



Research Papers in Language Teaching and Learning

Vol. 4, No. 1, February 2013, 177-197

ISSN: 1792-1244

Available online at <http://rpltl.eap.gr>

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Self-assessment: its impact on students' ability to monitor their learning process in the English classroom and develop compensatory strategies

Η επίδραση της αυτοαξιολόγησης στην ικανότητα των μαθητών να κατευθύνουν την ατομική τους μαθησιακή διαδικασία στο μάθημα της αγγλικής και να αναπτύσσουν αντισταθμιστικές στρατηγικές

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Alternative assessment, that is, portfolios, self-assessment and peer-assessment, has been burgeoning the last two decades resulting from the need to re-establish the relationship between learning and evaluation. These alternative forms represent complex indications of student achievement, engagement and learning styles and strategies requiring contextual information in order to be interpreted since they cannot always be measured numerically like traditional grades. Specifically, the implementation of self-assessment equips students with a new instrument in the learning context by enabling them to assume responsibility of their own learning. This paper will delve into young learners' self-assessment in EFL through reflective practice report during the implementation of a process writing component in teaching writing. More specifically, a study was carried out at the sixth grade of two Greek state primary schools addressing 12-year-old students and the results articulated in the present paper are part of a greater study involving two experimental (44 students) and two control (46 students) groups. The two experimental groups of the study followed seven specially formulated writing lessons under the "process writing" philosophy to teaching writing. Reflective reports were provided to these students after each lesson in the form of retrospective questionnaires so as to investigate their ability to think on their learning procedure and trace any differences of their attitudes towards writing due to the intervention. The analysis of the items indicates that there is change of the students' capacity to judge their improvement and their attitudes towards writing.

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Η εναλλακτική αξιολόγηση, δηλαδή, οι φάκελοι εργασιών, η αυτοαξιολόγηση και η ετεροαξιολόγηση, έχει παρουσιάσει μεγάλη ανάπτυξη τις δύο τελευταίες δεκαετίες ως

αποτέλεσμα της ανάγκης επανακαθορισμού της σχέσης μεταξύ της μάθησης και της αξιολόγησης. Αυτές οι εναλλακτικές μορφές αντιπροσωπεύουν πολύπλοκα δείγματα σχετικά με το τι μπορούν να καταφέρουν οι μαθητές/τριες, με τι ασχολούνται καθώς επίσης και με τα μαθησιακά προφίλ και τις στρατηγικές που απαιτούν εμπλατισμένες πληροφορίες για να ερμηνευθούν, αφού δεν είναι δυνατόν να μετρηθούν πάντα αριθμητικά όπως οι παραδοσιακοί βαθμοί. Συγκεκριμένα, η εφαρμογή της αυτοαξιολόγησης εφοδιάζει τους/τις μαθητές/τριες με ένα νέο εργαλείο στη διάρκεια της μαθησιακής διαδικασίας καθιστώντας τους/τις ικανούς/νές να αναλάβουν την ευθύνη της προσωπικής τους μάθησης. Αυτό το άρθρο θα ασχοληθεί με την αυτοαξιολόγηση των νεαρών μαθητών/τριών στο μάθημα των Αγγλικών, μέσα από τη χρήση αναστοχαστικών παρατηρήσεων, σε συνδυασμό με την εφαρμογή της προσέγγισης "έμφαση στη διαδικασία παραγωγής γραπτού λόγου" κατά τη διδασκαλία της παραγωγής γραπτού λόγου. Πιο συγκεκριμένα, έγινε μία μελέτη στην έκτη τάξη σε δύο Ελληνικά δημόσια δημοτικά σχολεία που απευθυνόταν σε δωδεκάχρονους μαθητές/τριες και τα αποτελέσματα που παρουσιάζονται σε αυτό το άρθρο είναι μέρος μιας ευρύτερης έρευνας που αφορά δύο πειραματικές ομάδες (44 μαθητές/τριες) και δύο ομάδες ελέγχου (46 μαθητές/τριες). Οι δύο πειραματικές ομάδες της μελέτης παρακολούθησαν επτά μαθήματα παραγωγής γραπτού λόγου, τα οποία ήταν ειδικά διαμορφωμένα σύμφωνα με τη φιλοσοφία της προσέγγισης "έμφαση στη διαδικασία παραγωγής γραπτού λόγου". Σ' αυτούς/ές τους/τις μαθητές/τριες δόθηκαν στο τέλος κάθε μαθήματος παρατηρήσεις αυτοαξιολόγησης με τη μορφή αναστοχαστικών ερωτηματολογίων με σκοπό να ερευνήσουν την ικανότητα τους να σκέφτονται σχετικά με τη μαθησιακή τους διαδικασία και να ανιχνεύουν τυχόν διαφορές των αντιλήψεων τους για την παραγωγή γραπτού λόγου που οφείλονται στην παρέμβαση. Η ανάλυση των δεδομένων δείχνει ότι υπάρχει αλλαγή στην ικανότητα των μαθητών/τριών να κρίνουν την πρόοδο τους και τις απόψεις τους σχετικά με την παραγωγή γραπτού λόγου.

Key words: self-assessment; reflective reports; "process writing" approach to teaching writing; young learners; Greek state primary school; reflecting on the learning process

1. Introduction

Assessment in education has changed perspective. Broadfoot (1993: 3) avers that internationally "we are witnessing the emergence of a new assessment paradigm in which *it is learning itself*, rather than simply the *measurement* of that learning, which is its central purpose". Seen in this light, rather than being a decontextualised means of gauging the students' performance, assessment is viewed as a means to integrate evaluation with instruction. Moreover, this shift in the design of assessment has triggered the adoption of learner-centred methods of evaluation.

Following Baum & Baum's (1986) definition of self-assessment, Somervell (1993) supports the view that it provides the learners with the opportunity to make judgements about their own work. In this way, they reflect on their own thinking and learning process and become decision-makers in their own progress in knowledge. Consequently, self-evaluation implies that students get involved actively in their own learning rather than become passive recipients of knowledge. In this vein, the learners' self-awareness and progress is developed. Student self-evaluation entails the students' engagement in active reflection of their own performance with a view of improving it.

Another issue that has shifted its focus is the approach to teaching writing through different paradigms emphasising:

- imitation of model texts – *controlled or guided writing* (Pincas, 1962)
- the product of writing – *product-oriented pedagogy* which is text-based (Tribble, 1996: 37)
- the process of writing – *process writing* approach (Emig, 1971)
- the product of writing with reference to the surrounding social context- *genre approach* (Cope & Kalantzis, 1993).

Opposing the linearity and the overconcentration on form and pre-prescribed patterns of the first two abovementioned approaches to teaching writing, process writing is concerned with the students' cognitive struggle, the stages they go through and the interactions that take place during the process of writing. Writing is a circular, problem-solving procedure to trace and convey meaning. In no way does this concern with process reveal that the form is neglected, nevertheless. On the contrary, Hedge (1994: 2) supports that "process writing" centres equally on both form and procedure, including, simultaneously, the students' proficiency and preferences for writing. Taking the philosophy of process writing a step further, other theorists like (Hedge, 1988; Byrne, 1988; and White & Arndt, 1991) retained its creative thinking angle but also incorporated other significant issues. These included the purpose, the target reader, context and cooperation among the students and between the students and the teacher embedding, thus, the interactive and social aspects in writing. Last, White & Arndt (1991) stressed the importance of the experimentation with the characteristics of various discourse types.

In the present study, the "process approach" was singled out with a view to enabling the learners to develop familiarisation with the process of producing various writing texts and become able to monitor their own progress and way of learning.

1.1. Presentation of the reflective reports

Giving advice to teachers in the primary classroom, Sougari (2006: 98) encourages practitioners to develop reflective practice during their teaching practice course which will offer them the opportunity to internalise reflective strategies in their future teaching. "Reflection can be defined as the process of looking at their experiences by examining actions, reactions and thoughts to reach a better understanding of the teaching situation" (ibid: 98). Transferring the term reflective practice report of perspective teachers to the reflective procedure of the students, the present author used reflective reports in the form of reflective answers to specific questionnaires designed by the researcher with the aim of empowering the learners to gauge their progress and realise the benefits of process writing.

1.2. Description of the process-oriented paradigm

Having selected the process writing as the most suitable approach for teaching writing, an effort will be made in this part of the paper to introduce its underlying assumptions and stages and a model will be proposed.

Emig (1971) was the first scholar to identify five stages of process writing:

- a) prewriting (being motivated to write, generating ideas, outlining and rehearsing, making notes),
- b) drafting (writing in progress individually or collaboratively),

- c) revision (replanning, adjusting according to readers, and redrafting after receiving peer or teacher comments),
- d) editing (getting ready for publishing the written text), and
- e) publication (sharing the product with the public).

Throughout the entire process, the writers take into consideration the target audience, the purpose of writing, the requirements of the specific topic, the generic organisation of the text and the social milieu within which writing is established (White & Arndt, 1991). In this light, the present author designed a framework for process writing which indicates the recursiveness of writing and displays the interactions between the subcomponents of writing along with the relationships of its participating members (Figure 1- page 5). The writer takes into account the task requirements including the reader, the target of writing, the discourse type of the text, the topic demands and the social environment of the writing. The teacher is related to all these features by aiding the learner to internalise and use the task requirements. Furthermore, these task specifications, determine the outcome, that is, the produced text.

The requirements of the task trigger the writing process which is in the form of a cycle, permitting thus the writer to move backwards and forwards following the stages of writing. This cyclical process is connected with the text, as the process activates the formation of the text and the text informs the process. The teacher and the writer cooperate in a common endeavour, namely the writing procedure and the creation of the text.

2. Research background

2.1. Research review on self-assessment

In a comprehensive review of the research on self-assessment mostly in higher education, Dochy, Segers & Sluismans (1999) argue that the relevant literature pertains to six main topics:

1. *The impact of varying abilities.* Having analysed various studies, Boud & Falchikov (1989) detected a connection between evaluation and difference in students' abilities. The data indicated that better performing students underrated themselves while their low-performing counterparts overestimated their qualifications.
2. *The time factor.* According to Griffiee (1996), the students' confidence of their proficiency ranked low in the beginning of the academic year but gradually increased as the semester progressed.
3. *Accuracy.* In an effort to compare student and teacher evaluation, Longhurst & Norton (1997) explored the accuracy of psychology tertiary students in assessing their essays. The results revealed a high correlation between learners' and instructors' grades confirming the students' capacity to judge their own texts.
4. *Effective intervention.* McNamara & Deane (1995) tried to shed light on the kind of self-evaluation activities which can foster successful language learning. These tasks, which entailed written correspondence with the teacher, daily personal log and a portfolio contributed to the students' capacity to report their strong and weak points, and detect appropriate learning strategies.

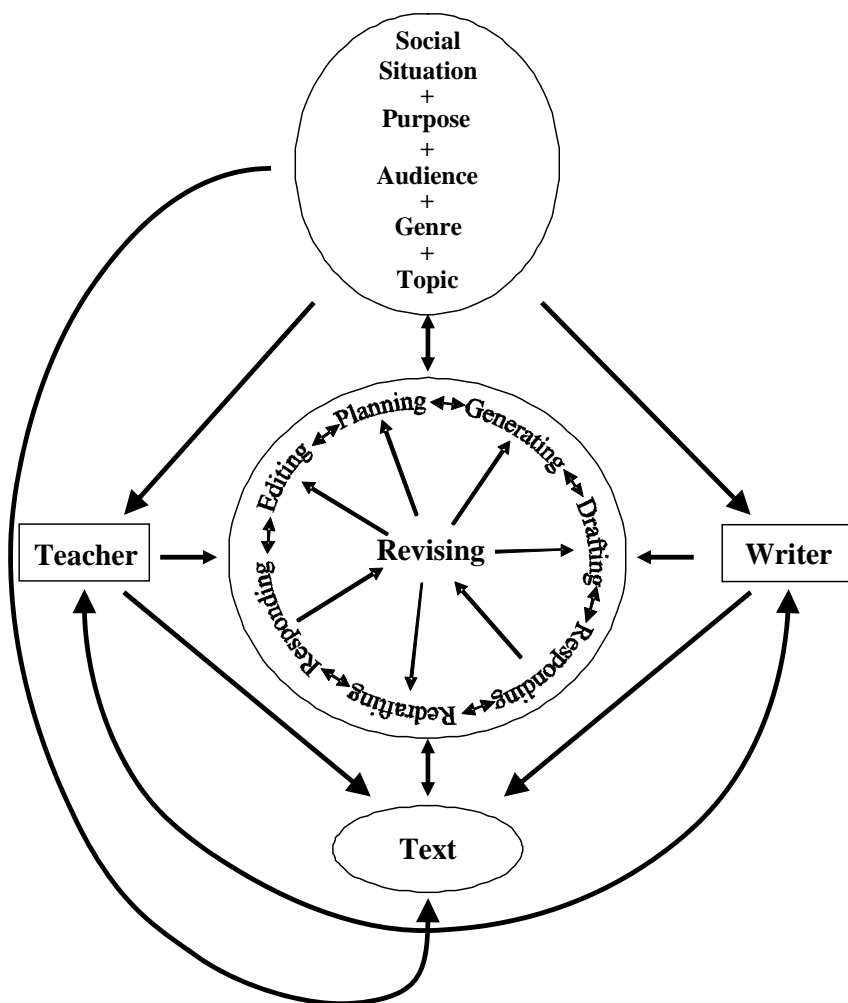


Figure 1: The proposed model of process writing (Anastasiadou, 2010)

5. *Self-assessment instruments.* Various scholars tried to investigate the efficacy of different evaluation methods. Having employed a list of the learners' strengths and the Likert scale for degrees of ability (i.e. excellent, above average, average, below average, poor), Harrington (1995) identified less time-consuming forms of assessing students. In an effort to present an appropriate assessment framework, Adams & King (1995) proposed the use of activities that promote the students' skills in self-assessment: (1) receiving training in assessment, namely, detecting good and bad qualities in samples, (2) designing proper evaluation criteria and (3) determining the criteria and employing them in action.
6. *Content.* As far as the content is concerned, self-assessment is exploited formatively in that it develops abilities. Locker & Jensen (1988) report the case of Alverno College in Milwaukee where problem-solving is one of the prerequisites for the students to be able to graduate. In the core of their educational policy stands self-assessment, which fosters creative reasoning and discovery of knowledge.

2.2. Research of students' revision techniques during the application of process-writing

Even though a significant body of research investigated the value of:

- the introduction of the process approach in product-oriented educational environments,
- the importance of peer feedback and training of learners to comment on their peers' texts,
- the effectiveness of teacher response,
- learners' preferences of teacher versus peer treatment of their texts and
- students' expectations of feedback,

very few studies centred on a noticeable aspect of the process paradigm, which is the learners' revision strategies. The most outstanding of them was carried out by Sengupta (2000) who explored the findings of teaching revision techniques in three classes in a Hong Kong secondary school. The participants were 15-16 year old students learning English in an educational system not favouring process writing. Consequently, the subjects were not familiar with revising and required special instruction.

All three groups were asked to present a pre-write sample and respond to a questionnaire. After that, they were required to produce multiple drafts of six compositions. The two experimental classes (40 and 38 students respectively) were provided with specific guidance in revision after the first draft, while the control group (40 learners) was not given any aid whatsoever. The purpose of revision tuition was to render the consecutive draft more readable to the audience as far as appropriacy, adequacy and organisation of information are concerned. In doing so, the ownership of the commentary re-established its origin departing from the teacher to move to a peer and finally to the writers themselves. The findings indicated that, after three terms at the end of the academic year, the two groups who had been offered tuition in revision displayed more progress than the group stuck with the traditional method. Questionnaires and interviews conducted after the experiment revealed that students acknowledged the expertise they had received on both a theoretical and practical basis, as they managed to realise how teachers think and developed self-confidence in succeeding in the Hong Kong examination system.

Zamel's (1983) study of six advanced L2 students shed light on the revision differences between skilled and less skilled writers, proving that expert writers tend to parameters such as readership, topic, organisation and revisions on a global level. More specifically, the skilled writers devoted more time planning, drafting and revising. Additionally, they concentrated on meaning and considered writing as a process of discovering and experimenting with ideas. In contrast, the low performers focused on grammatical errors labelling writing as a linear continuity of words, sentences and paragraphs, amending, as a result, only the local level.

Porte's (1997) research, lasting nine months, is also indicative of the variations of approaching revision between the able and less able L2 writers. Seventy-one second year students (28 male, 43 female) in a university of Granada, Spain were chosen as participants of the study. Two methods of measuring the writers' proficiency were employed, namely semi-structured interviews and audio tapes of the students during revision. The organisation of the interviews was designed with the aim of mobilising students' thinking about their writing and revision techniques. The main finding which emerged in the interviews was the fact that, having received no explicit instruction in revising, the participants limited revision to a proofreading role, emphasising words, mechanics and search for synonyms. Revision was perceived as a means of achieving a higher grade rather than a way to self-development. Finally, this study highlighted the impact of the teachers' perceptions of

feedback and assessment on the students' outlook of revision by proving that the learners' revision strategies mirror teaching practice.

3. Aim and scope of the present study

This study focuses on one particular dimension of self-evaluation, that is, the learners' reflective reports on their progress and learning strategies on the one hand, and their attitudes towards process writing on the other hand. This experiment was conducted during the application of the process writing approach in the sixth grade of two Greek state primary schools in the English language classroom. The reflective reports used in the current study are in the form of students' written responses to specific statements designed by the researcher at the end of each writing lesson, depicting their opinion about their own progress and the development of their writing skills. These questionnaires were administered to the experimental group students of the current study in order to involve them meaningfully in the procedure of their own learning. The reflective reports were formulated in this layout so as to accrue quantitative results.

The original assumption of the present research was that it is the lack of active student participation in the process of learning and their way of thinking which prevents learners from developing useful insights into the ways they think, learn and write in L2. Therefore, the present study sought to discover if, during the intervention, "metacognition" (Bruner, 1988: 265) is instilled on learners, in the form of the evolvement of their capacity to reflect on their own learning and thinking.

To this end, the following research questions were addressed:

1. Can self-assessment aid learners to gain insight into their own learning progress and skill development?
2. Do the students who receive "process writing" tuition to teaching writing acknowledge its merits?

4. Methodology and design

A longitudinal research was carried out lasting one school year along with a research for a doctoral thesis. This study was conducted in the sixth grade of two state primary schools in a middle-sized town in northern Greece representing the vast majority of the state elementary schools in Greece concerning the student traits, that is most of the students are of Greek origin whereas a percentage of them belong to families who have emigrated from the countries of the former Soviet Union, Albania and Romania.

4.1. Instrumentation

A reflective report to a questionnaire (Appendix I) was implemented at the end of each writing lesson, the differentiation being that the first questionnaire included only eight items, since it entailed only familiarisation with various text types, as well as the aim and target readership of writing, whereas the other six lessons involved producing written assignments following the tenets and stages of process writing including, thus, more items. The questionnaire was administered in Greek (appendix II), which is considered as appropriate for young learners in order to enable them to think creatively about their progress without any linguistic obstacles.

The reflective report on lesson one consisted of items 4, 5, 6, 7, 8, 11 and 20, while all the other reflective reports of lessons two to seven included all the above mentioned statements.

4.2. Participants

Two mixed proficiency EFL classes took part in the research, that is the experimental group students of a greater study. These classes were randomly defined to serve as experimental groups. Moreover, in Greek state schools, the students are allocated in classes in alphabetical order minimising, therefore, the possibility of selection bias.

The two teachers of the classes in both schools were present during the study but it was the present writer who did the teaching and conducted the current research.

4.3. Analysis of the data

The quantitative analysis of the data was conducted by measuring and comparing the students' answers to the various items of the questionnaire on a percentage scale with a view to gauging their ability to think on their own progress and trace any rise of their self-confidence about their own learning and capacity to criticise and reason their development.

5. Findings and interpretation

This section introduces and interprets the results of the study in an effort to examine whether the research questions were substantiated, to seek for plausible explanations and discuss the pedagogical implications of the obtained findings. The most striking findings will be presented here.

Table 1 illustrates that a small percentage of the students admit that they can identify different discourse types in the beginning of the study. This percentage soars to 79,5% in the second lesson and then stabilises at a proportion of almost half of the students. The fact that in the second writing lesson they were asked to produce a letter, which was the only genre they were familiar with in the previous year, accounts for their confidence, as they dealt with a known generic type feeling, thus, certain, about their skills. The findings reveal that they are in need for more experimentation with diverse text types, such as stories, recipes, travel brochures and descriptions.

Table 2 exhibits a similar pattern to the previous table, with the students presenting low confidence about their ability to explore the features of a written text in the first lesson, rising their beliefs in the second lesson where the familiarity with the genre offers them certainty. There is a fluctuation in the following lessons due to the fact that they encounter a different text type in each one. Their confidence rises at the end and it can be deduced that they feel more certain about their progress.

Table 3 indicates the repeated pattern of low certainty in the first lesson, a high increase in the second, a stability in the following four lessons at about 60% and a final rise at 80,5%, which shows that the students benefited from the intervention. Table 4 and 5 are indicative of the fact that at the outset of the study the students did not value the importance of working both individually and collaboratively, whereas at the exit point of the experiment they

value the significance of cooperation and seem to have realised how to work more effectively (Table 4 - 97,6% and Table 5 - 100%).

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
1 st	N	15	28	1	44
	%	34,1	63,6	2,3	100,0
2 nd	N	35	9	-	44
	%	79,5	20,5	-	100,0
3 rd	N	18	25	1	44
	%	40,9	56,8	2,3	100,0
4 th	N	25	16	2	43
	%	58,1	37,2	4,7	100,0
5 th	N	19	21	-	40
	%	47,5	52,5	-	100,0
6 th	N	23	20	1	44
	%	52,3	45,5	2,3	100,0
7 th	N	23	18	-	41
	%	56,1	43,9	-	100,0

Table 1. *I can identify different text types*

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
1 st	N	8	35	1	44
	%	18,2	79,5	2,3	100,0
2 nd	N	33	11	-	44
	%	75,0	25,0	-	100,0
3 rd	N	15	28	1	44
	%	34,1	63,6	2,3	100,0
4 th	N	22	19	2	43
	%	51,2	44,2	4,7	100,0
5 th	N	21	19	-	40
	%	52,5	47,5	-	100,0
6 th	N	24	20	-	44
	%	54,5	45,5	-	100,0
7 th	N	27	14	-	41
	%	65,9	34,1	-	100,0

Table 2. *I can find the characteristics of a written text*

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
1 st	N	15	27	2	44
	%	34,1	61,4	4,5	100,0
2 nd	N	34	10	-	44
	%	77,3	22,7	-	100,0
3 rd	N	29	15	-	44
	%	65,9	34,1	-	100,0
4 th	N	25	15	3	43
	%	58,1	34,9	7,0	100,0
5 th	N	25	15	-	40
	%	62,5	37,5	-	100,0
6 th	N	27	15	2	44
	%	61,4	34,1	4,5	100,0
7 th	N	33	8	-	41
	%	80,5	19,5	-	100,0

Table 3. *When I know the organisation of a text in English, I can produce a similar text*

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
1 st	N	21	23	-	44
	%	47,7	52,3	-	100,0
2 nd	N	37	7	-	44
	%	84,1	15,9	-	100,0
3 rd	N	36	8	-	44
	%	81,8	18,2	-	100,0
4 th	N	29	14	-	43
	%	67,4	32,6	-	100,0
5 th	N	28	12	-	40
	%	70,0	30,0	-	100,0
6 th	N	43	1	-	44
	%	97,7	2,3	-	100,0
7 th	N	40	1	-	41
	%	97,6	2,4	-	100,0

Table 4. *I know when I need help from my partner or my teacher*

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
1 st	N	22	22	-	44
	%	50,0	50,0	-	100,0
2 nd	N	34	10	-	44
	%	77,3	22,7	-	100,0
3 rd	N	33	11	-	44
	%	75,0	25,0	-	100,0
4 th	N	31	12	-	43
	%	72,1	27,9	-	100,0
5 th	N	31	9	-	40
	%	77,5	22,5	-	100,0
6 th	N	40	2	2	44
	%	90,9	4,5	4,5	100,0
7 th	N	41	-	-	41
	%	100,0	-	-	100,0

Table 5. I know when I need to work with my team or my partner and when I can work alone

Table 6 puts forward a noticeable finding, which is that they are confident about the use of linking words in order to organise their text in lesson two whereby they have to employ simple, well-established cohesive devices (and, but). During the following lessons they confess that they are less able (one out of two) to employ cohesive devices, since they are gradually asked to utilise more demanding cohesive devices such as sequential words (first, then, after that, finally, etc.). The obvious explanation of this finding is that they have realised that it is more difficult to implement complex devices, therefore their critical reasoning is developed.

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
2 nd	N	35	8	1	44
	%	79,5	18,2	2,3	100,0
3 rd	N	13	30	1	44
	%	29,5	68,2	2,3	100,0
4 th	N	19	23	1	43
	%	44,2	53,5	2,3	100,0
5 th	N	21	16	3	40
	%	52,5	40,0	7,5	100,0
6 th	N	24	19	1	44
	%	54,5	43,2	2,3	100,0
7 th	N	24	17	-	41
	%	58,5	41,5	-	100,0

Table 6. I can use linking words (and, because, but, etc.) to organise my text

Table 7 corroborates the influence of process writing on the experimental group because they adopt a positive viewpoint towards collaboration with their partners during the formation of their drafts. They start with a low percentage, as they are totally unaware of drafting and cooperation, to end up with 70,7% in favour of drafting and receiving treatment from their fellow students.

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
4 th	N	7	36	-	43
	%	16,3	83,7	-	100,0
5 th	N	21	19	-	40
	%	52,5	47,5	-	100,0
6 th	N	23	21	-	44
	%	52,3	47,7	-	100,0
7 th	N	29	12	-	41
	%	70,7	29,3	-	100,0

Table 7. *My partner's comments on my drafts help me to improve my final text*

Although the notion of drafting and obtaining response by the teacher during the writing procedure is a new notion to them, the learners admit its significance from the first writing they produce and finally reach unanimous acceptance (Table 8). Moreover, they prioritise the teacher's commentary on their drafts as compared to the feedback on their final product (table 9) proving that they have understood the contribution of focusing on the process of writing to the improvement of their writing skills. This is a clear sign that they are able to self-assess themselves and decide on ways that help them to become better writers.

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
2 nd	N	42	2	-	44
	%	95,5	4,5	-	100,0
3 rd	N	39	5	-	44
	%	88,6	11,4	-	100,0
4 th	N	36	7	-	43
	%	83,7	16,3	-	100,0
5 th	N	34	6	-	40
	%	85,0	15,0	-	100,0
6 th	N	39	5	-	44
	%	88,6	11,4	-	100,0
7 th	N	41	-	-	41
	%	100,0	-	-	100,0

Table 8. *My teacher's comments on my drafts help me to improve my final text*

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
2 nd	N	37	7	-	44
	%	84,1	15,9	-	100,0
3 rd	N	37	7	-	44
	%	84,1	15,9	-	100,0
4 th	N	28	15	-	43
	%	65,1	34,9	-	100,0
5 th	N	38	2	-	40
	%	95,0	5,0	-	100,0
6 th	N	43	1	-	44
	%	97,7	2,3	-	100,0
7 th	N	40	1	-	41
	%	97,6	2,4	-	100,0

Table 9. I believe that my teacher's comments on my drafts are more useful than the comments on my final text

Table 10 indicates the participants' recognition of their improvement through errors, as they were actively involved in rectifying their own drafts and final texts being led, in this way, to realise the importance of student participation in the correction of their own pieces of writing.

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
2 nd	N	32	12	-	44
	%	72,7	27,3	-	100,0
3 rd	N	40	4	-	44
	%	90,9	9,1	-	100,0
4 th	N	36	7	-	43
	%	83,7	16,3	-	100,0
5 th	N	31	9	-	40
	%	77,5	22,5	-	100,0
6 th	N	32	11	-	43
	%	74,4	25,6	-	100,0
7 th	N	39	2	-	41
	%	95,1	4,9	-	100,0

Table 10. Everybody makes mistakes, so I can learn from my own mistakes

Table 11 reveals again that in lesson two, they are confident about their capacity to write a better piece of writing next time due to the fact that they dealt with the familiar generic type of the letter. As the intervention continues, they encounter new genres, therefore,

their certainty is decreased and finally it increases highlighting that they reflect that, during the procedure of experimenting with their ideas and the text, they are assisted to become more competent writers.

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
2 nd	N	38	6	-	44
	%	86,4	13,6	-	100,0
3 rd	N	32	12	-	44
	%	72,7	27,3	-	100,0
4 th	N	27	15	1	43
	%	62,8	34,9	2,3	100,0
5 th	N	31	9	-	40
	%	77,5	22,5	-	100,0
6 th	N	30	13	-	43
	%	69,8	30,2	-	100,0
7 th	N	34	7	-	41
	%	82,9	17,1	-	100,0

Table 11. I know how to write a better piece of writing next time

Little assertiveness is displayed in the first lesson by the learners about their progress, but gradually it is increased and reaches a high percentage of 75,6% which shows that not only did they manage to monitor their improvement but they also realised the value of process writing on their personal thinking and writing evolvement (Table 12).

Lesson		A LOT	A LITTLE	NOT AT ALL	TOTAL
1 ^o	N	12	31	1	44
	%	27,3	70,5	2,3	100,0
2 ^o	N	30	14	-	44
	%	68,2	31,8	-	100,0
3 ^o	N	22	20	2	44
	%	50,0	45,5	4,5	100,0
4 ^o	N	24	17	2	43
	%	55,8	39,5	4,7	100,0
5 ^o	N	24	16	-	40
	%	60,0	40,0	-	100,0
6 ^o	N	26	16	1	43
	%	60,5	37,2	2,3	100,0
7 ^o	N	31	10	-	41
	%	75,6	24,4	-	100,0

Table 12. I am sure about my progress

6. Pedagogical Implications

An attempt will be made in this section to provide certain recommendations regarding self-assessment and the teaching of writing by selecting meaningful priorities.

6.1. *Fostering autonomy in learning*

Self-assessment in the form of reflective reports can be a part of a procedure which leads to a student-centred teaching situation, whereby there is a change of emphasis from the assessment of the final product to the self-evaluation of the process. This seems to lead to increased student confidence in their ability to perform and monitor their own participation in the learning procedure. Consequently, students can become independent learners who can measure their learning progress.

6.2. *Stressing the importance of writing*

This shift of focus from traditional assessment to self-assessment prioritises the importance of the process of learning and is in accordance with the underpinning assumptions of the process writing approach in which the process is of equal importance with the form. Moreover, devoting time to writing in the classroom is of utmost significance as students develop linguistically and cognitively by becoming independent writers and autonomous learners.

7. Limitations of the study

The major limitation of the present research is that it only monitors students' attitudes about their own learning progress and ways of learning how to write efficiently in an immediate questionnaire, that is after each writing lesson. Therefore, the learners' opinion is attributed to the intervention. No summative questionnaire or a delayed questionnaire, after a certain period of time, was possible to be administered due to time constraints. This delayed questionnaire might reveal the retention rate of the positive effects of self-assessment on students' ability to participate in their own learning process and reflect on their cognitive and linguistic attainment. In this way, a more reliable picture might surface if both short-term and long-term instrumentation tools were feasible.

8. Conclusion

In order to contribute to the need for more research on the efficacy of self-assessment in the classroom and the application of process writing, the present study examined the extent to which self-evaluation and the "process approach" facilitated the students of the experimental group of the sixth grade of Greek state primary schools to develop their reasoning capacity. In this way, they were aided to select appropriate ways to help themselves to maximise their critical reasoning about their learning and thinking. It was found that the students seem to have gained insight into their own learning progress and skill development and to have acknowledged the merits of process writing in rendering them active participants in the learning context. As a result, both research questions were verified.

The contributions of the present study are the following:

1. The students seem to have realised that through self-assessment they are aided to develop their cognitive, metacognitive, motivational and affective abilities.
2. "Learning how to learn" (Williams, 1991: 206) seems to assist learners to realise that learning is a problem-solving situation within which knowledge is discovered rather than passively acquired.
3. Self-assessment seems to empower students to assume responsibility of their own learning by participating meaningfully in the process of their own learning and being led gradually, thus, to structure their reasoning.

Finally, further research is proposed in other contexts, such as secondary schools in order to validate the efficacy of self-assessment in empowering students to use proper resource management strategies.

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Appendix I

REFLECTIVE REPORT

In this questionnaire you will find statements regarding the methods which help you to improve your writing in English. Try to think for a while and discover the strategies-methods which help you to produce better pieces of writing.

ALL YOUR ANSWERS WILL BE TREATED AS CONFIDENTIAL

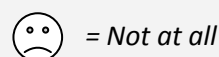
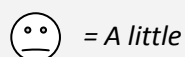
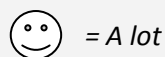
School: _____

Year of birth: _____




Gender Boy

Girl

Put a ✓ in the box with the face which shows how you feel about each statement.
Remember the following symbols:



What is your opinion? Put a (✓) in the correct box.	A lot	A little	Not at all
1. I like writing in my English class	A lot	A little	Not at all
2. I do not have to know everything I am going to write before I start writing	A lot	A little	Not at all
3. When I am writing I can come up with ideas	A lot	A little	Not at all
4. I can identify different text types	A lot	A little	Not at all
5. I can find the characteristics of a written text	A lot	A little	Not at all
6. When I know the organisation of a text in English, I can produce a similar text	A lot	A little	Not at all
7. I know how to work alone (without help)	A lot	A little	Not at all
8. I know when I need help from my partner or my teacher	A lot	A little	Not at all

What is your opinion? Put a (✓) in the correct box.	 A lot	 A little	 Not at all
9. I can check my text to spot mistakes	A lot	A little	Not at all
10. I can use punctuation correctly	A lot	A little	Not at all
11. I know when I need to work with my team or my partner and when I can work alone (without help)	A lot	A little	Not at all
12. I can use linking words (and, because, but, etc.) to organise my text	A lot	A little	Not at all
13. My partner's comments on my drafts help me to improve my final text	A lot	A little	Not at all
14. My teacher's comments on my drafts help me to improve my final text	A lot	A little	Not at all
15. My teacher's comments on my final text help me to improve my writing	A lot	A little	Not at all
16. I believe that my teacher's comments on my drafts are more useful than the comments on my final text	A lot	A little	Not at all
17. Grammatical mistakes are more important than the mistakes in the content	A lot	A little	Not at all
18. Everybody makes mistakes, so I can learn from my own mistakes	A lot	A little	Not at all
19. I know how to write a better piece of writing next time	A lot	A little	Not at all
20. I am sure about my progress	A lot	A little	Not at all

THANK YOU

Appendix II

ΗΜΕΡΟΛΟΓΙΟ ΜΕ ΠΑΡΑΤΗΡΗΣΕΙΣ

Σ' αυτό το ερωτηματολόγιο θα βρεις προτάσεις σχετικά με τους τρόπους που σε βοηθάνε να βελτιωθείς στο να γράφεις γραπτά κείμενα στα Αγγλικά. Αφιέρωσε λίγο από το χρόνο σου για να ανακαλύψεις τις στρατηγικές-μεθόδους που σε βοηθάνε να παράγεις γραπτά κείμενα καλύτερα.




ΟΛΕΣ ΟΙ ΑΠΑΝΤΗΣΕΙΣ ΣΟΥ ΘΑ ΘΕΩΡΗΘΟΥΝ ΕΜΠΙΣΤΕΥΤΙΚΕΣ




Σχολείο: _____

Έτος γέννησης: _____

Φύλο : Αγόρι Κορίτσι

Βάλε ένα (✓) στο πρόσωπο που δείχνει πώς αισθάνεσαι για κάθε πρόταση.
Θυμήσου τα παρακάτω σύμβολα:

 = Πολύ  = Λίγο  = Καθόλου

Τι ισχύει για σένα; Βάλε ένα (✓) στο σωστό κουτί.			
	Πολύ	Λίγο	Καθόλου
1. Μου αρέσει να γράφω γραπτά κείμενα στα Αγγλικά	Πολύ	Λίγο	Καθόλου
2. Δεν είναι απαραίτητο να γνωρίζω όλα όσα πρόκειται να γράψω προτού να αρχίσω το γράψιμο	Πολύ	Λίγο	Καθόλου
3. Όταν γράφω γραπτά κείμενα μπορώ να ανακαλύπτω τις ιδέες που έχω στο μυαλό μου	Πολύ	Λίγο	Καθόλου
4. Μπορώ να αναγνωρίσω διαφορετικά είδη γραπτών κειμένων	Πολύ	Λίγο	Καθόλου
5. Μπορώ να βρω τα χαρακτηριστικά ενός γραπτού κειμένου	Πολύ	Λίγο	Καθόλου
6. Όταν γνωρίζω την οργάνωση ενός κειμένου μπορώ παράγω ένα παρόμοιο γραπτό κείμενο	Πολύ	Λίγο	Καθόλου
7. Ξέρω πώς να δουλεύω μόνος/μόνη μου	Πολύ	Λίγο	Καθόλου
8. Ξέρω πότε να ζητήσω βοήθεια από το διπλανό/τη	Πολύ	Λίγο	Καθόλου

διπλανή μου ή το δάσκαλο/τη δασκάλα μου			
9. Μπορώ να ελέγξω το γραπτό μου κείμενο για να εντοπίσω λάθη	Πολύ	Λίγο	Καθόλου
10. Μπορώ να χρησιμοποιήσω τα σημεία της στίξης σωστά	Πολύ	Λίγο	Καθόλου
11. Ξέρω πότε χρειάζεται να δουλεύω με την ομάδα ή το διπλανό/τη διπλανή μου και πότε μπορώ να δουλεύω μόνος/μόνη μου	Πολύ	Λίγο	Καθόλου
12. Μπορώ να χρησιμοποιώ συνδετικές λέξεις (και, επειδή, αλλά κ.λ.π.) για να οργανώνω το κείμενο μου	Πολύ	Λίγο	Καθόλου
13. Τα σχόλια του διπλανού/της διπλανής μου στα προσχέδια του τελικού γραπτού μου με βοηθάνε να βελτιώσω το κείμενο μου	Πολύ	Λίγο	Καθόλου
14. Τα σχόλια του δασκάλου/της δασκάλας μου στα προσχέδια του τελικού γραπτού μου με βοηθάνε να βελτιώσω το κείμενο μου	Πολύ	Λίγο	Καθόλου
15. Τα σχόλια του δασκάλου/της δασκάλας μου στο τελικό γραπτό μου με βοηθάνε να βελτιώσω το κείμενο μου	Πολύ	Λίγο	Καθόλου
16. Θεωρώ ότι τα σχόλια του δασκάλου/της δασκάλας μου στα προσχέδια μου είναι πιο χρήσιμα από την ανατροφοδότηση-τα σχόλια στο τελικό μου κείμενο	Πολύ	Λίγο	Καθόλου
17. Τα γραμματικά λάθη είναι πιο σημαντικά από τα λάθη στο νόημα-περιεχόμενο της έκθεσης	Πολύ	Λίγο	Καθόλου
18. Όλοι κάνουν λάθη. Έτσι και εγώ μπορώ να βελτιωθώ από τα λάθη μου	Πολύ	Λίγο	Καθόλου
19. Ξέρω πώς να γράψω ένα καλύτερο γραπτό κείμενο την επόμενη φορά	Πολύ	Λίγο	Καθόλου
20. Είμαι σίγουρος/η για την πρόοδο μου	Πολύ	Λίγο	Καθόλου

ΕΥΧΑΡΙΣΤΩ