Magdalini Liontou
University of Jyväskylä and University of Oulu

How do Finnish and Chinese students' diverse pedagogical experiences shape feedback interpretation?

Highlights

- Grades are considered the most important form of teacher feedback for Finnish and Chinese students.

- Grades were perceived under the socio-cultural factors of each educational system.

- Finnish students were more experienced in providing peer feedback than the Chinese counterparts.

- The Chinese students included the role of "class monitor" as part of the peer feedback process.

Abstract

Due to the dissemination of joint degree programmes in higher education, more students from different educational backgrounds are exposed to the same teaching and assessment without sharing a common pedagogical culture. Since this is relatively new in Finland, little is known about how students with diverse backgrounds experience assessment compared to their Finnish classmates and how this affects their overall performance. Having as a starting point an English for Specific Purposes course offered in Finland and China, this qualitative study focuses on the role of feedback through seventeen in-depth interviews. Themes such as grades and peer feedback were interpreted based on the educational background to which the students have been previously exposed. These findings indicate that the teacher should be aware of their previous pedagogical experiences and how these affect feedback in the classroom. Additionally, peer feedback needs to be addressed explicitly by the teacher during the lessons and create more scaffolding opportunities to avoid potential misinterpretations.

Keywords: feedback, peer assessment, Classroom-based assessment (CBA), higher education

1   Introduction

Classroom-based assessment (CBA) consists of the collection of assessment results over time through tasks practised in the classroom, the teacher's constructive feedback, and the active participation of students in the assessment process via peer and self-assessment tasks (Davison & Leung 2009). These tasks are also tailored to the given curriculum. Thus, CBA is quite often bound to context and content-based assessment compared to the summative standardised test practices of the psychometric model of assessment (Lewkowicz & Leung 2021). Black and Wiliam (1998:16) point out that "all (classroom) work involves some degree of feedback between those taught and the teacher…the nature of these interactions between teachers and students, and of students with one another, will be key determinants for the outcomes of any changes." Hattie & Timperley (2007) focus on which agents can deliver feedback in the language classroom (e.g., teacher, peers, parent, self). The difference in these definitions portrays that sometimes feedback is given in a strict classroom environment, while in other cases, more stakeholders might be involved in the process. Regardless of who provides the feedback, students should be taught to interpret feedback, link it successfully with their work and utilise it to develop further (Sadler, 1998).

      Regarding the feedback students provide to their classmates, peer assessment and feedback are closely associated terms and can occur simultaneously or consecutively. Liu & Carless (2006) distinguish the two terms and consider that peer assessment focuses on performance by grading their peers' work based on given criteria. In peer feedback, students provide detailed comments on each other's work to achieve better performance. However, peer feedback is often incorporated into the peer assessment process. A recent review of 58 studies focusing on the effects of peer feedback on students' learning showed a positive and nontrivial outcome

for the students who participated in peer-related activities compared to their counterparts who did not have that opportunity (Li et al. 2020). Additionally, the most important factor influencing this outcome was peer training, while the same study revealed that the positive results of peer feedback in students' learning were more meaningful than those of teacher assessment.

The context of this study is based on the Finnish and Chinese pedagogical approaches regarding language assessment. Hence, the role of feedback is discussed under the scope of CBA in these two countries. Concerning teacher assessment and feedback, Chinese university teachers tend to grade students holistically in English as a Foreign Language (EFL) classes. Their scores are not often accompanied by feedback in the form of comments due to the large size of their classes (Cheng & Wang 2007). Moreover, they frequently use multiple-choice tasks, standardised tests and translation activities, while tests are the primary assessment form. They are also less likely to engage in peer and ongoing assessment in the form of journals and portfolios if one of their key goals is to prepare students to pass the College English Test (CET) upon completing their undergraduate studies (Cheng 2008; Cheng et al. 2004). On the other hand, one of the core values of the Finnish pedagogical system is the learner-centred approach, in which students are responsible for their learning and are guided by teachers' feedback (FNAE 2019). Regarding Finnish EFL teachers' assessment practices in tertiary education, qualitative and mixed-methods studies indicate that university language centres utilise various forms of assessment through groupwork, portfolios, learning journals, student conferences, peer feedback and self-assessment forms (Jokinen et al. 2018; Liontou & Braidwood 2021). Thus, the difference in assessment tasks and feedback practices between Finland and China raises the question of whether an ESP course and its assessment could be universally applicable and accepted in the Chinese context.

When introducing various assessment types, we also have to consider the pedagogical approaches they are loaded with since they derive from the social reality surrounding a classroom. Specifically, Hu (2004) identifies three main categories for successfully implementing a pedagogical approach. The first category deals with classroom resources, and the second focuses on the impact and value of the target language in the society in which it is taught. The final one is the focal point of this study as it discusses how culture, in other words, the local context of teaching and learning, can affect the effectiveness of a pedagogical approach. Hu (2004) argues that if a pedagogical approach contradicts the local values or endorses learners' and teachers' qualities contrary to the existing ones, the introduced pedagogical approaches could clash and fail to be adopted in the new context. For example, curricula shaped by the northern secular approach often disregard the communal practices of the south (Heugh 2021); in this context, these practices could be considered the role of the parents in students' assessment and the ethical aspect of learning in China (Li 2005; Liontou 2021).

The dissemination of the Finnish educational system, namely education export, has affected higher education (HE) and has been the catalyst for "dual" undergraduate degree programmes in Asia (Schatz 2015). Thus, we sought to investigate how Finnish and Chinese students perceive teacher and peer feedback. The setting of this research involves an ESP course which belongs to the core bachelor studies for first-year engineering students in a Finnish university. Due to a Sino-Finnish joint bachelor's degree, the same course is provided at a Chinese university. The objectives of the course are: to understand the main points in English lectures, carry out necessary interactions in the academic environment in speech and writing, and communicate about engineering topics in professional contexts. Various formative and summative assessment tasks were established to achieve these aims. For the main ongoing activity of the course, the students had to create a poster presentation and present it in a mock exhibition during the final lesson. Formative assessment activities were built around the presentation task, mainly as structured teacher and peer feedback. For example, the students had to fill in self-assessment checklists at every stage of the poster presentation. Additionally, they had to practice their presentations in small groups and give peer feedback through guided prompts before the mock exhibition. Finally, students had to engage with summative assessment tasks through tests and presentations, in which both students and teachers graded students' oral work.

2   Methodology

The focus of this article was the Finnish and Chinese students' perceptions regarding feedback in an ESP course. Hence, two research questions were formed:

1. How do Finnish and Chinese students perceive teacher feedback?
2. How do Finnish and Chinese students perceive peer feedback?

2.1   Participants and data collection

Semi-structured interviews were selected for data collection since this study belongs to a larger research project. During the first stage of the project, the researcher administered two questionnaires investigating students' conceptions of assessment before and after the ESP course. Their previous responses to the questionnaires were used to create a list of predetermined interview questions investigating further teacher and peer feedback. However, follow-up questions were added when participants' answers provided critical areas of interest. King and Horrocks (2010) state that interviews provide unique information about participants' attitudes and reflect assumptions of the world. Thus, interviews could provide a thick description and a deeper understanding of their perceptions than numerical data (Denzin & Lincoln 2017).

A former student was recruited to examine the suitability of these questions in terms of appropriateness and understanding. The student was a suitable candidate to pilot the questions since he knew the course design and had the same proficiency level as the current participants. The final set of questions was created after analysing the data and revising the questions that seemed more complex.

The participants were recruited after the course completion to avoid potential biases and conflicts of interest since the researcher was one of the course instructors. All the instructors sent the information about the research and a consent form via e-mail after the course had ended. Seventeen participants from both universities agreed to be interviewed; eight were Finnish (five males and three females), and the rest were Chinese (seven males and two females). All interviews were in English, most of which took place between December 2019 and January 2020 since the final examinations of the autumn semester differ between the two countries. The interviews were conducted face-to-face in Finland. Due to the Covid-19 restrictions already imposed in China, the interviews with the Chinese participants were online. Using different modes of interviews might have affected the length of students' answers. However, limited options were available to organise the interviews due to the pandemic.

2.2   Data analysis

Thematic analysis was selected as the appropriate method since it is considered a flexible qualitative analysis not bound to any theoretical framework (Braun & Clarke 2006). The flexibility of the method was considered appropriate for this study which belongs to a broader mixed methods project. Each interview was transcribed verbatim, and the themes were created inductively. The steps to interpret the data were based on the general guidelines of thematic analysis (Braun & Clarke 2006; Clarke & Braun 2017; Javadi & Zarea 2016; Kiger & Varpio 2020; Nowell et al. 2017). After generating initial themes, they were discussed with the project supervisors and reviewed based on their feedback. Additional time was given to re-evaluating the candidate themes. Two diagrams were created to refine and name the final themes based on the research questions. The first was a spider web summarising the themes per participant, while the second diagram showed each theme across the participants. Finally, this process allowed further clarification of the level of the coded extracts and either higher-level themes were formed, or themes were separated or removed before summarising the findings and comparing them to the literature.

3 Findings

The participants discussed teacher feedback (comments and grades), its delivery and its implications in their relationship with their close ones e.g., their family. Moreover, they reflected on peer feedback based on their previous experiences and revealed the role of "class monitor" as an intermediary between the teacher and the students. It is worth noting that even though the emerged themes were similar for both groups of students, their perceptions and experiences differed. Due to the limited space of this article, additional extracts are presented in Appendices 1 and 2.

3.1 Teacher feedback

Both groups agreed that teachers delivered the most important form of feedback since they considered them experts. For instance, Finnish Participant 6 compared students' and teacher's feedback and considered the latter to be more professional:

> I think when in the classroom, students gave a lot of feedback to the people who were presenting... I think that was great because the people actually listening to the presentation should be the ones to give feedback. But, I think the most qualified person to do that is the teacher. (Fin. Part. 6)

However, the Chinese students attributed an ethical role to their teachers and considered them the academic and moral leaders of the classroom. For example, Participant 7 explained that the role of the teacher is *"to pay attention to student to improve the academic performance. Teachers should also... there's a good example of moral for students. How to do in life."*

Both student groups considered grades as the primary form of teacher feedback. Chinese Participant 9 emphasised that grades instead of comments were the main focus of assessment for his classmates while they tended to disregard and undervalue the teacher's suggestions. The socio-cultural aspect of grades was an exciting finding between the two groups. All the Finnish students' responses were unanimous regarding the privacy of their grades. Participant 1 emphasised that public grades would create an unhealthy form of competition and undermine classroom collaboration:

> I don't think in that kind of way it would really be encouraging competition... it would be kinda competing against other students, like not in a good way. Not collaborating as much but just trying to be as good as you possibly can. (Fin. Part. 1)

On the contrary, the Chinese participants provided mixed responses when discussing if the grades should be published. Participants 2, 6, 8, and 9 (Appendix 1) demonstrated a positive stand towards the public display of grades, justifying it as part of

their pedagogical background and culture as this used to be a common practice in their secondary education. They mentioned they could provide external motivation since they could know and compare their academic level. For instance, Chinese Participant 2 said:

> I cannot know my place in my class if a teacher doesn't give all the other grades to everyone. It is hard for me to know what platform I'm in. (Chin. Part. 2)

This way of thinking conflicted with what Finnish Participant 1 mentioned about the harmful effects of competition. Additionally, Chinese Participants 1, 3, 5, and 7 (Appendix 1) focused on the adverse effects of publishing students' grades, e.g., privacy issues and bullying. As Chinese Participant 1 noticed:

> …it may do harm to some students, and maybe those who get the higher grades may laugh at those who didn't. (Chin. Part. 1)

Teacher feedback, specifically grades, affected the Chinese students in the classroom and outside of it. Hence, the way teacher feedback affects students' lives should be explored holistically. Grades did not affect Finnish students' relationship with their parents (Appendix 1) since they identified themselves as adults. However, Chinese students seemed to be divided regarding grades and parent-child relationships. Their answers were split between the concepts of independence and parental care. The latter group appeared to justify their viewpoint based on the support parents offer and their own culture. For example, Chinese Participant 2 mentioned:

> Yes, I think they need to know my grades because parents can help you. In China, especially in senior high school, they give the extra tutor to me because the grade is very important. In my three years in senior high school, I always have the extra tutor in class at my weekend. (Chin. Part. 2)

Most students seemed to think that their parents should be aware of their grades since they are emotionally involved and invest money in their children's education. Understandably, since these were first-year university students, they compared their current situation with their previous experiences. Only two Chinese students had different opinions regarding child-parent relationships, and the difference in their responses seemed to be their self-image. Both Participants 5 and 9 perceived themselves as adults. Nevertheless, Participant 9 still believed that the parents have the right to discuss students' grades with the teacher:

> No, everyone doesn't want their parents directly to know their grades from the published scoreboard, but maybe they always say, yeah, you can ask the teachers about my grades, but don't ask me. I don't want to tell you that. (Chin. Part. 9)

3.2   Peer feedback

Apart from teacher feedback, peer feedback and assessment were essential aspects of the course. Even though students gave feedback to their peers (peer feedback) and graded each other's work (peer assessment), they used peer feedback as an umbrella term in their responses. Generally, both groups mentioned the advantages of peer feedback. For example, Finnish Participant 3 highlighted that peer feedback is important, particularly due to the course format, while Finnish Participant 4 described how the students could learn to empathise with someone's work:

> It's actually good that I can give feedback because when I give feedback, I think also about how I would be in that situation presenting something and then I would I think (that) I would be very happy if someone gave me feedback. So, when I give feedback, I also think what it could mean to the other person. (Fin. Part. 4)

Moreover, Finnish Participant 7 compared peer feedback to teacher feedback and gave a concrete example of why peer feedback can be less stressful for students. In the same spirit, Chinese participants pointed out that students can learn from each other through peer feedback.

> Like, if it's negative feedback, usually, if your friend gives it or a student, like if it doesn't feel as… you've failed, or you've done something wrong. Like, for example, I used to know my friend… when he was speaking or he tried to say some words, I would say, hey, it's this one or you cannot say it this way. And he was, wondering, okay, how do I write this? He wrote it wrong. I would explain to him, okay, do you have to do it this way?… It's different when the teacher says it because I think sometimes students feel a bit of pressure. (Fin. Part. 7)

> I think it's good because every team member has shortcomings and advantages. So, I can find my shortcomings, and I can learn from their advantages from them. (Chin. Part. 7)

However, at a closer look, both groups had second thoughts about the effectiveness and willingness to provide peer feedback. They considered students' feedback lenient than the teacher's and usually too positive (see Appendix 2 for further examples of milder peer feedback). For instance, Finnish Participant 8 noticed that in her presentation… *"where I got the feedback on the group, there were mistakes, there were things that I would have probably pointed out to myself, but they didn't."* Some participants would not take it seriously, while Chinese Participant 8 mentioned that students could experience group conflicts.

> …If there's a conflict or feedback is too much, we will get… break our relationship… will break, but sometimes if the feedback is hard to fit so hard to accommodate. People like me, (they are) not willing to give feedback. (Chin. Part. 8)

Furthermore, Chinese students mentioned a lack of similar previous experiences and, consequently, a lack of training in this type of feedback. Chinese Participants 1 and 9 discussed that since this type of activity is rare in China, taking the initiative to provide peer feedback might be difficult for some students. Chinese Participant 9 added that peer feedback was a form of leadership since the students had to speak their minds. In his own words:

> They are shy to work, and as a result, even though they have something in their mind to say, but they don't dare to say they're afraid because they think they are not good, so the effect of the group is not that good. Because leadership is not the common culture of Chinese cannot change just in two weeks. (Chin. Part. 9)

Chinese students consider the teacher a leadership figure, so peer feedback might be something that opposes this mindset and creates internal conflict. Even though Chinese students were not trained in peer feedback, Participant 9 considered the existence of the "class monitor" as one who provides feedback to their peers. The role of the class monitor is to be a mediator between the teachers and the students and decide what kind of feedback will be delivered to both parties. This role seems to be embedded in the Chinese system and is not similar to the traditional idea of peer feedback, e.g., students give feedback to their classmates during classroom activities. This is an extract of the conversation in which Participant 9 discussed how one should give peer feedback:

> Just like there are 50 of us, but there's only one monitor in the classroom. Some students, they do not know manners, they also say some bad words. So, at least this feedback will not directly go into the teacher's head, they should also go through the monitors head that the monitor has it... it just has to go through someone before the letters go directly into that, because, I know, I understand the feeling when it's received the letters full of bad words, criticising you, so this kind of work, maybe you can make it more polite, not just too direct... So, I think there should be someone between the teachers and the students. (Chin. Part. 9)

This new piece of information raises many questions regarding peer assessment in the Chinese context. First, it is crucial to know who guides peer feedback. Usually, this role belongs to the teacher who gives classroom instructions; however, the teacher might not be the only person in this context. This brings us to the next question on how the teachers can ensure that there is no power relationship when receiving or delivering peer feedback to the class monitor. In other words, it raises questions on how the teachers can be sure that the students will not confuse the class monitor's dual role such as the general responsibilities of the class monitor and the feedback this student provides or receives on a specific peer feedback activity. Finally, the role of class monitors is further discussed in the next section.

4   Discussion

In the last twenty years, research on CBA has primarily focused on teachers' beliefs and assessment literacy and various forms of assessment and feedback (Lewkowicz & Leung 2021). Classroom-based feedback encompasses classroom discussion, peer and self-assessment, teacher-led comments and grades (Black & Wiliam 1998). Nevertheless, no matter the nature of feedback, it only becomes meaningful when students consider the given feedback, take action and try to close the gap in learning (Sadler, 1998). Thus, this study aims to discuss Finnish and Chinese tertiary students' perceptions of teacher and peer feedback in an ESP course. The diverse educational culture of students is considered a factor affecting the values resting upon feedback and the implications it has in their lives (Turner & Purpura 2016).

Sadler (1998) has explicitly discussed how students acknowledge teachers' expertise in assessment due to the teacher's superior knowledge of the subject. Both groups in this study also reported a similar finding. Moreover, Chinese participants added a moral hue to teacher feedback since they considered their teachers as moral leaders. Li (2005) and Liontou (2021) discovered similar findings when they investigated Chinese students' perceptions of learning and assessment. Students strived not only for knowledge but also for moral guidance. Finnish and Chinese students' viewpoints regarding teacher feedback echo the concept of northern and southern educational settings, such as individualism versus collectivism (Heugh 2021). The Chinese educational system emphasises social learning through uniformity and leading by example (Zhu & Chang 2019). Social learning transfers valuable knowledge to younger generations while promoting societal stability in contrast with individual learning, which focuses on trial and error (Chang et al. 2011). In comparison, learner agency and various forms of formative assessment, such as self and peer assessment, are promoted in language courses in Finnish tertiary education (Jalkanen et al. 2015; Jokinen et al. 2018). This mismatch in pedagogical traditions could create misconceptions about teacher feedback since Chinese students might expect more from their teachers.

Scoring without incorporating comments is a standard assessment practice in EFL classrooms in China (Cheng & Wang 2007). This practice could explain Chinese students' disinterest in teachers' comments in this study. Students also mentioned the public display of grades and the consequences of this action on them and their close ones. Chinese students' opinions align with previous findings regarding the involvement and expectations of Chinese parents in their children's academic life (Biggs & Watkins 2001; Liontou 2021; Peterson et al. 2013). For Chinese students, learning has moral and social implications and carries a higher status for them, so to improve their learning, students strive for self-perfection (Li 2005). In case of failure, this leads them to feelings of shame and guilt, affecting not only them but also their parents. This can be explained by the filial piety that underpins Chinese culture, in

which family interdependence is highly valued (Zhu & Chang 2019). Unlike Finland, in HE in China, students and parents expect the teacher to have a key role in education in many ways, one manifestation of which is parents' and students' feedback to the teacher.

Chinese students tended to compare grades and/or each other's work. Finnish students showed empathy when provided peer feedback, which had a positive effect as it could help students decompress from teacher feedback and be more open to accepting it from their classmates, especially their friends. Explicit comparison in the classroom triggers internal feedback and can be utilised to enhance higher-order thinking. For example, analogical, e.g., reviewing someone else's work, and analytical comparison, e.g., someone else reviewing their work, could promote different types of internal feedback (Nicol 2021). However, teachers need to be cautious when introducing comparisons to avoid harmful associations between feedback and learning. Therefore, comparisons through structured peer feedback could be a great alternative to stimulate high-order thinking.

Regarding peer feedback, Finnish and Chinese students seem to agree with previous research, which stresses that some of the shortcomings of peer feedback are reliability, perceived expertise, power relations and time (Liu & Carless 2006). Even though the concept of time was not mentioned in this study, the rest of the pitfalls of peer feedback were evident. As Topping (2017) discusses, social processes such as social anxiety, friendships and power relations can negatively affect peer assessment. For example, students could give similar feedback and grades to avoid conflict. Teachers could overcome this obstacle by promoting students' responsibility and the feeling of ownership of their work. They should also consider the students' roles, such as class monitors, and try to mitigate when and if needed. In order to successfully implement various forms of assessment and promote inclusion in the Finnish and Chinese language classroom, students' and teachers' systems of knowledge need to be first acknowledged and then respected mutually. This action could correct the imbalance between the west-south dichotomy of education (Heugh 2021).

Finally, students are affected by the socio-political situation of their pedagogical system to some extent (Turner & Purpura 2016). For example, an unexpected finding of the contextual dimension of feedback was the Chinese concept of "class monitor". The class monitor's function is different from the way peer feedback is typically described in research, e.g., the students giving feedback to their classmates during classroom activities. Generally, the concept of the class monitor was not mentioned in any academic study to the researcher's knowledge, apart from the blog post "Class Monitors in China" (To boldly go... 2017). In this popular article, an English teacher in China describes that the class monitors are usually selected by their headteachers, and their role is to organise the class based on the needs of the university. Various monitors (e.g., behaviour monitor, sports monitor, league secretary) are selected

either by the communist party or the university. As a student in this present study mentioned, the class monitor was responsible for delivering feedback from the students to the teachers and vice versa. This unique role in the Chinese HE is not part of the Finnish HE system. The monitors seem to need to think about the students' views, interpret them and deliver the feedback to either the teacher or the students. Overall, what is required from the class monitor differs from the other students who give feedback to their peers; thus, it raises issues for further research.

5   Conclusion

This paper investigated the perspectives of Finnish and Chinese students participating in an ESP course for engineers. Since the students were previously exposed to different pedagogical systems, there was ambiguity about how they perceived teacher and peer feedback, equally essential pillars of the course. Various implications for similar projects in the Finnish education export sector and methodological limitations are discussed below.

In order to better understand how the teacher and peer feedback are perceived in the classroom, we should acknowledge that students are carriers of different systems of knowledge and understandings of the world since they derive from heterogeneous contexts (Heugh 2021). For example, when introducing peer feedback, the teachers should consider not only the course syllabus but also the educational background of their students to tailor peer feedback accordingly. As previous research has emphasised, introducing specific criteria and training in peer assessment are paramount to achieving positive learning outcomes (Li et al. 2020; Li & Gao 2016). This study confirms that students with little or no experience struggled to understand and practice this assessment form adequately. Extra effort and time are crucial to successfully implement formative feedback, especially in cultures where the opposite, e.g., top-down instructions and competition, are highly valued (Hu 2004; Zhu & Chang 2019). When the feedback is communicated in the classroom, it is also worth considering all the stakeholders, such as class monitors and parents. The pathways of classroom feedback in various educational cultures should also be explored in the future, as it could affect either positive or negative classroom interactions and undermine the validity and process of assessment. As this research showed, there might be various implications regarding feedback in and out of the class, and thus, an emic approach to feedback is worth exploring in the language classroom. Through this approach, we could, for example, better understand the role of the class monitor explicitly and see how it affects the class dynamics and, consequently, the assessment process. Finally, it is worth acknowledging that the different types of interviews, due to the unique circumstances of the pandemic, could have potentially affected the length of the participants' answers.

Literature

Biggs, J.B. & D.A. Watkins 2001. Insights into teaching the Chinese learner. In D.A. Watkins & J. B. Biggs (eds) Teaching the Chinese Learner: Psychological and Pedagogical Perspectives. Hong Kong: University of Hong Kong, Comparative Education Research Centre, 277–300.

Black, P. & D. Wiliam 1998. Assessment and classroom learning. *International Journal of Phytoremediation*, *21* (1), 7–74. https://doi.org/10.1080/0969595980050102

Braun, V. & V. Clarke 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3* (2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Chang, L., M.C.K., Mak, T., et al. 2011. Cultural Adaptations to Environmental Variability: An Evolutionary Account of East–West Differences. *Educational Psychology Review, 23***,** 99–129. https://doi.org/10.1007/s10648-010-9149-0

Cheng, L. 2008. The key to success: English language testing in China. *Language Testing*, *25* (1), 15–37. https://doi.org/10.1177/0265532207083743

Cheng, L., T., Rogers & H. Hu 2004. ESL/EFL instructors' classroom assessment practices: Purposes, methods, and procedures. *Language Testing*, *21* (3), 360–389. https://doi.org/10.1191/0265532204lt288oa

Cheng, L. & X. Wang 2007. Grading, Feedback, and Reporting in ESL/EFL Classrooms. *Language Assessment Quarterly*, *4* (1), 85–107. https://doi.org/10.1080/15434300701348409

Clarke, V., & V. Braun 2017. Thematic analysis. *Journal of Positive Psychology*, *12* (3), 297–298. https://doi.org/10.1080/17439760.2016.1262613

Class Monitors in China. To boldly go... 2017. https://toboldlygo.mystrikingly.com/blog/class-monitors-in-china [accessed 5 August 2022].

Davison, C. & C. Leung 2009. Current issues in English language teacher-based assessment. *TESOL Quarterly*, *43* (3), 393–415. https://doi.org/10.1002/j.1545-7249.2009.tb00242.x

Denzin, N. K. & Y.S. Lincoln 2017. *The SAGE handbook of qualitative research* (Fifth edition). Los Angeles: Sage.

FNBE 2019. *National Core Curriculum for General Upper Secondary Schools 2019*. Finnish National Board of Education: Helsinki, Finland.

Hattie, J. & H. Timperley 2007. The Power of Feedback. *Review of Educational Research*, *77* (1), 81–112. https://doi.org/10.3102/003465430298487

Heugh, K. 2021. Southern multilingualisms, translanguaging and transknowledging in Inclusive and Sustainable Education. In P. Harding-Esch & H. Coleman (eds) *Language and the Sustainable Development Goals*. British Council, 37–47.

Hu, G. 2004. Pedagogical practices in Chinese EFL classrooms. *Asian Englishes*, *7* (1), 42–59. https://doi.org/10.1080/13488678.2004.10801130

Jalkanen, J., Jokinen, E. & Taalas, Peppi (Eds). 2015. *Voices of pedagogical development – expanding, enhancing and exploring higher education language learning*. Research-publishing.net. https://doi.org/10.14705/rpnet.2015.9781908416261

Javadi, M., &K. Zarea, K. 2016. Understanding Thematic Analysis and its Pitfall. *Journal of Client Care*, *1* (1), 34–40. https://doi.org/10.15412/J.JCC.02010107

Jokinen, J., S., Karjalainen & H. Mäkäläinen 2018. *Kielenoppimisen kehittyvät arviointi - ja palautekäytänteet - Developing feedback and assessment practices in language learning*. Helsinki: Helsingin yliopiston kielikeskus.

Kiger, M. E., & L. Varpio 2020. Thematic analysis of qualitative data: AMEE Guide. *Medical Teacher*, *42* (8), 846–854. https://doi.org/10.1080/0142159X.2020.1755030

King, N. & C. Horrocks 2010. *Interviews in qualitative research.* Los Angeles: Sage.

Lewkowicz, J. & C. Leung 2021. Classroom-based assessment. *Language Teaching, 54* (1), 47–57. https://doi.org/10.1017/S0261444820000506

Li, J. 2005. Mind or Virtue. *Current Direction in Psychological Science*, *14* (4), 190–194.

Li, H., Y., Xiong, C. V., Hunter, X., Guo & R. Tywoniw 2020. Does peer assessment promote
student learning? A meta-analysis. *Assessment and Evaluation in Higher Education*, *45*
(2), 193–211. https://doi.org/10.1080/02602938.2019.1620679

Liu, N. F. & D., Carless 2006. Peer feedback: The learning element of peer assessment. *Teaching
in Higher Education*, *11* (3), 279–290. https://doi.org/10.1080/13562510600680582

Liontou, M. 2021. Conceptions of assessment as an integral part of language learning: A case
study of Finnish and Chinese university students. *Languages*, *6* (4), 202-223.
https://doi.org/10.3390/languages6040202

Liontou, M., & E. Braidwood 2021. Mediation in practice in an ESAP course: Versions of the
Medical English student conference. *CEFR Journal - Research and Practice*, *4*, 25–42.
https://doi.org/10.37546/JALTSIG.CEFR4-2

Nicol, D. 2021. The power of internal feedback: exploiting natural comparison processes.
Assessment and Evaluation in Higher Education, *46* (5), 756–778.
https://doi.org/10.1080/02602938.2020.1823314

Peterson, E. R., G. T. L., Brown & R. J. Hamilton 2013. Cultural differences in tertiary students'
conceptions of learning as a duty and student achievement. *International Journal of
Quantitative Research in Education*, *1* (2), 167–181. https://doi.org/10.1504/ijqre.2013.056462

Sadler, D. R. 1998. Formative assessment: Revisiting the territory. *International Journal of
Phytoremediation*, *21* (1), 77–84. https://doi.org/10.1080/0969595980050104

Schatz, M. 2015. Toward One of the Leading Education-Based Economies? Investigating Aims,
Strategies, and Practices of Finland's Education Export Landscape. *Journal of Studies in
International Education*, *19* (4), 327–340. https://doi.org/10.1177/1028315315572897

Topping, K. 2017. Peer Assessment: Learning by Judging and Discussing the Work of Other
Learners. *Interdisciplinary Education and Psychology*, *1* (1), 1-17.
https://doi.org/10.31532/interdiscipeducpsychol.1.1.007

Turner, C.E. & J. Purpura 2016. Learning-oriented assessment in second and foreign
language classrooms. In D. Tsagari & J. Banerjee (eds.), *Handbook of Second Language
Assessment*. Berlin: De Gruyter/Mouton, 255–273.

Zhu, N. & L. Chang 2019. Education and Parenting in China. In E. Sorbring & J. Lansford
(eds), *School Systems, Parent Behavior, and Academic Achievement. Young People and
Learning Processes in School and Everyday Life.* Springer, 15–28.
https://doi.org/10.1007/978-3-030-28277-6_2

APPENDIX 1.

Quotes regarding grades given by the teacher

TGrades	
Fin. Part. 4	*no, I don't think my parents need to know my grades (laughing) it's personal and I mean you can always tell the parent if the grade… if you want but… if the parent keeps on watching or knowing the grades it's not right I think … the parent doesn't have the right almost to an adult man or woman's grade… it is not really their business*
Fin. Part. 3	*I don't think they need to know anymore because I'm away and I am basically an adult… I would like when you're like a kid and just be like… when you like in high school or definitely like first 10 years or so…*
Chin. Part. 2	*I cannot know my place in my class if a teacher doesn't give all the other grades to everyone. it is hard for me to know what platform I'm in. Because your grade by Chinese student, it's very important thing from junior school to senior high school. grades is the most important for everyone because it decides whether you cannot go to the university. What or how, how the university is … if you can join… In China, Senior High School, our exam, after every exam the grades are being displayed. And the teacher will give it to all of us.*
Chin. Part. 6	*I think that this can help us to know the ability of others …Yes, I think teachers can get the grades to choose public but not students... I think teachers can place them in our session in Moodle and not put them on the wall or somewhere you choose them for the others who get the lower grades I think what the best is for teacher to put them in Moodle*
Chin. Part. 8	*I think that someone might want to know about the high the higher score and they should publish them but if they are not very high teachers have better not to…*
Chin. Part. 9	*if the full class being Chinese because first seeing to the junior school and they were told no school, no junior school will publish the grades we have but actually we just publish the tests that are being valued and see my classroom before used to know and who have bad grades. I want to see is how I got a grade they publish on the school board to see yourself and also review your work hard and get good grades. It is good, but if you are not, it's not that good. So, I believe they should publish but maybe the teachers should also comfort the last one, though, if they want to work harder if the last time, they can be better than they thought.*
Chin. Part. 3	*Grade is just a measure of what I have started and the relationship with my classmates were may not break because of that… A student's grades are private, and the teacher should not do that.*
Chin. Part. 5	*I don't want the teachers to show my assessment to others. Because I think it's my assessment and I don't want others to know. I don't want to see others' assessment.*
Chin. Part. 7	*I think my grades won't affect my relationship with my classroom, because I may pay more efforts to my class so I could get a higher score. I think it's (grade) private. If someone it gets a low grade, he may be ashamed*

APPENDIX 2.

Quotes regarding peer feedback

Peer feedback	
Fin. Part. 5	*I feel like giving feedback it's hard for me because I don't want to criticise other people's works. But I think it's necessary if I got, because that's how they learn and improve their stuff*
Fin. Part. 8	*Like, I know, they are not probably going to say as Truthfully, I all those things. So, all I got was basically positive way. So that's always nice to hear about taking that with consideration. I noticed myself that in my presentations, where I got the feedback on the group, there was mistakes, there was things that I would have probably pointed out to myself, but they didn't.*
Chin. Part. 2	*When I give feedback to my partners, sometimes they will agree sometimes they don't agree. If there's conflict of feedback is too much, we will get… break our relationship… but sometimes if the feedback is hard to fit so hard to accommodate. People like me, not willing to give feedback. We are not willing to share feedback because it hurts*
Chin. Part. 1	*I think that's great. One can present and then other listen. When you are giving feedback, your partner will know whether they are doing a good job, but there is a problem. Sometimes students in China are not very interested in this form of activity. So, they're not willing to give feedback… I don't think they take it (peer feedback) …this very seriously. They just give casual feedback. It's honest. Or some of their feedbacks are just sort of like joking.*