Assessment for Learning in the English Language classroom

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Dedication

To my late father, who always encouraged me to follow my dreams. And to my family, for their love and support.

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ABSTRACT

KEYWORDS: Assessment for Learning, Assessment of Learning, self-assessment, peer assessment, behavioural engagement, feedback

Assessment is part of every English Language Teaching (ELT) classroom and though there are different types of assessment, there are two which clearly stand out: Assessment of Learning (AoL), which is about the final product, and Assessment for Learning (AfL), which is about the process and how learners can be involved in their learning and assessment. Recent methodologies suggest that teaching should be learner-centred and that learners should be part of the teaching and assessment process. As a result, in Assessment for Learning, teachers and learners share responsibilities concerning the teaching/learning process. Timely and adequate feedback given to learners throughout tasks helps learners to adjust their learning in order to achieve their learning goals. Self-assessment (SA) becomes a regular practice and allows students to reflect upon their performance. Another procedure is peer assessment (PA). By assessing their peers' work, students also reflect about their own. Literature confirms that Assessment for Learning promotes learning and fosters motivation and engagement in learners. My research focuses on Assessment for Learning in the English Language classroom. The research was carried out during 6 lessons and was classroom-based. My research focused on AfL and behavioural engagement as it referred to how learners reacted to tasks and engaged with them during class. As it was more visible than other types of engagement (for example cognitive), it allowed me to observe students' performance and to monitor their involvement with tasks. Students were asked to answers questionnaires and exit tickets and to do self- and peer assessment. Results show that students benefited both from self- and peer assessment and seemed more engaged with activities. In Assessment for Learning, when students reflect upon their performance and engage in self-assessment, they are learning, they are overcoming the gap between where they are at the moment and where they want to be. This process motivates and engages students in their learning, avoiding school failure and consequently, school drop-out. My findings support that AfL can promote behavioural engagement in students through activities and SA and PA, where students are in charge of their learning and can make decisions about the learning process together with the teacher.

A Avaliação para as aprendizagens na sala de aula de Ensino da Língua Inglesa

La Salete Torres

RESUMO

PALAVRAS-CHAVE: Avaliação para as Aprendizagens, Avaliação das Aprendizagens, autoavaliação, avaliação de pares, envolvimento comportamental, feedback

A avaliação faz parte de todas as salas de aula de Ensino da Língua Inglesa e, embora existam diferentes tipos de avaliação, há dois que se destacam claramente: Avaliação das Aprendizagens, que é sobre o produto final, e Avaliação para as Aprendizagens, que se centra no processo e de como os alunos podem participar no seu processo de aprendizagem e avaliação. As metodologias recentes sugerem que o ensino deve ser centrado no aluno e que os alunos devem fazer parte do processo de ensino e avaliação. Como resultado, na Avaliação para as Aprendizagens, professores e alunos compartilham responsabilidades em relação ao processo de ensino/ aprendizagem. O feedback oportuno e adequado dado aos alunos ao longo das tarefas ajuda-os a reajustarem o seu percurso para atingir os seus objetivos de aprendizagem. A autoavaliação torna-se uma prática regular e permite que os alunos reflitam sobre o seu desempenho. Outro procedimento é a heteroavaliação: ao avaliarem o trabalho de seus pares, os alunos também refletem sobre o seu trabalho. A literatura confirma que a Avaliação para as Aprendizagens promove a aprendizagem e estimula a motivação e o envolvimento dos alunos. A minha pesquisa teve como foco a Avaliação para as aprendizagens na sala de aula de Ensino da Língua Inglesa. A pesquisa foi realizada durante 6 aulas em sala de aula. A minha pesquisa centrou-se no envolvimento comportamental, uma vez que se referia a como os alunos reagiam às tarefas e se empenhavam nas mesmas durante a aula. Como era mais visível do que outros tipos de envolvimento (por exemplo, cognitivo), permitiu-me observar o desempenho dos alunos e monitorizar seu envolvimento nas tarefas. Os alunos foram convidados a responder a questionários, bilhetes de saída e a fazer a auto e heteroavaliação. Os resultados mostram que, os alunos beneficiaram quer da auto como da heteroavaliação e pareciam mais empenhados nas atividades. Na Avaliação para as Aprendizagens, quando os alunos refletem sobre seu desempenho e fazem autoavaliação, eles estão a aprender, estão a superar a lacuna entre onde estão no momento e onde querem estar. Esse processo motiva e empenha os alunos na aprendizagem, evitando o fracasso escolar e, consequentemente, o abandono escolar. As minhas descobertas apoiam que a Avaliação para as Aprendizagens pode promover o envolvimento comportamental dos alunos por meio de atividades, onde os alunos são responsáveis por sua aprendizagem e podem tomar decisões sobre o processo de aprendizagem em conjunto com o professor.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

AfL – Assessment for Learning

AoL- Assessment of Learning

CEFR – Common European Framework of Reference for Languages

ELP – European Language Portfolio

ELT – English Language Teaching

L1- First language

L2 – Second or foreign language

MAIA Project– Monitoring, Follow-up and Research into Pedagogical Assessment

PA- Peer assessment

SA – Self-assessment

S- Student

Ss- Students

T- Teacher

INTRODUCTION

As a teacher, assessment has always been present in my classroom. However, assessment can be complex. How to fairly assess students and how to make that procedure more enjoyable and less stressful to them are questions to which I have tried to find answers. We are all aware of the importance given to assessment results and the consequences less positive assessment can have on students' academic lives. The wish to bring success to all students, regardless of their less positive past experiences with assessment, brought me to my research and to the implementation of Assessment for Learning as a regular practice in my classroom, which used to be too focused on summative assessment.

Formative and summative assessment

Until the mid-20th century, assessment was seen as the sole responsibility of the teacher and was used to rank or order learners according to their results in tests or exams and the results were based on giving the expected answer to the questions asked (Wilbrink, 1997). In 1967, Scriven (1967) introduced for the first time the idea of summative and formative assessment in his work and he advocated that both have their time and place in the classroom. Though this idea seemed new at that time, if we consider the origin of the word assess, we find that the word assess comes from the Latin verb *assidere* meaning "to sit with". Therefore, in assessment, one should sit with the learner. This implies that assessment is something we do "with" and "for" students, and not "to" students (, 1998). This feature distinguishes Assessment for Learning (AfL), referred to by many writers as formative assessment from Assessment of Learning (AoL), also referred to as summative assessment. Although many writers use the former terms interchangeably, William (2020) states that there are significant differences between formative assessment and Assessment for Learning and as any assessment can be used formatively or summatively, we should speak of them not as assessments but as conclusions that can be drawn from assessment outcomes. In my

research I will use the terms formative assessment and assessment for learning as well as summative assessment and assessment of learning as being synonymous. Summative assessment is about the final product, how much the learner has learnt, whereas formative assessment is more about the process, how the learner learns and how this process can be improved (Black & Wiliam, 1998a).

According to several scholars and researchers, formative assessment or assessment for learning is the most suitable assessment framework to involve students in the learning process as it allows for constant feedback on their performance (Black & Wiliam, 1998a; Earl, 2003; Hattie & Timperley, 2007). One the main aspects of AfL is timely and adequate feedback given by the teacher, enabling students to see what they can improve and at the same time, allowing teachers to adapt their teaching to help make those improvements. Consequently, students are involved in the whole process; they become active participants and not mere bystanders as in traditional assessment of learning (Stiggins, 2005; Torrance and Pryor, 2001; Wiliam, 2000).

On the other hand, the shift from AoL to AfL requires that parents change their mind-set regarding their children's assessment. Parents are used to seeing grades on their children's formal tests as a way to give them feedback on their children's performance. In AfL, parents can follow the teaching and learning process while it is happening and any necessary adjustments can be done in time for each learner to succeed. It promotes the success and accomplishment of every learner and not just of the stronger ones. Researchers suggest that ELT teachers need training to fully implement AfL in their classrooms (Lees & Anderson, 2015). If teachers perceive AfL as an increase in workload and as time-consuming, most teacher will not be open to it. Therefore, there is the need for training and useful examples as how AfL can be used in daily lessons.

Another barrier for implementing AfL can be high-stake testing and national exams. Research carried out in the ELT context has found high-stake testing to be a

deterrent for formative assessment (Davison & Leung, 2009). Teachers feel pressured to prepare students for final exams, where the product matters and not the process. AfL turns out to be neglected in this type of assessment culture. Although there are not many studies on AfL implementation, those which were carried out, corroborate Black and Wiliam's (1998a) suggestion that it contributes to an improvement in learners' performance (Black et al., 2006; Colby-Kelly & Turner, 2007). Stiggins (2007) confirms the vital role that AfL plays in the success of lower-achiever students and recognizes the importance of including students' reactions to assessment in the teaching/learning process because the way they react to their results will determine the actions they will take next and if their learning will continue or stop.

It is my belief that, if all education stakeholders work together in a collaborative way, AfL can be successfully implemented and it will surely have a positive impact on teaching and learning and it will result in more engagement and success for all participants. The teaching and learning experience is holistic in nature: all participants are interested parties and must be equally involved in the process in order for it to succeed.

Assessment for Learning in Portugal

In Portuguese legislation regarding assessment (Decree-law n.º 139/2012, 5 July and Legislative order n.º 1-F/2016, 5 April), formative assessment, along with diagnostic and summative assessment, is permanently referred to and should therefore be an integral part of the teaching and learning process. Formative assessment has a pre-defined role in the teaching and learning process: it should act as its regulator and monitor. However, there is a still a gap between the legislation and what is happening in classrooms around the country (Fernandes, 2005).

From my experience, I can say that formative assessment is still neglected at schools. Teachers continue preferring to assess students by giving them scores and

grades, which is easier to do and also easier for parents to understand. Many teachers call what they do formative assessment but it is just another form of summative assessment as they use it to assess how much learners have learnt, the product, and not to regulate and monitor learners' performance by giving feedback as a way to adjust the learning process and to help learners to improve and reach their learning goals.

My research

I have been a teacher for 26 years and have witnessed that implementing just summative assessment in the classroom is not meeting learners' real needs as it does not give them the chance to incorporate any feedback received to improve their work. Therefore, I have chosen to research assessment for learning because I believe that its systematic use in the classroom can make the difference between students' success and failure. By using AfL in my teaching, my aim is to actively involve pupils in their own learning, to enable them to assess themselves and their peers and to understand how to improve and to learn better according to each learners' needs and abilities. As a teacher I can, simultaneously, make adjustments to my teaching to help learners achieve their goals in a more efficient and adequate way. For all this, assessment for learning is a strategy that I need to foster more in my classroom to engage students in activities and to involve them in their learning process through adequate and timely feedback, peer and self-assessment. This need for change, results from my readings and from the realization that students need to be active and engaged participants in the learning process to make it more successful and meaningful to them (Morrison, 2003).

Literature on formative assessment and recent studies have shown that formative assessment is very beneficial for both learners and teachers as its regular incorporation into the teaching practice has a great impact on students' learning and motivation (Black et al., 2006). My research will try to support that idea by analysing

data collected from various activities using different tools. The method used to collect data was quantative in nature and I used direct observation, questionnaires, exit tickets and semi-structured interviews as the main data gathering tools. Skinner et al. (2009) suggest observation as being the most appropriate tool for assessing behavioural engagement.

Outline of the dissertation

The first part of the literature review will discuss relevant publications on topics such as formative and summative assessment, engagement and peer and self-assessment. The second part focuses on compulsory education in Portugal and the legislation and guidelines for assessment in Portuguese schools. I also refer to a recent project called MAIA (DGE, 2021) that is changing the way the teaching community envisions assessment, though it is still in an early phase, encompassing 275 schools in its pilot stage.

The research methodology will explain the methodology used to answer my research questions and will also describe the participants involved, the timeline of the research, the activities involved, the tools used and the data that was collected. In section 4, the results are presented, analysed and discussed bearing in mind the initial research questions and their pertinence. Finally, the dissertation ends with a conclusion to the research, where I summarise my findings, draw some conclusions and state some implications of my finding for future research.

As my project work focuses on Assessment for Learning in the English Language classroom, I propose to answer the following questions:

a) How can assessment for learning be implemented in ELT lessons?

b) How can assessment for learning promote students' behavioural engagement during class activities?

c) What challenges do students face when asked to do self- and peer assessment?

1. LITERATURE REVIEW

1.1 Classroom assessment

There are many definitions of what assessment should entail and Bachman (2004), defined assessment as being "a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded" (pp. 6-7). As straightforward as this definition may seem, assessing is a complex process. When assessing in the classroom, teachers have to make important decisions about what to assess, when to assess and how to assess (Bachman & Palmer, 2010; Black & Wiliam, 1998a). Depending on the answers to those questions, teachers can use different types of assessment, summative and formative assessments being the most common ones. Whereas summative assessment focuses on the final product, formative assessment also known as Assessment for Learning (AfL) focuses on the process, how learners learn and enables improvements to students' work. This terminology was first introduced by Scriven in 1967, when he advocated that summative and formative assessment can co-exist in the classroom as they have different goals.

Assessment is a large and complex part of the teaching and learning process. Consequently, the question how to assess or how to best assess students preoccupies most teachers. I believe that teachers, undoubtedly, want the best for their students and they want them to succeed in their learning, which is the foundation of the teaching profession. Until recently, learners were mere recipients of what the teachers taught in the classroom and summative assessment also known as Assessment of Learning (AoL), was used for grading and reporting as it focuses on the final product, what learners have learnt and know at a certain moment. Summative assessment was the only assessment process present in the classroom. Teaching was about the result, about how much the learner had learned and how able he/she was to show it in a test or exam. In the 1960s a shift occurred in the teaching world, mainly due to

developments in psychology and its appliance to how learning happens and which factors can affect academic success.

At present, the teaching methodology that shares the most consensus in foreign language teaching is the theory of communicative language teaching and it has the development of communicative abilities of the learners as its main goal. Communicative abilities are promoted through interactions in and outside the classroom fostering real communicative situations where fluency outweighs accuracy (Richards, 2006). To promote and develop students' communicative skills, teachers need to provide students with the opportunity to do role-plays, dialogues, interviews or other communicative tasks, similar to real-life situations they may encounter outside the classroom that enable them to use the new language in meaningful ways. Pham (2007) confirms this by stating that "learning is likely to happen when classroom practices are made real and meaningful to learners" and that the aim is to teach learners "to be able to use the language effectively for their communicative needs" (p. 196). Therefore, involving learners in the learning process, and inevitably in the assessment process, is making the learning about them. Assessment for Learning (AfL) embodies that vision by making both parties responsible for assessment and therefore it seems most suitable for this teaching approach. Black & Wiliam (1998b) defended that assessment taking place in the classroom should be mostly formative in nature and for learning as opposed to summative assessment, which is assessment of learning.

1.2 Assessment of Learning

Summative assessment is assessment <u>of</u> learning (AoL). It assesses what has been learnt in the past. This assesses student achievement - for example, by giving a numerical grade or letter, which might later appear in a report. Summative assessment, at its core, focuses on the final product, not allowing the learner to change direction in his/her learning. All students, independently of their abilities, are

expected to learn at the same rhythm and achieve the same goal. Moreover, AoL doesn't cater for differentiation or individualisation, thus neglecting struggling students or low-achievers. The results of summative assessment usually determine if a learner passes or fails a course. Summative assessment often takes the form of exams or standardized tests, which do not cater for different learning styles and/or learning abilities. Brown (2004a) criticises summative assessment by saying that traditional assessment methods were based on the "ability to regurgitate information" and that this method is outdated as there is a need for "assessment instruments that measure not just recall of facts, but also the students' abilities to use the material they have learned in live situations" (p. 82). Standardized assessments do not measure the soft skills like critical thinking, collaboration, creativity and communication, however, their integration in the teaching and learning process is essential for students to be successful in the workplace and to develop life-long learning.

Teachers continue using and preferring summative assessment procedures, especially standardised tests, as they consider them to be more reliable than the alternatives, because the results are easier to interpret and are not influenced by the assessor (Pepper, 2013). Furthermore, standardised tests save time as the same test is given to all students at the same time, no matter where they are in their learning. Some students also prefer this type of assessment as they can prepare themselves for them and their good results enables their entry into higher education. In the same line of thought, Lam (2013) suggests that while preparing for tests, students can enhance their performance and self-regulate their learning. Parents are also used to this type of assessment as they were assessed by it throughout their educational path and it gives them assurance regarding their child's achievements. Furthermore, frequent testing and grading is believed to increase students' performance as students get motivated to improve their grades and get a high score in tests (Klapp, 2015). However, this is not always true because in some cases it can produce the opposite effect as weaker students can get demotivated due to a history of low achievement in exams and/or summative tests. Another factor to take into consideration is that in summative assessment there is the danger of teachers and learners being too test-

focused and neglecting other features of language learning that cannot be tested in an exam or summative test. If classes are only test-directed, it can cause washback (Saville, 2000; Spratt, 2005). Washback can influence teaching but also learning as many components of language teaching and learning will be absent from classroom, thus preventing real communication and language use. In a classroom where only Assessment of Learning is present, teachers frequently hear the question "Will this be in the test?", meaning that students only dedicate their time to studying what they know will be tested and rewarded. If what they are learning is not going to be in the test or exam, they will not spend time learning it, because in their minds it is a waste of time.

As has been stated before, summative assessment is typically used for grading and reporting purposes (Laveault & Allal, 2016). We have to distance ourselves from a past where assessment was used to reward or punish students (summative assessment) because if we continue using it that way it can lead to failure and consequent school dropout (Sparks, 1999). To counter this, Assessment for Learning (AfL) needs to be implemented in the classroom, involving students in the assessment process so that they can understand how their learning path is developing and, if needed, redirect their learning process to stay on course and succeed.

1.3 Assessment for Learning

Popham (2008) suggests that "Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they're currently doing" (p.7). Thus, in formative assessment, learners are expected to be more active in the teaching and learning process by becoming involved in the assessment process and goal-setting. Hackett (2005) argues that we have learner centred teaching but that the time has come to also consider learner centred assessment. If we put learners at the centre of their learning process then the learners must also be part of the assessment process. Only this way can they become fully

involved and responsible for their learning. In order to achieve learner centred assessment, the dynamics in the classroom have to change: learners need to have an active role in the learning and assessment process. Assessment for Learning (AfL) contributes to that shift in the classroom. Learners can be actively involved in the assessment process through self and peer assessment. Self-assessment consists in learners assessing their performance bearing in mind the learning goals and the success criteria established together with the teacher (Black & Wiliam, 1998a, McManus, 2008). Likewise, in peer assessment learners assess their peers, other learners, considering the success criteria established by all stakeholders (Chappius & Stiggins, 2002; Morrison, 2003). Both processes allow learners to become more aware of their learning and allow for adjustments in the teaching/learning process if needed.

In learner-centred teaching, teachers need to consider learner-centred assessment. If we put the learner at the centre of his/her learning process then the learner must also be part of the assessment process. In this way can he/she become fully involved and responsible for his/her learning. Jones (2007) states that "a student-centred approach helps students to develop a "can-do" attitude" and that "it is effective, motivating, and enjoyable" (p.1). In order to achieve learner-centred assessment, the dynamics in the classroom have to change; the learner needs to have an active role in the learning and assessment process. Assessment <u>for</u> Learning (AfL) contributes to that shift in the classroom. According to the Assessment Reform Group (2002), "Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (p.2). This definition of AfL implies that the learning process is a joint journey where learners and teachers are companions, both responsible for the itinerary of the journey. This position is defended by Black & Wiliam (1998a), who published an article on classroom-based assessment, where they state "that formative assessment is an essential feature of classroom work" (p.18) and that it is also the procedure which gives the most gains. According to several scholars and researchers, formative assessment or assessment for learning is the most suitable assessment framework to involve students in the learning

process as it allows for constant feedback on their performance (Black & Wiliam, 1998b; Earl, 2003). However, feedback in itself may not promote learning, unless students engage with it and act upon it (Gibbs & Simpson, 2004). It is important to give learners the opportunity to reflect upon their own performance and upon their peers' as a way to improve.

All the previously mentioned scholars have in common the belief that Assessment for Learning (AfL), which uses formative assessment methods, is an ongoing process, where teachers and learners engage to set learning goals and the progress towards those goals and learners' needs are assessed at different times and by using different tools. The aim is to give constructive feedback so that learners know how their learning is progressing and if they are not progressing, they can take action to move closer to the established goals through follow-on activities. Feedback is especially beneficial for weaker students as it gives them suggestions on how to improve their work and it shows them that effort leads to success (Boston, 2002). Consequently, constructive feedback is essential for learner's autonomy and motivation and has a central role in AfL. Gattullo (2000) states that formative assessment is a continuous and daily process involving teacher-student interaction, which provides feedback for immediate action and aims at changing teaching procedures in order to improve learning. As AfL is part of formative assessment, AfL is central in promoting these changes in classroom instruction.

Implementing AfL in classroom practices is time-consuming and needs to become a habit because as Black et al. (2006) state, "pupils' learning is more productive if it is reflective, intentional, and collaborative, practices which may not come naturally but which can be taught and can lead to pupils taking responsibility for their learning" (p. 126). When implementing AfL, teachers must let go of their sole control of the assessment process and share responsibility with learners as they get involved in the whole process by participating in the selection of assessment criteria and tools. Teachers must share achievement information with students and together

build clear learning goals. They must also learn to use assessment information to improve their teaching and involve students in self and peer assessment.

AfL also allows teachers to make timely adjustments to their teaching methods in order to help learners achieve their goals more efficiently. This requires a systematic reflexive practice by teachers of their teaching and of their learners' performance. Burns (2005) expresses the need for reflection after the lesson to make necessary adjustments because teachers need to reflect on their teaching choices to improve the teaching practice. Information gathered to give feedback to learners, simultaneously helps teachers reflect on their teaching practice; on which activities or procedures are being effective and which are not.

The way feedback is given in AfL differs from AoL: AfL gives feedback during learning and the feedback is used to improve students' performance by both students and teachers. Students see what they can improve and teachers adapt their teaching to help make those improvements (James & Pedder, 2006). Black & Wiliam (2006) highlighted the role of formative assessment in giving feedback and improving the learning happening in the classroom as they believe that "the quality of interactive feedback is a critical feature in determining the quality of learning activity, and is therefore a central feature of pedagogy" (p.100). However, Sadler (2010) pointed out that though feedback can make a difference to learning, feedback only leads to improvement if students act on it and use the feedback received to improve their work. Otherwise, no significant gains will be obtained.

AfL enhances learners' strengths and is constructive about any weaknesses so that learners are aware that they can improve by working on them. Wiliam (2007) points out that "when implemented well, formative assessment, can effectively double the speed of student learning" (pp. 36-37). However, some researchers fear that in AfL, some teachers are still reluctant to totally involve learners in the assessment process, except when sharing assessment criteria and giving feedback. So there is the risk of the

classroom becoming more teacher-centred instead of student-centred, as the focus stays on teaching rather than on learning (Jonsson et al., 2015). Consequently, Shepard (2008) recommends the use of open assessment techniques that are designed to involve students in examining their own learning, focusing their attention on their learning needs rather than on a grade. He also states that assessment should be used not only to monitor and promote individual students' learning, but also to examine and improve teaching practices.

Colby-Kelly & Turner (2007) carried out a study on the effectiveness of formative assessment, focusing on teacher-student interactions used as formative feedback and its impact on learning. Their findings support the idea that students improved their speaking performance when they incorporated their teachers' formative feedback into their learning. In a different study, Gattulo (2000) researched formative assessment in a primary school in Italy and concluded that teachers used questioning, correcting and judging more than other more suitable features of AfL that are regarded as being more beneficial for learning, for example observing process and examining process. Gattulo also suggests the need for further teacher training so that teachers become familiar with all the AfL tools available to implement formative assessment in their classrooms.

AfL also focuses on how students learn and teachers should bear that in mind when planning activities. Thus, activities become effective by providing opportunities for both learners and teachers to obtain information about progress towards learning goals. According to Black & Wiliam (1998b), the most significant learning gains occur when teachers and students work collaboratively to address learning needs. Therefore, AfL is central to classroom practice as almost everything that happens there can be assessed and used to improve teaching and learning simultaneously, as a result of joint reflection, dialogue and decision-making. Self-assessment is fundamental in AfL as it makes the learners responsible for their own learning by reflecting upon it. Formative assessment methods have proven to be mainly effective for weaker students, thus increasing overall achievement levels.

1.4 Self-assessment

Baily (1998) defined self-assessment as the "procedures by which learners themselves evaluate their language skills and knowledge" (p. 227). Black & Wiliam (1998a) encouraged self-assessment (SA) in formative assessment as a way of putting learners in charge of their learning. It has been widely established that learners who do self-assessment regularly are more aware of their learning process as it fosters autonomy and helps learners to identify their strengths and weaknesses (Butler & Lee, 2010). Furthermore, SA is a way of self-regulating students' learning processes, as they identify their weaknesses and strengths and have to take action in order to overcome the gap between where they are in their learning and where they want to be, that is their learning goals. In a study carried out by Little (2009), he concluded that learners who are regularly engaged in self-assessment, became more self-confident and showed a more positive performance. He also stated that self-assessment helps students to become more aware and conscious of their real performance and it supports a learner-centred teaching practice, where both teachers and learners share the responsibility of assessing the teaching and learning process. However, in order to self-assess their performance, learners must be familiar with the assessment criteria or success criteria for the given task. It was suggested that if students are given explicit assessment criteria, they are more motivated to do the task and to set more realistic goals for themselves (Andrade and Du, 2005; Chapelle & Brindley, 2010; Jonsson (2014). This way, learners will assess what they can do in the target language and identify their strengths and weaknesses. According to Black and Wiliam, (1998b), "the main problem is that pupils can assess themselves only when they have a sufficiently clear picture of the targets that their learning is meant to attain" (p.142). Consequently, to achieve a learning goal, students need to understand the goal and they also need to be able to assess what they need to do to achieve it. Wyatt-Smith & Adie (2019) highlight the importance of students being included in the setting of success criteria as it is not enough to give them a checklist with the required success criteria but they need to be involved in the whole process so that students know what

is required of them. In addition to this, Wyatt-Smith & Adie suggest that students should be exposed to examples of quality work so that they recognise it when they see it.

Like other classroom competences, SA needs to be taught; therefore teachers have to teach the necessary self-assessment skills to students during language classes in order to prepare them for self-assessment moments (Kohonen, 2004). Noonan & Duncan (2005) carried out a study on high school teachers' assessment practices. They interviewed 118 teachers and concluded that a fairly large percentage of teachers used some type of self – and peer assessment in their classroom assessment practices. Their findings also showed that Social Studies and English teachers used peer and self-assessment somewhat more frequently than other subject teachers. The teachers who used PA and SA recognised their importance to promote reflection (SA) and collaboration (PA). However, there were initial concerns about students' honesty and expertise concerning SA and PA and teachers found it difficult to give assessment control to students because of those concerns.

SA is a key element in the Common Europe's Framework of Reference (CEFR) (Council of Europe, 2001a), and in the European Language Portfolio (ELP) (Council of Europe, 2001b) and it is used to assess and understand language performance. The CEFR has a central role in foreign language teaching as learners can use the CEFR as a reference for what they should be able to do at a certain level of their learning process and teachers for what they are expected to teach. The CEFR levels are A1, A2, B1, B2, C1 and C2, and have performance descriptors for each of the 4 skills. The performance descriptors can be used as a basis for the elaboration of rubrics, which can be given to students to help them to do self- and peer assessment. Initially the CEFR was designed to be used only with European learners but lately it has been adopted all around the world and with different learners (Glover, 2011).

Similarly, the European Language Portfolio (ELP) (CoE, 2001b) supports the development of learner autonomy via goal setting and self-assessment and, at the same time, makes the learner responsible for maintaining an updated report of his/her learning achievements and experiences. The philosophy behind the ELP is in tune with the main practices of AfL. It is, therefore a valuable ally for AfL as the ELP helps to make language learning more transparent to the learner by promoting the development of learner autonomy as it helps learners to organise and reflect upon their learning process and to assess their language proficiency (Kohonen, 2006). The ELP can help promote assessment through its can-do descriptors, which are widely used for self-assessment purposes. Learners can self-regulate their learning by assessing what they can or cannot do in the foreign language they are learning. Therefore, Little (2013) proposes the use of the ELP as a self-assessment tool, as it promotes goal-setting, monitoring and self-assessment. The ELP records the learner's path, his/her experiences and progress in L2 and uses the CEFR self-assessment grid to update her/ his achievements.

Another self-assessment tool that helps teachers and learners to monitor and to assess the teaching and learning process is rubrics. Rubrics consist of criteria, a measurement scale (a 3 or 4-point scale, for example) and a description of the features for each score point (Wolf & Steven, 2007). Rubrics are getting more popular among teachers as their use can help to clarify what teachers expect from students when doing a certain task and they can also make assessment easier. As for students, rubrics can make learning objectives more accessible for them (Brookhart, 2013). In addition to this, rubrics can be used to promote self and peer-assessment as rubrics give clear guidance to what the goal of the task is and what the final product should look like (Andrade, 2005). Andrade (2010) also claims that students benefit more from rubrics if they are involved in their writing as they get ownership of their learning. Jaidev (2011) points out the importance of rubrics in promoting students' communication skills as they help them to organise and to express their ideas effectively. Furthermore, rubrics can be useful when students are setting goals and planning their learning (Anderson, 2003) as rubrics set criteria for the tasks. However, before giving out rubrics to

students, teachers have to teach how to use them correctly to assess themselves or their peers as they are not "self-explanatory" (Andrade, 2005, p. 29). In my lessons I introduced assessment scales and analysed them with students so that they got familiar with them and could use while doing self- and peer assessment.

1.5 Peer assessment

Peer-assessment (PA) is another way of actively involving learners in the learning process. Topping (2017) defines peer assessment as "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners, then learn further by giving elaborated feedback and discussing their judgements with peers to achieve a negotiated agreed outcome" (p.2). This definition enhances the formative side of PA by involving learners in the planning of their learning, by identifying the weaknesses and strengths, by providing feedback and by doing the remedial work necessary to meet their learning goals. Topping reinforces the need to train learners in order to assess their peers and to give positive, less positive (to avoid using the word negative) or neutral feedback and to keep a balance between them. PA is usually reciprocal; the assessor will also be assessed and vice-versa. They should start by giving positive feedback and then address things that could be improved. Finally, they should talk about what is missing and could enhance the quality of the work being assessed. It is important that the learner being assessed is open to the suggestions made by the assessor. This assessment procedure only works if the participants are willing to learn from and with each other. Although this whole process is time-consuming, all learners involved benefit and learn from it so it is not time wasted. This idea is confirmed by Wiliam (2006), who states that "the people providing the feedback benefit just as much as the recipient, because they are forced to internalize the learning intentions and success criteria in the context of someone else's work, which is less emotionally charged than one's own" (p. 5). By assessing others, students are also learning and comparing their own work to their peers' (Gielen, 2007). Therefore, Sadler (2010) proposes to "make intensive use of purposeful peer assessment as a pedagogical strategy" (p. 548). The

idea that peer feedback can be reliable and valid is supported by current literature (Cho et al., 2006; Strijbos & Sluijsmans, 2010). In Panadero & Brown's (2017) study on teachers' reasons for using PA in Spain, they found that, though teachers only used PA occasionally, their experiences were positive and half of them believed that students were accurate when assessing their peers.

In addition to all the advantages to the learning process that peer assessment can offer, implementing peer-assessment in their teaching practice saves teachers from having to assess every piece of work done by their students, as peer-assessment, if done correctly, gives rich and useful feedback. Again, as with self-assessment, learners can only assess their peers if they are in possession of the assessment criteria established for the activity or task to be assessed. Students can give oral or written feedback to their peers after assessing their peers' work with reference to specific criteria that can be in the form of a rubric, which can be negotiated before-hand as a way to involve students in the whole process and to make them responsible for it. The feedback students give to their peers can be evidence of their understanding of the learning goals and success criteria (Heritage, 2010) and can be used for formative assessment by their teachers. Marzano (2005) states that students who are aware of the learning goals, have better results than those who are not. Consequently, PA should become a routine and part of lessons (Black & Wiliam, 1998a). For PA to be successful, teachers need to create a safe classroom environment where students feel supported and are able to assess each other without fear of retaliation. In addition to this, improvement depends on the quality of the PA given and on the acceptance and use by the assessee of the suggestions made by the peer (Panadero et al., 2016). To avoid bigger conflicts, PA should only be used for formative purposes, such as for peer feedback, which can be used to improve the quality of the work, and not for summative purpose, with peer-grading causing tension among peers (Panadero, 2016). Topping (2009) alerts us to the risk of peer-assessment being unreliable when learners let their assessments be influenced by friendships or peer pressure. However, he also believes that if assessment practices are well-organised, they can help students develop communication and teamwork skills. Students learn to negotiate and to

express their opinions in a diplomatic way. These skills are very valuable for their social and professional life as, at some point in their lives, everybody has to assess others or has to express opinions in such a way that they do not offend or hurt other people's feelings. Consequently, PA can be a good practice for real-life as it prepares students to negotiate and collaborate with others in order to achieve pre-established goals.

1.6 Advantages of AfL

Many studies support the advantages of AfL and its positive impact on the teaching/learning process, namely through SA and PA. Due to research findings supporting the use of PA in classroom assessment, Brown & Harris (2014) support the idea that SA should become a learned competence, part of students' learning process. SA is part of students' road to becoming autonomous learners and it promotes learner-centred classroom practices. Considering learners' autonomy as the ultimate goal of the teaching/learning process and as students will have to continue learning languages by themselves throughout their lives, Kohonen (2006) believes that at school we must "encourage their autonomy as language learners and language users in a consistent manner" (p. 12).

The works of Gattullo (2000) and Rea-Dickins & Gardner (2000) support AfL as the main way to effectively monitor the teaching and learning process of English. To successfully learn a language, students must be able to use it in the classroom and by receiving timely feedback on their performance; they can make adjustments to their learning process and thus make it more efficient (Brown, 2004b). AfL caters best for all students by giving challenging tasks to stronger students and by allowing for adjustments throughout the learning and teaching process for weaker ones, thus enabling success for everyone involved (Burns, 2005).

Bruce's (2001) study on the implementation of SA in a high school included the involvement of students in the setting of criteria and also peer assessment in some

classes. Most students recognised the importance of being involved in designing the criteria, which helped them to know what was expected of their work. When doing peer assessment, the criteria also made the process easier and fairer in students' opinion. The majority of students recognised that peer assessment helped them to improve the quality of their own work.

Butler & Lee (2010) carried out a study with 6th graders in South Korea to examine the effectiveness of SA among learners of English as a foreign language. Their findings supported the idea that the regular performance of SA improved the students' ability to self-assess their performance and increased their confidence in learning English. They also concluded that the way teachers and students perceived the effectiveness of self-assessment varied according to their teaching/learning contexts. Teachers' beliefs towards assessment also influenced the implementation of SA as well as their perception of its effectiveness.

Babaii et al. (2015) carried out a study where the learners were asked to assess their audio-recorded speaking performance before and after being provided with the scoring criteria. The teachers were also asked to assess the learners' performance according to the same criteria. The findings suggest that if learners are provided with the scoring criteria, their results will not significantly differ from their teacher's. Learners were also asked to reflect upon the whole process and concluded that it was overall positive.

1.7 Disadvantages of AfL

Despite all the advantages forwarded in favour of AfL, Black & Wiliam (1998a) also concluded from their reviews that effective AfL is still absent from most classrooms due to practical problems (e.g. school orientations regarding assessment, external assessment and large classes). Looney (2011) adds the lack of teacher training on formative assessment and the inability to use formative methods of assessment as

further reasons for the absence of AfL in most classroom. Moreover, some researchers share the idea that implementing AfL is not a simple process as there are no recipes for its success (Marshall & Drummond, 2006). The social context, the students emotional status, students' age, the teacher-students relationship can influence the success of AfL and those factors vary from school to school or even from class to class. Therefore, there is the need to adapt to each context and learners. Since each classroom and its learners are unique, the practices adopted by teachers should vary accordingly in order to meet their specific needs (Wiliam, 2005). What may succeed in one classroom may not be effective in a different teaching environment. As a consequence, teachers need to decide what they are going to assess and learners must be informed about the criteria. As it is almost impossible to assess students' performance in every lesson, it is, therefore, crucial, to define which abilities or skills will be assessed and students should be informed of the process. Wiliam concludes that if the assessment is not planned or systematic then the data gathered will be useless.

There are also some concerns about the accuracy of self-assessment due to students' inability to self-regulate their learning or their need to overestimate their achievements in front of their peers (Brown et al., 2015). The classroom environment plays a key role in how comfortable students feel self-assessing themselves and how truthful they believe they can be without being judged by their peers. Therefore, to avoid sensitive situations, some defend that self-assessment should not be considered for grades and that it should be private. Researchers found that students self-assess themselves in the opposite direction of their achievement: high-achievers usually underrate themselves while low-achievers tend to overrate themselves (Lejk & Wyvill, 2001).

Some researchers attribute the lack of reliability to the learners' limited proficiency level (Lee & Chang, 2005; Yoshida, 2008). They believe that students with lower proficiency are less capable of providing useful feedback. Lim's (2007) study concluded that students were less confident when assessing higher proficiency students than themselves, especially when they had to assess grammatical accuracy or

pronunciation. However, results showed that students' assessments were similar to the teachers' after training peer assessment for two weeks. In another study carried out in a secondary school in Hong Kong, it was concluded that students did not feel qualified to assess their peers' work, which caused anxiety during peer assessment (Mok, 2011).

Despite several studies on SA and its positive impact on students' learning, in a study conducted in New Zealand, Harris et al. (2014) found that students preferred teachers' feedback to their own. Harris & Brown (2013) carried out a study with 3 different teachers and their students in New Zealand on the use of PA and SA. Their research focused on the challenges teachers and students faced when implementing SA and PA. They concluded that teachers and students need preparation to fully implement SA and PA adequately. The main concerns involved accuracy, which can be overcome by giving students examples of what "good work" entails. However, in this study, even when given criteria and examples, students did not feel qualified to engage in PA and SA. Some students were concerned about the social impact PA could have on their friendships and others did not like doing SA in front of their peers.

In their research in primary schools in Australia, Munns & Woodward (2006) concluded that student engagement is correlated to self-assessment. The more students self-assess, the more engaged they become with school and tasks. However, they also referred to problems students faced while self-assessing as they were dependent on the teacher's instruction to do it and this did not allow them, at first, to deepen their reflection due to lack of suitable vocabulary to do so. This is the main difficulty in ELT assessment as the language being assessed is also the language used to assess. Therefore, students' proficiency can interfere with the quality of the feedback given due to their low proficiency. Perhaps this is also a reason why there are fewer studies on assessment with younger students than with university students.

As for the implementation of peer assessment and its impact on students' learning, several studies report that students do not consider their peers' assessment as valid, disregarding it and thus making peer assessment less effective. Gielen et al. (2010) conducted a study in secondary Belgian schools and found that students tend to give less value to feedback from peers. However, final findings of the study supported that peer assessment improved learning. Yang et al. (2006) reached similar conclusions in their study, where students disregarded their peers' feedback in favour of the teacher's.

1.8 Engagement

All teachers agree that motivated students are easier to teach. Relevant literature on motivation and engagement state that it is not easy to separate both. For Russell et al. (2005), motivation is intent and engagement is action. First, let me establish what it means to be motivated. According to Ryan & Deci (2000), "to be motivated means to be moved to do something" and that "someone who is energized or activated toward an end is considered motivated" (p.54). There is vast evidence that if learners are motivated, they will engage in their learning process, thus making it more successful (Reyes et al., 2012). According to these scholars, an affective classroom environment where students feel that teachers care about them as individuals and where they feel respected and heard, promotes students' engagement in school activities.

There is no consensus among scholars when it comes to defining engagement. In an attempt to define engagement, Philp & Duchesne (2016) view engagement as "the term frequently employed to talk broadly about learners' interest and participation in an activity" (p.50). They describe engagement as being multi-dimensional and including cognitive, behavioural, social and emotional dimensions and referring "to a state of heightened attention and involvement" (p.52), in which participation is reflected in all the four dimensions. They understand learning a

language as being a complex process, where the four dimensions are interconnected and overlap throughout the whole process.

Similarly, Fredericks et al. (2004) share the opinion that when examining engagement, one cannot separate it from students' behaviour, emotions and cognition as they are not isolated processes but part of the individual. They report that research literature understands engagement as having three dimensions: behavioural engagement, which is reflected in participation in school activities as well as extra-curricular activities; emotional engagement, which is reflected in the way students react to school, teachers and classmates and is believed to foster students' willingness to do the tasks; and cognitive engagement, which is reflected in the effort students make to understand "complex ideas and master difficult tasks" (p. 60). Other researchers, like Appleton et al. (2006), refer to engagement as having four dimensions: academic (time spent on a task, homework completion), behavioural (attendance, participation in class and in extra-curricular activities), cognitive and psychological. These two last dimensions refer to personal goals, autonomy and self-regulation (cognitive engagement) and relationships with other school members (psychological engagement), and are, therefore, less observable as they are related to internal factors. In my research I am considering behavioural engagement, which reflects in students' participation in activities (Philp & Duchesne, 2016).

It is not always evident if students are actively engaged in language learning as some of the learning moments may not be visible to outsiders, for example when students are doing a listening activity, thinking, memorising or planning. However, most of the time, teachers can notice if there is behavioural engagement towards tasks as there is always some physical reaction to what students are doing, for example eye movement or taking notes (Oga-Baldwin, 2019). Therefore, it is commonly accepted that an engaged learner pays attention in class and is willing to interact with others and with the target language by showing a positive attitude it. This recognition of engagement derives from a set of criteria developed by Svalberg (2009) to help to identify learners' engagement with language learning.

Research suggests that the initial reaction to a task sets the direction for students' level of engagement. Students who display low interest usually maintain the same attitude throughout the task. The opposite is also true, if students are interested in a task, they usually stay at that level until the end of the task (Skinner et al., 2008). AfL plays a paramount role in motivating and engaging learners as it gives learners an active role in the teaching and assessment process by taking their emotions, feelings, learning styles and goals into account. Sternberg (2005) believes that motivation is very important for school success, in its absence; the student may not make an effort to learn.

As the literature suggests, AfL fosters engagement as its main focus is on achievement and progress and not on failure. As AfL allows for learners to monitor their learning through self-assessment, peer assessment and feedback from the teacher and peers, learners can use the feedback received to make the necessary improvements to their work in order to meet the learning goals and thus, achieve success. Schlechty (2002) builds on the idea that for a truly engaged learner, the joy of learning inspires a persistence to accomplish the desired goals even when faced with adversities. This is confirmed by Zyngier (2008) who believes that authentic engagement may lead to higher academic achievement throughout student life. This idea is also supported by Russell et al. (2005) and Ryan & Deci (2009), who believe that student engagement in learning is not only an end in itself but it is a means to achieve positive academic outcomes.

We all agree that students must be actively involved in activities in order to achieve their goals and if the task is agreeable to them -affective engagement- they will perform it with more enthusiasm. Similarly, Schlechty (2001) highlighted the importance of engaging students in the tasks, because in this situation, "the engaged student not only does the task assigned but also does the task with enthusiasm and diligence" (p.64). Finn & Zimmer (2012) suggest from their research that behavioural engagement has higher correlations with achievement than affective engagement, though both are relevant in avoiding school drop-out. They also suggest that high

engagement reflects in high achievement and the opposite is also true, low achievement discourages further engagement. From their findings we can infer the importance of engagement for sound learning outcomes.

Willms et al. (2009) researched engagement among Canadian teenagers and found that engagement decreased with grade level, the higher the level, the less engaged students seemed to be. Less than one-half were engaged in their school subjects. They also found that family background; classroom and school environment had an impact on engagement. Expectations for success were correlated with engagement. These findings support the need for students' involvement in the setting of learning goals so that students are actively involved in the building and conquering of their learning success.

In my research, 4 lessons were online. There is an interesting study on students' engagement with face-to-face and online tasks. Baralt et al. (2016) concluded from their study carried out with English speaking learners of Spanish that students did not respond the same way to the same tasks if carried out online or face-to-face. In online tasks students were mildly engaged or not at all, while in face-to-face tasks they were engaged and worked collaboratively. The face-to-face group enjoyed the activities more while the online group did not enjoy the experience and found working with peers not useful.

It has been widely established that motivation walks hand in hand with engagement, one cannot exist without the other; a motivated learner will engage in tasks and activities and an engaged student is the result of being motivated to do so. The literature reviewed shows how complex defining and observing engagement can be as it is not linear but multi-dimensional and has many variables. In my dissertation I will focus on observable dimensions of engagement in the classroom, namely behavioural engagement. In my dissertation behavioural engagement is shown when students come to class with the required books and school materials, when they are

attentive and start working immediately after instructions, when they put effort into their work, when they participate in class and react to what the teacher says or asks them.

To sum up, in the classroom, teachers have a panoply of teaching methods and tools to help their learners reach the established learning goals. From the vast literature on assessment, we can infer that AfL is considered to best suit the learners' interests. The philosophy behind AfL is that assessment and teaching should be connected and integrated into a whole; AfL allows for students' direct involvement in the learning process through self and peer-assessment as well as effective feedback. Simultaneously, AfL allows teachers to diagnose learners' difficulties and to differentiate teaching accordingly. When implementing formative assessment inside the classroom, Black & Wiliam (2009) suggest not forgetting the three parties involved in formative assessment: the teacher, the peer, and the individual learner. Firstly, students must be surrounded by a safe and accepting environment so that they can be comfortable expressing their doubts, taking risks and questioning whenever they do not understand something (Looney, 2011). Only then can teachers collect reliable data concerning their students' performance in order to intervene in the teaching process and make the necessary adjustments. However, there can be some logistical constraints when implementing AfL, such as extensive curricula and the need to cater for diverse and specific learning needs can be very challenging, especially in large classes. Despite these problems, we should make AfL a regular part of our teaching as it is the most suitable assessment method to meet our students' needs, since it allows teachers to cater for struggling learners as well for those who want more challenges. How AfL can be implemented in the classroom, if it promotes students' engagement and the challenges students face while doing self and peer-assessment is what I proposed to find out in my research. Next I will summarise assessment procedures and current legislation concerning assessment in Portuguese state schools.

1.9 Assessment in Portuguese state schools

The basis for our education system is *Lei de Bases do Sistema Educativo* [Fundamental Law of the Education System], Law 46/86 of 14 October, which establishes the core structure and regulations of our education system. The Portuguese education system has four different levels of education: pre-school education (3 to 5-year-olds), basic education (6 to 14-year-olds), secondary education (15 to 17-year-olds) and higher education, comprised of universities and polytechnic institutes (18-year-olds and above). Since 2009, compulsory education has comprised 12 years of school attendance. At present, assessment of learners in basic education is supported by the following decree/laws: Directive 223-A/2018, 3 August, Legislative order n.º 1-F/2016, 5 April, Legislative order n.º 55/2018, 6 July, Decree-law n.º 139/2012, 5 July, Legislative order n.º 10-B/2018, 6 July and Legislative order n.º 6020-A/2018, 19 June. These decrees/laws give guidelines on how to assess students, they also establish the conditions for students to progress and the support schools must make available to students who progress with low marks in some subjects. The support includes tutoring, pedagogical support classes and peer and/or teacher mentoring as a way to enable learners to overcome their learning difficulties.

1.9.1   Legislation and assessment procedures

In the above mentioned legislation regarding education, learners' assessment has become a main part of the teaching process and it is necessary that assessment caters for students' needs and individual capacities and can be both summative and formative in nature and aims for success. In 1992, legislation defined formative assessment as the main procedure in Portuguese classrooms to improve teaching and learning in basic education (Legislative order nº 98-A/92, 19 June) and a year later in secondary education (Legislative order nº 338/93, 21 October). From the legislation regarding the assessment process in Portuguese schools, one can observe that there have been many efforts to shift teaching from being teacher-centred to focusing on

learners and their learning process. However, there is still a long road ahead as there is still a wide discrepancy between existing legislation and what goes on in classrooms around the country (Fernandes, 2005). There needs to be a change in the traditional classroom and in the teaching and assessment culture (Santos, 2002) as there is still reluctance to let go of summative assessment as the main and sometimes the only way to assess students in the classroom. Grades give parents the validation of their child's learning and it is a system they are familiar with. A change in the assessment culture must simultaneously bring about a change in parents and teachers' views regarding the teaching process. Legislators have defined the objective of assessment to be a regulating process of teaching and learning and it has been largely established by researchers that formative assessment is the most efficient way to achieve that process as formative assessment allows for immediate feedback and adjustment to learners' immediate learning needs and struggles (Black &William, 1998a, 2006; Fernandes, 2005).

1.9.2 Internal assessment

It is widely stated in various legal documents, such as Legislative order n.º 1-F/2016, 5 April and Decree-Law nº 17/2016, that assessment can be internal and external. Internal assessment of learning is school-based and is thus the responsibility of teachers and school management and includes three types of assessment: diagnostic, formative and summative. Its main concern is the progress and learning processes of students. The main ideas supporting the different types of assessment and their effects on learners and on the teaching and learning process have been previously explained. In most Portuguese schools, there are three formal moments of internal summative assessment: before Christmas, which marks the end of the first term, before Easter, which marks the end of the second term and at the end of the school year, usually in June. On those three occasions, teachers grade students and the results are made public and shared with the whole school community as they are displayed on noticeboards at schools. The grades given to students at these formal moments reflect the students' performance during that specific period of learning and

are based on the assessment criteria written and selected by teachers at the beginning of the school year and that are made available to students and their parents. Teachers also have to consider the guidelines of *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (DGE, 2016)(Profile of students when leaving compulsory education), which establishes the competences and skills students should have acquired. It is a very ambitious document, which sets a broad range of competences and skills, ranging from humanistic values to scientific knowledge that students ideally will possess at the end of their compulsory education. Another document teachers have to consider when assessing students is *Aprendizagens Essenciais, (essential learnings)*(DGE, 2018)*, written for each form and subject and that establishes the knowledge, skills and attitudes students must have acquired to move on to the next form.

1.9.3 Formative assessment in Portuguese schools

According to Decree-Law nº 17/2016, assessment is a regulatory process of teaching and learning, the main goal of which is the improvement of teaching and learning through a continuous process of pedagogical intervention. Thus assessment is viewed as a pedagogical tool which contributes to effective learning instead of a mere grading tool. Present legislation allows for learners' success as it advocates a) formative assessment as the principal mean to regulate and improve learning, b) that most assessment is done internally allowing for schools to decide on the success criteria and c) decisions about students' progression should only be taken at the end of each learning cycle, thus, indicating that mid-cycle retention should be an exception and not the rule. Even before formative assessment became part of formal education legislation in Portugal, Costa (1981) recommended formative assessment as a way to prevent high number of students from grade repetition and from abandoning schools, stating the nefarious consequences and high costs of that situation on learners and society in general.

According to the Minister of Education, Tiago Brandão Rodrigues (2019), every year 50 000 students have to repeat their grade in middle school and the same number of students also repeat grades in high school. This is a sign that legislation is not being effective and that formative assessment has been largely neglected as Benavente (1988) had highlighted years before by stating that legislation alone is not sufficient to make changes in the teaching and learning process. According to her, a change in schools and in teaching requires a change in the practices of the stakeholders and without those changes, new legislation will not be effective.

As stated before, formative assessment in Portuguese schools, though present in legal documents is still rare as a regular practice. This situation was highlighted by a report about education in Portugal from the Organisation for Economic Co-operation and Development (OECD) (Donaldson et al., 2012), which states that assessment for learning is not systematically used in Portuguese schools. The report analyses the educational evaluation and assessment framework and current policy initiatives in Portuguese schools. It concludes that there is no tradition of giving feedback to learners or of promoting interactions between teachers and learners regarding the learning process. Teachers are more focused on summative than on formative assessment and there is too much focus on results. Moreover, teaching is not learner-centred and this situation results in a high number of grade retention.

As an attempt to truly implement assessment for learning in schools, in the school year 2019/2020 a project called MAIA (Monitoring, Follow-up and Research into Pedagogical Assessment) (DGE, 2021) was initiated, in the context of curricular autonomy and flexibility, aiming at improving schools and teachers' pedagogical practices concerning assessment, teaching and students' learning. 275 schools were involved in the first year, comprising a total of 287 projects (DGE, 2021). In these pilot projects, assessment is presented as a powerful pedagogical process, whose main goal is to help students learn and, simultaneously, help teachers teach by using tools, such as formative assessment, feedback, assessment criteria and rubrics. Teachers are encouraged to use varied teaching strategies and assessment tools in order to collect

information regarding their students' learning process. Constant and pertinent feedback to students is also encouraged as a way to improve their learning process and their involvement in the assessment process. This project will be extended to more schools in the next years and workshops and webinars about its core philosophy are available nationwide as a clear sign that a real change in assessment procedures is ambitioned by all involved in the teaching profession.

As we can see from current Portuguese legislation and pilot projects, the foundation for learner-centred teaching and assessment for learning has been laid. Now teachers must change their teaching practice in order to include assessment for learning in their classrooms so that real success can be achieved. Parents and society in general have to shift their mind-set from results to process: how learners learn and improve is more important than the results and it is, ultimately, how real learning takes place. My research is a small step in that direction and allowed me to contribute to the change that needs to be part of every classroom and teaching practice. In the next section, I will present the participants in my research, the methodology used and the activities carried out while implementing AfL in order to increase my students' behavioural engagement.

2. CONTEXT AND METHODOLOGY

My research set out to answer the following questions: 1) *How can assessment for learning be implemented in ELT lessons?* 2) *How can assessment for learning promote students' behavioural engagement?* and finally 3) *What challenges do students face when asked to do self- and peer-assessment?* In order to collect relevant data to answer these questions, I resorted to several tools, namely observation grids, questionnaires, exit tickets, semi-structured interviews, all fundamental to help to record the implementation of Assessment for Learning in the classroom

However, my research encountered some setbacks since the present school year was atypical because of COVID-19. In the classroom, there were some constraints regarding the implementation of some strategies like pair or group work due to social distancing and safety measures applied to face-to-face teaching/learning. As a result, some activities and strategies were also restrained because some of my students were intermittently in prophylactic isolation or lockdown due to the virus. There was also a enforced school closure due to the high numbers of infections and even the need to resort to remote teaching. As a result, out of the 6 lessons that are part of my research, 4 were online lessons. Consequently, there was a need to adapt to circumstances and some of the activities were carried out using new technologies. For example, I used Google classroom for assignments and tasks and Google Meet or Zoom for online classes. Direct observation of students' behavioural engagement became more difficult to observe and consequently, to record. I resorted more to questionnaires to check students' reactions to activities and also to do self-assessment and peer assessment. On Zoom, speaking and participation were more visible and observable but, even so, it did not always involve all students because of technical problems, such as poor internet connection or the inexistence or inoperability of computer cameras.

2.1 Research design

Before starting my research I informed my students of the nature and goals of the research and as they were willing to participate but were underage, I proceeded to ask their parents or legal tutors for their permission (appendix A). Students were assured that the research would not interfere with the normal course of class activities and that it would only enhance some aspects related to assessment and reflection during lessons. Furthermore, students and their parents / legal tutors were assured that the results would be anonymous and confidential to protect students' identities and that they could withdraw consent at any time. This procedure is in tune with Cohen, Manion and Morrison's (2018) recommendations concerning ethical issues when working with teenagers in order to avoid legal problems. The data were collected during 6 lessons throughout the research period.

2.1.1 The research context

The school I teach at, *Escola EB 2/3 Abel Salazar*, is located in a semi-urban community, about 10 Km away from Guimarães. I have been teaching there since September 2002, though I had previously worked there in the school year 2000/2001. Our school is the principal school of our school cluster, *Agrupamento de Escolas Professor Abel Salazar*, which is comprised of a pre-school, primary school and 2nd and 3rd cycles with a total of one thousand and fifty-eight pupils. At the beginning of this school year, my school (2nd and 3rd cycles) had five hundred and thirty-five students studying from 5th until 9th grade. This school year I taught 8th and 9th grades. At my school they privilege pedagogical continuity, by letting teachers move on together with their students to the next grade, which ensures that teachers know their students and vice-versa. This is helpful when designing the year planning and also lesson plans as we are aware of our students' strengths and weaknesses and can act accordingly.

2.1.2 Participants

The participants of this research were teenagers, who were attending 8th grade for the first time so they were thirteen and fourteen years old. There were nineteen students in class D, ten were female and nine were male. However, due to health reasons, one female student was absent from most lessons, so most questionnaires were answered by just 18 students.

None of the students had ever repeated a grade so they were used to school success. They had a good relationship and supported each other on most occasions. Sometimes there were some minor problems but nothing serious, considering that they were teenagers and sometimes a bit moody. They had been learning English since 3rd grade. In the school year 2015/2016 English became compulsory in 3rd grade in primary school (Decree-law nº 176/2014, 12 December). However, the syllabus in 5th grade is still the same as when English was not part of the curriculum in primary school education and when students started learning English. The school books adopted to be used by teachers and students in 5th grade do not cater for this situation, presenting the target language for total beginners. The same problem arises in the subsequent years. This situation is very unchallenging for most learners. According to the CEFR (Council of Europe, 2001a), they are at level A2+. All participants were Portuguese and had Portuguese as their L1.

It was my second year teaching these students. They were very friendly and English was the favourite subject for most of them. In class they were participative and enthusiastic about anything related to English. They had English twice a week: a 45-minute lesson on Tuesdays and a 90-minute lesson on Thursdays, totalling 135 minutes per week, which was insufficient to develop students' communicative skills and the 4 skills in an integrated way. The class was heterogeneous, with four very high achieving students; the majority were medium achievers and there were 2 low achieving students, who were mostly willing to improve and to overcome their difficulties. One

of the strategies I used was to pair these weaker students with the stronger ones so that they could tutor them and help them during tasks. As there was an odd number of students (19), when working in pairs, there were eight pairs, which made up a total of sixteen students and the remaining three students had to work as a trio. However, as I mentioned before, there were only 18 students in most lessons so there was an even number for pair work. Pair work and group work were mainly used in breakout rooms on Zoom because in the classroom, due to Covid-19 safety measures, everyone had to keep their distance so neither pair- nor group work was encouraged.

The book adopted was iTeen8 (Gonçalves, Coelho & Gonçalves, 2014) by Areal Editores. The students were familiar with its structure because in 7th grade, we used iTeen 7 by two of the authors and the same publisher. During the research period, the units taught were units 3 *Teen Time* (with the subtopics: Teen worries; Good looks; Be Beautiful, be you; Different styles and Body Art) and unit 4 *Teens & Media* (with the subtopics: The media; TV time; In the news and Get online). The topics of the unit were current and very pertinent, especially the issues related to teen worries and body image and internet dangers. They were also part of the established *Metas Curriculares de Inglês* for 8th grade (Cravo et al., 2013, pp. 23-25).

In my classes, I used student-centred approaches and interactive teaching methods as often as possible, since they were more likely to promote learning than teacher-directed approaches, as confirmed by Jones (2007). Though formative assessment was already part of my teaching practice, through direct observation of students' performance and assessment moments during lessons to check students' understanding, I did not have the habit of giving timely feedback to my students nor did they use the feedback to improve their work. After doing a task, they did not get the chance to use the feedback given to improve their work. There were few self-assessment opportunities and they usually took place at the end of the term, rarely in time to improve their learning outcomes. Everything students did resulted in a grade given at the end of each term. They could only improve the result during the next term. Students rarely had any decision-making power in the classroom. Sometimes

they could decide between two different tasks or texts and choose the one they preferred, but they were not really involved in the teaching/learning process. My research triggered a change in my assessment practice.

2.1.3 Period of study

This study was carried out during the months of November (first term), January and February (second term). As I stated before, it was a very atypical school year due to Covid-19, which forced schools to lock down and we resorted to remote teaching in mid-January. This transition entailed a change in strategies and activities due to the use of new technologies and all the technical problems associated with that. Some students had poor internet connection, which caused them to leave the classroom several times during an online lesson. Others had no camera on their computers or it was not functioning, which interfered with the observation of their behavioural engagement during tasks.

2.2 Data collection

I used both quantitative and qualitative methods to collect, interpret and analyse the data of my research as Cohen et al. (2018) explain that mixed method research is suitable for classroom research as it provides a holistic understanding of the classroom environment. Using quantitative and qualitative approaches combined allows for a more comprehensive and complete approach to the research problem and consequently, the accuracy of data and reliability are increased. I collected data using the following research instruments:

2.2.1 Observation grids

Direct observation allows teachers to observe what is going on in the classroom and to observe behaviours in students. During two lessons and while students were answering questions, making predictions or doing tasks, I observed their behavioural engagement during tasks using observation grids (appendix B) adapted from Cassar & Jang's (2010) checklist. The observation grids I used, contained 9 parameters to be observed and they were the following: 1. *Pays attention in class*, 2. *Works well with others,* 3. *Does his/her work thoroughly and well*, 4. *Participates actively in class/discussion*, 5. *Completes classroom activities on time*, 6. *Asks questions to get more information,* 7. *Finishes tasks even if they are difficult,* 8. *Approaches new tasks with sincere effort* and 9. *Is persistent when confronted with problems.* According to the type of activity I was observing, I chose the parameters that best suited the activity and the behavioural engagement to be observed. Therefore, I observed 4 or 5 parameters each time for different activities, for a total of 4 activities over the period of 2 lessons. I used the observation grids in only 2 lessons because when we switched to online lessons, I found that some parameters were difficult to observe online due to some of the restraints I mentioned before: some students did not have cameras so it was not possible to see their reaction to activities or their engagement. Also, due to poor internet connection, some students did not have a steady participation in class or discussions. I only report data that was collected from activities, in which all students took part. In the results sections the results from the face to face lessons are presented by indicating the percentage of students together with the number of students who displayed a specific behavioural engagement.

I chose to use an observation grid (appendix B) in face to face lessons because it allowed me to observe several parameters and all my students simultaneously. As I could walk around the room using it, it made my role as a teacher, monitor and facilitator easier. My grid was on paper so I ticked the names of the students who showed the specific behaviour I wanted to observe. After the lesson I analysed my

registers and I counted how many students showed the same behaviour and reached some conclusions regarding my students' behavioural engagement. I also checked how weaker students reacted compared to stronger students. Although there were only nineteen students in this class, it would be almost impossible to observe all the items for every student for each task or activity. As I was the teacher and not an external observer, I had to manage my classroom and simultaneously record students' behaviour. That is why I chose to observe half of the parameters on different occasions for all students.

Another issue I tried to avoid was observer bias. When I was observing students' behavioural engagement and performance I tried to forget about their learning history and focused on their performance in that moment. During the exercise, I walked around the classroom and I gave oral feedback to students, eliciting vocabulary they needed to describe the picture and thus revising some useful vocabulary and introducing new one. I registered students' behavioural engagement with tasks in my observation grid.

2.2.2 Exit tickets

For Danley et al. (2016) exit tickets are "prompts given to students at the end of a lesson or class period" (p. 48) and that are easy to use and to assess. According to Marzano (2012), these prompts can gather formative assessment data, foster self-assessment, focus on instructional strategies and / or encourage communication with the teacher. Exit tickets are, therefore, a simple strategy that allows the teacher to check students' understanding, difficulties or allows for students to express their doubts or any questions they may have about what they learned in class. These were the reasons why I used exit tickets in my classes. They were handed out in paper (appendix C) or done electronically using Google forms (appendix D). I used the paper version during classroom teaching and electronic version during remote teaching. At the beginning of lessons, students were informed of the topic and together we

outlined the objectives for the lesson. This allows students to be actively involved in the teaching process and to see it as their responsibility to achieve those goals as they become more attainable and real to them.

Ten minutes before the lesson ended, I gave exit tickets (appendix C) to students. Students had to complete an exit ticket about the objectives of the lesson. If they thought they had not achieved an objective, they had to write down what they could do to improve. After collecting the tickets, I checked students' answers and used the information to plan the next lesson. Students were asked to write down what they could do to improve and also which of the objectives was most successfully achieved and they had to explain. However, for this strategy to be effective I needed to analyse students' answers by grouping them according to similar ideas and after analysing them, I gave oral feedback to students in groups. After reading students responses, if I verified they were having trouble with their learning, I asked for further clarification about some points so that I could help them to decide on what steps to take to overcome those difficulties. Sometimes the strategy was pairing them up with stronger students or giving them remedial activities. As was the case after lesson 1, I noticed that a majority of students said they were struggling with the grammar structure used during the lesson so I used the next lesson to revise the structure and to allow students to overcome their difficulties. The results are in percentages and were also analysed using the qualitative method due to open-ended questions asked.

2.2.3 Questionnaires

During my research I used a total of 7 questionnaires. They were the following:

1. Questionnaire 1 – Lesson feedback (appendix D) - Lesson 2
2. Questionnaire 2 – Peer assessment (appendix E) – Lesson 4
3. Questionnaire 3 – Peer feedback (appendix F) – Lesson 5

4. Questionnaire 4 – Students' progress check (appendix G) - Lesson 6

5. Questionnaire 5 – Usefulness of peers' feedback (appendix H) - Lesson 6

6. Questionnaire 6 – Group work feedback (appendix I) - Lesson 6

7. Questionnaire 7 – Impact of *Kahoot* quizzes (appendix J) - Homework

Apart from questionnaire 4, which was used three times during lessons to check on students' understanding and progress during activities, all the other questionnaires were only used once. In questionnaire 4, the question was very simple *How do you feel about your progress*? and students had three options: 1. *Ok. I understand*, 2. *I need a little help* and 3. *Stop! I need help*. I used this type of questionnaire on different occasions and students gave honest answers, because the results in the different questionnaires varied. When they were having trouble understanding, they expressed it. In face-to-face lessons, throughout activities I moved around the classroom and gave oral feedback on students' performance and also guidance where they needed help. This immediate feedback allowed students to redirect their learning process at once and to redo what they were doing wrong. In online lessons, the results of the questionnaire also allowed me to redirect activities and to dialogue with students to help them to recognise what they needed to do in order to achieve their goals.

I decided to resort to questionnaires to collect data because the use of questionnaires offers several advantages (Dörnyei, 2003). Questionnaires can be used with many people and at the same time as they are easy to copy and distribute, making their use inexpensive. Another advantage is that the same questionnaire can be reused at different times to question the same people and to verify and check answers. In my research and due to the fact that most of my data collection was done during remote teaching, using Google Forms to make questionnaires and other applications or websites saved me time as the results were automatically presented in graphs and percentages and therefore easier to analyse.

The questionnaires were written in English suitable for students' language level and proficiency. The questionnaires in my research used Likert's 1-5 rating scales questions, multiple-choice items, closed and open-ended questions. The results of the questionnaires are presented in percentages together with the indication of the number of students in brackets. Students answered these questionnaires after doing tasks to reflect upon their performance and learning progress. They were also asked to do questionnaires after self-assessment and peer assessment moments. In my class I used the descriptors from the ELP and CEFR to help write criteria for students' self- and peer assessment.

2.2.4 Semi-structured interviews

The questionnaires were supplemented with semi-structured interviews. As questionnaires do not allow for deeper questions as Dörnyei (2003) points out, there was the need for semi-structured interviews as follow-up on some questions from the questionnaires. The semi-structured interviews (appendix K) were carried out with 5 students, chosen randomly, and focused on students' opinion on the efficiency of feedback, self-assessment and peer assessment and the challenges they faced while doing self- and peer assessment. The interviews were done after lesson 5 and students were interviewed individually for about 15 minutes each, on a Zoom platform at an arranged time during distance learning and outside their regular timetable. These interviews were conducted in Portuguese, my students' L1, to allow them to express their opinions without language barriers and to avoid misunderstandings.

The interviews were recorded with students' consent to allow for their analysis and transcription and later translation for the purpose of this study. The results are presented as quotes and analysed as qualitative data. The results of these interviews are not to be understood as representative of the whole group but they allowed a deeper understanding of the interviewees' challenges of self- and peer assessment as well as their perception of the efficiency of feedback on their work.

The interviews were conducted in Portuguese to avoid misunderstandings and to prevent the language barrier from interfering in students' answers. There were 5 questions and they allowed for clarifications or further explanation when needed. The interviews were conducted as a follow-up on the questionnaires on peer feedback and self-assessment as well as on the questionnaire on feedback from the teacher. The interviewees were 5 students, chosen randomly, and the interviews took place on Zoom platform at an arranged time during distance learning. They agreed to be interviewed and to give their opinion on the efficiency of feedback, self-assessment and peer assessment. The interviews were recorded with their consent to allow for their analysis and transcription and later translation for the purpose of this study. After carefully reading and analysing the five transcribed interviews, they were coded into 4 major coding concepts which emerged from the answers given by the students.

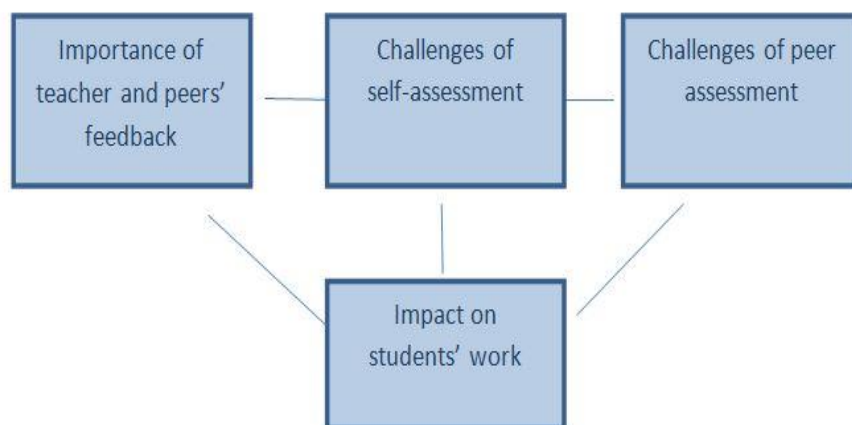Figure 1 – 4 coding concepts resulting from semi-structured interviews

2.3 Lessons

To answer my research questions, I carried out activities during six lessons. These activities were mostly student-centred and interactive, enabling students to actively participate and engage in them. The first question *How can assessment for learning be implemented in ELT lessons?* was central to my research and the basis for

the activities and tasks carried out in class. The other two questions: *How can assessment for learning promote students' behavioural engagement?* and *What challenges do students face when asked to do self- and peer-assessment?* were answered by analysing the data gathered with the help of the data collection tools. The results are presented in the results section.

2.3.1 Lesson 1 (appendix L– Lesson Pan 1)

The first lesson was part of unit 3 of iTeen8 entitled *Teen Time* and studied the subtopic *Teen worries*. The first part of the lesson was a warm-up activity, aimed at revising and introducing new vocabulary by describing pictures (appendix M). The second part entailed a reading comprehension exercise done in pairs (appendix N) and then a practice /speaking activity, where students were asked to give advice using *should/shouldn't* and *If I were you, I would(n't)…* During this lesson I recorded 18 students' behavioural engagement during tasks on an observation grid (appendix B) and, at the end of the lesson, students were given an exit ticket (appendix C) to reflect on the objectives of the lesson and their success or difficulties achieving them.

2.3.2 Lesson 2 - remedial work (appendix O - Lesson plan 2)

The aim of this lesson was to do some remedial work on giving advice using the structures taught in the previous lesson. As some students were having difficulties with some of the objectives of the previous lesson (lesson 1), I revised them in this lesson and gave students a new opportunity to practise them. I projected 3 sentences sequentially on the whiteboard expressing teen problems, and students had to give advice to those teenagers (appendix P) using the learned structure. They did the activity in pairs and then reported back to class. Students voted for the best advice. Ten minutes before the lesson ended, students were asked to answer a questionnaire (appendix D) to give feedback on the activities carried out during the lesson. Eighteen

students reacted to five statements in the questionnaire. The results were analysed in percentages and are presented in the results section.

2.3.3 Lesson 3 – Asking questions (Appendix Q- Lesson Plan 3)

The aim of this lesson was to revise interrogative pronouns and to establish an affective connection with students during remote teaching by answering their questions about me (Appendix R). This activity allowed two things: first, it allowed us to revise asking questions using Wh/H- question words or Yes/No direct questions. Secondly, it created an affective connection between students and the teacher, because it is usually the teachers who ask questions. This activity set an affective connection, which is important to foster affective engagement. Students engage more willingly in class activities if they feel an emotional connection to the people around them and/or to the task (Fredericks et al., 2004).

The second activity required students to ask questions about pictures (appendix R). I distributed the students in pairs into breakout rooms and gave out one of four different pictures (appendix S) so that two pairs each worked on a different picture. When they reported back to class, the different questions were compared and students corrected any mistakes they might have made (peer correction). Students answered the questions about the picture they did not work with. This activity engaged students and promoted their critical thinking and negotiating skills as they had to reach a consensus as to which questions to ask, especially the higher level questions, according to Bloom's Taxonomy (Bloom, 1956). Pair work enabled students to work collaboratively and to check their answers before giving feedback to the whole class. Even low achievers felt comfortable participating as they were more confident about the correctness of their contributions. Students' behavioural engagement in both activities was observed and recorded using an observation grid (appendix B). The results are shown in percentages and also using the qualitative method.

2.3.4 Lesson 4 – Speaking activity (appendix T – Lesson Plan 4)

The aim of this lesson was to prepare students for the speaking activity by setting success criteria. Students were handed a worksheet (appendix U) with useful language and vocabulary to be used when describing a picture.

I showed 2 videos with tips for oral presentations. Students took notes and then the tips were written on the board. Students added other tips they found important. Then students watched another video of a teenager doing an oral presentation. Students were asked to pay attention to vocabulary, pronunciation and fluency as well as body language and interaction with the public. The video was used to set success criteria for the task. Students decided on the success criteria to be used in the assessment of the oral presentations. I wrote questionnaire 2 with the agreed success criteria on google form and made it available to every student (appendix E). This questionnaire was answered while students were assessing their peers' oral presentations, which were recorded on video.

To help students to prepare their oral presentations, they were given a worksheet (appendix U) with useful vocabulary and language. Students chose a picture and had to describe it and talk about it for 3 minutes. Students were given a week to prepare the oral presentation and to record their videos and to send them to their peers. Students were told to self-assess their oral presentations by using the same success criteria as for peer assessment and to make any necessary improvements before sending their videos to their peers.

Before asking students to self-asses their work, I gave them some examples and we decided together what suggestions could be made to improve the text examples given to them. Similarly, before doing peer assessment, I projected some beginnings of sentences (prompts) to help students to express their ideas (appendix V). Students were asked to at least refer to something they liked about their peer's work,

something that needed to be improved and then make a suggestion how he/she could do it.

2.3.5 Lesson 5 – Speaking *My picture* (Appendix W - Lesson Plan 5)

The aim of this lesson was to promote self- and peer assessment and foster critical thinking. Students recorded a video with their presentations and they were asked to self-assess their work and assess the work of their peers by using the success criteria that were written together. They did this by answering questionnaire 2 (appendix E). The assessment was done in pairs, where each student had to assess his/her own presentation and the presentation of a peer. The pairs were matched randomly by using a feature available in the breakout room on Zoom platform. Students were given time to watch their peer's video presentations 2 or 3 times in order to be able to fill in questionnaire 2 assessing his/her performance. Every student had access to their peer's assessment of his/her own work in order to make improvements to their work. They were instructed to record a new video with the suggested changes if they wanted to. As homework, they also filled in questionnaire 3 (appendix F) about their peer's feedback and its usefulness or not to improve their work. It was neither done in class nor immediately after the lesson in order to give students time to use the feedback effectively if they desired to. In this assessment the only feedback received was of their peers as the aim was for students to practice peer assessment.

After class, 5 students, chosen randomly, were interviewed to clarify their answers to the questionnaires and to allow for a deeper understanding of their opinions on self- and peer assessment as well as on feedback from their peers and their teacher. In section 3.2.4 I have already explained the procedures adopted and how the answers were recorded and analysed.

2.3.6 Lesson 6 Writing activity (appendix Y – Lesson Plan 6)

The aim of this lesson was to revise vocabulary related to fashion and clothes, to develop writing skills and to promote peer assessment and collaborative skills.

While students were doing a vocabulary exercise on fashion and clothes (appendix Y), I checked for students' progress and understanding using menti.com with a quick question that students answered by saying if they understood what they were learning or if they were having difficulties and needed help (appendix G). As the answers were anonymous, students did not restrain from answering the questions honestly so I believe the results are valid. If students reported having problems, I asked them what they were struggling with more concretely and if they did not want to say it in front of their peers, they could send me a private message in the chat box. I revised what we were learning, they did some exercises and if they continued having problems, I put them in pair with a high achiever student, they had a tutor session in break-out rooms and I checked on them to see if the struggling student had been able to overcome his/her difficulties. Together they assessed their learning process to check how near or far they were from their learning goals.

Before the writing activity students were exposed to model texts available in the students' book to see which characteristics a text should have to be considered a good piece of work. The ideas were written down and when consensus was reached, a final version of the criteria was distributed to students (appendix Z). After writing their texts about *My ideal clothes* following the structure given in the student's book (appendix Z1) as a word document, the students compared their work to the success criteria and made the required improvements. Then they shared it with two classmates on Google Drive and the other students took turns editing and making comments on the text. This was previously practised with model texts where students used some model sentences (appendix V) to make comments and suggestions to their peers. It started as individual work and ended as group work, where students worked

together to improve each other's texts. I also made suggestions to their texts after reading what each student had commented and suggested. This way, students could compare my suggestions to their peers' and sometimes they were similar, showing them that their peers could also make valid contributions to their work, especially after the preparation work we had previously done. After the activity, students answered questionnaire 5 on the usefulness of their peers' feedback (appendix H). There were 5 questions and the answers ranged from strongly disagree to totally agree on a 5- point Likert scale. The results are presented in percentages.

At the end of the lesson, students were asked to answer questionnaire 6 (appendix I). The two first questions were multiple choice ones and the last was an open-ended question to allow students to expand on their ideas/opinions. The answers to the first 2 questions are presented in percentages and the answers to the last open-ended question are grouped in categories comprising similar ideas/opinions. This questionnaire contained 3 questions intended to check students' self-assessment regarding their performance in group work, concerning their use of English during the project and their contribution to the project. Students were also asked what they could do to improve next time.

2.4. *Kahoot* quizzes (appendix J)

I used *Kahoot* to revise fashion vocabulary, TV programmes and grammar items, such as verb tenses, prefixes and suffixes, relative pronouns, first and second conditional. Sometimes I assigned the *Kahoot* quizzes and students could do them individually and other times I used *Kahoot* quizzes as a competition and we played it simultaneously, this was an opportunity to discuss the answers students gave and students had to justify why they were right or wrong. *Kahoot* quizzes help teachers to check students' progress, by perceiving where students are having more trouble and then teachers can give students remedial work and, simultaneously, students can verify where they are having problems and what they need to focus on and what they

need to do to overcome their difficulties. By doing Kahoot quizzes on specific vocabulary or grammar structures, for example, students see how many answers they failed and what they need to study more to improve. Wang et al. (2016) researched the impact of *Kahoots* on students' learning and concluded that *Kahoot* quizzes improve engagement and enjoyment among students but they found no significant impact on students' learning outcomes. In the free version, *Kahoot* quizzes only comprise of multiple choice and true or false questions, but it allows the use of pictures which makes the quizzes more attractive and appealing to students. I had access to reports displaying the questions my students needed help with. As a result, I could create a new *Kahoot* containing only the questions students had difficulties with. *Kahoot* is a valuable tool for formative assessment and self-study.

To sum up, collaborative tasks were encouraged online using Google Drive and some educational apps like Kahoot and Menti.com, which allowed for self- and peer assessment. As students were not very familiar with assessing themselves and their peers on a regular basis, I used the strategies mentioned before to promote this habit so that students could get used to doing it. Feedback was given to students orally and sometimes in writing, for example when I assessed their texts in the writing activity "My ideal clothes". The use of questionnaires, exit tickets and semi-structured interviews helped students to reflect on their learning and helped them to take action to improve it. Sometimes I had to repeat some contents or carry out activities that required students to use vocabulary or grammar structures they had previously learned so that students got the chance to use the language in a meaningful way and thus overcome their difficulties.

3. RESULTS

My research intended to answer the research questions *How can assessment for learning be implemented in ELT lessons?*, *How can assessment for learning promote students' behavioural engagement?* and *What challenges do students face when asked to do self- and peer-assessment?*

In this chapter I will analyse the results gathered from the data collected from observation grids, self- and peer assessment using exit tickets and questionnaires and semi-structured interviews.

3.1 Research question 1 - results

In order to answer the research question *How can assessment for learning be implemented in ELT lessons?* I carried out several activities throughout the 6 lessons (two 90-minutes lessons and four 45-minutes lessons). Table number 1 summarizes the learning activities carried out; the pedagogical aims of the activities and the research tools used to gather data as well as their aims. I will also analyse the data gathered from questionnaire 1 (appendix D) on lesson feedback, questionnaire 3 (appendix F) on peer feedback, questionnaire 4 on progress check, questionnaire 6 (appendix I) on self-assessment (Group work), questionnaire 7 (appendix J) on *Kahoot* quizzes and from exit tickets (appendix C).

Table 1 - Learning activities, pedagogical aims of the activities, research tools used and their aims

	Activity	Pedagogical aim	Research tool	Research aim
Lesson 1- (Face to face) (appendix L) (90 min.)	*Teen worries* Warm-up activity: picture description (appendix M)	- revise and introduce vocabulary; - identify teen worries; - make predictions about the content of the texts.	* Observation grid (appendix B) (behavioural engagement)	-observe students' behavioural engagement in the activity; - check students' participation in class;
	Teen worries – Reading comprehension - blog texts (appendix N)	- check understanding by answering questions on the texts.	* Observation grid (appendix B) (behavioural engagement)	
	Giving advice	-give advice using should/shouldn't and If I were you, I would(n't);	*Exit ticket (appendix C)	-promote students' critical thinking; - foster self-assessment;
Lesson 2 (face to face) (appendix N) (45 min.)	*Teen problems* Giving advice (appendix P)	-give advice to teens on their problems; -use the structures *should/shouldn't* and *If I were you, I would(n't)*…	*Questionnaire 1– (appendix D - Lesson feedback	-promote students' critical thinking; - foster self - assessment;
Lesson 3 -online lesson (45 min.) (appendix P)	Ask me a question – (appendix R)	- revise asking questions (using interrogative pronouns and direct questions);	*Observation grid (appendix B) (behavioural engagement)	-observe students' engagement in the activity; - check students' participation in class;
	Asking questions about a picture– (appendix S)pair work	- use question words correctly; - ask complex questions; - foster peer correction;	*Observation grid (appendix B) (behavioural engagement)	

Lesson 4 - online - (appendix T) (45 min.)	Preparing the speaking activity (appendix U) - Prompts (appendix V)	- provide guidance for the activity; - set success criteria for the activity; -develop speaking skills	* Questionnaire 2 - Peer assessment (appendix E)	-promote peer assessment
Lesson 5 - online (appendix W) (45 min.)	Speaking activity *My picture*	- promote self- and self-assessment; -foster critical thinking;	* Questionnaire 3 – Peer feedback (appendix F) *Semi-structured interviews (appendix K)	- foster self- and peer assessment; - deepen understanding of students' answers
Lesson 6 - online lesson (appendix X) (90 min.)	*Fashion* – (appendix Y) group work -Checklist (appendix Z)	- revise vocabulary related to fashion and clothes; - foster collaboration and negotiating skills; - promote peer assessment in group work.	*Questionnaire 4- Students' progress (appendix G) *Questionnaire 5 - Usefulness of peers' feedback (appendix H)	-promote students' critical thinking; - foster self - assessment; - involve students in assessment procedures;
	Writing activity *My ideal clothes* (appendix Z1)	- set success criteria for the activity; -support students throughout peer assessment.	*Questionnaire 6 - students' performance in group work- (appendix I)	- foster self- and peer assessment;
Homework and remedial work	Exercises using *Kahoot* quizzes on specific vocabulary areas and grammar structures.	-check students' understanding of vocabulary and grammar; -revise vocabulary and grammar items; - engage students in learning through the use of games.	*Questionnaire 7 – (appendix J) impact of *Kahoot* quizzes on students' learning and engagement	- foster self - assessment; - involve students in assessment procedures.

3.1.1 Questionnaire 1 (appendix D) – Lesson feedback

In this questionnaire students were asked to give feedback on a lesson on teens' problems, involving students in peer assessment as well as self-assessment. Eighteen students reacted to the five statements in the questionnaire. The reactions could vary from strongly agree to totally disagree.

Table 2 – Results of questionnaire 1 related to lesson feedback expressed in percentage (n=18)

	Totally disagree	Disagree	Uncertain	Agree	Totally Agree
1. I enjoyed the lesson.	0%	0%	0%	67% (12)	33% (6)
2. I thought the lesson was interesting.	0%	0%	5% (1)	67 % (12)	28% (5)
3. I had a lot of fun during the lesson.	0%	0%	17% (3)	50% (9)	33% (6)
4. I would like to do that lesson again.	0%	5% (1)	17% (3)	61% (11)	17% (3)
5. I have learned new things today.	0%	0%	0%	78% (14)	22% (4)

As for the first statement *I enjoyed the lesson*, 33% percent (6) of the students strongly agreed with the statement and 67% (12) agreed, so students expressed a positive opinion on the lesson. As for the second statement *I thought the lesson was interesting*, 28% (5) of the students strongly agreed, 67% (12) agreed, whereas 5% were uncertain, which corresponds to 1 student. The statement *I had a lot of fun during the lesson* got more varied reactions from students: 33% (6) agreed with the statement, 50% (9) of the students agreed, 17% (3) were uncertain and 5% (1) totally disagreed. This result is probably explained by the notion of fun that is usually associated with games and not reading comprehension exercises as was the case in this lesson. As for the statement *I would like to do that lesson again*, 17% (3) of the students agreed with the statement, 61% (11) students agreed, whereas 17% (3) said to be uncertain and 5% (1) disagreed. The same amount of students who stated they hadn't had fun during the lesson, wouldn't like to do that lesson again. As for the last statement *I have learned new things today*, a total of 78% (14) students agreed with

the statement and 22% (4) students strongly agreed. From this questionnaire, I can deduce that the reaction most students chose was *agree* and that even though around 67% (12) students agreed that the lesson was interesting and said they enjoyed it. Concerning the statement that they have learned new things, 78% (14) students agreed with that statement, which shows that students feel they learn something even when they do not find the lesson very interesting. However, all students agreed or totally agreed with both statements.

Overall the results were very positive, as the majority had a high opinion on the lesson and stated that they had learned something. Students had been involved in the setting of learning goals and they were also engaged in pair work where they assessed their partner's work and reflected upon their own work. The lesson feedback allowed students to reflect upon their learning and to become more aware of their active role in it.

3.1.2 Questionnaire 2 - Peer and self-assessment – Oral presentation (Video recording) (appendix E)

After viewing their colleague's videos, students were asked to fill in a Google form (appendix E). All 19 students assessed their colleague's work, using the following questionnaire. These are the results:

Table 3 – Results of questionnaire 2 related to peer assessment expressed in percentage (n=19)

Questions	Answer options	Results
Did your colleague talk about the suggested topic(s)?	Yes.	89% (17)
	No.	11% (2)
Did your colleague talk for 2 minutes?	Yes.	16% (3)

	More than 2 minutes.	21% (4)
	Less than 2 minutes.	63% (12)
Is your colleague's voice clear and audible?	Yes.	84%(16)
	No.	16% (3)
Is your colleague's speech fluent? With no or few pauses or hesitations?	Yes.	58% (11)
	No.	42% (8)
Are there any grammatical mistakes?	No.	32% (6)
	Yes, some.	53% (10)
	Yes, many.	16% (3)
Did your colleague use varied vocabulary?	Yes, a lot.	16% (3)
	Yes some.	74% (14)
	No.	11% (2)
Did your colleague use some linkers/connectors?	Yes, 4 or more.	32% (6)
	Yes, 1 or 2.	63% (12)
	No.	5% (1)
Did your colleague speak with confidence and avoided reading?	Yes. He /She was totally prepared.	32% (6)
	Yes, but used notes.	63% (12)
	No, read most the time.	5% (1)
Did he/she use body language to help communicate his/her message?	Yes, a lot.	5% (1)
	Yes, some.	58% (11)
	No.	37% (7)
Opinion about your colleague's presentation	He/she did well.	74% (14)
	His /Her work needs some improvements.	26% (5)

What can he/she do to improve next time?	Be more confident.	26% (5)
	Improve pronunciation.	21% (4)
	Use more varied vocabulary.	15% (3)
	Be better prepared.	11% (2)
	Use more body language.	11% (2)
	Talk for more time.	11% (2)
	I have no suggestions.	5% (1)

Overall, the students were able to assess their colleagues' work using the criteria that had been established for the activity. As they had trained assessing video presentations using the same criteria, I think it made this assessment easier for them. At the same time it helped their own presentation as they became aware of how a good presentation should be. Again, these results support the belief that AfL fosters self-assessment through peer assessment. By assessing the work of others, students acquire knowledge to self-assess their own work. The last question was an open-ended question *What can he/she do to improve next time?*, where students were asked to make suggestions to their colleagues to help them to improve their work. Some examples of the feedback given was:

> *"Next time, use more adjectives to make your presentation more interesting."*
> *"Your ideas are well organised and you have used some connectors."*
> *"Next time, try to use more varied vocabulary and try not to use the verb "like" so much".*
> *"Prepare your presentation better next time so you do not need to read so much."*
> *"If you use more body language, it will make your presentation more dynamic and easier to understand."*
> *"You should be more confident and look us in the eye when you are speaking."*

Most of the suggestions were useful and straightforward, giving a clear indication of what the other students should improve in their presentations. It is noticeable that the suggestions they made were in tune with the aspects they were asked to assess in their colleagues' work. Further training is required for students to become more confident and comfortable assessing the work of others. Though most students were able to assess their colleague's work, some did not make any suggestions. Students' main concerns about peer assessment as well as self-assessment were expressed during the semi-structured interviews, where students expanded on their answers to questionnaires number 2, 3 and 6 about self- and peer assessment.

Similarly, students were asked to fill in a similar questionnaire about their own presentation before sending it to me and the last question was also about what they could do to improve next time, and the answers were as follow:

Table 4 – Results of self-assessment expressed in percentage (n=19)

Question	Students' answers	Results
What can you do to improve next time?	Be more confident.	31% (6)
	Use more varied vocabulary.	21% (4)
	Talk for more time.	21% (4)
	Improve pronunciation.	11% (2)
	Use more body language.	11% (2)
	I don't know.	5% (1)

.

Again, students based their suggestions for improvement on aspects that they were asked about in the questionnaire. It was a valuable step into making students reflect on their work and to promote the desire to do better and to make improvements to their work. As they had already assessed their peers' work, I noticed that they felt more comfortable assessing their own work. The more students engaged in self- and peer assessment, the more confident they became and the more useful

feedback they could give their peers and, simultaneously, they increased their behavioural engagement with tasks.

3.1.3 Questionnaire 3 (appendix F) – Peer feedback

The aim of this questionnaire was to check students' reaction to their peers' feedback and its impact on their work. There were a total of 5 statements, ranging from totally disagree to totally agree, and eighteen students reacted to them.

Table 5 – Results of questionnaire 3 related to peer feedback expressed in percentage (n=18)

	Totally disagree	Disagree	Uncertain	Agree	Totally Agree
1. The peer feedback I received was helpful.	0%	0%	11% (2)	67% (12)	22% (4)
2. I used the peer feedback to improve my work.	0%	0%	22% (4)	50% (9)	28% (5)
3. I like getting my peers' feedback on my work.	0%	0%	11% (2)	50% (9)	39% (7)
4. I think I can learn from my peers' feedback.	0%	0%	17% (3)	67% (12)	17% (3)
5. I think my work has improved since I started getting and using my peers' feedback.	0%	0%	28% (5)	61% (11)	11% (2)

67% (12) of students agreed and 22% (4) totally agreed that the peer feedback they received was helpful but 11% (2) said they were uncertain. As for the second statement *I used the peer feedback to improve my work*, 50% (9) agreed with that statement and 28% (5) totally agreed. However, 28% (5) were uncertain. 50% (9) agreed with the statement *I like getting my peers' feedback on my work(s)*, and 39% (7) totally agreed; only 11% (2) said they were uncertain. Although a small percentage of

students were uncertain about the feedback they received and its usefulness, the majority of students agreed or totally agreed with all statements. This result shows that students accept their peers' feedback as being useful to improve their work. However, 11% up to 28% were uncertain about all statements. To get a more thorough understanding of the statement *I like getting my peers' feedback on my work*, students were asked to give reasons for their answers. The reasons mentioned were:

Table 6 – Results of questionnaire 3 (open-ended question) in percentage (n=19)

Reasons	Results
Using my peer's feedback helped me to improve my work.	74% (14)
I like getting feedback because it's a second opinion.	15 % (3)
I like to see if people that I trust like my work or not.	11% (2)

Overall, students recognised the importance of peer feedback to help them to improve their learning and their work. Students were open to their peers' suggestions and the initial reluctance to get feedback from someone else that was not the teacher, slowly faded away, giving way to valuable and useful peer instruction and feedback. These comments confirm that students can benefit from their peers' feedback as it allows them to see their work through the eyes of someone in the same positions as theirs. By assessing others, students are also learning and they can reflect upon what is expected of their own work and thus, make the necessary improvements to it. These procedures are part of AfL as a way to involve students in the assessment process.

Concerning statement number four *I think I can learn from my peers' feedback*, 17% (3) were uncertain but the same percentage of students said they totally agreed with the statement. However, 67% (12) agreed that they could learn from their peers' feedback, which shows that they were open to their peers' feedback and saw it as useful to their learning. Finally, 61% (11) thought their work had improved since they had started getting and using their peers' feedback, whereas only 11% (2) totally agreed with that statement and 28% (5) were uncertain. Again, more than half of the

students confirmed an improvement in their work due to their peers' feedback. There seems to be a contradiction, though, since only 50% (9) agreed to have used their peers' feedback but 67% (12) agreed that their peers' feedback had been useful and the same amount of students thought they could learn from it. Also the percentage of students, who like getting their peers' feedback (50%), is lower than the percentage of students who believe their work had improved because of their peers' feedback (61%). Also the percentage of students who really liked getting their peers' feedback is higher (39%) than those who totally agreed that their work had improved since they had started getting and using their peers' feedback (11%). This was probably due to the novelty of integrating their peers' feedback into their work and students' preference for the teacher's feedback over their peers' as some students mentioned in the semi-structured interviews. The highest percentage of uncertainty among students was also related to this last statement. Despite this result, none of the students had a negative view of peer feedback. Overall, over 72% or more agreed or totally agreed with all statements, which showed a favourable attitude towards peer feedback among students.

3.1.4 Questionnaire 4 – Self-assessment - Progress check - Vocabulary exercise on fashion and clothes (appendix G)

Figure 2 – Progress check

These quick check-ups allowed me to adjust my teaching to students' needs and /or get immediate feedback on my teaching or their learning. During a vocabulary

exercise on fashion and clothes, when asked about their progress, all students said they understood it and were having no problems. It was a quick way to check students' understanding and check their engagement with the task. This moment of reflection allowed students to stop and think about their performance and to express how they were progressing in their learning.

3.1.5 Questionnaire 5- Peer feedback – writing activity *My ideal clothes* (appendix H)

This questionnaire was answered by 18 students and aimed at checking students' perception of the usefulness of the peer feedback received.
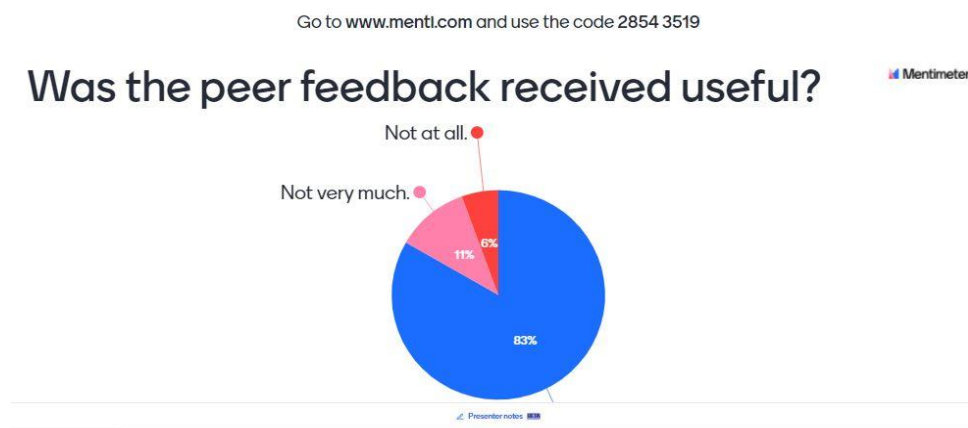
Figure 3 – Peer feedback

After reviewing their peers' texts and receiving also their peers' reviews, when asked if the peer feedback received was useful, 83% (15) of students stated *Yes, absolutely*, while 11% (2) said *Not very much* and 6% (1) *Not at all*. When asked about the reason why, the students clarified that their peer had not given any suggestions on how to improve their texts. Students got used to assessing their peers' feedback in terms of quality and also usefulness and this awareness reflected then also in the quality of the feedback they gave back to their peers. This procedure also promoted students' behavioural engagement, because they became aware of the role they played in their peers' and in their own learning process.

3.1.6 Questionnaire 6 (appendix I) – Self-assessment (Group work)

The goal of this questionnaire was to check students' self-assessment regarding their performance in group work, concerning their use of English during the project and their contribution to the project. Students were also asked what they could do to improve next time. Nineteen students answered this questionnaire and the results are the following:
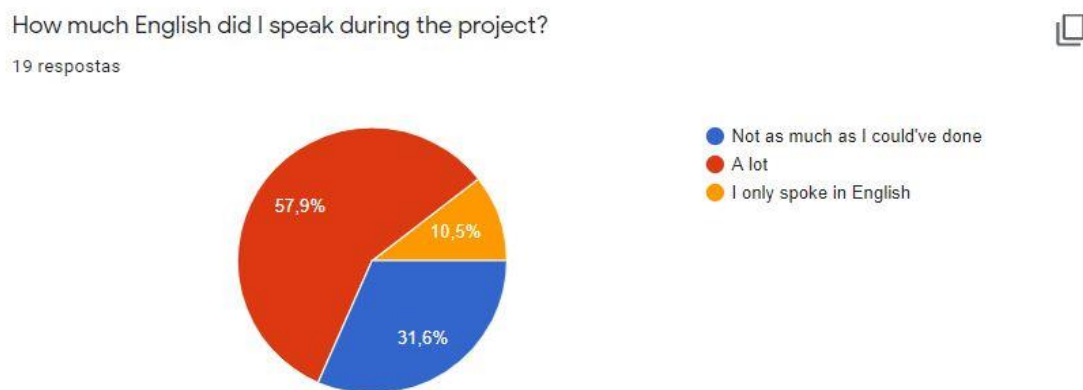

Figure 4 – Results of questionnaire 6 related to group work self-assessment expressed in percentage

58% (11) students answered they spoke a lot of English during the project, whereas about 32% (6) stated they did not speak English as much as they could have and 11% (2) said they only spoke in English. These questionnaire helped students to become aware of their use of English during group work /project work. About 32% (6) were aware that they could have used English more so this awareness is a first step to a change in habits.

How much did I personally contribute to the project?

19 respostas

- Not as much as I could've done
- Not as much as I wanted to
- A lot
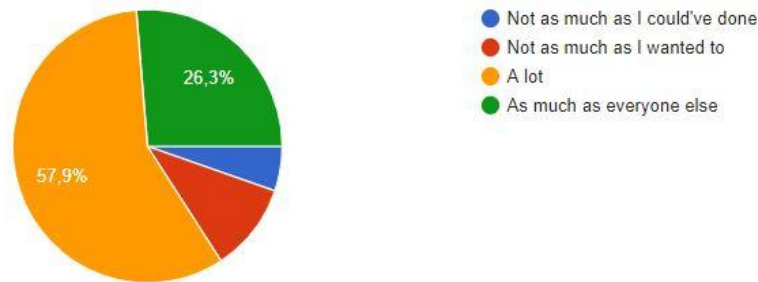- As much as everyone else

26,3%

57,9%

Figure 5 – Results of questionnaire 6 related to group work self-assessment expressed in percentage

As for the question *How much did you personally contribute to the project?*, 58% (11) answered a lot, 26% (5) said they did as much as everyone else, 11% (2) said they did not contribute as much as they wanted to and, finally, 5% (1) said they did not contribute as much as they could have. It would be interesting to follow up on the reasons why they felt they had not contributed to the project the way they wanted to and what could have impaired them from contributing to the project.

As for the open-ended question *What can I do to improve next time?,* these were the students' answers:

Table 7 – Results of questionnaire 6 (open-ended question) expressed in percentage (n=19)

Answers	Results
Speak more English.	53% (10)
I'm satisfied with my performance; I don't need to make improvements.	26% (5)
Be more confident and contribute more to the project.	21% (4)

The wish to speak more in English is present in 53% (10) of the students' answers, 26% (5) of students stated they were satisfied with their performance so they

did not see the need for improvement and finally, 21% (4) of students expressed the desire to be more confident and to contribute more to the project. Again, this self-assessment was part of AfL and encouraged students to reflect upon their performance and what they could do to improve their learning. By answering this questionnaire, students became aware of their performance; by comparing it to the learning goals they had set before starting the activity and by reflecting together upon what they needed to do to improve in order to achieve the established learning goals. As it was done by the students themselves, it was more efficient as they were directly involved and felt the need to change their attitude towards the learning process and thus, overcome the gap in their learning process.

3.1.7 Questionnaire 7 (appendix J) – *Kahoot* quizzes

This questionnaire intended to check students' reaction and engagement towards *Kahoot quizzes* and their impact on their learning. There were a total of 8 statements and eighteen students reacted to them, responses ranging from totally disagree to totally agree.

Table 8 – Results of questionnaire 7 related to students' engagement towards *Kahoots* expressed in percentage (n=18)

	Totally disagree	Disagree	Uncertain	Agree	Totally Agree
1. *Kahoot* game is fun.	5%	5%	17%	50%	23%
2. I like playing *Kahoot.*	5%	11%	0%	50%	34%
3. I have improved my learning process.	0%	17%	5%	39%	39%
4. *Kahoot* motivates me to learn English.	0%	10%	28%	34%	28%
5. I learn better with *Kahoot*.	0%	5%	23%	67%	5%
6. I have been able to self-assess my	0%	5%	23%	55%	17%

learning process.					
7. I have more possibilities to work at my own pace.	6%	10%	6%	28%	50%
8. I play *Kahoot* in my free time to study English.	17%	50%	0%	28%	5%

My analysis will focus on the statements more closely related with AfL. Concerning the third statement, 39% (7) of students agreed and another 39% (7) totally agreed that playing *Kahoot* improved their learning process, whereas 5% (1) neither agreed not disagreed and 17% (3) disagreed. Concerning statement number 5 *I learn better with Kahoot*, 72% (13) of the students responded with *Strongly Agree* or *Agree* to it, 23% (4) neither agreed nor disagreed and 5% (1) disagreed. Similarly, 23% (4) of students neither agreed nor disagreed and 5% (1) disagreed with the statement *I have been able to self-assess my learning process*, whereas 55% (10) agreed and 17% (3) totally agreed with it. These figures show that, in general, students regard *Kahoot* quizzes as a form of self-assessment that allowed them to self-regulate their learning. By playing *Kahoot* quizzes, students can check where their strengths and weaknesses are and they can take action to overcome their difficulties. As for the statement *I have more possibilities to work at my own pace*, 78% (13) agreed or totally agreed, 5% (1) neither agreed nor disagreed and 17% (3) disagreed or totally disagreed with the statement. Responses were not all clearly positive because in *Kahoot* quizzes there was a feature where the teacher set time, for example 20 seconds, for students to answer each question. Although students could decide when to do *Kahoot* quizzes, the quiz itself was time-limited in terms of answering the questions as well as doing the quiz, because when I assigned a *Kahoot* there was a deadline students had to stick to. In terms of impact on their learning, most students recognised *Kahoot* as having an important role in it as well as being a means to self-regulate their learning. *Statements 3. I have improved my learning process, 5. I learn better with Kahoot. 6. I have been able to self-assess my learning process,* were related to assessment and how Kahoot quizzes helped students to assess and to reflect upon their learning. Kahoot quizzes were an important aid in implementing AfL as it allowed students to monitor their

performance and to recognise where they needed to improve. The use of Kahoot quizzes helps to improve students' behavioural engagement in activities as they like playing games and they do it while revising grammar structures or vocabulary learnt in the classroom. While students were doing Kahoot quizzes they seemed more concentrated, focused and engaged with the task.

3.1.8 Exit tickets – Self- assessment - (appendix C)

Exit tickets intended to check students' reaction and engagement towards the learning objectives of the lesson and their impact on their learning. There were a total of 3 objectives and an open-ended question and eighteen students reacted to them, responses ranging from *Yes, absolutely*, to *Not really. I need some help*. The students who answered *Not really*. I need some help, were asked to answer the question *What can you do to improve?*

Table 9 – Results of exit ticket related to lesson objectives expressed in percentage (n=18)

	Yes, absolutely.	Not really. I need some help.	
1.*Can you identify and talk about 3 teen worries*	83% (15)	17% (3)	
2. Can you give advice using should/shouldn't?	100% (18)	-	
3. Can you use the structure "If I were you, I would(n't)… correctly?	89% (16)	11% (2)	
Which of the objectives was most successfully achieved? Explain.	Obj.1	Obj.2	Obj.3
	100%	-	-

When asked *Can you identify and talk about 3 teen worries*, 83% (15) of students answered *Yes, absolutely* but 17% (3) said they needed some help. As for what they could do to improve, those who needed help stated that they could revise what they had written in their notebooks or study the vocabulary in the fact-file in the

student's book concerning teen worries. As for the question *Can you give advice using should/ shouldn't?*, all students (18) answered *Yes, absolutely*. Answering the last question *Can you use the structure "If I were you, I would(n't)…" correctly?*, only 11% (2) stated *Not really. I need help*, whereas the other 89% (16) said *Yes, absolutely*. As for what they could do to improve, those who needed help stated that they could revise this structure and do some exercises in the workbook.

When answering *Which of the objectives was most successfully achieved? Explain*, all students answered giving advice using should/shouldn't, because they were already familiar with the structure, as it was often used in class, especially when making suggestions and giving feedback. When students give feedback to their peers on their work, they use this structure to give advice about improvements, for example: "*Next time, you should use more varied vocabulary*" or "*You should prepare your presentation and avoid reading*". By helping students to reflect about the learning objectives and about whether they had met them yet or not, the use of exit tickets involved students in their learning process and urged them to take measures to narrow the gap between where they were then and where they were supposed to be in their learning. Learners took responsibility for their learning and it made them aware of their own strengths and weaknesses and how to overcome the latter. At the same time, exit tickets gave the teacher important feedback on students' progress.

To sum up, the first research question *How can assessment for learning be implemented in ELT lessons?* was answered by giving examples of the activities and procedures carried out during my lessons and by analysing data collected from questionnaires and exit tickets. Self- and peer assessment became a regular practice in my classroom, during and after activities. This practice allowed students to reflect upon their performance and work, enabling them to make improvements in order to reach their learning goals.

3.2 Research question 2 - results

In order to answer the research question *How can assessment for learning promote students' behavioural engagement?*, I observed students' behaviour and reactions during 2 lessons (lessons 1 and 3). Lesson 1 was face-to-face and lesson 3 was online. At the end of lesson 1, students answered an exit ticket (appendix C) whose results were analysed in section 3.1.6.

3.2.1 Observation grids

I used an observation grid (appendix B) in four different moments to gather information on students' engagement with tasks (behavioural engagement). As I have stated in the previous chapter, I only observed half of the items during an activity, as it was difficult to balance teaching, monitoring students and registering the reactions and engagement of eighteen students simultaneously. In the first exercises of lesson 1 and 3, I observed the items 1. *Pays attention in class*, 4. *Participates actively in class/discussion*, 6. *Asks questions to get more information* and 9. *Is persistent when confronted with problems*. I chose these items because they were more suitable for the type of exercises I carried out as they involved class discussion and oral interaction. A total of 18 students were observed during the two activities.

Table 10 – Results of direct observation expressed in percentage (n=18)

Items observed	Results	
	1st activity Lesson 1	1st activity Lesson 3
1. Pays attention in class	100% (18)	94% (17)
4. *Participates actively in class/discussion*	89% (16)	89% (16)
6. *Asks questions to get more information*	44% (8)	89% (16)
9. Is persistent when confronted with problems.	33% (6)	28% (5)

During activity 1 (lesson 1, face-to-face), which was a warm-up activity, students seemed to pay more attention in class (100%) than during activity 1 from Lesson 3, a warm-up activity, where students asked me questions. During this activity 94% (17) paid attention in class. In terms of participation, the same percentage of students (89%) participated actively in both activities. The major difference in results concerns the parameter *Asks questions to get more information,* during the activity in lesson 1 only 44% did that whereas 89 % asked questions to get more information during the activity in lesson 3. This is justified by the type of exercise. In lesson 3, students were curious and wanted to ask questions about me, whereas students had to describe a picture in the activity in lesson 1. The last item observed in this lesson, *Is persistent when confronted with problems,* was the one which gathered less behavioural engagement from students. Only 33% (6) in lesson 1 and 28% (7) in lesson 3 showed persistence when facing problems. This was probably due to students' general attitude towards difficulties. When faced with adversities, students generally gave up and asked for help instead of trying to solve the problems themselves. As students were involved in the setting of learning goals for the lesson, namely: Identifying teen worries; and giving advice using should(n't) and *If I were you, I would(n't)*, their behavioural engagement was promoted as they were directly involved in the activities and could see an objective in what they were learning and doing.

During activity 2 in lesson 1 (face-to-face), which was a reading comprehension activity done in pairs (appendix N) and lesson 3 (online lesson), where students had to ask questions about a picture, working in pairs, I observed 18 students considering items number 2. *Works well with others*, number 3. *Does his/her work thoroughly and well*, number 5. *Completes classroom activities on time*, number 7. *Finishes tasks even if they are difficult* and number 8. *Approaches new tasks with sincere effort*. I chose these items because they were more suitable for this type of exercises as they involved pair work. By carrying out activities which involved students in pair work and collaborative tasks, students' behavioural engagement is promoted as they can learn from and with each other, enabling them to redirect their learning process in order to

achieve their learning goals. By assessing others, students are learning and can also improve their own work.

At the end of lesson 1, students answered an exit ticket about the objectives of the lesson and their success. The results of students' answers were analysed and presented in section 3.1.6.

Table 11 – Results of direct observation expressed in percentage (n=18)

Items observed	Results	
	2nd activity Lesson 1	2nd activity Lesson 3
2. Works well with others.	100% (18)	100% (18)
3. Does his/her work thoroughly and well.	78% (14)	61% (11)
5. Completes classroom activities on time.	22% (4)	28% (5)
7. Finishes tasks even if they are difficult.	83% (15)	89% (16)
8. Approaches new tasks with sincere effort.	50% (9)	61% (11)

From my observation, I concluded that all students (100%) worked well with others and helped each other throughout the activity. In lesson 1, 78% (14) students did their work thoroughly, whereas in lesson 3, only 61% (11) did that. This resulted in only 22% (4) finishing classroom activities on time in lesson 1. In lesson 3, the percentage is a slightly higher, 28% (5), probably because they were more used to asking questions as they had already previous training and could ask the questions they wanted, whereas in lesson 1, students had to answer questions on a text. The majority of students asked for extra time to finish tasks. The students struggled with time management as they rarely finished tasks within the given time limit, 83% (15) in lesson 1 and 89% (16) in lesson 3. This problem increased when the task was more difficult, for example in the case of asking questions about a picture, mainly when they

needed to ask more complex questions. They requested my assistance more than usual in order to clarify doubts. By working in pairs, students could help each other; they learned from each other and thus, improved their learning, too. At the beginning of the lessons the learning goals were established together with the students. By knowing what the learning goals were, as they were set at the beginning of the lesson, students were more engaged with tasks and were not deterred by obstacles, though they required some assistance. As for the last item, 50% (9) approached new tasks with sincere effort in lesson 1, whereas 61 % (11) did that in lesson 3.

Low-achievers, when working individually, worked at a slower rhythm. However, when paired with a stronger student, they seemed to work faster, seemed more engaged and willing to answer questions or report back to class. AfL advocates peer instruction as a means to enable learning, thus when students work in pairs, they are learning from their peers and they are simultaneously teaching each other. This collaborative work enables students to work at their own pace, to overcome difficulties by exchanging ideas with their colleagues and to achieve their learning goals.

By implementing activities, which required students to interact with others and that were relatable to their daily lives, such as describing pictures displaying everyday situations, students seemed more engaged and willing to participate. Overall, they started the activity once I finished instructions, they showed interest by reacting with phrases like "*Nice picture*", "*Oh, I love going to the beach*!" However, from my observation, I can conclude that the more difficulties students had or believed they had, the less engaged they seemed, especially if they had to work on their own. They got more distracted and absent-minded. Therefore, I let them work in pairs as they could help each other and they became more confident and willing to participate in class. Some students, especially the weaker ones, had more difficulties in finishing more demanding tasks, mainly if they were working on their own. This showed in their body posture: they seemed tired and discouraged; they leant back in their chairs with their arms hanging down, not writing nor apparently thinking about the activity. The

same difficulty was observed when they had to tackle a new task; they needed extra incentive to start it if they believed it to be more challenging than usual. Working in pairs was a solution for weaker students when paired with stronger students. This allowed them to work at their own pace but with the assistance of a peer, someone who probably had the same difficulties when doing activities throughout their learning process so they could help struggling learners to overcome their problems. They could make suggestions and gave useful feedback to help their peers.

This procedure reflects AfL as it puts the learner in charge of his/her learning by actively participating in class, by asking questions and by being persistent in finding solutions for problems. From my observation I could register that most students were actively engaged in class, answering questions and asking for clarifications when they didn't understand something. However, shyer students or low-achievers did not voluntarily participate in class; they answered and reported back to class only when asked to do so. From these data, I conclude that, though AfL involves students in the learning process, students react differently when doing different types of activities. Their behavioural engagement was more dependent on their pre-conceived idea of the exercise they were asked to do, for example if they thought the exercise was difficult, than on their willingness to do activities. This showed in the way they tacked the activities and in their body language.

To sum up, the answer to the second research question, *How can assessment for learning promote students' behavioural engagement?*, is not very clear as it is difficult to separate behavioural engagement from affective or even cognitive engagement. As my research focused on behavioural engagement, I observed students' behavioural engagement during tasks using observation grids. I carried out activities that required students to interact with each other, I promoted pair work so that students could work collaboratively to overcome their difficulties, I enabled peer instruction and moments for students to reflect on their performance and learning, and I assigned Kahoot quizzes that helped students to self-regulate their learning by acknowledging where they were having problems and then take measures to

overcome those problems. By doing all this, AfL was successfully implemented in my classroom and slightly promoted students' behavioural engagement. Although most students were noticeable more willing to start activities, to carry them out and to discuss their work with others and to ask for help as can be seen from the data collected during direct observation, I think this research would need more time to reach more conclusive results to support the idea that AfL promotes students' behavioural engagement.

3.3 Research question 3 - results

In order to answer the third research question *What challenges do students face when asked to do self- and peer-assessment?*, I conducted semi-structured interviews to get a deeper understanding of students' responses about getting their peers' and their teacher's feedback and about the main challenges they face during self- and peer assessment.

3.3.1 Semi-structured interviews

The results of the interviews were the following:

Concerning the first question *Do you regard feedback from your teacher the same way as feedback from your peer(s)? What is it different (or similar)?*, 3 students (60%) stated that they preferred receiving feedback from the teacher than from their peers because, according to them, their peers did not know more than them and they only trusted their teachers' feedback. Some of their answers were:

> *"I prefer the feedback from my teacher because the teacher knows more than my peers."*

"I do not know if I can trust my peer's feedback. What if he is wrong? I will not learn."

"My peer makes the same mistakes as I do so he/she cannot help me. My teacher can teach me and help me to correct my mistakes."

However, 40% (2) of the students stated they liked receiving their peers' feedback because it gave them a new perspective of their work and it was good to have the opinion of someone who was in the same situation.

"It is good to have a second opinion from someone like me, someone who has the same difficulties. Sometimes I do not understand what the teacher says, but I understand what my peer says."

"My peer asks me questions about my work to understand what I have written. He / She cares about my work. Together we try to correct the mistakes I made."

As for the second question *What do you find the most challenging about self-assessing your performance/work? Why?*, the answers were more similar, all students (100%) said that the main difficulty was in recognising their own mistakes because they said that if they knew it was a mistake they wouldn't have made it. As for the justifications of what was more challenging, 40 % (2) of the students stated that being impartial was also difficult, because they did not want to overrate or underrate their work and 40% (2) stated that they were not used to self-assessing their performance during or after tasks. Here are some of their answers:

"The most difficult for me is to see where I made mistakes. I wouldn't have made them if I knew the correct answer or the correct way to do it."

"I'm not sure I'm being fair in my assessment. Maybe my work is better than I assess."

"Self-assessing my work is something new to me and I cannot do it very well. I must do it more often to get good at it."

One student (20%) also referred to the fact that he/she did not feel pressured when self-assessing during activities because it was not for a grade so he/she felt he/she could be more truthful and honest about his/her own work.

"I like that my assessment does not influence my grade so I can be honest without fearing the consequences."

They were only used to being asked to self-assess their overall performance at the end of each term and then only to say which grade they thought they deserved. They were getting used to this new type of procedure.

Answering question number three *What do you find the most challenging about assessing your peers' performance/work? Why?*, students were more unanimous when referring the challenges and justifications. They all pointed out not wanting to risk their friendships by being too harsh assessing their peers, they felt that their peers might not accept their suggestions and might see them as criticism. 40% (2) also stated that they did not feel comfortable assessing others because they were not teachers, so they felt they were not right for the job. 60% (3) expressed the need for more training to be able to assess others correctly. Some of their answers were:

"Assessing my friends' work is hard because I do not want to hurt their feelings if I have to criticise their work. I worry that they will not accept my ideas and will stop talking to me."

"I do not like to have to assess my friend's work. I fear it may interfere with our friendship if he does not like what I say about his work."

"I do not want to lose friends because of this."

"I do not know if my friends will accept my ideas."

"I am not a teacher so I do not know how to assess others. I need to learn how to do that."

Students' opinions were divided on question number four *Has your work improved because of self- assessment? In what ways (or why not)?*, 60% (3) confirmed that they felt their work had improved because they reflected on what they had done, they used the success criteria to revise their work and it gave them time to redo it.

"I feel that my work has improved because I checked my work using the criteria to see if it was as expected. By redoing my work, it became better."

"My work has improved but it takes a lot of time to redo it."

However, 40 % (2) said they did not see any improvements, because they did not feel the need to redo their work. Of those, one student (20%) said it was because he/she was already totally satisfied with his/her work.

"I did not need to correct my work because it did not have any mistakes."

The other student (20%) said that he/she did not know how to improve it; he/she needed help to do it.

"I did not know how to correct the mistakes. If I knew, I wouldn't have made them. I needed help to do it. "

As for the last question *Has your work improved because of peer assessment? In what ways (or why not)?*, all students said that it depended on the quality of the feedback and also on who gave it. If the peer giving the feedback was a good student, they would trust it and revise their work to make the suggested changes or improvements. If the feedback was given by a low-achiever, they would not use it, because they thought it could not be trusted. However, those who used peer feedback (80%) said that the feedback was useful and helped them correct some mistakes they had not been aware of and it also helped them to improve the quality of their work.

> *"I used my peer's feedback because it helped me to see what needed to be corrected and my peer gave me some nice suggestions and she is a good student so I trust her."*

> *"I did not use my peer's feedback because he is not good at English so I do not know if what he says is correct or not."*

> *"My peer's feedback helped me to improve my work."*

However, one student (20%) stated he/she did not need to use the feedback because the feedback had been positive and he/she felt he/she didn't need to make any changes to his/her work.

> *"The feedback I received was good, there were no mistakes and my peer said that my work was very good so I did not need to make any changes."*

The answers obtained from the semi-structured interview confirm the findings of some studies (Mok, 2011), namely that students are initially reluctant to engage in peer assessment as they feel not qualified to assess their peers' work. Other studies also point out the problem of validity and reliability of peer assessment (Miller, 2003), which was also a concern of my students.

As for the third question *What challenges do students face when asked to do self- and peer-assessment?,* from the data gathered from the questionnaires and the semi-structured interviews, the main challenge for students was to accept the feedback from someone other than the teacher. Another challenge was the need to train students so that they felt qualified to self- and peer assess. This was done by giving examples and some prompts to help students to express their ideas. There was also the need to overcome the fear of hurting their friends' feelings or the desire to please their peers when assessing their work.

4. ANALYSIS AND DISCUSSION

4.1 Research question 1 – Findings

The first research question *How can assessment for learning be implemented in ELT lessons?* led to a series of activities aimed at actively involving learners in their learning process and thus achieve their learning goals. I carried out activities and tasks during lessons that strived to implement AfL and used research tools that aimed to gather data to answer this question. Feedback was one of the procedures used, as well as self-assessment and peer assessment. The students were asked to assess their performance and their peers' during and after different tasks carried out in class and in the remote classroom or breakout rooms on Zoom. Self-assessment and feedback on their work/performance was immediate whenever possible. Students did SA by filling in questionnaires and exit tickets.

There was the need to change some classroom procedures in order to accommodate more time for self- and peer assessment moments. These situations are in agreement with the results of research carried out by Bruce (2001) and Munns & Woodward (2006). Another tool I used for formative assessment was *Kahoot* quizzes. *Kahoot* quizzes allowed me to check my students understanding and learning and also to follow up on the formative results by doing remedial work with struggling students. Most students liked doing *Kahoot* quizzes and stated that they helped them to learn in a more playful and fun way. My study was not about the impact of *Kahoot* quizzes on students' learning because it was not its goal. However, it would be interesting to research the impact of *Kahoot* on students' learning outcomes in future research studies. Another strategy was the use of questionnaires for self- and peer-assessment. Overall, students stated they had improved their work because of peer feedback and because of their own reflection on their work. By assessing others, they became aware of how they could make improvements to their own work. However, students'

involvement in self- and peer assessment requires further training so that they can become more used to doing it. Students also need to acquire more useful phrases and to use them to give useful feedback and make suggestions that can contribute to the improvement of their peers' work. Although I gave them some training and useful phrases, I think they can become better at SA and PA if they continue being prepared for it and continue doing it as a regular practice. A good exercise would be to give them several prompts and texts or exercises to assess and students would have to match the best prompt to the exercise according to what they would like to give feedback on.

The use of exit tickets also allowed students to reflect upon their performance and the established learning goals and to think about what they could do to overcome their difficulties. My findings are in agreement with the findings of Bruce (2001), of Butler & Lee (2010) and of Babaii et al. (2015), which support the importance of SA and PA in the learning process. It is paramount to make students reflect upon their performance and to make them responsible for their learning process. If it is done using Google forms or an app, it saves teachers valuable time as these electronic surveys show the results in graphs and allow for an easier way to collect data and analyse the results.

4.2 Research question 2 – Findings

In order to answer the second research question *How can assessment for learning promote students' engagement?*, I used several tools to record students' behavioural engagement with tasks. I chose to research behavioural engagement as it is more visible and noticeable. However, when schools resorted to remote teaching, it became more difficult to see students' immediate reactions to questions, tasks and feedback so it was necessary to use questionnaires and semi-structured interviews to understand students' reactions to AfL and its impact on their engagement. I used direct observation even though, it has been argued that there may be some problems concerning data validity when using it for data collection because when individuals or

groups become aware that they are being observed, they may change their behaviour, the Hawthorne effect (Chiesa & Hobbs, 2008). Consequently, what is observed may not represent the normal behaviour and can be misleading. In my research I believe that this did not occur as students were already familiar with me and were used to being observed on other occasions before my research. From what I observed they maintained the same attitude and were truthful in their reactions. Otherwise, there would not be less positive observations if they had changed their behaviour and everything would be perfect, which is not the case.

This allowed me to draw more trustworthy conclusions than if I were a complete outsider. As for the possibility of incomplete observation due to taking detailed notes and missing some interactions while doing it, I only observed half of the items on the observation grid during each observation moment to avoid that problem. Still it was difficult to manage my different roles in the classroom; as a teacher, as an observer, as a mediator and as a facilitator while observing and recording students' behavioural engagement with tasks. In future research it would be a solution to video record lessons to consolidate the direct observation and allow for the observer to resort to it for further clarification.

Direct observation of students' behavioural engagement enabled me to check for students' reaction towards tasks, cooperation with their peers, effort during the performance of tasks and how they approached new tasks. From my sample I can conclude that, in general, weaker students have more difficulties approaching new tasks on their own but that this can be overcome with pair or group work. Another observed behaviour was difficulties in time management; most students could not finish a task within the set time limit. This needs to be improved as time management is a skill that students will use constantly throughout their academic and working life.

Self- and peer assessment played an important role in promoting students' engagement as it allowed them to take ownership of their learning and readjust its course whenever necessary. This resulted in students redoing their work, improving it

by incorporating the feedback received. When students started giving and getting feedback, it became evident that they were more engaged in tasks and invested in improving their work by incorporating their peers' feedback and also by checking their own work using success criteria and checklists. This also confirms the suggestions of Wyatt-Smith & Adie (2019), who say that students' involvement in setting success criteria increases their successful use. The use of *Kahoot* quizzes as a form of self-assessment also contributed to the increase of engagement for most students. As I mentioned before, *Kahoot* quizzes enabled students to self-regulate their learning, to see where they were having problems and then, together with the teacher, decide how they could overcome those problems and how to readjust the teaching process in order to achieve their learning goals

A minority of student did not engage at a steady rhythm; their engagement was related to the level of difficulty of the task. The more demanding or difficult the task, the less engaged they seemed: the engagement level increased when they worked with another peer or in a group. The lack of self-confidence could be the reason for that variable. There is the need to continue the research for a longer period of study to research the correlation between level of behavioural engagement and self-confidence or assessment techniques. From my sample and because I knew the participants because they were my students, I could deduced that more confident students and high-achievers usually engaged quicker and more willingly in tasks than students with a history of bad school results. AfL played here a paramount role as it allowed students to monitor their own learning, to make improvements to it so that they could see how they were evolving without having the pressure of grades upon them. The process was more meaningful than the result and it allowed students to redirect their learning until they could achieve the learning goals, allowing success for all.

Undoubtedly, self- and peer assessment must become a routine in the classroom as it enables for reflection on what students are learning, how they are learning and what can be done to improve the whole learning process. It needs practice and once self-assessment and peer assessment become part of the classroom

routine, students will do it instinctively. Their work will benefit from it as it allows for immediate action to correct mistakes as well as improvements. As students are actively involved in the process, they are also more engaged and motivated to learn (Bruce, 2001).

4.3 Research question 3 – Findings

The third research question *What challenges do students face when asked to do self- and peer-assessment?* led to a series of semi-structured interviews to follow up on the questionnaires students answered about self- and peer assessment. As I have mentioned before self- and peer assessment can be challenging, especially at first, as students were not used to doing it. These findings are similar to the findings of the research carried out by Mok (2011) and Butler & Lee (2010). After explaining the purpose of SA and after giving practical examples, students started doing self-assessment and reflected on their performance and work. However, self-assessment brought to the surface insecurities some students had related to their own performance and self-worth. They did not want to be seen as self-conceited if they praised their own work, on the other hand, they wanted their work to be recognized for its quality. Achieving the balance between what they thought the quality of their work was and the quality it was expected to have was quite demanding. Self-assessment enabled self-regulation; students could manage their own learning, they could decide the pace and the level of compromise they were willing to make in order to improve their work.

As students were not used to doing self- and peer assessment as a regular practice, the first attempts were challenging and rather time-consuming. As I have mentioned in the results section, some students were reluctant at first to accept their peers' feedback on their work, either because they felt inferior to others in terms of proficiency or the opposite, as they usually had better results, they believed that they couldn't gain from their peers' feedback or suggestions. Once they realised that the

assessment they were doing was not grade related and would not have an impact on their final grade, they changed their attitude and became more open to peer assessment. The same resistance was initially directed at self-assessment moments. At first, students felt they couldn't self-assess their work because they would be bias. Again, once they realised that self-assessing meant reflecting about their own work, its strengths and weaknesses and how it could be improved in order to achieve their goals and be successful, the majority accepted and incorporated it in their learning process. This awareness resulted from preparation exercises carried out in class where students were given examples of texts and presentations and they were given prompts they could use to make comments and to give suggestions on the model texts could be improved. The setting of success criteria together with students also enabled them to see how a good text or presentation should be.

For most students peer assessment was challenging as it involved their social status in the classroom, how others saw them and how they wanted to be seen by their peers. One of their fears was risking their friendships when assessing their peers' work. Some students stated that they were afraid of their peers' reception of their feedback. They hoped they would see it as a contribution to their work rather than as simple criticism. Being able to separate friendship from assessment and being unbiased and fair was a major concern for most students. As for their peers' feedback, the majority found it useful as it helped them to improve their work. Some referred that they liked having a second opinion on their work coming from someone in the same situation as them. Others, on the other hand, did not trust their peers' feedback if the peer giving it was a low-achiever. A few students mentioned that they preferred their teachers' feedback to their peers' for that same reason. From these statements, we can conclude that some students still have a traditional view of learning, where the teacher is the only source of knowledge. However, I am convinced that if these students continue doing peer assessment, they will start accepting and trusting their peers' feedback more. If students start seeing not only the teacher but also their peers as a source of useful feedback, the feedback received can be used to improve the quality of their work. This procedure needs to become a regular practice in the

classroom because the more they get involved in peer assessment, the better they will get at doing it. The same applies to self-assessment. Therefore, self- and peer assessment must become part of the whole assessment process as it allows a sharing of responsibilities and also takes a lot of pressure off teachers' shoulders to assess everything themselves. Furthermore, when students' work gets to the teachers' hands, the quality has improved so much that there is little for them to correct. The sharing of the assessment process is a win-win situation for everyone involved: students can improve their work until they feel it has high quality to be assessed by the teacher and teachers do not need to assess work with low quality as students work on it until they believe it is acceptable for it to be handed in and corrected by the teacher. Overall, the initial challenges referred to by students can be tackled by making self- and peer assessment a habit and part of classroom instruction. Another solution and proposition for future research is to do peer assessment anonymously so that students can assess their peers freely without fearing any social consequences. It is vital to make classrooms a healthy environment where all students feel comfortable to try new things without being afraid of failing. AfL can be very helpful in this mission as it makes students active participants in the learning process by involving them in the setting of learning goals, by making them responsible for their own learning through self- and peer assessment. As students become aware that the learning process is more important than the result and that to achieve goals they often have to overcome difficulties, they will feel more confident to give feedback to their peers and to self-assess their work honestly.

CONCLUSION

This research was an attempt to investigate Assessment for Learning in the English Language classroom and to study its impact on students' behavioural engagement as well as the challenges students face when they engage in self- and peer assessment. Although the results are limited to a small sample and just one class and collected during the Covid-19 pandemic ; they are still enlightening and a first step for a more extensive research. Implementing AfL in EFL lessons should be the goal of every teacher as it has been largely confirmed that AfL improves learning outcomes (Black & Wiliam, 1998a, 1998b, Stiggins, 2007). This can be achieved as AfL also promotes students' engagement in the learning process by making them active participants in the learning process and consequently also in the assessment process. It is inevitable that students become major actors in the teaching/learning process as they are its main beneficiaries. Schools exist because of students; therefore they must be involved in decisions that affect them. This involvement must be timely so that students can self-regulate their learning and together with the teacher readjust the teaching /learning process to allow for sound learning outcomes. Timely and accurate feedback is of paramount importance as it enables students' perception of their weaknesses and strengths and allows for adjustments in their learning. Self- and peer assessment are also essential for the before-mentioned reasons.

I believe that AfL can be the answer for academic failure as students are encouraged to take charge of their learning by sharing responsibilities and decision-making with the teacher, thus promoting their behavioural engagement with tasks and procedures. This way, students feel part of the process and become aware that their actions have a direct impact on the outcomes. As AfL is about the learning process and not the results, students can make improvements to their learning through the use of timely and effective feedback. Self-reflection is also promoted through self-assessment moments. Students are also called to assess their peers' work as it simultaneously allows them to improve their own work by comparing it to their peers'. Implementing

AfL can be time-consuming at first, but once students get used to its various aspects and procedures, it ends up saving time that can be used to foster more learning situations and simultaneously increase students' behavioural engagement.

There is still a lot to be done and AfL must become part of the teaching and learning process and thus have an impact on students' behavioural engagement and consequently, on their learning outcomes. Overall, I think that this study has shown that it is possible to implement AfL in EFL lessons, though it takes time until it becomes an integral part of the classroom, involving teachers and students in the common goal that is success for all. Parents also need to be involved in this change as they must overcome the grade-oriented mind-set and focus more on their children's learning process. The same is true for the teaching community: grades and national exams should not determine what is taught in classrooms. Children must learn to adapt to new circumstances and situations as they will need to be able to adapt to an ever-changing world of work. AfL allows students to be part of the teaching/learning process and to share responsibilities in it. By becoming part of the assessment process, learners become aware of the role they play in their own learning process, they increase their behavioural engagement with tasks and their learning goals become more reachable as there are dependent on their attitude towards learning.

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Appendices

Appendix A- Parental consent

NOVAFCSH   REPÚBLICA PORTUGUESA
EDUCAÇÃO

Aepas 2020/2021

Pedido de autorização ao Encarregado de Educação e concordância do(a) aluno(a)

Caros pais e encarregados de educação,

O meu nome é **La Salete Torres** e sou a professora de Inglês do vosso(a) educando(a) e estou a fazer um **Mestrado em Didática do Inglês** Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa, em parceria com a Universidade Aberta. No âmbito da minha tese final vou desenvolver um pequeno projeto de investigação sobre **avaliação formativa**.

Venho, por este meio, solicitar a vossa autorização para poder incluir o(a) seu(sua) educando(a) neste projeto que vai decorrer durante o primeiro e segundo período do ano letivo 2010/21.

Depois de autorizada a participação do(a) seu/ sua educando(a) para o/a incluir no meu estudo, a recolha de dados será efetuada mediante questionários, observações diretas em sala de aula e preenchimento de formulários online. A qualquer momento o seu educando pode escolher não participar.

As informações obtidas serão referidas na minha tese e eventualmente em artigos académicos e conferências. A instituição onde o seu educando estuda, assim como o próprio(a) aluno(a) permanecerão anónimos em qualquer circunstância. Agradeço que dê autorização para que o(a) seu(sua) educando(a) possa participar no meu estudo.

Peço que entreguem esta autorização assinada até ao dia 06 de outubro.

Ronfe, 28 de setembro de 2020

Professora da turma   Professora Orientadora da tese

Dra. La Salete Torres   Professora Dra. Carolyn Leslie

_____   _____

Eu, _____ Encarregado de educação de
_____, aluno(a) do 8º ano Turma D, declaro que fui informado(a) dos objetivos do projeto sobre avaliação formativa e autorizo o meu educando a participar no estudo.

Data: _____   Assinatura: _____

Eu, _____, aluno do 8º ano Turma D, declaro que concordo em participar no projeto acima referido.

Data: _____   Assinatura: _____

Appendix B - Direct Observation Grid (Behavioural engagement)

Objectives → / Students ↓	Pays attention in class	Works well with others	Does his/her work thoroughly and well	Participates actively in class/ discussions	Completes classroom activities on time	Asks questions to get more information	Finishes tasks even if they are difficult.	Approaches new tasks with sincere effort	Is persistent when confronted with problems
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									

Code: 1. Never   2. Rarely   3. Sometimes   4. Often   5. Always

Adapted from Cassar & Jang (2010, p. 203).

Appendix C - Exit ticket – "Teen worries and giving advice"

Objectives of today's lesson ↓	Yes, absolutely.	Not really. I need some help.	What can you do to improve?
Can you identify and talk about 3 teen worries?			
Can you give advice using should/shouldn't?			
Can you use the structure "If I were you, I would(n't)… correctly?			
Which of the objectives was most successfully achieved? Explain.			

Appendix D – Questionnaire 1 - Lesson feedback

	Strongly agree	Agree.	Uncertain	Disagree	Totally disagree
I enjoyed the lesson.	☐	☐	☐	☐	☐
I thought the lesson was interesting.	☐	☐	☐	☐	☐
I had a lot of fun during the lesson.	☐	☐	☐	☐	☐
I would like to do that lesson again.	☐	☐	☐	☐	☐
I have learned new things today.	☐	☐	☐	☐	☐

Appendix E- Questionnaire 2 - Oral presentation- peer assessment

8D - Peer assessment - Speaking Presentation-Video recording

Reflect on your peer's performance during the project .

*Obrigatório

Name: *

A sua resposta

Number: *

A sua resposta

Name of your colleague: *

Did your colleague talk about the suggested topic(s)? *

○ Yes.

○ No.

Did your colleague talk for 2 minutes? *

○ Yes.

○ No, my colleague talked for more than 2 minutes.

○ No, my colleague talked for less than 2 minutes.

Is your colleague's voice clear and audible? *

○ Yes.

○ No.

Is your colleague's speech fluent? With no or few pauses or hesitations? *

○ Yes. There are only a few natural pauses or hesitations in my colleague's speech.

○ No. There are many pauses and hesitations in my colleague's speech.

Are there any grammatical mistakes? *

○ No. There are no or only 1 or 2 grammatical mistakes.

○ Yes. There are some grammatical mistakes.

○ Yes. There are many grammatical mistakes.

Did your colleague use varied vocabulary (synonyms, adjectives, adverbs)? *

○ Yes. My colleague used a lot of varied vocabulary.

○ Yes. My colleague used some varied vocabulary.

○ No. My colleague repeated the same words throughout my presentation.

Did your colleague use some linkers/connectors (so, because, and, but, or, therefore, since, as) to connect his/her ideas? *

○ Yes. He/She used 4 or more linkers.

○ Yes. He/She just used 1 or 2 linkers.

○ No. He/she didn't use any linkers.

Did your colleague speak with confidence and avoided reading? *

○ Yes. He/She was totally prepared.

○ Yes. But he/she used some notes to guide him/her.

○ No, he/she read most of his/her presentation.

Did he/she use body language, eye contact and gestures to help communicate his/her message? *

○ Yes, he/she used a lot of body language and gestures.

○ Yes, he/she used some body language and /or gestures.

○ No, he/she didn't use any body language or gestures.

Opinion about your colleague's presentation? *

○ He/she did well. I'm pleased with his/her work.

○ His/Her work needs some improvements.

What can he/she do to improve next time? *

A sua resposta

Appendix F – Questionnaire 3 - Peer feedback

1.The peer feedback I received was helpful. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Totally agree

2. I used the peer feedback to improve my work. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Totally agree

3. I like getting my peers' feedback on my work(s). *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Totally agree

Why (not)? *

Texto de resposta longa

4. I think I can learn from my peers' feedback. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Totally agree

5. I think my work has improved since I started getting and using my peers' feedback. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Totally agree

Comments:

How do you feel about your progress?

0	0	0
Ok. I understand!	I need a little help!	Stop! I need help!
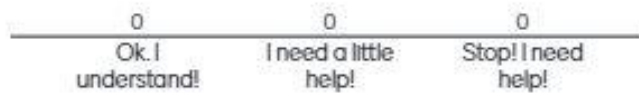
Appendix H – Questionnaire 5 - Peer feedback

Go to www.menti.com and use the code 2854 3519

Was the peer feedback received useful?

Mentimeter

Not at all.
Not very much.
6%
11%
83%
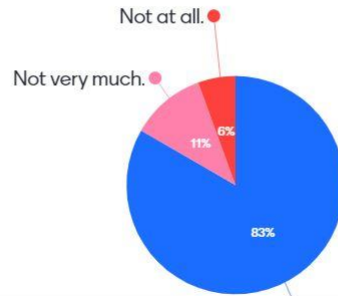
Presenter notes

Appendix I– Questionnaire 6 - Self-assessment (group work)

How much English did I speak during the project? *

○ Not as much as I could've done

○ A lot

○ I only spoke in English

How much did I personally contribute to the project? *

○ Not as much as I could've done

○ Not as much as I wanted to

○ A lot

○ As much as everyone else

What can I do to improve next time? *

Appendix J – Questionnaire 7 – Impact of *Kahoot* quizzes

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Kahoot game is fun.	☐	☐	☐	☐	☐
I like playing Kahoot.	☐	☐	☐	☐	☐
I have improved my learning process.	☐	☐	☐	☐	☐
Kahoot motivates me to learn English.	☐	☐	☐	☐	☐
I learn better with Kahoot.	☐	☐	☐	☐	☐
I have been able to self-assess my learning process.	☐	☐	☐	☐	☐
I have more possibilities to work at my own pace.	☐	☐	☐	☐	☐
I play Kahoot in my free time to study English.	☐	☐	☐	☐	☐

Appendix K – Informal interview (conducted in Portuguese). Translated questions:

1. Do you regard feedback from your teacher the same way as feedback from your peer(s)? What is it different (or similar)?

2. What do you find the most challenging about self-assessing your performance/work? Why?

3. What do you find the most challenging about assessing your peers' performance/work? Why?

4. Has your work improved because of self- assessment? In what ways (or why not)?

5. Has your work improved because of peer assessment? In what ways (or why not)?

Appendix L - Lesson Plan 1 (90 min.) *Teen Problems* – Face-to-face lesson

Stage and Time	Aim	Procedure	Interaction
Lead-in Picture description (15 min.)	- Elicit essential vocabulary; - Predict the text content; - observe students' engagement in the tasks;	Students look at pictures in the book and describe them (appendix M). This way, vocabulary related to teens and teen problems is elicited. Vocabulary is recorded on the board and Ss copy it into their notebooks. Students are asked to predict the content of the texts they are going to read. Ss ask questions they would like to get answers to in the text. Teacher observes and records students' behavioural engagement on an observation grid (appendix B).	T-Ss Ss T
Reading comprehension (40 min.)	- check understanding by answering questions on the texts. - observe students' engagement in the tasks;	In pairs, students read the texts and do the comprehension exercises on them (appendix N). After reading the text, Ss compare their questions to the content of the text and analyse/discuss the differences and similarities. Ss peer check their answers on the texts and the exercise is then corrected as a whole class activity. Teacher observes and records students' behavioural engagement on an observation grid (appendix B).	S-S T- Ss T
Practice / speaking (15 min.)	-give advice using should/shouldn't and If I were you, I would(n't);	As the texts are about teens' problems, T asks Ss what advice they could give those teens. The grammar structures are introduced and some examples are written on the board. Ss give advice to these teens on their problems.	Ss
Self-assessment Exit ticket (10 min.)	-promote students' critical thinking; - foster self-assessment; - involve students in assessment;	Before class ends, students are given an exit ticket (appendix C) and they answer it by saying if they have achieved the learning goals of the lesson and where they are having difficulties.	S

Appendix M – Teen worries – picture description/vocabulary introduction/revision

UNIT
3
TEEN TIME

3.1. TEEN WORRIES

LET'S START

Are you stressed out?

DON'T WORRY!

When you're under a lot of pressure, how well do you deal with it?

Take this quiz to find out whether you stay calm or panic!

1. Your best friend can't help you with a class project. You:
- a) Do your best work, on your own.
- b) Call anyone who owes you a favour.
- c) Start crying.

2. When you get into bed, you fall asleep:
- a) Immediately.
- b) After a few minutes.
- c) After an hour or two.

3. How do you feel before you take a really tough test?
- a) Confident.
- b) Slightly anxious.
- c) So nervous you can't focus.

4. How do you manage balancing all your homework, after-school activities, and personal responsibilities?
- a) Keep a prioritized list.
- b) Try to do everything as soon as possible.
- c) Eliminate all personal stuff.

5. When something does not go your way, you:
- a) Deal with it and move on.
- b) Relieve your frustation at the gym.
- c) Get angry and take it out on others.

6. Your signature bad habit is:
- a) Listening to your iPod.
- b) Being late to class.
- c) Constantly biting your nails.

7. Your day planner consists of:
- a) What day planner?
- b) Colour-coded appointments and lists.
- c) Tons of random notes and to-do lists.

8. How often do you make time to exercise or do some other relaxing activity?
- a) Often.
- b) Sometimes.
- c) Rarely.

quiz

78 seventy-eight

seventy-nine 79

Source: Iteen8, Areal Editores, pages 78-79

Appendix N – Text "Teen worries"

READ / LISTEN

❶ Discuss in class

Blogs are websites where you can write about recent events or topics that interest you.

a) Why do so many teens create blogs?
b) Do you enjoy blogging?

❷ Lots of blogs provide a forum to allow visitors to leave comments and interact with the publisher. Read/listen to these posts.

Teen Blog

WHAT ARE YOU WORRIED ABOUT?

I've been worried about my weight since I was about 12. There's a lot of pressure at school to look cool and pretty, like the models in magazines. I'm tall, but I'm not skinny. Someone took a really horrible photo of me on their phone and sent it to everyone in the class. I was really upset by that.
Hilary, 14

I hate exams. I get so stressed out... I bite my nails and I get really moody. And we have exams all the time! There's always a lot of pressure put on young people these days to do well in exams. My parents always check my homework to see if it's perfect, and they fly into school to complain if I don't get only A's. They push me so much that I can't have a normal life. They say I have to work hard to be the best.
Adam, 13

I'm 15 years old and, unfortunately, I have two helicopter parents. They always try to control my social life and they get angry if I do badly at sports. At least four times a day, they call me or send text messages to ask where I am, see who I am with and what I am doing. This is quite embarrassing, especially when I'm with my friends...
Alison, 15

My dad has lost his job and my mum works really long hours for not much money. I've got a newspaper round before school, but I can't find a weekend job, especially at my age. I really want to earn money for my family. I find it really difficult to ask for money from my parents as we don't have a lot of money at the moment. But things will sort themselves out.
William, 16

VOCABULARY HELP

fly – rush, go immediately
helicopter parents – parents who pay close attention to their children's experiences and problems.
lost his job – became unemployed
a newspaper round – a job delivering newspapers to people's homes
things will sort themselves out – the problems will be solved

❸ Are these sentences true or false? Correct the false ones.

a) Hilary worries about her body image. ☐
b) She thinks she's too thin. ☐
c) She was bullied at school. ☐
d) Adam keeps calm when he has exams. ☐
e) Young people feel under pressure. ☐
f) Alison's parents want her to be good at sports. ☐
g) They give her plenty of freedom. ☐
h) William's parents both have jobs. ☐
i) He is confident about the future. ☐

REPORTING ON DATA

❶ Look at the figures and complete the sentences in a meaningful way.

35% school (tests, homework, marks)
25% appearance
8% parent's expectations
10% social life (friends, relationships)
10% lack of time
12% money

a) The main cause of stress among teens is _____ .
b) 12% of teens are worried about _____ , while only _____ are stressed out because of their parents' expectations.
c) A quarter of young people are worried about _____ .
d) Teens are as worried about _____ as with their _____ .

❷ Carry out a survey in order to find out what worries teens in your class. Consider the topics above. Ask your Maths teacher for help.

❸ Report your results to the class. Use the expressions in the box to help you. Are there any similarities/differences between the data shown above and your findings?

USEFUL EXPRESSIONS

The figures show/indicate that...
The following conclusions can be drawn from the data...
More than half of the total...
The vast majority of...
20% of our classmates... while only 10%...
Only a third/a quarter...

Source: Iteen8, Areal Editores, pages 80-81

Appendix O - Lesson 2 – Remedial work (45 min.) Giving advice - Face-to-face lesson

Stage and Time	Aim	Procedure	Interaction
Lead-in (15 min.)	- revise the use of *should(n't)* and *If I were you, I would(n't)*…; - clarify students' doubts concerning the learned structure. -self-regulate the learning process.	As many students said to be having problems with giving advice on the exit ticket, teacher revises together with students the structure *should(n't)* to give advice. Students do *Kahoot* quizzes to practise should(n't). Students self-regulate their learning by detecting their weaknesses or strengths.	T-Ss S
Practice / speaking (20 min.)	-give advice to teens on their problems; -use the structures *should/shouldn't* and *If I were you, I would(n't)*…	T. projects teen problems (appendix P) and in pairs, students think about advice they could give. Students report back to class and students discuss the different advice given.	S-S S-Ss
Lesson feedback (10 min.)	- -promote students' critical thinking; - foster self -assessment;	Students answer a questionnaire on the lesson (appendix D) by giving feedback on it.	S
Homework	-consolidate the modal verb should(n't).	For homework, Ss are asked to do a *Kahoot* quiz on should(n't).	S

Appendix P- Teen problems – Asking for advice

Problem1 –

"I have had a fight with my best friend because she shared a secret I had told her with another friend from our class. I don't know why she did it but I feel I can't trust her anymore. What should I do?"

Problem 2-

"I lied to my parents. I got a bad grade in my Maths test because I had forgotten we had a test and I didn't study for it. I told them I did great in the test. Now I worry they will find out and they will be upset. What should I do?"

Problem 3 –

"My friend lent me her favourite sweater. Now there is a hole in it. It is ruined. My friend will be very upset. What should I do?"

Appendix Q - Lesson 3 – Asking questions (45 min) – Online lesson

Stage and Time	Aim	Procedure	Interaction
Lead-in Ask me a question (10 min.)	- revise asking questions (using interrogative pronouns and direct questions); - observe and record students' engagement in task; -establish an affective connection with Ss - observe and record students' engagement in task;	Using mentimeter.com, students write questions they would like the teacher to answer (appendix R). Teacher observes and records students' behavioural engagement on an observation grid (appendix B).	T-Ss T
Asking questions about pictures (20 min.)	- use question words correctly; - ask complex questions; - observe and record students' engagement in task;	Teacher projects a picture and elicits questions that can be asked about it. Ss work in pairs and are given pictures (appendix S). Ss are asked to ask questions about the pictures. Teacher observes and records students' behavioural engagement on an observation grid (appendix B).	S-S T
Peer correction (15 min.)	- foster peer correction;	When Ss reported back to class, the different questions are compared and students correct any mistakes they have made (peer correction). Students answer the questions about their classmates' pictures.	Ss
Homework	- consolidate question-words	For homework, Ss are asked to do a *Kahoot* quiz on question-words.	S

121

Appendix R

Ask me a question!

Mentimeter

What's your favourite colour?	Have you got any pets?	What do you do for fun?
Do you practise any sport? Why (not)?	What's your favourite song?	Do you like being a teacher?
Who is your favourite singer/band?	What was the last book you read? What was it about?	When was the last time you cried watching a film?
When was the last time you cried reading a book?		

Appendix S – Pictures – Ask questions

Source: https://www.freeimages.com/

Appendix T - Lesson Plan 4 – (45 min) Preparing the speaking activity - Online lesson

Stage and Time	Aim	Procedure	Interaction
Warm-up (20 min.)	- provide guidance for the speaking activity; - set success criteria for the activity; - provide examples of a good oral presentation	Teacher shows 2 videos with tips for oral presentations. https://www.youtube.com/watch?v=8IbheB2-ixM&ab_channel=GreenIvySchools https://www.youtube.com/watch?v=PX_DAFXQxpc&ab_channel=GreenIvySchools Ss take notes of the tips while they watch. T elicits the tips from the Ss and writes them on the board. T asks Ss if they can add any other tip to the list. Ss copy the tips into their notebooks. Then Ss watch another video: https://www.youtube.com/watch?v=r2nv766A3ng&ab_channel=EssayandSpeech. They are asked to pay attention to the type of vocabulary used, body language, pronunciation, interaction with the public and fluency. After watching the video, the teacher and students establish the success criteria for the task, and then the teacher writes a questionnaire with the agreed questions on google forms and makes it available to every student (appendix E).	T-Ss T-Ss
Practice: Describing a picture (20 min.)	- provide useful language to describe a picture; - practise how to describe a picture	Ss get a worksheet (appendix U) with useful language to be used when describing a picture. Ss do the exercises on the worksheet in pairs. The exercises are corrected orally.	S-S T -Ss
Follow-up (5 min.)	- give instructions for the oral presentation - clarify any doubts about the project	Teacher asks Students to choose a picture for their oral presentation. They have to describe it and make a video recording of their presentation. Before sending it to a peer, they self-assess their work using the success criteria written for this activity.	T-Ss

Appendix U – Describing a picture - guidelines

You must answer the wh words, insofar as possible – Where? When? Who? What? Whose? Why? and also How – how many/how much?

1) Where? Choose the right word in brackets.
This is a (wood/street) in (the countryside/town). There are (lots of cars/no cars.)

2) When? Put the missing words back.
The scene is taking place during the _____. The weather is _____ but I think it's quite _____ because the people are wearing _____

bright, cold, day, warm clothes.

Tip: Use adjectives when describing things: e.g. It's a cold, bright day / They have got happy, smiling faces/There is a small wooden bench/ She is wearing a grey woolly hat. The quiet wood is bathed in dazzling sunlight. They are holding a hot, shiny thermos.

Why? This question is usually harder – it is a higher level skill. When you have described everything – ask yourself and answer questions like this:
1) Why are the two young people posing for the camera?
2) Why are they meeting up?
3) Are they the same nationality?
4) What do you think happened immediately before the photo was taken?
5) Who took the photo?
6) What will they do next?
7) What are they holding and why?
8) What do you think the relationship between them is? Justify your answer.

Who and **what**? **How many?** Put the missing words back. There are _____ people in the _____, a man and a woman. They look _____ and they are _____. They are posing for the _____. He is _____ a tartan scarf and jeans. He is wearing _____ and he has got a _____. They are both young. The woman has got long brown _____ and she is wearing a _____ shawl and a grey hat.

happy two moustache glasses camera wearing hair foreground laughing brown

Refer to **the five senses** – what can people **see, hear, smell, taste, touch/feel**. In this picture – maybe they feel cold, because they are wearing coats. They feel happy, because they are laughing, maybe sharing a joke. They can smell the strong coffee/fresh air/the scent of the woods. They are looking forward to a long walk through the trees. They are excited about their excursion.

Appendix V- Useful sentences for peer assessment:

What was done well	What can be improved	Next steps for improvement
Something you did well was …	You seem to have trouble with …	Next time you could work on...
I like the way you …	You could work harder on...	A next step for you could be...

Adapted from Ontario Ministry of Education (2010), Department of Education & Training Victoria. https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/strategies-for-student-self-assessment

Appendix W - Lesson Plan 5 – (45 min) Speaking activity *My picture* - Online lesson

Stage and Time	Aim	Procedure	Interaction
Speaking *My picture* (25 min.) Peer assessment	-support students throughout peer assessment. -peer assess the oral presentations -foster peer assessment.	Ss send their video to a peer they have chosen and each student has to watch his/her peer's video presentation and assess it using the Google form questionnaire (appendix E). They watch the video presentation 2 or 3 times to be able to fill in the questionnaire.	S-S
Feedback (10 min)	- give feedback on each other's work -promote critical thinking.	After assessing the video presentations, Ss give feedback to their peers about the presentations they have assessed. Students have the opportunity to make changes to their presentations and can make a new recording of their presentation to hand in to the teacher the following week.	S-Ss
Self- and peer assessment (10 min.)	- -foster self- and peer assessment;	Before the end of the lesson, Ss answer a questionnaire on their peer's assessment (appendix F) and its contribution to improving their work.	Ss
Follow-up interview	- deepen understanding of students' answers.	T chooses 5 students randomly to be interviewed online after class to get clarification of some of their answers in the questionnaire.	T-S

Appendix X - Lesson 6 – (90 min.) Fashion and clothes - Online lesson

Stage and Time	Aim	Procedure	Interaction
Lead-in Group work (15 min.)	- revise vocabulary related to fashion and clothes; - foster collaboration and negotiating skills;	In groups of 3, students do a vocabulary exercise on page 85 on fashion (appendix Y). They are asked to add other subtopics to the diagram available in the book. During the activity. T checks students' progress using a questionnaire (appendix G). The activity is corrected.	Ss T-Ss
Self- assessment (10 min.)	- promote peer assessment	After the activity, students answer a questionnaire on the usefulness of their peers' feedback. (appendix H)	Ss
Writing *My ideal clothes* (60 min.)	- provide guidance for the activity; - set success criteria for the activity; - develop writing skills; -support students throughout peer assessment.	Using the texts on page 84 as examples, Ss discuss which characteristics a text should have to be considered a good piece of work. The ideas are written down and when consensus is reached, a final version of the criteria is distributed to students. Ss write a text using a word document about their ideal clothes (appendix Z1). Ss self-check their work using the success criteria and make any necessary improvements. Ss share the text with two classmates on Google Drive and the other students take turns editing and making comments on the text. The final versions of the texts are uploaded onto a padlet to be read by all classmates.	S-S Ss S-Ss
Self-assessment (5 min.)	- foster self- assessment;	Ss answer a questionnaire on their performance in group work. (appendix I).	Ss
Homework	- consolidate fashion and clothes vocabulary	For homework, Ss are asked to do a *Kahoot* quiz on fashion vocabulary. Ss are asked to answer a questionnaire (appendix J) about the use of Kahoot quizzes and their impact on their engagement towards learning.	S

Appendix Y - Fashion

3.2. GOOD LOOKS

READ / LISTEN

1 Talk to a partner about these questions.
Then share your ideas with the rest of the class.

a) What are your favourite clothes?
b) Do you like shopping?
c) Are brands important to you? Why/why not?

NOTE
Some nouns only have a plural form.
These jeans / shorts / sunglasses are great.

2 Read/Listen to the texts.

What does fashion mean to you?

Fashion means diversity, inspiration and creativity. You can use fashion to express yourself because clothes define who we are. It should, therefore, always be based on what you find interesting – and no one else! Fashion, to me, is feeling comfortable in my own skin.

I like to wear casual clothes that look good on me. My favourite clothes are jeans and sweatshirts and I really like sunglasses and watches.

The way you look and dress is the first impression that people have of you. I don't like to look careless or messy.

I think designer clothes have better quality and are different, but they can also be associated with silly or expensive trends and excessive materialism.

Bryan, 14

There are various ways people look at fashion. For some, it may be seen as a synonym for style, glamour, innovation and beauty. I see fashion as a synonym for independence, uniqueness, happiness and freedom. It is a form of art, a way to tell the world who I am, how I feel, what I think. In other words, it's a form of self-expression.

Fashion includes other things apart from clothes, such as accessories and footwear and, therefore, it has to do with a person's global look. It has the power to transform an image.

I love bright colours and accessories like bracelets, necklaces, earrings, scarves, and little flowers or butterflies to put on my hair. I don't like shoes or boots, but I like trainers and sandals.

Although I have already been to several fashion shows and follow fashion, I am not addicted to brands. Designer clothes are really cool and stylish, but they are very expensive.

Carol, 13

84 eighty-four

3 Are the sentences true (T) or false (F)? Correct the false ones.

a) Bryan prefers being comfortable rather than fashionable. ☐
b) He likes formal clothes. ☐
c) In his opinion designer clothes have just negative aspects. ☐
d) Carol can't live without brands. ☐
e) She considers designer clothes cost too much. ☐

4 Match the words on the left with their synonyms on the right.

messy (text 1) **1**   **a** so
glamour (text 2) **2**   **b** cheerful, lively
therefore (text 2) **3**   **c** untidy (sometimes dirty)
bright (text 2) **4**   **d** charm

VOCABULARY

Fashion world

necklace, watch, hairdresser, scarf, belt, fashion designer, jacket, sandals, trainers, fashion consultant, shoes, sweater, boots, raincoat, cargo pants, model, handbag, sunglasses, trousers

1 The words in the box are related to fashion.
Use a dictionary and write them in the word web.

JOBS

FOOTWEAR

fashion

ACCESSORIES

CLOTHES

2 Add other subtopics and words to the diagram.

eighty-five 85

Source: Iteen8, Areal Editores, pages 84-85

129

Appendix Z – Writing criteria checklist – self-assessment

1. **When you finish wiritng your text, reread it and make sure it fits the required criteria.**

Content	Yes	No	Comments
Did you write about the suggested topic?			
Did you include everything required in the instructions?			
Communicative achievement	Yes	No	Comments
Are your ideas clear?			
Is your text interesting?			
Does the reader understand it easily?			
Organisation	Yes	No	
Is your text organised into paragraphs?			
Did you use connectors such as *and*, *but*, *so*, *because* ?			
Is your wordcount within the limits? (60-80 words)			
Did you check for correct spelling, capitalization, and punctuation and fixed what didn't look right?			
Language	Yes	No	
Did you use synonyms?			
Did you use a few different grammatical structures? (keen on, fond of, etc..)			
Overall opinion	Yes	No	
Did you do your best?			
Are you satisfied with your work?			

Appendix Z1- Writing "My ideal clothes"

SPEAK / WRITE

❶ Work in pairs.

Ask your partner about his/her favourite clothes.
Tell the class about his/her preferences.
Take turns.

My ideal clothes

❷ Write about your ideal clothes.

Step 1: Organise your ideas. Use lists of vocabulary, mind maps...

Step 2: Write a first draft.

Step 3: Check your text (spelling, punctuation, sentence structure...).

Introduction
Paragraph 1
Introduce the topic. Write
your own definition of fashion.

Development
Paragraph 2
Describe your favourite
clothes.

Conclusion
Paragraph 3
Give your opinion about
designer clothes and conclude
your text.

Fashion, to me, is...

I like to wear old/casual/scruffy/
sporty/formal/stylish/trendy/elegant/
smart/comfortable/... clothes.

My favourite clothes are...
I adore/like/love...
I don't like/hate/can't stand...

In my opinion.../I think.../
designer clothes are cool/fabulous/
smashing/stylish/different/
extravagant/awful/expensive/
a waste of money...

ninety-one **91**