English Language Teachers' Understanding and Implementation of Self-Assessment: A Multiple Case Study

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Abstract

This case study investigates English language teachers' understanding and implementation of self-assessment (SA) in elementary, junior high, and senior high school levels. The research focuses on exploring how English teachers' understanding of SA and how SA is applied in classroom settings. Data were collected through interviews and classroom observations involving five English teachers from a private school in East Jakarta, selected through purposeful sampling to capture diverse teaching experiences and grade levels. The findings indicate that all participants demonstrated a clear understanding of SA, its classroom implementation varied. Factors such as student age influenced the adaptation of SA practices, with younger learners requiring more guided approaches. Additionally, the frequency of SA use ranged from regular integration throughout lessons to limited use at the end of the term. These insights suggest areas for improvement, such as promoting more consistent use of SA throughout the learning process. The study offers practical examples of how English language teachers incorporate SA, providing guidance for educators aiming to enhance student engagement and autonomy through reflective learning practices.

Keywords: *English classroom; implementation; multiple case study; self-assessment; understanding.*

INTRODUCTION

In the 21st century, the development of autonomous, lifelong learning skills is widely recognized as a crucial global competency (Baidoo-Anu et al., 2023). Among the strategies that foster this competency, self-assessment (SA) has emerged as a key formative assessment tool in supporting learners' ability to reflect, monitor, and take responsibility for their learning (Shatri et al., 2022; Rezai et al., 2022). SA, defined as students' active engagement in evaluating their own learning, enables them to identify their strengths, areas for improvement, and to regulate their learning processes accordingly. As a metacognitive strategy, it promotes learner autonomy and deeper engagement in the learning process (Liu & Brantmeier, 2019).

Scholars have emphasized that SA involves critical self-reflection and appraisal of one's academic performance (Brown & Harris, 2013, as cited in Andrade, 2019). For instance, reflective activities such as learning journals allow students to assess their progress and identify learning strategies and challenges. Through this process, SA empowers learners to make informed decisions about their learning goals and pathways.

Despite its recognized benefits, the practical implementation of SA in classrooms presents several challenges. Liu and Carless (2006) identified key issues such as students' limited assessment skills, inaccurate self-judgments, and power dynamics between teachers and students. More recent research also highlights psychological barriers, such as ego-related discomfort, which can hinder honest reflection (Harris & Brown, 2018). Furthermore, the complexity and lack of transparency of learning objectives can prevent students from effectively aligning their self-assessment with instructional goals (Yan et al., 2020).

Teachers also face difficulties when implementing SA. These include increased workload due to the need for training, guidance, and follow-up support, especially in high-stakes environments where assessments may affect accountability measures (Panadero & Brown, 2016; Shattuck, S. D., 2021). Moreover, research reveals inconsistencies in the reliability of SA. While some studies suggest that students can provide feedback comparable to teachers (Meletiadou, 2021), others argue that students tend to overestimate their performance due to inexperience or bias (Kulkarni et al., 2015; Kilic, 2016). Additional concerns include students' discomfort in assessing themselves versus others (Panadero et al., 2013) and the potential for misuse of assessment roles due to power dynamics or peer conflicts (McGarr & Clifford, 2013).

These challenges are compounded by the limited adoption of SA among teachers. According to Yan and Carless (2022), many educators have yet to integrate SA meaningfully into their practice. In Indonesia, this gap is especially evident in English language classrooms, where most studies have centered on students' perceptions rather than teachers' implementation practices (Alek et al., 2020; Jaya et al., 2022; Lesmana & Rokhyati, 2020; Masruria & Anam, 2021). Moreover, existing research often focuses on other subjects such as mathematics, science, physical education, and Islamic education (Barana et al., 2022; Mahapoonyanont, 2020; Otero-Saborido et al., 2021; Zulkifli & Azman, 2021).

This lack of research on how English teachers in Indonesia implement SA points to a significant gap in the literature. Investigating teachers' SA practices is essential for improving educational quality (Kawuryan et al., 2021). Understanding how teachers interpret and apply SA strategies in real classrooms can inform professional development and policy decisions that support more effective pedagogy (Guskey, 2018). Observing how experienced teachers implement SA also aligns with Bandura's (2001) concept of observational learning, highlighting the value of modeling effective practices for professional growth (Manik et al., 2022).

Based on this rationale, the present study aims to explore how English language teachers understand and implement self-assessment in their classrooms. Through a multiple case study of teachers at a private school in East Jakarta, the research seeks to document classroom practices and provide practical insights that may inform and inspire other educators integrating SA into English language classrooms.

METHOD

This research employs a qualitative approach with case study method to investigate the implementation of self-assessment practices by English teachers at a private school in East Jakarta. The primary objective of this study is to examine specific aspects of self-assessment practices, including their effectiveness, challenges faced by teachers and students, and teacher perceptions regarding their integration into English language learning. By focusing on these dimensions, the research aims to provide valuable

insights into how self-assessment contributes to language skill development and classroom dynamics.

A case study, as outlined by Yin (2018), allows for an in-depth exploration of a specific context. Data was collected through semi-structured interviews. Participants were selected based on purposive sampling criteria, ensuring that they had experience implementing self-assessment in English language learning. The study involved five English teachers from elementary, junior, and high school levels. The school itself is a private institution located in East Jakarta, catering to middle-income families and emphasizing English as a core subject in its curriculum.

Data Collection Procedure

A purposeful sampling strategy was employed to select participants for this study. Purposeful sampling involves intentionally choosing individuals who can provide rich, relevant, and diverse information related to the research topic (Bouncken et al, 2025). In this study, English teachers from primary, middle, and high school levels at a private school in East Jakarta were selected to represent a broad range of teaching experiences and classroom contexts. This approach ensured a comprehensive understanding of how self-assessment practices are implemented across various educational settings within the school (Dahal, et al., 2024).

Data collection consisted of semi-structured interviews and classroom observations conducted between 1 - 30 October 2024.Interviews were scheduled at the convenience of the participants and took place in a quiet setting to facilitate open and detailed discussions.

Data Collection Instruments

Two primary instruments were used to collect data: semi-structured interviews and classroom observations. The interview protocol comprised open-ended questions designed to explore teachers' knowledge, experiences, and perceptions of self-assessment in their classrooms (Wilson, 2014). This format was selected for its flexibility, as it allowed participants to elaborate on their responses, thereby yielding rich, in-depth qualitative data. The semi-structured approach was particularly appropriate for investigating complex educational practices such as self-assessment, as it balanced structured guidance with opportunities for open discussion.

In addition to interviews, classroom observations were conducted using a structured observation guide. This guide was developed to systematically document the implementation of self-assessment practices during English lessons. It focused on key aspects such as teacher behaviors, student engagement with self-assessment tasks, and the use of specific tools or frameworks to support these practices. Observations provided valuable contextual evidence to complement the interview findings. Here is the the observational checklist based on Oswalt (2013).

Table 1: Oswalt' classroom observational's checklist.

Questions	1	2	3	4	5
1. Does the teacher give students opportunities to use selfregulatory competencies, such as the ability to accurately assess					

their own knowledge?

| 2. Does the teacher make efforts to develop self-monitoring competencies in students (i.e., meta-cognitive skills)? |
| 3. Are students making decisions related to their own improvement on the basis of ongoing assessment data (i.e., ownership of learning)? |

Both instruments were informed by a comprehensive review of relevant literature, including studies by Takrouni and Assalahi (2022) and Oswalt (2013), ensuring that they were aligned with the research objectives. Prior to the main data collection, the instruments were pilot tested with two English teachers who were not part of the study sample. This pilot phase helped refine the clarity of interview questions and the criteria within the observation guide, thereby enhancing the overall validity and reliability of the data collection tools (Muasya & Mulwa, 2023).

Data Analysis

The qualitative data collected from interviews and classroom observations were analyzed using thematic analysis, a method particularly well-suited for identifying, analyzing, and reporting patterns within qualitative data (Majumdar, 2018). The analysis process began with the verbatim transcription of all interview recordings to ensure the accuracy and integrity of the data. Following transcription, the interview transcripts and observation notes were systematically coded to identify recurring ideas, concepts, and practices related to the understanding and implementation of self-assessment. These initial codes were then grouped into broader themes that reflected key aspects of teachers' perceptions and classroom practices concerning self-assessment. This thematic approach enabled the researcher to uncover meaningful patterns and insights without the need for excessive reliance on formulas or tables, in line with qualitative research conventions that emphasize narrative richness over numerical data.

RESULTS AND DISCUSSION

This section presents the findings from interviews with five teachers with varying experience and grade levels, regarding the implementation of student self-assessment (SA) in their English language classrooms. The findings are organized into key themes that emerged from the data, reflecting the diverse strategies and perspectives of the participating teachers.

English Language Teaching (ELT) Teachers' Understanding towardSelf-assessment

The teachers demonstrated varied understandings of self-assessment, reflecting its multifaceted nature.

Table 3: Teachers' Definitions of Self-Assessment

Participant	Years of Teaching	Teaching	Definition of SA

	Experience	Level(s)	
Ms. Y	6	Elementary School	Students assess themselves to know their strengths and challenges toward the topic that they learn.
Ms. D	6	Senior High School	A process of evaluating students' abilities and understanding from their perspectives.
Mr. I	3	Junior & High School	Post activity when students undergo evaluation and reviewing their performance, analyze theirs, evaluate their needs and expectations.
Ms. A	2	Junior High School	Students have a project assignment and they assess their project based on rubric given by teachers.
Ms. S	7	Junior & High School	Students assess their language proficiency so they have the opportunity to see the improvement of their knowledge.

The participating teachers, who had between 2 and 7 years of teaching experience across various educational levels, expressed diverse understandings of self-assessment (SA). Ms. Y, an elementary school teacher with six years of experience, defined self-assessment as a process in which students identify their strengths and challenges related to the topic they are learning. Ms. D, who teaches at the senior high school level and also has six years of experience, described self-assessment as students evaluating their abilities and understanding from their own perspective. Mr. I, with three years of experience in both junior and senior high school, viewed self-assessment as a reflective activity following student performancewhere learners review their work, analyze their strengths and weaknesses, and consider their future learning needs. Ms. A, a junior high school teacher with two years of experience, focused on the use of rubrics for project-based assessment, allowing students to evaluate their work against specific criteria. Finally, Ms. S, who has seven years of experience teaching junior and senior high school students, emphasized that self-assessment helps learners monitor their language proficiency and recognize their own progress over time. These varied perspectives

illustrate the multifaceted nature of self-assessment and how teachers' interpretations are shaped by their teaching experience and context.

The Implementation of Self-Assessment Based on Teacher's Understanding in Classroom Practices

The teachers employed a range of strategies to implement self-assessment in their classrooms.

Table 2: Implementation of Self-Assessment

Participant	Implementation
Ms. Y	Giving a rubric like Task Specific Clarification
	Guiding students in doing self-assessment
	Repeating the instruction
	Students' self-reflection at the beginning of the lesson tocheck students' prior knowledge, self-assessment during summative assessment, and self-reflection at the end of the term.
Ms. D	SA as a pass card
	SA as a discussion during learning
	SA is implemented during the classroom activities aspass card or by doing discussion with students, or asking students to ask about what they still don't understand.
Mr. I	Giving online reflection form or website based like wordwall.net
	SA applied to the class in which students are struggling to understand the lesson
	Facilitate extra activities at home for students to choose different resources
	Tracking their performance by providing handouts at theend of the term
	Giving students some references to learn at home
	Providing the reflection forms. The questions: what they have learned, what elements, what topics they do relate to most, what elements that they find still challenging or struggling, what's the expectations or the hope for the upcoming activities.
Ms. A	Explaining the rubric to students and making sure they understand well all the grading criteria
	SA implemented at the end of the term and during the summative assessment period.
Ms. S	Using rubric, checklist, reflection journals
	Find mistakes and inaccuracies, then fix the identified problems
	Vocabulary List
	Watching movie/ English series
	Checklist: students assess themselves at the end ofmeeting based on the assessment criteria.

In response to the second research question—how English Language Teaching (ELT) teachers implemented their understanding of self-assessment in classroom practices—the data revealed a variety of strategies tailored to each teacher's context and instructional style. Ms. Y incorporated self-assessment through the use of a rubric called Task Specific Clarification. She actively guided students during the self-assessment process, reinforced instructions through repetition, and integrated self-reflection at multiple points in the learning cycle: at the beginning of lessons to assess prior knowledge, during summative assessments, and again at the end of the term.

Ms. D utilized self-assessment as a formative tool during classroom interactions, using methods such as "pass cards" and structured discussions. This approach allowed students to express what they understood and identify areas where they needed further clarification. Mr. I adopted a tech-integrated approach by using online reflection forms (e.g., Wordwall.net). He focused on helping students who struggled by offering additional learning resources and assigning reflection activities that encouraged them to evaluate what they had learned, the challenges they faced, and their expectations for future learning.

Ms. A emphasized clarity in grading criteria by thoroughly explaining rubrics to her students. She implemented self-assessment primarily at the end of the term, especially during summative assessment periods. Meanwhile, Ms. S employed a more diverse set of tools, including rubrics, checklists, reflection journals, and vocabulary lists. She also used multimedia materials like movies or English series to enhance student engagement and promoted self-correction by having students identify and address their own errors. These findings illustrated that while the core concept of self-assessment was consistent across participants, the methods of implementation varied widely, reflecting each teacher's pedagogical approach and classroom environment.

Classroom observations revealed that teachers are actively fostering self-assessment practices, as evidenced by a consistent score of 4 out of 5 across all participants. This score indicates a strong, though not yet fully optimized, integration of self-assessment within their teaching routines. Teachers regularly provide students with opportunities to engage in self-regulatory behaviors such as setting learning goals, monitoring their progress, and making informed decisions to improve their performance. These practices align withPanadero's (2017) frameworks, which emphasize learner autonomy and ownership as critical components of effective self-assessment. However, the fact that the score did not reach the maximum suggests that there remains room for refinement. Enhancing scaffolding around self-assessment skills-through explicit instruction in metacognitive strategies and encouraging more frequent, reflective student-led evaluations-could further promote students' internalization of self-assessment as a habitual and meaningful part of their learning process (Fischer, et al., 2023).

The findings also highlight the complexity and contextual nature of self-assessment, as teachers demonstrated varied interpretations and implementation strategies. This diversity reflects Fischer, et al. (2023) assertion that self-assessment must be adapted to the unique context, developmental level, and needs of students. Participants' definitions ranged from focusing on identifying strengths and weaknesses to evaluating abilities from the students' own perspectives, consistent with theoretical perspectives outlined by Andrade (2019). Such variation underscores the importance of targeted professional development that deepens teachers' conceptual understanding of self-assessment and explores its diverse applications. Effective training can help teachers harness the full

potential of self-assessment-not only as a feedback mechanism but also as a catalyst for learner motivation and self-regulation (Panadero, 2017).

Regarding implementation strategies, rubrics emerged as the most commonly used tool for self-assessment, supporting the findings of Olson and Krysiak (2021) on effective assessment practices. Rubrics offer clear and transparent criteria, enabling students to evaluate their work objectively, thereby reducing ambiguity and increasing the reliability of self-assessment outcomes. This observation aligns with Panadero's (2017) claim that successful self-assessment is embedded within regular classroom activities and supported by explicit evaluation criteria. Moreover, the observational data confirm that teachers are not only theoretically aware of self-assessment but are actively integrating it into their instructional practices. This practical engagement is essential, as the effectiveness of self-assessment depends on its meaningful incorporation into daily learning routines, rather than being treated as an occasional or isolated activity (Mahayukti, et al, 2009).

CONCLUSION

This study has revealed a generally positive understanding and implementation of student self-assessment (SA) among the participating English teachers. However, the effective implementation of SA varied based on factors like student age and grade level. For instance, Ms. Y, a primary school teacher, uses simplified rubrics and provides more scaffolding compared to Ms. D, who teaches high school students and relies on student-led discussions. The frequency of SA implementation also varied, with most teachers integrating it regularly, while one primarily used it at the end of the term, indicating potential to explore more frequent integration strategies.

These findings have important implications for practice. The positive understanding of SA among teachers can be leveraged through professional development to promote more consistent and effective implementation, which could, in turn, enhance student learning outcomes and engagement. Adaptations for younger students, such as simplified rubrics and structured guidance, should be systematically integrated into teaching practices at the primary level. Further research is needed to explore the long-term effects of self-assessment on student learning across different educational contexts. Future studies could also investigate the specific adaptations required for implementing SA effectively in primary classrooms, including the types of scaffolding and support that are most beneficial for younger learners.

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