation in accordance with Ryan and Deci's (2000) self-determination theory. The dimensions are (1) *ability beliefs*- students believe they do not have the ability to accomplish the task, (2) *effort beliefs*- students believe they cannot sustain the effort necessary to complete the task, (3) *characteristics of the task*- students perceive the task, such as a test negatively, and this may result in them giving up on the task or applying minimal effort, and (4) *value placed on the task*- students believe the task is not essential for their lives (pp. 567-569).

Several studies over the past two decades have come to similar conclusions regarding young learners' attitudes and preferences towards classroom activities. The results in Jurišević and Pižorn's (2013) Slovenian study highlighted children's lack of enthusiasm towards reading and writing activities, which were the least preferred language activities at a mere 4%. The data collected in Asmalı's (2017) interviews reported that Turkish young learners felt most bored when waiting for their peers to finish an activity, and writing was reported as the second most boring activity at 24%. Students taking part in the research also recommended writing activities should be reduced. Similarly, the findings in Nikolov's (1999) study reported that some children in grades 1 and 2 did not like writing. In grades 3, 4, and 5, a total of 34 children referred to tests as being an unpopular activity. Likewise, in the final three grades, tests were the most disliked activity. When the children in grades 3, 4, and 5 were asked for their suggestions and criticism, they recommended that children should not be made to take tests.

In sum, these findings seem to suggest that children are likely to become demotivated or lose interest when participating in writing activities or tests. Consequently, this may result in a lack of student effort and even poor results. The following part of this paper moves on to discuss motivational strategies.

3.7 Motivational strategies

'There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation' (Bell, quoted in Ames, 1990, p. 409). It is now well established that motivation is an essential ingredient for second language learning, and an increase in motivation results in better learning and improved performance (Gardner, 2007; Dörnyei, 1998). Hence, strategies in motivating students need to be viewed as a vital component of the study of second language motivation (Cheng & Dörnyei, 2007, p.153).

Dörnyei and Csizér's (1998) study examined 200 Hungarian teachers' experiences about the importance of 51 motivational strategies and the frequency in which they used them. Based on the results, Dörnyei and Csizér drew up a list of 10 macrostrategies (see Table 1), which they called the 'Ten commandments for motivating language learners' (p. 215).

Table 1 Ten commandments for motivating language learners: final version

- 1 Set a personal example with your own behaviour.
- 2 Create a pleasant, relaxed atmosphere in the classroom.
- 3 Present the tasks properly.
- 4 Develop a good relationship with the learners.
- 5 Increase the learners' linguistic self-confidence.
- 6 Make the language classes interesting.
- 7 Promote learner autonomy.
- 8 Personalize the learning process.
- 9 Increase the learners' goal-orientedness.
- 10 Familiarize learners with the target language culture.

In 2007, Cheng and Dörnyei conducted an almost identical study with the aim of investigating whether the motivational strategies applied in an Asian context differed from those in the West (Cheng & Dörnyei, 2007, p.153). The study confirmed that four of the top five macrostrategies, although not in an identical order, coincided in both lists (see Table 2); thereby providing some proof that some motivational strategies can be transferred to different cultural and ethnolinguistic settings (ibid., p. 171). Comparing the results, one motivational strategy the Taiwanese teachers embraced more than Hungarian teachers was recognising students' effort and celebrating their success.

Table 2 The rank order of the macrostrategies obtained in Taiwan

1. Set a personal example with your own behaviour.
2. Recognise students' effort and celebrate their success.
3. Promote learners' self-confidence.
4. Create a pleasant and relaxed atmosphere in the classroom.
5. Present tasks properly.
6. Increase the learners' goal-orientedness.

7. Make the learning tasks stimulating.
8. Familiarise learners with L2-related values.
9. Promote group cohesiveness and set group norms.
10. Promote learner autonomy.

In the next section, I will describe in greater detail three practical strategies which can be used in the classroom to enhance young learners' motivation and engagement to write.

3.7.1 Motivational strategy 1: Setting a personal example with your own behaviour

Teachers are the ultimate role model for young learners and if they set personal examples with appropriate behaviour, students are likely to follow suit and look up to them. Dörnyei (2001) recommends that teachers should be enthusiastic (p. 32). Teacher enthusiasm is widely recognised as one of the most effective motivational strategies since it has the ability to have a positive impact on student results (Keller, Neumann, & Fischer, 2013). Henke (2012) writes: 'When teachers present a [writing activity] with enthusiasm, suggesting that it is interesting, important, or worthwhile, students are likely to adopt this same attitude. Effective teachers convey their enthusiasm with sincere statements of the value they place on a topic or activity' (quoted in Sieberer-Nagler, 2016, p. 165).

3.7.2 Motivational strategy 2: Presenting tasks properly

When presenting tasks to children, teachers should support their students by employing scaffolding strategies. Firstly, teachers need to arouse their students' curiosity by using an appropriate lead-in activity, such as a video clip, a song, a story or a challenge. Lead-in activities are useful for whetting the students' appetite, focussing their minds on the topic and activating schemata. Secondly, teachers should provide real-life context ensuring the students can make sense of the task and make connections with their worlds. Thirdly, teachers can provide a writing model, so their students can see what is expected of them. Finally, if the writing task is more complex, teachers should break it down into manageable steps and provide students with the strategies required to complete it successfully (Dörnyei, 2001, pp. 78-81).

3.7.3 Motivational strategy 3: Recognising students' effort and celebrating their success

Maintaining motivation towards writing is vital. Children often require additional incentives and praise to help them persevere when faced with challenges. Thus, learners' achievements should not be overlooked (Dörnyei, 2001, p. 126). Dörnyei (2001) recommends several simple classroom practices to celebrate students' success and make it memorable, such as praising

their efforts and accomplishments, referring back to a skills' checklist on occasions to see what they have already achieved, publicly displaying good work, and awarding certificates (ibid., pp. 126-127). Displays focussing on different areas, for example, neat handwriting, appropriate spacing between words, and correct spelling, capitalisation, and punctuation allow students to appreciate their peers' work and learn from one another.

3.8 Summary

The final section of this literature review focussed on children's motivation and how both intrinsic and extrinsic motivations are key factors in successful learning. Even though research evidence suggests that children view writing activities and tests negatively, teachers can use a variety of motivational strategies to establish and develop motivation.

4 Introduction to my study and research questions

In my workplace, the primary focus in the lessons is on communicative activities which involve active participation in hands-on scaffolded activities, such as role plays, songs, guessing games, storytelling, and other enjoyable activities. At the end of the module; however, the students' spoken fluency, accuracy, pronunciation, and recall of vocabulary are not assessed. Instead, the students sit written achievement tests, which require them to spell words correctly, leave appropriate spacing between words, and apply the correct punctuation, capitalisation, and grammar. Students often lose marks due to careless errors in these areas. If they achieve a lower test score than expected, it may lead to a lack of motivation and commitment in their attitude towards writing and taking the end-of-module achievement tests. Moreover, initial observations of the students participating in my research and the comments from their previous teacher seem to suggest they may be experiencing maladaptive thoughts towards the summative assessment practice employed at my school.

Therefore, I believe teachers could use summative tests for formative purposes. One way to achieve this would be to make regular use of short take-home tests throughout a module of study, whilst concurrently implementing motivational strategies, like the ones I have described, to influence students' attitudes and motivation towards writing and test-taking. This would enable teachers to support their young students during the learning process by providing ongoing feedback regarding the quality of their current work and advising them on how target goals can be reached.

This dissertation aims to broaden current knowledge of the impact summative assessment has on children's motivation. It is also concerned with investigating whether the combination of take-home tests as a formative assessment strategy along with appropriate teaching strategies improve young students' motivation to write. This research will take a mixed methods approach to investigate the following research questions:

- What impact does summative testing have on my students' motivation?
- What are the students', parents', and teachers' perspectives on the current testing procedure?
- How can I improve my students' motivation to complete take-home written tests?
- Does the frequent use of motivational strategies combined with extrinsic motivators increase homework completion?

5 Methodology and procedure

5.1 Introduction

The purpose of this chapter is to explain the methods and instruments for collecting and measuring the data in the two phases of doing this research.

5.2 Research schedule

The research was originally scheduled for a twenty-five-week period (January 23, 2020 to July 9, 2020). However, due to the Covid-19 pandemic, my research had to be suspended after the first six weeks (February 27, 2020). My research resumed six months later on August 27, 2020 and was completed on January 14, 2021.

5.3 Ethical considerations

As my research involved children, various ethical procedures were followed to ensure data was collected ethically. Before my research began, I invited the students' parents to the school to inform them of the purpose of my research and to answer any questions they had. During this meeting, the parents were assured their child would not be endangered or adversely affected in any way during the research and their identity would be kept strictly confidential.

After this, I had an in-depth meeting with the students to explain the aim of my research and to describe the tasks in which they would be asked to participate. They were informed that my research would not affect the course syllabus in any way, the data collected would only be used in my research, they had the right to withdraw their consent at any stage of the research process, and their identity would be concealed. The school’s principal, who acted as an interpreter, was present and the students were encouraged to ask questions throughout the meeting. They were also informed that if they had any additional questions or concerns, they could ask me or the principal at any time throughout the research period (Ferdousi, 2015, pp. 8-9).

At the end of the meeting, I distributed a Participant Information Sheet, a Consent Form, and an Assent Form for Children (see Appendix A1) to be signed by the parents and the students. I requested the forms be returned at their earliest convenience. All of the participants involved gave their consent, and the forms were collected the following week.

5.4 Pre-intervention phase

The objective of the pre-intervention phase was to collect data to answer my first two research questions (see Chapter 4). Table 3 provides an overview of the instruments and procedures I utilised in the pre-intervention phase, why I adopted them, and the regularity in which they were used.

Table 3 Instruments and procedures used in the pre-intervention stage

Phase	Instrument / Procedure	Purpose	Regularity
Pre-intervention	Picture stories	To encourage the students to open up about their feelings towards summative testing.	At the start of the investigation and then every 4 lessons
	Student questionnaire	(1a) To ascertain the students’ current motivation towards the end-of-unit achievement tests. (1b) To ascertain the students’ current motivation towards the take-home tests.	At the start of the investigation Every 4 lessons

		(2) To find out the students' feelings towards the current achievement testing procedure.	At the start of the investigation
	Parental questionnaire	To find out the parents' feelings towards the current achievement testing procedure.	At the start of the investigation.
	Semi-structured interviews	To find out the teachers' feelings towards the current achievement testing procedure.	At the start of the investigation.

5.4.1 Picture stories and student questionnaire

I prepared visual stimuli in the form of three picture stories (see Appendix A2), which depicted different attitudes, feelings, motivations, and anxiety levels of three children, towards taking tests. As recommended by Boyden and Ennew (1997), I used these picture stories to break the ice with shy students at the start of my research, to aid group discussion on the topic, and to encourage them to talk about their feelings towards test-taking (p. 120).

Immediately after using the picture stories, the students completed a questionnaire (see Appendix A3). The purpose of this questionnaire was to determine the students' current level of motivation towards the summative testing approach adopted by my school. Ten statements, adapted from the Intrinsic Motivation Inventory (IMI), assess the students' interest and enjoyment (IE), perceived competence (PC), pressure and tension (PT), value and usefulness (VU), and effort and importance (EI) when participating in summative tests and in learning English (Centre for Self-Determination Theory, 2020). To lessen the risk of students misunderstanding the statements and to increase the reliability of the research, the ten statements were also translated into Thai. The students were asked to respond using a 5-point Likert scale in the form of child-friendly 'emoticons'. The response using a set of five faces represents a scale ranging from (1) Not at all true, (2) Somewhat true, and (3) Very true (Dörnyei, 2003, pp. 38-39).

Analysing the data involved the following steps. To begin the analytical process, I mapped the ten questions in the student questionnaire to the IMI subscales (see Table 4). The second step in the process was to give each response a number between 1 and 5, with 1 representing "not at all true" and 5 representing "Very true." Finally, I used Google Sheets to calculate the students'

mean scores. Higher mean scores in interest and enjoyment indicated higher levels of intrinsic motivation, while higher scores in pressure and tension signified a lack of intrinsic motivation towards summative testing.

Table 4

Question numbers:	IMI Subscale
1, 3, 5, 6	Interest and enjoyment
8, 10	Perceived competence
4	Pressure and tension
9	Value and usefulness
2, 7	Effort

Also, I utilised this questionnaire to ascertain the students' perception of the current testing procedure. To do this, I selected the following test specific statements:

- I try to do well in tests.
- I enjoy doing the tests.
- I feel nervous when doing the tests.
- I think the tests are interesting.
- I like to know my score after the tests.
- I think doing homework helps me with the tests.
- I understand the tests.

5.4.2 Parental questionnaire

The questionnaire was designed by following the steps outlined by Dörnyei (2003, pp. 50-54). In the design stage, an item pool was drawn up by reviewing questionnaires from existing literature, which measured similar parameters (Dörnyei & Ushioda, Chapter 11, 2011). Then in a brainstorming session involving a small group of English and Thai teachers, the items were adapted to match my research context. The items were kept short, not exceeding 20 words, were worded carefully to avoid negative forms or ideas, and utilised simple language and an easy-to-answer format, so it could be filled in quickly. It was then agreed the items should be translated into Thai. The translation was performed by the Thai Principal, who has a degree in English. It was then evaluated by a panel of three advanced English speakers. As the questionnaire contained some sensitive items, it was decided to make the responses

anonymous. Thus, the front page of the questionnaire included a clear statement on confidentiality assurance (Oppenheim, 1992, pp. 104-105, cited in Dörnyei, 2003, p. 23).

A 5-point Likert scale was used for the questionnaire (see Appendix A4). The scale ranged from Strongly Agree to Strongly Disagree for the first three sections which offered the parents the opportunity to express their attitudes towards: (1) English, (2) test-taking, and (3) how they support their children to take the achievement tests. The final section asked the respondents to indicate their level of English speaking proficiency on a scale from Excellent to Poor.

5.4.3 Semi-structured interviews

Semi-structured interviews were conducted with the teachers (see Appendix A5). When planning for an interview, composing a comprehensive protocol in advance allows for the researcher to think carefully about the project, key interview questions, and possible follow-up questions to get the necessary information. The procedure for forming the interview protocol was based on the following guidelines proposed by Creswell (2009):

- A script at the beginning and end to explain the purpose of the interview, to thank the interviewee for agreeing to take part, and to inform them of confidentiality.
- Three warm-up questions followed by six primary questions.
- Follow-up probes to help the interviewees provide more detailed answers (p. 183).

The objective of the interviews, which were audio-recorded and then fully transcribed, so key points could be extracted, was to determine the teachers' perspectives on the current achievement testing procedure.

5.5 Intervention phase

The purpose of the intervention stage was to gather data in order to answer the third and fourth research question (see Chapter 4). The following sections of this chapter are organised as follows. Firstly, I will present an overview of the intervention phase. Secondly, I will explain the plan-do-review approach I adopted and describe the activities involved. Thirdly, I will describe the specific tools used for collecting data from the students. And, finally, I will provide a description of the tools I used personally for data collection.

5.5.1 An overview of the intervention phase

The table below outlines the instruments and procedures I utilised during the intervention phase, along with their purpose and frequency of use.

Table 5

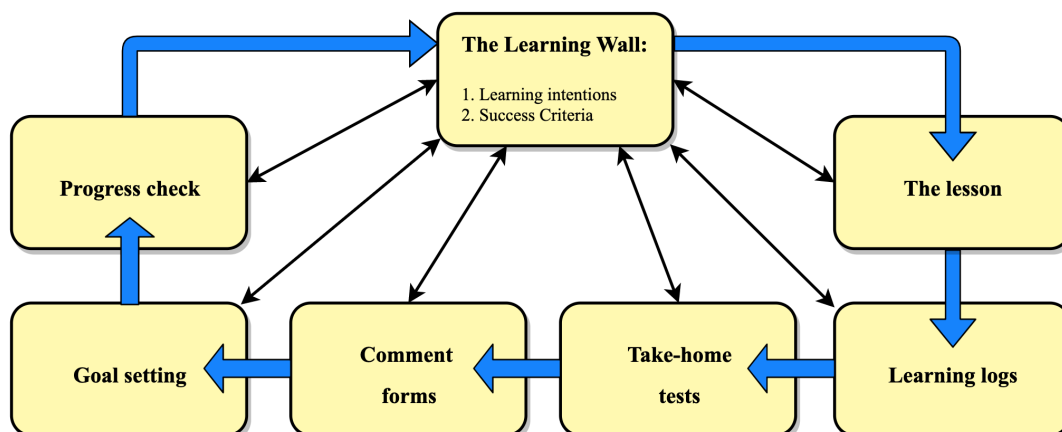
Phase	Instrument/ Procedure	Purpose	Regularity
Intervention	Learning wall: (1) learning intentions (2) success criteria	(1) To describe what the students will be learning, and where they will be heading throughout Units 8 & 9 of <i>Super Minds 2</i> . (2) To enable the students to make judgements about the quality of their learning.	Every lesson.
	Learning logs	To allow the students to reflect on their learning.	Every lesson.
	Teacher self-evaluation checklist	To allow the teacher to reflect on the implementation of motivational strategies and formative assessment practices.	Every lesson.
	Field notes	To allow the teacher to record observations about the students' attitudes, behaviour, and motivations.	Every lesson.
	Take-home tests	To allow the students the opportunity to review the learning intentions.	Every 2 lessons.
	Take-home test questionnaire	To ascertain the students' feelings and their motivation towards the take-home tests.	Every 2 lessons.
	Star chart	To generate a positive learning environment that values the students' achievements and improvement.	Every 2 lessons.
	Comment form	(1) To record homework completion and which take-home test the students selected in terms of difficulty. (2) To provide immediate teacher feedback on the quality of the students' take-home test.	Every 2 lessons.

		(3) To encourage the students to self-reflect on their work and make comments on their strengths and the areas that need improvement.	
	Student goal setting form	To allow the students to set and track their study and writing goals.	Every 4 lessons.
	Check your progress	To allow the students to monitor and evaluate their performance in the following three key areas of learning to learn: practical skills for participating in learning, taking control of own learning, and reflecting on and evaluating own learning success (Cambridge Life Competencies Framework, 2019).	At the end of take-home tests 6 and 12.
	Final take-home test	To ascertain how well the students have done in relation to the learning intentions.	At the end of the investigation.

5.6 The plan-do-review approach

Figure 1 presents the cyclical process created around the take-home test which adopted Ellis & Ibrahim’s plan-do-review cycle (2016). I designed specific activities, which were used not only to support the students in each stage of action but also to collect data throughout the intervention phase.

Figure 1



5.6.1 The learning wall

I created a visual aid called “The Learning Wall” (see Appendix A6) to stimulate interest in the course content and highlight the long-term learning intentions. In the design phase, I followed suggestions by Popenici and Millar (2015) as well as Fischer, et al. (2019). I wrote twelve brief statements based on what the students should know and be able to do at the end of Units 8 and 9 of *Super Minds 2* (Puchta, Gerngross, & Lewis-Jones, 2012). The statements began with, “By the end of Units 8 and 9, the student should be able to” and included explicit descriptions, such as:

- spell the sports vocabulary
- write a short paragraph about their favourite sport
- write to request permission
- write a short fairy tale and describe the setting, characters, and plot
- use capital letters, commas, and full stops correctly

The Learning Wall included easy to understand success criteria which enabled students to monitor their progress by making comparisons on their current performance to the goals set by the teacher.

5.6.2 Learning logs

Towards the end of each lesson, students completed a learning log (see Appendix A7). Learning logs promote students’ reflection on what they have been learning and help them to set future goals. The learning log contained four prompts (William, 2011, pp.157-158), and the students were asked to respond to at least two of them in English. Even though the learning logs were initially only a component of the plan-do-review cycle, they became a useful data collection tool. To analyse the data qualitatively, I looked for key patterns that emerged, such as the quality and length of the students’ entries as well as referring to my field note comments.

5.6.3 Take-home tests

I adopted a scaffolded three-step approach for the take-home tests. The first step involved collaboration, where students discussed the take-home tests in small groups in the classroom. While they participated in these discussions, more knowledgeable peers adopted a teaching role (Cameron, 2001, pp. 5-6). Peer tutoring offered several advantages as students were more actively involved in the learning process and learned to be more independent. The evidence

seems to suggest that peer tutoring has the potential to greatly enhance the students' learning experience (Moon, 2000; Wiliam, 2011).

In the second step, the students selected a take-home test, which they completed for homework (see Appendix A8). The tests came in three levels differing in complexity. When teachers tier content, all the students complete the same take-home test. However, the tests vary in difficulty; thereby catering for student readiness. As Tomlinson (2005) points out:

When everyone in the class has exactly the same homework assignment, some students will likely only be doing busy work because they have already mastered what they've been asked to practice, while some other students simply have no idea how to do the required work. (p. 14)

Generally, students become more motivated to succeed when goals are specific, attainable, and offer a certain degree of challenge (Bandura, 1986; Schunk, 1991, cited in Wiliam, 2011, p. 150). Thus, tiering the take-home tests allowed for the students to select the level of challenge which would enable them to optimise their learning.

In the final step, the students brought their completed homework to the next lesson. They had the opportunity to view their peers' take-home tests and discuss the strengths and weaknesses of each in small groups. They were encouraged to give reasons for their opinions. During the discussion, I assisted the students in clarifying the best work that could be expected (Wiliam, 2011, p. 65).

5.6.4 Star chart

A reward system was used in the form of a star chart (see Appendix A9). Even though the use of extrinsic motivators is a highly controversial topic, they have been utilised in previous research to motivate learners to complete their homework (Miller & Kelley, 1994; Haas & Reiley, 2008). The star chart had specific categories written on it as follows: "I put spaces between words", "my handwriting is neat and beautiful", "my spelling is correct", "my punctuation is correct", and "I handed in my homework on time". When the students wrote their name in five stars in each group, they earned a certificate. At the end of the research period, the star chart data was analysed quantitatively by looking for percentages of students who achieved certificates.

5.6.5 Comment form

I provided both verbal one-to-one feedback and written comments on the quality of the students' written work. The students took notes on areas for improvement and what steps they needed to take moving forward to meet the success criteria. Then they ticked the success criteria on the Learning Wall.

The comment form allowed me to collect the following quantitative data: (1) which take-home test the students opted for in terms of difficulty and (2) whether the students completed their homework on time. Statistical analysis was performed using Google Sheets.

5.6.6 Goal setting form

When the students completed the first two take-home tests, they set themselves personal goals not only in their writing but also in their studies (see Appendix A10). To do this, the students had to engage in reflection, where they asked themselves questions regarding the areas they needed to improve in. In short one-on-one goal setting conferences, they reviewed their take-home tests for repeated errors, reread their learning logs and take-home test comment forms, referred back to the success criteria on the Learning Wall, and then I encouraged them to set themselves short-term goals. I guided and supported the students during this process, as research has indicated that learning goals which are jointly agreed upon are more likely to be achieved (Boekaerts, 2002, p. 18).

After the fourth take-home test, the students returned to their personal goals and decided if they were successful in achieving them. To track their progress, they coloured in a face that best described their level of achievement and made comments. Then they set their next set of goals.

To analyse the data, I listed all of the students' goals, and I coded them into three types: (1) *practical skills for participating in learning*, (2) *taking control of my own learning*, and (3) *reflecting on and evaluating my own learning success*. Then I calculated the students' mean scores, which related to their perception of how well they felt they had achieved their goals with 1 representing "I am happy", 2 representing "I am somewhat happy", and 3 representing "I am sad".

5.6.7 Progress check

After take-home tests six and twelve, the students completed a personal progress check (see Appendix A11), which was based on the Cambridge Life Competencies Framework (2019). This framework focusses on three key areas of learning to learn (ibid., pp. 5-7). To allow my students to become more independent in monitoring their progress, I wrote simple statements within each of the three key areas of what they should have been capable of doing at this point of learning. Using a 5-point Likert scale the students were asked to evaluate their learning success. The students' mean scores were calculated in three key areas of learning to learn.

In addition, I included twelve specific "Can-Do Statements" based on the "Learning Wall". Upon completion of take-home tests 1-6 and 7-12, the students revisited the learning intentions. If they completed the tasks successfully, they coloured in the can-do stars (see Appendix A12). This allowed my students to track their own progress and set themselves goals moving forward (ibid., p. 18).

5.7 Data collection tools designed for the students

5.7.1 Take-home test questionnaire

After the students completed the take-home test, there was a short questionnaire on the adjacent page (see Appendix A13). The first measuring instrument was based on the Fun Semantic Differential Scale, which was developed to be used with young learners (Yusoff, Ruthven, & Landoni, 2013). The students were asked to tick a picture corresponding to their feelings towards the take-home test using two opposing adjectives. There were three animated pictures. The first picture contained a positive emotion, which in this case was "Happy", the second picture was a neutral emotion, and the third picture was the negative emotion, "Sad" (ibid., p. 361).

In the final part of this questionnaire, the students were asked to respond to five statements adapted from the Intrinsic Motivation Inventory, which measured their interest and enjoyment, perceived competence, effort, and pressure and tension. For my analysis, I used Google Sheets to graph the quantitative data.

5.7.2 Final take-home test

At the end of the investigation, there was a final-take home achievement test (see Appendix A14), which was used to measure how well the students had done in relation to the content covered in *Super Minds 2* Units 8 and 9 and the Learning Wall. Quantitative analysis involved comparing the students' final take-home test percentage to the combined mean score of their previous three summative tests.

5.8 Data collection tools designed for the teacher

5.8.1 Teacher self-evaluation checklist

The purpose of this instrument was to compile a list of motivational strategies and formative assessment practices I could integrate into my regular lessons (see Appendix A15). This checklist not only fed into my lesson planning but also led my reflections. The motivational strategies selected were based on Dörnyei and Csizér's (1998) 'Ten commandments for motivating language learners'; however, I adopted the macrostrategies in Cheng and Dörnyei's (2007) Taiwanese study and reprioritised the order of importance to suit the needs of Thai young learners concentrating on: (1) setting a personal goal with your own behaviour, (2) presenting tasks properly, and (3) recognising students' effort and celebrating their success. The formative assessment practices focussed on clarifying and understanding learning intentions, activating students as owners of their own language, and activating students as instructional resources for one another (William, 2011). I rated my performance immediately after the lesson by completing the checklist. Also, I adapted this instrument, so it could be completed through peer observation (see Appendix A16).

5.8.2 Field notes

I kept field notes throughout the research period, as they allowed me to support and strengthen my research findings (see Appendix A17). Field notes were formatted following a pattern suggested by Hitchcock and Hughes (1995). Firstly, I took notes during my lesson using key words and shorthand. Secondly, I typed up my notes as soon as possible after leaving the classroom. Each field note entry contained the date and week number corresponding to my lesson plan (p. 132). I used the teacher self-evaluation checklist to prompt reflection in my field notes, and I recorded my observations about the students' attitudes, behaviour, and motivations.

6. Context and participants

6.1 Why this class

This particular class has had two or three teachers over the last eighteen months. Their previous teachers, who taught all levels of young learners at the school and had positive experiences, informed me this class was difficult to teach as the students struggled to listen and follow directions and at times did not succeed in meeting behavioural standards. The teachers also commented that games were the only way they could sustain the students' interest and effort in English. Furthermore, the teachers reported the students were reluctant to do any written production in the classes, they rarely completed the workbook exercises set for homework, and the quality of their written work was often substandard. The Thai principal has spoken to the group about their written work; however, it has remained unsatisfactory.

In addition to the teachers' comments, I have noticed the achievement test results of this class have been below standard (see Appendix A18). I am inclined to believe the students have negative feelings towards writing and my institution's achievement testing and retesting policy may also be adversely affecting their levels of motivation.

After the school's principal agreed I could start teaching this class as part of my research project, I had the opportunity to interview their previous teacher (see Appendix A19). The interview focussed on the teacher's opinion and experience of teaching this particular class. Since the interview was semi-structured, I had the opportunity to not only gain an understanding of the students' attitudes towards learning English, doing homework assignments, and taking tests but also probe further into the three areas to capture additional information from the interviewee.

In analysing the interview data, one major theme emerged which will be discussed in this section. That theme was the speed at which the students completed the achievement tests. In low-stakes assessment, motivation relates to the effort students expend in their responses. Wise and Kong (2005) identify three areas which demonstrate a lack of student test-taking motivation: guessing test items, not attempting test items, and completing test items quickly (cited in Finn, 2015, p. 2). Their former teacher describes his observations of the students' while partaking in achievement tests:

The competition is to see who can finish it first rather than who can do it the best. So they got through their tests quite quickly, but I had to remind quite a lot them to go back and check over their answers to make sure the things were correct. They seemed to be more interested in finishing quickly. That was the important thing to them. It was speed rather than accuracy. Their measure of success was how quickly they finished it. (J. Doe, personal communication, February 2020)

These comments seem to provide further evidence that the students' poor test results may be attributed to a lack of motivation which could affect interest levels and hinder their progress in learning English.

6.2 The study participants

When the twelve students enrolled at the school, they sat a placement test and were placed into a Young Learner 2 Class. They are aged between 8 to 11 years old, and they attend a 2-hour English class weekly. The students have been studying at the school for approximately one and a half years. The group is composed of 6 males and 6 females. Two of the original students, who were both females, decided not to return to study because of the Covid-19 pandemic; thus, data relating to these students have been excluded from the study. This left 10 students as a final sample, as is shown in Table 6.

Table 6 Information about participants

Student number:	Sex:	Age:
Student 1	Male	11
Student 2	Male	10
Student 3	Male	11
Student 4	Male	10
Student 5	Male	10
Student 6	Male	11
Student 7	Female	11
Student 8	Female	11
Student 9	Female	9
Student 10	Female	8

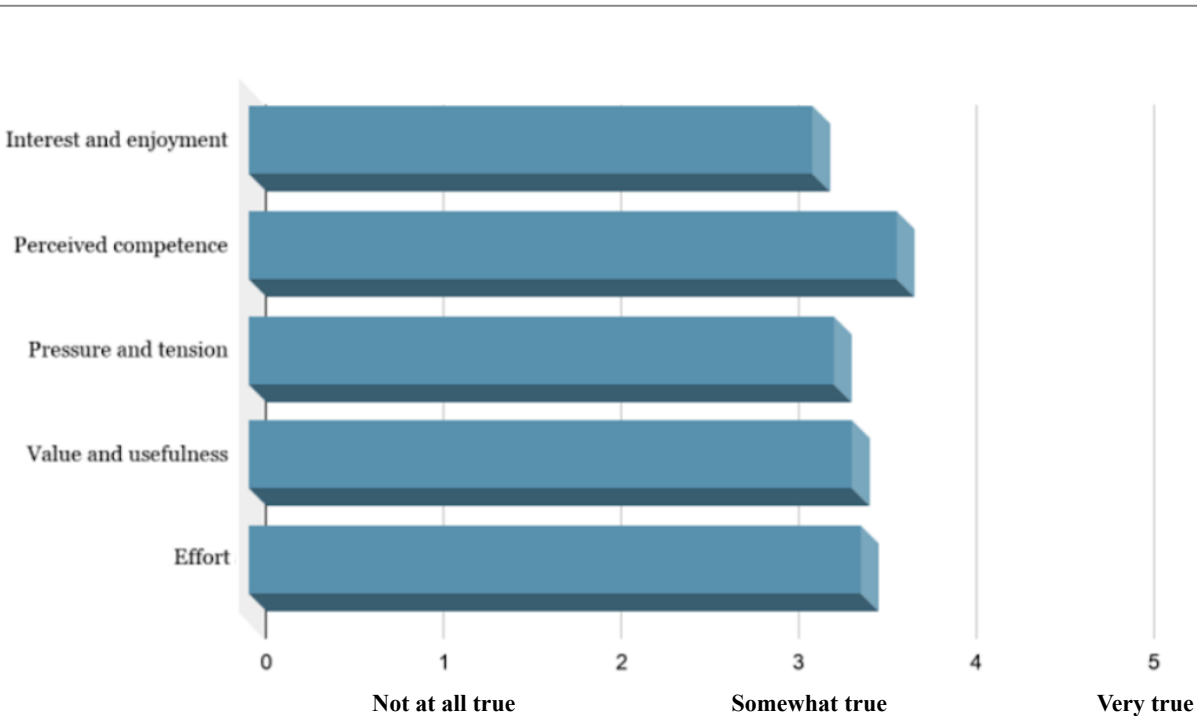
6.3 Summative testing and its impact on my learners' motivation

To clarify the situation in which I found myself in at the start of my investigation, I used the three data collection instruments described in Chapter 5 to determine the impact summative testing had on my students' motivation as well as ascertain the students', parents', and teachers' perspectives on the current testing procedure utilised at my school.

6.4 Motivational effects of summative testing

In the pre-intervention phase, I analysed the student questionnaire responses to answer my first research question: (1) *What impact does summative testing have on my students' motivation?* Figure 2 depicts the mean scores across all ten statements for each Intrinsic Motivation Inventory subscale used in the questionnaire. The students were asked to rate how true the statements were for them using a 5-point Likert scale.

Figure 2 Results of the students' mean scores across the five subscales



6.4.1 Interest and enjoyment

Since the subscale of interest and enjoyment is regarded to be the most essential element of intrinsic motivation (Centre for Self-Determination Theory, 2020), and it was one of the main variables under investigation in this research, it contained more items than the other subscales to ensure good reliability. From the data, it is apparent that at the start of this investigation the students' levels of test-taking motivation were quite low at 3.175.

6.4.2 Perceived competence

Perceived competence refers to how competent an individual feels when performing a certain activity. In this study, it relates to my students' perceptions of their competence in completing the end-of-module achievement tests. The mean score of 3.65 suggests that the students felt fairly competent when taking achievement tests.

6.4.3 Pressure and tension

The mean score for pressure and tension associated with taking the end-of-unit achievement tests was 3.3, which was rather high. Pressure and tension are considered to be a negative predictor of intrinsic motivation; consequently, an ideal score would be 1.

6.4.4 Value and usefulness

Students internalise and self-regulate with activities they consider to be useful or beneficial. As Figure 2 shows, the mean score for value and usefulness was 3.4 which suggests the students believed doing the end-of-unit tests had some value and could benefit them.

6.4.5 Effort

In my study, the subscale effort assesses the students' perception of how hard they tried and how much energy they applied when reviewing for and doing the end-of-unit achievement tests and when trying to learn a little English every day. From Figure 2, the mean score for effort was 3.45, indicating the students' levels of effort at the start of this investigation were relatively high.

6.5 Three perspectives on the current testing procedure

The combined responses from the parental questionnaire (see Appendix A20), the semi-structured interviews conducted with the teachers employed at my institution (see Appendices A21-A23), and statements 2, 3, 4, 5, 8, and 9 from the student questionnaire (see

Appendix A24) were analysed to answer my second research question: (2) *What are the students', parents', and teachers' perspectives on the current testing procedure?*

6.5.1 Viewpoint 1: Are paper-and-pencil tests sufficient?

Responding to statement 5, *testing is the only way to assess a learner's ability in English*, 50% of the parents disagreed. Similarly, the teachers' echoed this opinion. They said paper-and-pencil tests only provided a partial picture of their students' learning, as there was no speaking or listening component. 'We don't test their speaking or their listening in the written tests. So I'd say they're a necessary, but not sufficient way of seeing how they're doing' (Teacher 1). 'The teacher should test their listening and speaking as well' (Teacher 2).

6.5.2 Viewpoint 2: Are paper-and-pencil tests the best way to assess learning?

In response to statement 4, 70% of the parents agreed or strongly agreed that testing was the best way to know how their children were doing in their English class. In contrast, the teachers were unanimous that the current achievement testing procedure should be changed. Teacher 1 recommended language skill integration: 'One thing would be to involve some sort of speaking and listening tests.' Teacher 2 felt achievement tests should be stopped altogether: 'I think I won't give the test to the student because they make them feel negative.' Teacher 2 and Teacher 3 would like to see alternative approaches to testing. Teacher 2 recommended portfolios and Teacher 3 said: 'I'd probably like to see . . . students monitored and evaluated . . . on a consistent basis.' Likewise, the students' responses, where the lowest mean scores were in: *I understand the tests, I enjoyed doing the test, and I think the tests are interesting*, indicated they would favour alternatives to paper-and-pencil tests.

6.5.3 Viewpoint 3: Do paper-and-pencil tests cause anxiety?

The students' mean scores for feeling nervous when doing the tests was 3.4, highlighting that many of them suffer from the effects of test anxiety. The teachers agreed the end-of-unit tests caused their students to experience anxiety. Talking about this issue Teacher 2 said: 'I believe that almost [all] of them . . . feel nervous . . . because there are too many things for them to [feel] concern[ed] [about]; for example, the result of the test, or maybe . . . their parents' opinion when they see the test.' Other responses to this question included: 'They do feel worried about the result, and when you monitor them during the test, you see students a bit nervous. Sort of not sure what's in the test, or if they've studied what was in it' (Teacher 3).

6.6 What knowledge was gained from the pre-intervention?

With respect to the first research question, *What impact does summative testing have on my students' motivation?* The subscale of interest and enjoyment had the lowest mean score, whereas the subscale of pressure and tension was relatively high. As Ryan and Deci (2009) point out: "The basis of intrinsic motivation is interest" (p. 177). Thus, these results, which are consistent with other research, appear to indicate there may be a link between my institution's summative testing approach and the students' low levels of motivation.

The second pre-intervention question, *What are the students', parents', and teachers' perspectives on the current testing procedure?*, sought to determine the perspectives of the students, parents, and teachers towards the current testing procedure utilised at my workplace. The combination of results supported my initial assumption that the students had a rather negative attitude towards the current testing procedure employed at my school. The teachers recommended alternative assessment procedures, and even the parents, who thought testing was the best way to measure what their children had learnt, acknowledged that there were different ways to assess their child's proficiency in English. From this data, we can infer that the achievement testing policy at my workplace is not the most appropriate for this age group.

7. Research findings

7.1 Introduction

The primary goal of this research project was to examine the impact of summative take-home tests on my students' motivation. In the intervention phase, I analysed the quantitative and qualitative data I collected to answer my third and fourth research questions, which were: (3) *How can I improve my students' motivation to complete the take-home written tests?* and (4) *Does the frequent use of motivational strategies combined with extrinsic motivators increase homework completion?*

7.2 How can I improve my students' motivation to complete take-home written tests?

The first step I took to improve my students' motivation was to implement the plan-do-review cycle around the take-home tests (Ellis & Ibrahim, 2016). First, the students had to become accustomed to the stages in the plan-do-review cycle and learn how each tool and procedures contributed to the success of each step. Even though this was challenging at the beginning of the intervention due to the amount of paperwork, once the students became familiar with the

routine of reviewing the lessons, monitoring their progress, and setting goals for the future, I noticed how much they enjoyed reflecting on their own and their peers' work and planning the next steps in their learning. With each iteration of the cycle, the students' performances improved, and they became more autonomous and motivated. The following section provides evidence of this trend.

7.2.1 Trend 1: Motivation to write

When I first introduced the learning logs, the students appeared unmotivated and disinterested. For example, some of the male students were reluctant to write their learning logs, and they were completed with little time and effort. The following observations from my field notes reflect this:

- *[23 January, 2020] I noticed that the learning logs were not well received, especially by the boys. They were huffing and puffing, and they required a lot of assistance as well as words of encouragement.*
- *[6 February, 2020] The learning logs proved to be quite a chore for some of the students today, and they moaned constantly.*
- *[20 February, 2020] Two of the boys completed their logs in about a minute.*

Because I wanted to encourage my students' motivation to write, I did not encourage drawings. I incorporated many of the motivational strategies from the teacher evaluation checklist, such as having the students look at each other's learning logs and providing feedback, and this really helped my students. With encouragement from the teacher, most of the students' entries became much more comprehensive and showed greater reflection on what they had learnt. Towards the end of the investigation, the students became more motivated to write their entries, asked if they could respond to all of the prompts in the learning log, and even stayed behind after class to complete them.

- *[3 September, 2020] Before the students went home, I allowed them to view each other's learning logs. I got some students to explain why they had chosen to complete certain items.*
- *[24 September, 2020] In order to motivate students when completing the learning logs, I encouraged them to share and talk about their entries.*
- *[22 October, 2020] Today I was pleased with two of the boys who completed their learning log entries with a little more time and thought. I commended them for their effort and displayed their logs in the classroom.*

- [26 November, 2020] Some of the class stayed behind to complete their learning logs. They called their parents and asked them to collect them late. They asked me if they could complete all the responses. (Field notes)

Four of my male students' learning log entries are illustrated below. At the beginning of the investigation, the students' written responses reflect a reluctance to record their thoughts about what they had learnt. As can be seen in Table 7, the students became increasingly confident and motivated in completing their logs. These results confirm the ideas of Graham (2019) who suggested that an increase in knowledge about how to write strengthens a student's motivation to write (p. 286). At the end of the study, the majority of my students answered all of the learning log prompts even though they were not asked to do so. More examples of the student learning log entries can be found in Appendix A25.

Table 7

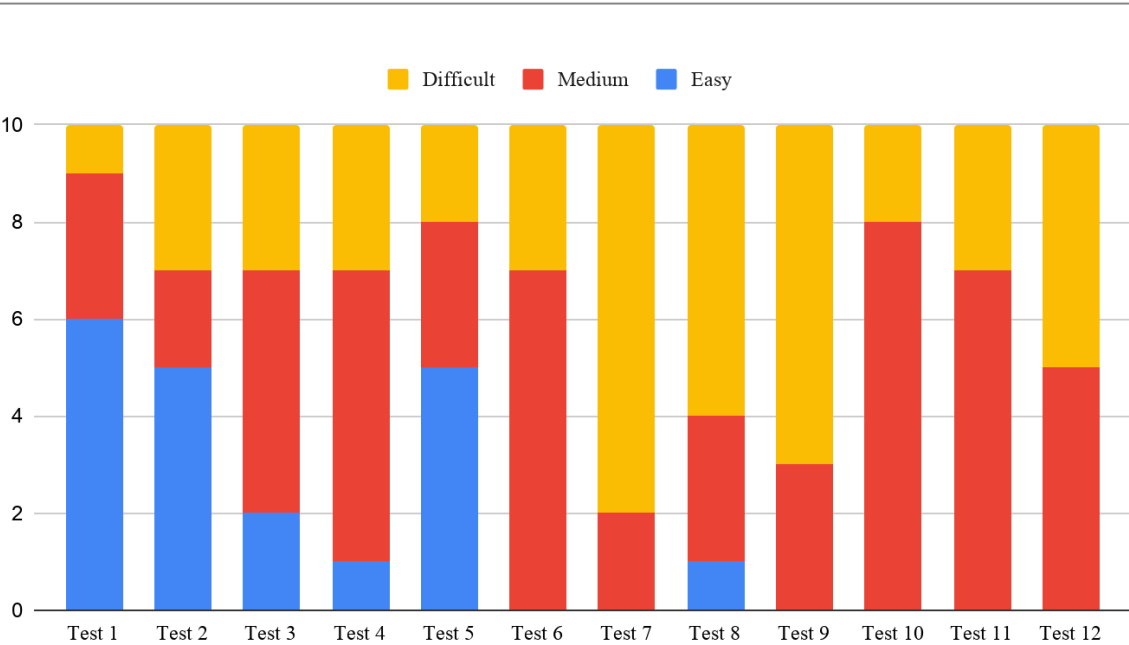
	Learning log prompt:	Start	Middle	End
Student 4	The most important thing I learned today was ...	vocabulary.	new vocabulary.	new vocabulary and how to talk at story, spelling.
Student 3	The most surprising thing I learned today was ...	new classroom.	speak and write.	story line in Jack and beanstalk.
Student 2	The most confusing thing today was ... because ...	verb phrase because I can't thing a word.	fairy tale vocab because it hard and I cannot remember.	speaking about Hansel and Gretel story because I cannot remember because it long and new vocabulary.
Student 1	I might have got more from the lesson if I ...	study.	study good.	study good listen to the teacher.

In addition to the observed increase in student motivation to write their learning logs, I observed a similar trend in the take-home tests. The take-home tests were divided into three

difficulty levels, and the medium and difficult tests required more of the students than the easy test. For example, if the students chose the easy take-home test 9, they had to write 4 sentences, while if they chose the difficult take-home test 9, they had to write six sentences. The excerpt from my journal is further evidence of my students’ motivation to write.

- [29 October, 2020] I challenged all of the students to take a difficult take-home test and most of them readily accepted.
- [12 November, 2020] The learners discussed take-home test 9 in small groups, and then they selected the level of difficulty. They seemed really excited about today’s test and some students asked me if they could write more than 6 sentences.

Figure 3 Difficulty levels



From the above graph, it is evident that six of the ten students opted for an easy first take-home test. Thereafter, however, I encouraged my students to choose a more difficult task. I praised them when they chose a more challenging test, and, as Figure 3 shows, after test 5, only one student chose an easy take-home test. Consistent with the literature, the more intrinsically motivated my students became, the more inclined they were to choose a challenging take-home test.

7.2.2 Trend 2: Promoting autonomy

As mentioned in the literature review, there is a positive correlation between student motivation and the opportunities they have to be independent and make their own choices academically. Therefore, to promote learner autonomy, I encouraged my students to carefully review their take-home tests before receiving immediate feedback from their peers and the teacher. Research has shown how immediate feedback reduces students' stress levels (DiBattista and Gosse, 2006, p. 311) and promotes intrinsic and extrinsic motivation (Irons, 2008, p. 2).

In the feedback sessions, a pattern started to emerge of common student errors; thus, I used a coloured correction code as a scaffold (see Appendix A26). Lee's (1997) investigation in ESL learners' corrective performance in writing found that students were better able to correct surface errors, such as spelling, punctuation, and word choice when teachers assisted in locating them (p. 473). Ferris (2002) recommends that correction code practice is most beneficial when focussing on a maximum of three errors (cited in Lee, 2004, p. 301). Once the students became familiar with the coloured correction code, it proved to be a useful tool. Observations I recorded in my field notes show how the students became noticeably more engaged, confident, and independent when evaluating their work.

- *[20 February, 2020] I introduced a colour-coding correction system. I modelled this on the board and played a game. Then I allowed the students to try and identify mistakes in their own and their friends' work. The students really enjoyed this, and the boys, especially, spent a lot longer than usual checking theirs and their friends' work.*
- *[19 November, 2020] The students edited their work by using the colour codes. Then they read each other's paragraphs and commented on the strengths and weaknesses in a peer feedback session. Surprisingly, I was not asked many questions today.*

In the final part of the feedback session, the teacher provided written feedback which focussed on corrective advice and the positive aspects of the students' work, since minimising negative feedback has been found to increase student confidence (Weaver, 2006). Then the students were encouraged to read the teacher's comments, reflect on their performance, and write their own comments. At first, the students' comments were rather vague. However, as shown in Appendix A27, the students' got used to being more reflective on their own work. For example, commenting on Take-home Test 2, Student 2 wrote, *"I have to remember to capitalise."* However, in Take-home Test 11, Student 2 wrote, *"I like this but I thing [sic] to learn more. I have to remember to use capital in speech marks. Like this. My mum said, "This is easy." John*

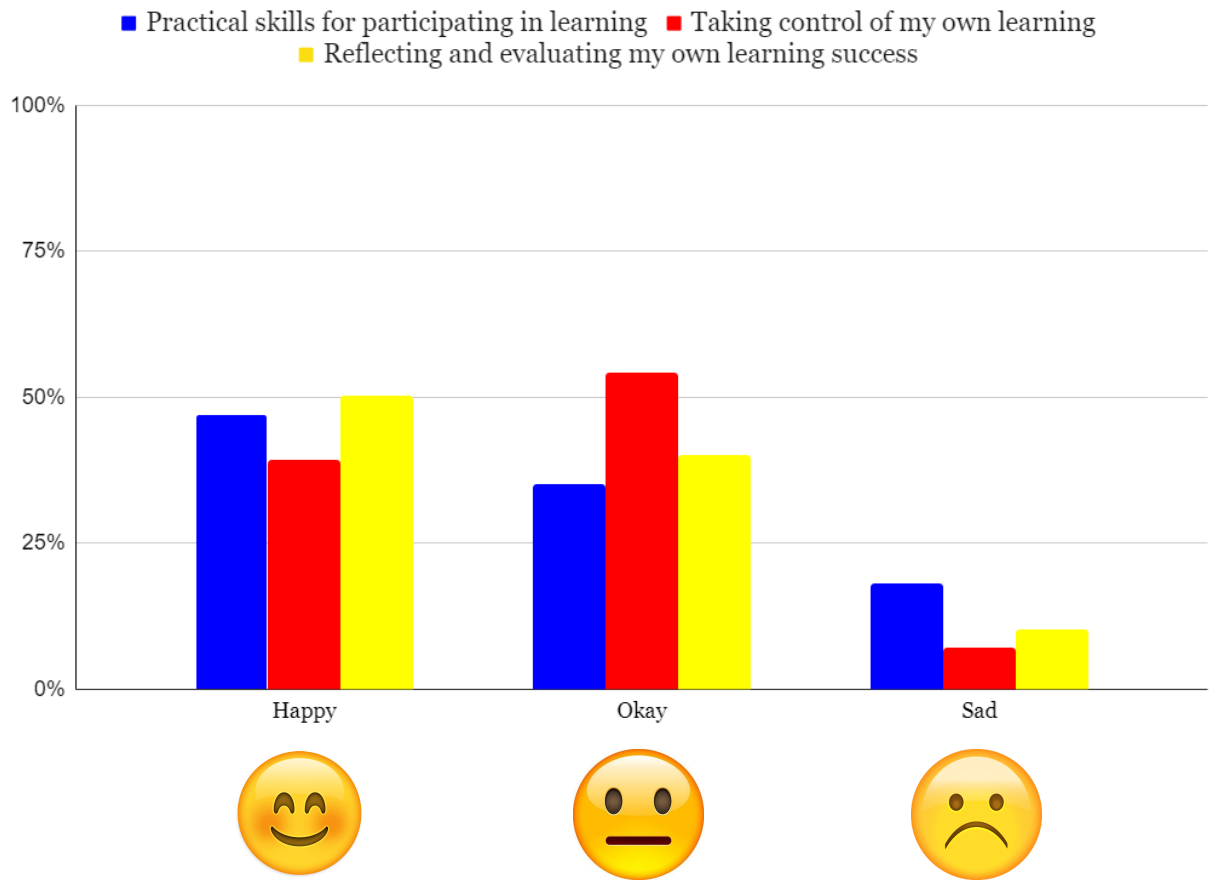
said, “Good.” Commenting on Take-home Test 4, Student 8 wrote, “I need to learn more.” On Take-home Test 9, Student 8 wrote, “*I need to remember how to spell curry and airplane. I need to write go skiing.*” This continuous feedback loop supported my students to gradually take more responsibility for their own learning.

In addition to carefully reflecting on their performance on the take-home tests, the students also had to set future goals by referring to the ‘Can do statements’ on the Learning Wall, their previous take-home tests, comment forms, learning logs, and the feedback they received from their peers and the teacher. As the students set their goals, I assisted them in developing measurable and attainable learning goals when necessary. In the first goal setting session, the students struggled to understand what they had to do, so I had to ask the Thai principal to support them in Thai; nonetheless, the students’ performances improved with each iteration of the plan-do-review cycle.

- [13 February, 2020] *The students lacked confidence to set their own goals and needed a lot of assistance.*
- [1 October, 2020] *I noticed today that they were able to reflect and set goals a lot more confidently.*
- [7 January, 2021] *The students were able to reflect on their work and set themselves goals moving forward with very little help* (Field notes).

Finally, the students had to evaluate their performance using the Cambridge Life Competencies Framework after take-home tests 6 and 12 (see Appendix A28) and also analyse and evaluate their own learning goals every four lessons. I listed the students’ goals (see Appendix A29) and coded them into three types: Goals related to (1) *practical skills for participating in learning*, (2) *taking control of my own learning*, and (3) *reflecting on and evaluating my own learning success*. Most of the goals students set were in taking control of their own learning, followed by goals set in practical skills for participating in learning, and finally reflecting on and evaluating their own learning success. Figure 4 shows the three types of goals and the students’ perceptions of how well they achieved them.

Figure 4 Student goals



From the above data, it can be seen that 50% of the goals set were accomplished in reflecting and evaluating my own learning success. Likewise, approximately 45% of the goals set in the area of practical skills for learning were successfully achieved. Even though the percentage of successful goals in taking control of my own learning was the lowest at just under 40%, there was only a small percentage of goals in this area that were not met. In brief, these results show that the majority of students were either happy or somewhat happy when assessing their performance against the goals they had set themselves.

7.2.3 Trend 3: Positive attitudes

Figure 5 shows the results from the Fun Semantic Differential Scale, which was part of the take-home test questionnaire and completed every two weeks. A closer look at the data reveals that the majority of students felt *happy* after completing the take-home tests. Interestingly, only twice during the entire investigation were there an equal number of students who were *happy* or did *not know*, and only once did a student report feeling *sad*. All in all, the students' attitudes towards the take-home tests were extremely positive.

Figure 5 Fun Semantic Differential Scale

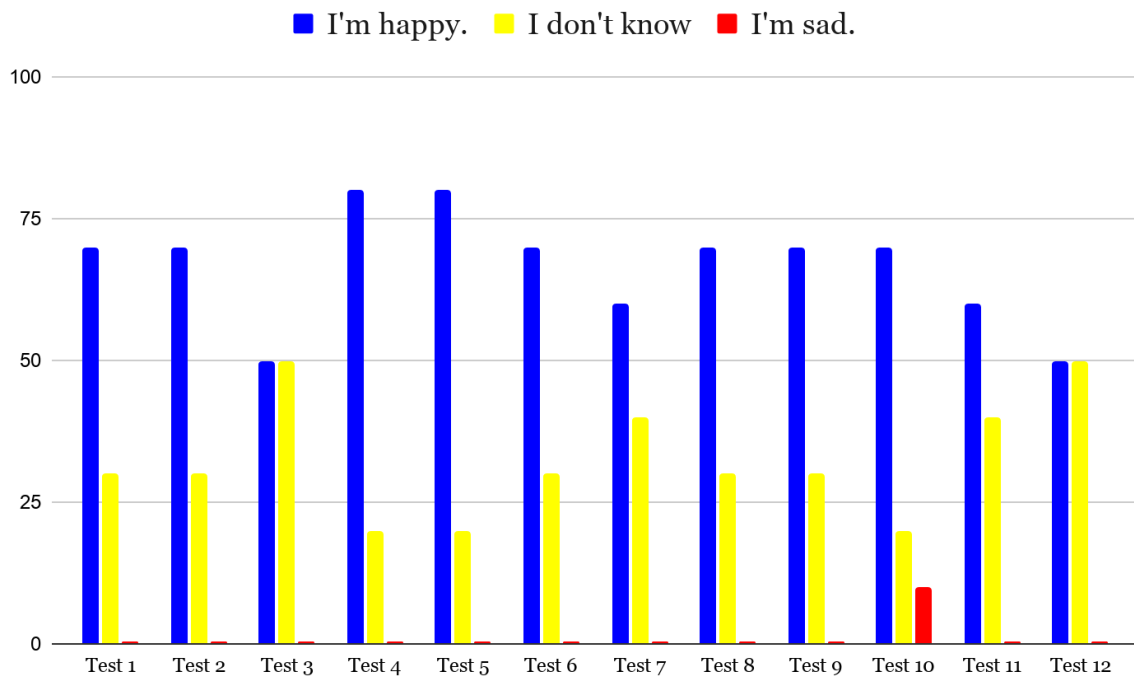
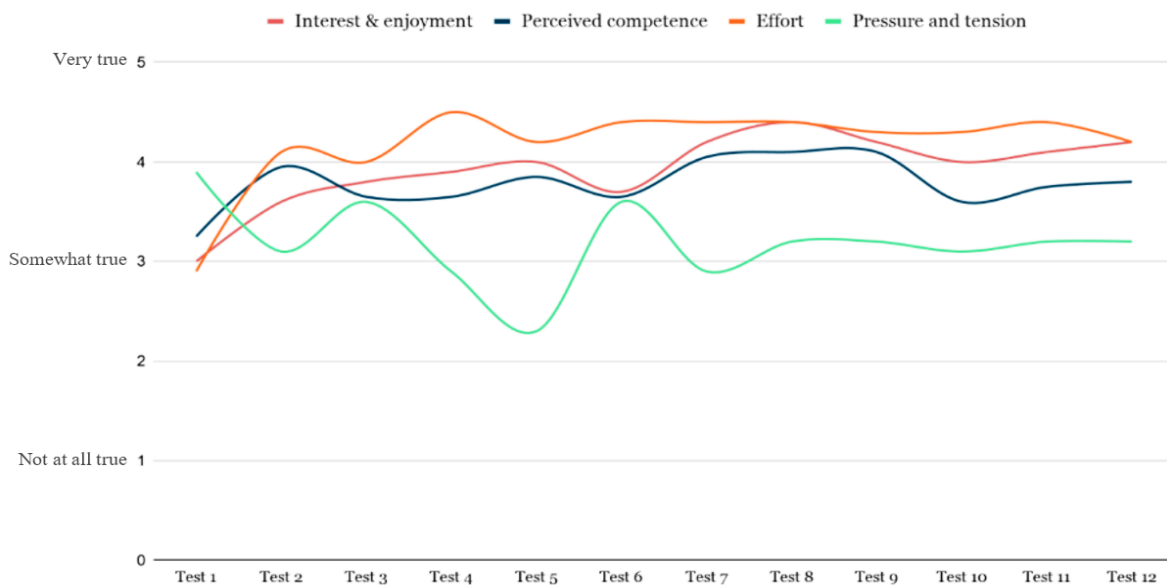


Figure 6 provides the breakdown of results from the take-home test questionnaire. It can be seen from the line chart that interest and enjoyment, perceived competence, and effort increased, while pressure and tension decreased over the research period. Students' effort levels were also consistently high.

Effort was relatively low at 2.9 in Test 1 (with the maximum being 5); yet, there was a significant increase to 4.5 in Test 4. Thereafter, student effort remained relatively stable at approximately 4.3. Similarly, interest and enjoyment climbed considerably and levelled off at 4 or above in the last six take-home tests. Although perceived competence rose over the course of the investigation from 3.25 to 4.1 in Tests 8 and 9, there were fluctuations.

Understandably, pressure and tension were high at 3.9 in Test 1 (with no pressure and tension scoring 1). While pressure and tension fell to as low as 2.3 in Test 5, there were noticeable oscillations in the first 6 take-home tests. After that, however, it stabilised at just above 3.

Figure 6 Results for the take-home test questionnaire



To sum up, the observed decrease in pressure and tension and the increase in effort, interest and enjoyment, and perceived competence demonstrated that the plan-do-review cycle created around the take-home test, which aimed to motivate my students to write and increase their autonomy, resulted in a significant increase in the students' intrinsic motivation to learn and complete their take-home tests.

7.3 Does the frequent use of motivational strategies combined with extrinsic motivators increase homework completion?

In an attempt to improve homework completion rates, I adopted the motivational strategies from Cheng and Dörnyei's (2007) Taiwanese study and used extrinsic motivators in the form of a star chart to encourage my students to complete their take-home tests. The following section presents the results.

7.3.1 Homework completion

In the planning stage, I referred to the teacher self-evaluation checklist to ensure that I incorporated as many of the motivational strategies as possible into my lessons. In addition to evaluating my own performance, I had a fellow teacher observe me on two separate occasions and complete the checklist and write short feedback comments (see Appendix A30). One of my main goals was to encourage student collaboration. Previous studies that evaluated collaborative learning and work completion rates reported an increase in the percentage of

students who turned in their work on time (Daugherty, 2014; Bonawitz, 2012). Therefore, before the students took the tests home, I let them discuss the take-home tests in small groups and encouraged the more knowledgeable students to teach their peers. I observed and recorded in my field notes how the students' performance in this area improved over time, and how they began to support their peers by sharing ideas, asking questions, and listening to each other. This also helped to strengthen relationships and promote student motivation and autonomy.

- *[13 February, 2020] Some students did not listen to their friends, and this led to a rise in frustration levels. I had to step in and assist some students to reduce stress levels.*
- *[29 October, 2020] Towards the end of the lesson, they discussed the take-home tests in groups, and I was really pleased to see some students explain the tasks so well to their peers.*

Furthermore, the comments from the observer show how the performance of the students' improved, *"Your students have become so much more supportive of one another and independent compared to my first observation of the class"* (Peer observation checklist, 22 October 2020).

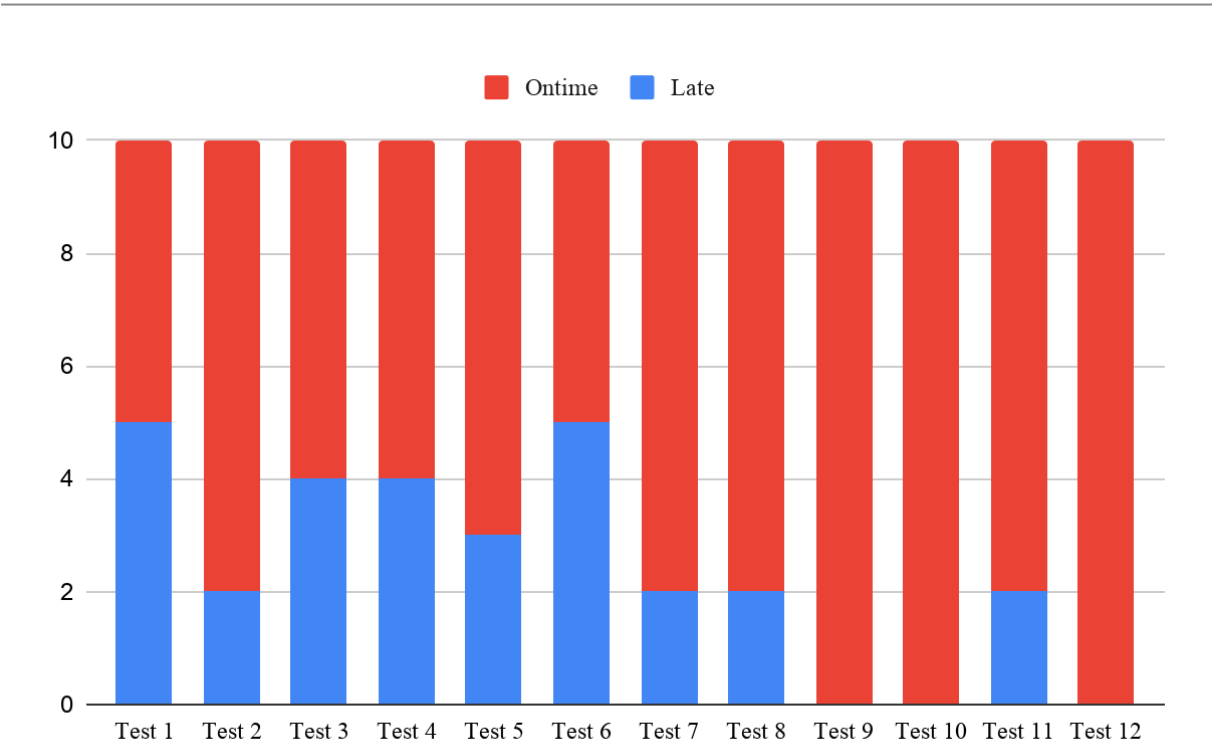
The students were expected to turn in their take-home test on time. If the students did not complete it or forgot to bring it to the class, they were not allowed to write their names on the star chart for that particular test at a later date. When the students had collected five stars in one of the areas, there was a short certificate awarding ceremony, where the students were congratulated and applauded. Also, the ceremony was photographed, and the parents were sent photographs of their child. After the first students received certificates, the students' interest in the star-chart increased.

- *[8 October, 2021] There was another certificate ceremony at the end of class. I reminded some of the students how close they were to earning a reward. Some of them even asked for a take-home test and seemed disappointed they had to wait until next week*
- *[22 October, 2020] Several students kept asking, "Is it time for the stars?"* (Field notes).

The most significant finding to emerge was that the use of extrinsic motivational strategies and rewards led to an increase in the students' motivation to complete their homework on time and bring it to the appropriate class, as all the students achieved at least five stars in this category (see Appendix A31).

Figure 7 shows the homework completion of the ten students involved in this investigation. It is noticeable that the homework completion rate was relatively poor in the first half of the research period when no certificates were given. Nonetheless, there was a marked increase in homework completion after take-home Test 5, when the students received certificates for the first time.

Figure 7 Homework completion



7.3.2 The final take-home test

The students’ mean test percentage over the last three achievement tests, as well as their test score in the final take-home test, are presented in Table 8.

Table 8

Student number	Achievement Tests 1,2,3 (mean)	Final Test Percentage
Student 1	17.33%	40%
Student 2	25.66%	84%
Student 3	49%	54%
Student 4	32.33%	65%
Student 5	39.66%	79%
Student 6	28.66%	43%
Student 7	52%	65%
Student 8	27.33%	56%
Student 9	35%	59%
Student 10	36.33%	59%

There was a notable difference between the two groups of percentages. The final test scores of all the students improved significantly. The improvement was most striking for Student 2, whose score rose by almost 60%. The correlation between Student 2's score and his performance in the three key areas of learning to learn was interesting, as Student 2 also showed the greatest progress in goals achieved in 'Practical skills for participating in learning'. In addition, Student 2 was the only student who managed to achieve a certificate in all five areas of the star chart, thereby demonstrating a high level of extrinsic motivation.

Further analysis showed that there was a positive correlation between extrinsic rewards and test performance. For instance, students 4, 5, 8, and 10, who received four certificates, scored significantly higher on the final test. In contrast, the students who earned three or fewer certificates generally achieved smaller increases in their final test scores.

7.4 Summary of chapter 7

In this chapter, I wanted to find out the impact of take-home tests as an assessment for learning strategy on student motivation and whether a balance of motivational strategies and extrinsic motivators had a positive effect on homework completion.

The results showed that there was a significant increase in students' intrinsic and extrinsic motivation as well as a significant decrease in pressure and tension. Although the students initially faced a variety of challenges as they attempted to navigate through the plan-do-review cycle and this may have intermittently affected the results, there are some immediately reliable conclusions, such as the following: (1) the use of motivational strategies in an autonomy-supportive environment resulted in an increase in students' motivation to write, (2) effort remained consistently high throughout the research period, (3) homework completion rates improved dramatically, and (4) students scored significantly higher on the final take-home test. These results indicate that the plan-do-review cycle was extremely successful in supporting and strengthening students' motivation to write.

8. Discussion and conclusion

8.1 Introduction

In this final chapter, I will present the principal findings of this investigation relevant to the four research questions which were examined in this investigation (see Chapter 4).

8.2 Research question 1

What impact does summative testing have on my students' motivation?

The results obtained indicated that the summative testing procedure at my school did indeed have an impact on the students' motivation. For instance, the Intrinsic Motivation Inventory showed that the interest and enjoyment subscale was the lowest. Therefore, it can be assumed that the students found the summative testing procedure used at my school uninteresting and boring. My findings seem to be well supported by Deci and Ryan (2008) who point out that the key component of intrinsic motivation is interest. In addition, the pressure and tension subscale, which is a negative predictor of intrinsic motivation, was quite high. These results, combined with the students' below-average scores in their three previous summative tests, are consistent

with those of Harlen and Deakin Crick (2002) who suggest that low achievement can lead to student frustration and a lack of motivation.

8.3 Research question 2

What are the students', parents', and teachers' perspectives on the current testing procedure?

My initial impressions after analysing the quantitative and qualitative data did not surprise me. First, the teachers would like to see a change in the current achievement testing policy. They recommended alternative assessment methods, such as portfolios and continuous assessment or integrating language skills into the current achievement test. The teachers also felt that the end-of-unit achievement tests caused their students to feel nervous.

The results of the student questionnaire confirmed the teachers' observations of student test anxiety. The mean score for this component was 3.4, indicating moderate anxiety. It is reasonable to assume that students' test anxiety may influence their motivation to learn. Hill and Wigfield (1984) claimed: 'Test anxiety is one of the most important aspects of negative motivation' (p. 106). Furthermore, the study of Rastegar, Akbarzadeh, and Heidari (2012) showed that there is a significant correlation between demotivation and test anxiety.

However, the results from the parental questionnaire showed a different view. Most parents considered testing the best way to assess their children. This result can be explained by the fact that summative assessment is still the most visible in primary and secondary schools in Thailand (Todd, 2019).

8.4 Research question 3

How can I improve my students' motivation to complete the take-home written tests?

As mentioned earlier, the plan-do-review cycle, while looking simplistic in a diagram, is a complicated procedure. I had to prepare a large amount of paperwork and consider the timing of each step in the process. From the student's perspective, it took a few cycles for them to become familiar with the process and for it to become an effective part of their routine. Also, there is a large amount of writing involved, and, as mentioned in the literature review, students are often unmotivated to write. Thus, the role of the teacher as a motivator in the plan-do-review cycle is crucial. In the beginning, I had to use motivational strategies to inspire

and increase my students' motivation to write. As reflected in their learning log entries and take-home test choices, my students' writing motivation increased as the study progressed. This is consistent with the findings of Guilloteaux and Dörnyei's (2008) research, which found highly positive correlations between the teachers' motivational practices and the learners' motivated behaviours (p. 69).

Furthermore, the take-home tests became part of a process geared to supporting reviewing and self-assessment. With the integration of regular reviewing, I saw a significant improvement in my students' ability to self-reflect and set goals. Ellis and Ibrahim (2016) assert that reviewing is important in improving performance and maximising and enhancing learning time. Reviewing allows students to learn from their successes and failures, and it allows them to become more self-aware and self-confident (p. 4). Buzan (1984) writes: 'The advantages for the person who does review are enormous. The more he maintains his current body of knowledge, the more he will be able to absorb and handle' (p. 60).

The results of the take-home test questionnaire confirmed the positive impact of the take-home test procedure on my students. Their motivation levels increased and this led to better performance. This was also reflected in the final take-home test where all students scored higher. Overall, these results confirm the relationship between motivation and improved student learning Dörnyei (1998) and Gardner (2007).

8.5 Research question 4

Does the frequent use of motivational strategies combined with extrinsic motivators increase homework completion?

In this study, it was found that motivational strategies in combination with extrinsic motivators significantly improved my students' homework completion rate. The use of motivational strategies, particularly recognising students' effort and celebrating their success is consistent with several Asian motivational studies that have documented the importance Asian students place on effort and their belief that diligence leads to better performance (Cheng & Dörnyei, 2007, p. 171). The success of extrinsic motivators in my investigation contrasts with many previous studies that have shown that rewards can weaken people's motivation. Kohn (1994) concluded: 'Rewards cause people to lose interest in whatever they were rewarded for doing.' However, in my study, rewarding students for handing in homework on time proved to be

successful, as all students received a certificate in this area. Furthermore, this study found that there was a relationship between extrinsic motivation and academic achievement. For example, the students who earned more certificates also achieved higher test scores in the final take-home test.

8.6 Conclusions and implications

My research has been a challenging but rewarding experience for both the teacher and the students. It has enabled me to explore the implications of using take-home tests as a formative assessment technique, whilst considering its potential practical application in my specific workplace. I have also gained valuable insight into the usefulness of motivational strategies and extrinsic motivators and how they are extremely effective tools in helping to drive student's enthusiasm, commitment, and perseverance in activities, such as written assignments, where students often exhibit negative behaviour and suffer from a lack of motivation.

The results of this study support the claims of research on the effectiveness of formative assessment and how it has the potential to significantly improve student learning. For my students, the plan-do-review process created around the take-home test empowered them to take control of their own learning. The students learned to engage in the process of peer teaching, which greatly improved their social skills and independent thinking, and increased their learning efficiency. They were responsible for identifying their own strengths and weaknesses in their written work and setting goals for the future. Finally, the students monitored their own progress using can do statements. This practice led to an increase in the students' autonomy and self-confidence, but most importantly it had a positive impact on their motivation to write and to understand that writing is a useful and rewarding activity.

However, the process created around the take-home tests is quite demanding, as it involves a lot of extra work. As discussed in Section 8.4, the teacher has to prepare a large number of worksheets. Although this cyclical process has obvious benefits, such as allowing students to take a more active role in their own learning, it requires them to complete, for example, learning logs, comment forms, and goal setting forms. This was quite time consuming and meant that students had to stay behind after class to complete the relevant forms. Whether students would be able to complete the required forms in less time or whether they would eventually become less motivated and bored with the same routine remains to be seen. Therefore, further research should be conducted to determine the students' motivation levels

towards take-home tests over a longer period of time before my school decides to implement them as an approach to overcoming summative approaches to testing.

8.7 Limitations of the study and recommendations for further research

This study has some limitations. The first weakness of this study which could have affected the measurements of the Intrinsic Motivation Inventory is that the study had to be stopped after six weeks due to the Covid-19 pandemic. The students returned to school six months later. This interruption meant that the students had to be re-motivated to write and re-accustomed to the plan-do-review process built around the take-home tests. The second weakness of my study was the small number of students who were able to participate in my research. Therefore, future research should be conducted with larger sample sizes to examine the effects of take-home tests as a formative assessment strategy on young students' writing motivation to write over a longer, uninterrupted period of time.

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10. Appendices

Appendix A1: Participant information sheet, consent form, and assent form for children



Participant Information Sheet

Date: 21st November 2019

Researcher: Mr Garry Bryn Hobbs

Study title: An investigation into the impact of using take-home tests as an assessment for learning strategy on young learners' English language learning motivation in a private Thai language school.

- **You are being asked for permission to be included in this report. Therefore, please read the following information carefully before deciding whether or not to participate.**
- **If you have any questions or would like any additional information, please do not hesitate to ask.**

What is the purpose of the study?

The study aims to investigate the effect that take-home tests have on learners' motivation.

How many people are participating in the study?

About 30 people will participate in this study at English For All School.

What am I being asked to do?

You will be asked to complete a questionnaire and/or be interviewed about the current testing system at English For All School. Any recordings will be identified only by a code, and will not be used or made available for any purposes other than the research project. These recordings will be destroyed at the end of the study.

What are the benefits of participating in the study?

There are no direct benefits to taking part in this study.

What are the risks of participating in this study?

There are no anticipated risks for taking part in this study.

Will my participation in this study be kept confidential?

All information will be treated in strict confidence, and you will not be named in any written work arising from the study.

Do I have to participate in the study?

The decision of whether or not to take part is entirely up to you and will not affect your relations with English For All School or the researcher.

Contacts and questions:

If you have any questions, please ask now. In the event that you have any questions later, you can contact Mr Garry Bryn Hobbs at (englishforallschoolbangna@yahoo.co.uk).



Consent Form

Study title: An investigation into the impact of using take-home tests as an assessment for learning strategy on young learners' English language learning motivation in a private Thai language school.

- **Please read the following statements carefully and circle 'Yes' or 'No'.**

- | | |
|---|---------------|
| 1) I confirm that I have read and understood the Participant Information Sheet dated 21st November 2019 for this research project. | YES NO |
| 2) I have had the opportunity to ask questions about the project, and they have been answered adequately. | YES NO |
| 3) I understand that my participation is voluntary and that I am free to withdraw from this project at any time, without giving a reason. | YES NO |
| 4) I understand that all the personal information will remain confidential and will not be released to any third parties. | YES NO |
| 5) I agree to take part in this study. | YES NO |

Your name (please print)

.....

Your signature

.....

Date

.....

Researcher's name (please print)

.....

Researcher's signature

.....

Date

.....

**Thank you for your time.
Copies of the consent form should be retained by the Researcher and the Participant.**

Assent Form for Children

Date: 21st November 2019

Researcher: Mr Garry Bryn Hobbs

Study title: An investigation into the impact of using take-home tests as an assessment for learning strategy on young learners' English language learning motivation in a private Thai language school.

What is research?

Research is the careful study of something so that you can find out more about it. This research is being done to see the effect take-home tests have on learners.

What am I being asked to do?

You are being asked if you want to join in this research because I want to find out how students would feel about doing take-home tests.

Please read this information carefully, or ask someone to read it aloud. You will be given a copy to keep. If you have any questions, you should ask your family and teachers.

Do I have to take part?

No! The choice is yours. Nobody will mind if you don't want to take part. If you decide to take part in the research, you can stop at any time – just tell your mother, father, or your teacher.

Will anything about the research upset me?

This research should be a fun experience. If you feel unhappy when taking part, you can stop at any time, and I will not ask you to continue.

What will happen to me if I take part?

My name is Teacher Garry and I will tell you about the research. I would like to ask you some questions about the tests you do at the end of every 2 units of your course book. Then I would like you to try a different way of testing and find out how you feel about it. You can ask me lots of questions, and then write your name at the end if you would like to join.



PART OF THE INTO GROUP

Study title: An investigation into the impact of using take-home tests as an assessment for learning strategy on young learners' English language learning motivation in a private Thai language school.

• **Please read the following statements carefully and circle 'Yes' or 'No'.**

- | | | |
|---|-----|----|
| • Have you read (or had read to you) about this research? | YES | NO |
| • Has somebody else explained this research to you? | YES | NO |
| • Do you understand what the research is about? | YES | NO |
| • Have you asked any questions you want to? | YES | NO |
| • Have you had time to think about taking part? | YES | NO |
| • Are you happy to take part? | YES | NO |

If you don't want to take part, please tell Teacher Garry Bryn Hobbs.

If you would like to take part, please fill in the information below:

Your name (please print)

.....

Your signature

.....

Date

.....

Researcher's name (please print)

.....

Researcher's signature

.....

Date


.....

Parental consent

--

**Thank you for your time.
Copies of the consent form should be retained by the Researcher and the Participant.**

Appendix A2: Picture stories

<p>Sally quite likes taking tests.</p> 	<p>She sometimes feels nervous before taking tests.</p> 
<p>She sometimes does her homework.</p> 	<p>She sometimes reviews the lesson at home.</p> 
<p>She sometimes reads before the tests.</p> 	<p>She gets an okay score.</p> 

Peter loves taking tests.



He never feels nervous before taking tests.



He always does his homework.



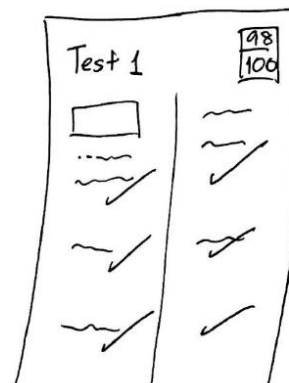
He always reviews the lesson at home.



He always reads before the tests.



He gets a good score.



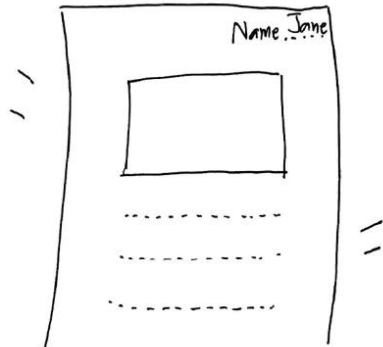
Jane doesn't like taking tests.



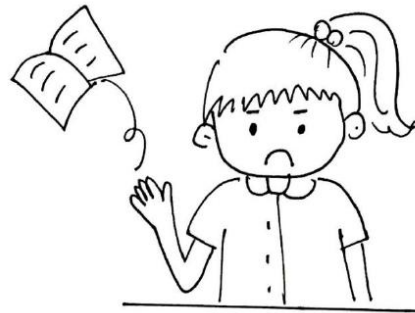
She feels nervous before taking tests.



She rarely does her homework.



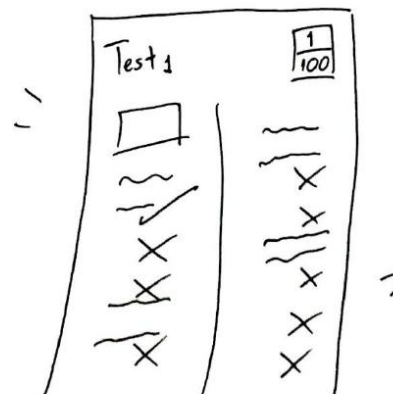
She rarely reviews the lesson at home.



She rarely reads before the tests.



She gets a low score.



Appendix A3: Student questionnaire

STUDENT QUESTIONNAIRE

Date: _____



My name is _____.

Please read each sentence slowly and carefully and tick the face that is true for you.

Very true		Somewhat true		Not at all true

Ex.					
I like watching cartoons. (ฉันชอบดูการ์ตูน)	✓				

No					
1. I wish I could speak English perfectly. (ฉันหวังว่าฉันจะพูดภาษาอังกฤษได้เป็นอย่างดี)					
2. I try to do well in the tests. (ฉันพยายามทำข้อสอบอย่างสุดความสามารถ)					
3. I enjoy doing the tests. (ฉันชอบทำข้อสอบ)					
4. I feel nervous when doing the tests. (ฉันรู้สึกกังวลเวลาทำข้อสอบ)					
5. I think the tests are interesting. (ฉันคิดว่าข้อสอบน่าสนใจ)					
6. I like learning English. (ฉันชอบเรียนภาษาอังกฤษ)					
7. I try to learn a little English every day. (ฉันพยายามที่จะเรียนภาษาอังกฤษทีละนิดในแต่ละวัน)					
8. I like to know my score after the test. (ฉันอยากจะได้คะแนนของฉันหลังจากสอบ)					
9. I think doing homework helps me with the tests. (ฉันคิดว่าการทำงานบ้านช่วยฉันให้ทำข้อสอบได้)					
10. I understand the tests. (ฉันเข้าใจข้อสอบ)					

Appendix A4: Parental questionnaire

Parental Questionnaire

Dear Parents,

I would like to thank you once again for agreeing to participate in my research project in class testing practice in English For All School. I would like to know your attitude towards English, your attitude towards test-taking, how you support your children to take the tests at our school, and your current level of English.

คุณครูขอขอบคุณอีกครั้งที่ให้ความร่วมมือในงานวิจัยในห้องเรียนของโรงเรียน English For All คุณครูต้องการทราบทัศนคติของผู้ปกครองที่มีต่อภาษาอังกฤษและการสอบ การสนับสนุนบุตรในการทำข้อสอบ และระดับภาษาอังกฤษของผู้ปกครอง

The answers that you give will be treated as strictly confidential and the questionnaire will not contain information that will personally identify you. The data of this questionnaire will be processed, analysed statistically, and then used for scholarly purposes only.

แบบสอบถามจะไม่ระบุข้อมูลส่วนตัวของผู้ทำแบบสอบถาม และจะถูกเก็บไว้เป็นข้อมูลส่วนบุคคล เพื่อนำไปวิเคราะห์และใช้ในเหตุผลเชิงวิชาการเท่านั้น

For each of the following statements, tick the answer that is true for you. (โปรดเลือกคำตอบที่ถูกต้องที่สุดสำหรับคุณ)

No (ข้อ)	My attitude towards English (ทัศนคติของฉันที่มีต่อภาษาอังกฤษ)	Strongly Agree (เห็นด้วยอย่างยิ่ง)	Agree (เห็นด้วย)	Neutral (เฉยๆ)	Disagree (ไม่เห็นด้วย)	Strongly Disagree (ไม่เห็นด้วยอย่างยิ่ง)
1.	English is important. (ภาษาอังกฤษเป็นสิ่งสำคัญ)					
2.	English helps people to get a better job. (ภาษาอังกฤษช่วยให้ได้งานที่ดีกว่า)					
3.	Learning English is enjoyable. (การเรียนรู้ภาษาอังกฤษเป็นเรื่องสนุก)					

No (ข้อ)	My attitude towards test-taking (ทัศนคติของฉันที่มีต่อการสอบ)	Strongly Agree (เห็นด้วยอย่างยิ่ง)	Agree (เห็นด้วย)	Neutral (เฉยๆ)	Disagree (ไม่เห็นด้วย)	Strongly Disagree (ไม่เห็นด้วยอย่างยิ่ง)
4.	Testing is the best way to know how students are doing in their English class. (การสอบเป็นการวัดผลที่ดีที่สุดในการประเมินผู้เรียนในห้อง)					
5.	Testing is the only way to assess a learner's ability in English. (การสอบเป็นวิธีเดียวในการประเมินความสามารถในการเรียนภาษาอังกฤษ)					
6.	Testing children is a waste of time. (การสอบทำให้เสียเวลา)					

No (ข้อ)	Supporting my child to take the tests at EFA School (การให้ความสนับสนุนบุตรในการสอบที่โรงเรียน English For All)	Strongly Agree (เห็นด้วยอย่างยิ่ง)	Agree (เห็นด้วย)	Neutral (เฉยๆ)	Disagree (ไม่เห็นด้วย)	Strongly Disagree (ไม่เห็นด้วยอย่างยิ่ง)
7.	It is important that I help my child review the lessons regularly at home. (การทบทวนบทเรียนให้บุตรที่บ้านเป็นสิ่งสำคัญ)					
8.	It is important that my child completes the workbook exercises set for homework. (การทำการบ้านและงานที่ได้รับมอบหมายให้เสร็จเป็นสิ่งสำคัญ)					
9.	It is important that I offer rewards to my child for a good test score. (การให้รางวัลเมื่อบุตรได้คะแนนดีเป็นสิ่งสำคัญ)					

No (ข้อ)	My level of English (ระดับภาษาอังกฤษของฉัน)	Excellent (ยอดเยี่ยม)	Very good (ดีมาก)	Good (ดี)	Fair (ปานกลาง)	Poor (แย)
10.	How well can you speak English? (คุณพูดภาษาอังกฤษได้ดีในระดับใด?)					

Appendix A5: Semi-structured interview guide

Semi-structured Interview Guide

(Interview with teachers about the current testing policy at EFA School)

Introduction:

Hello. I'm Garry Hobbs, and I am conducting this interview today to find out your feelings towards the current young learner assessment practice within the school.

Firstly, I would like to thank you for agreeing to participate in this interview. I will be recording this interview and using it as part of my dissertation. However, nothing you say today will be quoted with your name. Do you have any questions about confidentiality?

Now I would like to begin the interview.

Warm-up Question:

1. How long have you been an ESL teacher?
2. Do you enjoy teaching younger learners?
3. How do you like working in Thailand?

In the next stage of the interview, I would like to establish your feelings concerning the current achievement testing procedure of young learners at the school.

Specific Questions:

4. In your opinion, should young learners be tested at regular intervals during the course? Why (not)?
5. Do you think classroom paper and pencil tests are a good way to assess what students have learned during their course? Why (not)?
6. Do your young learners seem concerned about the end-of-unit achievement tests?
7. What are your young learners like when they take the tests?
8. Do you think the end-of-unit tests cause any of your students to experience anxiety?
9. If you had the opportunity to change the current achievement testing procedure, what changes would you recommend?

Prompts for Follow-up Questions:

- What do you mean when you say ____?
- When you referred to _____, what did you mean?
- Can you tell me more about _____?
- Can you give me an example of _____?

Ending the Interview:

10. Have you got any questions that you would like to ask me?

Thank you very much for your time and the information that you shared with me today.

Appendix A6: The learning wall

My name is

The Learning Wall

By the end of Units 8 and 9, the student should be able to

1 ...spell the sports vocabulary.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

2 ...match words to the sports vocabulary.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

3 ...write sentences that tell how they feel about the sports and free time activities.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

4 ...write sentences to express likes and dislikes of the sports and free time activities and state what they have in common with a friend.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

5 ...write a short paragraph about their favourite sport.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

6 ...take notes on breathing and expand them into a short paragraph.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

7 ...spell the holiday vocabulary.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

8 ...write to request permission.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

9 ...take notes on their holiday plans and expand them into a short paragraph.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

10 ...spell words connected to fairy tales.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

11 ...write a short fairy tale and describe the setting, characters and plot.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

12 ...use capital letters, full stops, and commas correctly.

😊 I can do this well.

😐 I can do this quite well.

😞 I need to practise this more.

Appendix A7: Learning log



My name is _____

Date: _____

Respond to two of the prompts. (กรุณาตอบคำถามอย่างน้อย 2 ข้อ)

The most important thing I learned today was สิ่งสำคัญที่สุดที่ได้เรียนรู้ในวันนี้คือ _____

The most surprising thing I learned today was สิ่งแปลกใหม่ที่รู้ได้เรียนรู้ในวันนี้คือ _____

The most confusing thing today was สิ่งที่ทำให้สับสนที่สุดในวันนี้คือ _____

because เพราะ _____

I might have got more from the lesson if I ฉันน่าจะได้รับความรู้มากกว่านี้ถ้าหากฉัน _____

Appendix A8: Take-home test (3 levels)

Take me? I'm easy!

Request Permission

- Put the words into the correct order. Don't forget to add capital letters.
Ex. name / my / Garry / . / is
My name is Garry.

- can / visit / cousins / ? / our / we / tomorrow
- scrapbook / keep / I / ? / a / can
- riding / we / lessons / take / can / ?
- ? / read / can / comic / I / a
- can / tomorrow / in / the / ? / we / garden / help / evening
- a / house / morning / I / tree / build / tomorrow / can / ?
- can / ? / we / hiking / go
- learn / we / to / ? / can / swim /

- What would you like to do in the holidays? Ask your mother for permission to do 2 activities.

- Can I _____?
- _____?

TAKE HOME TEST 8 GARRY BRYN HOBBS

Take me? I'm medium!

Request Permission

- Put the words into the correct order and add a word. Don't forget to add capital letters.
Ex. name / my / Garry / . / _____
My name is Garry.

- can / _____ / cousins / ? / our / we / tomorrow
- scrapbook / keep / I / _____ / a / can
- riding / we / lessons / take / _____ / ?
- ? / read / can / comic / I / _____
- can / tomorrow / in / the / ? / we / garden / _____ / evening
- a / _____ / morning / I / tree / build / tomorrow / can / ?
- can / ? / we / hiking / _____
- learn / we / _____ / ? / can / swim /

- What would you like to do in the holidays? Ask your mother for permission to do 2 activities.













- _____?
- _____?

TAKE HOME TEST 8 GARRY BRYN HOBBS

Take me? I'm difficult!

Request Permission

- Imagine that you are on holiday. Look at the pictures and write a question to request permission.

-   Can I _____
-   Can we _____
-   _____
-   _____
-   _____
-   _____

- What would you like to do in the holidays? Ask your mother for permission to do 4 activities. The activities cannot be the same as in questions 1-6.

- _____
- _____
- _____
- _____

TAKE HOME TEST 8 GARRY BRYN HOBBS

Appendix A9: Star chart



Appendix A10: Goal setting form

Writing is important for my future. (การเขียนเป็นสิ่งสำคัญในอนาคตของฉัน)



My name is



How can I improve? (ฉันจะปรับปรุงตัวเองได้อย่างไรบ้าง?)

My personal goals (ความสำเร็จของฉัน)

To help me improve in my studies and writing, I need to think about what areas I can do better in. (เพื่อปรับปรุงการเรียนและงานเขียนของฉัน ฉันจำเป็นต้องคิดว่ามีด้านใดบ้างที่ฉันสามารถทำให้ดีขึ้นได้)

My personal goal are to.....?

- | | | | |
|---------|--|--|--|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

My comments: _____

Appendix A11: Progress check



Date: _____

My name is

Now read each sentence slowly and carefully and tick the face that is true for you.

My progress

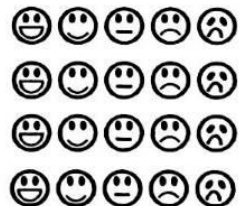
Practical skills for my learning. I ...

- do my homework task on time.
- follow instructions.
- take notes and write vocabulary in my notebook.
- answer question words to write a short paragraph.
- use capital letters and full stops.
- put spaces between words.
- can write a short paragraph by taking part in guided writing practice.



Taking control of my own learning. I ...

- ask the teacher for help.
- look at other children's work and learn from their examples.
- correct my mistakes by using a checklist.
- memorise the spelling of keywords and phrases.




Reflecting and evaluating my own learning success. I ...







- listen carefully.
- learn from my mistakes and the teacher's feedback.
- think about my own progress before asking the teacher.




Appendix A12: Can do statements







Check your progress My name is 

• Can you do these things? Colour the star if you can do it.

	Now I can.....	Prove it
★ 1	 write the names of the 10 sports on page 94.	Look at the pictures and write the sports.
★ 2	 answer questions about sports and associate words to the different sports on page 94.	Answer the three questions: Do you do any sports? What's your favourite sport? What sports do you like watching? Write two words associated with 5 of the sports on page 94.
★ 3	 write about how I feel about different sports using a gerund.	Write 5 sentences about how you feel about 5 sports. Use 5 different adjectives.
★ 4	 write sentences about sports I like and dislike.	Write 5 sentences about 6 different sports.
★ 5	 write a short paragraph about my favourite sport.	Write 4-6 sentences about your favourite sport.
★ 6	 write a short paragraph about breathing.	Write 4-6 sentences about breathing.

Check your progress My name is 




• Can you do these things? Colour the star if you can do it.

	Now I can.....	Prove it
★	 write the names of the 9 holiday activities on page 106.	Look at the pictures and write the holiday activities.
★ 8	 write sentences to request permission.	Ask your mother for permission to do 2 activities over your Christmas break. Write 2 sentences.
★ 9	 write a short paragraph about my holiday plans.	Write 4-6 sentences about your holiday plans.
★ 10	 write words connected to fairy tale.	Write 5 words that you think you would see in Cinderella.
★ 11	 write a short paragraph about my favourite fairy tale.	Write 4-6 sentences about your favourite fairy tale.
★ 12	 use full stops, commas, and capital letters correctly.	Rewrite the following sentences with the correct punctuation. my friend's name is john he is from america he looks after cats dogs fish and rabbits in the mornings he wakes up early to feed all of his pets

Appendix A13: Take-home test questionnaire

Date: _____





Hi. This is Jane. She was doing a take-home test just now. She feels





		
Happy	Don't know	Sad





What about you? How do you feel after doing the take-home test? Tick the box.

<input type="checkbox"/> I'm happy.	<input type="checkbox"/> I don't know.	<input type="checkbox"/> I'm sad.
-------------------------------------	--	-----------------------------------

Now read each sentence slowly and carefully and tick the face that is true for you.




Very true		Somewhat true		Not at all true		
-----------	---	---------------	---	-----------------	---	---

Ex.				
I like watching cartoons. (ฉันชอบดูการ์ตูน)	✓			

No				
1. I like learning English. (ฉันชอบเรียนภาษาอังกฤษ)				
2. I am confident I have a good score. (ฉันมั่นใจว่าจะได้คะแนนที่ดี)				
3. This test was easy for me. (ข้อสอบนี้对我来说很简单)				
4. I tried hard to do well in this test. (ฉันพยายามทำข้อสอบนี้ให้ดี)				
5. I felt nervous when doing this test. (ฉันรู้สึกกังวลเวลาทำข้อสอบ)				

Date: _____





Hi. This is Peter. He was doing a take-home test just now. He feels





		
Happy	Don't know	Sad





What about you? How do you feel after the doing take-home test? Tick the box.

<input type="checkbox"/> I'm happy.	<input type="checkbox"/> I don't know.	<input type="checkbox"/> I'm sad.
-------------------------------------	--	-----------------------------------

Now read each sentence slowly and carefully and tick the face that is true for you.

Very true		Somewhat true		Not at all true		
-----------	---	---------------	--	-----------------	---	---

Ex.				
I like watching cartoons. (ฉันชอบดูการ์ตูน)	✓			

No				
1. I like learning English. (ฉันชอบเรียนภาษาอังกฤษ)				
2. I am confident I have a good score. (ฉันมั่นใจว่าจะได้คะแนนที่ดี)				
3. This test was easy for me. (ข้อสอบนี้对我来说很简单)				
4. I tried hard to do well in this test. (ฉันพยายามทำข้อสอบนี้ให้ดี)				
5. I felt nervous when doing this test. (ฉันรู้สึกกังวลเวลาทำข้อสอบ)				

Appendix A14: Final take-home test

Name: _____ **End of Unit Achievement Test** 44

1) Write the name of the sports.

(1.1) _____ (1.2) _____ (1.3) _____ (1.4) _____ (1.5) _____

2) Match the sports to the correct word.

(2.1) _____ (2.2) _____ (2.3) _____ (2.4) _____

shuttlecock stick goggles bat

3) Write 3 sentences using picture and word in the box.

difficult easy great boring

E.g. Painting pictures is fun .

3.1) _____

3.2) _____

3.3) _____

7) Write the names of the holiday activities.

(7.1) _____

(7.2) _____

(7.3) _____

(7.4) _____

8) Put the words in the correct order.

E.g. name / is / my / Garry My name is Garry.

(8.1) garden / I / Can / in / help / ? / the _____

(8.2) read / ? / Can / a / I / comic _____

9) Answer the questions in full sentences.

E.g. Who would like to go on holiday with?

I would like to go on holiday with my brother and sister .

(9.1) Where would you like to go on holiday?

(9.2) What would you like to do?

4) Complete the conversation. Use the pictures to help.

A: What sport do you like doing?

(4.1) B: I li _____ pl _____ t _____ t _____

(4.2) A: Me _____. Do you like _____?

(4.3) B: Yes, I _____.

(4.4) A: I don't. I _____

(4.5) B: So _____.

5) Write a short paragraph about your favourite sport. Answer the following question words: what, where, when, why, etc.

When you have finished, read the checklist and tick.	Yes:	No:
1) Have I used capital letters correctly?		
2) Have I put a full stop at the end of all my sentences?		
3) Have I spelt words correctly?		
4) Have I used commas correctly?		
5) Does my paragraph make sense?		

6) Complete the gaps with a word from the box.

run beathe sport heart lungs breath

When you do (6.1) _____, you (6.2) _____ a lot. The air moves in and out of your (6.3) _____ more quickly.

10) Match the words to the correct fairy tale.

genie glass slipper giant
magic carpet fairy godmother axe

Aladdin	Jack and the Beanstalk	Cinderella
_____	_____	_____
_____	_____	_____
_____	_____	_____

11) Write about your favourite fairy tale. Write between 6-8 sentences.

When you have finished, read the checklist and tick.	Yes:	No:
1) Have I used capital letters correctly?		
2) Have I put a full stop at the end of all my sentences?		
3) Have I spelt words correctly?		
4) Have I used comma correctly?		
5) Does my paragraph make sense?		

****Good Luck****

Appendix A15: Teacher self-evaluation checklist

Teacher self-evaluation checklist		DATE:/...../.....		
Tick the appropriate comment columns that come closest to my opinion of my performance in the areas below.				
NB: some of the statements below may not be applicable for my particular session.				
Motivational strategies combined with formative assessment practices	I think I did this quite well	I think I did this well	I think I did this very well	
Setting a personal example with my own behaviour				
I taught in an enthusiastic manner				
I was prepared for the lesson				
Recognising students' effort and celebrating their success.				
I praised the students' effort, growth, and achievement				
I used a class reward system				
I commented on and displayed (good/improved) work				
I encouraged class high-fives				
Promoting learners self-confidence				
I provided students with positive feedback				
Creating a pleasant and relaxed atmosphere in the classroom.				
I smiled, laughed, and encouraged humour				
Presenting tasks properly & Clarifying and understanding learning intentions				
I explained the purpose of the task				
I used a lead-in activity				
I pre-taught the key vocabulary				
I broke the task into manageable steps				
I allowed students to view samples of other students' work				
I used success criteria to discuss the quality of work				
I co-designed rubrics with the students				
Increasing the learners' goal-orientedness & Activating students as the owners of their own learning				
I encouraged students to set personal goals				
I used visual displays to highlight goals				
I gauged to what extent students understood by asking them to show (thumbs-up=I understand, thumbs in the middle= I think I understand, or, thumbs-down= I don't understand)				
Making learning tasks stimulating				
I used visual and auditory teaching aids				
I made the material appealing by adapting it to suit the students' interests, e.g. (by including competitive, humorous, or fantasy, elements, etc)				
Familiarising learners with L2-related values				
I reminded students of the importance of English				
Promoting group cohesiveness and setting group norms				
I explained why classroom rules are important				
I encouraged groups to support each other				
Promoting learner autonomy & Activating students as instructional resources for one another				
I encouraged students to peer teach one another				
I encouraged peer feedback				
I encouraged students to review their own work carefully				

Appendix A16: Peer observation checklist

Observed by:	Observational checklist	Date:/...../.....		
Tick the appropriate comment columns that come closest to your opinion of the teacher's performance in the areas below. NB: some of the statements below may not be applicable for this particular session.				
Motivational strategies combined with formative assessment practices	I think the teacher did this quite well	I think the teacher did this well	I think the teacher did this very well	
Setting a personal example with my own behaviour				
The teacher taught in an enthusiastic manner				
The teacher was prepared for the lesson				
Recognising students' effort and celebrating their success.				
The teacher praised the students' effort, growth, and achievement				
The teacher used a class reward system				
The teacher commented on and displayed (good/improved) work				
The teacher encouraged class high-fives				
Promoting learners self-confidence				
The teacher provided students with positive feedback				
Creating a pleasant and relaxed atmosphere in the classroom.				
The teacher smiled, laughed, and encouraged humour				
Presenting tasks properly & Clarifying and understanding learning intentions				
The teacher explained the purpose of the task				
The teacher used a lead-in activity				
The teacher pre-taught the key vocabulary				
The teacher broke the task into manageable steps				
The teacher allowed students to view samples of other students' work				
The teacher used success criteria to discuss the quality of work				
The teacher co-designed rubrics with the students				
Increasing the learners' goal-orientedness & Activating students as the owners of their own learning				
The teacher encouraged students to set personal goals				
The teacher used visual displays to highlight goals				
The teacher gauged to what extent students understood by asking them to show (thumbs-up=I understand, thumbs in the middle= I think I understand, or, thumbs-down= I don't understand)				
Making learning tasks stimulating				
The teacher used visual and auditory teaching aids				
The teacher made the material appealing by adapting it to suit the students' interests, e.g. (by including competitive, humorous, or fantasy, elements, etc)				
Familiarising learners with L2-related values				
The teacher reminded students of the importance of English				
Promoting group cohesiveness and setting group norms				
The teacher explained why classroom rules are important				
The teacher encouraged groups to support each other				
Promoting learner autonomy & Activating students as instructional resources for one another				
The teacher encouraged students to peer teach one another				
The teacher encouraged peer feedback				
The teacher encouraged students to review their own work carefully				

Appendix A17: Field notes

The colours used in my field notes are as follows:
Pink= observations related to the students' behaviour, emotions, peer relationships, participation, and how they react to different activities
Red= student's/teacher's exact words

23 January 2020 (WEEK 1)

At the start of the lesson, I let the students look through the two units that we are going to learn. They looked at the pictures and brainstormed what they thought would be in the next module test. Then I let them look at the wall of learning, and they stapled it into the front of their notebooks

I used sport realia to introduce the 10 vocabulary words in the unit. They did well at identifying the sports. Then they discussed the sport that they liked and disliked.

Some students struggled to focus when I elicited, modelled, and drilled the pronunciation and word stress of the sports. **They only seemed interested in the production activities that involved games. The more capable students then got frustrated as their peers were unable to perform the tasks to an acceptable standard. Also, they were disruptive and constantly spoke Thai.**

I scaffolded the spelling activities by gradually erasing letters and having prompt cards. The teams worked in small groups to practise and support each other. **However, they did not do this well! Next lesson, I will introduce how to be good buddies.**

At the end of the lesson, the students completed their first ever learning log. I explained why learning logs are useful, and then I encouraged my students to record their knowledge/understanding and to respond to at least two of the prompts. **I noticed that the learning logs were not well received, especially by the boys. They were huffing and puffing, and they required a lot of assistance as well as words of encouragement.**

30 January 2020 (WEEK 2)

Today I introduced the “Buddies System” recommended by Moon, 2000. As a follow-up activity to check understanding, the learners played a voting game. This activity went down well.

Nonetheless, when I set up a collaborative spelling activity, some students were disruptive once again, and they spoke a lot of Thai. However, these students are the most able. With the constant disruptions, other less able learners then struggle with the language as they are not focused on the teaching presentations and the modelling of language. One or two students are also quite immature and if they do not do well in an activity stop participating. I think a no hand-up policy is needed; thus, I will begin this in the class next lesson.

Today the students took home their first take-home tests. I went through the instructions with the students. I did a real model of how to do the tests without looking. Finally, the students were offered a choice of tests: easy, medium, or difficult.

6 February 2020 (WEEK 3)

Today I informed students of the new policy, which is no hands up. They seemed to really enjoy this. Also, certain students who get disheartened and even disruptive when I do not choose them to answer a question did a lot better. If they forgot and put their hands up, they had to ask a question related to the topic of the lesson, and this made their friends laugh. However, I was pleasantly surprised by the range of really interesting questions they asked on today’s topic/lesson! Also, frustration levels substantially decreased.

Also, as a group, we looked at their first take-home test, and they checked their answers. However, as expected, several of the students had not completed them. I explained the star system, e.g. neat handwriting, appropriate spacing, capitals, and correct punctuation. When they achieve this, they can write their names in one of the stars. When they get their names on 5 stars, they get a certificate. Also, if they complete 5 consecutive homework assignments, they are awarded a certificate. This was well received and piqued the students’ interest.

The learning logs proved to be quite a chore for some of the students today, and they moaned constantly. Lots of teacher encouragement was required, and many of the students needed my assistance.

13 February 2020 (WEEK 4)

Today I introduced subject and object gerunds to talk about likes and dislikes of sports and other free time activities. Several of the students struggled with sentence stress, and this was mainly down to not paying attention.

The students had their second take-home test today and were encouraged to discuss what they had to do in groups. However, some students did not listen to their friends, and this led to a rise in frustration levels. I had to step in and assist some students to reduce stress levels.

While some students seem to thoroughly enjoy the learning logs and even stay behind after class to complete them, I have noticed that other learners complete them with little effort. Thus, I had to remind them of the importance of learning logs and encourage them to take more time over completing them.

Today I had a brief one-on-one meeting with the students, so they could set their first set of goals. This took a lot longer than I expected, and I had to help for assistance from the principal as most of the students lacked confidence to set their own goals and needed a lot of assistance.

20 February 2020 (WEEK 5)

Having taught the class for a few weeks now, three students stand out. Two students seem to have negative attitudes. One towards reading and writing, one towards learning English in general, and one has concentration issues.

However, with careful management and encouragement, they are more than capable. The most worrying observation I have made is two students' unwillingness to help their friends, especially in games and other collaborative activities. He often shouts at his peers in Thai. After class today, I talked with him and his father. I emphasised the importance of being part of a team and reminded him that he cannot always win.

Towards the end of the lesson, we discussed what they would like to be in the future. Some of the following professions were named: astronaut, musician, doctor, businessman. Then I stressed the importance of writing in English to do these jobs well.

The students commented on their friends' take-home tests, and only 2 students did not complete their homework. I noticed several common mistakes in their take-home tests today, so I introduced a colour-coding correction system. I modelled this on the board, and played a game. Then I allowed the students to try and identify mistakes in their own and their friends' work. The students really enjoyed this, and the boys, especially, spent a lot longer than usual checking theirs and their friends' work.

Some of the students still rushed the learning logs; however, I encouraged them to take their time and try to be more reflective. Two of the boys completed their logs in about a minute.

27 February 2020 (WEEK 6)

The students were focussed throughout today's lesson, enjoyed the activities, and participated satisfactorily in their groups. I closely monitored the students who can be disruptive and used non-verbal responses, such as facial expressions and eye contact when responding to minor problems. This seemed to work well.

The song was well received even by the older boys who participated in the sing-a-long. All in all, a good day!

27 August 2020 (WEEK 7)

Finally, after a long break, the class returned. I reminded them of the rules of being a good friend, e.g. 'Buddies.' and hands-up only to answer questions. As a warmer today, I allowed them to look at the "Wall of learning" that is in their student's book for 1 minute. Then in groups they had to recall from memory the course objectives. This went down really well with two groups. One group struggled, and I had to give them extra time to look again. One of the students in the class, who I found out goes to the same school as one of the more difficult students, said to me, "(Name of student) is like this at school. (Name of student) always says it's easy, doesn't listen, and then gets it all wrong."

The students enjoyed the games towards the end of the lesson; however, a few arguments broke out in the pairs activity, and some students shouted at their friends when they made a mistake. Once again, I responded with non-verbal communication as soon as any minor problem happened so that disagreements didn't escalate.

Also, I reminded them of the importance of supporting one another, and I used 2 picture stories as a visual aid and told the students 2 short anecdotes along these lines: "A football team had a goalkeeper who wasn't very good; however, he improved during the season due to teamwork and the support of his team. The goalkeeper became more confident and the team won the cup. Another football team had all the best players, but they shouted at each other when mistakes were made. The whole team became less confident and ended up not winning the cup."

Then I allowed the students to interpret the story and discuss their feelings in a group discussion (why is teamwork important?)

At the end of the lesson, I allowed students to read through their friends' take-home tests. I was pleasantly surprised that 6 out of the 10 students had remembered to bring their tests to school after such a long break. I re-elicited the error correction code and allowed students to check for errors. Then I allowed students to edit their own work. The colour code correction worked really well, and when the students were looking for errors, the classroom was really silent.

3 September 2020 (WEEK 8)

One of the students entered the classroom in a foul mood and was disruptive as soon as he came in. I kept calm and took him outside the classroom to find out what was wrong. Apparently, his mother had taken his mobile off him just before the class. I invited him back into the class and after the first activity, he settled down.

At the end of the lesson, they worked in small groups to discuss the take-home tests. They looked at the instructions and talked over what they had to do.

Finally, before the students went home, I allowed them to view each other's learning logs. I got some students to explain why they had chosen to complete certain items. I commented on and praised the students while they were doing this. Hopefully, this will motivate some students to complete them better.

10 September 2020 (WEEK 9)

The students enjoyed the lead-in activity, and I was pleasantly surprised by how well they were able to talk about the clubs that they were in.

The comprehension quiz was well received by two groups, but one group struggled due to constant arguments and not listening to the instructions. Several rude comments were made, e.g. , “You are stupid”, etc. Non-verbal responses did not work, so I had to remove one student from the group and let (name of student) rejoin once (name of student) had regained control of their emotions. Then I used the same picture story of supporting each other and let the students discuss why one team was more successful than the other. After this, the groups did really well.

The students' looked at theirs and their friends' take-home tests. I had to get them to do this in pairs as four students had forgotten to do their homework. I got the star-chart out and stars were awarded. A few of the students are close to earning their first certificate, so I reminded the students of this and lots of praise was given. I displayed some of the students' take-home tests, e.g. “Excellent work” and “Most improved.”

17 September, 2020 (WEEK 10)

Overall, the class did relatively well. However, some students still struggle to follow instructions. In small groups, the class viewed three model paragraphs and had to rank them. Then they had to explain why they put them in the order they did. While one group did this really well, two groups struggled due to not listening to the instructions. The instructions were repeated several times! Some of the students reminded their peers to listen, “Be quiet, stop talking.”

I have noticed that some of the students do not work particularly well together, and I have made a note of this. At the end, we worked as one big group to go through this again, and their comments were added to the board. The feedback session enabled everyone in the class to understand the purpose of the activity.

After that, I let them look at their previous take-home tests to see if they could identify similar errors that they are making by referring to the colours. Finally, they designed their own personal checklists for today’s take-home test. They did this really well!

24 September 2020 (WEEK 11)

Overall, the lesson went well, and the students enjoyed drawing their own bar graphs and presenting the results. One student, however, became very angry when the team they were working in did not do well in noughts and crosses. (Name of student) shouted at their friends impolitely in Thai. I had to sit the class down and remind them of “How to be a good friend.” After this, the two students who were shouted at seemed to lose confidence, so I spoke with them personally in the break with the assistance of the Thai principal.

There are still one or two students who do not listen to the instructions. I had to remind them several times and even get their peers to explain in Thai. After which, their peers sighed and said, “Teacher they never listen.”

In order to motivate students when completing the learning logs, I encouraged them to share and talk about their entries.

Finally, we had a certificate awarding ceremony. Lots of clapping, praise, and cheering.

1 October 2020 (WEEK 12)

Today the lesson was on breathing. I had to carefully scaffold the lesson as it was quite difficult. The lead-in activity was to match internal organs pictures to written word cards. They did this as a group, they really helped one another, and they matched them perfectly the first time. Then we focussed on the lungs and brainstormed what they already knew. I was amazed that they knew words, such as trachea and bronchi. Then we watched a short video clip on the respiratory system. Then I told them that today we will be learning all about breathing and gave each of them a balloon. In groups, I asked them to think about how a balloon links to today's lesson.

In pairs, the students did a short oral presentation about breathing which I scaffolded carefully. I recorded these presentations and will share them with the parents. After the video, the students and I went through the take-home test.

I spoke with the students personally regarding their written work. They looked at their previous goals and completed the checklist. Then they identified areas that they needed to improve in moving forward by using the wall of learning and their previous take-home tests. Then they set themselves a new set of goals that they needed to concentrate on moving forward. I noticed today that they were able to reflect and set goals a lot more confidently.

N.b. This was the 3rd cycle of this activity in the plan-review-do approach, and the students were definitely more confident :)

Before the students completed their learning logs today, I went through with the students why they are useful. Some of the girls asked me if they could respond to all of the prompts.

8 October 2020 (WEEK 13)

Today I discussed with all of the students their progress in three areas: (1) Practical skills for their learning, (2) Taking control of their own learning, and (3) reflecting and evaluating their own learning success. Then they went through and ticked their progress. The Thai principal helped to interpret some sentences, which the students did not understand. The students spent a long time reading the statements and colouring in the emoticons. I asked each student at the end, why they had decided to colour in one particular face, and they gave some valid reasons.

While I was meeting with the students, another teacher covered the class. At the end of the lesson, she made the following comments: “The students always stand up and walk to talk with their friends. They try to copy the answers. They do not follow the instructions.”

There was another certificate ceremony at the end of class. I reminded some of the students how close they were to earning a reward. Some of them even asked for a take-home test and seemed disappointed they had to wait until next week :)

15 October 2020 (WEEK 14)

Today I introduced the holiday activities. As I lead-in, I took in some realia, e.g. sunglasses, rucksack, and a snorkel. This grabbed the students' attention and increased their attention levels. The class worked well in groups. I praised them for this, and I encouraged high fives amongst team members and myself.

We played a number of group games (pelmanism, slow reveal, flash and catch, and a scaffolded spelling activity). Before these activities, I used the picture story about collaboration, the two football teams, and allowed the students to talk about the stories and why they thought one team did better than the other. The teams worked well together.

In small groups, they looked at the take-home tests and discussed what they had to do. They did this so well. Some of the students reminded me that they only needed 1 more star to earn a certificate and started counting their stars on the chart.

Overall, the students supported each other well!

22 October 2020 (WEEK 15)

Today we looked at their take-home tests and the students commented on their friends' work (neatness/correct spelling, etc). They did this well. They commented on which ones they liked the best and why. Then they looked for errors in theirs and their friends' take-home tests. Only 2 students did not bring their homework, and several students kept asking, "Is it time for the stars?"

We did an activity with verb phrases, which went down well. However, the class members often struggle to initially listen and understand a task. This is nearly always down to not listening / watching carefully enough when the activity is being modelled. This leads to some of the better students, who do listen, to become frustrated with their peers, so I had to sit them down and discuss the importance of classroom rules. I asked them, "Why do we have rules?" Their responses included, "Easy to learn", "No fighting." "Follow the teacher."

At the end of the class, I got the students to brainstorm classroom rules and then draw pictures of them and display them around the classroom before completing the learning logs. Today I was pleased with

two of the boys who completed their learning log entries with a little more time and thought. I commended them for their effort and will display their logs in the classroom.

29 October 2020 (WEEK 16)

Today's lesson was on polite requests, g.g. "Can I/we (go hiking)?" One of the more difficult students came in an awful mood, and I had to take (name of student) outside and have a word with them with the help of the Thai principal. One student explained, "(Name of student) mum took his mobile telephone because he always plays games and does not do his homework."

Apart from this, the lesson went well. I encouraged the students to refer to the classroom rules displayed around the room as and when needed. I encouraged even more high fives and praised the learners for supporting and teaching each other. The students enjoyed the activities that I planned for them.

I displayed the learning logs from last week, and we compared some of the students' previous entries to their entries last week. We then discussed why they were better :) I noticed that some of the students are no longer asking for my help. Now that they are familiar with the logs they are becoming more confident in completing them independently.

Also, the students checked their personal goals and set new ones moving forward. The students were confident in doing this and a lot more vocal. They were able to go through the process with minimal teacher intervention.

Towards the end of the lesson, they discussed the take-home tests in groups, and I was really pleased to see some students explain the tasks so well to their peers. I challenged all of the students to take a difficult take-home test and most of them readily accepted.

5 November 2020 (WEEK 17)

At the start of the lesson, we had an award ceremony. This went down well (lots of clapping, etc).

Today's class focussed on the revision of "Can I (go hiking)?" and the completion of the book work pages.

The students tried hard today, and I gave a motivational talk on the importance of improving their English, especially their writing skills. One mother came in and informed me that their child's grades at school have gone up in English. The majority of students are doing really well and are becoming more motivated in completing the take-home tests. Furthermore, the quality is starting to improve, too. The

students' attitudes are changing towards writing, and they are growing more confident. They like the starchart in the classroom, and they enjoy viewing their peers' work and commenting on the strengths and weaknesses. The more cycles of the plan-review-do cycle the better the students' performance :)

Two of the students completed their learning logs rather quickly today. Hopefully, with encouragement, they will make more of an effort next week.

12 November 2020 (WEEK 18)

Today's lesson was quite difficult, so I scaffolded the activities carefully. The students had to talk about their holiday plans. (Name of student) did not participate in the group activity well and made derogatory comments towards their peers. I sat the students down, and we discussed how to be "Good buddies" and then I used the picture story. Things settled down after this.

The learners discussed take-home test 9 in small groups, and then they selected the level of difficulty. They seemed really excited about today's test and some students asked me if they could write more than 6 sentences.

Overall, the majority of the class members are making outstanding progress.

19 November 2020 (WEEK 19)

The students all worked well today. They all completed their homework, and the quality of their written work is definitely improving. Also, their confidence is growing when writing. The students edited their work by using the colour codes. Then they read each other's paragraphs and commented on strengths and weaknesses in a peer feedback session. Surprisingly, I was not asked many questions today.

I had the students look at some of their earlier written tasks, and I praised their improvement. Stars and certificates were awarded, and the best work was put on display in the classroom.

26 November 2020 (WEEK 20)

Today the students all set themselves personal goals, and they did this well. During these brief one-on-one sessions, I commented on the improvement they had made, and gave them lots of positive feedback.

The group enjoyed the lesson today, which was connected to fairy tales, and they supported each other well. They acted out, drew, or retold their favourite fairy tales. Then using flash cards I elicited key words. After this, in small groups, the students participated in a range of vocabulary/spelling activities. The more capable students took the role of teachers and helped their friends. They did this really well, and I praised them at the end of the activity.

Finally, the students in groups discussed the three take-home tests and selected the level of difficulty they wanted.

Some of the class stayed behind to complete their learning logs. They called their parents and asked them to collect them late. They asked me if they could complete all the responses.

3 December 2020 (WEEK 21)

Today the students had the opportunity to learn about fairy tales in more detail, e.g. (main characters, setting, and plot). In addition, I pre-taught a range of additional vocabulary connected to fairy tales.

In groups, I encouraged them to retell the fairy tales. I broke the task into manageable steps, and I reminded them of the importance of supporting their peers. They did this really well and the class went smoothly.

Also, I encouraged peer feedback by asking them what they enjoyed most about the other groups' stories and explaining why.

Finally, I videoed their presentations and let them rewatch their own talks, so we could discuss some of their strengths and weaknesses, e.g. volume, body language, etc.

The learning logs were also welcomed with more enthusiasm. Nobody complained :)

10 December 2020 (WEEK 22)

Today's lesson focussed on writing about their favourite fairy tales. I used a lead-in activity, which was a strip ordering exercise, to elicit the questions. During this group activity, one of the students got extremely emotional when a slight error occurred and started shouting at their partner. I reminded the students of classroom rules. The students pointed to some of the rules displayed around the class and explained why they were important. Also the students discussed why they should support each other with the use of my picture story. Then I encouraged them to teach and support their friends and how this always leads to better results. After this, the teams worked really well together.

Then I got them to look at examples of other students' work and explain which one(s) they thought were the best, and they selected their take-home tests.

Towards the end of the lesson, the students looked at their previous goals with me and then set themselves new goals. They did this extremely well :)

In sum, apart from one small incident, the lesson went well.

17 December (WEEK 23)

Today the class viewed each other's take-home test, which was to rewrite a fairy tale. They read their friends and commented on them, e.g. (things that they liked and any errors that they spotted). Then I awarded stars using the class reward system. Then I sat down with the learners individually, and we went through their work together.

We completed the book today, and we came into the final take-home test. In groups, they brainstormed punctuation rules (capital letters, full stops, and commas). They did this really well, and the more able students helped their peers. Then they had to edit sentences that I wrote on the board. They did this individually, and they really enjoyed this activity and kept saying, "Teacher one more." This surprised me, as it was a writing activity.

I also spoke with the class about the importance of English and, in particular, the importance of improving their writing skills.

Today's lesson went well.

7 January (WEEK 24)

A great day with not a single problem :) even the learning logs were greeted with a fair degree of enthusiasm. I have noticed that the students' entries are becoming more detailed. This may be a result of students' growing in confidence or my encouragement.

At the end of the class, I had a one-on-one meeting with the students, and they made comments on the areas they need improvement. The students were able to reflect on their work and set themselves goals moving forward with very little help.

14 January (WEEK 25)

Today was a consolidation lesson. The students referred to the wall of learning. Then in 3 teams, they selected four topics each and wrote their own quiz questions. The groups worked well, spoke lots of English, and enjoyed answering the other groups' questions.cheering, etc.

Then they completed the progress check (Cambridge Life Competencies). They did this independently and I was asked only a handful of questions.

Today we completed the Super Minds 2 coursebook. We had a certificate ceremony. Lots of clapping, The parents were invited into the class, too.

Towards the end of the class, I gave the final test to the parents in sealed envelopes and explained to the students / parents the rules, e.g. refer to the learning wall, reread your take-home tests, look at your learning logs, etc. When you are ready, sit in a quiet place and complete the test to the best of your ability. You are not allowed to reopen or refer to any notes/books, etc once you open the envelope.

A great day for all!!!

Appendix A18: Previous achievement test results of the class

Student number	Achievement Test 1	Achievement Test 2	Achievement Test 3
Student 1	18%	25%	9%
Student 2	27%	16%	34%
Student 3	54%	35%	58%
Student 4	9%	38%	50%
Student 5	45%	36%	38%
Student 6	25%	25%	36%
Student 7	48%	54%	54%
Student 8	22%	26%	34%
Student 9	29%	38%	38%
Student 10	40%	35%	34%

Average test score for each of the achievement tests is as follows:

Achievement Test 1: 31.7%

Achievement Test 2: 32.8%

Achievement Test 3: 38.5%

Appendix A19: Interview with the previous teacher

Semi-structured Interview Guide (Interview with the classes previous teacher)

Introduction:

Hello. I'm Garry Hobbs, and I am conducting this interview today in an attempt to gain a better understanding of the Young Learner Level 2 Class that you previously taught and hopefully ascertain factors which may be contributing to a lack of test-taking motivation in connection to achievement tests.

Firstly, I would like to thank you for agreeing to participate in this interview. I will be recording this interview and using it as part of my dissertation. However, nothing you say today will be quoted with your name. Do you have any questions about confidentiality?

No

Now I would like to begin the interview.

Warm-up Question:

1. How long have you been an ESL teacher?
Just under two years, I believe.
Do you enjoy teaching younger learners?
I do. Yes. They have their moments but on the whole, yes.
2. Okay, and how do you like working in Thailand?
Ah well, it's the only country I've worked in as an ELS teacher, so I don't really have a lot to compare it to, but I've stayed here for two years and enjoyed it so far.

In the next stage of the interview, I would like to ask you about the Young Learner 2 Class that you taught on Thursday evenings.

Specific Questions:

1. How long did you teach this particular group?
I think it was about roughly, 19 weeks. So...three to four months.
2. Can you tell me about your experience with this group of learners?
They're quite an enthusiastic class- lots of energy! Maybe not quite as much focus though. They're kind of ... they've got something completely or they didn't. There's no middle ground. They're good kids, good kids. Quite intelligent. But they're lacking a bit of focus.
3. How would you describe the children's attitudes towards learning English?
Again, they're quite keen. I've found them to be a very competitive class. It seems if you gave them something to compete over they'd do that, whether it was points or learning English they all wanted to be the best I would say.
Okay, well can you give me an example of that? Can you give me a classroom example of how they all wanted to be the best?
Using the board points, they were all extremely competitive. They all wanted to volunteer to do the pair work. Then they'd get some board points for that. To the point where they'd put their hands up and go, "Teacher, why didn't you choose me?"
4. What were the children's attitudes towards doing homework?
Generally, not very good. Many of the students would copy their friends before class, or I would have to get them to do it in their break.
5. What were the children like when taking the end of unit achievement tests?
They were all quite focused for the sit-down test. I think it's possibly something that they picked up at school where the competition is to see who can finish it first rather than who can do it the best. So, they got through their tests quite quickly, but I had to remind quite a lot of them to go back and check over their answers to make sure the things were correct. They

seemed to me to be more interested in finishing quickly. That was the important thing to them. It was more speed rather than accuracy.

Did you notice for example that they finished tests more quickly than the other students you have at this level?

I would say, I mean, I've had students in other classes that were quite quick, but generally, the whole class finished slower. There were more students in this class that finished quicker than others.

6. Did they seem concerned about the tests?

Sit down test, yes. They seemed to want to do well at them, but I think it was more of a question in their minds about what they considered to be 'doing well'. As I said in my previous example, their measure of success was how quickly they finished it, rather than how accurate it was.

7. Is there anything else about this class that you would like to mention?

Not anything that springs to mind. I'll probably finish this interview and go outside and think, 'Yeah I should have said that', but nothing especially. I found that overall it was a fairly enjoyable class to teach. They sort of picked things up quite well. Lots of energy, lots of enthusiasm. It was kind of ... the thing I found difficult with this class was kind of managing... having them keep focus.

Okay, can you tell me a bit more about – you said managing. Can you explain that? Give me a couple more examples? Be a bit more specific, please.

If there was one thing that they were enjoying, it was sometimes sort of hard to get them to stop that and move onto the next bit of the lesson. They kind of...if you brought their energy levels up, it was kind of hard to get them back down again. That was probably the main challenge with that class.

Prompts for Follow-up Questions:

- What do you mean when you say ____?
- When you referred to _____, what did you mean?
- Can you tell me more about _____?
- Can you give me an example of _____?

Ending the Interview:

8. Have you got any questions that you would like to ask me?

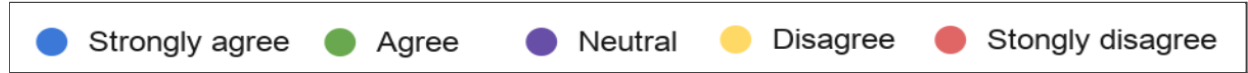
Not that I can think of...no

Thank you very much for your time and the information that you shared with me today.

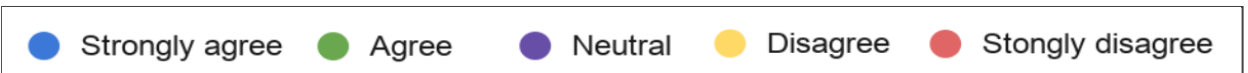
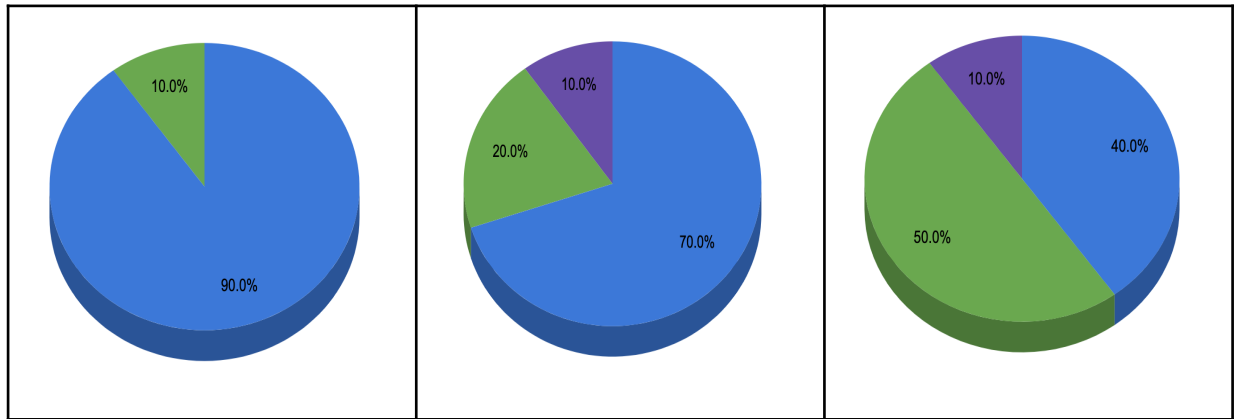
My pleasure. No problem.

Appendix A20 Parental questionnaire results

Parents' attitudes towards English

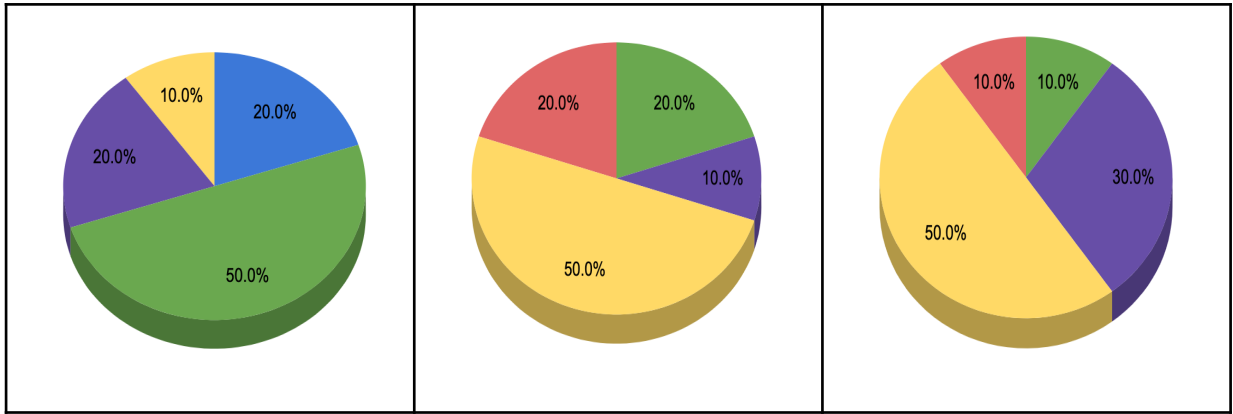


Statement 1: English is important.	Statement 2: English helps people to get a better job	Statement 3: Learning English is enjoyable
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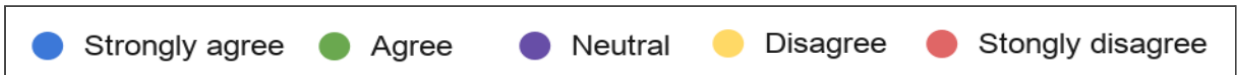


Parents' attitudes towards test-taking

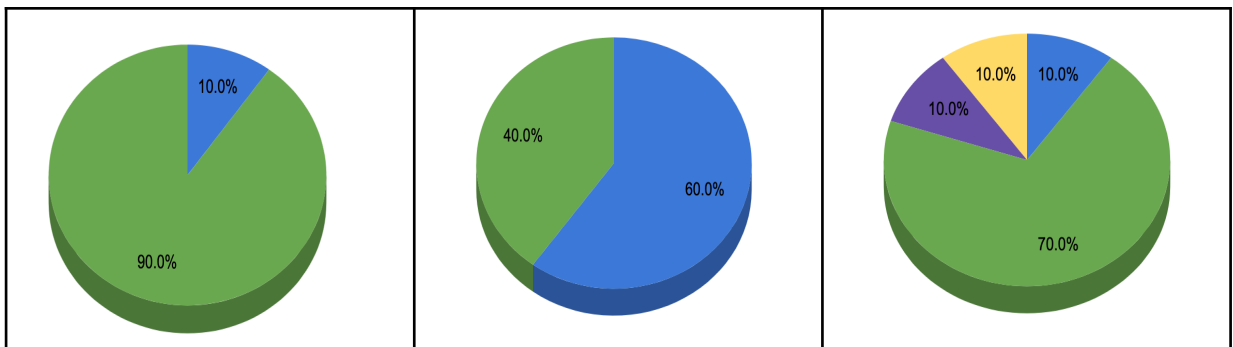
Statement 4: Testing is the best way to know how students are doing in their English class.	Statement 5: Testing is the only way to assess a learner's ability in English.	Statement 6: Testing children is a waste of time.
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The extent to which parents supported their children to take the tests



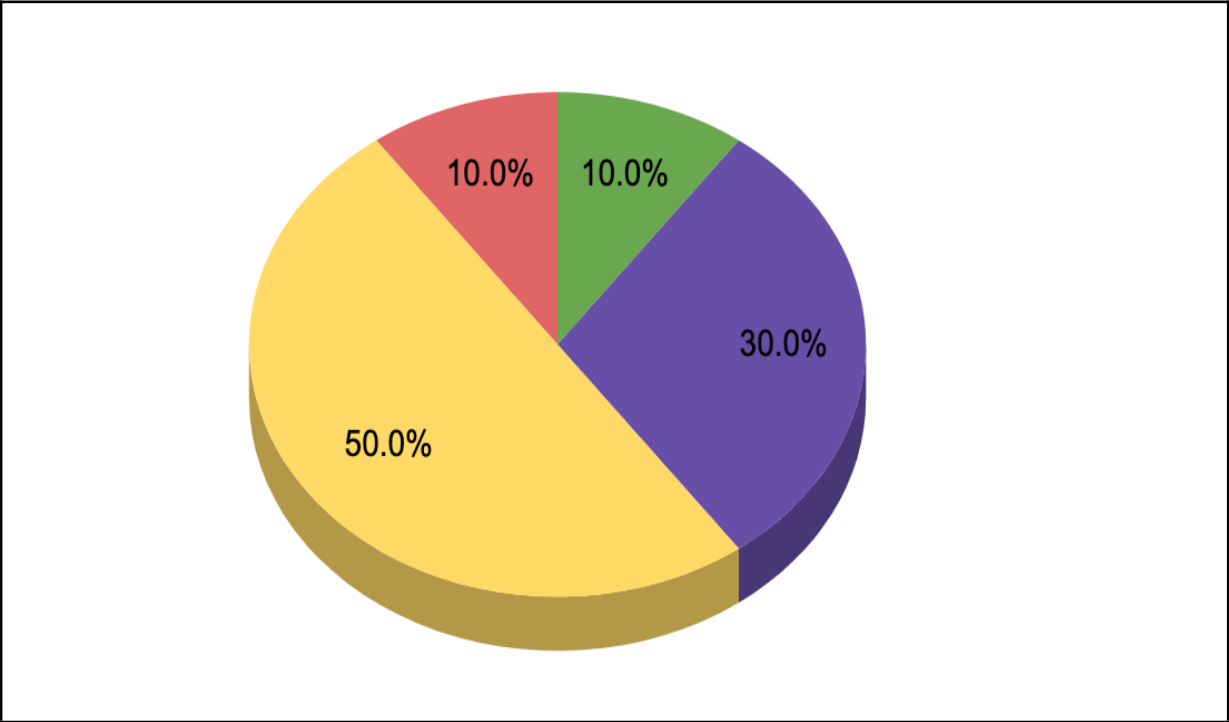
<p>Statement 7: It is important that I help my child review the lessons regularly at home.</p>	<p>Statement 8: It is important that my child completes the workbook exercises set for homework.</p>	<p>Statement 9: It is important that I offer rewards to my child for a good test score.</p>
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Parents' level of English



Statement 10: How well can you speak English?



Appendix A21: Interview with Teacher 1

Semi-structured Interview Guide

(Interview with **TEACHER 1** about the current testing policy at EFA School)

Introduction:

Hello. I'm Garry Hobbs, and I am conducting this interview today to find out your feelings towards the current young learner assessment practice within the school.

Firstly, I would like to thank you for agreeing to participate in this interview. I will be recording this interview and using it as part of my dissertation. However, nothing you say today will be quoted with your name. Do you have any questions about confidentiality?

No, I don't.

Now I would like to begin the interview.

Warm-up Question:

1. How long have you been an ESL teacher?
For about 8 months.
2. Do you enjoy teaching younger learners?
Yes, I do. I find the young learners here full of enthusiasm and rewarding to teach.
3. How do you like working in Thailand?
I very much enjoy it. The students here are very respectful and well-behaved. It's interesting teaching in a country where they have a different alphabet and grammar structure is very different here, meaning that we're teaching from first principles a lot.

In the next stage of the interview, I would like to establish your feelings concerning the current achievement testing procedure of young learners at the school.

Specific Questions:

4. In your opinion, should young learners be tested at regular intervals during the course? Why (not)?
Yes, I think they should be.
Okay. Why?
First, it allows us to gauge their level, and check they're on the appropriate programme. Second, I think it promotes revision and helps them consolidate what they've learned, and I would also say it helps prepare for future testing that they'll face at school.
5. Do you think classroom paper and pencil tests are a good way to assess what students have learned during their course? Why (not)?
Yes, I think they offer a good, partial, look into how they're doing. But of course, we don't test their speaking or their listening in the written tests. So I'd say they're a necessary, but not sufficient way of seeing how they're doing.
6. Do your young learners seem concerned about the end-of-unit achievement tests?
I've never noticed any concern amongst my students, no.
Ok. Do you have a feeling that they enjoy the test?
I wouldn't say they enjoy it, but I've never had any problems with them seeming overly concerned or worried about it.

7. What are your young learners like when they take the tests?
They are always quiet and well-behaved.
8. Do you think the end-of-unit tests cause any of your students to experience anxiety?
I haven't noticed any anxiety, and I would argue if some of them did feel a bit anxious then this would be a good thing because it would help them to face any anxieties at a young age. And, if they face these issues when they are young, then it won't become a big problem for them when they get a bit older and have important tests at school.
9. If you had the opportunity to change the current achievement testing procedure, what changes would you recommend?
Well, one thing would be to involve some sort of speaking and listening tests. So, for example, we could have a listening component to the exams that they currently have.

Prompts for Follow-up Questions:

- What do you mean when you say ____?
- When you referred to _____, what did you mean?
- Can you tell me more about _____?
- Can you give me an example of _____?

Ending the Interview:

10. Have you got any questions that you would like to ask me?
Do you think it would be a good idea to have some sort of speaking or listening component to test?

Yes, I certainly do. However, it's more with the timing issues with the two hours or an hour half lesson how you would actually fit that in. So, that would be my main concern about conducting that type of test, the time duration because it would mean possibly having another teacher in the classroom to observe while we were doing like a one-to-one speaking test. So, it may actually be better that the speaking is assessed more regularly, actually in the class, so they didn't have to do it at the end of the unit.

Right.

Thank you very much for your time and the information that you shared with me today. It's very much appreciated.

You're welcome.

Appendix A22: Interview with Teacher 2

Semi-structured Interview Guide

(Interview with **TEACHER 2** about the current testing policy at EFA School)

Introduction:

Hello. I'm Garry Hobbs, and I am conducting this interview today to find out your feelings towards the current young learner assessment practice within the school.

Firstly, I would like to thank you for agreeing to participate in this interview. I will be recording this interview and using it as part of my dissertation. However, nothing you say today will be quoted with your name. Do you have any questions about confidentiality?

No

Now I would like to begin the interview.

Warm-up Question:

1. How long have you been an ESL teacher?
I've been an ESL teacher for 8 years, and now I'm a principal of English For All School.
2. Do you enjoy teaching younger learners?
Yes, I do. It's fun.
3. How do you like working in Thailand?
In my opinion, I think to work in Thailand is quite easy because in Thai culture, the student always respect to the teacher. So when I teach them something, they always listen.

In the next stage of the interview, I would like to establish your feelings concerning the current achievement testing procedure of young learners at the school.

Specific Questions:

4. In your opinion, should young learners be tested at regular intervals during the course? Why (not)?
Yeh, I think so. I think the way that we test the students regularly, that we can check their progress. Moreover, we can help the student who weak at something immediately.
Ok. Can you give me an example of how we can help the weak students immediately?
For example, if we test 10 vocabulary, and there's a student can write only 2. That we know that... oh, they don't know about 8 vocabulary. I can....we can help them to review the 8 vocabularies that they didn't know.
5. Do you think classroom paper and pencil tests are a good way to assess what students have learned during their course? Why (not)?
Actually, I partly agree with this point. I think the pencil test is good, but it's not the best way because there are 4 skills in English. The teacher should test their listening and speaking as well.
6. Do your young learners seem concerned about the end-of-unit achievement tests?
Of course, since I observe their feeling in the class, I think they... almost of them concern, especially the student who weak at English. They will concern and feel nervous while they take a test and take quite long when doing a test.
Ok. What do you mean when you say the student who is weak at English?

The students who weak at English, that they may have some point that they not understand; for example, grammar, or they think too much about the properly vocabulary that they should write on the test, and they think too long, and they take long time to did the test.

7. What are your young learners like when they take the tests?

I separate to be two groups. The first group, the student who good at English. They're skilful, so they confident, and they did the test so fast and send quickly. And in the other hand, another group, they're weak and not skilful. They always take long time, and maybe they send the test without writing in the full test. Just did some parts.

8. Do you think the end-of-unit tests cause any of your students to experience anxiety?

Certainly, this is a chance to let them have the experience about their anxiety. I believe that almost of them are feel nervous while they have a test because there are too many things for them to concern; for example, the result of the test, or maybe they have their parents' opinion when they see the test.

9. If you had the opportunity to change the current achievement testing procedure, what changes would you recommend?

If I have a chance to change achievement testing, I think I won't give the test to the student because they make them feel negative to... to English subject. I think I'll have a meeting with them and talk to them what they need to ... and show them about their work, what they need to improve and check their progress in the future. Or...in addition, we can keep their work in the folder as a portfolio that they can check their progress anyway... anytime.

Prompts for Follow-up Questions:

- What do you mean when you say ____?
- When you referred to _____, what did you mean?
- Can you tell me more about _____?
- Can you give me an example of _____?

Ending the Interview:

10. Have you got any questions that you would like to ask me?

No, thank you.

Thank you very much for your time and the information that you shared with me today.

Appendix A23: Interview with Teacher 3

Semi-structured Interview Guide

(Interview with **TEACHER 3** about the current testing policy at EFA School)

Introduction:

Hello. I'm Garry Hobbs, and I am conducting this interview today to find out your feelings towards the current young learner assessment practice within the school.

Firstly, I would like to thank you for agreeing to participate in this interview. I will be recording this interview and using it as part of my dissertation. However, nothing you say today will be quoted with your name. Do you have any questions about confidentiality?

No. I don't.

Now I would like to begin the interview.

Warm-up Question:

1. How long have you been an ESL teacher?
I've been teaching for 6 years.
2. Do you enjoy teaching younger learners?
Yes. It's great fun. It's a challenge. I like inspiring and motivating young learners because they cooperate well, and I think their behaviour is also good.
3. How do you like working in Thailand?
It's great. In general, the students listen to you, and they are respectful. The people are okay.

In the next stage of the interview, I would like to establish your feelings concerning the current achievement testing procedure of young learners at the school.

Specific Questions:

4. In your opinion, should young learners be tested at regular intervals during the course? Why (not)?
Yes, they should. In my opinion, it's good to see where the students are at. And also it's good to see if they've actually been learning the language taught in the classroom.
5. Do you think classroom paper and pencil tests are a good way to assess what students have learned during their course? Why (not)?
Yes, that's the way it should be. It should be presented because if you give them technology devices, such as iPads and stuff, they wouldn't be familiar with them. Yes, it's a great way.
6. Do your young learners seem concerned about the end-of-unit achievement tests?
What do you mean by that?
Do they seem troubled or worried, for example?
It's normal for them to feel worried, you know. Every student feels a bit of fear and anxiety before a test. But, if you tell them, if you give them notice, as we do when the test is, and maybe provide them with some clues what's in the test. They should be okay.
7. What are your young learners like when they take the tests?
At the start, you know I try to explain to them the rules; in sort of steps on what they should be doing. I think they're sort of well-behaved, and they're sort of ..they know what to do, as they did it before, so they know the actual

What did you mean when you said, “The students know what to do?”

Okay. Well if you had a student here who has been here for two years they know the process, you know. We do a review on the units, and we inform them when the test is. So, they come in and sit down, and we tell them the rules, and so they do the test and that’s it.

8. Do you think the end-of-unit tests cause any of your students to experience anxiety?

Yes, they do, but that’s all part of learning a subject. They do feel worried about the result, and when you monitor them during the test, you see students a bit nervous. Sort of not sure what’s in the test, or if they’ve studied what was in it.

9. If you had the opportunity to change the current achievement testing procedure, what changes would you recommend?

Okay. I’d recommend...Are you talking about the actual test or are you talking about the evaluation?

The end of unit paper-and-pencil tests.

Okay. I think with the young learner test, they’re okay. They cover the language and the vocabulary. They are a bit long, but I think to cover two units, I think it’s fair. I’d probably like to see something different. For example, students monitored and evaluated may be on a consistent basis.

Prompts for Follow-up Questions:

- What do you mean when you say ____?
- When you referred to _____, what did you mean?
- Can you tell me more about _____?
- Can you give me an example of _____?

Ending the Interview:

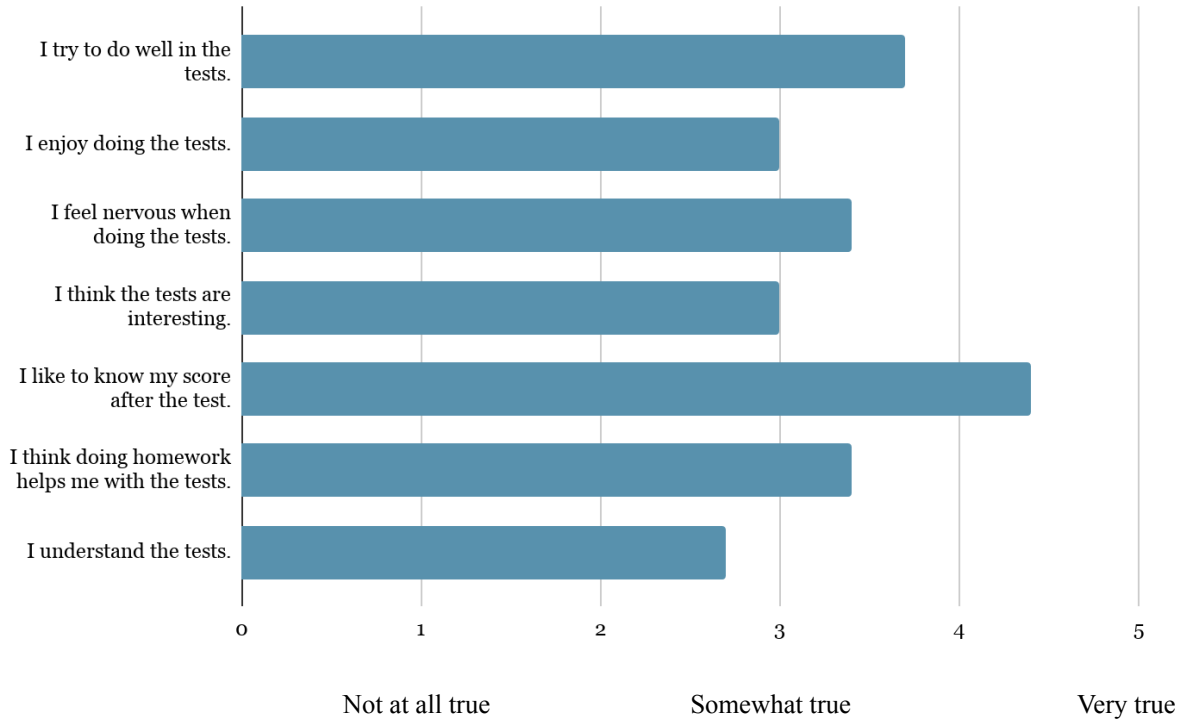
10. Have you got any questions that you would like to ask me?

No. I think you’ve covered most of it.

Thank you very much for your time and the information that you shared with me today.

Thank you.

Appendix A24 Student questionnaire results



Appendix A25: Learning log entries

Student 1

Start	Middle	End
<p>The most important thing I learned today was <u>ဒီနေ့အတွက်အရေးကြီးဆုံးအရာကား Guard</u></p> <p>1 - s ing 2 - @ ing 3 - ing dancing running doing riding swimming flying</p>	<p>The most important thing I learned today was <u>ဒီနေ့အတွက်အရေးကြီးဆုံးအရာကား spelling</u></p> <p>holiday activate go hiking go camping take riding lessons</p>	<p>The most important thing I learned today was <u>ဒီနေ့အတွက်အရေးကြီးဆုံးအရာကား COMMAS</u></p> <p>capital letters Full stops I learn a day name of people a month name of country the first word in a sentence</p>
<p>The most surprising thing I learned today was <u>ဒီနေ့အတွက်အံ့ဖွယ်ဆုံးအရာကား play</u></p> <p>game very much</p>	<p>The most surprising thing I learned today was _____</p>	<p>The most surprising thing I learned today was <u>ဒီနေ့အတွက်အံ့ဖွယ်ဆုံးအရာကား</u></p> <p>commas capital's letter i learn a day name of people a month name of country the first word in a sentence</p>
<p>The most confusing thing today was <u>ဒီနေ့အတွက်အမှတ်မထင်ဆုံးအရာကား</u></p> <p>because <u>it is</u></p>	<p>The most confusing thing today was <u>ဒီနေ့အတွက်အမှတ်မထင်ဆုံးအရာကား spelling activity</u></p> <p>because <u>it is</u> is hard - the spellin is keep a secret</p>	<p>The most confusing thing today was <u>ဒီနေ့အတွက်အမှတ်မထင်ဆုံးအရာကား commas</u></p> <p>capital letters a day name of people because <u>it is</u> is hard</p>
<p>I might have got more from the lesson if I <u>သို့သော်လည်းကောင်းပိုမိုလေ့လာပါက</u> study</p> <p>good</p>	<p>I might have got more from the lesson if I <u>သို့သော်လည်းကောင်းပိုမိုလေ့လာပါက</u> study</p> <p>good</p>	<p>I might have got more from the lesson if I <u>သို့သော်လည်းကောင်းပိုမိုလေ့လာပါက</u> study</p> <p>good listen teacher</p>

Student 2

Start	Middle	End
<p>The most important thing I learned today was <u>ဒီနေ့အတွက်အရေးကြီးဆုံးအရာကား Team work</u></p>	<p>The most important thing I learned today was <u>ဒီနေ့အတွက်အရေးကြီးဆုံးအရာကား Vocabulary</u></p> <p>of lungs lobes, chest, breathe, inhale, exhale. I learn about lungs and I have team work.</p>	<p>The most important thing I learned today was <u>ဒီနေ့အတွက်အရေးကြီးဆုံးအရာကား Capital letters</u></p> <p>, commas, and Full stops. Capital letters have in a day, name of people and a month. Commas have in before speech marks, In a year/ the number, Full stops have in at the end of a sentence.</p>
<p>The most surprising thing I learned today was <u>ဒီနေ့အတွက်အံ့ဖွယ်ဆုံးအရာကား I get</u></p> <p>new word in English.</p>	<p>The most surprising thing I learned today was <u>ဒီနေ့အတွက်အံ့ဖွယ်ဆုံးအရာကား lungs</u></p> <p>behind the chest.</p>	<p>The most surprising thing I learned today was <u>ဒီနေ့အတွက်အံ့ဖွယ်ဆုံးအရာကား New</u></p> <p>Vocabulary exclamation marks!</p>
<p>The most confusing thing today was <u>ဒီနေ့အတွက်အမှတ်မထင်ဆုံးအရာကား</u></p> <p>because <u>it is</u></p>	<p>The most confusing thing today was <u>ဒီနေ့အတွက်အမှတ်မထင်ဆုံးအရာကား</u></p> <p>because <u>it is</u></p>	<p>The most confusing thing today was <u>ဒီနေ့အတွက်အမှတ်မထင်ဆုံးအရာကား Capital letters</u></p> <p>, commas, full stops because <u>it is</u> It have many words.</p>
<p>I might have got more from the lesson if I <u>သို့သော်လည်းကောင်းပိုမိုလေ့လာပါက</u> more listen</p>	<p>I might have got more from the lesson if I <u>သို့သော်လည်းကောင်းပိုမိုလေ့လာပါက</u> I have</p> <p>more to listen.</p>	<p>I might have got more from the lesson if I <u>သို့သော်လည်းကောင်းပိုမိုလေ့လာပါက</u> listen more</p>

Student 5

Start	Middle	End
<p>The most important thing I learned today was <i>สิ่งสำคัญที่สุดที่ได้เรียนรู้ในวันนี้</i> <i>Spot question sentence, answer sentence</i></p>	<p>The most important thing I learned today was <i>สิ่งสำคัญที่สุดที่ได้เรียนรู้ในวันนี้</i> <i>subject pronoun = I You We They He She It</i> <i>possesive adjective = My Your Our Their His Her Its</i></p>	<p>The most important thing I learned today was <i>สิ่งสำคัญที่สุดที่ได้เรียนรู้ในวันนี้</i> <i>kind = ใจดี brave = กล้าหาญ strong = แข็งแรง magnificent =</i> <i>มหัศจรรย์ evil = ชั่วร้าย dirty = สกปรก cruel = โหดร้าย magical =</i> <i>วิเศษ wicked = ชั่วร้าย tiny = เล็ก tearless = กล้าหาญ large = ใหญ่</i> <i>scary = กลัว mighty = มีพลัง peaceful = สงบ horrible = น่า</i></p>
<p>The most surprising thing I learned today was <i>สิ่งที่ไม่คาดคิดที่สุดที่ได้เรียนรู้ในวันนี้</i></p>	<p>The most surprising thing I learned today was <i>สิ่งที่ไม่คาดคิดที่สุดที่ได้เรียนรู้ในวันนี้</i> <i>Possesive adjective</i></p>	<p>The most surprising thing I learned today was <i>สิ่งที่ไม่คาดคิดที่สุดที่ได้เรียนรู้ในวันนี้</i> <i>this vocabulary</i></p>
<p>The most confusing thing today was <i>สิ่งที่ยังไม่ชัดเจนที่สุดที่ได้เรียนรู้ในวันนี้</i> <i>because เพราะ</i></p>	<p>The most confusing thing today was <i>สิ่งที่ยังไม่ชัดเจนที่สุดที่ได้เรียนรู้ในวันนี้</i> <i>because เพราะ</i></p>	<p>The most confusing thing today was <i>สิ่งที่ยังไม่ชัดเจนที่สุดที่ได้เรียนรู้ในวันนี้</i> <i>explain about Hansel and Gretel story</i> <i>because เพราะ in the middle of the story is hard to explain</i></p>
<p>I might have got more from the lesson if I <i>ฉันน่าจะได้รับความรู้มากกว่านี้ได้หากฉัน</i> <i>go to english for all school early</i></p>	<p>I might have got more from the lesson if I <i>ฉันน่าจะได้รับความรู้มากกว่านี้ได้หากฉัน</i></p>	<p>I might have got more from the lesson if I <i>ฉันน่าจะได้รับความรู้มากกว่านี้ได้หากฉัน</i></p>

Appendix A26: Colour correction code

Colour :

Type of error:

Pink

Spelling

Blue

Punctuation (capital, comma, full stop)

Green

Incorrect word choice or grammar

Appendix A27: Student comment form examples

Student 1

Start

I might have got more from the lesson if I ฉันน่าจะได้รับความรู้มากกว่านี้ถ้าหากฉัน study

Middle

I might have got more from the lesson if I ฉันน่าจะได้รับความรู้มากกว่านี้ถ้าหากฉัน study
good

End

I might have got more from the lesson if I ฉันน่าจะได้รับความรู้มากกว่านี้ถ้าหากฉัน study
good listen teacher

Student 2

Start

The most confusing thing today was สิ่งที่ทำให้สับสนที่สุดในวันนี้คือ Verb phrase

because เพราะ I can't thing a word.

Middle

The most confusing thing today was สิ่งที่ทำให้สับสนที่สุดในวันนี้คือ fairy tales vocab

because เพราะ It hard and I can not remember

End

The most confusing thing today was สิ่งที่ทำให้สับสนที่สุดในวันนี้คือ Speaking about
Hansel and Gretel story.

because เพราะ I cannot remember because it long and new vocab.

Student 3

Start

The most surprising thing I learned today was สิ่งแปลกใหม่ที่สุดที่ได้เรียนรู้ในวันนี้คือ _____
New classroom

Middle

The most surprising thing I learned today was สิ่งแปลกใหม่ที่สุดที่ได้เรียนรู้ในวันนี้คือ _____
speak and write

End

The most surprising thing I learned today was สิ่งแปลกใหม่ที่สุดที่ได้เรียนรู้ในวันนี้คือ _____
storyline in Jack and beanstalk .

Student 4

Start

The most important thing I learned today was สิ่งสำคัญที่สุดที่ได้เรียนรู้ในวันนี้คือ _____
Vocabulary

Middle

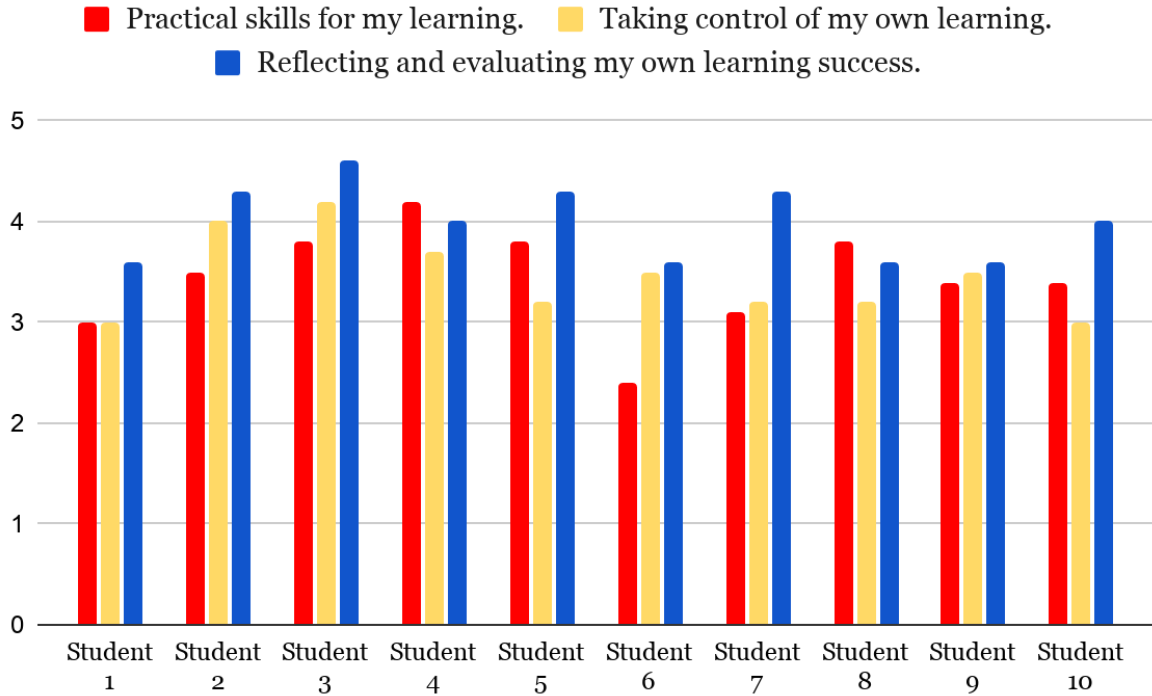
The most important thing I learned today was สิ่งสำคัญที่สุดที่ได้เรียนรู้ในวันนี้คือ New -
-vocabulary

End

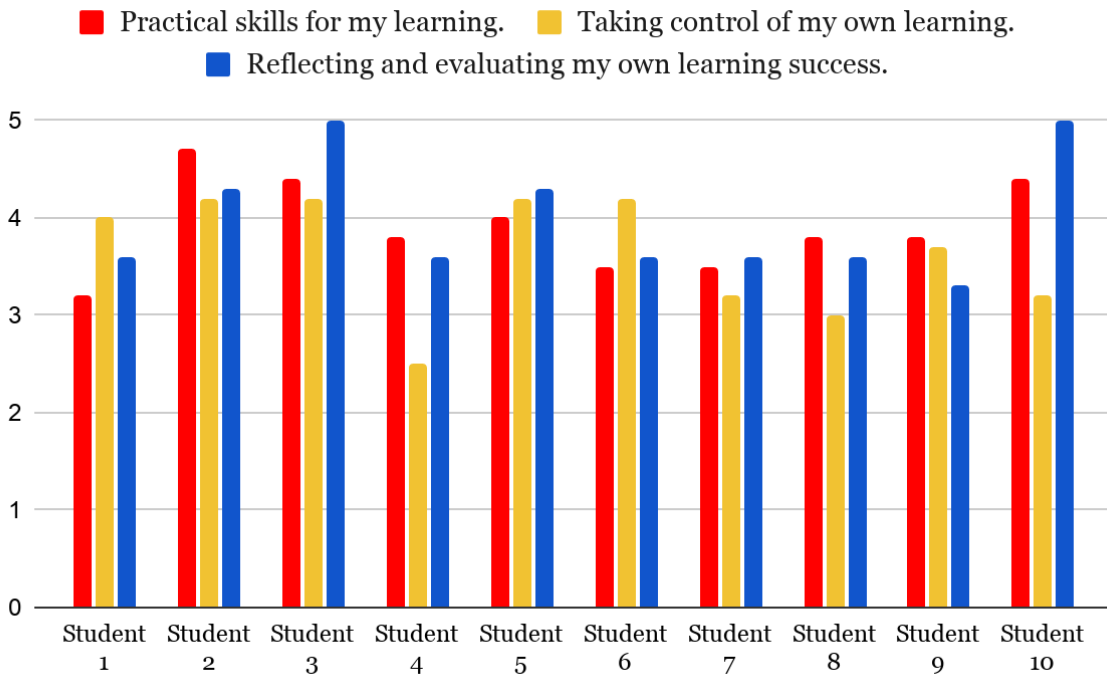
The most important thing I learned today was สิ่งสำคัญที่สุดที่ได้เรียนรู้ในวันนี้คือ New vocabulary
and how to talk at story, spelling

Appendix A28: Cambridge Life Competencies Framework

After take-home test six



After take-home test twelve



Appendix A29: List of students' personal goals

Personal goal frequencies

1. Check spellings (32)
2. Check capital letters (24)
3. Check full stops (19)
4. Complete homework on time (9)
5. Write neatly (7)
6. Write correctly (6)
7. Leave spaces between words (6)
8. Check question marks (5)
9. Take notes (5)
10. Listen more (4)
11. Check my work (4)
12. Spell the sports (4)
13. Read English books (3)
14. Write longer paragraphs (3)
15. Write slowly (3)
16. Read the instructions (3)
17. Check commas (3)
18. Read the questions (2)
19. Write more details (2)
20. More teamwork (2)
21. Remember new words (2)
22. Check homework (2)
23. Remember new spellings (2)
24. Write a paragraph about breathing (2)
25. Get a pencil (2)
26. Spell the holiday activities (2)
27. Use more adjectives (2)
28. Read the example (1)
29. Don't shout at friends (1)
30. Think of more words (1)

31. Try my best (1)
32. Write in English every day (1)
33. Control my emotions (1)
34. Get a notebook (1)
35. Learn to read (1)
36. More time for homework (1)
37. Learn to spell (1)
38. Help friends (1)
39. List spellings (1)
40. Spell gerunds (1)
41. Improve my handwriting (1)
42. Learn more vocabulary (1)
43. Write sentences (1)
44. Spell adjectives (1)

Coding of personal goals into three types

Type of goal

Practical skills for learning

1. Complete homework on time
2. Leave spaces between words
3. Take notes
4. Read the instructions
5. Read the questions
6. More teamwork
7. Get a pencil
8. Read the example
9. Get a notebook
10. Help friends
11. Write sentences
12. Write neatly

Taking control of my own learning

1. Check spellings
2. Check capital letters
3. Check full stops
4. Check question marks
5. Check my work
6. Spell the sports
7. Check commas
8. Check a good writing
9. Remember new words
10. Spell the holiday activities
11. Write in English every day
12. Learn to read
13. Learn to spell
14. List spellings
15. Learn more vocabulary
16. Spell adjectives
17. Spell gerunds
18. Read English books
19. Write a paragraph about breathing
20. Write correctly
21. Write longer paragraphs
22. Write slowly
23. Write more details
24. Think of more words

Reflecting and evaluating my own learning success

1. Listen more
2. Use more adjectives
3. Don't shout at friends
4. Try my best
5. Control my emotions
6. More time for homework
7. Improve my handwriting

Appendix A30 Peer-observation checklist results

Observed by: Anusara Ketsuan	Observational checklist	Date: 3/1/2020		
Tick the appropriate comment columns that come closest to your opinion of the teacher's performance in the areas below. NB: some of the statements below may not be applicable for this particular session.				
Motivational strategies combined with formative assessment practices	I think the teacher did this quite well	I think the teacher did this well	I think the teacher did this very well	
Setting a personal example with my own behaviour				
The teacher taught in an enthusiastic manner		✓		
The teacher was prepared for the lesson			✓	
Recognising students' effort and celebrating their success.				
The teacher praised the students' effort, growth, and achievement		✓		
The teacher used a class reward system			✓	
The teacher commented on and displayed (good/improved) work			✓	
The teacher encouraged class high-fives	✓			
Promoting learners self-confidence				
The teacher provided students with positive feedback			✓	
Creating a pleasant and relaxed atmosphere in the classroom.				
The teacher smiled, laughed, and encouraged humour			✓	
Presenting tasks properly & Clarifying and understanding learning intentions				
The teacher explained the purpose of the task		✓		
The teacher used a lead-in activity			✓	
The teacher pre-taught the key vocabulary			✓	
The teacher broke the task into manageable steps			✓	
The teacher allowed students to view samples of other students' work			✓	
The teacher used success criteria to discuss the quality of work			✓	
The teacher co-designed rubrics with the students			✓	
Increasing the learners' goal-orientedness & Activating students as the owners of their own learning				
The teacher encouraged students to set personal goals		✓		
The teacher used visual displays to highlight goals	✓			
The teacher gauged to what extent students understood by asking them to show (thumbs-up=I understand, thumbs in the middle= I think I understand, or, thumbs-down= I don't understand)	✓			
Making learning tasks stimulating				
The teacher used visual and auditory teaching aids		✓		
The teacher made the material appealing by adapting it to suit the students' interests, e.g. (by including competitive, humorous, or fantasy, elements, etc)				
Familiarising learners with L2-related values				
The teacher reminded students of the importance of English		✓		
Promoting group cohesiveness and setting group norms				
The teacher explained why classroom rules are important		✓		
The teacher encouraged groups to support each other		✓		
Promoting learner autonomy & Activating students as instructional resources for one another				
The teacher encouraged students to peer teach one another				
The teacher encouraged peer feedback		✓		
The teacher encouraged students to review their own work carefully		✓		
On the whole, I felt that you did a good job in applying the strategies in each area. I thought you did particularly well in 'presenting tasks properly' and 'understanding learning intentions.'				

Observed by: Anusara Ketsuan

Observational checklist

Date: 22.1.10.2020

Tick the appropriate comment columns that come closest to your opinion of the teacher's performance in the areas below.

NB: some of the statements below may not be applicable for this particular session.

	I think the teacher did this quite well	I think the teacher did this well	I think the teacher did this very well
Motivational strategies combined with formative assessment practices			
Setting a personal example with my own behaviour			
The teacher taught in an enthusiastic manner			✓
The teacher was prepared for the lesson			✓
Recognising students' effort and celebrating their success.			
The teacher praised the students' effort, growth, and achievement		✓	
The teacher used a class reward system		✓	
The teacher commented on and displayed (good/improved) work			✓
The teacher encouraged class high-fives		✓	
Promoting learners self-confidence			
The teacher provided students with positive feedback		✓	
Creating a pleasant and relaxed atmosphere in the classroom.			
The teacher smiled, laughed, and encouraged humour			✓
Presenting tasks properly & Clarifying and understanding learning intentions			
The teacher explained the purpose of the task		✓	
The teacher used a lead-in activity			✓
The teacher pre-taught the key vocabulary			✓
The teacher broke the task into manageable steps			✓
The teacher allowed students to view samples of other students' work			✓
The teacher used success criteria to discuss the quality of work		✓	
The teacher co-designed rubrics with the students			
Increasing the learners' goal-orientedness & Activating students as the owners of their own learning			
The teacher encouraged students to set personal goals			✓
The teacher used visual displays to highlight goals			
The teacher gauged to what extent students understood by asking them to show (thumbs-up=I understand, thumbs in the middle= I think I understand, or, thumbs-down= I don't understand)			✓
Making learning tasks stimulating			
The teacher used visual and auditory teaching aids			
The teacher made the material appealing by adapting it to suit the students' interests, e.g. (by including competitive, humorous, or fantasy, elements, etc)			✓
Familiarising learners with L2-related values			
The teacher reminded students of the importance of English			✓
Promoting group cohesiveness and setting group norms			
The teacher explained why classroom rules are important		✓	
The teacher encouraged groups to support each other			✓
Promoting learner autonomy & Activating students as instructional resources for one another			
The teacher encouraged students to peer teach one another			✓
The teacher encouraged peer feedback			✓
The teacher encouraged students to review their own work carefully			✓

Overall, you used many of the motivational strategies on the checklist, and your performance has definitely improved across all the strategies. I enjoyed your circle time when the students shared their take-home tests, edited them in groups, before editing their own. Your students have become so much more supportive of one another and independent compared to my first observation of the class.

Appendix A31: Star chart results

	Homework	Punctuation	Spelling	Handwriting	Spaces between words
Student 1	★★★★★ ★★	★★	★★★	★	★★★★★ ★★
Student 2	★★★★★ ★★★★★	★★★★★ ★	★★★★★★ ★★★★	★★★★★	★★★★★ ★
Student 3	★★★★★ ★★★★★	★★	★★★★★★	★★★★	★★★★★ ★★
Student 4	★★★★★ ★★★★★	★★★★★ ★	★★★★	★★★★★	★★★★★ ★
Student 5	★★★★★ ★★★★	★★★	★★★★★★ ★	★★★★★ ★★	★★★★★ ★★
Student 6	★★★★★	★★★★	★	★★★★	★★★★
Student 7	★★★★★	★★★	★★★★★★	★★★	★★★★★
Student 8	★★★★★ ★★★	★★★	★★★★★★	★★★★★ ★★	★★★★★ ★★
Student 9	★★★★★ ★	★★★	★★★★	★★★★★	★★★★★ ★
Student 10	★★★★★ ★★★★	★★	★★★★★★ ★	★★★★★	★★★★★ ★