



Empowering Young Learners: The Role of Self-Assessment in the English as a Foreign Language Primary Classroom

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To those who believed in me, even when I did not believe in myself.

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ABSTRACT

KEYWORDS: Self-assessment, Rubrics, Young Learners, English as a Foreign Language, Primary School.

The present study explores the role of self-assessment (SA) in enhancing students' awareness of their learning progress and identifying areas in need of improvement. It also examines the challenges and benefits experienced by young learners and a primary school English as a Foreign Language (EFL) teacher when regularly implementing self-assessment. This research, which was conducted with eight third-grade students at a private school in Portugal over the course of three months, followed an action research framework and used both quantitative and qualitative data collection methods, such as self-assessment forms, questionnaires, interviews, and a teaching journal. Findings suggest that while students initially resisted self-assessment, repeated exposure improved their ability to reflect on their learning journey. Moreover, the use of rubrics in the self-assessment process proved to be remarkably useful in helping students assess their performance and identify areas for growth. Implementing self-assessment in the EFL primary classroom presented both challenges, such as the difficulty of allocating sufficient time to integrate SA effectively, and benefits, including the ability to adjust instruction based on students' needs. This study contributes to the growing discourse on self-assessment with young learners and reinforces its potential as a formative learning tool. It also offers practical implications for EFL teachers by emphasizing the importance of scaffolding, feedback, and adaptability in self-assessment practices.

Empoderar Crianças: O Papel da Autoavaliação nas Aulas de Inglês do 1º Ciclo do Ensino Básico

Inês Nazaré Brasil

RESUMO

PALAVRAS-CHAVE: Autoavaliação, Rubricas, Crianças, Inglês como Língua Estrangeira, 1º Ciclo do Ensino Básico.

O presente estudo explora o papel da autoavaliação no aumento da consciencialização dos alunos sobre o seu progresso de aprendizagem e na identificação de áreas que necessitam de melhorias. Examina também os desafios e benefícios experienciados pelas crianças e por uma professora de Inglês como Língua Estrangeira (ILE) no 1º ciclo do ensino básico ao implementar regularmente a autoavaliação. Esta investigação, realizada com oito alunos do terceiro ano de uma escola privada em Portugal ao longo de três meses, seguiu uma estrutura de investigação-ação e utilizou métodos de recolha de dados quantitativos e qualitativos, como formulários de autoavaliação, questionários, entrevistas e um diário de ensino. Os resultados sugerem que, embora os alunos tenham inicialmente resistido à autoavaliação, a exposição contínua melhorou a sua capacidade de refletir sobre o seu percurso de aprendizagem. Além disso, a utilização de rubricas no processo de autoavaliação revelou-se extremamente útil para ajudar os alunos a avaliar o seu desempenho e a identificar áreas para crescimento. A implementação da autoavaliação nas aulas de Inglês do 1º ciclo do ensino básico apresentou desafios, como a dificuldade de disponibilizar tempo suficiente para integrá-la de forma eficaz, e benefícios, incluindo a capacidade de ajustar a instrução com base nas necessidades dos alunos. Este estudo contribui para o crescente debate sobre a autoavaliação com crianças e reforça o seu potencial como uma ferramenta de aprendizagem formativa. Oferece também implicações práticas para professores de ILE, ao sublinhar a importância do *scaffolding*, do *feedback* e da adaptabilidade nas práticas de autoavaliação.

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INTRODUCTION

Successful language learning extends beyond acquiring vocabulary and grammar, as it also involves fostering metacognitive skills that enable students to monitor and regulate their own learning. Zhang and Zhang (2019) describe metacognition as learners' "cognition about cognition" (p. 3), meaning their awareness of their own thinking processes, which helps them make decisions before, during, and after a learning task. Building on this concept, the *learning to learn* approach to teaching emphasizes the importance of self-awareness, reflection, and active engagement in the learning process. It encourages students to explore learning strategies that help them develop autonomy, resilience, and motivation, skills that are particularly valuable in language learning, where progress can oftentimes feel slow or challenging. In primary education, *learning to learn* is particularly significant as young learners are still developing their ability to think critically about their work. Teaching children how to reflect on their learning fosters a mindset that will benefit them in their future endeavours, both as students and as members of the workforce (Butler & Lee, 2010; Vasileiadou & Karadimitriou, 2021). This can be achieved through self-assessment (SA), which allows students to assess their work, recognize their strengths, and identify areas in need of improvement (Andrade & Valcheva, 2009). McMillan and Hearn (2008) describe self-assessment as the "*sine qua non* for effective learning" (p. 42), which underscores its potential to foster reflective, self-regulated, and autonomous learners.

The impetus for exploring self-assessment in the English as a Foreign Language (EFL) primary classroom stems from the desire to foster a more reflective learning environment that empowers students to take ownership of their learning. When successfully implemented, self-assessment enables learners to identify the gap between their current abilities and the desired performance, which allows them to take action to bridge that gap (Yan, 2022). Thus, SA can be seen as "a process for learning rather than an assessment method" (Yan, 2022, p. 5). My interest in this topic developed during the first few months of my Practicum. As a student teacher, I realized that many young learners struggled with self-assessment, often finding it difficult to identify their strengths and weaknesses. Additionally, I noticed that SA tends to be given a secondary role in classrooms and is often implemented in a superficial, cursory manner. When time was limited, which was frequently the case, as classes lasted only an hour, self-assessment was the first activity to be cut. Teachers' reluctance towards self-assessment may stem from a lack of training, as many educators admit being unfamiliar with strategies to make

SA meaningful and to seamlessly integrate it into their lesson plans. Zhang et al. (2022) carried out a study with five female EFL writing teachers from two universities in Northern China to explore their attitudes and self-efficacy beliefs regarding the implementation of SA in English writing classes. Their findings revealed that self-assessment was “surprisingly missing from the teachers’ knowledge base and previous practices” (p. 1). Although conducted in a higher education setting, this study’s findings are quite relevant to primary education as well. Curricular constraints, such as rigid schedules, standardised testing priorities, and an emphasis on teacher-centred instruction, also contribute to the ongoing neglect of self-assessment. Moreover, as Panadero et al. (2016) argue, some teachers simply do not see the benefits of self-assessment. In their study, a significant number of teachers reported that student self-assessment lacked accuracy, which discouraged them from implementing it. As a result, SA is often reduced to a perfunctory task, to a mere checkbox activity, rather than a transformative practice.

In a study conducted between October 2017 and December 2019 in Portugal, Moreira et al. (2021) used a mixed-methods approach to collect both quantitative data on school assessment guidelines and qualitative insights into teachers’ perceptions of their assessment practices. The study revealed that public primary school students learning English in Portugal are predominantly assessed on written comprehension and production skills. This emphasis contradicts national recommendations and existing literature, which advocate for a more balanced assessment approach. Teachers identified several obstacles to achieving that, including the prevalence of traditional assessment methods deeply rooted in the educational system, parental pressure to include and prioritize written tests, challenging working conditions such as large class sizes and heavy workloads, and the lack of training for this recruitment group (Moreira et al., 2021). In primary EFL classrooms, where developing listening and speaking skills should be prioritized, there is a need for further research on how SA can be adapted to assess these skills effectively.

My personal experiences with self-assessment have given me a deeper understanding of its challenges. In high school, I often doubted my abilities or overestimated my performances, which made SA a difficult skill to master. Even as an adult, I still find it challenging. By addressing these issues early on, students can develop confidence in their abilities and learn to reflect constructively. The EFL primary classroom offers a unique and significant setting for this research, as young learners are at a crucial stage in developing language skills and learning habits.

The purpose of this study is to explore the role of self-assessment in fostering greater self-awareness, autonomy, and motivation amongst young EFL learners. More specifically, this report examines how self-assessment practices affect students' ability to recognize their learning progress and identify areas in need of improvement. This study also delves into the challenges and benefits experienced by both teachers and students when implementing self-assessment in the primary EFL classroom. Therefore, this research seeks to answer two central questions:

1. How do self-assessment practices affect students' awareness of their own learning progress and areas in need of improvement?
2. What are the challenges and benefits experienced by a primary school EFL teacher and students when implementing self-assessment in the classroom?

1. LITERATURE REVIEW

The present literature review is organized into three main sections, each addressing a crucial aspect of self-assessment in the EFL primary classroom. The first section explores the conceptual framework of self-assessment, highlighting its role in promoting formative assessment. The second section discusses the challenges and benefits associated with implementing self-assessment in primary EFL contexts, namely how it influences learning, motivation, and engagement. The third and final section delves into the use of rubrics as a tool for facilitating self-assessment by providing clear criteria to guide students towards more accurate and effective self-reflection.

1.1 Self-assessment as formative assessment

Assessment in education generally falls into two main categories: summative and formative. As Ismail et al. (2022) explain, summative assessment assesses students' learning at the end of an instructional period, typically through standardized tests. While it provides a measure of achievement and summarizes what students have learned, it offers limited opportunities for ongoing learning adjustments. In contrast, formative assessment is a continuous process that supports learning by providing immediate feedback to help students refine their efforts for improvement (Ismail et al., 2022). Moreover, formative assessment can help reduce test anxiety, which Ismail et al. (2022) describe as feelings of "apprehension, fear, uneasiness, panic tension, and restlessness [students feel] while (...) thinking of forthcoming tests or exams" (p. 3). Formative assessment can take various forms, such as peer reviews, teacher feedback, and reflective

exercises (as it is the case of self-assessment), which allow instructors and their students to “make decisions about where [they] fit in their learning, where they need to go, and how best to get there” (Ismail et al., 2022, p. 6).

1.2 Self-assessment: the good, the bad, and the ugly

Self-assessment has gained increased attention in the educational context due to its potential to empower learners, promote autonomy and enhance self-regulation. Papanthymou and Darra (2022) define self-assessment as a process of reflection through which students assess the quality of their own work based on established criteria, which enables them to identify areas in need of improvement and set goals for future learning. Whilst traditional assessment methods often place students in passive roles as mere recipients of feedback rather than active participants in their learning process, self-assessment empowers students to take ownership of their learning by encouraging them to become self-aware and self-regulated learners who can accurately identify their strengths and weaknesses. Butler and Lee (2010) describe self-regulated learning as learning which “emphasizes autonomy and control by the individual who monitors, directs, and regulates actions towards goals of information acquisition, expanding expertise, and self-improvement” (p. 8). Jamrus and Razali (2019) argue that self-regulated learners are highly motivated to improve in their learning, which is especially important in EFL classrooms where learners may face both linguistic and motivational challenges.

Chinese philosopher Lao Tzu once said, “Give a man a fish, and you feed him for a day. Teach him how to fish, and you feed him for a lifetime” (Yan, 2022, p. 6). This idea can be applied to education, especially in the context of self-assessment. Providing students with feedback, that is, with useful information about their performance to help them improve specific areas or plan their learning (Ambrose et al., 2010) (essentially giving them a “fish”), may not be enough for lasting growth. In contrast, if we teach students how to fish, in other words, if we equip them with “the will and skill of self-assessment, [it can prove to be] a long-term and sustainable solution” (Yan, 2022, p. 6). Thus, teachers play a supportive, rather than dominant role in the classroom, in which they act as facilitators of learning, counsellors, and as resources (Thanasoulas, 2000).

In the Portuguese educational context, English classes are limited to two hours, twice a week. This restricted time, coupled with large class sizes, makes it challenging for English teachers to provide meaningful and detailed feedback to each student

throughout the school year. Fortunately, as Jamrus and Razali (2019) note, learners themselves can effectively become a valuable source of feedback through self-assessment, which not only helps them develop a sense of autonomy in their learning journey but also enhances their commitment to learning English.

While some purists may contend that the involvement of a teacher makes self-assessment a summative activity (Panadero et al., 2016), it is not necessarily the case that teacher-initiated self-assessment inherently undermines its formative potential. As Panadero et al. (2016) note, “it is not clear that teacher-initiated [SA] automatically prevents formative uses of [SA] by students themselves” (p. 807). Indeed, while young learners require guidance and scaffolding, their engagement with self-assessment can remain a formative process, one that fosters both reflection and growth, if they are encouraged to take an active role in assessing their own work.

Andrade (2008) argues that “if students produce it, they can assess it; and if they can assess it, they can improve it” (p. 3). However, Panadero et al. (2016) and Wang (2016) suggest that for self-assessment to be effective, students need to be explicitly taught how to engage in the process. Self-assessment is a skill that, like any other, requires practice and instruction. It is not a skill that can be assumed to develop automatically in all students, and, as Panadero et al. (2016) discuss, less skilled or novice learners may overestimate their abilities, which leads to inaccurate self-assessment. In contrast, highly competent learners might self-assess inaccurately as they tend to be overly critical of their own performance. While it is fairly consensual that SA needs to be reasonably realistic, that is, in accord with external and observable abilities, to be beneficial, some scholars (Panadero et al. 2016; Yan 2016) argue that there are still valuable outcomes even when self-assessments are unrealistic or inaccurate. As Panadero et al. (2016) explain, “there are benefits from engaging in [SA] even if it is unrealistic or inaccurate (...) on the basis that any engagement in the process, regardless of its accuracy, is worthwhile” (p. 813). Nevertheless, while initial inaccuracies in SA may still offer valuable learning opportunities, the long-term goal should be for students to develop more realistic and accurate self-assessment skills, which will ultimately enhance their self-regulation and learning outcomes. Teacher and/or peer feedback on the accuracy of self-assessments, as suggested by Vasileiadou and Karadimitriou (2021), can be instrumental in helping students refine their self-assessment skills over time.

In her study with eighteen Greek-speaking sixth-grade students who had been learning English for three years, Chalkia (2012) set out to determine the possible benefits

and difficulties young learners might experience when self-assessing their speaking skills. The students participated in six speaking activities, each followed by a self-assessment. Chalkia (2012) found that most students perceived SA as significantly less stressful than traditional assessment methods. The decrease in stress reported by students when engaging in SA can be a key factor in improving language learning outcomes. Indeed, when students feel less anxious around assessments, they are more likely to take risks and experiment with language, which is crucial for language acquisition. Furthermore, these young learners reported an increase in their self-esteem and confidence in their speaking skills, as they became more aware of their capabilities. Learners who recognize their strengths are more likely to engage actively in the learning process, persist through challenges, and see mistakes as opportunities for growth rather than failures. This shift in their mindset promotes a more positive attitude towards language learning, which can lead to improved motivation and performance over time. Simultaneously, students also acknowledged occasional difficulties in accurately assessing and reflecting on the quality of their work, which underscores the students' need for time, support and training regarding self-assessment (Chalkia, 2012). Although this research focused on sixth graders, it is reasonable to suggest that the findings may also apply to third- and fourth-grade students.

In a larger-scale study carried out in twenty Hong Kong schools (ten primary and ten secondary), Yan (2016) explored the role of key variables (such as gender, school level, and goal orientation) in students' self-assessment practices. This study, involving eight thousand eight hundred and forty-three students aged nine to eighteen, used the *Self-Assessment Practices Scale* to measure students' SA practices. Data analysis involved latent mean analysis and structural equation modelling to explore relationships between demographic variables, goal orientation, and SA behaviour. Yan (2016) found that female students were more likely to engage in self-assessment practices and were more willing to seek feedback, while older students showed less inclination to seek external feedback, potentially due to their greater ability to independently apply both basic and advanced cognitive and metacognitive strategies.

Cuesta-Melo et al. (2021) set out to determine how SA influences the language learning process of a group of students from an English language teacher education program. Nineteen students, between the ages of sixteen and twenty-one, participated in this study. Reflective journals, focus groups discussions, and an interview were used to follow student's progress. This research found that SA encourages learners to take

significant responsibility for their learning, which, in its turn, positively impacts students' learning process.

McMillan and Hearn (2008) explain that self-assessment encourages learners to reflect on their work and take ownership of their learning. This process helps students identify areas in need of improvement and boosts their motivation, as they can track their progress and see how they are moving towards achieving their learning goals. By regularly engaging in self-assessment, students are more likely to make progress because they actively reflect on their work. This reflection allows them to make conscious decisions about their strengths and weaknesses, as it becomes clear what they know and what they still need to learn. As a result, self-assessment not only helps learners focus on areas in need of improvement and make adjustments to achieve mastery but also enables them to recognize their progress over time.

While the advantages of self-assessment are widely acknowledged, its implementation in the primary EFL classroom presents certain challenges. Notably, young learners may struggle with the complexity of metacognitive tasks due to cognitive limitations, which leads to frustration, decreased motivation and increased anxiety. SA can prove to be counterproductive if students fail to assess themselves realistically, as they may use the opportunity to do it based on their personal desire rather than their actual performance (Jamrus & Razali, 2019). Moreover, cognitive overload can occur when young learners are asked to reflect on their learning in addition to processing new information, which can affect their motivation and engagement as well. As Woods (1987) and Yan (2016) explain, self-assessment is a challenging skill to develop due to inherent aspects of human nature.

Notwithstanding, the potential benefits of self-assessment are manifold. By incorporating regular self-assessment practices in the EFL primary classroom, students will benefit from more personalized learning tailored to their individual needs. With a clear understanding of each student's individual needs, teachers will be able to adapt their teaching accordingly. For instance, if a teacher knows that a certain student struggles with a particular grammatical structure, they can provide additional support to help them improve. Students will also gain confidence in their abilities and become more autonomous learners. An autonomous learner takes an active role in their learning journey, "rather than simply reacting to various stimuli of the teacher" (Thanasoulas, 2000, p. 2). In other words, these students are expected to assume greater responsibility for their own learning by using the newly acquired knowledge to make necessary

adjustments to their way(s) of learning to ensure optimal learning. This autonomy not only strengthens students' academic skills but also fosters self-esteem, particularly in those who are less active in class due to feelings of inadequacy or low confidence. Through self-assessment, that is, through regularly reflecting and engaging in critical thinking, students are developing their metacognitive skills, thus gaining a better understanding of how they learn best.

One of the most significant benefits of self-assessment is its long-term applicability. As Papanthymou and Darra (2022) emphasize, the ability to self-assess, that is, to reflect critically on one's work and progress, is a lifelong skill. In a rapidly changing world, the capacity to self-assess and adapt is crucial for both personal and professional growth. For young learners, developing self-assessment skills early on prepares them to navigate future challenges, whether in education, the workplace, or social relationships.

However, it is imperative to consider the context in which self-assessment is implemented. Butler and Lee's (2010) study, which was conducted with two hundred and fifty-four sixth-grade students learning English as a foreign language in Seoul, found that self-assessment practices only had marginal effects on students' confidence and learning outcomes. As Yan (2016) points out, understanding the broader context is crucial. In the case of Butler and Lee's (2010) research, the study took place in South Korea, a place where the fear of losing face is deeply ingrained. In Korean society, losing face is associated with shame and guilt, which can have severe personal consequences, potentially hindering the feedback-seeking behaviour necessary for effective SA. This cultural trait, known as *chaemyoun* (i.e., the concept of preserving one's reputation), may help explain the slightly underwhelming results in Butler and Lee's (2010) study.

1.3 Rubrics as a valuable self-assessment tool

Rubrics provide clear, structured guidelines for both teachers and students on how assignments or tasks will be graded (Andrade, 2000; Vasileiadou & Karadimitriou, 2021; Wang, 2016). They serve multiple purposes, including justifying grades to parents and other stakeholders, clarifying expectations, ensuring consistency in grading, and offering feedback that guides students towards improvement (Andrade, 2000).

A typical rubric consists of three essential components: criteria, performance levels, and descriptors. Criteria refers to the specific aspects of the tasks that will be assessed. Performance levels describe the range of quality for each criterion, and typically uses labels such as "excellent", "good", "satisfactory", and "poor". Descriptors provide

detailed descriptions of what each performance level looks like for each criterion. These provide clarity of what distinguishes one level from another, thus offering students concrete guidance on how to improve. For instance, a rubric for speaking might include criteria such as fluency, pronunciation, content, and engagement, and each performance level would describe what “excellent” speaking looks like in terms of these areas, as well as what would be considered “good”, “satisfactory”, or “poor”.

Andrade (2000) outlines several compelling reasons for using rubrics in the classroom. First, she notes that rubrics are easy to use and explain because they are visually appealing, concise and intuitive. They allow teachers to clearly communicate their expectations to students. Furthermore, rubrics give learners a better understanding of their strengths and weaknesses, as they present feedback in a tangible and concrete form. Andrade (2000) eloquently explains that “students can learn from an instructional rubric in a way that they [cannot] learn from a grade” (p. 15). By articulating expectation in written form, rubrics not only serve purposes of learning, but also of assessment and accountability.

In their study, Vasileiadou and Karadimitriou (2021) examined the impact of SA rubrics on student performance in Greece. The research involved seventy fifth- and sixth-grade students from two classes per grade. One class from each grade served as the control group, while the other was designated as the experimental group, where SA rubrics were implemented for two and a half months in the subjects of Language, History, and Writing. The SA rubrics consisted of eight statements, each assessed on a four-point scale. The findings revealed that students who regularly self-assessed using rubrics improved their school performance. Indeed, Vasileiadou and Karadimitriou’s (2021) research proves that rubrics offer a structured framework that clarifies teacher’s expectations and helps students understand both the learning goals and the quality of work required for each task. By using rubrics, learners can more effectively assess their strengths and identify areas in need of improvement, as it allows for a more targeted reflection, one that gives them a clearer understanding of what they need to work on.

The effectiveness of rubrics is not simply determined by their existence, rather, it hinges on how they are integrated into the learning process. Panadero et al. (2016) argue that rubrics must actively encourage student engagement and reflection. Additionally, rubrics are most effective when they include clear, specific criteria that guide students towards making more realistic judgements about their own work (Panadero et al., 2016).

Thus, the validity and impact of rubrics rely not only on their design but also on how they are used, that is, whether they actively support learning or inadvertently hinder it.

While research on the use of rubrics in primary education remains limited, existing studies largely focus on writing assessments, which, while important, are not the central focus of EFL instruction for young learners. Butler and Lee (2010) explain that studies on self-assessment have found that SA of receptive skills, such as listening and reading, tends to be more accurate than SA of productive skills, like writing and speaking.

1.4 Summary

In conclusion, this literature review has provided a comprehensive examination of the role of self-assessment and rubrics in the EFL primary classroom. It has emphasized that, when implemented effectively, SA can significantly enhance student autonomy, self-regulation, and confidence. By actively engaging in the self-assessment process, learners develop critical skills that empower them to monitor and direct their own learning, which leads to greater self-awareness and improved academic performance. The use of rubrics can further enhance the self-assessment process by providing clear criteria and guiding students towards more accurate assessment of their work. As research in this area continues to evolve, further exploration into the most effective methods of fostering self-assessment in EFL primary classrooms are crucial.

2. ACTION RESEARCH

2.1 Context

This study was conducted with eight third-grade students, all boys, at a private school located in the Lisbon Metropolitan Area. The children, aged seven to eight, were Portuguese and spoke Portuguese as their first language. Amongst the participants, one student had autism, another had dyslexia, and a third exhibited signs of autism, although this had not been medically confirmed. Students had two one-hour English lessons per week, on Tuesdays and Thursdays. The group exhibited a strong sense of community and camaraderie, likely due to their long-standing relationships, as they had been classmates since pre-primary school. They had been learning English since the first grade, with two hours of instruction per week. The generalist teacher was usually present during the lessons and proved to be an invaluable asset, particularly in helping students with special educational needs.

Our classes followed a communicative and interactive approach to language teaching, with a strong emphasis on games and pair work. Games were incorporated to encourage spontaneous and natural use of the target language. As Read (2007) argues, “games are the stuff of life in the primary classroom” (p. 150), as they promote a playful yet purposeful environment for learning. Pair work provided opportunities for meaningful peer interaction, which allowed students to practice vocabulary and structures in a collaborative and low-pressure context. Peer interaction plays a crucial role in language learning, as it helps develop greater comprehension, communication, and negotiation skills. Their coursebook, *New Tiger 3* (Read & Ormerod, 2018), served primarily as a guide rather than the central focus of instruction. Most activities were designed independently to better align with the students’ needs and interests.

This school emphasizes collaboration between educators, staff, children, parents, and the surrounding community. While uniforms are mandatory for both teachers and students, the school maintains a relaxed and welcoming atmosphere, which contrasts with the formal and rigid structures typically associated with private institutions. Despite operating within a test-oriented macro culture, the school’s micro culture takes a more flexible approach to assessment. As Yan (2016) explains, a school’s own culture influences how assessment is perceived and implemented. The school’s director and her leadership style play a pivotal role in shaping its culture. Although situated in a privileged socioeconomic context, this institution remains committed to nurturing a supportive and collaborative learning community. This blend of formal and informal elements creates a rich environment for research. The school’s organizational culture significantly influences classroom practices, which inevitably impacts both my teaching and the students’ learning experiences.

The *Aprendizagens Essenciais* (Direção-Geral da Educação, 2018) for English in primary education align with the A1 level of the Common European Framework of Reference for Languages (Council of Europe, 2001). These guidelines outline the essential learning outcomes, that is, the core knowledge, skills, and competencies, that students are expected to acquire at each level of education. They serve as a framework for curriculum development and promote consistency and quality across the Portuguese education system. According to the Direção-Geral da Educação (2018), third-grade students are expected to develop certain spoken interaction and spoken production skills. In terms of spoken interaction, students should be able to ask and answer basic personal questions, such as stating their name, preferences or daily routines. Learners should also

be able to use common expressions for greetings and engage in short, structured dialogues with teachers or peers. For spoken production, learners should be able to communicate basic personal information and express simple ideas using familiar vocabulary. Additionally, learners are expected to be able to recite simple rhymes, chants, and songs, and to express what they can or cannot do using structures such as “I can...”. To support these skills, students ought to be guided to develop communication strategies such as gestures and body language to aid communication, to prepare, practice and memorize simple presentations, and to express when they do not understand something in simple terms.

Regarding formative assessment, the Portuguese Ministry of Education outlines several key practices that teachers should integrate into their lessons. The *Direção-Geral da Educação* (2018) notes that students should be encouraged to discuss and select their learning objectives, reflect on their learning at the end of the lessons, and engage in self-assessment and peer-assessment. In addition, teachers should promote strategies to help students identify their strengths and areas in need of improvement, guide them in using feedback to adjust their learning, and foster independent learning and responsibility (*Direção-Geral da Educação*, 2018).

2.2 Methodology

This study adopted an action research framework, as it involved a reflective and iterative process of identifying a problem, implementing strategies to address it, and evaluating the outcomes (Burns, 2010). Action research is particularly suited to educational contexts as it allows teachers to investigate and improve their practices while actively engaging with their students.

Before the study began, informed consent was obtained from the students (see Appendix A), their legal guardians (see Appendix B), and the school principal (see Appendix C). These letters of consent outlined the purpose of the research, its benefits for both the teacher and the participants, the procedures to be followed, the participants’ role in the research, and assured confidentiality and the possibility to withdraw without any repercussions. All eight students and their parents agreed to participate in the study.

In this action research project, quantitative and qualitative methods were used to collect data, namely questionnaires, self-assessment forms, an interview, and a teaching journal.

2.2.1 Teaching practices

In the lesson where the first SA was implemented (see Appendix D), students learned eight new words (i.e., computer, mouse, tablet, laptop, printer, screen, mobile phone, keyboard) as part of the cross-curricular content from unit 1 of their coursebook, *New Tiger 3* (Read & Ormerod, 2018), which focused on Information and Communications Technology (ICT). To introduce the vocabulary, students listened to and watched a video featuring several technological devices. Their task was to tick the devices on their worksheet (see Appendix E) that were mentioned in the video. Following this, they completed a True or False activity from their coursebook (see Appendix F) and then did a few rounds of choral and individual repetition to reinforce the new vocabulary. Students self-assessed their performance on all these activities. For the second SA (see Appendix G), learners individually presented a short text about how they used a computer (see Appendix H for the text they used as a reference). After their presentations, students self-assessed their performance. This was the first SA with a different design: the weather was used instead of smiley faces, as the latter was more likely to evoke subjective responses from students. Using the weather seemed like a good idea since learners were well acquainted with it, given that discussing the weather was part of their opening routine in every lesson. The third SA (see Appendix I) required students to self-assess their work during a peer interaction information gap activity (see Appendix J), in which they asked their partner about the technological devices they used. Similarly, for the fourth SA (see Appendix K), students reflected on their performance in an information gap activity, where they had to guess their partner's chosen animal by asking questions about its features, using previously learned vocabulary and grammar structures (see Appendix L). For the fifth SA (see Appendix M), students self-assessed their listening skills during the listening portion of their midterm test (see Appendix N). The sixth SA (see Appendix O) focused on listening comprehension after hearing a read-aloud of the picturebook *Pete the Cat: A Pet for Pete* by James Dean (2014). Likewise, in the seventh SA (see Appendix P), learners had to self-assess their listening skills after a read-aloud of the picturebook *Pete the Cat Saves Christmas* by Eric Litwin (2014). During both read-alouds, each student took turns helping the teacher retell the story bit by bit. For the final SA (see Appendix Q), students reflected on their listening skills upon hearing a short Christmas poem (see Appendix R). After the reading, the class discussed the importance of Christmas and what makes it magical, whether it be the presents, family reunions, delicious food, or a combination of all three.

2.2.2 Questionnaires

At the beginning and end of the study, students completed a questionnaire (see Appendix S) designed to understand their attitudes towards self-assessment. The goal with administering the same questionnaire at the beginning and end of the study was to gauge any changes in students' perceptions of SA. The questionnaires were distributed on paper during class, and all eight students completed both. Each questionnaire consisted of eight questions written in both English and Portuguese: seven were closed questions, and one was open-ended. Each student received a version of the questionnaire featuring a different animal (options were whale, turtle, sheep, seahorse, piglet, octopus, fox, deer). While the content remained identical across all versions, this small act of personalization was intended to make the experience more engaging for young learners, as research suggests that personalization in educational settings can have several benefits. According to Ryan and Deci (2000), activities that support individuals' psychological needs, such as autonomy, competence, and relatedness, can enhance intrinsic motivation. When these needs are met, individuals are more likely to engage in activities willingly and find them inherently more satisfying. Thus, the use of animals, which are often appealing to young learners, may have helped reduce the perception of the questionnaire as a formal assessment, making the process more enjoyable and less intimidating for students.

The responses from the questionnaires were statistically analysed to identify trends and changes in students' perceptions of SA over time. Open-ended responses were coded and thematically analysed to identify recurring patterns. The results of the closed questions are presented as raw numbers of responses and percentages. These questionnaires provided valuable data to answer both research questions.

2.2.3 Self-assessment forms and self-assessment rubrics

Learners were asked to self-assess on two skills, namely those that should have a "privileged position in the [EFL primary] classroom" (Leslie, 2021, p. 69), that is, listening and speaking.

Over the course of the term, students completed eight self-assessment forms (see Appendices D, G, I, K, M, O, P, and Q), as frequent practice is essential for developing meticulous self-assessment skills (Jamrus & Razali, 2019). These forms included prompts guiding students to reflect on their performance in specific listening or speaking activities. Young learners' ability to self-assess accurately was analysed by comparing their SA with the teacher's perception of their performance, which was recorded in the teaching journal

after class and, for the third and fourth SA, on observation grids (see Appendices T and U) during class. After each lesson, the SA forms were examined alongside the teaching journal and, when applicable, the observation grids. The analysis focused on identifying correlations between the teacher's assessment of students' work and their own assessments.

To facilitate the self-assessment process, self-assessment rubrics (see Appendices D, G, I, K, M, O, P, and Q) were provided. These rubrics outlined criteria and described varying levels of quality — from excellent to poor — for each specific listening or speaking activity. As Jamrus and Razali (2019) argue, “a good rubric describes the kinds of mistakes students tend to make, as well as the ways in which good work shines” (p. 65). Students were guided through the rubrics with thorough explanations and demonstrations to ensure comprehension. Each rubric had between two and five criteria, with three corresponding descriptors for each, namely one for the sunny face, one for the cloudy face, and one for the rainy face, all written in simple language to help students identify which one they should colour. Each descriptor was read aloud, further clarified, and supported with examples. For instance, when students self-assessed their listening skills during the read-aloud of the picturebook *Pete the Cat Saves Christmas* by Eric Litwin (2014) (see Appendix P), the first criterion (i.e. “I paid attention to the storytelling”) was explained using relatable terms. Students were told: “*se alguém, pelo meio, começou a pensar no que seria o almoço, pinta a cloudy face. Se a fome era tanta que pensaram várias vezes no almoço e, por isso, se perderam muitas vezes, pintam a rainy face*” (teaching journal, December 10, 2024). Using lunch as an example proved effective, as it elicited laughter from students while clearly conveying the point.

For self-assessments involving peer interaction activities (SA forms three and four), observation grids were also used to collect data. These grids (see Appendices T and U) were completed while monitoring each pair and were later compared with the students' self-assessment forms to assess the accuracy of their self-assessments. Although not originally intended to be a research tool, observation grids provided a valuable means of identifying correlations between teacher and student perspectives. However, due to the time required to complete them, it was not feasible to use them in all SA activities, particularly during those in which the teacher played an active role (which was the majority), such as reading a picturebook (SA six and seven) or assisting students in presenting a text (SA two). Instead, they were used in activities where students worked independently, allowing the teacher to take on a secondary, observational role. The criteria

in the observation grids were chosen to align with those in the students' SA forms (see Appendices I and T for comparisons between the criteria in the third SA and the corresponding observation grid, as well as Appendices K and U for those in the fourth SA).

Therefore, the SA forms, rubrics, and observations grids were key tools in answering the first research question.

2.2.4 Interviews

At the end of the study, each student participated in a brief, audio-recorded individual interview to discuss their experience with self-assessment (see Appendix V for the list of questions and Appendices W through DD for transcriptions). To ensure comfort and encourage honest responses, the interviews were conducted in Portuguese. The interviews were done during class while students worked on a Christmas project and each one was called individually to a separate table to ensure privacy and minimize distractions.

The questions were organized into five categories. The first category explored students' overall understanding of self-assessment. They were asked what SA meant to them and whether they had ever done it in English classes prior to this year. The second category delved into their experiences, asking what they liked most about doing SA, whether they enjoyed it and why (or why not), if anything about the process was confusing, and whether their opinion of self-assessment had changed over time. In the third category, students reflected on the difficulties they faced throughout the term, including the hardest aspects of self-assessment and whether they felt confident in assessing their own abilities. The fourth category focused on the perceived value of self-assessment. Finally, the fifth category invited students to share whether they would like to continue doing self-assessment in English classes and why.

The interviews were transcribed, coded, and thematically analysed to identify trends and changes in students' perceptions of SA over time. Key findings are presented by theme, with relevant quotes included to illustrate recurring trends and shifts in perception. The responses helped address the second research question.

2.2.5 Teaching journal

A teaching journal was used to document the teacher's reflections on the self-assessment process. Richards and Farrell (2005) describe a teaching journal as "an

ongoing written account of observations, reflections, and other thoughts about teaching” (p. 68). Entries were made each time self-assessment was implemented or whenever there was the need to record anything deemed of value to this research, such as thoughts, ideas, remarks overheard in class, and students’ behaviour. Adopting a stream-of-consciousness approach to journaling allowed the thoughts to flow naturally onto the page.

The journal proved to be an invaluable resource to draw conclusions about the benefits and challenges faced by both teachers and students when regularly implementing self-assessment, which was the second research question proposed in this study. Writing about problems both the students and the teacher faced throughout the research helped adopt an outsider’s perspective, making it easier to analyse situations objectively and identify solutions. As Richards and Farrell (2005) argue, a teaching journal allows “teacher[s] [to] step back from an experience for a moment in order to create an understanding of what the experience mean[t]” (p. 70). In short, it allowed this researcher to make the necessary changes to ensure the study’s success.

Moreover, the journal encouraged deeper reflection on less successful teaching moments. Without this written account, many of the insights gained during the research process could easily have been overlooked or forgotten. The journal thus served as both a reflective tool and a repository of valuable data for the study.

The teaching journal entries were reviewed and categorized to highlight key insights into the self-assessment implementation process, with relevant entries included as quotes in the results section to illustrate students’ behaviour, interactions with the SA forms and rubrics, and notable remarks overheard in class. This final qualitative approach offered a nuanced understanding of the dynamics and outcomes of self-assessment in the EFL primary classroom, offering essential insights to answer the study’s second research question. Additionally, the journal was crucial in understanding how students were navigating the SA process and whether they were making accurate judgements about their work, thus providing extremely relevant information used to answer the study’s first research question.

2.3 Results

This study explores the role of self-assessment in the EFL primary classroom, particularly focusing on its impact on students’ awareness of their learning progress and the challenges and benefits associated with its implementation. Self-assessment has been widely recognized as a valuable tool for promoting student autonomy and deeper

engagement with the learning process. However, its effectiveness can vary depending on factors such as student age, classroom dynamics, and the way self-assessment is introduced and structured. This research sought to answer two key questions:

1. How do self-assessment practices affect students' awareness of their own learning progress and areas in need of improvement?
2. What are the challenges and benefits experienced by a primary school EFL teacher and students when implementing self-assessment in the classroom?

To address these questions, data was collected from a group of eight third-grade students over the course of three months. Four primary research tools were used: self-assessment forms, questionnaires, interviews, and a teaching journal. These tools provided both quantitative and qualitative data and displayed students' evolving perceptions, their engagement with self-assessment practices, and the broader implications for teaching and learning. The following subsections present a detailed analysis of the findings from each research tool and highlight key trends and the overall impact of self-assessment in the classroom.

2.3.1 Self-assessment forms and self-assessment rubrics

Throughout the study, students completed eight self-assessment forms, using a rubric to reflect on their progress each time (see Appendices D, G, I, K, M, O, P, and Q). Initially, SA was a challenge, as many students did not fully grasp its value and therefore had little motivation to perform well and engage meaningfully. In the early stages, students often skimmed over the questions and automatically coloured the face that corresponded to the highest score without much thought. This pattern was evident in the first SA (see Appendix D), as recorded in the teaching journal:

Banana did not pay any attention to what he was doing. He filled out the self-assessment form while I was still explaining each statement and going over the rubric, and he coloured all the smiley faces. I asked why he filled it out the way he did, and he did not seem to know, he kept saying “*não sei/não me lembro*”. Banana is a student who tends to be a little goofy and he does not seem to take things very seriously. (teaching journal, October 22, 2024)

With Banana, it quickly became clear that teaching these children how to self-assess would not be an easy task. He initially completed the forms carelessly and showed little interest in the process. Aware of his tendency to disengage, I made a point of monitoring him closely during SA. Over time, his attitude seemed to change as he began

colouring the faces more carefully, and his responses gradually became more aligned with his actual performance. While it is possible that he was merely putting in more effort to avoid my attention, this shift could also mean that, with repeated exposure and guidance, he developed a more thoughtful approach to self-assessment.

A particularly interesting case was Cat, a student suspected to be on the autism spectrum. Despite being a highly capable student with an impressive memory, he demonstrated a strong fear of losing face. This became apparent during the second SA (see Appendix G), in which students were asked to self-assess their speaking skills after presenting a text about how they use a computer:

Cat did not want to go to the front of the class to present his text. I did not push him; instead, I went to his seat and asked if he could at least read it from there. He said no, so I read it to his classmates because I still wanted him to participate in some way. The SA forms were already on their desks, as I usually put them there before they arrive in the morning to save time. When it was time to do the SA, I told Cat that he could not fill it out since he had not presented. And yet, he went ahead and did it anyway. After class, I checked his form, and sure enough, he had coloured the sunny face for ALL the statements. (teaching journal, November 7, 2024)

Despite multiple efforts to encourage more honest self-assessments, Cat consistently rated himself at the highest level, even in this case where he had not participated in the activity being assessed. His case corroborates Yan's (2016) argument that an individual's broader context can impact performance. This pattern persisted throughout the study: "Cat does not take self-assessment seriously at all. He fills it out quickly and without any thought whatsoever. He always gives himself the highest grades. He is always a bit aloof." (teaching journal, December 12, 2024). Perhaps his tendency to mark everything as "perfect" was his way of coping with the fear of losing face.

A similar challenge was observed with Blue, another student on the autism spectrum. During that same activity, he struggled with maintaining a good posture and body language while presenting. I consistently encouraged him to face his classmates, but this proved to be complicated. The generalist teacher later confirmed that this was a recurring struggle for him. However, this did not seem to affect his self-assessment:

I noticed that Blue coloured the sunny face on the statement about body language, so I asked him about it. He was firm in his response and insisted that he had looked at his classmates and stood still. I even went over the SA rubric with him again to

ensure he understood the success criteria. I asked, “*pintaste a sunny face... então estiveste virado para os teus colegas, direito e quieto durante a apresentação?*” and he kept saying, “yes”. I followed up with, “*nunca te mexeste nem viraste as costas aos teus colegas?*” and he said, “no”, so I dropped it. (teaching journal, November 7, 2024)

Despite these inconsistencies, Blue was the most enthusiastic student about self-assessment: “Blue was really excited to do SA today. [...] I think SA gets this reaction from him because he likes to give himself good grades.” (teaching journal, November 14, 2024). Interestingly, there were aspects in which Blue self-assessed accurately. In the second SA (see Appendix G), he acknowledged not paying attention to his colleagues’ presentations and coloured the rainy face. Students were later asked to assess their ability to listen to their peers on three separate occasions (see Appendices O, P, and Q). While Blue missed one of those classes, he coloured the sunny face in the other two, which suggests a possible improvement in attentiveness. One could argue that Blue identified a problem (i.e. an area in need of improvement) through self-assessment and actively worked to improve it. In other words, after first recognizing this as an area for growth, he established a goal for future activities and became aware of his progress over time.

In the third SA (see Appendix I), all eight students coloured the sunny face for the statement, “I used the right structures to answer the questions (“Yes, I do. / No, I don’t.”)”. Noticing this, I included a similar statement in SA number four (see Appendix K): “I used the right structures to answer the questions (“Yes, it has. / No, it hasn’t.”)”. This time, while explaining the rubric, I placed more emphasis on full-sentence responses rather than just “yes” or “no”, as the majority often replied in peer interaction activities. As a result, only three students coloured the sunny face, four chose the cloudy face, and one the rainy face. This shift stresses the importance of effective rubric implementation and discussion, as well as the students’ growing awareness of SA criteria.

The observation grids (see Appendices T and U) used during the peer interaction activities (see Appendices J and L) provided valuable insights into students’ awareness of their strengths and weaknesses. Interestingly, my assessment closely aligned with theirs. In the third SA (see Appendix I), two students self-assessed the same way I assessed their performance. Most students’ self-assessments were highly accurate, with only minor discrepancies regarding how clearly they spoke and whether they consistently used the “Do you _____?” structure when asking questions. In the fourth SA (see Appendix K), three students’ SA matched my observations. The main discrepancy between my

assessment and theirs concerned, once again, how clearly they spoke. This may have been due to the statement “I spoke in a clear voice” being somewhat vague. I am unsure whether students fully understood its meaning, even with the help of the rubric. In hindsight, this was likely a design flaw on my part; this criterion may have been too ambiguous for young learners.

Butler and Lee (2010) explain that “although it has been widely suggested that ‘for assessment to be formative, feedback is essential’ (...), [...] teachers [find] it very difficult to figure out how best to provide feedback” (p. 24). I too found it challenging to allocate time for feedback, which is why these moments of group reflection were not always planned and often happened spontaneously. After the second self-assessment, students worked together to create a poster with their texts (see Appendix EE), which was later presented to the fourth-grade class. When we returned to our classroom, I retrieved the second SA forms so that we could discern whether students had improved in the areas they had previously identified as weak during the first presentation. Here is an entry from my teaching journal from that day:

I went over the SA forms from their previous presentation and asked each student if they felt they had improved in the areas that were not “perfect” last time (i.e., those they had coloured cloudy or rainy). Overall, students seemed to recognize where they had improved and the aspects they still needed to work on. I also gave them feedback and pointed out things I liked on their presentations and areas that still had room for improvement. (teaching journal, November 19, 2024)

By the fourth SA (see Appendix K), a slight change in methodology was made: “instead of reading every criterion and descriptor and asking students to complete the SA form, I started reading one at a time (a read-do it-read method).” (teaching journal, December 3, 2024). This adjustment proved beneficial:

Interaction with students increased while I waited for them to finish colouring the “right” face. This allowed me to further explain, give examples, and ask students about their performance directly (e.g., “*Quem era o par do Blue? Conseguiu ouvi-lo bem? Ele falou de forma clara? Sim? Então, Blue, debes pintar a carinha sunny.*”). (teaching journal, December 3, 2024)

By implementing this change, students were required to focus on me, engage with the rubrics, and, consequently, engage with each statement. There was no more skimming over the content. I waited until each student had coloured the face before moving on to the next statement to ensure everyone stayed on track. This was likely the most valuable

adjustment I made throughout the study. The time I spent waiting allowed me to provide examples that went beyond the descriptors, which helped clarify any doubts.

Regarding the SA rubrics, students unanimously found them helpful. Indeed, what seemed to discourage them in the process was the act of self-assessment itself, that is, the need to reflect on their own work, understandably so, as even adults often find it challenging. All eight students were either directly or indirectly asked about the rubrics during the interviews (see Appendices W through DD for transcriptions) and they all shared positive feedback. They agreed that the rubrics simplified the SA process by helping them determine which face to colour, which reinforces its effectiveness as a self-assessment tool.

The analysis of the SA forms, teaching journal entries and observation grids (when used) showed a noticeable improvement in the accuracy of students' reflections, meaning that students became aware of their strengths and difficulties, which they worked on and improved. While SA was initially met with resistance, repeated exposure, methodological adjustments, and teacher intervention led to a clearer understanding of strengths and weaknesses amongst most students.

2.3.2 Questionnaires

Two identical questionnaires (see Appendix S) were completed on November 7 and December 13 to track changes in students' perceptions of self-assessment over time, including their opinions on its usefulness, importance, and the emotional impact it had on them. Prior to the first questionnaire, students completed an initial self-assessment form with a rubric as a trial run for the study (see Appendix D). The second questionnaire was taken on the last day of classes, after students had completed a total of eight SA. The following table presents the students' answers to both questionnaires. Answers are presented as raw numbers of responses and percentages. It is worth noting that in the second questionnaire the total percentage for question number seven does not add up to 100%, as one student selected two options, considering self-assessment both crucial in helping him improve and a source of stress.

The slight decrease in the number of students who believed they could identify and self-correct their mistakes – from seven in the first questionnaire to six in the second – may seem disappointing at first. However, I interpret this shift in a positive way. Rather than indicating a decline in their ability to self-correct, this change may suggest that students became more self-aware of their own learning process through self-assessment.

Table 1 – Results for questionnaires 1 and 2.

Statement	Questionnaire 1			Questionnaire 2		
	Yes	No	Sometimes	Yes	No	Sometimes
1. In English classes, I can identify my mistakes and self-correct.	7 (87.5%)	0 (0%)	1 (12.5%)	6 (75%)	1 (12.5%)	1 (12.5%)
2. I try to overcome my difficulties in English.	7 (87.5%)	0 (0%)	1 (12.5%)	8 (100%)	0 (0%)	0 (0%)
3. I have done self-assessment before.	8 (100%)	0 (0%)	0 (0%)	8 (100%)	0 (0%)	0 (0%)
4. I know how to self-assess.	6 (75%)	0 (0%)	2 (25%)	7 (87.5%)	1 (12.5%)	0 (0%)
5. I like to do self-assessment.	7 (87.5%)	1 (12.5%)	0 (0%)	5 (62.5%)	3 (37.5%)	0 (0%)
6. Self-assessment helps me understand what I need to work on.	8 (100%)	0 (0%)	0 (0%)	7 (87.5%)	1 (12.5%)	0 (0%)
7. For me, self-assessment is...	Stressful	Helps me improve	Doesn't help me at all	Stressful	Helps me improve	Doesn't help me at all
	1 (12.5%)	6 (75%)	1 (12.5%)	3 (37.5%)	6 (75%)	1 (12.5%)
8. In my opinion, we self-assess because...						
It helps us understand what we did in class.	1 (12.5%)			0 (0%)		
It help us learn/improve/ understand our difficulties.	5 (62.5%)			7 (87.5%)		
It's good for the mind.	1 (12.5%)			0 (0%)		
I don't know.	1 (12.5%)			1 (12.5%)		

As they engaged more critically with their own work, they may have realized that self-correcting is not always straightforward and that there are areas where they still need guidance. This growing awareness aligns with the purpose of self-assessment, that is, helping learners develop a clearer and more realistic understanding of their own learning progress and difficulties. Initially, students may have overestimated their ability to self-correct because they had not yet engaged in significant structured reflection. As they

became more familiar with self-assessment, they may have realized that identifying and correcting mistakes is far more complex than they thought. This kind of shift is common in learning: when students are first introduced to metacognitive practices, they often start to recognize gaps in their knowledge that they were previously unaware of. Young learners often have high confidence due to a lack of awareness of what they do not know, but as they gain experience, they become more realistic in their self-assessments. So, rather than seeing the slight decrease as a setback, it could indicate progress; it could mean that students are developing a more nuanced and accurate understanding of their learning. Over time, with continued practice, this awareness could translate into stronger self-correction skills. The same can be applied to the second statement, “I try to overcome my difficulties in English”, which saw an increase on the second questionnaire, achieving a perfect score of eight “yes” responses.

Regarding question number four, the results indicate a positive change in students’ confidence in their ability to self-assess over the course of the study. In the first questionnaire, six students stated that they knew how to self-assess, while two responded with “sometimes”, suggesting some uncertainty about the process. By the second questionnaire, the percentage of students who confidently stated “yes” increased to seven, and the “sometimes” category disappeared entirely. Yet, one young learner reported that they did not know how to self-assess, a response that was not present in the first questionnaire. This suggests that, overall, the structured self-assessment practices used in the study helped students develop a clearer understanding of the process. The disappearance of the “sometimes” category indicates that students who were initially unsure gained more confidence in their self-assessment skills. Still, the emergence of one student who responded “no” could imply that, as their awareness of self-assessment deepened, they realized that they had not fully grasped it before. This aligns with the idea that learning is a gradual process, and increased metacognitive awareness can sometimes make students more critical of their own abilities.

There was a noticeable decline in students’ enjoyment of self-assessment over time. In the first questionnaire, seven learners reported that they liked self-assessment, with only one responding negatively. However, by the second questionnaire, the number of students who enjoyed it dropped to five, while those who disliked it increased to three. Notably, no students selected “sometimes” in either questionnaire, suggesting that opinions on self-assessment were fairly polarized. This decrease in enthusiasm was further confirmed in the interviews, where some students said that self-assessment

became repetitive and even stressful at times. While initial novelty may have made self-assessment more appealing, repeated exposure without much variation or immediate feedback may have contributed to the fatigue and disengagement some students felt. Additionally, as learners became more familiar with the process and the self-reflective demands it placed on them, some may have found it more challenging or tedious. Despite this decline in enjoyment, it is important to consider that self-assessment is not necessarily meant to be “fun” but rather a tool for learning, so some resistance is natural. Moving forward, these results showcase the need to make self-assessment more engaging by incorporating elements of student choice (like having them help me design the self-assessment forms and rubrics), variety, or interactive reflection to maintain motivation and prevent fatigue.

While most students continued to perceive self-assessment as a useful tool for identifying areas in need of improvement, there was a slight decline in this belief over time. In the first questionnaire, all students (eight) agreed that self-assessment helped them understand what they needed to work on. However, in the second questionnaire, this number dropped to seven, with one student stating that self-assessment did not help him in this regard. This small but notable shift could be attributed to several factors. One possibility is that, as young learners became more familiar with self-assessment, they developed a more critical perspective on its effectiveness. Some students may have found self-assessment eye-opening at first but later struggled to translate their reflections into meaningful improvements leading to frustration. Additionally, the repetitive nature of self-assessment (especially considering that eight self-assessment forms were completed over the course of roughly twenty-three lessons) may have led students to disengage from the process, resulting in a decreased perception of its usefulness. Despite the slight wane, the overwhelming majority of students still recognized the value of self-assessment in guiding their learning. This suggests that, overall, the process was beneficial in promoting self-awareness. Yet, these results also highlight the importance of ensuring that self-assessment remains a dynamic and supportive tool, potentially by incorporating more teacher feedback and/or peer discussions.

Regarding question number seven, the results were a bit disappointing, but not surprising given the tendencies observed in class. The number of respondents who found self-assessment stressful increased from one to three, which means that over time more students started feeling stressed when doing self-assessment. One of the reasons could be that as self-assessment became more frequent or as expectations rose, both mine and the

students', learners felt more pressure to accurately assess their work, given the amount of time we spent on it. Regardless, it is also worth noting that one student selected both "stressful" and "helps me improve", which indicates that some students may feel conflicted when it comes to self-assessment. On the one hand, they acknowledge its value; on the other, they recognize the stress involved in the process. Six students continued to view self-assessment as a helpful tool to improve in both questionnaires. The fact that this number remained stable shows that, despite the increased stress, most students still saw the benefits of engaging in self-assessment. Once again, the fact that one student selected both "stressful" and "helps me improve" underlines the potential mixed feelings about self-assessment. It suggests that self-assessment is not purely negative or purely positive for students, but rather a practice that offers both challenges and rewards, much like anything in life and in education.

The final statement on the questionnaires was an open-ended question, designed to give students the opportunity to express their true thoughts on self-assessment. The responses were categorized thematically, revealing four main themes: "it helps us understand what we did in class", "it helps us learn/improve/understand our difficulties", "it is good for the mind", and "I don't know". In the first questionnaire, one student believed that self-assessment helped him understand what he did in class. However, in the second questionnaire, this perception disappeared entirely. This could suggest that, over time, students may have placed greater emphasis on the developmental and reflective aspects of self-assessment rather than simply reviewing what was covered in class. The number of students who viewed self-assessment as a tool to help them learn, improve, and understand their difficulties increased significantly from five in the first questionnaire to seven in the second. Students began to increasingly see self-assessment as an opportunity for reflection, to identify challenges, and find ways to improve. Interestingly, in the first questionnaire, one student described self-assessment as "good for the mind", but this perception dropped to zero in the second. In other words, it shifted from a reflective and calming exercise to one that elicited anxiety. Notably, one student remained unconvinced about the value of self-assessment in both questionnaires, explaining that they did not fully understand its purpose.

2.3.3 Interviews

The individual interviews provided qualitative insights into students' perceptions of self-assessment. All eight students were interviewed on the last day of school before

Christmas break. The interviews were conducted in Portuguese. To facilitate analysis, the questions were categorised into five groups (see Appendix V). The interview transcripts (see Appendices W through DD) reveal key patterns in how students perceived and engaged with self-assessment.

One of the most prominent themes was students' understanding of what self-assessment entails. Many identified it as a process of reflecting on their learning, but their explanations, when provided, were often vague, indicating a limited depth of understanding. While they acknowledged that self-assessment could help them improve, they struggled to articulate exactly how. For example, in this exchange with Banana: "*T: Para ti o que é self-assessment? B: [long pause] Ajuda-nos a aprender... T: OK, mas o que é? B: Não sei.*" (personal communication, December 13, 2024). With this question, my goal was not for them to provide a textbook definition of self-assessment but rather to express what it meant to them personally, what emotions it evoked: did they see it as a tool for improvement, learning, or reviewing their work? Or was it merely another task to complete?

The clarity of the self-assessment process was another recurring theme. While most students found it straightforward, Green admitted being confused at times, especially if there were longer statements in the SA criteria: "*T: Era confuso o self-assessment? G: Era. T: Achas que ter as perguntas em inglês e português tornava mais confuso? G: [nods head] T: Achas que a rubrica tornava menos confuso? G: Sim, mas mesmo assim era confuso. Muitas perguntas eram longas. Não tornava muito confuso, mas era confuso. T: O processo todo era um bocadinho confuso, não era? G: Sim.*" (personal communication, December 13, 2024). Furthermore, having the statements in both English and Portuguese on the self-assessment forms and rubrics seemed to be a problem for Dog. When asked if he found anything difficult about the process, Dog said: "*D: [long pause] Perceber as frases. Eu só lia as frases quando fazia aquele traço, em português. T: Gostavas mais que as frases estivessem só em português, ficava menos confuso? D: Sim.*" (personal communication, December 13, 2024). Thus, cognitive overload may have been a factor in both cases.

All eight students were either directly or indirectly asked about the rubrics during the interviews and they all shared positive feedback. They agreed that the rubrics simplified the SA process by helping them determine which face to colour, which reinforces its effectiveness as a self-assessment tool. Dog, for instance, stated: "*T: Achaste as perguntas confusas? D: No. As rubricas ajudaram.*" (personal communication,

December 13, 2024). Similarly, Banana added that rubrics “*ajudava[m] a perceber o que era para fazer*” (personal communication, December 13, 2024).

When asked about the impact of self-assessment on their learning, all eight students acknowledged that it helped them improve, though some struggled to explain why, as it was Blue’s case: “T: *Conseguias ver através do self-assessment aquilo que precisavas de melhorar?* B: *Acho que sim. [...] T: Qual é que foi o aspeto mais útil de fazer self-assessment?* B: *O self-assessment é útil porque... [long pause] hum... [long pause] porque... T: Porque... B: Não sei. T: OK. Sentes que o self-assessment ajuda-te a melhorar? Ou seja, achas que refletir sobre o teu trabalho ajuda-te a melhorar?* B: *Sim.*” (personal communication, December 13, 2024). Similarly, Dolphin struggled to articulate the usefulness of self-assessment: “T: *Qual é que foi o aspeto mais útil de fazer self-assessment para ti? Porque é que é útil?* D: [long pause] T: *Consegues-te lembrar de alguma coisa?* D: [shakes head] T: *Sentes que o self-assessment te ajudou a melhorar? Ou seja, refletir sobre o teu trabalho ajudou-te a melhorar?* D: *Yes.*” (personal communication, December 13, 2024). In contrast, Sports made more explicit connections between self-assessment and improvement: “T: *Qual é que foi o aspeto mais útil de fazer self-assessment? O aspeto mais positivo?* S: *Quando fico concentrado tento fazer melhor. T: Sentes que o self-assessment te ajudou a melhorar? Ou seja, que refletir sobre o teu trabalho ajudou-te a melhorar?* S: *Yes.*” (personal communication, December 13, 2024). While most students were unable to explain why self-assessment was beneficial, they indirectly answered this question in question one. Blue said that they did SA to avoid doubts, Cat explained that it helped him improve, Dog mentioned how useful it was for reflecting on their difficulties, and Sports stated that it helped them perform better in class. This suggests that they subconsciously recognized its value. It could indicate that the question was not framed in the most age-appropriate way or that they did not fully understand it. I noticed how that students were taking a long time to answer this question, so at one point, I even asked Dog (the third student interviewed) if he knew what *útil* meant. Panadero and Alonso-Tapia (2014) emphasize the importance of making the connection between self-assessment and progress explicit. Without a tangible link to improvement, students may view SA as an extra, unnecessary task rather than as a valuable learning tool.

Students’ opinions of self-assessment also changed over time. Some initially enjoyed it but later found it repetitive or stressful, which may indicate that the novelty effect wore off and that the process became routine rather than an engaging activity. Green

described self-assessment as “the most boring thing ever” (personal communication, December 13, 2024), which was not surprising since his resistance to self-assessment was quite evident throughout the study, as documented in my teaching journal: “Green seems sick and tired of self-assessment already! Today he asked me how many more self-assessments they had to do. Mind you, this is only their third time doing it.” (teaching journal, November 14, 2024). Cat also stated that while self-assessment initially seemed appealing, it became stressful over time: “*T: Gostavas de fazer self-assessment no início do ano? C: Yes. T: Então gostavas antes e agora já não gostas? C: Stressante! T: OK, então a tua opinião mudou para pior? C: Sim.*” (personal communication, December 13, 2024). Similarly, Dolphin expressed that he still liked doing SA, but that his opinion had changed for worse. This decrease in enthusiasm was confirmed by the questionnaires as well. However, some students continued to see value in self-assessment, namely, Blue, Dog, Sports, Banana and Yellow. Banana noted: “*B: Está igual [a opinião de SA]. No início pensava que ia ser pior, mas agora acho que é melhor.*” (personal communication, December 13, 2024).

Finally, when asked if they would like to continue doing self-assessment in English classes, students’ answers were largely influenced by whether they found it useful or enjoyable. Those who wanted to continue saw value in the process, and those who did not found it boring or unhelpful. Blue, Dog, Sports, Banana, Yellow, and Dolphin expressed a desire to continue, with several stating that “*é divertido*” (personal communication, December 13, 2024). Sports, a student who is very shy and often seeks teacher approval, explained: “*porque gosto das teachers e ajuda*” (personal communication, December 13, 2024). Meanwhile, Cat and Green were the only students who said no, calling it “*chato*” (personal communication, December 13, 2024). This reinforces the idea that students need to see clear benefits to stay motivated.

2.3.4 Teaching journal

Implementing self-assessment in the primary EFL classroom came with both challenges and benefits. The teaching journal was a key data collection tool for answering my second research question, as it allowed me to document both my and the students’ frustrations throughout the process, as well as moments of joy.

One of the most significant challenges was finding the time to not only incorporate SA into lessons but to do so effectively: “times seems to fly by! I ended up going over the class time again. How can I make this process speedier?” (teaching journal, November

14, 2024). It was crucial to avoid rushing the process, allow students the necessary time to reflect meaningfully, to review each SA form at the end of the lesson, and to discuss how they could improve.

Another obstacle was the abstract nature of SA itself. Young learners often struggled to grasp its value, as revealed in the interviews, which made it difficult for them to engage in the process and accurately assess their work, much like in Chalkia's (2012) study. An entry from the teaching journal after the seventh SA illustrates this: "Banana isn't a fan of doing self-assessment. He never takes it seriously, and this was evident from the start." (teaching journal, December 10, 2024). Many students did not fully understand what self-assessment entailed, which led to inconsistencies and inaccuracies in their reflections. Encouraging them to view SA as a useful tool rather than just another task was challenging, and I am not sure I succeeded in this. As Panadero et al. (2016) point out, teachers need to persuade students into believing that there is benefit in reflecting on the quality of their work.

Time constraints posed a major challenge in this study, as it was not feasible to review each self-assessment form with students after completion as originally intended. As Panadero et al. (2016) explain, students need to "become aware of the possibility of inaccuracy in their self-assessments, perhaps through discrepancy between [SA] and external evaluations (e.g., by a teacher or peer) of their performance" (p. 816). Whenever we reviewed their SA forms, we were establishing goals for the next time they did a similar activity, which proved to be successful in some cases, as discussed previously. Nevertheless, the ideal would be for us to have a mini session after each SA form, which did not happen. This only happened in three occasions: after their presentation about technology, the read-alouds, and the peer interaction activities. Balancing core content instruction, classroom management, and seasonal celebrations such as Halloween, Thanksgiving, and Christmas, limited the time available for in-depth reflection on self-assessment.

Despite these challenges, implementing SA had its benefits, as it was useful in determining the areas students had more difficulty in. Whereas students often overestimate their performance, it is far less common for them to underestimate it, especially at such a young age. In this sense, the cloudy and rainy faces on the SA forms provided the most meaningful data. These indicators painted a clearer picture of where students struggled, which allowed me to adjust my teaching accordingly. This was beneficial not only for the students, who received more personalized instruction, but also

for me as a teacher, as it enabled me to target and address specific gaps in their knowledge. Ultimately, my goal is to bridge those gaps, enrich students' knowledge and contribute to their learning journey. Other positive aspect was how students perceived the SA rubrics. Much like in Vasileiadou and Karadimitriou's (2021) study, students saw value in the use of rubrics.

Beyond academic success, I believe students felt empowered. Though self-assessment was a demanding practice, students seemed to appreciate having their voices heard. By consistently seeking their input in the process, I showed them that their opinions mattered, which as an important lesson in itself, one that extends beyond language learning and into their personal growth as learners and individuals.

It is worth mentioning that no clear correlation was found between a student's academic performance (i.e., stronger or weaker) and their ability to self-assess accurately. Instead, individual personality traits appeared to play a more influential role: "some students show a certain level of awareness when doing SA (e.g., Green, a stronger student, and Sports, a weaker student), while others not so much. It depends on the kid; it depends on their personality more than anything." (teaching journal, December 6, 2024). Overall, research (Hennefield & Markson, 2022) suggests that younger students are generally less self-conscious and more optimistic in their self-perceptions compared to older students.

2.4 Discussion and conclusion

This action research project examined the role of self-assessment in the EFL primary classroom, focusing on its impact on students' awareness of their learning progress and the challenges and benefits of its implementation. The study involved a group of eight third-grade boys, aged seven to eight, and was conducted from mid-September to mid-December. It sought to answer two key research questions:

1. How do self-assessment practices affect students' awareness of their own learning progress and areas in need of improvement?
2. What are the challenges and benefits experienced by a primary school EFL teacher and students when implementing self-assessment in the classroom?

The findings reveal that, overall, self-assessment had a positive impact on students' awareness of their learning, although its effectiveness varied over time. As students engaged with the self-assessment process, their ability to identify areas in need of improvement and reflect on their learning progressed. However, a slight decrease in enjoyment and a rise in perceived stress were observed over time, suggesting that while

self-assessment is valuable, its repetitive nature can lead to fatigue and disengagement if not structured appropriately. Furthermore, while students' confidence in their ability to self-assess increased, some still found the process confusing or challenging, which aligns with the broader literature on self-assessment in early education (Vasileiadou & Karadimitriou, 2021). Some students were also reluctant to fully engage in self-assessment and tended to be less honest in their responses possibly as a way of coping with the fear of losing face. To avoid embarrassment, maintain their self-image, and conform to perceived teacher expectations, students may have overinflated their SA. For instance, Sports, who often sought teacher approval, expressed in his interview that he would like to continue doing self-assessment because "*gosto das teachers e ajuda*" (personal communication, December 13, 2024), which suggests that he was motivated by a desire to please his teachers.

As I mentioned earlier, it was not feasible to complete observation grids for every self-assessment activity, especially considering that I had an active role in most of them. However, I could have asked my cooperating teacher to help me observe. Doing so would have given me even more useful and detailed insights into the accuracy of students' SA as well as their difficulties.

As a teacher trainee, this study deepened my understanding of the complexity of self-assessment, particularly for young learners, and the challenges of encouraging students to engage with it meaningfully. I gained valuable insights into the importance of scaffolding and providing clear, consistent feedback to support their self-reflection. One key takeaway of this research is that self-assessment requires continuous reinforcement and adaptation to maintain student engagement. An unexpected outcome was the shift in students' enthusiasm over time, which underlines the necessity of making self-assessment dynamic and responsive to students' needs. The growing awareness of students' own learning was a rewarding discovery, although it was clear that greater efforts are needed to help young learners connect their reflections with tangible improvement in their learning outcomes.

These results indicate several important implications for EFL teaching. Firstly, while self-assessment can enhance students' metacognitive skills and self-awareness, it must be carefully structured to prevent disengagement. Incorporating variety, opportunities for student input, and frequent feedback might help maintain student interest and motivation. Secondly, providing success criteria before the activity (and not just after like I did) may help students understand expectations more clearly, which could

improve their self-assessment accuracy and confidence. Thirdly, the idea of collaboratively creating rubrics with students, as suggested by Vasileiadou and Karadimitriou (2021), could further enhance the meaningfulness of the process by making students feel more invested in the activity.

This study had a few limitations, including a small sample size, limited student involvement in the rubric design, and the timing of the presentation of the success criteria. The sample consisted of only eight students, all boys, which limits the generalizability of the findings. Including girls might have yielded different results, as I believe they tend to be more inclined to seek teacher approval at this age, meaning that they would be extremely motivated to do well. Yan (2016) also agrees that girls are more likely to engage in SA. Additionally, while research suggests that involving students in creating self-assessment rubrics increases engagement and ownership (Vasileiadou & Karadimitriou, 2021; Andrade & Valcheva, 2009), time constraints demanded the use of pre-designed rubrics. As Panadero et al. (2016) assert, “good [SA] implementation takes teachers’ time and effort to provide feedback and modelling of [SA]” (p. 817), and I am afraid I did not have that time. This may have reduced students’ sense of investment in the process. Furthermore, although the intention was to present the success criteria (i.e., the rubrics) before the activities so that students would have clear understandings of the learning goals (Wang, 2016), this was not consistently implemented, which might have impacted students’ ability to self-assess accurately.

Further research could explore the use of self-assessment rubrics with young learners in EFL settings, as limited studies have addressed this age group. Much of the existing research focuses on older students (fifth grade and above), possibly due to the assumption that younger learners lack the capacity for self-reflection. However, this study suggests that, with time and practice, young learners can develop self-assessment skills. Similarly, a particularly intriguing avenue for future research is investigating the reliability of self-assessment in young learners. A larger sample size would help determine whether the trends observed in this study hold true in more diverse settings. Additionally, examining the long-term effects of self-assessment on students’ learning progress could provide valuable insights into how it supports sustained academic development. Lastly, investigating the role of teacher feedback in self-assessment, particularly in balancing constructive guidance with student autonomy, could offer a more holistic understanding of its benefits and challenges.

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APPENDICES

Appendix A – letter of consent to students.

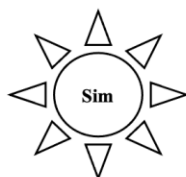
O ESTUDO DA TEACHER INÊS

Pinta a tua resposta!

A teacher Inês explicou porque é que vai fazer este estudo.	Sim	Não
A teacher Inês explicou o que é uma autoavaliação.	Sim	Não
A teacher Inês explicou que nos quer ajudar a ser alunos mais independentes, ou seja, alunos que não precisam de tanta ajuda da professora e que conseguem fazer muita coisa sozinhos.	Sim	Não
A teacher Inês explicou que vamos fazer dois questionários este período e fichas de autoavaliação todas as semanas.	Sim	Não
A teacher Inês explicou que vamos aprender a autoavaliarmo-nos melhor.	Sim	Não
A teacher Inês explicou que o estudo dela vai ser lido por outras pessoas que também estudam para serem professores de inglês.	Sim	Não
A teacher Inês explicou que não vai contar a ninguém os nossos nomes verdadeiros.	Sim	Não
A teacher Inês explicou que podemos abandonar o estudo a qualquer momento e que não fazia mal.	Sim	Não
A teacher Inês explicou que os nossos pais estão a par do estudo.	Sim	Não

Queres participar no estudo da teacher Inês?

Pinta a tua resposta:



O meu nome completo é: _____

O meu nome secreto para este estudo é: _____

(por exemplo, podes escolher um animal, uma cor, um herói ou uma princesa)

Data: ____/____/____

THANK YOU!!



Appendix B – letter of consent sent to the legal guardians.

PEDIDO DE AUTORIZAÇÃO AOS ENCARREGADOS DE EDUCAÇÃO

Caros Pais e Encarregados de Educação,

O meu nome é Inês Nazaré Brasil e tenho vindo, desde meados de fevereiro do corrente ano, a realizar o meu estágio no Colégio [REDACTED]. Encontro-me a fazer o Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa. A conclusão deste mestrado pressupõe a realização de um projeto de investigação. Este estudo fará parte do meu relatório final intitulado *Empowering Young Learners: The Role of Self-Assessment in the English as a Foreign Language Primary Classroom* (Empoderar Crianças: O Papel da Autoavaliação nas Aulas de Inglês do 1º Ciclo do Ensino Básico).

Por conseguinte, venho por este meio solicitar a sua autorização para incluir o seu educando neste projeto de investigação que decorrerá entre setembro e dezembro de 2024. Após obter as autorizações necessárias, nomeadamente a sua, do seu educando e da direção da escola, a recolha de dados será efetuada mediante o uso de questionários, fichas de autoavaliação semanais e rubricas de autoavaliação. Para além disso, mantereirei um diário, no qual anotarei as minhas conclusões.

O objetivo deste estudo é perceber como é que a autoavaliação pode influenciar a perceção que os alunos têm dos seus pontos fortes e fracos, bem como os desafios e os benefícios experienciados por mim e pelos alunos durante a investigação. Este estudo será benéfico para as “formiguinhas” uma vez que as tornará mais autónomas e conscientes do seu processo de aprendizagem.

A instituição, os seus funcionários e as crianças permanecerão anónimos e não serão obtidas imagens de qualquer tipo. Mais informo que o seu educando pode abandonar o estudo a qualquer momento, sendo que os dados recolhidos até então serão eliminados.

Se tiver alguma questão, não hesite em contactar-me através do email a2023100222@campus.fcsh.unl.pt. Favor assinar e entregar tão breve quanto possível.

Lisboa, 20 de setembro de 2024

Inês Nazaré Brasil

Professora Doutora Carolyn E. Leslie
Orientadora de Estágio
FCSH, Universidade Nova de Lisboa

Eu, _____, Encarregado(a) de Educação do(a) aluno(a) _____, declaro que fui informado(a) dos objetivos do projeto de investigação intitulado *Empowering Young Learners: The Role of Self-Assessment in the English as a Foreign Language Primary Classroom* e autorizo o meu educando a participar no estudo.

Data: ____/____/____

Assinatura: _____

Appendix C – letter of consent for the school principal.

PEDIDO DE AUTORIZAÇÃO À DIREÇÃO DO COLÉGIO [REDACTED]

Exma. Sra. Diretora [REDACTED],

O meu nome é Inês Nazaré Brasil e encontro-me a fazer o Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico na Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa. A conclusão deste mestrado pressupõe a realização de um projeto de investigação. Este estudo fará parte do meu relatório final intitulado *Empowering Young Learners: The Role of Self-Assessment in the English as a Foreign Language Primary Classroom* (Empoderar Crianças: O Papel da Autoavaliação nas Aulas de Inglês do 1º Ciclo do Ensino Básico).

Assim, venho por este meio solicitar a sua autorização para incluir os alunos do 3º ano neste projeto, que será desenvolvido durante o 1º período do corrente ano letivo. Após obter as autorizações necessárias, nomeadamente a sua, dos alunos e dos encarregados de educação, a recolha de dados será efetuada mediante o uso de questionários, fichas de autoavaliação semanais e rubricas de autoavaliação. Para além disso, manterei um diário, no qual anotarei as minhas conclusões.

O objetivo deste estudo é perceber como é que a autoavaliação pode influenciar a perceção que os alunos têm dos seus pontos fortes e fracos, bem como os desafios e os benefícios experienciados por mim e pelos alunos durante a investigação. Este estudo será benéfico para as “formiguinhas” uma vez que as tornará mais autónomas e conscientes do seu processo de aprendizagem.

A instituição, os seus funcionários e as crianças permanecerão anónimos e não serão obtidas imagens de qualquer tipo. Os alunos podem abandonar o estudo a qualquer momento, sendo que os dados recolhidos até então serão eliminados.

Se tiver alguma questão, não hesite em contactar-me pessoalmente ou através do email a2023100222@campus.fcsh.unl.pt. Favor assinar e entregar tão breve quanto possível.

Lisboa, 20 de setembro de 2024

Inês Nazaré Brasil

Professora Doutora Carolyn E. Leslie
Orientadora de Estágio
FCSH, Universidade Nova de Lisboa

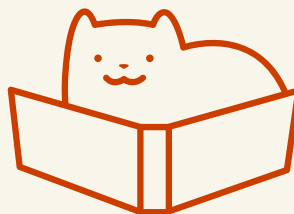
Eu, _____, diretora do Colégio [REDACTED], declaro que fui informada do projeto de investigação intitulado *Empowering Young Learners: The Role of Self-Assessment in the English as a Foreign Language Primary Classroom* e autorizo os alunos da turma do 3º ano a participar no estudo.

Data: ____/____/____

Assinatura: _____

Appendix D – first self-assessment form and corresponding rubric.

SELF-ASSESSMENT



Name:

Date:

Colour the right face. | Pinta a carinha que mais se adequa.

I paid attention to the video. | Eu estive atento ao vídeo.



I understood what was said in the video. | Eu percebi o que foi dito no vídeo.



I was able to tick all the devices mentioned in the video. | Eu consegui meter um certo em todos os aparelhos que apareceram no vídeo.



I understood which sentences were true and which were false. | Eu percebi quais eram as frases verdadeiras e quais eram as falsas.



I was able to say all the different devices we learned today. | Eu consegui dizer todos os aparelhos que aprendemos.



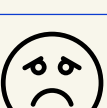
SELF-ASSESSMENT RUBRIC

Name: _____

Date: _____

	Significa que fizeste tudo bem, ou seja, que conseguiste fazer esta parte da atividade “com uma perna às costas”!
	Significa que tiveste algumas dificuldades nesta parte. Não foi muito mau, mas também não foi muito bom. Vê pela positiva: isto significa que podes melhorar!
	Significa que esta parte não correu bem. Há várias razões para que isto possa ter acontecido. Mas não há problema! Podes sempre melhorar este aspeto na próxima atividade.

Por exemplo:

I paid attention to the video. Eu estive atento ao vídeo.	 Estive sempre atento.
	 Estive atento a maior parte do tempo, mas houve uma vez ou outra que desviei o olhar ou comecei a pensar no almoço.
	 Não consegui estar atento ao vídeo. Perdi-me várias vezes.

I understood what was said in the video. Eu percebi o que foi dito no vídeo.	 Eu percebi tudo o que foi dito no vídeo.
	 Percebi a maior parte das coisas que foram ditas.
	 Não consegui perceber o que foi dito no vídeo.
I was able to tick all the devices mentioned in the video. Eu consegui meter um certo em todos os aparelhos que apareceram no vídeo.	 Eu consegui meter um certo em todos os 8 aparelhos.
	 Eu consegui meter um certo na maior parte dos aparelhos (em 4, 5, 6 ou 7 aparelhos).
	 Eu não consegui meter um certo em mais de 3 aparelhos.
I understood which sentences were true and which were false. Eu percebi quais eram as frases verdadeiras e quais eram as falsas.	 Eu meti que todas as frases eram verdadeiras.
	 Eu meti que 2 frases eram verdadeiras e que 2 eram falsas.
	 Eu meti que 3 frases eram falsas e que 1 era verdadeira.
I was able to say all the different devices we learned today. Eu consegui dizer todos os aparelhos que aprendemos.	 Eu consegui dizer todos os aparelhos que a teacher pediu.
	 Eu consegui dizer a maior parte dos aparelhos que a teacher pediu.
	 Eu não consegui dizer nenhum dos aparelhos que a teacher pediu.

Appendix E – the worksheet used for the first self-assessment.

Listening exercise (pupil's book, page 10)

Put a tick [✓] on the technological devices that appear in the video.

☐☐☐☐☐☐☐☐

Appendix F – cross-curricular portion of unit 1 “A Computer for the Club” (*New Tiger* 3, page ten). Exercise number sixteen was also used for the first self-assessment.



Tiger Team

Lesson 5 Reading

15 Watch the video presentation. Name three types of technology.

16 Listen and read. 1:23

How techie are you?

TRUE or FALSE ?

- You see text and images on the screen.
- You use the keyboard to type.
- You use the mouse to click on the screen.
- You use the printer to print documents.



17 Listen and read. 1:24

Now try our quiz!

- 1 Do you play online games?
- 2 Do you watch DVDs?
- 3 Do you watch music videos?
- 4 Do you write emails to your family and friends?
- 5 Do you use the internet to find out interesting facts?
- 6 Do you write for a class or school blog?
- 7 Do you use a computer to do homework projects?
- 8 Do you use a computer to write stories?

Answer YES or NO to each question. Check your score!



18 Play Question chain.



Do you watch DVDs?

Yes, I do.



Do you write emails?

No, I don't.

DO YOU KNOW...?

Mobile phones, cameras and some toys have got computers in them!

Answer YES to 6-8 questions
You're very techie!

Answer YES to 4-5 questions
You're quite techie!

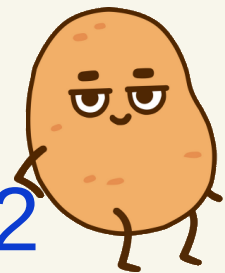
Answer YES to 1-3 questions
You aren't very techie!

10 Key learning outcome: learn about ways to use computers and the internet



Find out what 'www' stands for.

SELF- ASSESSMENT 2



Name:

Date:

Pinta o tempo que mais se adequa.

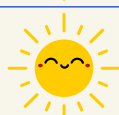
I spoke in a clear voice. | Falei de uma forma clara.



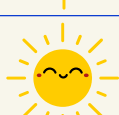
I spoke loudly. | Falei alto.



I looked at everyone and stood still. | Olhei para os meus colegas e fiquei quieto.



I paid attention to my colleagues' presentations. | Eu prestei atenção às apresentações dos meus colegas.



SELF-ASSESSMENT RUBRIC 2

Name:

Date:

Por exemplo:

I spoke in a clear voice. |
Falei de uma forma clara.



Consegui falar sem fazer muitas pausas ou ter de recomeçar.



Consegui falar de uma forma clara, mas houve algumas vezes que tive de parar ou que hesitei a dizer alguma palavra.



Hesitei e fiz pausas durante a maior parte da minha apresentação.

I spoke loudly. |
Falei alto.



Consegui falar com um tom de voz que todos os meus colegas conseguissem ouvir.



Houve algumas vezes em que falei um bocadinho baixinho.



Não consegui falar a alto e bom som durante a apresentação.

I looked at everyone and stood still. | Olhei para os meus colegas e fiquei quieto.



Estava virado para os meus colegas, direito e quieto durante a apresentação.



Às vezes esquecia-me de ter uma boa postura e começava a mexer-me ou virava as costas aos meus colegas.



Não consegui manter uma boa postura durante a apresentação.

I paid attention to my colleagues' presentations. | Eu prestei atenção às apresentações dos meus colegas.



Estive atento aos meus colegas e a olhar para eles quando estavam a apresentar.



De vez em quando desviava o olhar ou não estava atento ao que os colegas estavam a dizer.



Não consegui estar atento às apresentações dos colegas.

Appendix H – an example of the text students had to write for the second self-assessment.

21 Listen and read. Answer the questions.  1:25

Tiger Street Club Report
In the UK ...

Many children use a computer at school to learn about different subjects and do projects. Some children also keep a class blog. At home, many children use a computer to do homework and play games.

How I use a computer 

I use a computer at home, at school and at the Tiger Street Club. At the club, I use a computer to write emails. I also watch music videos and play online games. At school, I use a computer to write stories and do projects. I also find out about things on the internet. At home, I use Mum and Dad's computer to look at photos and watch DVDs.

by Ben



PROJECT

22 Prepare your project
Think about and say.  

- where you use a computer
- what activities you do on a computer

Plan and write your project  **Go to Activity Book page 10.**

Key learning outcome:
understand a video about using a computer and prepare a project

Learning to LEARN

My words to remember:
screen keyboard document
printer internet email

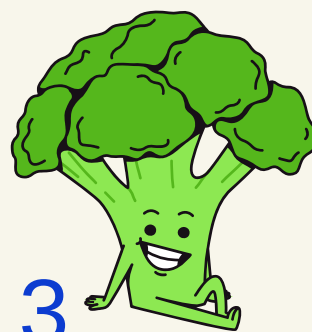


I use a computer at home.

11

Appendix I – third self-assessment form and corresponding rubric.

SELF- ASSESSMENT 3



Name: _____

Date: _____

Pinta o tempo que mais se adequa.

I spoke in a clear voice. | Falei de uma forma clara.



I used the right structure to ask the questions ("Do you use a _____?"). | Usei a estrutura certa para fazer as perguntas ("Do you use a _____?").



I used the right structures to answer the questions ("Yes, I do. / No, I don't."). | Usei as estruturas certas para responder às perguntas ("Yes, I do. / No, I don't.").



I was able to identify the technological devices in the worksheet. | Eu consegui identificar os aparelhos eletrônicos na ficha.



SELF-ASSESSMENT RUBRIC 3

Name:

Date:

Por exemplo:

I spoke in a clear voice. |
Falei de uma forma clara.



Falei de forma clara e os meus colegas conseguiram entender-me bem.



Consegui falar de uma forma clara, mas houve algumas vezes que tive de parar ou que hesitei a dizer alguma palavra.



Hesitei e fiz pausas durante a maior parte do exercício.

I used the right structure to ask the questions ("Do you use a _____?"). |
Usei a estrutura certa para fazer as perguntas ("Do you use a _____?").



Consegui usar a estrutura certa para fazer as perguntas aos meus colegas.



Usei a estrutura certa algumas vezes, mas houve vezes que me esqueci de uma palavra ou duas.



Não consegui usar a estrutura que a professora pediu.

I used the right structures to answer the questions ("Yes, I do. / No, I don't."). Usei as estruturas certas para responder às perguntas ("Yes, I do. / No, I don't").	 Usei "Yes, I do." para dizer que usava e "No, I don't." para dizer que não usava.
	 Às vezes confundia-me um pouco e não sabia qual das estruturas usar.
	 Não consegui usar as estruturas que a professora pediu.
I was able to identify the technological devices in the worksheet. Eu consegui identificar os aparelhos eletrónicos na ficha.	 Consegui identificar e nomear os aparelhos na ficha.
	 Consegui identificar a maior parte dos aparelhos na ficha.
	 Tive bastante dificuldade em identificar os aparelhos nas fichas.

Appendix J – the peer interaction information gap activity used for the third self-assessment.

Follow the example to ask and answer. Put a tick [✓] on the **things your friends do** and a cross [X] on the things they **don't do**.

Example: **Do you use a computer?**
Yes, I do. / No, I don't.

Appendix K – fourth self-assessment form and corresponding rubric.

SELF-ASSESSMENT 4



Name:

Date:

Pinta o tempo que mais se adequa.

I spoke fluently. | Falei fluentemente.



I used the right structure to ask the questions ("Has it got _____?"). | Usei a estrutura certa para fazer as perguntas ("Has it got _____?").



I used the right structures to answer the questions ("Yes, it has. / No, it hasn't."). | Usei as estruturas certas para responder às perguntas ("Yes, it has. / No, it hasn't.").



I was able to identify the animals in the worksheet. | Eu consegui identificar os animais na ficha.



SELF-ASSESSMENT RUBRIC 4

Name:

Date:

Por exemplo:

I spoke fluently. Falei fluentemente.	 Falei com poucas pausas.
	 Falei com algumas pausas.
	 Falei com muitas pausas.
I used the right structure to ask the questions ("Has it got _____?"). Usei a estrutura certa para fazer as perguntas ("Has it got _____?").	 Consegui usar a estrutura certa para fazer as perguntas aos meus colegas.
	 Usei a estrutura certa algumas vezes, mas houve vezes que me esqueci de uma palavra ou duas.
	 Não consegui usar a estrutura que a professora pediu.

I used the right structures to answer the questions ("Yes, it has. / No, it hasn't."). Usei as estruturas certas para responder às perguntas ("Yes, it has. / No, it hasn't.").	 Usei "Yes, it has." para dizer que tinha e "No, it hasn't." para dizer que não tinha.
	 Às vezes confundia-me um pouco e não sabia qual das estruturas usar.
	 Não consegui usar as estruturas que a professora pediu.

I was able to identify the animals in the worksheet. Eu consegui identificar os animais na ficha.	 Consegui identificar e nomear os animais na ficha.
	 Consegui identificar a maior parte dos animais na ficha.
	 Tive bastante dificuldade em identificar os animais na ficha.

Appendix L – the worksheet used to play the pair game for the fourth self-assessment.

Guess which?

Let your friend pick an animal. Follow the example to ask about its characteristics. Cross [X] the animals that don't have the correct features. Try to guess the animal he chose!

Example: Has it got feathers?

Yes, it has. / No, it hasn't.



SELF-ASSESSMENT 5



Name:

Date:

Pinta o tempo que mais se adequa.

I could number the hobbies in order of appearance. | Consegui enumerar os hobbies pela ordem que foram ditos.



I could understand the animal features. | Consegui perceber as características dos animais.



SELF-ASSESSMENT RUBRIC 5

Name:

Date:

Por exemplo:

I could number the hobbies in order of appearance. Consegui enumerar os hobbies pela ordem que foram ditos.		Consegui enumerar quase todos os hobbies.
		Consegui enumerar a maior parte dos hobbies.
		Tive dificuldade em enumerar os hobbies.
I could understand the animal features. Consegui perceber as características dos animais.		Consegui escolher a característica correta para todos os animais.
		Consegui escolher a característica correta para a maior parte dos animais.
		Tive dificuldade em escolher a característica correta para cada animal.

LISTENING



1. Listen and number.



2. Listen and circle.

Example: 1. A tiger has got sharp **feathers** / **teeth**.

2. A monkey has got a long **tail** / **beak**.

3. A bird has got **feathers** / **fur**.

4. And a fish has got **claws** / **scales**.

5. An elephant has got big **whiskers** / **ears**.

6. A cat has got **whiskers** / **a shell and claws**.

7. A rabbit has got soft **scales** / **fur**.

8. And a crocodile has got **a shell** / **jaws**.



SELF-ASSESSMENT 6

Name:

Date:

Pinta o tempo que mais se adequa.

I paid attention to the storytelling. Estive atento enquanto a professora lia a história.			
I was able to tell the story back to the teacher. Consegui recapitular a história à professora.			
I listened carefully to my colleagues' input. Ouvi atentamente os meus colegas.			

SELF-ASSESSMENT RUBRIC 6

Name:

Date:

Por exemplo:

I paid attention to the storytelling. | Estive atento enquanto a professora lia a história.



Estive atento à história e à professora a grande maior parte do tempo.



Estive atento a maior parte do tempo, mas houve uma vez ou outra que desviei o olhar e perdi o fio à meada.



Não consegui estar atento à história e perdi-me várias vezes.

I was able to tell the story back to the teacher. | Consegui recapitular a história à professora.



Quando a professora perguntou sobre certos aspetos da história, consegui contar-lhe.



Houve alguns pormenores da história que já não me lembrava e, por isso, não consegui dizê-los à professora.



Não me consegui lembrar da maior parte da história.

I listened carefully to my colleagues' input. | Ouvi atentamente os meus colegas.



Estive atento aos contributos dos meus colegas e a olhar para eles enquanto falavam.



De vez em quando desviava o olhar ou não estava atento ao que os colegas estavam a dizer.



Não consegui estar atento aos contributos dos meus colegas.

Appendix P – seventh self-assessment form and corresponding rubric.

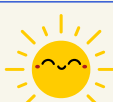
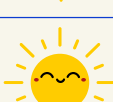
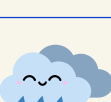
SELF-ASSESSMENT 7



Name:

Date:

Pinta o tempo que mais se adequa.

I paid attention to the storytelling. Estive atento enquanto a professora lia a história.			
I was able to tell the story back to the teacher. Consegui recapitular a história à professora.			
I listened carefully to my colleagues' input. Ouvi atentamente os meus colegas.			
I understood the moral of the story. Percebi qual é a moral da história.			

SELF-ASSESSMENT RUBRIC 7

Name:

Date:

Por exemplo:

I paid attention to the storytelling. | Estive atento enquanto a professora lia a história.



Estive atento à história e à professora a grande maior parte do tempo.



Estive atento a maior parte do tempo, mas houve uma vez ou outra que desviei o olhar e perdi o fio à meada.



Não consegui estar atento à história e perdi-me várias vezes.

I was able to tell the story back to the teacher. | Consegui recapitular a história à professora.



Quando a professora perguntou sobre certos aspetos da história, consegui contar-lhe.



Houve alguns pormenores da história que não consegui dizer à professora.



Não consegui dizer à professora a maior parte da história.

I listened carefully to my colleagues' input. Ouvei atentamente os meus colegas.	 Estive atento aos contributos dos meus colegas e a olhar para eles enquanto falavam.
	 De vez em quando desviava o olhar ou não estava atento ao que os colegas estavam a dizer.
	 Não consegui estar atento aos contributos dos meus colegas.
I understood the moral of the story. Percebi qual é a moral da história.	 Percebi bem qual é a moral da história.
	 Não percebi muito bem qual é a moral da história.
	 Não percebi qual é a moral da história.

Appendix Q – eighth self-assessment form and corresponding rubric.

SELF- ASSESSMENT 8



Name:

Date:

Pinta o tempo que mais se adequa.

I paid attention while the teacher read the Christmas poem. | Estive atento enquanto a professora leu o poema de Natal.



I understood the message of the poem. | Percebi a mensagem do poema.



I listened carefully to my colleagues' input. | Ouvi atentamente os meus colegas.



SELF-ASSESSMENT RUBRIC 8

Name:

Date:

Por exemplo:

I paid attention while the teacher read the Christmas poem. | Estive atento enquanto a professora leu o poema de Natal.



Estive atento ao poema e à professora a grande maior parte do tempo.



Estive atento a maior parte do tempo, mas houve uma vez ou outra que desviei o olhar e perdi o fio à meada.



Não consegui estar atento ao poema e perdi-me várias vezes.

I understood the message of the poem. | Percebi a mensagem do poema.



Percebi bem qual era a mensagem do poema.



Não percebi muito bem qual era a mensagem do poema.



Não percebi qual era a mensagem do poema.

I listened carefully to my colleagues' input. | Ouvi atentamente os meus colegas.



Estive atento aos contributos dos meus colegas e a olhar para eles enquanto falavam.



De vez em quando desviava o olhar ou não estava atento ao que os colegas estavam a dizer.



Não consegui estar atento aos contributos dos meus colegas.



Families together,
Good times to share,
Presents to open,
With people who care.

MERRY CHRISTMAS!



Appendix S – the questionnaire students completed at the beginning and end of the study.



1. In English classes, I can identify my mistakes and self-correct. | Nas aulas de inglês, eu consigo perceber-me que cometi um erro e corrigi-lo.



2. I try to overcome my difficulties in English. | Eu tento ultrapassar as minhas dificuldades em inglês.



3. I have done self-assessment before. | Já fiz autoavaliação.



4. I know how to self-assess. | Eu sei autoavaliar-me.



Yes



No



Sometimes

5. I like to do self-assessment. | Eu gosto de fazer autoavaliação.



Yes



No



Sometimes

6. Self-assessment helps me understand what I need to work on. | A autoavaliação ajuda-me a perceber aquilo que preciso de melhorar.



Yes

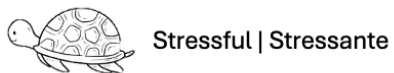


No

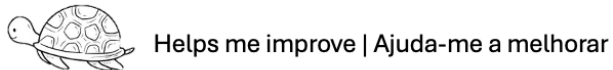


Sometimes

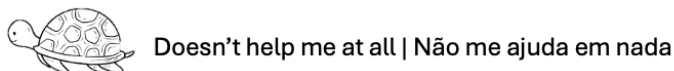
7. For me, self-assessment is... | Para mim, fazer autoavaliação é...



Stressful | Stressante



Helps me improve | Ajuda-me a melhorar



Doesn't help me at all | Não me ajuda em nada

8. In my opinion, we self-assess because... | Na minha opinião, fazemos autoavaliação porque...

Thank you! 😊

Appendix T – observation grid used to assess students’ fluency and accuracy during the peer interaction activity and to compare it with their self-assessment.

[illegible]

U = unsatisfactory | F = fair | G = good | VG = very good

Appendix U – observation grid used to assess students’ fluency and accuracy during the peer interaction activity and to compare it with their self-assessment.

[illegible]

U = unsatisfactory | F = fair | G = good | VG = very good

Appendix V – interview questions.

General reflection

1. What does self-assessment mean to you?
2. Had you done self-assessment in English classes before doing it with me?

Process and understanding

3. Do you like self-assessment? Why or why not?
4. What did you enjoy most about doing self-assessment?
5. Was there anything you found confusing about the self-assessment process? If so, what?
6. Did your opinion about self-assessment change as we did it more frequently? If so, did it change for the better or worse?
7. How did self-assessment help you improve your learning? Could you see the aspects you needed to improve and the things you were good at?

Challenges

8. What was the most difficult part of doing self-assessment for you?
9. Do you think you were able to assess your skills accurately?

Benefits

10. What was the most useful aspect of doing self-assessment?
11. Do you feel that self-assessment, that is, reflecting on your work, helped you improve?

Final thoughts

12. Would you like to continue doing self-assessment in English classes? Why or why not?

Appendix W – transcript of the interview with Blue.

[T = teacher; B = Blue]

[Start of transcription]

T: Para ti o que é self-assessment?

B: [long pause]

T: O que é self-assessment? Aquilo que nós costumávamos fazer.

B: É uma autoavaliação.

T: Exato e para que é que fazemos autoavaliação?

B: Para que nós não tenhamos dúvidas.

T: OK, very good. Já tinhas feito self-assessment nas aulas de inglês antes de fazeres comigo?

B: Sim.

T: Nas aulas de inglês?

B: Sim.

T: Tens a certeza?

B: Sim.

T: Ok. O que é que gostaste mais de fazer self-assessment?

B: [long pause] O que é que eu gostei mais de fazer self-assessment...

T: Sim, foi pintar, foi responder às perguntas, foi...?

B: Acho que foi tudo.

T: Foi tudo? Gostas muito de fazer self-assessment?

B: Sim.

T: Porquê?

B: Para me ajudar a não ter dúvidas. É divertido. Isso vai-me ajudar a não ter dúvidas. Não gosto de ter dúvidas.

T: OK, very good. Houve alguma coisa que achaste confusa? Achas que o weather que tinhas de pintar era confuso, ou as perguntas?

B: Eu acho que elas não eram confusas.

T: OK, achas que as rubricas te ajudavam a perceber o que tinhas de fazer?

B: Eu acho que ela me ajudou.

T: Ajudou? OK, boa. Sentes que a tua opinião mudou em relação ao self-assessment à medida que fomos fazendo mais? Ou sempre gostaste de self-assessment, a tua opinião não mudou deste o início?

B: Acho que gosto.

T: Sempre gostaste de self-assessment?

B: Sim.

T: Conseguias ver através do self-assessment aquilo que precisavas de melhorar?

B: Acho que sim.

T: Qual é que foi a parte mais difícil do self-assessment?

B: Acho que nenhuma.

T: Não achaste nada difícil?

B: Não.

T: OK. Achas que conseguiste avaliar bem as tuas capacidades?

B: Sim.

T: Foste sincero?

B: Sim.

T: Qual é que foi o aspeto mais útil de fazer self-assessment?

B: O self-assessment é útil porque... [long pause] hum... [long pause] porque...

T: Porque...

B: Não sei.

T: OK. Sentes que o self-assessment ajuda-te a melhorar? Ou seja, achas que refletir sobre o teu trabalho ajuda-te a melhorar?

B: Sim.

T: Última pergunta. Gostavas de continuar a fazer self-assessment nas aulas de inglês?

B: Sim.

T: Porquê?

B: Para me ajudar a melhorar mais.

T: Muito bem.

[End of transcription]

Appendix X – transcript of the interview with Cat.

[T = teacher; C = Cat]

[Start of transcription]

T: Para ti o que é o self-assessment?

C: Hum... uma coisa que me ajuda a melhorar.

T: Já tinhas feito self-assessment nas aulas de inglês antes de fazeres comigo?

C: Hum...

T: Ou seja, no primeiro e no segundo ano, nas aulas de inglês, alguma vez fizeram self-assessment?

C: Hum... [long pause] no.

T: O que é que gostaste mais de fazer self-assessment?

C: Nada.

T: Nada? Porquê?

C: É chato.

T: OK, mas achaste alguma coisa confusa no self-assessment?

C: No.

T: As rubricas ajudavam a esclarecer?

C: Sim.

T: Não gostas porque demoravam muito tempo?

C: Era chato porque era chato.

T: Sentes que a tua opinião mudou sobre o self-assessment?

C: [long pause]

T: Gostavas de fazer self-assessment no início do ano?

C: Yes.

T: Então gostavas antes e agora já não gostas?

C: Stressante!

T: OK, então a tua opinião mudou para pior?

C: Sim.

T: Foi alguma coisa que eu fiz? Ou por causa da rubrica?

C: É um bocadinho chato para mim.

T: OK. O self-assessment ajudou-te a melhorar?

C: [long pause] Ajudou.

T: Conseguiste ver aqueles aspetos que precisavas de melhorar?

C: Sim.

T: Para ti qual foi a parte mais difícil de fazer self-assessment?

C: Nenhuma.

T: Nenhuma? Era stressante, mas não era difícil?

C: Era só pintar sol, sol, sol, sol, uma vez foi o rain.

T: Achas que conseguiste avaliar bem as tuas capacidades?

C: Sim.

T: Qual foi o aspeto mais útil de fazer self-assessment para ti?

C: Hum... [long pause] Estou farto desta entrevista.

T: Está quase a acabar. Sentes que o self-assessment te ajudou a melhorar?

C: Sim.

T: Gostavas de continuar a fazer self-assessment nas aulas de inglês?

C: Não.

T: Porquê?

C: Porque é chato.

[End of transcription]

Appendix Y – transcript of the interview with Dog.

[T = teacher; D = Dog]

[Start of transcription]

T: Para ti o que é self-assessment?

D: É refletir sobre as nossas dificuldades.

T: Já tinhas feito self-assessment nas aulas de inglês antes de fazeres comigo?

D: Não.

T: O que é que gostas mais de fazer self-assessment?

D: Pintar.

T: Gostas de self-assessment?

D: Gosto.

T: Porquê?

D: Porque ajuda-nos a melhorar as dificuldades.

T: Houve alguma coisa que achaste confusa? Por exemplo, pintar o weather, achaste confuso?

D: No.

T: Achaste as perguntas confusas?

D: No. As rubricas ajudaram.

T: Sentes que a tua opinião sobre o self-assessment mudou à medida que fomos fazendo cada vez mais? Ou seja, se pensavas uma coisa de self-assessment no início e agora pensas outra? Se gostavas mais antes e agora nem tanto? Ou está igual?

D: Gostei sempre de self-assessment.

T: Então a tua opinião não mudou?

D: Não.

T: OK. Como é que o self-assessment te ajudou a melhorar? Ou seja, conseguiste ver através do self-assessment aquilo que tinhas de melhorar?

D: Yes.

T: Sentes que sim?

D: Yes.

T: OK. Para ti qual é que foi a parte mais difícil de fazer self-assessment?

D: [long pause] Perceber as frases. Eu só lia as frases quando fazia aquele traço, em português.

T: Gostavas mais que as frases estivessem só em português, ficava menos confuso?

D: Sim.

T: Achas que conseguiste avaliar bem as tuas capacidades?

D: Yes.

T: Qual é que foi o aspeto mais útil de fazer self-assessment para ti? Porque é que é útil?

D: [long pause]

T: Sabes o que é “útil”?

D: [nods yes]

T: Consegues-te lembrar de alguma coisa?

D: [shakes head]

T: Sentes que o self-assessment te ajudou a melhorar? Ou seja, refletir sobre o teu trabalho ajudou-te a melhorar?

D: Yes.

T: Gostavas de continuar a fazer self-assessment nas aulas de inglês?

D: Yes porque é divertido.

[End of transcription]

Appendix Z – transcript of the interview with Sports.

[T = teacher; S = Sports]

[Start of transcription]

T: Para ti o que é self-assessment?

S: [long pause] Para ajudar-nos a fazer as coisas melhores nas aulas.

T: OK. Já tinhas feito self-assessment nas aulas de inglês antes de fazeres comigo?

S: Não.

T: E nas outras aulas? Matemática, português?

S: Não.

T: O que é que gostaste mais de fazer self-assessment?

S: Quando a teacher perguntava as perguntas e depois nós pintávamos o que queríamos.

T: Então gostaste de pintar?

S: [nods head]

T: Gostas de fazer self-assessment?

S: Yes porque [long pause] é divertido.

T: Houve alguma que achaste confusa?

S: Não.

T: Achas que a rubrica era boa para tornar o self-assessment menos confuso?

S: Ajuda.

T: Sentes que a tua opinião mudou em relação ao self-assessment à medida que fomos fazendo cada vez mais? Ou seja, se pensavas uma coisa de self-assessment no início e agora pensas outra? Se gostavas mais antes e agora nem tanto? Ou está igual?

S: Continua a mesma.

T: Como é que o self-assessment te ajudou a melhorar? Ou seja, conseguias ver através do self-assessment aqueles aspetos que precisavas de melhorar?

S: Mais ou menos, mas depois fui treinando, treinando para melhorar.

T: Para ti qual é que foi a parte mais difícil de fazer self-assessment?

S: Hum... quando eu não percebia uma coisa não conseguia fazer bem.

T: OK, então não percebias algumas perguntas do self-assessment?

S: Sim.

T: Achas que era confuso ter as perguntas em inglês e português?

S: Mais ou menos.

T: Gostavas que estivesse só em português?

S: Mais ou menos.

T: Achas que conseguiste avaliar bem as tuas capacidades?

S: Sim.

T: Qual é que foi o aspeto mais útil de fazer self-assessment? O aspeto mais positivo?

S: Quando fico concentrado tento fazer melhor.

T: Sentes que o self-assessment te ajudou a melhorar? Ou seja, que refletir sobre o teu trabalho ajudou-te a melhorar?

S: Yes.

T: Last one. Gostavas de continuar a fazer self-assessment nas aulas de inglês?

S: Yes.

T: Porquê?

S: Porque gosto das teachers e ajuda.

[End of transcription]

Appendix AA – transcript of the interview with Banana.

[T = teacher; B = Banana]

[Start of transcription]

T: Para ti o que é self-assessment?

B: [long pause] Ajuda-nos a aprender...

T: OK, mas o que é?

B: Não sei.

T: OK. Já tinhas feito self-assessment nas aulas de inglês antes de fazeres comigo?

B: Não.

T: E nas aulas de português, matemática?

B: Não.

T: O que gostaste mais de fazer self-assessment?

B: De pintar.

T: Gostas de self-assessment?

B: Gosto.

T: Porquê?

B: Hum... porque é divertido.

T: Houve alguma coisa que achaste confusa no self-assessment? O weather que tinham de pintar, as perguntas... alguma coisa confusa?

B: Não.

T: Não? Achas que a rubrica te ajudava a perceber o que era para fazer?

B: [nods head]

T: Good. Sentes que a tua opinião mudou em relação ao self-assessment à medida que fomos fazendo cada vez mais? Ou seja, se pensavas uma coisa de self-assessment no início e agora pensas outra? Se gostavas mais antes e agora nem tanto? Ou está igual?

B: Está igual. No início pensava que ia ser pior, mas agora acho que é melhor.

T: Ou seja, parecia um bicho de sete cabeças, não era?

B: Ah sim [laughs] ou de oito.

T: [laughs] Como é que o self-assessment te ajudou a melhorar? Ou seja, conseguias ver através do self-assessment os aspetos que tinhas de melhorar?

B: Sim.

T: Para ti qual é que foi a parte mais difícil de fazer self-assessment?

B: É pintar.

T: Pintar era o mais difícil?

B: Não, não.

T: Era ler as perguntas?

B: Sim.

T: Achavas confuso ter as perguntas em inglês e português? Ficava mais difícil perceberes?

B: Não.

T: Porque tinha o português a seguir, não era?

B: [nods head]

T: Achas que conseguiste avaliar bem as tuas capacidades?

B: Sim.

T: Qual é que foi o aspeto mais útil de fazer self-assessment?

B: Ouvir histórias e depois fazermos.

T: Então gostaste de fazer o self-assessment depois das histórias?

B: Yes.

T: Sentes que o self-assessment te ajudou a melhorar? Ou seja, refletir sobre o teu trabalho ajudou-te a melhorar?

B: Sim.

T: Gostavas de continuar a fazer self-assessment nas aulas de inglês?

B: Sim porque é divertido.

[End of transcription]

Appendix BB – transcript of the interview with Green.

[T = teacher; G = Green]

[Start of transcription]

T: Para ti o que é self-assessment?

G: É... avaliarmo-nos.

T: Já tinhas feito self-assessment nas aulas de inglês antes de fazeres comigo?

G: Não.

T: O que é que gostaste mais de fazer self-assessment? Se é que houve alguma coisa que gostaste, sei que és um crítico de self-assessment. [laughs]

G: Não, não tenho nada.

T: Não houve nada que gostasses?

G: Hum... não.

T: Gostas de self-assessment?

G: Não.

T: Porquê?

G: Porque é a coisa mais chata de sempre.

T: OK. Era confuso o self-assessment?

G: Era.

T: Achas que ter as perguntas em inglês e português tornava mais confuso?

G: [nods head]

T: Achas que a rubrica tornava menos confuso?

G: Sim, mas mesmo assim era confuso. Muitas perguntas eram longas. Não tornava muito confuso, mas era confuso.

T: O processo todo era um bocadinho confuso, não era?

G: Sim.

T: OK. Sentes que a tua opinião mudou em relação ao self-assessment à medida que fomos fazendo cada vez mais? Ou seja, se no início pensavas uma coisa e agora pensas outra... se no início adoravas e agora odeias self-assessment, ou se ficou igual, já não gostavas no início?

G: Eu gostava primeiro e agora odeio. [laughs]

T: Foi alguma coisa que eu fiz? Achas que podia melhorar algum aspeto?

G: Não!

T: OK. Achas que conseguias ver através do self-assessment aquilo que tinhas de melhorar?

G: Eu acho que sim.

T: Para ti qual é que foi a parte mais difícil de fazer self-assessment?

G: Nenhuma.

T: Achas que conseguiste avaliar bem as tuas capacidades?

G: Eu acho que sim.

T: Qual é que foi o aspeto mais útil de fazer self-assessment? Achas que houve algum aspeto positivo?

G: [laughs] Não.

T: Sentes que o self-assessment ajudou-te a melhorar? Ou seja, que refletir sobre o teu trabalho te ajudou a melhorar?

G: Sim.

T: Gostavas de continuar a fazer self-assessment nas aulas de inglês?

G: Não!

T: Porquê?

G: Porque nunca.

[End of transcription]

Appendix CC – transcript of the interview with Yellow.

[T = teacher; Y = Yellow]

[Start of transcription]

T: Para ti o que é self-assessment?

Y: É... [long pause] a autoavaliação é [pause] hum... [laughs] então [pause] é uma coisa para nós revermos o que fizemos.

T: OK, very good. That's it?

Y: [nods head]

T: OK. Next question. Já tinhas feito self-assessment nas aulas de inglês antes de fazeres comigo?

Y: Não.

T: Não? OK. O que é que gostaste mais de fazer self-assessment?

Y: Pintar.

T: Pintar? [laughs] Ok, very good. Gostas de fazer self-assessment?

Y: Gosto.

T: Porquê?

Y: Porque melhora-nos a fazer essa tal coisa.

T: Sentes que ao refletir consegues fazer melhor?

Y: Sim.

T: OK. Houve alguma coisa que achaste confusa quando estávamos a fazer o self-assessment?

Y: Não.

T: As carinhas eram claras? Tudo claro para ti?

Y: Sim.

T: Sentes que a tua opinião mudou em relação ao self-assessment à medida que fomos fazendo cada vez mais? Ou seja, se pensavas uma coisa de self-assessment no início e agora pensas outra? Se gostavas mais antes e agora nem tanto? Ou está igual?

Y: Não, sempre gostei muito.

T: OK. Como é que o self-assessment ajudou-te a melhorar? Conseguias ver o que era preciso melhorar?

Y: Hum... sim.

T: Para ti qual é que foi a parte mais difícil de fazer self-assessment?

Y: Hum... pensar que fiz bem ou mal.

T: Achas que conseguiste avaliar bem as tuas capacidades, aquilo que fizeste?

Y: Hum... às vezes não, às vezes sim. Depende.

T: OK. Qual é que foi o aspeto mais útil de fazer self-assessment para ti?

Y: Para melhorar.

T: Sentes que o self-assessment ajuda-te a melhorar?

Y: Sinto.

T: Gostavas de continuar a fazer self-assessment nas aulas de inglês?

Y: Gostava.

T: Porquê?

Y: Porque é muito giro [pause] e melhora-nos. Acho divertido.

[End of transcription]

Appendix DD – transcript of the interview with Dolphin.

[T = teacher; D = Dolphin]

[Start of transcription]

T: Para ti o que é self-assessment?

D: [long pause] Para aprender.

T: Já tinhas feito self-assessment nas aulas de inglês antes de fazeres comigo?

D: Não.

T: O que é que gostaste mais de fazer self-assessment?

D: Pintar.

T: Gostas de fazer self-assessment?

D: Sim.

T: Porquê?

D: [long pause] [laughs]

T: Porque pintas?

D: [nods head] [laughs]

T: Houve alguma coisa que achaste confusa quando estávamos a fazer self-assessment?

D: Nop.

T: O weather não era confuso? As perguntas?

D: Nop.

T: Sentes que a tua opinião mudou em relação ao self-assessment à medida que fomos fazendo cada vez mais? Ou seja, se pensavas uma coisa de self-assessment no início e agora pensas outra? Se gostavas mais antes e agora nem tanto? Ou está igual?

D: [long pause]

T: Sentes que a tua opinião mudou?

D: Sim.

T: O que é que mudou?

D: [long pause]

T: Mudou para pior ou para melhor? Podes dizer a verdade.

D: Pior. [laughs]

T: Ou seja, continuas a gostar de fazer self-assessment, mas a tua opinião mudou para pior, certo?

D: [nods head]

T: Conseguiste perceber através do self-assessment aquilo que precisavas de melhorar?

D: Sim.

T: Para ti qual é que foi a parte mais difícil de fazer self-assessment?

D: Ler.

T: Achas que conseguiste avaliar bem as tuas capacidades?

D: Sim.

T: Qual é que foi o aspeto mais útil de fazer self-assessment? O aspeto mais positivo?

D: Não sei.

T: OK. Sentes que o self-assessment ajudou-te a melhorar? Ou seja, que refletir sobre o teu trabalho ajudou-te a melhorar?

D: Sim.

T: Gostavas de continuar a fazer self-assessment nas aulas de inglês?

Y: Sim.

T: Porquê? Sabes dizer?

D: [long pause]

T: Achavas divertido?

D: [nods head]

[End of transcription]

Appendix EE – the poster students made a week after the second self-assessment to present their texts again, this time to the fourth graders class.

