Exploring the implementation of a self-assessment process as part of a book project in a preschool English language classroom in China.

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1. Introduction

The idea for this research stemmed from my profound dissatisfaction with the situation in my classroom and the need for change. Teaching in China often means juggling the well-documented 'pressure to entertain' (Stanley, 2012: 129) and the pressure to drill language items for tests. Moreover, the view of the teacher as the holder of all authority that still prevails in China (Chen, 2008) means learners have little agency in the classroom, which is a powerful demotivator (Flückiger et al., 2018). These challenges are daunting in a pre-primary classroom, often leaving both the teacher and the children helpless and disaffected.

1.1 Pre-primary English learning in China

Not much has changed since Butler (2014) observed that Chinese parents firmly believe that younger equals better. At the time, Chinese pre-schoolers had the choice of various training centres, while immersion or bilingual preschool programs were only gaining attention (ibid). The competition among parents gradually led to a much discussed in China phenomenon of 'neijuan' or involution, which in the context of education means never-ending race for better schools and earlier enrolment (Enever, 2018; Li et al., 2021). To alleviate the academic and financial burden, promote the three-child policy and discontinue illegal practices in innumerable training centres, China introduced the Double Reduction Policy in 2021, where the 'double' reduction refers to the burden of school homework and extracurricular workload (Li et al., 2021). The policy effectively banned extracurricular English classes for pre-primary, primary and middle school age children, causing the number of training centres to shrink dramatically and driving flocks of parents to self-proclaimed bilingual and immersion preschools, which began mushrooming everywhere instead. Excluding very few international kindergartens that indeed offer total immersion, others mostly take advantage of the local curriculum quota (Enever, 2019), combine English and Mandarin in various proportions and vary widely in content, amount of exposure, methods of teaching and quality of education.

1.2 Teaching context

The kindergarten in which I conducted my research is a bilingual International Baccalaureate (IB) kindergarten in a megalopolis in south-eastern China. It has several campuses and enrols

mostly children from middle-class families. The bilingual status of the kindergarten means in practice that, besides a daily English session, one of the thirty-minute long weekly IB inquiry activities is conducted in English. Every class has a Chinese teaching assistant (TA), a Chinese life teacher (LT), a Chinese homeroom teacher (CT) and an English teacher (ET) whose job is to ensure that at least some of the daily language input is in English. The children learn English via a variation of story-based curriculum, called ReadAloud (Wesley School, 2022a). Four books are selected for every IB unit and taught over the cycle of two weeks or ten work days each, which amounts to eight books per semester. The books are mostly graded or phonic readers (See Appendix 1 for an example). One ten-day book cycle is divided into four phases as is shown in Figure 1:

Week 1					Week 2 …
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Monday**
Phase 1 Words			Phase 2 Phrases		
Day 1 Book reading, target words introduction	Day 2 Review	Day 3 Review and scoreboard assessment	Day 4 Target phrases introduction and practice	Day 5 Review	Day 6 Review and scoreboard assessment

Week 2 cont …			
Tuesday	**Wednesday**	**Thursday**	**Friday**
Phase 3 Project		Phase 4 Presentation	
Day 7 Making a book project	Day 8 Review of the book project	Day 9 Recording the book presentations for assessment	Day 10 Recording cont…

Figure 1. Sample ReadAloud book cycle

The procedures are regulated by a protocol that the kindergarten has no desire to change. The first two phases are Words and Phrases. After the book is introduced during the first day, the children are taught first the target words and then the target phrases from the book via flashcard games. The protocol requires the teachers to use a questioning technique that progresses from yes/no questions to alternative questions to Wh-questions, gradually leading the children to produce longer responses. The book might be revisited during these two

phases but normally it is not because the kindergarten prioritizes drilling the target language items for assessment. Both phases end in 'scoreboard assessment' (kindergarten terminology), where the TA tests the children one by one by showing them the flashcards of the target vocabulary and ticking the words off the wordlist (Appendix 2). This is followed by two days of Project phase where the children make their own books and explain what they have drawn in English to the ET, who writes down their exact words and sometimes asks the children to elaborate. When the children struggle with conveying their ideas in English, the teacher supplies the right expression and helps them practice it for the presentation. Finally, the two days of the Presentation phase are spent video recording the children as they present their books. The children are given several attempts at presentations. The best attempt, as judged by the ET and TA, is kept for summative assessment and later shared with the parents. The parents receive a report after every book cycle which includes the child's ranking against the peers as well as such dubious criteria for pre-primary language learning as 'uses conventional grammar' (Appendix 3).

1.3 Rationale for this study

Most children seemed to enjoy making their books and presenting them to the ET at first, but appeared to have lost interest and become disengaged after two semesters of the ReadAloud curriculum. Because the children were disinterested and unmotivated during project and presentation phases, the reports sent to the parents no longer reflected their true ability. This created a vicious cycle as the parents tended to communicate their displeasure to the children, demotivating them further.

Formative assessment (FA) and learner autonomy are the buzzwords in the kindergarten. However, the practical implementation and the envisioned ideal are poles apart as lessons are teacher-centred and children rarely have an opportunity to use the data to improve their performance, which is a prerequisite for the formative nature of assessment (Frey and Fisher, 2011; Andrade and Heritage, 2018). James et al. (2006) suggested that lack of understanding of what constitutes success and what is expected is often at the heart of low achievement. Indeed, not knowing the criteria for the book project and presentation and having no opportunity to improve the books render book projects and presentations meaningless for the children

Knowing that I am not allowed to change the existing system dramatically, I wanted to modify it so that making the book project and presenting it became relevant for the children. Since reading Lamb's (2010: 105) interpretation of students' lack of engagement as their 'search for a voice', I started wondering if involving the children in a self-assessment process and giving them time to implement changes into their book projects would help them develop a sense of ownership over their presentations and possibly improve engagement. I was also curious to see whether pre-primary children would be capable of engaging in self-assessment in English and to what degree.

My main research questions are the following:

1. To what extent does a process of self-assessment – involving the learners in the analysis of exemplars, development of success criteria, application of success criteria to other people's work, and self-assessment – improve learner engagement with the book project and foster learners' sense of ownership over the project work?

2. How capable are the children of engaging in the self-assessment process using English only?

To better understand my learners' needs I plan to answer these auxiliary research questions:

3. What are the teachers' and learners' current attitudes towards the book project and presentation?

4. What are the affective learning needs that can be identified?

2. Literature review

The first part of this chapter will discuss advantages and disadvantages of pre-primary foreign language learning. It will then outline developmental characteristics of pre-primary children, provide a brief summary of theories of children's learning and summarize principles of foreign language teaching and assessment.

The second part will discuss engagement and its connection to motivation and self-regulation and attempt to analyse how implementing formative assessment techniques, namely self-assessment, might assist in improving children's engagement and attitude to learning.

2.1. Teaching English to pre-primary children

2.1.1 An early start

Pre-primary children are children from the age of 3 to school starting age, which differs slightly from country to country. There is a recognized worldwide shift to an earlier start of teaching a second language (Prošić-Santovac and Radović, 2018; Mourão, 2019; Nikolov and Timpe-Laughlin, 2020), which in China can be as early as 10 months (personal experience). Pre-primary children learn a foreign language in a variety of contexts, ranging from twenty minutes a week in training centres to all-day English medium instruction in full immersion settings. Researchers suggest that children who start early have less language anxiety, easily master the sound system and automatically acquire correct linguistic habits (Alexiou, 2020). An early start is also reported to improve cognitive processing, sharpen intercultural awareness, and boost reasoning, inductive skills and problem solving (Enever, 2015; Alexiou 2020). Researchers posit that there are no disadvantages to early foreign language learning provided the conditions for success are in place: age-appropriate activities, qualified teachers, means to sustain motivation, continuity along education levels and curricular aims beyond purely linguistic (Dolean, 2015; Enever, 2015). Similarly, Alexiou (2020: 68) considers an early start a 'pedagogically solid step' presuming English is not taught as an individual subject but instead contributes to children's holistic development, e.g. via content-based instruction as proposed by Singleton and Pfenninger (2019). Dolean (2015) suggests using implicit learning activities with younger children and explicit activities when children reach

puberty as a rule of thumb. Enever (2011) advises to curb expectations, warning that other factors, notably exposure to the target language outside the classroom, are equally important. Unfortunately, said conditions and considerations are not consistently heeded in pre-primary contexts, especially in China where there is no uniformly implemented policy in pre-primary education (Enever, 2018) and the indicator of language progress for many parents is a test comprised of discrete language items. This results in children often developing negative attitudes to English at the start, losing motivation by the time formal education starts and entering mixed level primary classrooms where the gap only widens (Cameron, 2003; Enever, 2015; Li et al., 2021).

2.1.2 Developmental characteristics of pre-primary children

This section will outline developmental characteristics of pre-primary children that need to be considered when planning teaching and assessment. It will then proceed to suggest age-appropriate principles of teaching and assessment.

Although opinions differ on some aspects of pre-schoolers' development, there is consensus on how rapidly things change in the first years of life (Mourão and Ellis, 2020), so that every preschool year may be described in terms of its own developmental milestones. Having an understanding of the children's capabilities enables educators to plan age-appropriate lessons where task demands are within the children's reach. Since the children in my study were 5 years old, I am going to focus on characteristics of this age group. It is important to note that while the division into developmental categories is useful for simplifying the description, these are 'interrelated, inseparable and interdependent' (Neaum, 2010: 33) as children develop holistically.

2.1.2.1 Physical

Knowing how children develop physically is vital for choosing and timing classroom activities. This period is characterized by rapid growth of the children's large and small muscles, which means improved gross- and fine-motor skills (Petty, 2010), an abundance of energy and need for physical activity (Cameron, 2001; Pinter, 2017). Children can play a variety of active games and gain good control of writing implements (Neaum, 2010).

2.1.2.2 Cognitive

In constructivist view of language development, language is linked with other cognitive abilities (Butler, 2020). According to Piaget (1936), children at this age are at the pre-operational stage, which means they tend to over-generalize, base their judgements of the world on their perceptions and struggle with multi-tasking. Children start understanding the concept of time better and develop a sense of perspective that enables them to be sensitive to feelings of others and hold in mind several points of view. Their concentration improves, as do their observational skills (Neaum, 2010; Petty, 2010). Essential for children's language development is the development of certain executive functions which happens in the pre-primary years, although the exact relationship between the two is still unclear (Butler, 2020). Some children will have started developing attention strategies, such as focusing, dividing and switching, but most still have very short attention spans and find it hard to focus on a task (Britton, 2021). Children's metacognitive skills are emerging, but children need time and training to use these effectively (ibid). Holt (2010) notes that 5-year-olds are capable of making plans and expressing their choices and decisions verbally. Children at this age mostly rely on the exemplar-based component of their working memory, recalling information verbatim, as the rule-based component is unfledged, which results in their limited memory spans (ibid).

2.1.2.3 Social/ emotional/affective

Children this age start showing sensitivity to feelings of others and develop the ability to take turns and share, which is perhaps linked to their better understanding of time, as they now know they will have a turn later (Petty, 2010). Disciplining them still involves bargaining, and they are less easily distracted from their strong negative emotions than younger children. Children this age prefer competition to cooperation in games but are able to engage in cooperative play and reach compromise when needed (Mourão and Ellis, 2020). Their self-image is mostly stable; however, children at the lower end of this age range might still be influenced by opinions of others in this respect (Neaum, 2010; Petty, 2010). Young children might experience foreign language anxiety, i.e. feeling negative emotions towards the foreign language, which may negatively affect their motivation (Britton, 2021), especially so in Confucian-heritage countries like China (Yim, 2014).

2.1.2.4 Linguistic

Children have an ever-expanding range of vocabulary in their mother tongue and build complete sentences that include detail. They use language for various reasons, including reasoning and arguing, and start understanding irony and metaphor (Neaum, 2010; Petty, 2010). They enjoy listening to stories, including those without pictures and can follow a theme coherently in conversation (Mourão and Ellis, 2019). Metalinguistic awareness develops in pre-primary years as well, and existing studies seem to suggest that it is higher in children exposed to several languages (Butler, 2020).

2.1.3 Theories of learning and development

The three names most commonly credited with enriching our understanding of how children learn are Piaget, Vygotsky and Bruner. While Piaget's developmental stages have come under a lot of criticism, his description of active learning, which he termed 'constructivism' (Pinter, 2017; Mourão and Ellis, 2020) was a steppingstone for the theories that followed. In Piaget's constructivist view of learning, children organize information in cognitive frameworks by assimilating, i.e adding new information to existing frameworks, and accommodating, i.e modifying existing frameworks to accept new information. Later, Vygotsky added the social context as an important factor in children's development, thus forming the idea of social constructivism (Pinter, 2017). An important concept in Vygotsky's theory is the Zone of Proximal Development, i.e. the difference between what the child can do unassisted and what they can achieve with support from an adult or a more knowledgeable peer. This support, offered systematically, until the child is ready to perform a task unaided, was named 'scaffolding' by Wood et al. (1976). Scaffolding is adjusted to children's needs and used to help them focus on the task, direct their attention or choose effective strategies (Cameron, 2001). Scaffolding is enabled by the use of formats and routines, or repeated familiar interactions between the child and the adult (ibid; Mourão and Ellis 2020).

2.1.4 Principles of teaching English to pre-primary children

This section will describe how the developmental characteristics of pre-primary children and current theories of learning are reflected in language teaching.

When applied to preschool foreign language classrooms, the knowledge about children's learning means that English sessions should be integrated into the curriculum, consist of meaningful coherent activities and contribute to children's holistic development. Equally important is creating a supportive open relationship with the teacher and focusing on what the children can do instead of on their perceived deficiencies (Halliwell, 1992; Cameron, 2001; Mourão, 2019; Mourão and Ellis, 2020; Alexiou et al., 2020). Foreign language sessions should also contribute to fostering positive learning dispositions with a view to developing a growth mindset.

More specific recommendations regarding preschool language learning emphasize a priority of speaking and listening and the importance of focusing on vocabulary, as the children are not capable of investing effort into morphosyntactic accuracy (Alexiou et al., 2019; Britton, 2021). Children should encounter target vocabulary in various activities via multiple modes of presentation, review it frequently and have an opportunity to personalize it (Mourão and Ellis, 2020). Grammar should be learned in meaningful contexts by frequent exposure (Ghosn, 2016). Considering the children's physical characteristics, it is advisable to ensure the children are offered a variety of multisensory activities (ibid). Play is the main mechanism of learning in early childhood and the language sessions need to offer children opportunities for child-initiated play, besides teacher-initiated and teacher-led games (Mourão, 2014; Mourão and Ellis, 2020). To support children's affective needs, the language classroom needs to have various predictable routines that the children are comfortable with (ibid). Regardless of the program and session duration, the primary aim of the preschool classroom should be to foster a positive attitude towards language learning and to support the children in becoming life-long autonomous learners.

2.2 Assessment of pre-primary children

This section will outline principles of assessment in pre-primary classrooms and discuss advantages and limitations of using formative assessment techniques and particularly self-assessment.

2.2.1 Principles of assessment

Assessment of pre-primary children needs to take into account such characteristics of this sensitive period as limited attention span, slower processing, fragile language egos and sensitivity to external criticism (Hasselgreen, 2000; McKay, 2006). Pre-schoolers might perform poorly due to the anxiety caused by unfamiliar testing practices (Bailey, 2017b), parental pressure, fear of making a mistake (Nikolov and Djigunovich, 2019) or lack of motivation for achieving peak performance caused by their unawareness of testing conventions (Bailey, 2017a). Since children attribute failure to their overall ability instead of invested effort, this might have a detrimental effect on their future performance and overall motivation to learn a foreign language (Hasselgreen, 2000; Butler, 2019). Assessors also need to consider young children's inability to notice linguistic forms and consciously focus on improving their accuracy (Cameron 2001, Pinter, 2017). These qualities make it doubtful that pre-schoolers should be subjected to summative assessment in the form of tests to begin with (Nikolov and Timpe-Laughlin, 2020), calling for assessment in the pre-primary classroom to be formative in nature (Smith, 1996).

Appropriate assessment of pre-primary children's language learning should therefore:

- focus on their communicative ability (Ioannou-Georgiou and Pavlou, 2003);

- assess attainment of affective goals (Djigunovich, 2019) and development of learning dispositions (Hall and Burke, 2004; Dunphy, 2010);

- offer immediate feedback on performance to motivate and encourage children and lead to further learning (Cameron, 2001; McKay, 2006; Nikolov and Djigunovich, 2019);

- be done in familiar settings with familiar activities (Pinter, 2017);

- include tasks with cognitive demands within the children's abilities;

- be a worthwhile language learning activity in itself (McKay, 2006);

- allow children to experience success and sense of progression (McKay, 2006; Djigunovich, 2019; Britton, 2021);

- reflect familiar instructional practices to lower the children's anxiety levels (Linse, 2005; Britton, 2021);

- be used to plan effective future lessons (Cameron, 2001);

- include perspectives of teachers, learners and parents (Hasselgreen, 2005; Mourão and Ellis, 2020).

The following section will focus on Assessment for Learning (AfL) as the type of assessment that meets the requirements stated above.

2.2.2 Assessment for Learning in the pre-primary context

Assessment for Learning is concerned primarily with the formative function of assessment, i.e. collecting information to inform further learning (Britton, 2021). The evidence collected during assessment is used to improve instruction (Black and Wiliam, 2009; Andrade and Heritage, 2018, Stobard et al., 2019). Black and Wiliam (2009) defined the following key strategies of AfL:

- sharing learning objectives and success criteria with the learners;

- obtaining evidence of students' learning;

- providing quality feedback that will encourage the learners to progress; and

- activating the learners as learning resources for their peers and themselves.

Studies on implementing AfL techniques in language classrooms report the following benefits. Helping learners collect evidence on where they are regarding the learning objectives and define paths for future progress transforms them into active partners in learning, which reportedly boosts their self-confidence, strengthens their sense of agency, increases motivation for learning the language and enhances their engagement (Andrade and Heritage, 2018; Djigunovich, 2019; Ellis and Rixon, 2019). Quality of classroom interaction increases as the children and the teachers move beyond the commonly found pattern of initiation, response and evaluative comment (Britton, 2021). A teacher in Britton's (ibid) study reports a switch from competitive to cooperative attitudes in her classroom as children engage in AfL pair-work activities.

While AfL seems to satisfy all requirements for assessment in the pre-primary classroom, researchers raise concerns over the viability of AfL with young children. It does not help that apart from Britton's book (2021), there is scarce data available on using formative assessment techniques in pre-primary foreign language learning, especially performed in the target language. Ellis and Ibrahim (2016) suggest a variety of activities but there are no voices from pre-primary classrooms saying the suggestions worked. Dunphy (2010) warns that AfL instruments such as observations, conversations and documentation might be time-consuming, stresses the importance of the need for educators to acquire comprehensive understanding of early learning and advises that educators learn to respect children's voices. There is evidence, however, that with abundant modelling and scaffolding, children are capable of reflecting on their learning (Hendy and Whitebread, 2010; Ellis and Rixon, 2019), differentiating between difficult and easy, enjoyable and boring and expressing views about their learning (Hall and Burke, 2004). Educators might, for example, train children to look for specifics connected to learning intentions when engaging in self-assessment and use age-appropriate recording tools, e.g. smiley faces (Linfield et al., 2008). Whitebread et al. (2005) list a number of techniques that help to make the learning process visible for children and argue that even young children are able to assess themselves provided the process is broken into simple steps. Britton (2021) cautions that observable effects in the classroom might only occur after consistent long-term implementation of AfL.

2.2.3 Self-assessment

Self-assessment (SA) or activating students as owners of their own learning is one of the key strategies of AfL and involves children in looking at their learning with the aim of identifying areas of strength and marking a path for improvement (Ellis and Rixon, 2019).

McMillan and Hearn (2008) link SA to a number of theories:

- cognitive and constructivist learning theories: SA connects new knowledge to what has been internalized;
- growth mindset (Dweck, 2006): SA emphasizes mastery goals over performance goals;

- metacognition theories: SA engages learners in thinking and talking about their learning;
- self-efficacy theory: SA involves the learners in thinking what they can do and estimating the likelihood of success.

Researchers maintain that ensuring that learners develop a sense of ownership over their learning leads to increased motivation (Dornyei and Csizer, 1998; Ioannou-Georgiou and Pavlou, 2003). By allowing children to identify their ZPD themselves (Ellis and Rixon, 2019) and encouraging self-monitoring and continuous re-evaluation of learning goals (Benson, 2011), SA processes provide the learners with all the necessary information for taking control over the learning process.

Incorporating SA helps to create a partnership between teachers and learners thus making a positive contribution to classroom discipline and promotes development of executive functions and self-regulation (Warash amd Workman, 2016). Whitebread (2007) also links SA to self-regulation (SR), stating that SA provides opportunities for the students to talk about learning, which is one of the prerequisites for SR development. SA requires the students to engage in a meaningful activity in the target language, heightens their language awareness and ability to talk about language (McKay, 2006), and offers a different classroom communication pattern that promotes deep engagement with the learning (Warash and Workman, 2016). Researchers advocate promoting SA to one of the core competencies and training even pre-schoolers to assess their performance (Brown and Harris, 2014).

There have been concerns over children's insufficient cognitive maturity to engage in SA (Butler, 2016, Ellis and Rixon, 2019), however, there have also been reports of successful implementation of SA with pre-schoolers (Butler, 2016; Warash and Workman, 2016; Ellis and Rixon, 2019). Warash and Workman (2016) in fact posit that pre-schoolers' self-centeredness and propensity to self-talk may be taken advantage of to engage them in an SA process. Researchers suggest certain conditions that enable pre-schoolers to participate in SA:

- the task is familiar and meaningful to the children (Butler, 2016);

- the content of SA is highly contextualized, preferably about recently completed or ongoing tasks (Butler, 2018; Ellis and Rixon, 2019);

- cognitive load is decreased by providing examples, modelling, scaffolding the process, training the children, engaging in peer-assessment (PA) first or resorting to the children's L1 to implement SA (Brown and Harris, 2014; Butler, 2016; Ellis and Rixon, 2019; Mourão and Ellis, 2019);

- children can use the SA scale to plan progress (Butler, 2016);

- the criteria are explicitly clear to children in age-appropriate terms and possibly created by the children themselves to ensure cognitive engagement with the criteria (Hall and Burke, 2004; McKay, 2006; Brown, 2008; Butler, 2016; Andrade and Heritage, 2018);

- the children are given space and time to act on their SA results to improve performance (Gattullo, 2000; Andrade and Heritage, 2018).

2.3 Self-regulation, motivation and engagement

For pre-primary language teachers, one of the most appealing benefits of using AfL techniques, particularly self-assessment, is increasing the children's engagement in their own learning. The dangers of disengagement are well-researched and include, among others, exhibiting counterproductive behaviours, failing to get involved in cognitive activities and losing the sense of school belonging (Finn and Zimmer, 2012). The concept of engagement is closely linked to motivation, agency and self-regulation (SR). For example, Britton (2021: 36) conceptualizes the relationship between these constructs and AfL as follows: when learners engage in AfL, they use agency to collect evidence of learning and modify learning behaviour, which is made possible by SR.

2.3.1 Motivation

There is no unanimous opinion on the nature of the relationship between engagement and motivation. Some authors see engagement as part of motivation framework (Dornyei and Ushioda, 2011), others view motivation as the reasoning behind a certain behaviour and engagement as the actual involvement in tasks and activities (Darr, 2012). Researchers posit that presence or absence of motivation for language learning not only defines the children's classroom experience but alongside other individual factors affects their ultimate language

attainment (Britton, 2021). This makes improving motivation and maintaining a positive attitude to language learning one of the main goals of early language teaching (Fenyvesy, 2018; Djigunovich, 2019). Motivation is multidimensional, inconstant and not directly observable, which makes measuring it in its entirety problematic, and researchers are compelled to measuring only one or several aspects of it (Dornyei and Ushioda, 2011).

Researchers observe that contrary to overly optimistic views of pre-primary language learning young children do not in fact possess unquestionable unconditional motivation to learn a foreign language, and sustaining motivation requires educators to put in targeted effort (Prošić-Santovac and Radović, 2018). Even maintaining a positive attitude to the foreign language is not a given and becomes harder as children grow older (Fenyvesy, 2018). Collecting data on what motivates pre-schoolers contributes to modifying early English learning classrooms to ensure the children have positive learning experiences. For instance, Dornyei and Csizer (1998) summarize what is known about motivation into ten recommendations for a language classroom, regardless of the age of learners, and emphasize the role of learner autonomy in creating a motivating atmosphere. Autonomy or lack of it seems to play a role in determining how motivated the children are to learn English in other studies as well (Nikolov, 1999; Fenyvesi, 2018; Sullivan and Weeks, 2019). In fact, autonomy, or 'capacity to take control over one's own learning' (Benson, 2011: 2) invariably appears on lists of strong motivating factors for young children's language learning alongside such other factors as positive classroom experiences, belief in self-efficacy, meaningful classroom activities (Nikolov, 1999; Fluckiger et al., 2018), relationship with the teacher (Pinter, 2017) and presence or absence of support from the parents (Li et al., 2019). Engaging in SA provides the learners with tools to take control over their learning, thus increasing motivation.

2.3.2 Self-regulation

Self-regulation develops in early childhood and includes controlling, directing and planning cognitions, emotions and behaviour (McClelland and Cameron, 2011). Mourão and Ellis (2019) conceptualize SR as a combination of three subsections, each consisting of subskills: emotional, cognitive and behavioural. Whitebread (2007) considers SR a preferable term for independent learning and divides it into social, emotional, cognitive and motivational

development areas. Zein (2019) defines SR as the students' ability to inhibit inappropriate behaviour and exhibit pro-social behaviour under their own volition.

Well-developed SR is indicative of academic success when formal schooling starts, conducive to children's future physical and emotional health and social competence (McClelland and Cameron, 2011; McClelland and Tominey, 2014; Andrade and Heritage, 2018; Mourão and Ellis, 2019). Lack of SR, on the other hand, seems to be one of the culprits for disengaged off-task behaviours in preschool foreign language classrooms (Zein, 2019).

Since well-developed SR is associated with considerable academic and social benefits, it is reassuring to know that SR can be influenced by peers and adults and should be practiced and rehearsed regularly (Zimmerman, cited in Benson, 2011). Whitebread (2007) lists several principles for developing SR in the classroom, one of which is providing the children with opportunities to talk about learning, e.g. via engaging in SA processes. Andrade (2010) posits that self-regulated learning and SA are complementary processes whose main aim is providing learners with feedback to improve learning. The model of self-regulated learning consists of three stages: preparation for the task, performance and appraisal (Andrade, 2010; Yan, 2019). SA occurs at every stage of this process: inventorying resources and choosing strategies during planning, self-monitoring during performance and determining strengths, attributing failure and determining future directions during appraisal (ibid).

2.3.2 Defining engagement

McClelland and Cameron (2011) list improved engagement among the outcomes of SR development, along with social competence, self-regulated learning and motivation. Newmann (cited in Finn and Zimmer, 2012: 99) defines engagement as 'the student's psychological investment in and effort directed towards learning, understanding or mastering the knowledge, skills or crafts that academic work is intended to promote'. Focusing on the pre-primary context, Mourão and Ellis (2019) conceptualise engagement as an aspect of involvement. Opinions differ on constituent parts of engagement, with some researchers specifying four components – academic, social, cognitive and affective (ibid) and others uniting social and academic into one 'behavioural' engagement (Mahatmya et al., 2012). Fredericks et al. (2004) unpack the meaning of the components as follows: behavioural engagement concerns active participation and following the classroom rules; cognitive

engagement refers to effort and motivation; and affective engagement relates to interests and emotional reactions.

2.3.3 Measuring engagement

Berry (2020) suggests observable behaviours as general indicators of engagement and disengagement, e.g. collaborating and asking questions as opposed to distracting others and withdrawing. According to the model described by Finn and Zimmer (2012) the four components of engagement need to be measured differently. The cognitive component is internal in nature and better suited for being measured with questionnaires, 'think alouds', self-reports of persistence, observed additional effort e.g. asking about unknown words or content, willingly interacting with the teacher after lesson. The affective component is likewise internal and may be measured with interviews, questionnaires and self-reports of feelings towards English sessions, classmates and the teacher. Since the social and academic areas can be described in terms of observable behaviours, these can be measured with observation checklists of specific behaviours (ibid; Hojnoski et al., 2020).

2.4 Summary

This section provided an overview of what teaching in the pre-primary classroom should involve according to developmental characteristics of young children and ways they learn. It then outlined age-appropriate assessment principles and suggested that AfL should be the main type of assessment in pre-primary English sessions. It next proceeded to define engagement, its connections to motivation and SR, ways to measure and improve it. The scarce research data available on using SA with pre-primary children suggests that involving children in the SA process might positively affect their attitude to learning, classroom engagement and help develop sense of ownership over the learning process.

3. Methods and procedures

This chapter will describe the participants of the research, introduce the data collection tools, explain the procedures used to collect data, provide the rationale for the data collection tools and the research method, and address the ethical issues of research with young children.

3.1 Participants

The participants of the study were ten Chinese children (Appendix 4), 7 girls and 3 boys, who were studying at the kindergarten in Zhejiang province, China, where I was their English homeroom teacher. The children all spoke Mandarin Chinese as their mother tongue. At the time the research was conducted the children had had once daily 30-minute ReadAloud sessions on weekdays for three semesters. The children could operate a limited number of fixed phrases and isolated words to satisfy their daily needs in English but preferred to use their native language even when addressing the ET. Four children had additional exposure to English at home: two of them attended an online English class twice weekly and the other two listened to stories or watched cartoons in English every other day, as reported by their parents. All children reviewed target words and phrases with the parents before assessment days. All the parents set great store by learning English and agreed to let their children participate in the research.

3.2 Ethical considerations

Ethical considerations of doing research with children arise at every stage of the research: from acquiring the children's informed consent to making sure the children's voices are not misinterpreted when analysing and publishing data. The main ethical needs researchers ought to address are protecting children's rights and promoting children's voice while recognizing children's vulnerability and the need for enabling structures (Smith, 2011).

In order to ensure that the research is ethical, a written request to conduct research was sent to the kindergarten principal and signed by her before the research started (Appendix 5). Both the management and the parents received an information sheet detailing the research aims and procedures (Appendix 6), after which the parents were asked to sign a bilingual Mandarin and English letter of consent. The letter described the measures taken to ensure anonymity of

the participants, the purpose of the research and the parties that will have access to the completed product ([Appendix 7](#)). Although the parents agreed to the use of video and audio recording, only transcripts were used for the study, as was communicated to the parents.

In order to guarantee that all the children received equal instruction, all the children could participate in the data collection activities and the self-assessment process, although only the data obtained from the children who signed the letter of assent was used for the research project. The parents were asked to read the letter of assent ([Appendix 8](#)) to the children before inviting them to sign it. To ensure anonymity all the children were given pseudonyms. Every time before data collection tools were used, the children were reminded in English and Mandarin that participation was entirely voluntary, and they could withdraw at any time without negative consequences. The children had the opportunity to answer in English, Mandarin or both.

3.3 Research method

I chose Action Research (AR) as the research approach for the following three AR characteristics listed by Burns (2010). Firstly, the research had the potential to solve a real classroom problem. Secondly, I was interested in investigating an idea for the research. Thirdly, I played the dual role of teacher and researcher throughout the process.

Action research has been criticized for various reasons, including the possibility of discovering unpalatable truths about one's teaching, institutional barriers, insufficient time, lack of management support, scarcity of professional research experience, problematic generalizability and replicability, little or no recognition or reward, and problems of validity and reliability (Dornyei's, 2007; Yucel and Bos, 2015; Burns, 2015; 2019). Despite this, the popularity of AR in recent years has grown and an increasing number of teachers engage in AR for the transformative experience it offers, the evolution of teacher identity, sense of empowerment and increased self-esteem (Yucel and Bos, 2015; Burns, 2019).

3.4 Research design and schedule

The research was designed based on the AR phases specified by Burns (2010) and was originally scheduled for twelve weeks of the spring semester of 2022 (starting on February 16, 2022). Due to an outbreak of COVID-19 in Shanghai it started a week later and was

interrupted for a lockdown period in the middle, finishing in May 2022. Figure 2 represents the schedule with the names of the books and the research phases.

Date	Book	Research phase
Feb 21 – March 4	*Let's go shopping*	Needs Analysis data collection
March 7 – March 18	*Where's Spot?*	Cycle 1
March 21 – April 1	*Dear dragon learns to read*	Cycle 1 continued
April 4 – April 15	*Dear dragon goes to the firehouse*	Cycle 1 data collection and reflection
April 16 – May 5		Lockdown
May 6 – May 13	*See it grow*	Cycle 2
May 16 – May 27	*The oak tree*	Cycle 2 continued, end of Cycle 2 data collection

Figure 2. Research schedule

At the Needs Analysis phase, data on children's affective needs and additional information on the perceived problem in my teaching context was collected and analysed with a view to answering auxiliary research questions 3 and 4. During the first cycle of the intervention (Cycle 1), an intervention was implemented over two ReadAloud cycles: the children negotiated the success criteria and applied them in peer assessment during the first cycle and in self-assessment during the second one. The data collection tools used during the Needs Analysis phase were applied again at the end of Cycle 1. At the reflection phase, the effect of the intervention at the end of Cycle 1 was described and evaluated. The intervention tools were then modified and applied during the second cycle of intervention (Cycle 2) over two more ReadAloud cycles. The data collection tools used during the Needs Analysis phase and several additional tools were used at the end of Cycle 2 to answer the main research questions.

3.5 Data collection tools

To avoid bias, the data were triangulated. This section describes what tools were used to collect data for Needs Analysis and at the end of Cycles 1 and 2 and why they were selected.

Figure 3 lists the data collection tools and provides a short summary of each. It is followed by a detailed description of each tool.

Tools	Description, by whom, when	Research stage
Observation checklists	Checklist 1: Affective, academic and social engagement Completed by the Chinese homeroom teacher/observer (CT) outside the ReadAloud session and throughout the day. Checklist 2: Cognitive engagement and disengagement Completed by a colleague, English observer who was not the children's teacher and came to observe one session per ReadAloud phase (four sessions per ReadAloud cycle).	Needs Analysis, end of Cycle 1, end of Cycle 2
Wall observations	A3 sheets of paper on the wall. Completed by all classroom teachers throughout the day	Second half of Cycle 1, throughout Cycle 2
Post-session reflection notes	Completed by me after every ReadAloud session.	Throughout the research
Drawings	Completed by the children 1. Drawings of things the children like or dislike doing during ReadAloud sessions 2. Drawings that explain to children from younger grades how to make book projects.	1. Needs Analysis, end of Cycle 1, end of Cycle 2 2. End of Cycle 2
Attitude assessment scale	Conducted by TA in Mandarin Chinese, completed by the children	Needs Analysis, end of Cycle 1, end of Cycle 2
Interview	Conducted by the TA in Mandarin Chinese.	Needs Analysis, end of Cycle 1, end of Cycle 2..
Parents' questionnaire	Completed by the parents	Needs Analysis

Figure 3 Data collection tools

3.5.1 Observation checklists

In pre-primary assessment observation is a key instrument 'as it privileges the process of learning and development' (Mourão and Ellis, 2020: 195). Burns (2010) considers observation essential for AR because it is focused, objective and reflective and can be performed by a variety of observers. Two observation checklists were developed to measure the four aspects of engagement:

1. The first checklist comprised ten items covering aspects of engagement observable outside the English session and was completed by the CT who works with these children every day. This checklist sought to observe manifestations of affective, academic and social engagement. I adopted the list of behaviours created by Finn and Zimmer (2012) and added observable behaviours specific to my context: e.g. 'volunteers to tell CT and TA about the ReadAloud activities', 'carries the chair to the ReadAloud circle without being reminded to' and 'volunteers to show the book to Chinese teacher'. Several items targeted the children's agentic behaviour that showed their attitude to English: 'uses English when speaking to the foreign teacher' and 'chooses English materials' (Appendix 9).

2. The second checklist, aimed at measuring cognitive engagement, consisted of 21 items, focused on classroom behaviours and was completed by the English Observer. For observation of classroom behaviours, I modified the checklist of on-task and off-task behaviours as measures of cognitive engagement and disengagement used in the study by Spanjers et al. (2008), adding behaviours that are suitable for a preschool English session: e.g. 'remains seated when relevant', 'answers questions when asked' or 'turns their back to the teacher' (Appendix 10). The added behaviours were mostly observed in my classroom, for instance, the two seemingly similar entries 'refuses to follow instructions' and 'ignores instructions' I conceptualized as two different behaviours: the former expressing active protest and the latter manifesting passive unwillingness.

Both observers were instructed to mark the behaviour as '1' for present regardless of the number of times the behaviours were manifested or '0' for absent. The resulting checklists were transformed into graphs of individual behaviours (Appendices 11, 12, 13 for CT and Appendices 16, 17 for EO) and later collated to facilitate comparison between cycles (Appendices 14, 15 for CT and 18, 19, 20, 21 for EO).

3.5.2 Wall observations

During Cycle 1, the children started using English more when interacting with peers and classroom teachers, which my Chinese colleagues reported to me increasingly. In order to capture these moments and collect more evidence for the children's engaged behaviour and

attitude to English, I started putting A3 paper sheets on the wall for all classroom teachers to record the children's usage of English they observed (Appendix 22).

3.5.3 Post-session reflection notes

As I was simultaneously the researcher and the teacher and was not able to do observations or field notes in real time, I selected post-session reflection notes as a data collection tool, completed shortly after the session, as recommended by Mourão and Ellis (2021). I focused on observable behaviours of engagement and disengagement as well as development of the process of self-assessment in the reflection notes (Appendix 23).

3.5.4 Drawings

Drawings, especially when used as a springboard for a subsequent discussion, are an age-appropriate way to elicit children's views (Smith, 2011; Fluckiger et al., 2018; Webber, 2020). Drawings allow children to express their affective needs and access complex issues as well as take off the pressure of talking to the researcher without the drawing (Kalaja and Pitkahnen-Huhta, 2018; Chik and Melo-Pfeiffer, 2020; Webber, 2020). The children were encouraged to draw something that happens during the English session, and then asked follow-up questions about whether they liked or disliked this activity and why. The children could choose to explain their drawings to me or the TA using either English or Mandarin. With one exception during the Needs Analysis data collection, all the children opted for explaining their drawings to me in English. See Appendix 24 for the drawings collected from the children during Needs Analysis and after two cycles of intervention.

3.5.5 Attitude assessment scale

The smiley faces attitude assessment scale was previously used to rate IB inquiry activities, which means the children were familiar with it. They were asked to circle the face that corresponded to their attitude to the four main activities used in ReadAloud: introduction of the new book, flashcard and other language games, making a book project and recording the book presentation (Appendix 25). The procedure was explained to the children in Mandarin Chinese and conducted by the TA, in order to make them feel at ease and answer freely, without feeling they have to please the ET. A 5-point Likert scale ranging from 'really like' to 'hate' was used to measure the children's attitude to ReadAloud activities. The results

were transformed into graphs ([Appendix 26](#)) and collated to track changes in attitude to different activities over the intervention cycles ([Appendix 27](#), [28](#)).

3.5.6 Interview

A puppet was used to ask the interview questions as a tool at the children's level of understanding (Truscott et al., 2019). The children were told the puppet came from a country that does not have ReadAloud and wants to learn about it. The interview was semi-structured to allow for diversity and flexibility (Doverborg and Pramling, 1993; Burns, 2010). Since the purpose of the data collection was obtaining information about the children's affective needs and attitudes, the questions were developed to elicit the children's perspective of what happens in the classroom and how they feel about different stages of the ReadAloud cycle ([Appendix 29](#)). The children were interviewed in Mandarin Chinese by the TA to ensure they can communicate their views freely. The interview was translated into English by me and checked by the TA, who has a degree in English Language Teaching from Anhui Normal University ([Appendix 30](#)). The children were asked if they wanted to be interviewed alone or with friends. They first opted for a group interview but the first attempt had to be cut short because the children started getting unruly and the second one was interrupted by a fire drill. The children were then interviewed in groups of three and four, different children participating every time, some insisted on being interviewed twice.

3.5.7 Parents' questionnaire

The behavioural questionnaire was designed to investigate the parents' actions in response to their children's book reports and determine whether they exerted additional pressure on the children by informing the children of the report results. The items were kept short, and the questionnaire was administered in Mandarin Chinese and English. The translation was performed by the CT and approved by the principal of the kindergarten ([Appendix 31](#)). A 4-point Likert scale was used with responses 'always', 'usually', 'sometimes' and 'never', which the parents were asked to tick when answering, for example, 'I inform my child where he ranks against his/her classmates in the book report'. The responses were summarized in a graph ([Appendix 32](#)).

3.6 Intervention phase

This section is organized in two parts according to the two intervention cycles. Each part first gives an overview and the timeline of the cycle, then describes the cycle stages in more detail, lists the data that was collected and concludes with a summary.

3.6.1 Cycle 1

Cycle 1 was dedicated to gradually introducing the SA process to the children, lasted six weeks and included the following stages as shown in Figure 4:

		Dates
Cycle 1		March 7 – April 15, 2022
Stage	**Content**	
1	Introducing the children to planning and reflecting	Throughout Cycle 1
2	Analysing exemplars and negotiating criteria	March 7 –11, 2022
3	Familiarizing with the criteria	March 11 –18, 2022
4	Practice in applying criteria	March 21 – April 15, 2022
5	Peer-assessment	April 1, 2022
6	Self-assessment	April 13 – 15, 2022

Figure 4 Cycle 1 timeline

Stage 1 involved introducing the children to planning and reflecting. Throughout the intervention the children were invited to take an active part in making a plan for every ReadAloud session, which was recorded in the form of schematic pictures on the whiteboard. In order to scaffold the children's way to reflection, I first asked them to tick off the activities that were done and express their preferences by putting hearts next to the activities they liked. This gradually progressed to discussing what was learned and where the children could have done better.

Stage 2 engaged the children in analysing exemplars and negotiating criteria for success. The children were shown book projects done by their peers. To ease the cognitive load, as recommended by William and Leahy (2015), there were only three projects: one clearly worse than the other two (Appendix 33). The children were first asked to say which one they liked more to allow them to express their personal reaction to the drawings (ibid) and then invited to say why. The criteria of a successful presentation were recorded first on the

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whiteboard and then in the form of pictures and symbols that the children suggested. The pictures were later put on an A3 poster (Appendix 34) and displayed in the classroom.

During Stage 3 I showed more exemplars to familiarize the children with the criteria. The children were referred to the poster with the book criteria and encouraged to use it to assess the same books that were used to negotiate criteria. The children decided that a 'tick' meant the criterion was met, a 'cross' meant the criterion was not a met, and a 'question mark' meant the criterion was met partially. I first modelled applying the criteria for the children until they were able to do it by themselves.

During Stage 4 the children practiced applying the criteria. The children were given peer-assessment checklists and reviewed the conditions under which the criterion would receive a tick, a cross or a question mark. Then they were offered several books made by children in other campuses to practice applying the criteria by putting ticks, crosses or question marks on their peer-assessment checklists (Appendix 35).

For Stage 5 the children were paired up with their peers to assess each other's works. I had conferences with every pair and recorded their comments verbatim on the PA sheets. All ten children submitted their PA assessment sheets for data collection (Appendix 36).

Finally, Stage 6 involved the children in self-assessment. After the children completed their next book projects, they received SA sheets and assessed themselves according to the negotiated criteria (Appendix 34). I recorded their comments on the SA sheets and gave the children time to implement changes. All ten children's book projects with SA sheets were collected (Appendix 37).

After Cycle 1 the following additional data was collected: list of negotiated criteria, all ten children's book projects and PA sheets with comments and all ten children's book projects and SA sheets with comments.

At the end of Cycle 1, the data collection tools for assessing the children's affective needs and engagement were applied again and although there seemed to be an improvement, I reflected on the experience of the first intervention cycle and decided to introduce some changes to the intervention design that would give the children more control over the whole ReadAloud process.

3.6.2 Cycle 2

Cycle 2 lasted two ReadAloud book cycles and included the following stages as shown in Figure 5:

		Dates
Cycle 2		May2 – 27, 2022
Stage	Content	
1	Planning and reflecting	Throughout Cycle 2
2	Book action plan	March 2 – 4, 2022
3	SA	May 11 – 13, 2022
4	Book action plan	May 16, 2022
5	SA	May 25 - 27
6	Self-assessment	April 13 – 15, 2022

Figure 5. Cycle 2 timeline

In addition to daily plans, I introduced long-term plans for both books studied during Cycle 2 in the form of action plans that were collected from all ten children (Appendix 38, 39). The second action plan had space for the children to formulate personal goals, which they did via drawing and describing what they drew for the ET to transcribe (Appendix 39).

Then the children were asked to assess their book projects and explain their assessment to the teacher who wrote down their comments verbatim. Although the children were informed that they could use either English or Mandarin Chinese, they all chose English to discuss their projects.

To estimate how well the children grasped the SA process, they were invited to draw instructions on how to make a book project for younger children who were about to start ReadAloud.

SA checklists for both books (Appendix 40), SA checklists with comments, drawings explaining how to make a good book (Appendix 41), the children's books and modifications that the children made after SA (Appendix 42, 43), if any, were collected from all ten children for both books taught during cycle 2 (Appendix 43).

4. Needs Analysis

This chapter will present the data collected before the intervention via interviews, drawings, interviews, attitude assessment scales, my reflection notes and observation checklists and analyse it with a view to answering the two auxiliary research questions -

'What are the teachers' and learners' current attitudes towards the book project and presentation?' and

'What are the affective learning needs that can be identified?'

4.1 Motivation to learn English

The interviews conducted by the TA showed that only one of the children had intrinsic motivation for learning English: 'If not, then I won't know names of many dinosaurs, like I only knew Spinosaurus before' (Alex, March 3, 2022). Other children produced what appeared to echo their parents' words: 'Because if you can get a PhD, it's better. I'd like to get a PhD', 'because you can get the best degree' (Evie, March 3, 2022), 'Because if we learn English then we can pass the test when we go to school' (Mary, March 3, 2022) or even 'If we don't learn, then we paid all the school fees for nothing' (Candy, March 3, 2022). Instrumental motivation was present, as the topic of communication and travel was salient in the children's answers: 'If you go abroad and people ask you what your name is, you can't even say your English name' (Jessy, March 3, 2022), 'if we don't learn English then we can't learn other languages. And if we learn English well, we can go play in different places. And we can go to Disneyland and talk to different animals there' (Samantha, March 3, 2022). These also seem to reflect the parents' views. Notably, not one child mentioned enjoying ReadAloud sessions.

The results of the parents' questionnaire presented in Graph 1 show that except for one parent, all others share the results of book reports with their children and let the children know that they place high value on their English learning. Seven out of ten parents communicate the ranking to the children.
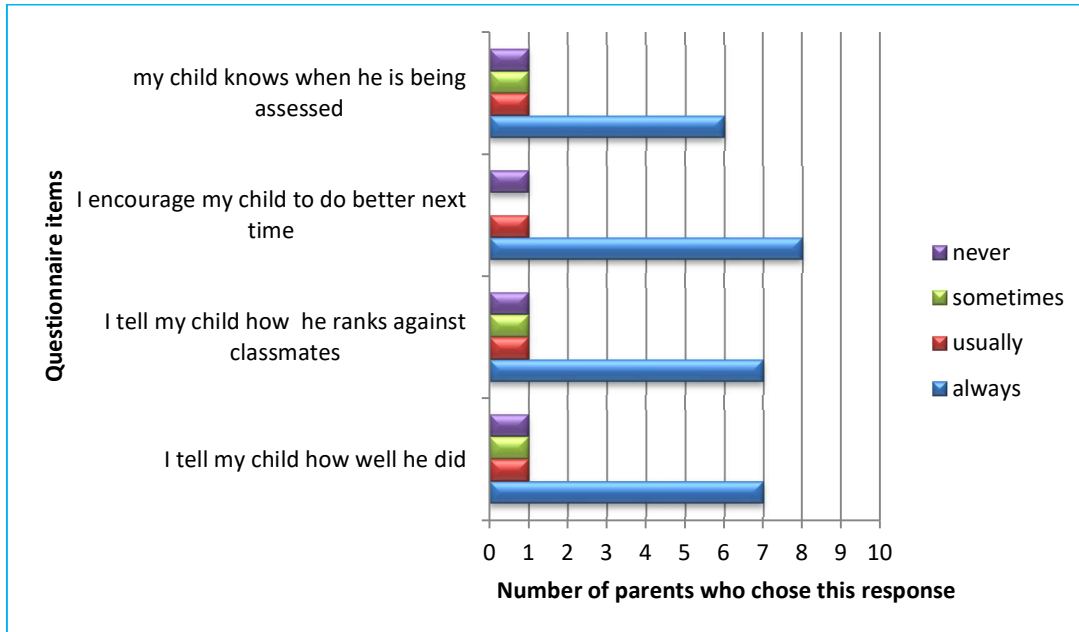
4.2 Attitude

When asked what they enjoyed doing in ReadAloud during the interview the children mentioned various flashcards games and only remembered the book projects and presentations when the TA broached the subject or led them to it by asking what they did they day before. This made me suspect these were the two activities they did not give much thought to. One child said she liked making books because she liked drawing. However, this was the only instance of positive attitude expressed towards the book project without the TA asking the children directly if they liked making books, to which they then responded with a positive answer, which might have been prompted by the desire to please the interviewer. When asked how she felt about presenting her book one child responded: 'It's boring. And it's silly' (Mary, March 3, 2022) and another child shook his head and left the room when the TA introduced the subject of making and presenting books.

Similar attitudes were expressed in the children's drawings of things they liked or did not like doing during ReadAloud (Appendix 24). The children who chose to draw something that makes them happy during ReadAloud invariably chose flashcards games: 'I like running to steal chairs because it's exciting!' (Samantha, March 4, 2022), 'It's teacher Natalie running to

take my chair. We're playing Bad Banana. It's my favourite!' (Mary, March 4, 2022). The children mostly mentioned either making a book or presenting it when asked what they did not like as a follow-up question: 'I don't like recording because I must do many times and teacher Mumu is angry' (April, March 4, 2022), 'I don't like making the book because I don't like drawing' *(*Betty, March 4, 2022*)*. Confusingly, Betty was also the child who said she liked making books during the interview. Figure 6 shows Alex's drawing of an unhappy figure and this is what he said to describe his picture:

'I don't like today. (Teacher: Why?) I don't like drawing books. (Teacher: Why?) I don't like. (Teacher: Do you like anything?) I like playing.' (Alex, March 4, 2022).
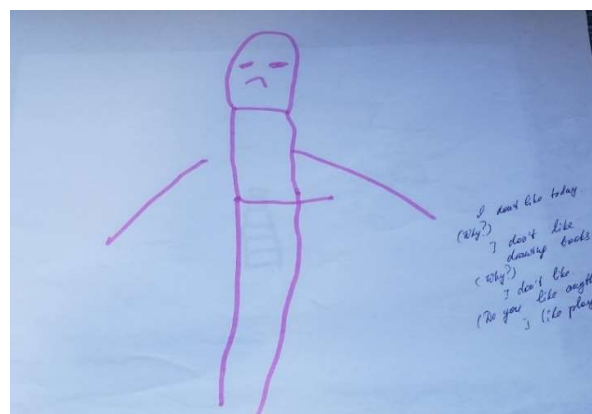
Figure 6. Alex's drawing, Needs Analysis

The attitude assessment scale corroborates these data. Graph 2 presents the data received from the smiley faces attitude assessment scale that all ten children completed with the help of the TA.

Graph 2. Attitude assessment scale, Needs Analysis
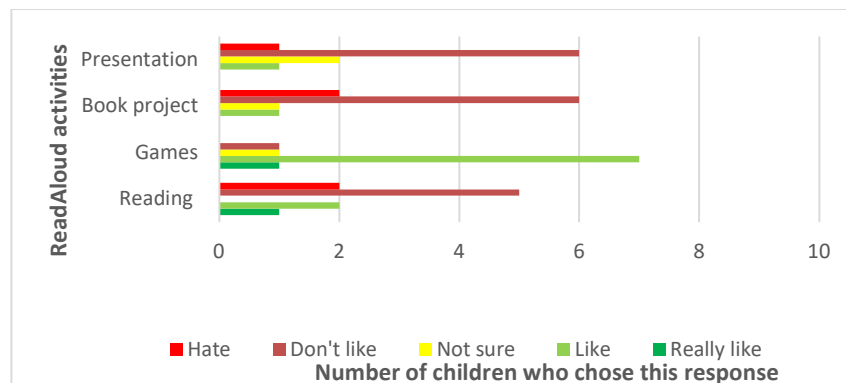
Graph 2 shows that most children expressed a positive attitude towards language games and had mixed feelings about reading the new book. All children, except one, showed a negative attitude towards both making their own books and presenting them.

The findings above are also reflected in my notes. Over the two weeks, as the children went through one book of ReadAloud curriculum, the days were punctuated by children crying, refusing to cooperate, only getting excited when they were given a game with an award. On the day of the project making, for instance:

> 'Mary, Evie and Jessy finish theirs quickly and are openly and unashamedly glad to have it over and done with. The TA asks Evie if maybe she wants to add some colour to hers, Evie refuses – no interest in the thing once it's done.' - (Reflection notes, March 1, 2022).

The following was observed on the day of recording the children's presentations:

> 'Mary reads the book with her face athunder, leaves the room radiating negativity with all her 4-year-old self. I want to beat my head against the wall. Similar story with April and Samantha';

> 'Tells me in Chinese, although I know perfectly well he can do it in English: 'I want to go last. I want to go after everybody'. I suppose his choice of language is a rebellion. I go with it and even when he is the last, he does not want to record' - (Reflection notes, March 3, 2022)

The children's unwillingness to communicate with me and choosing Mandarin when they did was also observed by my CT and is shown in Graph 3 below. Only one child addressed the FT in English on the day of making projects. According to Schwartz et al. (2020) this might be an example of agentic behaviour that the children engage in to show resistance to the foreign language.

Graph 3 'voluntarily uses English to interact with FT outside ReadAloud'
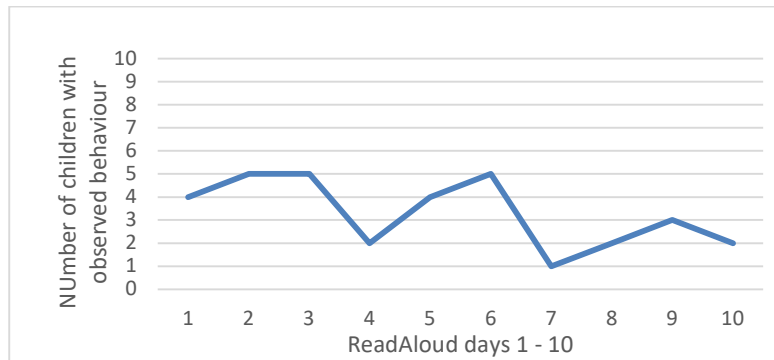
Finally, the children clearly demonstrate their negative attitude to ReadAloud and the ET by turning their backs to me during ReadAloud sessions as observed by EO and shown in graph 4. The graph shows seven out of ten children demonstrating this disengaged behaviour on the day of making books (Phase 3), compared to four and two during the phases of Words and Phrases (Phases 1 and 2).

Graph 4 Disengaged behaviour 'turns their back to the teacher'
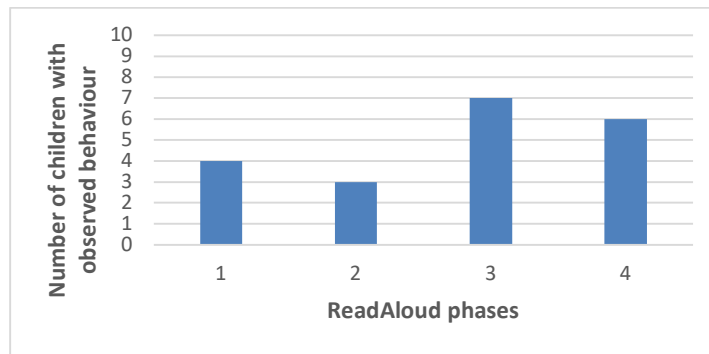
The collected data strongly support my initial feeling that the children's attitude to the ReadAloud program, especially to the making and presenting of book projects, is negative.

4.3 Engagement

4.3.1 Social, academic and affective engagement

The results of the daily observation checklists completed by the CT outside the ReadAloud show that social, affective and academic engagement are all low on the days of project

making and presentation ([Appendix 11](#)). For example, the number of children showing observable manifestations of academic engagement, while low throughout the book cycle, decrease even more on these days, as can be seen from the graphs 5 and 6 below:

Graph 5 Engaged behaviour: 'carries his/her chair to the circle without being reminded to do so'
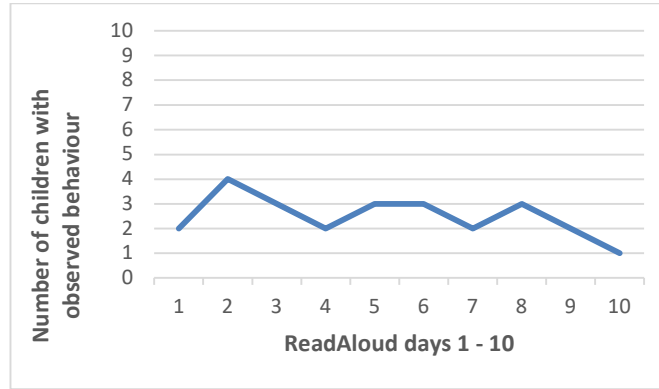
Graph 5 shows that, while always low, the number of children who were willing to take their chair to the circle and start the ReadAloud falls to one on the day of presentation. The graphs show multiple episodes of coming to school late and emotional outbreaks before the sessions start. This is also reflected in my notes, -

'- arrive extremely late, both crying and refusing to go in. Evie's mom says the girl pleaded with the parents to not go to the kindergarten' (Reflection notes, February 21, 2022).

Graph 6 shows that only two children joined their group willingly on the book project day.

Graph 6. Engaged behaviour 'willingly joins his/her ReadAloud group'
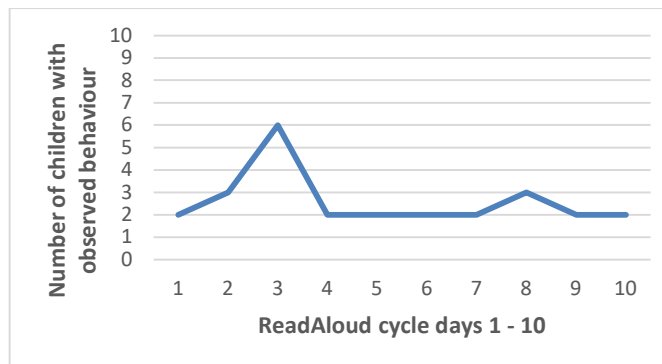
The CT observed repeated reminders to put the chair into the circle and scarce, if any, voluntary interaction with the foreign language teacher or agentic engagement with English materials in the classroom. All incidents of using English to communicate outside the English session time were limited to asking the foreign language teacher for something, and even then, the children often started in Chinese and had to be asked to use English. Notably, there was not one episode of a child volunteering any information about ReadAloud sessions or sharing their ReadAloud book when talking to peers from a different group or the Chinese teachers.

4.3.2 Cognitive engagement

The checklists completed by my colleague during ReadAloud sessions showed an increase in disengaged behaviours on days of book making and presentation (Appendix 23). This is especially clear in the case of the disengaged behaviour 'refuses to participate in activities', as illustrated by Graph 7:

Graph 7 Disengaged behaviour 'refuses to participate in activities'
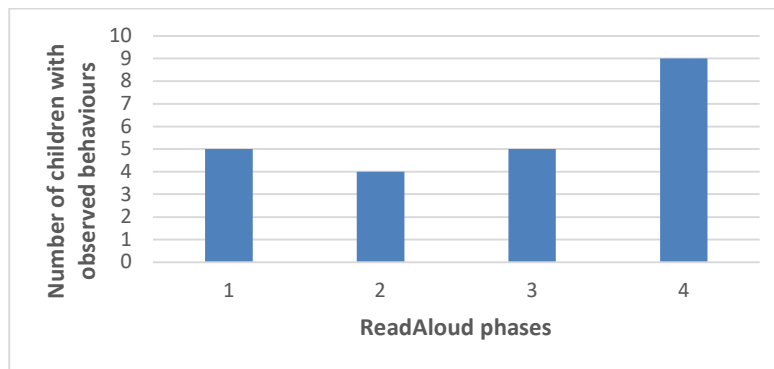
The number of children who refuse to participate in activities rose to nine out of ten during the presentation (Phase 4), compared to five and four in the previous phases.

While the data obtained from the checklist of disengaged behaviours showed that the children were disengaged through all phases of ReadAloud, there was an increase on the days when the children made and recorded their book projects. Observations by my colleague are further supported by my reflection notes: 'Took ages to persuade Sean to even open his blank pages'

*(*Reflection notes, March 1, 2022*);* 'They seem to view it as an unnecessary unpleasant procedure that they have to go through with for no conceivable reason at all before they can be released' (Reflection notes, March 2, 2022); 'Calling them to the recording area one by one, watching their little faces fall and then set into grim determination to just finish it and be free again' (Reflection notes, March 6, 2022).

Not surprisingly, the data for engaged behaviours showed a decrease in all items during book making and presentation (Phases 3 and 4), for example, only two children remained focused during book making and only one seemed to be determined to complete their book presentation, as demonstrated by Graph 8:

Graph 8 Engaged behaviour 'completes activities (e.g. stays interested/focused till the end of a game)'
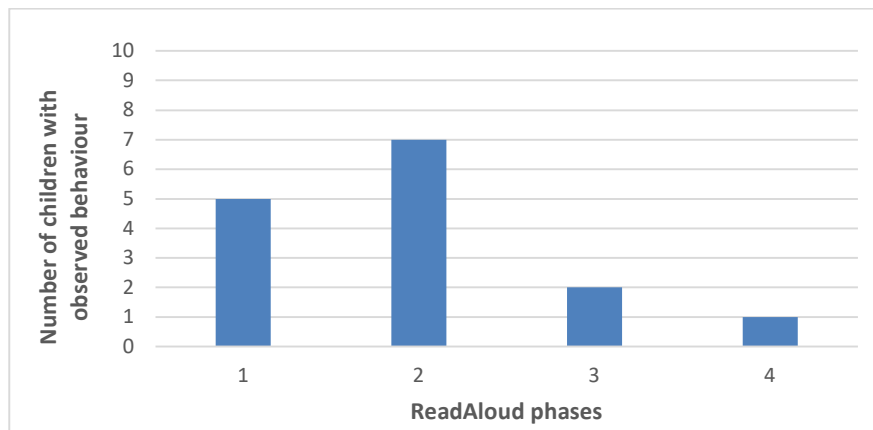
4. 3 Summary

The data collected in the Needs Analysis phase was used to answer auxiliary research questions -

'What are the teachers' and learners' current attitudes towards the book project and presentation?' and

'What are the affective learning needs that can be identified?'

The evidence suggests that my initial perceptions of an unhealthy classroom atmosphere were not ungrounded, and both the teacher and the children appeared to find the cycles of project-

making and project-presenting stressful and unpleasant. In fact, all aspects of engagement were low throughout the ReadAloud cycle but seemed especially poor during the book making and presentation. The data show that the children's attitude to the foreign language was mostly negative unless they were offered external stimuli such as stickers. The children seemed to have no understanding whatsoever of how the phases are connected, thought all ReadAloud activities were imposed on them by the teacher and felt a lack of agency, which contributed to demotivation (Fluckiger et al., 2018). The children clearly had no sense of ownership in their book projects, which resulted in task reluctance, as suggested by Hall and Burke (2004). That the above factors combined with real or perceived pressure from the parents created negative attitudes is supported by Djigunovich (2019), who believes parental expectations and fear of incompetence to be the cause of anxiety for children during tests. There was certainly no sense of partnership in the learning process between teachers and children, and the children demonstrated a worrying number of disengaged behaviours during these phases of the ReadAloud cycle.

Therefore, the identified affective learning needs point to improving the children's attitude to book making and presentation, fostering a sense of ownership over book projects and boosting the children's engagement during and outside of ReadAloud sessions.

5. Intervention Findings

The aim of the intervention was to answer the following research questions:

- To what extent does a process of self-assessment improve learner engagement with the book project and foster learners' sense of ownership over their project work?
- How capable are children of engaging in the self-assessment process using English only?

This chapter is divided into two parts according to two cycles of the intervention. It begins with the intervention timeline and lists the activities. Then findings are presented, based on triangulated data, followed by my reflections. The report on Cycle 1 concludes with an outline of a modified plan for Cycle 2. The report of findings from Cycle 2 concludes with recommendations for a potential Cycle 3.

5.1 Cycle 1 findings

Intervention Cycle 1 took place over the six first weeks of the spring semester 2022 and contained the following activities, as shown in Figure 7:

Date	ReadAloud book	Activities
March 7 – March 18	*Where's Spot*	Session plans, reflection on personal preferences. Studying exemplars, negotiating criteria, peer-assessment.
March 21 – April 1	*Dear Dragon learns to read.*	Session plans, reflection on performance. Studying exemplars, practicing applying criteria, self-assessment.
April 4 – April 15	*Dear Dragon goes to the firehouse*	Session plans, reflection on performance. Studying exemplars, practicing applying criteria, self-assessment. Collecting data on attitudes and affective needs.

Figure 7 Cycle 1 overview

5.1.1 Attitude

The children seemed to enjoy the innovations from the first day. The new practices introduced during Cycle 1 resulted in an improved attitude to English in general and the book project in particular. This is clear from the Attitude assessment scale administered at the end of Cycle 1 by the TA in Mandarin Chinese. Graphs 10 and 11 show the change in attitude

towards book making and presentation between the Needs Analysis and Cycle 1. Five children expressed a positive attitude to book making and six children expressed a positive attitude towards presenting compared to just one child during the Needs Analysis.
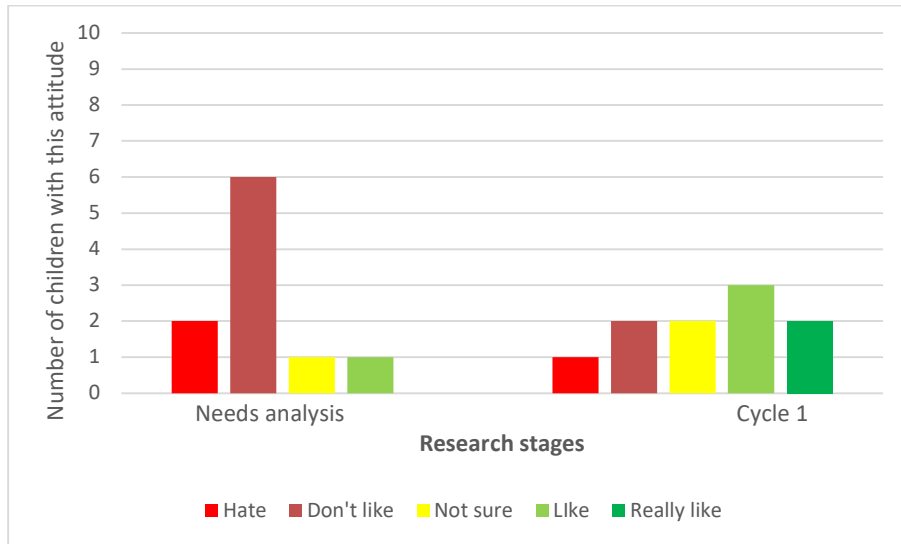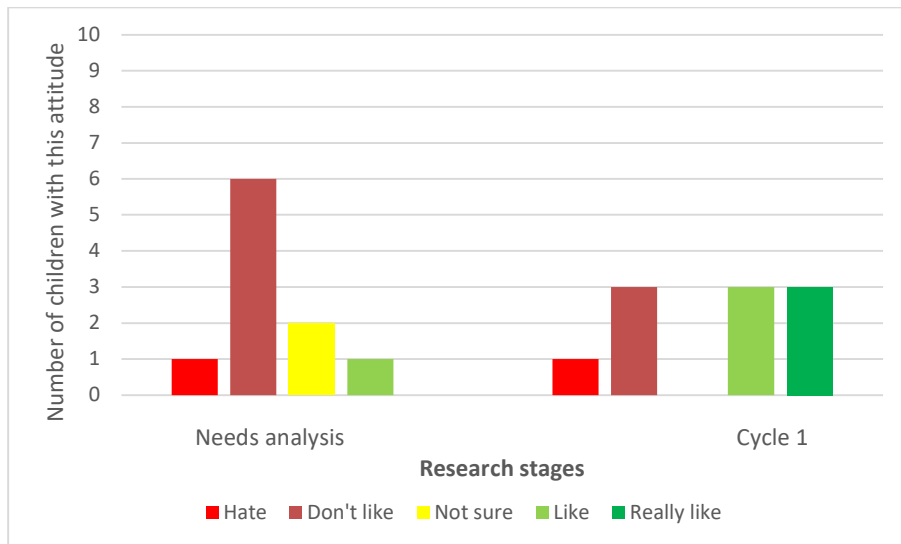
The children's attitude towards English as a tool for communication appeared to improve as well, as the children started using English outside of the ReadAloud sessions. This can be seen in Graph 11 that was derived from the observation checklist completed by the CT during the ReadAloud cycle April 4 – 15. The children's use of English outside of ReadAloud

sessions was significantly higher on all ReadAloud days, including book making and presentation.

Graph 11. Engaged behaviour 'uses English outside of ReadAloud', collated Needs Analysis and Cycle 1
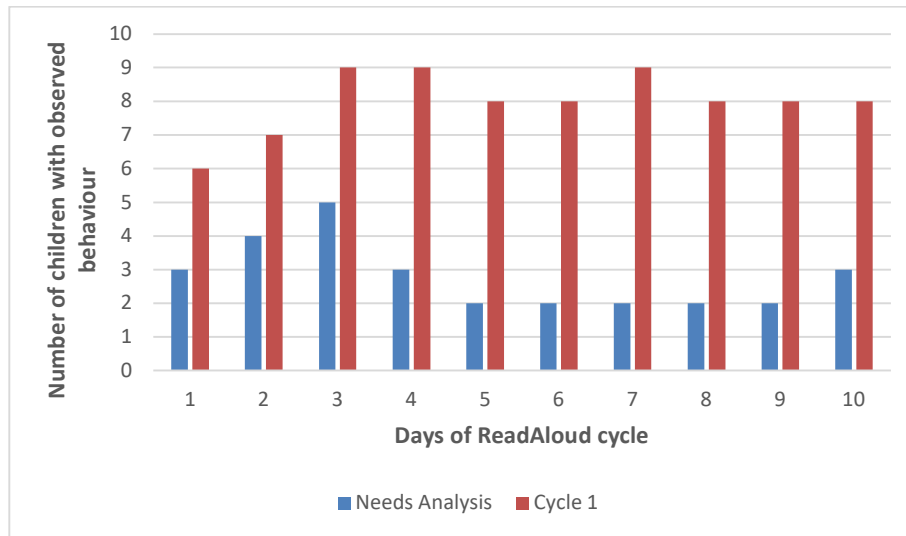
The teachers observed that children used more English and noted this in multiple entries in Wall Observations (Appendix 22). For example, after nap time the following conversation was overheard:

Evie: - I see I can't fly so mom says sit on a bird so I sit on a bird and fly!
Betty: - My dream is my cat wants to eat a rabbit and I don't give him he's angry.'
(Wall Observation, April 4, 2022).

This dialogue was part of a bigger dialogue conducted mostly in Chinese but the girls suddenly switched to English to exchange this information. This had not happened before and showed growing positive attitude towards English and willingness to use it to communicate.

When the children were asked again to draw what they enjoyed doing during ReadAloud at the end of Cycle 1, three of them mentioned making books when talking about their drawings. For example, Jessie said, -

'I like drawing. I like making my book. I can draw many animals. I can draw a turtle and Pikachu. I can write the name of my book, too' (April 14, 2022).

Additionally, the children seemed to be genuinely interested in what was happening in the classroom and did not appear to need external stimulators, as can be seen in my reflection notes:

'…when I asked what they wanted to do, they wanted to see more books from other campuses and not the usual "let's play a sticker game!' (Reflection notes, March 10, 2022).

This suggests the children seemed to be developing an intrinsic motivation to participate and did not rely on external awards as heavily as they had before.

5.1.2 Engagement

All aspects of engagement saw an improvement fairly early during Cycle 1, as the children were curious about the introduction of the new practices and appeared to be enthusiastic about making plans. Such indicators of engagement as 'willingly joins the ReadAloud session and 'arrives on time' changed dramatically throughout Cycle 1. As graphs 12 and 13 show, the number of children demonstrating this engaged behaviour rose from two and three on book project and presentation days during Needs Analysis to eight and nine at the end of Cycle 1.

Graph 12. Engaged behaviour 'willingly joins the ReadAloud session', collated Needs Analysis and cycle 1
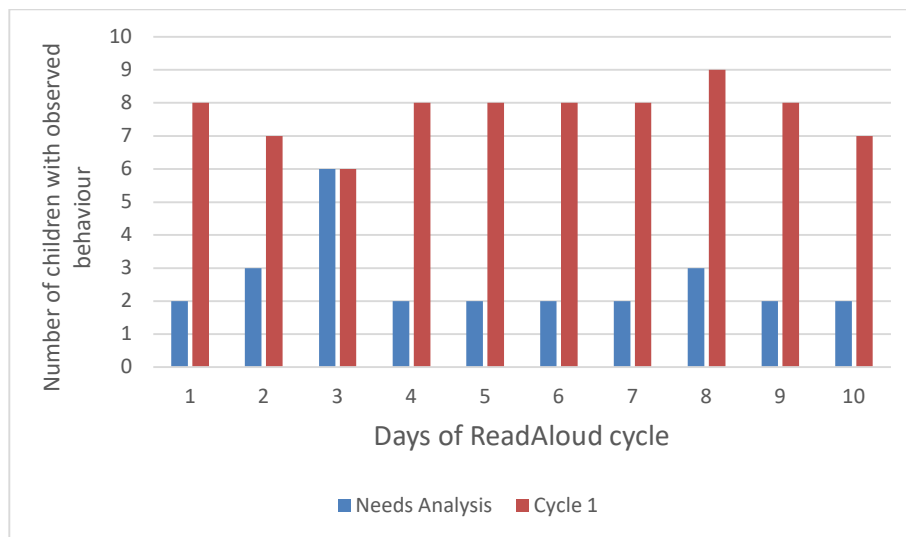
Graph 13. Engaged behaviour 'arrives on time', collated Needs Analysis and cycle 1
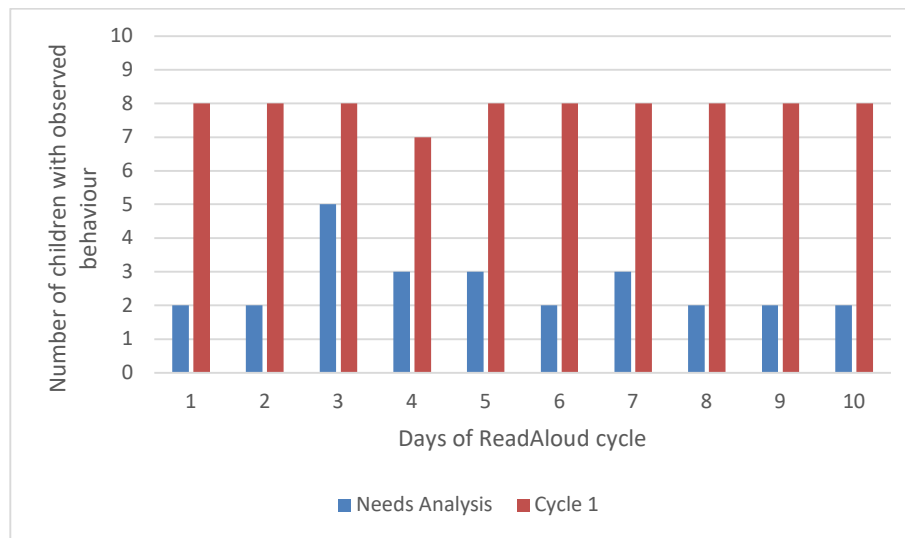
5.1.3 Sense of ownership

As the children started applying negotiated criteria to assess their own and their peers' books, they began manifesting a sense of ownership towards their projects by investing time into drawing the books, describing them to the teacher in more detail and sharing the completed books with other classroom teachers. This is recorded, for instance, in my reflection notes:

> 'I also noticed that all of them were a lot less impatient when telling me about their books, seemed genuinely interested in telling me what happens where. Then spent an equal amount of time telling the TA about their books' (Reflection, March 16, 2022).

A sense of achievement and pride over their books can also be perceived in descriptions of some children's drawings at the end of Cycle 1, when they were asked to draw something they like doing during ReadAloud. Figure 8 is an example from Mary, who described it as follows:

'It's not me. It's a picture of me with my book. I say hello everybody this is my book. I see the picture in the camera' (April 13, 2022).
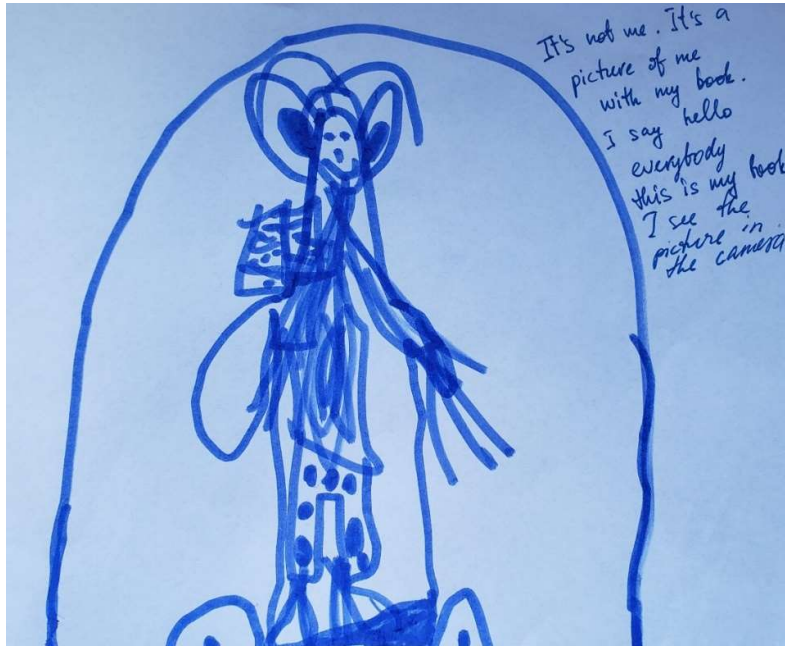
Figure 8. Mary's drawing, Cycle 1

Figure 9 is from Ivy's drawing, who declared proudly: 'I made a book. I like making books'.
(April, 13, 2022).
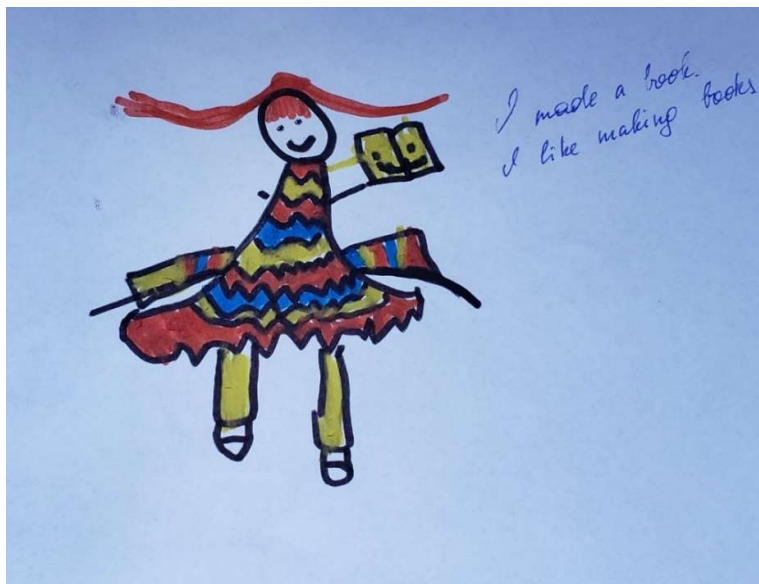
Figure 9. Evie's drawing, Cycle 1

Both girls chose to draw the book project when asked to draw something they like doing
during ReadAloud. Both drawings picture smiling girls showing their books to an imaginary

audience. This, combined with increased number of children choosing to share their books with other teachers and peers showed development of a sense of ownership.

5.1.4 Planning

With pre-primary children I felt that making simple plans and reflecting on them was a necessary preparatory step to ease the cognitive load before introducing them to the more challenging task of comparing their book projects to sets of criteria. Being given a voice in making session plans was clearly one of the children's favourite parts of the innovations from the beginning. At the beginning of Cycle 1 the children started participating in planning and reflecting by first drawing hearts next to the activities they enjoyed. This can be seen in Figure 10, which shows the children's drawings of hearts next the completed activities on the classroom smartboard. The symbols stand for the activities the children chose to do at the beginning of the session: game 'Somebody, everybody, nobody'; 'What's missing', 'Build a tower', Teacher's questions time, Reflection time - What we did today.
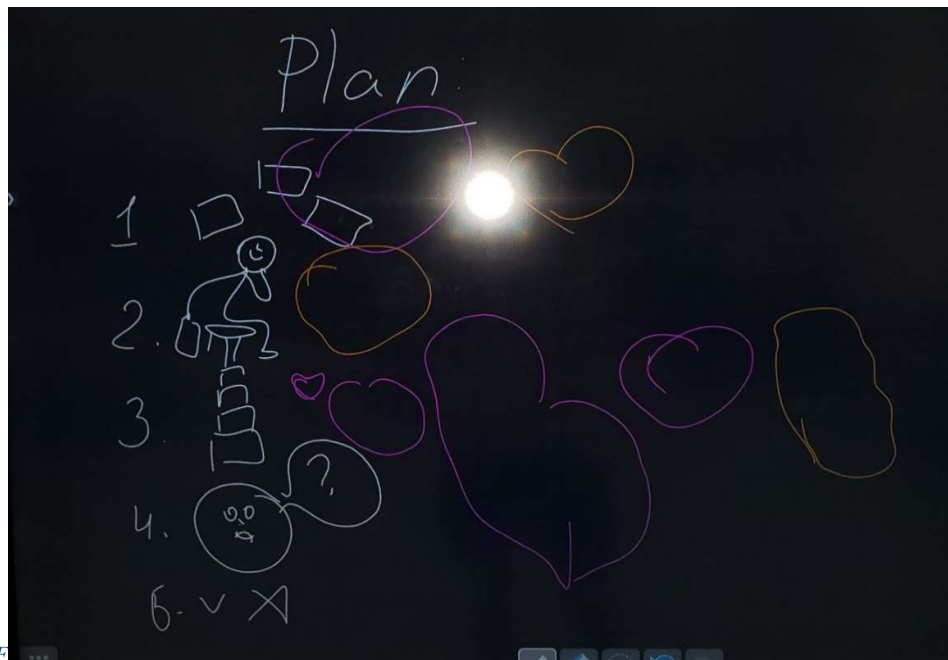
Figure 10. Children's reflections on the session, March 9.

After the children were comfortable expressing preferences, they moved on to putting ticks next to the activities they completed, discussing what they learned and how they performed

during the session. My reflection notes show how well the children embraced the plan-making during the sessions:

'The children greeted me with shouts of 'make a plan!' (March 10, 2022).

They also transferred the experience to outside of ReadAloud sessions. An example was observed by one of the classroom teachers as Betty refused to let a peer join in a game outdoors:

'No no, no, we have a plan you know?' (Wall observations, April, 6, 2022).

This example was recorded into wall observations because it was the first time the plan-making was mentioned in English during the children's free play. However, multiple episodes of children referring to plans and the need to respect them in Chinese were observed once the practice of plan-making had started.

Plans even featured in one child's drawing of things she liked to do in ReadAloud (see Figure 11). She drew the board with a plan on it and described it as follows:

'I like when we make a plan and teacher Natalie lets me ticks and crosses' (Samantha, April 13, 2022). It is noteworthy that she drew five activities she liked doing during ReadAloud, compared to only one that she drew during Needs Analysis before going on to draw two that she did not like:

> 'I like running to steal chairs because it's exciting. Flavio wants to sit on my lap it's so funny. I don't like when I don't know cards and children say faster. I'm sad. I don't like to write my name.' (Samantha, March 4).
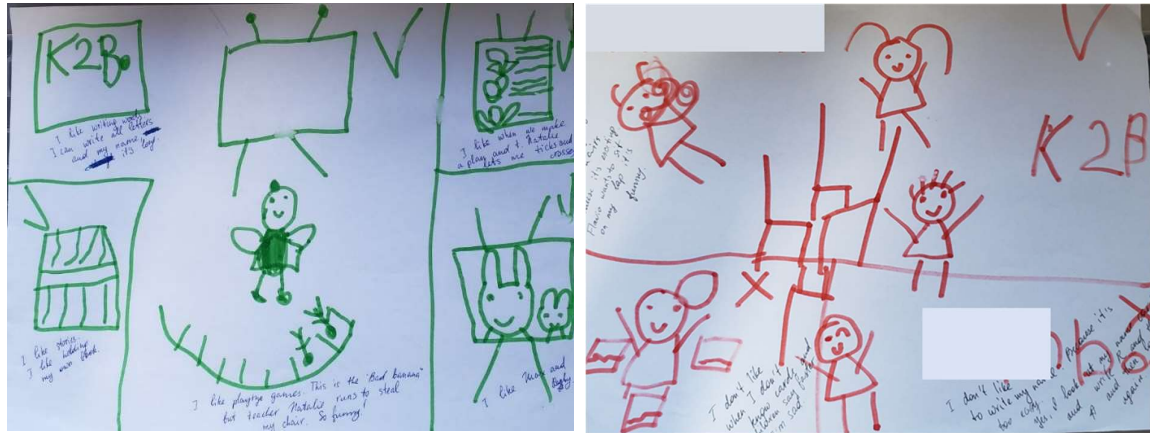
Figure 11. Samantha, Cycle 1 and Needs Analysis

5.1.5 Process of self-assessment

According to James et al. (2006: 7) self-assessment is 'reflection on one's own knowledge, understanding or behaviour', which suggests it is essential for the children to learn to reflect on their performance. Children needed sufficient time and support to learn this, and I had to respect their pace. My reflection notes show I was at first two ambitious and needed to learn to repeat the stages as many times as the children required.

'I somehow expected them to remember we have spent this week talking about criteria and books. Reminder to self: slow down!' (Reflection notes, March 11, 2022).

Before the children were asked to reflect on their works, they negotiated the success criteria by comparing two exemplars and discussing which book they liked more and why. The first criteria derived from these discussions included features salient to the children, i.e. what a drawing should include, such as colours and detail. But because they kept asking to look at other children's books, more criteria were negotiated later, even language-related ones like 'long sentences' and 'many words' and story-related ones like 'name and story are the same' and 'he used imagination'. Figure 12 shows how I recorded the criteria on the smartboard as the children suggested them, before changing them into pictures and symbols for future use (Appendix 34).
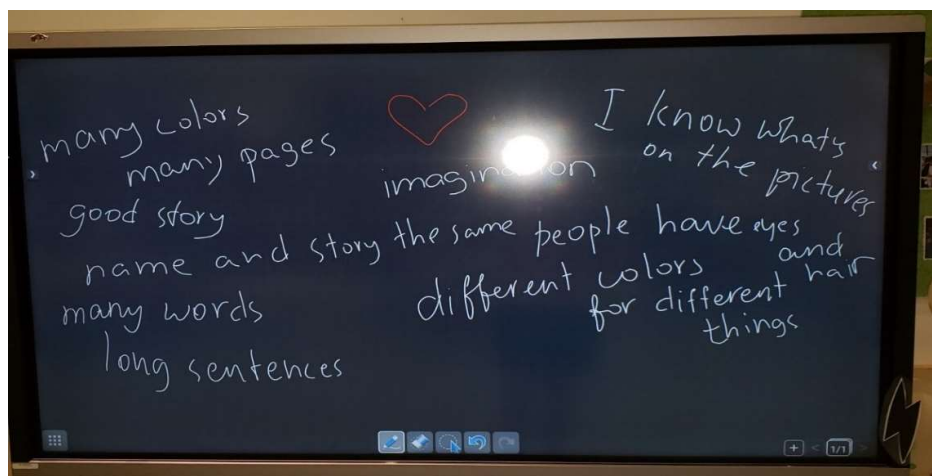
Figure 12. Negotiating criteria, April 11, 2022

Later, when I asked the children what constituted 'many', the children concretized the criteria. In order to answer my question, they engaged in animated debates conducted in a mixture of Chinese and English to reach a consensus. One child, Mary, even went as far as to tell the others that front page did not count because it was there for decoration. This is reflected in my notes:

'[after the debate] the criterion enriched with 'at least three colours on one page'. [] The pages question was less dramatically discussed and resulted in this requirement formulated: 'at least four, not counting the front page'. Mary explained: 'front page is pretty page, not real book' (March 11, 2022)

To subjectify the criteria the children practiced applying them in peer-assessment. After the book projects were completed, I modelled using a PA checklist (Appendix 35), then asked the children to share their book with a friend and assess each other's books. Five of the children were not able to assess using the criteria the first time. Of these five, three children gave their peers perfect scores, probably to maintain friendship; one child was upset about not being given a perfect score and wanted to retaliate with crosses of her own and another child judged unfavourably because he did not like the content.

Half of the children attempted to assess objectively. Five children referred to the assessment criteria, even though they mostly concentrated on features of their peers' drawings (Appendix 24). Peer assessment was such a popular activity that one of the children, April, chose it for

her drawing of what she liked doing during ReadAloud at the end of Cycle 1 (see Figure 13). In her spoken description she said:

'Evie give me ticks for my book and I give ticks for Evie's book. I think her book is very good, too. I give all ticks' (April 13, 2022).
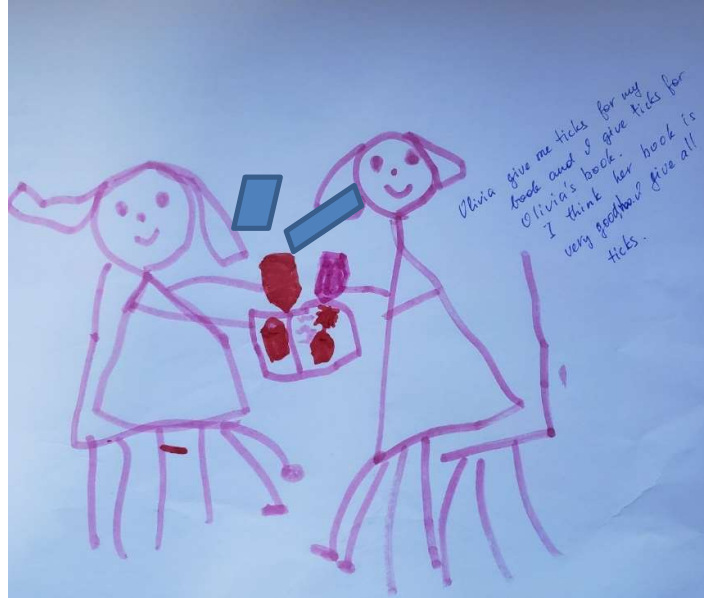
Figure 13. April's drawing, Cycle 1.

When it came to the first attempt at self-assessment, objectivity declined substantially. Eight out of ten children gave themselves perfect scores regardless of whether they met the criteria (Appendix 36). In my reflection notes I wrote how I tried to help them apply criteria objectively.

> 'Had to sit with them one by one and go through their books together. Decided to not ask the children to change their beloved ticks into crosses but led them to agree that that should indeed be a cross and tell me what they could do to make it better' (Reflection, March 30, 2022).

Only one child went on to implement the suggested changes during their book presentation. My reflection notes describe how April put her own feedback into practice.

'April actually elaborated on the story about the bad rabbits when presenting' (Reflection, March 31, 2022). April's SA is shown in Figure 14 , where you can see how she answers the

question of what she could add to make the book better. She told me the plot of the story about the bad rabbits and added it to her final presentation.

Figure 14. April's SA, April 30, 2022

5.1.6 Summary

The children seemed to enjoy the changes to the habitual classroom practice that were offered by the process of SA, especially the choices they were able to make about their learning, including negotiating activities planned for the lesson and discussing criteria for a successful book project. The first attempt at PA produced several overestimated results, as the children wanted to please their friends or return the favour of a good assessment. Six of the children, including the one who misunderstood the criterion of 'using imagination', did refer to the criteria and made comments according to them, albeit only referring to the quality of the drawings.

The first attempt at SA was challenging for the children, and five of them insisted on giving themselves all ticks despite the objective reality. However, individual conferences with the children showed that even those who resented assessing themselves negatively were able to refer to the criteria and suggest improvements, which only one child later implemented.

In the next cycle, I wanted the children to include criteria which were more specific to their language use, so I decided to negotiate with them what constitutes success for a book project on a particular topic. I also thought I could give the children even more control over the learning process by creating a plan for the whole book cycle that would include objectives

not only for the book project and presentation but for the words and phrases phases as well. I thought giving the children a long-term plan so they could tick objectives as they were met would help them reflect on their progress and make the learning process more transparent.

5.2 Cycle 2 findings

Intervention cycle 2 took place over four weeks of the spring semester 2022 and contained the following activities, as Figure 15 shows:

Date	Book	Activities
May 6 – May 13	*Seeds seeds seeds*	Two-week action plans. Negotiating criteria for a particular book, SA.
May 16 – May 27	*The oak tree*	Two-week action plan including personal goals, reflection on completing the action plan. Criteria for a particular book, SA. Time to implement feedback. Data collection

Figure 15. Cycle 2 timeline.

This section will present the findings that were observed during intervention cycle 2 according to main identified trends.

5.2.1 Attitude

As graph 14 shows, the attitude to book projects at the end of Cycle 2 was even more positive than at the end of Cycle 1, with only one child still expressing dislike to this phase of ReadAloud, compared to three during Cycle 1.

Graph 14. Attitude to book project – 3 cycles collated
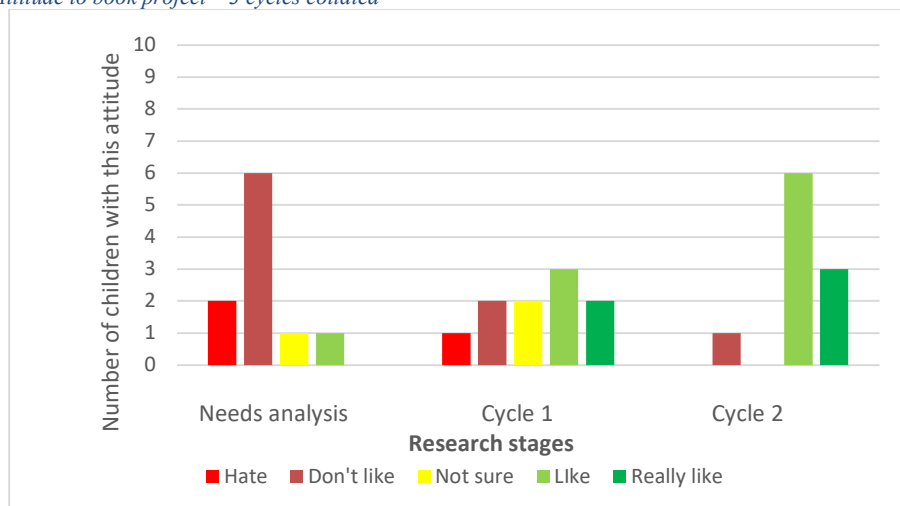
A similar tendency was observed in the attitude to presentation, with nine children selecting positive responses, compared to six and one during Cycle 1 and Needs Analysis, respectively.
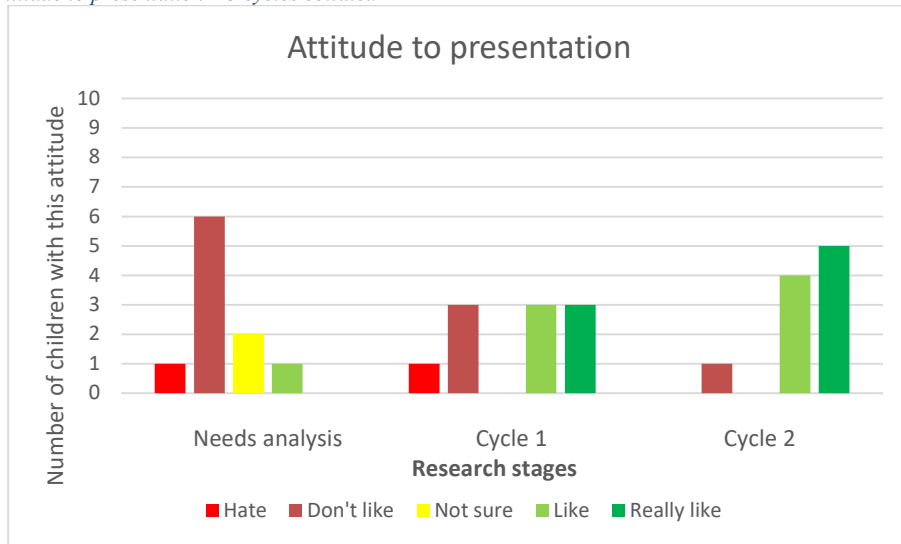
Both FT and CT observer noted the children were consistently demonstrating a positive attitude to ReadAloud sessions in their observation checklists. Graph 16 shows that although the improvement between Cycle 1 and Cycle 2 is minor, the contrast between Needs Analysis and Cycle 2 is striking, with eight and nine children enjoying Phases 3 and 4.
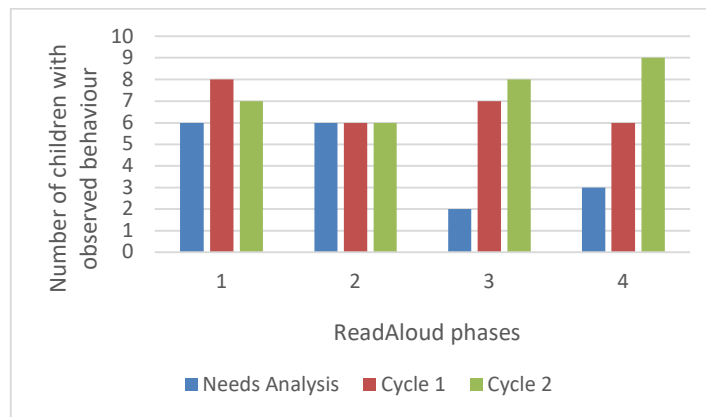
The children's attitude to English outside of ReadAloud sessions had visibly improved, and manifested in increased frequency of interactions with the FT (Graph 17) and opting for English resources during free-play time (Graph 18). Compared to Needs Analysis, interactions with FT became considerably more frequent during both Cycle 1 and Cycle 2,

although the difference between these two cycles is negligible. However, the contrast between Needs Analysis data and the data collected during Cycles 1 and 2 is remarkable, growing from zero on the last days of the presentation phase to four and seven over the subsequent two cycles of this research.

Graph 17. Engaged behaviour 'voluntarily interacts with FT outside ReadAloud' – 3 cycles collated
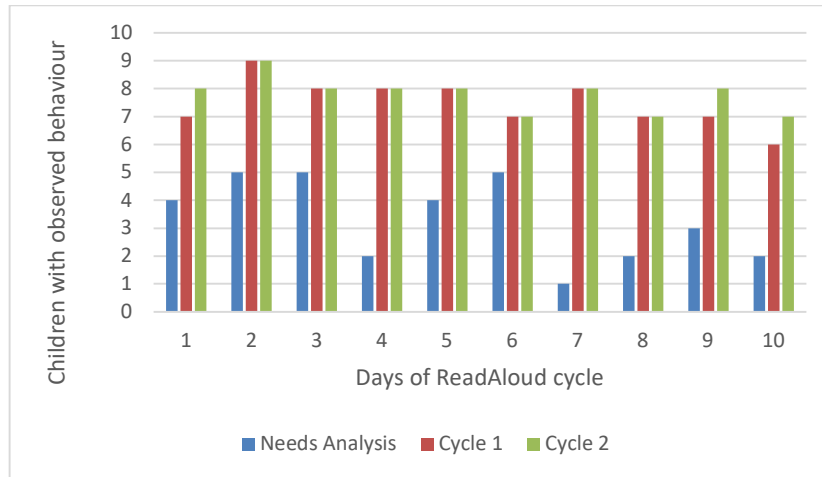
Graph 18. Engaged behaviour 'chooses English resources in the game corner', 3 cycles collated
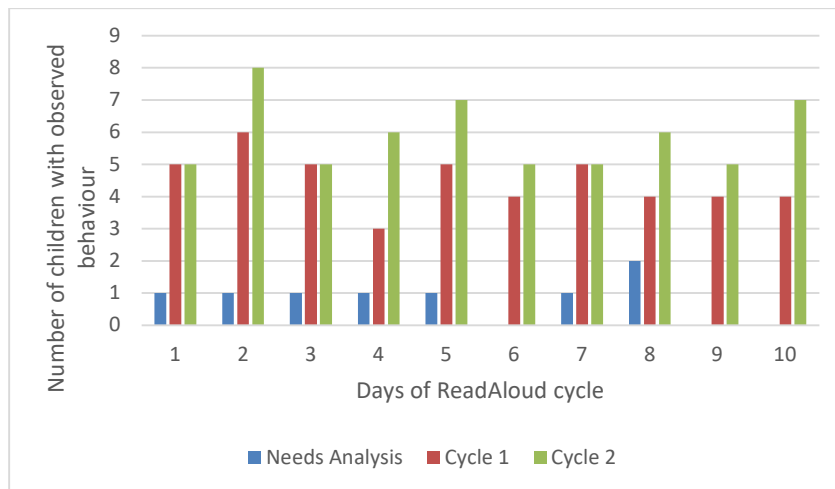
5.2.2 Sense of ownership

At the end of Cycle 2, the children were more willing to spend time with their book projects, as is evidenced in this example from Sean as he spoke to the TA after lunch one day:

'Can I take markers? I want to put more colour?' (Wall Observation, May 25, 2022). The children have time for activities of their choice after lunch and Sean choosing to spend time on his book project was a significant indicator of his developing sense of ownership towards it.

The trend is also reflected in the checklists of engaged behaviour completed by the CT outside the ReadAloud sessions. As can be seen from Graph 19, as many as eight children took the initiative to discuss ReadAloud outside of the sessions on days of making the book project, compared to one during Needs Analysis.

Graph 19. Engaged behaviour 'volunteers to talk about ReadAloud activities with other teachers and peers', 3 cycles collated
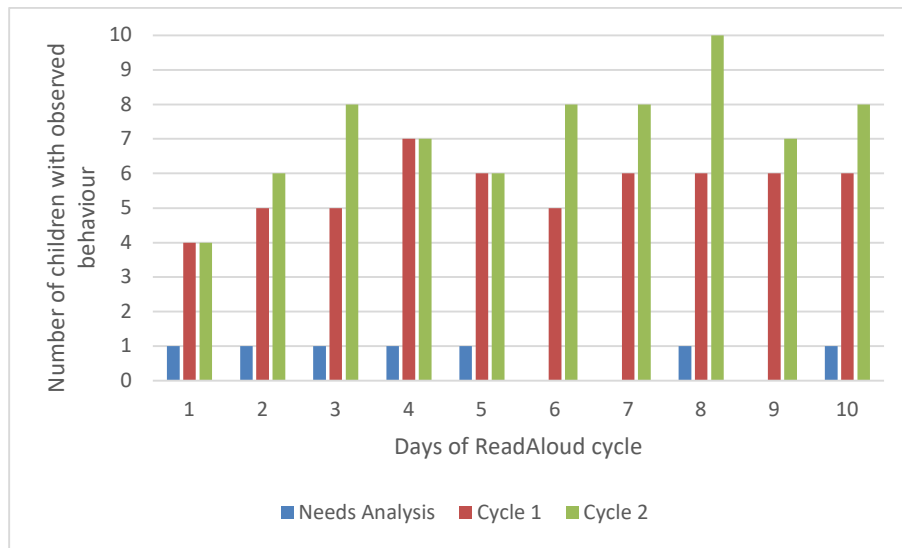
This dialogue between Samantha and Candy was observed as they were paging through all the children's old projects in the book corner.

Samantha: What is this? So silly. Fred can't draw. Candy can't draw.
Candy (looks offended): I'm small. Now I can draw. (Wall observations, May 23, 2022)

Additionally, children expressed pride over their book projects in drawings that they were asked to produce to explain to their peers how to make a good book. Figure 16 shows April explaining the criteria to a potential novice.

'This is a good book. I write words and my pictures are good. I have different seeds and I have a new story. My story. My story is long and it has the end.' (May 26, 2022)
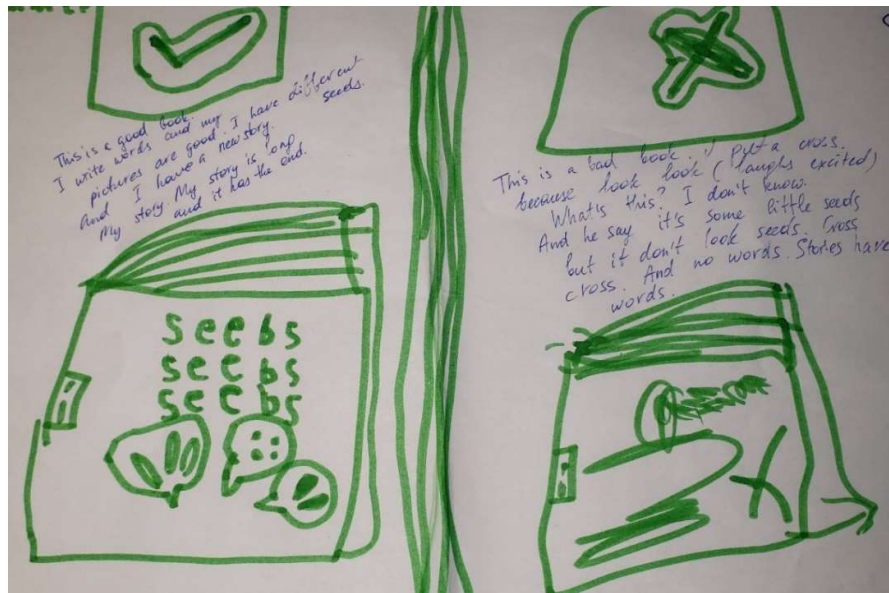
Figure 16. April's drawing, Cycle 2

Further episodes of the children expressing their sense of ownership over completed projects can be found in my reflection notes:

'Several ran off to find Judy (CT) to show her their books' (May 12, 2022), and -

'Several children wanted to keep their books after the recording, then went around inviting everybody to look' (May 26, 2002).

An entry by the CT in Wall Observations shows a child practicing presentation of his book during nap time:

'Hello everybody, this is my book. My name is Fred. My book is called I grow seaweed. I grow seaweed in the fish tank. First, I put seeds in the sand, then seeds grow long' (Fred, May 27, 2022). In a private conversation, the CT then reported asking the child to be quiet, to which he nodded, hid under the blanket and continued rehearsing his presentation.

5.2.3 Planning

The session plans were as popular throughout Cycle 2 as they were in Cycle 1. The addition of two-week plans also helped to keep the children's interest high, as they referred to their action plans (Appendix 26) daily to see if the goals were achieved. The personal goals were

introduced when I felt the children were ready, in response to their question. I described the moment in my notes:

> 'Mary asked: 'so we know what we want to learn?' I lavishly praised the question in front of everybody and used it as a bridge to setting personal goals next time. I answered that yes, indeed, so we can know what we want to learn but we could also think and add something else we want to learn next time. She and Evie seemed especially happy about it and left the session chattering in Chinese about things they want to learn' (Reflection Notes, May 2, 2022).

All the children took advantage of the opportunity to set a personal goal. Eight children set vocabulary-related goals, for example: 'I want to learn how to say these plants that live at home' (Jessy, April 16, 2022) and two set skill-related goals, for example: 'I want to learn to say every word' (Mary, April, 16, 2022).

5.2.4 Process of self-assessment

Although the children were given time to implement their suggestions for improvement during Cycle 1, none of them used the opportunity to do so. During Cycle 2, however, two of the children introduced changes to their books after the first ReadAloud cycle and all of the children did after the second ReadAloud cycle. The changes ranged from adding colours to adding details to pictures or descriptions or even adding whole pages. I wrote this in my reflection notes as well:

> 'I did not harbour much hope about them implementing their feedback but this time they all did. Some added pictures, some added descriptions, some added colours but everybody did something they said they could do to make the book better' (Reflection notes, May 25, 2022)

Figure is Sean's drawing that he made after saying the following in his SA: 'I can draw one more. I can say about seaweed. And I can say about seaweed leaves.' (May 25, 2022). He proceeded to draw a new page devoted to seaweed.

Figure 17. Sean's drawing, Cycle 2

The children demonstrated an understanding of reasons to act on their feedback and a budding growth mindset in the drawings they made to teach future generations to make book projects. Figure is a drawing made by Candy to explain how to make a good book. What she said in her description of the drawing illustrated a change in attitude to her book from quickly getting it done with to willingness to invest work into improving it:

'You put ticks and crosses. If you put a cross, you can change. If no colours, you can put more colours. If not many words, you can say more' (Candy, May 27, 2022)
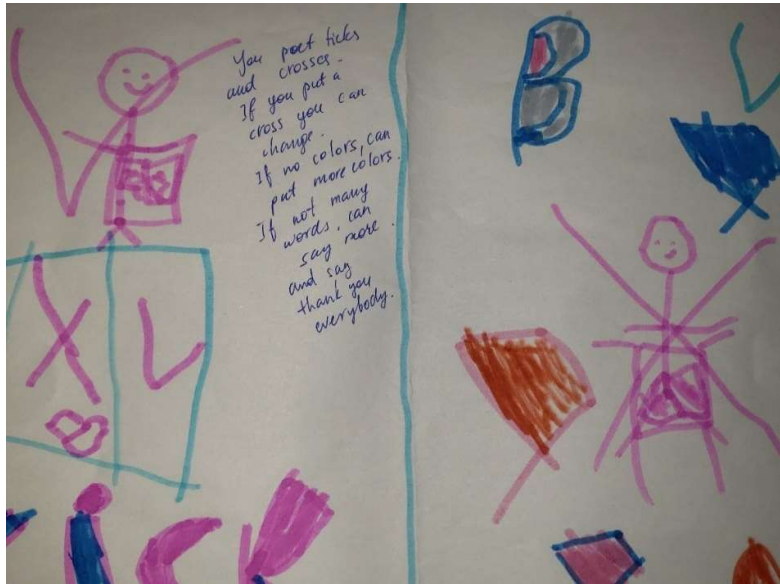
Figure 18. Candy's drawing, May 27

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5.2.5 Summary

After Cycle 2 the transformation in the classroom was even more visible. The children were expressing positive attitude to English language outside and inside ReadAloud. Disengaged behaviours dwindled and were mostly isolated events that had reasons unrelated to ReadAloud. The children demonstrated sense of ownership towards their book projects and were willing to invest time into improving them. Stickers as a stimulus or award were not even mentioned, and the children appeared to be significantly less competitive. All the work on planning, setting goals, self-assessment and talking about proposed changes was done in English during both Cycle 1 and Cycle 2. This needed multiple repetitions and reformulations but the children were capable of doing it. Most importantly, neither I nor the children dreaded the sessions any more.

6 Discussion and conclusion

In the final chapter I will discuss the findings of my research regarding the main research questions, since the two auxiliary questions are answered in the Needs Analysis. I will then present the limitations of this research and suggest directions for future studies.

6.1 Research question 1

'To what extent does a process of self-assessment improve learner engagement with the book project and foster learners' sense of ownership over the project work?'

The results of my research suggest that the process of self-assessment improved both children's engagement with the book project and their sense of ownership over the project work. Involving the children in planning the sessions and participating in the process of self-assessment allowed them to share responsibility for their learning, which improved their attitude to ReadAloud sessions immensely. Throughout this research I kept observing 'magic moments' (Mourão and Ellis, 2020) related to the children's English development, to their understanding of how the SA process works, and to their improved attitude towards English. Implementing SA required time, patience and multiple repetitions. Before the intervention started, I gradually introduced the children to planning and reflecting by starting every ReadAloud session with making a plan and finishing with reflecting on favourite activities. This self-assessing of attitudes towards different aspects of learning indicated to the children that their preferences were heard, which improves motivation according to Ioannou-Georgiou and Pavlou (2003) and gave them a voice (Ellis and Ibrahim, 2021), which is crucial for engagement in the classroom. Later I combined Pinter's (2017) description of children as skilled guessers and predictors with Brown and Harris's (2014) suggestion of introducing the children to SA with simple concrete techniques to test the realism of their assessments. For example,

> 'I asked the other children to tell me how many words they thought they knew and recorded the numbers on the board. After the scoreboard was over, we compared the number with the children' (Reflection notes, March 23, 2022).

After the intervention started, I revisited the criteria multiple times with the children, because children truly are slow learners (Nikolov and Djigunovich, 2019), forget quickly (Pinter, 2017) and virtually no amount of recycling is excessive, as I came to realize. Therefore, taking the suggestion of Wong and Mak (2019) I provided the children with multiple examples of projects to practice on. Some other support techniques I used here were ensuring that all criteria exist in the form of pictures and starting sessions with reviewing them.

The children's sense of ownership towards their projects underwent a remarkable transformation from refusing to spend any more than required time on the books to willingly sharing the books with peers and class teachers. This is supported by observations of many researchers (Benson, 2011; Wiliam and Leahy, 2015) who believe that involving learners in decision-making develops their sense of ownership. I introduced long-term plans and personal goals during Cycle 2 and kept revisiting them so the children could monitor their progress, following Benson's (2011) suggestion of introducing the learners to setting goals and formative self-monitoring. Gradually, the children were able to state their own learning goals and monitor achievement of those. They found the process interesting and therefore were intrinsically motivated to participate in English sessions. This contributed to an increased sense of ownership, similar to experiences described by Warash and Workman (2016).

6.2 Research question 2

'How capable are the children of engaging in the self-assessment process using English only?'

Because foreign teachers in my kindergarten are not allowed to speak Mandarin Chinese to the children, the TA interviewed the children during Needs Analysis stage. This was the only episode Mandarin Chinese was intentionally used during this research. All other work, including planning, stating goals, negotiating criteria, learning to apply criteria, PA and SA was performed in English. This required slow patient scaffolding and constant revisiting, as Ellis and Rixon (2019) advise. I encouraged the children to use both languages to give them a chance to express themselves fully, but they rarely took advantage of the opportunity, possibly because they did not believe I would understand them. Whenever a child had difficulties expressing their ideas, other children helped them to convey the message, which

not only helped communication but contributed to creating the culture of collaboration in the classroom.

Involving the children in the process of self-assessment enabled me to take them out of the constraints of daily classroom interactions into meaningful discussions in English, as suggested by McKay (2006). The children's ability to do this grew increasingly better as the research progressed, helped by frequent modelling and reviewing. During peer-assessment and project sharing these discussions in English even happened between learners, which is often missing from classroom discourse and needs to be trained (Pinter, 2017). I encouraged as much learner-learner interaction in English as possible, because I wanted to transition my classroom from competition to collaboration, aiming to scaffold the way for the children to giving each other positive feedback.

6.3 Reflection

For me as a teacher researcher the semester I spent doing this research was invaluable as a chance to examine my beliefs about teaching, which Burns (2010) believes is one of the benefits of AR. I always agreed that fostering positive attitudes and promoting a lifelong interest in learning a foreign language were key when teaching pre-primary children (Pinter, 2017, Mourão and Ellis, 2020) and also knew the importance of agency from personal experience of learning languages. Doing this research reconfirmed my belief that agency is vital for maintaining motivation for learning and taught me how it can be fostered in my classroom. I discovered that the children I teach enjoy making decisions about their learning and when patiently guided and assisted along the way are capable of assessing it. The scaffolding techniques that I employed to help the children were effective, which made me more confident about implementing other formative assessment techniques with pre-primary children.

Another advantage of AR according to Burns (ibid) is giving the teacher ownership for changes. Going through the AR steps felt empowering: from deciding on the methods of data collection to identifying the problem, to reading literature and thinking of solutions to try out and especially when I started seeing daily confirmations of the efficacy of my chosen action. Exploring data collection methods brought about my big personal discovery of how informative children's drawings can be, just like Chik and Melo-Pfeiffer (2020) promise. I

have started using drawings more to enquire into children's understanding of other taught content as well.

I have already presented the results of this research to my colleagues and although the management has no plans of changing the existing practice, other teachers in the kindergarten have begun using my criteria posters and two-week action plans with their children, reporting an improved atmosphere and attitude to English sessions in their classrooms. I am planning to write an article for a specialist journal to make sure more teachers know about the exciting possibilities offered by giving children control.

The aftereffects of this research can still be felt in the classroom. Having completed the final data collection, I realized that although the research needed participation of two other teachers for extended periods of time, the actual implementation of the process of self-assessment as part of classroom procedure is doable for an individual teacher in the target language. In fact, having seen the benefits of the approach, I could not return to the classroom situation that reigned during the Needs Analysis stage and have continued employing elements of self-assessment in my classroom since the new semester started this September. Having seen children commenting on each other's book projects and enthusiastically testing each other on the target language flashcards, I have introduced a 'learning partners' system. The partners changed every book cycle and helped each other prepare for assessment days and give feedback on the book projects that the children would then have to implement before showing the projects to the teacher. I am currently working on scaffolding the way to giving peer feedback for the children and the magic moments related to this process continue to happen in the classroom.

Having to use L2 only was one of my biggest concerns in the beginning and essentially spurred one of the research questions, as I knew the TA would not be able to devote much of her time to assisting with my research. As it turns out, the children were able to convey their thoughts in English most of the time and the everyday communication benefitted as well, since the children felt confident enough to discuss a much wider range of topics with me than before the study.

6.4 Conclusion

The results of my research suggest that using the SA process with pre-primary children is not only viable in English but has the potential to substantially increase children's engagement, strengthen sense of ownership over their projects and improve their attitude to foreign language inside and outside of classroom. These findings are in line with existing directions for pre-primary teachers to implement formative assessment techniques in the classroom (Ellis and Rixon, 2019; Mourão and Ellis, 2020). My findings will be of interest to teachers of pre-primary children in all contexts, considering how little data is currently available on using formative assessment techniques with children this young. One of the practical implications of my findings is that the step-by-step implementation of the SA process can apply to other common pre-primary classroom genres, like projects or show-and-tells, as long as children are shown examples of good and bad products. Even in a rigidly controlled classroom like many Chinese ones, introducing elements of SA gives children agency and a sense of control, which substantially improves their motivation to participate.

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Appendices

Appendix 1 Example graded reader 'Gus grows a plant'

(Remkiewicz, 2012)

Gus plants a seed.
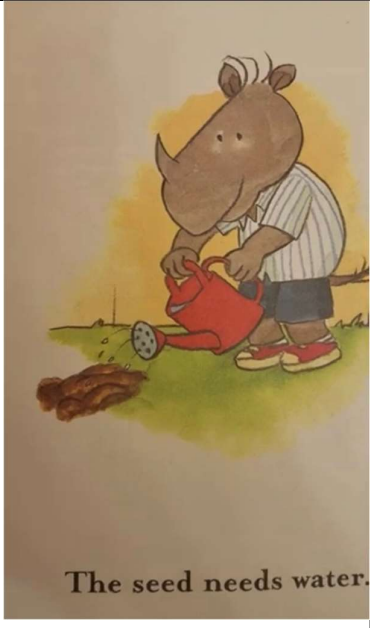
The seed needs water.

Soon Gus has a plant.

The plant has a worm.

The plant needs sun.
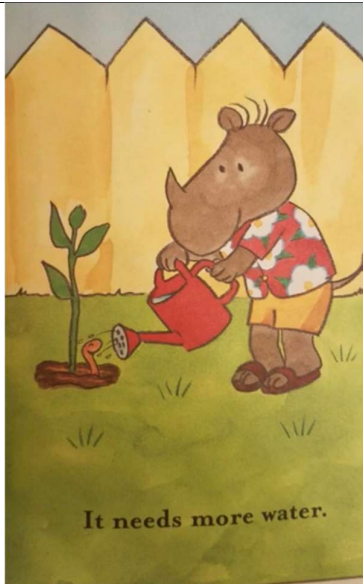
It needs more water.

And fresh air.
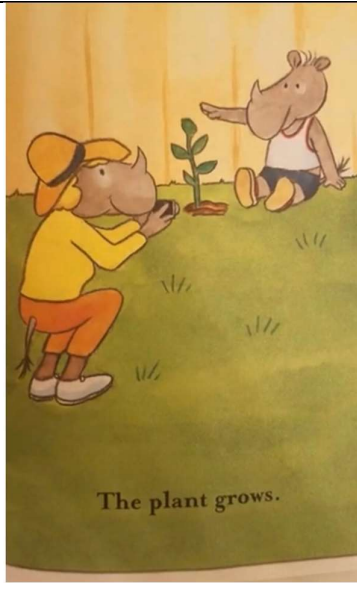
The plant grows.

How big is it?
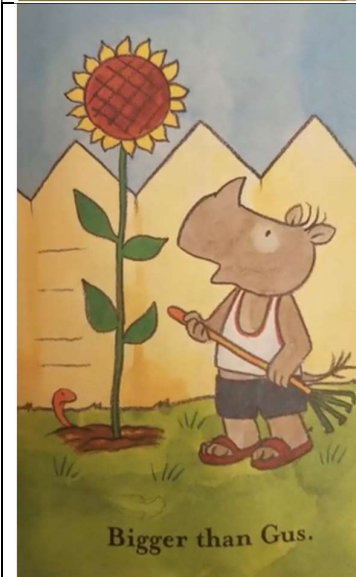
Bigger than Gus.

Gus has an idea.

Gus grows, too!

Words scoreboard for 'Gus grows a plant'

√ - the child was able to name the word on the flashcard without assistance

[red] - the child was not able to name the word or needed assistance

	Alex	Betty	Candy	Fred	Jessy	Sean	Evie	Mary	Samantha	April
spring	√	[red]	√	√	√	√		√	[red]	√
here	√	√	[red]	√	√	√	√	√	√	√
time	√	√	√	√	√	√	√	√	√	√
plant		√	√	√	√	√	√	√	√	√
get	√	√	√	√	√	√	√	√	√	√
seeds	√	√	[red]	√	√	√	√	√	√	√
dig	√	√	√	√	√	[red]	√	√	√	[red]
needs	√	√	√	√	√	[red]	√	√	√	√
water	√	√	√	√	√	√	√	√	[red]	√
has	√	√	√	√	√	√	√	√	√	√
plan	√	√	√	√	√	√	[red]	√	[red]	√
worm	√	[red]	√	√	√	√	√	√	[red]	√
sun	√	√	√	√	√	√	√	√	√	√
more	√	√	√	√	√	√	√	√	√	√
air	√	√	√	√	√	√	√	√	√	√
grows	√	√	√	√	√	√		√	√	√
big	√	√	√	√	√	√	√	√	√	√
bigger	√	[red]	√	√	√	[red]	√	√	√	√
idea	√	[red]	[red]	√	√	√	[red]	√	√	[red]

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Appendix 3 Book report sent to the parents

(There are 21 children in the class, the circled area shows the child's ranking against classmates according to the number of target words and phrases internalized)

Appendix 4 Description of participants

Name	Age at the start of intervention (March, 2022)	Comments
Alex	4 years 11 months	Kindergarten English class for a year and a half. Parents read an English story with him once or twice a week. Often refuses to participate in classroom activities and needs cajoling to join others.
Betty	4 years 10 months	Kindergarten English class for a year and a half. Parents review ReadAloud words and phrases with her and attend an online phonics class twice a week.
Candy	4 years six months	Kindergarten English class for a year and a half. Reviews words and phrases with parents daily. Often cries at the gate of the kindergarten and refuses to join the class.
Fred	4 years six months	Kindergarten English class for a year and a half. Often comes late and needs to be reminded numerous times to put his chair in the circle at the start of the session. Draws an absolute minimum during book projects, hands it in and wants nothing more to do with it.
Jessy	5 years 1 month	Kindergarten English class for a year and a half. Parents only let her watch cartoons if they are in English and review ReadAloud words and phrases.
Sean	4 years 10 months	Kindergarten English class for a year and a half. Parents review words and phrases with him sporadically. Does not show enthusiasm for English sessions, often turns his back to the teacher and will not respond to calls. Has to stay with TA to complete his book projects because he refuses to draw during English sessions. Takes multiple attempts to record.
Evie	4 years 4 months	Kindergarten English class for a year and a half. Parents review target words and phrases with her before assessment days. Parents report trying to make her watch cartoons in English but she refuses. Often cries in the morning before ReadAloud and misses English sessions.
Mary	4 years six months	Kindergarten English class for a year and a half. Parents review ReadAloud words and phrases with her almost every day during one book

		cycle.
Samantha	4 years 4 months	Kindergarten English class for a year and a half. Parents review target words and phrases with her before assessment days.
April	5 years	Kindergarten English class for a year and a half. Parents signed her up for an online class that she attends twice a week. Parents review target words and phrases with her before assessment days.

Appendix 5 Management consent form

CONSENT FORM FOR UNIVERSITY OF CHICHESTER RESEARCH PROJECT

NILE — University of Chichester
PART OF THE INTO GROUP

Exploring the implementation of a self-assessment process as part of a book project in a preschool English language classroom in China

Researcher
Nataliia Rastiegaieva   rastegaeva.n.n@hotmail.com   +86 150 4081 8791

To: Principal Ms. Wen

Subject: Permission to do research

Date:

Dear Ms. Wen,

this is to request a written permission from the school administration to conduct research required to complete my dissertation module for MAPDLE (Master of Art in Professional Development for Language Education) program at NILE (Norwich Institute for Language Education) in collaborative partnership with the university of Chichester. The aim of the research is to explore implementation of self-assessment in the English classroom.

The research will be conducted in my K2B classroom and will involve interviewing the children before and after implementing the self-assessment process, introducing the children to exemplars of presentations, negotiating criteria for success, practicing to apply criteria to other children's presentations and finally using the criteria to assess the children's own presentations and using the assessment to improve presentations. The data will be collected in the form of observations, field notes, transcriptions of audio and video recordings of children's presentations.

I intend to seek the parents' consent before starting the research because the students are under 18 years old. The information sheet and the consent form will be sent to them both in Chinese and English. I am attaching a copy for your information as well.

I would like to ask your permission to collect data in my classroom. I assure you that this will not disturb the children's English studies and all recorded data will be anonymous. I would also like to express my gratitude for your continuous support of my studies.

Sincerely,

Rastiegaieva Nataliia

Appendix 6 Information sheet for the parents, English and Mandarin Chinese

BACK

PARTICIPANT INFORMATION FOR NILE/UNIVERSITY OF CHICHESTER RESEARCH PROJECT

Exploring the implementation of a self-assessment process as part of a book project in a preschool English language classroom in China

Researcher: Nataliia Rastiegaieva MA student

Why is the study being conducted?
This research project is being undertaken as part of a Masters study for Nataliia Rastiegaieva.

The purpose of this project is to explore the effects that implementing a self-assessment process has on the children's attitude to English sessions and different stages of their ReadAloud cycle.

What does participation involve?
Your child's participation will involve audio recorded and video recorded interviews, group discussions and self-assessment sessions, only transcripts of which will be used in the research. The research will take place in the familiar environment of Wesley kindergarten and will take approximately two months.

Questions will include, e.g.:
What makes you happy in your ReadAloud sessions?
Which of your ReadAloud books are most proud of?
What do you like about this book presentation?

What happens if you change your mind and want to withdraw?

Your participation in this research project is entirely voluntary. If you do agree to participate you can withdraw from the research project without comment or penalty. You can withdraw anytime during the project. If you withdraw within two weeks after the project was completed, on request any information already obtained that can be linked to you will be destroyed. If you wish to exercise your right to withdraw or request erasure of personal information after two weeks and once the data has been collected, anonymised and analysed it may not be possible to erase your data without seriously impairing the achievement of the research objectives so we may not be able to accommodate this request. Your decision to participate or not participate will in no way impact upon your current or future relationship with the researcher.

What are the possible benefits for me if I take part?
It is expected that this research project will benefit your child directly by helping them take control of their learning and start developing growth mindset. The outcomes of the research may also benefit 1) the school by discovering the children's affective needs and suggesting possible ways to modify the ReadAloud process and 2) the wider academic context by providing information on the children's ability to engage in self-assessment.

What are the possible risks for me if I take part?
There are no risks beyond normal day-to-day living associated with your participation in this research project.

What about privacy and confidentiality?
All comments and responses are anonymous i.e. it will not be possible to identify your child at any stage of the research, because personal identifying information is not sought in any of the responses and no traceable information is collected via the server or survey tool.

Any personal information that could potentially identify your child will be removed or changed before files are shared with other researchers or results are made public. The information that will be removed includes names, date of birth and addresses.

Any data collected as part of this research project will be stored securely as per the University of Chichester's Privacy Standard and data management policy. Data will be stored for a minimum of 5 years, and can be disclosed if it is to protect you or others from harm, if specifically required by law, or if a regulatory or monitoring body such as the research ethics committee requests it.

For further information on the University of Chichester Privacy Standard, please refer to https://www.chi.ac.uk/about-us/policies-and-statements/data-protection/.

As the research project involves audio and video recordings:
- You will not have the opportunity to verify your child's comments and responses prior to final inclusion.
- The recording will be destroyed 5 years after the last publication.
- The recording will not be used for any other purpose.
- Only the named researchers will have access to the recording.
- It is not possible to participate in the research project without being recorded.

Every effort will be made to ensure that the data your child provides cannot be traced back to them in reports, publications and other forms of presentation. For example, we will only include the relevant part of a quote, we will not use any names, or names will be changed, and/or details such as dates and specific circumstances will be excluded. Nevertheless, while unlikely, it is possible that if you are quoted directly your identity may become known.

How do I give my consent to participate?
We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate.

What if I have questions about the research project?
If you have any questions or require further information please contact one of the listed researchers:

\path\filename_Vx_yyyymmdd.docx Version x Page 1 of 3

Nataliia Rastiegaieva rastegaeva.n.n@hotmail.com +86 150 4081 8791

What if I have a concern or complaint regarding the conduct of the research project?
NILE and the University of Chichester is committed to research integrity and the ethical conduct of research projects. Please contact the MAPDLE Programme Leader Dr. Jason Skeet jason.skeet@nile-elt.com if you have any queries relating to Data Protection or if you wish to discuss the study with someone not directly involved, particularly in relation to matters concerning policies, information or complaints about the conduct of the study or your rights as a participant.

Thank you for helping with this research project.
Please keep this sheet for your information.

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[Mandarin Chinese version]

诺威治语言教育学院/奇切斯特大学研究项目的参与者信息

图书项目之探讨中国的学前英语课堂上的自我评估过程实施情况

研究人员:　　　　Nataliia Rastiegaieva　　　　硕士研究生

为什么进行这项研究?
该研究项目是Nataliia Rastiegaieva硕士研究的一部分。
这个项目的目的是探索实施自我评估过程中儿童对英语课程的态度和他们朗读周期不同阶段的影响。

参与的内容包括什么?
您孩子将参与包括录音和录像的访谈、小组讨论和自我评估会议。只有文字整理稿用于研究中。研究将在熟悉的唯诗礼(Wesley)幼儿园里进行,大约需要两个月的时间。

包括以下问题。例如:
　　在您的朗读课程中,什么让您感到快乐?
　　您最引以为豪的朗读书籍是哪一本?
　　您喜欢这本书的哪些内容?

如果您改变主意并想退出会怎么样?
您参与这个研究项目是完全出于自愿的。如果您同意参与,您也可以退出这个研究项目,不会受到评论或惩罚。在项目进行期间,您可以随时退出。如果您在项目完成后两周内退出,根据要求,任何已经获得的可与您联系的信息都将被销毁。如果您想在两周后行使您的权利,退出或要求删除个人信息。一旦数据被收集、匿名化和分析,在不严重损害研究目标实现的情况下,可能无法删除您的数据,所以我们无法满足这一要求。您参与或不参与这个项目的决定不会以任何方式影响您现在或将来与研究人员的关系。

如果参加,可能会有什么好处?
我们希望这个研究项目能让您的孩子直接受益,帮助他们掌控自己的学习并开始培养成长型思维。研究的结果也可能有利于1) 学校,因为这个项目可以发现孩子们的情感需求,并提出修改朗读过程的可行方法;2) 拓宽学术背景,因为这个项目可以提供孩子们参与自我评估能力的信息。

如果参加,可能会有什么风险?
除了正常的日常生活外,您参加这个研究项目没有任何风险。

隐私性和保密性如何?
所有的评论和答复都是匿名的。也就是说,在研究的任何阶段都不可能识别您的孩子,因为在任何答复中都不会寻求个人识别信息,也不会通过服务器或调查工具收集可追踪的信息。

在与其他研究人员共享文件或公开结果之前,任何可能识别您孩子的个人信息都将被删除或更改。将会删除的信息包括姓名、出生日期和地址。

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作为本研究项目的一部分而收集的任何数据都将按照奇切斯特大学的隐私标准和数据管理政策进行安全存储。数据将至少保存5年。如果是为了保护你或其他人免受伤害,如果法律有特别要求,或者如果监管或监督机构(如研究伦理委员会)提出要求,则可以披露。

关于奇切斯特大学隐私标准的更多信息,请参阅 https://www.chi.ac.uk/about-us/policies-and-statements/data-protection/ 。

由于该研究项目涉及音频和视频记录:
- 在最终收录之前,您将没有机会核实您孩子的评论和回答。
- 录音将在最后一次发表后的5年内被销毁。
- 录音将不会被用于任何其他目的。
- 只有指定的研究人员才能接触到音频或视频记录。
- 不可能在没有录音的情况下参与研究项目。

我们将尽一切努力确保您的孩子提供的数据在报告、出版物和其他形式的介绍中不能被追溯到他们自身。例如,我们将只包括引用的相关部分,我们不使用任何名字,或更改名字,排除诸如日期和特定情况的细节。不过,虽然不太可能,但如果您被直接引用,您的身份有可能被知晓。

如何同意参与这个项目?
我们想请您签署一份书面同意书(随附),以确认您同意参与。

对该研究项目有疑问怎么办?
如果您有任何问题或需要咨询更多信息,请联系系所列的研究人员之一:
Nataliia Rastiegaieva　　rastegaeva.n.n@hotmail.com　　+86 150 4081 8791

对研究项目的进行有担忧或投诉怎么办?
诺威治语言教育学院和奇切斯特大学致力于科研诚信和科研项目的伦理行为。如果您有任何与数据保护有关的疑问,或希望与不直接参与的人讨论该研究,特别有关政策、信息或对研究行为的投诉或者您作为参与者的权利等事项,请联系MAPDLE项目负责人Jason Skeet博士jason.skeet@nile-elt.com。

感谢你对这个研究项目的帮助。
请保留此表以备不时之需。

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BACK

Appendix 7 Consent form for the parents, English and Mandarin Chinese

NILE — University of Chichester	CONSENT FORM FOR UNIVERSITY OF CHICHESTER RESEARCH PROJECT
PART OF THE INTO GROUP	

Exploring the implementation of a self-assessment process as part of a book project in a preschool English language classroom in China

Researcher

Nataliia Rastiegaieva   rastegaeva.n.n@hotmail.com   +86 150 4081 8791

Statement of consent

By signing below, you are indicating that you:

- Have read and understood the information document regarding this research project.
- Have had any questions answered to your satisfaction.
- Understand that if you have any additional questions you can contact the research team.
- Understand that participation is entirely voluntary and that you are free to withdraw without comment or penalty.
- That you are aware of the timescales and that if you wish to exercise your right to request erasure of your personal data following collection and analysis [April 30, 2022] this may not be possible having regard to permitted exemptions for research under data protection legislation i.e. where it would seriously impair the achievement of the research objectives and that you have the right to object (as indicated on the Information Sheet)
- Understand that all information will be stored securely and used in line with data protection legislation and no personal information will be shared with third parties.
- Agree to the potential future submission of the anonymised research data to an Open Data repository to support future research projects.
- Understand that if you have concerns about the ethical conduct of the research project you can contact the Programme Leader for the NILE MA in Professional development for Language Education: Jason.skeet@nile-elt.com
- Understand that the research project will include an audio and/or video recording.
- Agree to participate in the research project.

Please tick the relevant box below:

☐ **I agree** for my child to take part in the research.
☐ **I do not agree** for my child to take part in the research.

Name _____

Signature _____

Date _____

PLEASE RETURN THE SIGNED CONSENT FORM TO THE RESEARCHER.

[Mandarin Chinese version]

University of Chichester

NILE
PART OF THE INTO GROUP

英国奇切斯特大学研究项目同意书

图书项目之探讨中国的学前英语课堂上的自我评估过程实施情况

研究人员及联系方式

Nataliia Rastegaieva   rastegaeva.n.n@hotmail.com   +86 150 4081 8791

同意声明

在下面签字，表示您：

- 已阅读并理解有关本研究项目的信息文件。
- 任何问题都得到了满意的答复。
- 理解如果您有其他任何问题，您可以联系研究小组。
- 理解参与完全是出于自愿的，您可以自由地退出，不会受到批评感惩罚。
- 您知道时间期限，如果您想在收集和分析数据之后行使您的权利，要求删除您的个人数据[2022年4月30日]，考虑到数据保护法允许的研究豁免，即如果这将严重损害研究目标的实现，我们无法满足您这点要求，您有权利反对（如信息表上所示）。
- 理解所有的信息将会安全地储存，并按照数据保护法使用，不会与第三方共享个人信息。
- 同意未来可能将匿名研究数据提交给开放数据存储库，以支持未来的研究项目。
- 了解如果您对研究项目的道德行为有疑问，您可以联系NILE语言教育专业发展硕士的课程负责人 Jason.skeet@nile-elt.com。
- 了解该研究项目将包括音频和/或视频记录。
- 同意参与该研究项目。

请在下面的相应方框中打勾：

☐ 我同意我的孩子参加这项研究。
☐ 我不同意我的孩子参加这项研究。

姓名 _____

签名 _____

日期 _____

请将签署的同意书交回给研究人员。

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Appendix 8 Assent form for the children, English and Mandarin Chinese

ASSENT FORM

Subject Number

What is research?

Research is finding out the answer to an important question, by doing a careful experiment. This research is being done to see if self-assessment helps you learn. Self-assessment is when you look at your project, think about what is good about it and what you can do better.

You are being asked if you want to join in this research because we want to find out how you feel about your learning with and without self-assessment. Please read this information carefully, or ask someone to read it aloud. You will be given a copy to keep. If you have any questions, you should ask your family and teachers.

Do I have to take part?
No! Being in the research is up to you. No one will be upset if you say "no". You can stop being in the research any time after it has started – just tell Mummy, Daddy or your teacher.

What will happen to me if I take part?
I am your teacher Natalie and I will explain about the research. Teacher Mumu and I will ask you questions and invite you to draw pictures and tell us about your pictures. You can speak English or Chinese. Then we will look at some presentations, decide which are good and why. Then we will try to make our presentations better. You can ask lots of questions then write your name at the end of this form if you want to join in.

Will anything about the research upset me?
If you become unhappy when you are taking part in the research we will ask you to stop and we will not ask you any more questions.

ASSENT FORM

Circle Yes or No

- Have you read (or had read to you) about this research?
  Yes/No

- Has somebody else explained this research to you?
  Yes/No

- Do you understand what the research is about?
  Yes/No

- Have you asked any questions you want to?
  Yes/No

- Have you had time to think about taking part?
  Yes/No

- Are you happy to take part?
  Yes/No

If you **don't** want to take part, please tell teacher Natalie, mommy or daddy.

If you don't enjoy writing yet, but **do** want to take part, please draw a smiley face:

If you enjoy writing and want to take part, please fill in the boxes below:

_____   _____   _____

Your Name   **Your Signature**   Date

Thank you very much for your help with this research.

_____

_____   _____   _____

Name   Signature   Date

Parental consent

(1 copy for child/parent, 1 copy for research records)

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[Mandarin Chinese version]

同意书

编号

什么是研究呢?

研究是指通过做一个仔细的实验，找出一个重要问题的答案。我们要进行的这项研究是为了了解自我评估帮助你对你的学习有更好的感觉。自我评估是指你看你的项目时，思考它的优点和你可以做的更好的地方。

我们想问问你是否愿意参加这项研究，因为我们想了解你对有自我评估和没有自我评估的学习有什么感觉。请仔细阅读这些信息，或请别人为你大声朗读。我们会给你一份副本，让你保存。如果你有任何问题，可以找我们的家人和老师帮帮忙。

我一定要参加吗?
不是的哟！参加研究还是不参加研究是由你自己决定的。如果你说"不参加"，没有人会不高兴的。在研究开始后，你可以在任何时候停止继续参加，只要告诉妈妈、爸爸或你的老师就可以了。

如果我参加了，会发生什么呢?
我是你的老师Natalie，我会向你解释研究的情况。我和木木老师会问你问题，并邀请你画画。然后请你向我们说说你的画。你可以说英语，也可以说汉语。然后我们会看一些展示，决定哪些是好的，并说出你的理由。接着我们会看你的展示，思考我们的展示中好的地方，以及我们可以做得更好的地方。如果你想加入的话，你可以问很多问题，然后把你的名字写在这个表格的最后。

加入研究会让我不高兴吗?
如果你在参加研究时心情不好，我们会允许你停下来，我们不会再问你任何问题。

同意书

圈出你的答案 ○

- 你有没有读过（或有人向你读过）关于这项研究的资料?
  是　否
- 有人向你解释过这项研究吗?
  是　否
- 你明白研究的内容是什么吗?
  是　否
- 你有没有问过你想问的问题呢?
  是　否
- 你是否有时间考虑参加这个项目呢?
  是　否
- 你是否乐意参加呢?
  是　否

如果你不想参加，请告诉Natalie老师、妈妈或者爸爸。

如果你还不喜欢写字，但确实想参加，请画一个笑脸吧。

如果你喜欢写字并想参加，请填写以下方框:

你的名字　　　你的签名　　　日期

非常感谢你对这项研究的帮助。

父母同意书

姓名　　　签名　　　日期

(儿童/家长1份，研究记录1份。)

Appendix 9 Engagement checklist outside ReadAloud sessions for CT

Engagement observation checklist (Chinese teacher)

Date:

Behaviour	Mary	Evie	Jessy	Alex	Fred	Samantha	April	Candy	Betty	Sean
arrives on time										
willingly joins his/her ReadAloud group										
carries his/her chair to the circle without being reminded to do so										
remembers to bring his/her book										
volunteers to show their book to peers and TA after ReadAloud										
voluntarily interacts with the FT after ReadAloud										
uses English to speak to FT										
chooses English books when playing in the reading corner										
chooses letter puzzles and other English resources in the game corner										
volunteers to talk about ReadAloud activities with CT and TA										

Appendix 10 Engagement/disengagement checklist during ReadAloud sessions for EO

Engagement observation checklists (English observer)

Date:

	Mary	Evie	Jessy	Alex	Fred	Samantha	April	Candy	Betty	Sean
on-task behaviour:										
volunteers to answer questions										
answers questions when asked										
contributes to discussions										
follows instructions										
completes activities (e.g. stays interested/focused till the end of a game)										
volunteers to ask questions										
respects peers (e.g. listens, waits their turn)										
remains seated when relevant										
is focused on own activities										
looks interested										
appears to enjoy the ReadAloud class (e.g. smiles, laughs, gets excited when new activities are announced)										
off-task behaviour:										
talks about anything other than assigned task										
leaves the seat for non-relevant reasons										
disrupts the lesson, interrupts peers										
refuses to follow instructions										
ignores instructions										
aimlessly moves the materials										
gazes away from the assigned task										
focuses attention on activities of others										
refuses to participate in activities										
turns their back to the teacher										

Appendix 11 CT checklist individual graphs, Needs Analysis

Engaged behaviour 'arrives on time'

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud cycle days 1 - 10

Engaged behaviour 'willingly joins his/her ReadAloud group'

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud cycle days 1 - 10

Engaged behaviour: 'carries hi/her chair to the circle without being reminded to do so'

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud days 1 - 10

Engaged behaviour 'voluntarily uses English to interact with FT outside ReadAloud'

Y-axis: NUmber of children with observed behaviour (0–10)
X-axis: ReadAloud days 1 - 10

Engaged behaviour 'uses English outside of English class'

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud days 1 - 10

Engaged behaviour 'chooses English books when playing in the reading corner'

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud days 1 - 10

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Engaged behaviour 'chooses letter puzzles and other English resources in the game corner'

Number of children with observed behaviour

ReadAloud days 1-10

Engaged behaviour 'volunteers to talk about ReadAloud activities with other teachers and peers'

Number of children with observed behaviour

ReadAloud days 1-10

Appendix 12 CT checklist individual graphs, Cycle 1

Engaged behaviour 'volunteers to talk about ReadAloud activities with other teachers and peers'

Number of children with observed behaviour (y-axis: 0–10)

ReadAloud days 1-10 (x-axis: 1–10)

Engaged behaviour 'chooses letter puzzles and other English resources in the game corner'

Number of children with observed behaviour (y-axis: 0–10)

ReadAloud days 1-10 (x-axis: 1–10)

Engaged behaviour 'chooses English books when playing in the reading corner'

Number of children with observed behaviour (y-axis: 0–10)

ReadAloud days 1 - 10 (x-axis: 1–10)

Engaged behaviour 'uses English outside of English class'

Number of children with observed behaviour (y-axis: 0–10)

ReadAloud days 1 - 10 (x-axis: 1–10)

Engaged behaviour 'voluntarily uses English to interact with FT outside ReadAloud'

NUmber of children with observed behaviour (y-axis: 0–10)

ReadAloud days 1 - 10 (x-axis: 1–10)

Engaged behaviour: 'carries his/her chair to the circle without being reminded to do so'

Number of children with observed behaviour (y-axis: 0–10)

ReadAloud days 1 - 10 (x-axis: 1–10)

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Engaged behaviour 'willingly joins his/her ReadAloud group'

Engaged behaviour 'arrives on time'

Appendix 13 CT checklist, individual graphs, Cycle 2

Engaged behaviour 'volunteers to talk about ReadAloud activities with other teachers and peers'

Number of children with observed behaviour — ReadAloud days 1-10

Engaged behaviour 'chooses letter puzzles and other English resources in the game corner'

Number of children with observed behaviour — ReadAloud days 1-10

Engaged behaviour 'chooses English books when playing in the reading corner'

Number of children with observed behaviour — ReadAloud days 1 - 10

Engaged behaviour 'uses English outside of English class'

NUmber of children with observed behaviour — ReadAloud days 1 - 10

Engaged behaviour 'voluntarily uses English to interact with FT outside ReadAloud'

NUmber of children with observed behaviour — ReadAloud days 1 - 10

Engaged behaviour 'arrives on time'

Number of children with observed behaviour — ReadAloud cycle days 1 - 10

Engaged behaviour: 'carries his/her chair to the circle without being reminded to do so'

Number of children with observed behaviour

10
9
8
7
6
5
4
3
2
1
0

1 2 3 4 5 6 7 8 9 10

ReadAloud days 1 - 10

Engaged behaviour 'willingly joins his/her ReadAloud group'

NUmber of children with observed behaviour

10
9
8
7
6
5
4
3
2
1
0

1 2 3 4 5 6 7 8 9 10

ReadAloud cycle days 1 - 10

Appendix 14 CT checklists, Needs Analysis and Cycle 1 collated

Arrives on time

Willingly joins the ReadAloud session

Carries his/her chair to the circle without being reminded to do so

Voluntarily interacts with FT outside ReadAloud

Children with observed behaviour (y-axis, 0–10)
Days of ReadAloud cycle (x-axis, 1–10)

■ Needs Analysis ■ Cycle 1

Uses English outside of ReadAloud

NUmber of children with observed behaviour (y-axis, 0–10)
Days of ReadAloud cycle (x-axis, 1–10)

■ Needs Analysis ■ Cycle 1

Chooses English books when playing in the reading corner

Number of children with observed behaviour (y-axis, 0–10)
Days of ReadAloud cycle (x-axis, 1–10)

■ Needs Analysis ■ Cycle 1

Chooses English resources in the game corner

Volunteers to talk about ReadAloud activities with CT, TA and peers

Arrives on time

Number of children with observed behaviour vs. Days of ReadAloud cycle (Needs Analysis, Cycle 1, Cycle 2)

Willingly joins the ReadAloud session

Number of children with observed behaviour vs. Days of ReadAloud cycle (Needs Analysis, Cycle 1, Cycle 2)

Carries his/her chair to the circle without being reminded to do so

Number of children with observed behaviour vs. Days of ReadAloud cycle (Needs Analysis, Cycle 1, Cycle 2)

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Voluntarily interacts with FT outside ReadAloud

Uses English outside of ReadAloud

Chooses English books when playing in the reading corner

Chooses English resources in the game corner

Volunteers to talk about ReadAloud activities with CT, TA and peers

BACK

Appendix 16 EO checklists, individual graphs for engaged behaviours, Needs Analysis

Volunteers to answer questions

Answers questions when asked

Contributes to discussions

Follows instructions

Completes activities (e.g. stays interested/focused till the end of a game)

Volunteers to ask questions

Respects peers (e.g. listens, waits their turn)

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud phases (1, 2, 3, 4)
Values: 1: 4, 2: 3, 3: 2, 4: 1

Remains seated when relevant

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud phases (1, 2, 3, 4)
Values: 1: 5, 2: 2, 3: 4, 4: 1

Is focused on own activities

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud phases (1, 2, 3, 4)
Values: 1: 2, 2: 4, 3: 2, 4: 3

Looks interested

Y-axis: Number of children with observed behaviour (0–10)
X-axis: ReadAloud phases (1, 2, 3, 4)
Values: 1: 6, 2: 1, 3: 2, 4: 3

Appears to enjoy the ReadAloud session (e.g. smiles, laughs, gets excited when new activities are announced)

Y-axis: Number of children with observed behaviours (0–10)
X-axis: ReadAloud phases (1, 2, 3, 4)
Values: 1: 6, 2: 6, 3: 2, 4: 3

Appendix 17 EO checklists, individual graphs for disengaged behaviours, Needs Analysis

talks about anything other than assigned task

Number of children with observed behaviour vs ReadAloud phases: phase 1 = 6, phase 2 = 9, phase 3 = 6, phase 4 = 7

leaves the seat for non-relevant reasons

Number of children with observed behaviour vs ReadAloud phases: phase 1 = 4, phase 2 = 5, phase 3 = 5, phase 4 = 5

disrupts the lesson, interrupts peers

Number of children with observed behaviour vs ReadAloud phases: phase 1 = 10, phase 2 = 4, phase 3 = 4, phase 4 = 6

refuses to follow instructions

Number of children with observed behaviour vs ReadAloud phases: phase 1 = 6, phase 2 = 4, phase 3 = 7, phase 4 = 7

aimlessly moves the materials

Number of children with observed behaviour vs ReadAloud phases: phase 1 = 3, phase 2 = 6, phase 3 = 6, phase 4 = 7

gazes away from the assigned task

Number of children with observed behaviour vs ReadAloud phases: phase 1 = 7, phase 2 = 8, phase 3 = 7, phase 4 = 10

focuses attention on activities of others

Number of children with observed behaviour vs ReadAloud phases

refuses to participate in activities

Number of children with observed behaviours vs ReadAloud phases

turns their back to the teacher

Number of children with observed behaviour vs ReadAloud phases

ignores instructions

Number of children with observed behaviour vs ReadAloud phases

Appendix 18 EO checklists, engaged behaviours, Needs Analysis and Cycle 1 collated

Volunteers to answer questions

Answers questions when asked

Contributes to discussions

Follows instructions

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis　■ Cycle 1

Completes activities

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis　■ Cycle 1

Volunteers to ask questions

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis　■ Cycle 1

Respects peers

Remains seated when relevant

Focuses on own activities

Looks interested

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis ■ Cycle 1

Appears to enjoy ReadAloud

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis ■ Cycle 1

Appendix 19 EO checklists, disengaged behaviours, Needs Analysis and Cycle 1 collated

Talks about unrelated things

Number of children with observed behaviour vs ReadAloud phases

Legend: Needs Analysis, Cycle 1, Cycle 2

Leaves the seat for non-relevant reasons

Number of children with observed behaviour vs ReadAloud phases

Legend: Needs Analysis, Cycle 1, Cycle 2

Disrupts the lesson, interrupts peers

Number of children with observed behaviour vs ReadAloud phases

Legend: Needs Analysis, Cycle 1

Refuses to follow instructions

Ignores instructions

Aimlessly moves materials

Gazes away from task

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis ■ Cycle 1

Focuses on activities of others

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis ■ Cycle 1

Refuses to participate

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis ■ Cycle 1 ■ Cycle 2

Turns their back to the teacher

Number of children with observed behaviour

ReadAloud phases

■ Needs Analysis   ■ Cycle 1

Volunteers to answer questions

Number of children with observed behaviour

ReadAloud phases

Needs Analysis   Cycle 1   Cycle 2

Answers questions when asked

Number of children with observed behaviour

ReadAloud phases

Needs Analysis   Cycle 1   Cycle 2

Contributes to discussions

Number of children with observed behaviour

ReadAloud phases

Needs Analysis   Cycle 1   Cycle 2

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Follows instructions

Completes activities

Volunteers to ask questions

Respects peers

Remains seated when relevant

Focuses on own activities

Looks interested

Appears to enjoy ReadAloud

BACK

Talks about unrelated things

Leaves the seat

Disrupts the lesson, interrupts peers

Refuses to follow instructions

Ignores instructions

Aimlessly moves materials

Gazes away from task

Focuses on activities of others

Refuses to participate

Turns their back to the teacher

Appendix 22 Wall observations

Collective wall observations

TA – teaching assistant

CT – Chinese teacher

ET – English teacher

LT – life teacher

Date: April, 6	Observation
TA	Jessy to Alex in the playground: 'Carry me, what are you doing? ' Samantha to Betty, lining up to go out: 'You cut in the line' Evie, insisting that Jessy didn't use soap and needs to wash hands again: 'I will count five! Four! Use soap! Three!'
ET	Mary suddenly starts shouting on the slide, calling everybody to play her game: 'Traffic jam! traffic jam! who wants traffic jam?' Fred switches to English to add to TA's comment: '…and some dinosaurs eat grass AND meat'
CT	Sean, talking to himself: 'I like this game'. Betty refusing to let a peer join a game: 'No no no we have a plan you know?' April talking a storm about birds all in English: 'my uncle house have a bird you know? All green and yellow and only head have blue. My grandma have chicken. Now don't have chicken but when I small have chicken…' etc
LT	All children counting in English when playing 'What's the time, Mr Wolf?'
Date: April 7	Observation
TA	Sean sitting with a book, talking to himself: 'Oh, they have long tails!' Fred answering about lunch rules in English, in spite of being asked in Chinese: 'We sit well and eat quietly'
CT	Many children inserting into Chinese sentences 'I like', 'I want', 'I don't like', 'I don't want', 'that one', 'this way' and so on

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ET	Betty choosing ET for conflict resolution: 'Teacher Natalie, Fred is not good, he push me and not say I'm sorry' April and Candy making a poem as they walk to the playground: 'There once was a teacher and her name was Natalie, she was eating her soup and found a worm oops!'
Date: April 8	**Observation**
ET	Sean talking to himself: 'Where's my water bottle? There you are!' Conversation in the playground: Mary: 'I think i need help' (talking to Samantha about putting in a styrofoam tail) Samantha: 'But dress?' (possible meaning: how can I stick the Styrofoam tail in your pants when you are wearing a dress) Mary: 'Dress can up' (rolls it up) Me: 'What is it you are doing?' Candy: 'We are mermaids.'
TA	Candy, making a line: 'I want houmian (in the back, Mandarin Chinese) April: 'Ok I want qianmian' (in the front, Mandarin Chinese) Fred playing with Alex, talking about a centipede that disappeared: 'He wants to go home' Jessy a whole long monologue to a classmate: 'There is a red one. Take the red one. This one - I get first and I need it. There!'
Date: April 11	**Observation**
ET	Mary to LT when asked in Chinese why she's not peeling her shrimp: 'Because I don't want to eat with my hands again and you have gloves.' Betty: 'We go to a shop with mommy and I got stickers and I put all of them on my bottle the big sticker is where you drink and little stickers round and round'.
CT	Sean mumbling to himself in response to every reminder about the classroom agreement: 'I know that.' Candy: 'Look what Jessy is doing!' Sean, playing dinosaurs with Alex: 'What's that blue one?' Alex: 'The blue one is not real'.
TA	Fred when asked if the sticker is his: 'No, my dinosaur was orange and it was a spinosaurus. Is this a spinosaurus? It has a bird head! Shenmedoubuzhidao! (you don't know anything, Mandarin Chinese) Evie talking to her soft toy during nap time: 'Let's make a plan, ok?'
Date: April 12	**Observation**
LT	Most children saying 'it's too hot', asking for water, coming to LT and demanding 'take this off!' in English.

	Mary starting to answer Betty's question: 'I think… I think…'
ET	Fred sees me in the morning: 'Here you are!'
	Children talking about their dreams after nap.
	Evie: 'Can't fly so mom says sit on a bird so I sit on a bird and fly!'
	Samantha: 'My cat want to eat a rabbit and I don't give him he's angry'.
	Alex: 'My dream is a big big book with all dinosaurs and I can read names and Fred can't'.
CT	Evie and April looking at multiple flashcards on one A3:
	April: 'What's this one?'
	Evie: 'Give!'
	April: 'I know it's give but what's he give? What's inside?'
	Evie: 'What's inside. I think Elsa dress. No, cake cake! (there is a child handing a box to another child on the flashcard)
	Samantha as CT approaches with a thermometer: 'I know what you want! You want my temperature!'
TA	Paris: 'Look at the rabbit he has long arms it's so funny but look at his skirt see it has squares and my sleep pants have these squares too I think it's soooooo cute it's new'
Date: April 15	**Observation**
CT	Candy going upstairs: 'One foot two feet one foot two feet'
	Alex: 'Fred, I was number one, this is mine!'
	Fred: 'No no and no!'
ET	Jessy explaining the sticker system: 'That one I need for reading well and then Mumu said if I play well at outdoor time I can get one more and I was good and I helped clean up so I need a sticker.'
	Evie to Candy: 'The pink bowl is not here today, Natalie said all spoons in the silver bowl.'
Date: April 19	**Observation**
ET	Conversation after nap
	Me: 'Jessy! You're still sleeping! How did I forget about you?'
	Jessy: 'It's because you're not using your imagination'.
	Mary: 'No, it's because you're not using your head'.
Date: April 20	**Observation**
LT	Jessy: 'Here kitty kitty kitty!'
	Evie: 'I'm not a cat!'
	Jessy: 'It's your turn, you are cat!'
	Betty: 'I can catch it!' (about a butterfly on the playground)
	Fred: 'Help me take it off!'
TA	Samantha to Alex and Fred: 'No fighting!'
	Alex: 'I'm not fighting'

	Jessy: 'And now you are a spaceship' (putting styrofoam hoolahoops over a friend) April: 'She's a fish, you catch her'.
Date: May 5	**Observation**
CT	Fred and Alex in line for snacks: 'I like s s is for spinosaurus. I like t t is for T-Rex no! T is is triceratops' (on an on, when they run out of dinosaur names, they start again).
ET	Samantha: 'Natalie, Fred said something silly!' Me: 'What did he say?' Samantha shrugs. Mary: 'You know, silly things. Like poo or silly egg.' Fred goes to help a classmate with blanket: 'Like this, like this, corner to corner, then fold.'
LT	Jessy: 'Don't touch! It's my dinosaur tail.' Evie: 'Not worm?' Jessy: 'Not worm'. Samantha: 'look look look Xiaoli!' Xiaoli: 'wokanwokan' (Mandarin Chinese for I'm looking) Samantha: 'Not looking!'
Date: May 6	**Observation**
ET	In the playground Evie is lying on the ground shouting: 'Doctor, doctor!' Jessy: 'I know I know there's a rock in her tummy'. Me: 'why is there a rock in her tummy?' Evie raises her head: 'I eat it. Hahaha' Jessy: 'I don't want to be a doctor now. I'm sick. No, no, I died. Look, I died.' Mary: 'If you died I can't help you'. Jessy: 'You can open my tummy and see why I died'.
CT	Alex asks in Chinese why Fred is standing next to LT. Samantha responds in English: 'Because Betty say I don't like this game three times and he don't stop and Betty cry'.
Date: May 9	**Observation**
ET	Fred telling Alex that if he doesn't know dinosaur names in English then he doesn't know dinosaurs because English names are their real names. Proceeds to name at least ten, turns to me after each one says: 'Right?' Jessy joins the conversation, says: 'What's that small one?' I: 'The one that spits in your eye?' Jessy: 'That I don't know but very small, this small'. Me: 'I don't know, I only know those vicious ones that spit in your eye'. Jessy, getting impatient, speaks fast English: 'No no, I saw on Dinosaur Train, it's small this small, it's called the name that is small, name is small, not all name, first part name is small. I: 'microraptor?'

	Jessy: 'yes! Micro is small!' Alex: 'I can draw a Spinosaurus. I draw a Spinosaurus in my ReadAloud book'
TA	Mary: 'Down on the slide, go rest one minute!' (to Alex who was walking up the slide, which is not allowed) Candy: 'I had a big dream!' April: 'I had a more big dream. I had this big dream.' Candy jumps from the bed and runs to the door: 'I had to over there dream'
Date: May 10	**Observation**
CT	Candy talking to friends: 'I brought a red leaf.' Outdoors children asking Judy for playground equipment in English. Alex: 'That's my book! I finish and share, OK?'
ET	Mary to LT who asked her in Chinese why on earth she's walking downstairs: 'Because I didn't use soap to wash my hands and teacher Natalie don't give me rose lotion on dirty hands'. Evie mad at Fred who wanted to pretend bite her and said it was a joke, explaining to me: 'Fred is doing silly things and I'm scared. I don't like this joke! He can joke Alex or Albert. Girls don't like this joke!'
TA	Vivian to Betty: 'It's a hole! In the dinosaur leg!'
Date: May 11	**Observation**
TA	Jessy to LT: 'I'm very very hungry. I'm so very hungry I can eat everything.' LT in Chinese: 'What am I supposed to do about that?' Jessy: 'You can be very fast and not stand here long'. Alex can't take part in doing forward rolls for health reasons, stands near and keeps shouting: 'Good one!' 'Try again!' 'Oh no that was bad!' 'The best the best!'
ET	Mary to me: 'Did you see our PE class and think wow you are great?' Betty, after CT announced in Chinese that the PE class starts in ten minutes: 'Judy said in ten minutes we have PE class with teacher Potato.'
LT	Children coming into the classroom: 'I drank forty-four I drank ninety-nine I drank forty-five' LT: forty-five shiduoshao (is how much?) Samantha: 'It's this much'. (grabs three water bottles from the rack to demonstrate) Sean, shocked not to find the huge dinosaur skeleton in the sandpit as usual: 'Where's the dinosaur from the sand?'
Date: May 12	**Observation**
ET	April: 'Natalie come, it's a secret. Come. Look now. It's pink flowers'

	Mary: 'I want to help'. Me: 'Whom do you want to help?' Mary: 'Everybody. I want to peel oranges. I can.' Evie: 'I don't like this one [about her jacket] and I don't like this one [about her bottle] I have a good bottle at home, I can put here around my neck and go'. Me: 'Well, you could ask teacher Xiaoli for a plastic bag and still carry your bottle to the playground'. Evie: 'It's very very ugly' (starts crying) CT asks a question. Three children say 'wobuzhidao' (I don't know, Mandarin Chinese). Fred: 'Nobody knows.'
TA	Betty to Alex: 'Go change your shoes right now. Right now.' Sean talking to Alex: 'Where are we going?' Alex: 'wobuzhidao (I don't know) Oh I know! Maybe Gongshu 2.' Samantha to Fred: 'Can you walk faster? It's raining'. Fred: 'Where it's raining? You see raining? I don't see raining!' Fred: 'I found roots'. Sean: 'This is not roots. Roots is under tree' Alex: 'Roots! It goes out a little.'
CT	Mary singing and dancing in the trees: 'Branches branches branches everywhere' Candy: 'What are you playing?' Paris: 'We have two people, it's a two people game.' Candy: 'Not nice.' Evie to herself: 'I like rainy days!'
Date: May 13	**Observation**
ET	Five girls engage in a whole conversation in English about Paris's birthday party. Argument about Saturday or Sunday with gestures to clarify. My gift is … My gift is... My gift is good, my gift is good, too. Evie crying after nap. Fred: 'Oh My God! You're crying again. You're a big baby.' Evie, through tears:' I don't want the dance class, I want to SLEEP!' Sean during covid test: 'Distance distance you don't know distance? Stand here. Don't move.' Lunchtime Samantha: 'Natalie, this green one. What's his name?'

	Me: 'Okra.' Samantha: 'I don't like okra. Can not eat?' Me: 'Can you try a little?' Samantha: 'I try. I don't like. Not delicious. Like worm. Bueh.'
TA	Mary to April in the line: 'Don't push me.' April: 'I'm sorry.' Mary to TA in English, explaining about her nap clothes: 'I have three t-shirts one don't need to take off, two can take off if I want. I don't want.' Alex: 'A little faster, teacher Xiaoli, I have a dance class!'
CT	April pointing at every tree in the playground (none of them is a birch): 'This is a birch tree, this is a birch tree.' Betty: 'This is a fir tree'. April: 'Christmas tree.' Betty: 'It's Christmas tree when Christmas time.'
Date: May 16	**Observation**
ET	April: 'Natalie said what's for breakfast what's for breakfast. Today we eat nothing for breakfast. Nothing at all!' All children during a labelling activity: Give me branches, give me roots. I want to write flower. Give me stem. Fred: 'Where's trunk?' Samantha: 'No more trunk? I have two.'
CT	Evie: 'It's heavy!' Betty tries to lift the bag: 'Not heavy.' Evie: 'I think it's heavy.' Betty: 'This one is heavy because you're a baby'. Playing surgery: Jessy: 'Let me see let me see. Did you eat playdough again? And a shoe. And a puppy.' Mary: 'Why don't you close your eyes and then open and think I change my shoes? I don't really but you think.'
TA	April, surprised: 'There's a flower on tomato!' Alex: 'I saw a beetle in the bathroom and Fred killed it'. Jessy: 'Why do you kill the beetle, Fred. It has mommy and daddy.'
Date: May 17	**Observation**
CT:	Samantha walking past the kindergarten bushes running her hand over them: 'Green leaf purple leaf green leaf purple leaf' Sean: 'I don't want to look dinosaurs. I want the sea animals. That one, the big one. Blue.' Fred: 'But we don't know sea animal names!'

	Sean: 'I know all sea animals. I know sea hare.'
LT	Betty: 'Evie help me.' Evie: 'Help me what?' Betty: 'Help me get tissue.' Evie: 'Help me please'. Betty: 'Oh. Help me please' Samantha: 'The sand is hot'. Renee: 'Not very hot. Here not hot'. Jessy: 'I can't put it on [about her hat] I have a dinosaur egg, it is his nest.'
Date: May 18	**Observation**
LT	Voice from the bathroom: 'Bug!!!' Responses from many children: 'Where? What bug? What color?' Children playing shop in the toy area: 'I want this one!' 'How pretty!' 'So cute!' 'Beautiful beautiful!' 'This one is ten money. Here.'
Date: May 20.	**Observation**
ET	Fred, Sean and Alex looking at a book about dinosaurs: 'Run run run fast! I want to eat you! I will eat you! Run!'
LT	Mary: 'I know what you want to say. Change shoes.' Samantha: 'I like chestnuts but I don't want one more'
Date: May 23	**Observation**
ET	Children playing with flashcards. April asks everybody: 'what's this?' Candy waves the card away from her face: 'Too easy!' April finds the card with 'soil', a new word: 'This easy? Not easy. This is what?' Candy looking intently at the letters: 'So'l.' April laughs: 'Soil soil! Not everybody knows.' Candy: 'Everybody knows. Soil!' Mary on her way to the bedroom: 'Let's give teacher Judy a surprise'. Betty: 'What?' Mary: 'Let's make look we're sleeping.' Betty: 'Quick help me with zipper.'
CT	Samantha found old ReadAloud books: 'What is this? What is this? So silly. Fred can't draw. Candy can't draw.' Candy looks offended: 'I'm small. Now I can draw.' Finds one of her new books. Sean: 'Where's my pot? Here you are. Here you are. Don't grow plants! Why not grow plants?' Alex: 'Where do you take this?' Fred: 'In the flower shop'.
Date: May 25	**Observation**
TA	Sean walks into the nap room, to me: 'I'm very happy to see you, my boy.'

	I: 'Boy?' Sean: 'Girls is small, you are big, my boy' Fred: 'What's Betty doing?' I: 'Cleaning up'. Fred: 'Why?' I: 'Because she made a mess? I don't know, I was having lunch. Didn't you see?' Fred: 'I was playing with Alex'. Sean: 'Can I take markers? I want to put more colour?' (holding his ReadAloud book)
ET	Mary asking why why why why about everything. I: 'Why don't you stop saying why for a second?' Mary: 'Why don't you stop saying why don't you stop saying why?'
Date: May 26	**Observation**
ET	Conversation in the nap room. Alex: 'Dinosaurs can fly'. Fred: 'Dinosaurs not real'. Jessy: 'Dinosaurs real in fossils'. Sean: 'Dragonfly can fly. I like dragonfly, it can eat mosquitoes'. Alex: 'Look, a mosquito!' Fred: 'Kill kill kill!' Later when the rest of the children come in. Alex: 'Look, a dead mosquito.'
Date: May 27	**Observation**
LT	Jessy is cleaning the slide with a tissue: 'So many bugs!' Candy joins in cleaning: 'So many bugs here too!' April: 'I want a tissue too.'
ET	April found her book about the visit to the fire station, gets onto TA's lap and shouts: 'Look! This is my friend's house! This is my friend's mother!' TA suggests April goes to show this to her friend Betty. April runs to Betty and they hunch over the book for some time giggling in a mix of languages.
Date: May 30	**Observation**
ET	Jessy: 'I have so much money'. Candy picks up more poker cards from the floor: 'I have more money'. Fred drops what he was doing, runs to them: 'This is not money!' Jessy: 'Money, why this is not money?' Fred: 'Go to supermarket can you buy? No! This is not money!' Jessy, explaining the game to Samantha: 'I am the T-rex and you're carrion.' Samantha: 'You catch me?' Jessy: 'No, carrion don't run'. April: 'Look! (Points at a hair band she made) Candy: 'Rabbit!' April: 'It's butterfly.'

	Later
	I: 'Look at your beautiful butterfly!'
	April: 'It's rabbit'.
	I: 'Oh I thought you said butterfly'.
	April indignantly: 'I never!'
Date: May 31	**Observation**
TA	Sean to himself, looking at his starfish-patterned blanket: 'This starfish is like this starfish, this starfish is like this starfish'.
	Evie observes for a while: 'This starfish is like this starfish'.
	Sean: 'Where? This one is blue and this one is yellow'.
	Evie: 'Oh. I have bugs' (shows him bug pattenrs on her pants).
	Sean: 'There's no bugs in the ocean'.
	Evie: 'There's bugs in rivers'.
	Sean: 'Not in rivers, on the water.'
ET	Jessy: 'Natalie can we talk about purpose after nap?'
	I: 'Porpoise?'
	Jessy: 'No, purpose, why are you?'
	Me: 'Why am I what?'
	Jessy: 'Why are you? After nap, ok?'
CT	Fred at nap time, covers his head with the blanket, starts mumbling: 'Hello everybody, this is my book. My name is Fred. My book is called I grow seaweed. I grow seaweed in the fish tank. First, I put seeds in the sand, then seeds grow long. I can eat seaweed, it's yummy.'

Appendix 23 Reflection notes

Feb, 21

It's Monday. I dread Mondays in the best of times and today it's raining to the bargain. Alex and Evie arrive extremely late, both crying and refusing to go in. Evie's mom says the girl pleaded with the parents to not go to the kindergarten. Candy came when ReadAloud was well and truly over. Part of me knows it's not all ReadAloud's fault, mostly it's the return to the life of order after two days of indulgence but it's not helping morale.

The book is 'Let's go shopping', and I'm trying to do everything according to our protocol for purity of the experiment, which means today we go through the book together and then I have to introduce the words. Mary has read it before and starts looking bored the moment she sees the front page. Why do we give the semester's books to the parents beforehand? The ones who do not care about the English sessions will not even download them, and the ones who care too much will drill the book into them so the child is sick of it when it is time to start.

Feb, 22

Samantha, Evie and Alex cried in the morning. Samantha, god bless her, switched on quickly after and was her usual miss Sunshine, but both other girls staring into space throughout most of the session. Alex joined them in the staring and wouldn't come out of it until I gave up and started a game with sticker awards. Using stickers as external motivator is an acceptable thing here, with every teacher preparing their own box of goodies. I don't necessarily think they should never be used but when every Chinese activity finishes with a sticker, why would the children not expect English activities to bring rewards? And why would they want to participate in something that does not bring rewards? Talk about fostering positive attitude to foreign language and intrinsic motivation i.e. learning for the pure fun of it.

Today is the words. The protocol says today is the day of flashcards games. Drill drill and then drill again so they can pass the scoreboard tomorrow. Mentioned washback once at one of our teachers' meetings, don't think anybody understood what the problem is, because that is, apparently, what school is all about here: you learn, you test, you pass. The earlier this starts, the better you will be able to cram when school starts.

Feb, 23

Business as usual, with Alex and Sean turning their backs to me and demanding stickers. Managed to enthuse them back into the game but it felt fragile. Candy staring into space most of the time, leaving the chair and wandering away twice. Mary surprisingly suggested a game and stayed on the ball till the end. The rest of the parents finally returned completed forms, all signed by the children. I think this explains why Evie was uncommonly focused during class, then came up to me, asked about my notes (was looking at Judy's checklists), wanted to see the checks she got, offered to tell me something. I asked her what she wanted to tell me and she said she wanted to tell me what she likes and doesn't.

The scoreboard went with no scary 'breaches of protocol' (lengthy document that lists various punishments for breaching the holy protocol, mostly in the form of salary reductions and/or warnings). If the children go to the TA in pairs - it's a crime; if not all the flashcards were gone through – it's a crime. The research bunch seems to be doing ok with the scoreboard, not enthusiastic but no riots, unlike the book recording, but there are other

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children (two) whose symbolic thinking has not reached the stage where flashcards make sense to them. They participate if I organize an imitation-shopping activity and use the target words but when the time comes to go to the TA and tell her what is on the cards one after the other, they clam up and their book reports sent to the parents normally read: target words 0, target phrases 0.

Feb, 24

It's day four of the book and they seem mightily fed up with it. Jessy and Alex giving me the view of the backs of their heads, have to gamify every single thing we do (took Jessy's mitten today to cover words in the phrases, we called it 'mitten stealing words' – whatever works). I am supposed to drill the phrase 'to get some', the picture is a hand. What little sense it makes to me, it makes even less of it to the children.

Feb, 25

Did the interview today. Started with all ten but that was just not viable what with the noise and one thought repeated by everybody several times. So Eddie the Elephant had to excuse himself and promise to return when they were quieter.

Divided them into two groups with Mumu. First attempt: I insisted on asking in English, talking as Eddie the Elephant, naturally. Nope, they did not cooperate, started speaking English and that was of course very limited vocabulary repeated multiple times. Eddie switched to Chinese via Mumu and my role became that of making sure the recorder caught everybody and bringing Eddie closer to them to pet.

These children are 4! 'I want to do a PhD, indeed!'

Don't yet know what it all comes out to, one thing clear, though – they have no idea of my ReadAloud stages. Nor are the words we memorize for scoreboard connected to the book we read in the beginning or to the book we make in the end. It's all arbitrary random workings of the weird foreign teacher's mind.

Feb, 28

Monday again and not a big improvement over previous Monday. It's Betty and Candy crying this time, Fred treating me to a 'youlaile – not this again!' with every activity, even when it's a new game (the new game was the tower-building, this is the first time I have attempted it since the fiasco in pre-K1, they are miles better at cooperating these days, on a positive note). Mumu has to literally drag them aside to do the scoreboard, pleading, promising, threatening. April cried in the process. I feel bad about the scoreboard, this is doing these children a disservice that will echo for years just to make sure the parents have some numbers to look at.

March, 1

The book-making is not greeted with enthusiasm. Took ages to persuade Sean to even open his blank pages. Mary, Evie and Jessy finish theirs quickly and are openly and unashamedly glad to have it over and done with. Mumu asks Evie if maybe she wants to add some color to hers, Evie refuses – no interest in the thing once it's done. April's is fairly detailed though she, too, looks at me uncomprehendingly when I ask her if she wants to show it to Judy or to her mom (the Chinese teacher). Apparently, once it's finished it's finished and good riddance.

March, 2

We did what we usually do today. The children who did not finish yesterday continued working on their books. All the ones with ready books first practiced with me, then with Mumu, then were allowed to go play outdoors. They seem to view it as an unnecessary unpleasant procedure that they have to go through with for no conceivable reason at all

before they can be released into the world of fun. This is what happens in every classroom here and this is what our protocol dictates. It's a disaster. If the big objective of pre-primary English sessions is keeping the passion for foreign language alive, we are effectively stomping on it and making sure not a spark is left.

March, 3

Started recording today. Three children crying in the morning. Mary mumbling through her words, Mumu gets more and more agitated, asks her if she wants to go again, better this time. Mary says in Chinese she's not going to do any better and she does not want to go again. Mumu wheedles the agreement to try again from her. Mary reads the book with her face athunder, leaves the room radiating negativity with all her 4-year-old self. I want to beat my head against the wall. Similar story with April and Samantha. Jessy sits on the presentation chair holding the book and does not say a word. Mumu starts the recording six (!) times with the girl glaring defiance at her and keeping quiet.

March, 4

Continue recording. Lots of children forgetting their books at home. I used to think this is because they show the books to the parents forget to return them to the backpacks but now I suspect the parents just clean the backpacks out automatically, no questions asked, no books mentioned. I feel a sort of jealousy, because if it's an art project they don't even put it in their bags, they carry it to the exit so they can share it with the parents immediately.
Calling them to the recording area one by one, watching their little faces fall and then set into grim determination to just finish it and be free again. Except Sean, of course, who tells me in Chinese, although I know perfectly well he can do it in English: 'I want to go last. I want to go after everybody'. I suppose his choice of language is a rebellion. I go with it and even when he is the last, he does not want to record. Takes my TA a long time to convince him to sit down and face the camera Perfect ending to torturing them with scoreboards and teaching them phrases unrelated to their or anybody's lives.

March, 7

The book is Where's Spot and its connection to community is all the prepositions, I suppose.
Monday criers in place but I was able to not let it get to me. Excited to try something new but decided to go slow. First day of intervention did a primitive take on Plan-Do-Review, just to see if they are even capable of it. The idea was to let them choose the session's activities and see if they have completed them. I was interested to see if they would tick everything just because they like ticking or if they would honestly assess the situation. Only one child wanted to tick even the activities that we did not do.
Explained to them we were going to make a plan and they would be allowed to put ticks and crosses next to planned items at the end of the class. Had everybody's attention. Voted for a game, negotiated rules - surprisingly, only one wanted to rebel when the rules did not favour their victory but Betty was adamant about 'womenshuoguole!!! – Mandarin for 'but we agreed' and that managed to put that fire out.

March, 8

More planning. This time I asked them to put hearts next to the activities they liked, in order to sort of let them be heard. Part of me, as I read all this on giving the children agency stays very sceptical as to what the children will think of it and whether they even want that agency. Here I stand humbled as even my rebel Fred raises his hands and waits patiently to be invited to the board and draw a heart. Something clicks in my head as he looks at me hopefully and asks if he can choose the colour. The old

voice/choice/ownership clearly matters to them a lot and seeing them absorbing every gram of it readily and happily makes me realize they've been starved of it all this time.

The game they chose was building a tower. We actually got the time at the end of the session to think about what they could do to make the tower taller. Suggestion from Jessy 'angle the pieces', suggestion from Sean 'put the flashcards in between, suggestion from Evie 'put the pieces on their sides'. I can't have an observer as often as in the pre-intervention stage but they certainly seem a little more focused to me. Haven't had Sean leave the circle once and that's a biggie. Most children gave their hearts to the game and when I asked if they would like to play it more often, they responded with a resounding yes. So I suggested we put it on the list of favourite games for future planning and again received an agreement.

March, 9

Worried as I am about the success of the whole thing, it was time to start working towards that self-assessment. The children looked at other campuses' book projects today. I wanted them to watch the presentations but 1) it turns out you cannot see the actual book as the children hold it away from the camera, 2) the volume is so low nothing can be heard (are we sending these to the parents???) and 3) looking at their peers squirm on the chairs and try to avoid eye contact with the camera resulted in too much mirth. So I had to change tactics and just showed them the books. The question was which book they like better and why. I wrote their criteria on the board. We certainly have different agenda with them. No linguistic criteria whatsoever but I liked the 'on topic' and 'using imagination'. The short time they spent watching the videos clearly left a deep impression because some of the criteria were 'sit staright', 'don't fidget', hold your book to the camera', 'look at the camera', don't tap your foot', 'don't cover your face' and finally 'don't put finger in your nose'. I agree, all important things.

Mumu reported Evie getting frustrated with her playmates outdoors and saying 'Not this way! Shenmeluanqibazao! (this is way too chaotic) Let's make a plan'

March, 10

I felt like I needed to think about how to put those criteria together and was going to do the usual ReadAloud protocol-dictated things today with no intervention/new elements but the children greeted me with shouts of 'make a plan!', Alex helped me spell the word and when I asked what they wanted to do, they wanted to see more books from other campuses and not the usual 'let's play a sticker game!'. April said: Do you have Vera's? Vera is my friend. Said I didn't have Vera's but showed them more anonymous books, which they were surprisingly glued to. Unanimously agreed on the best one because 'good pictures' and 'story is new'. The bad ones they 'couldn't understand what it was' and 'it was not what the name said'

March, 11

I put the criteria into pictures and printed it out on an A3 for them. Some children had faces like they have never heard anything about it, so I asked them to guess what the pictures meant and we spent some time doing that until I was sure Samantha and Candy were with me. Feeling very dumb here, considering I've been around tiny people for what? Seven years? But I somehow expected them to remember we have spent this week talking about criteria and books. Reminder to self: slow down!

Again, this was not part of the plan but seeing as how we were all clear on what the pictures meant I decided to give the children another book to see if all the criteria are present. Gave them a red, a green and a yellow straw each for cross (not present), tick

(present) and question mark (partially present). I chose these because the last unit we did was Signs and Symbols and the children used them for several activities and were familiar with the message.

This activity helped clarify the criteria as we had to work our way through what it means exactly 'many colours' and 'many pages'. The former question gave rise to a discussion between Sean and Fred, with one saying many colours were used and the other one saying it doesn't count if one page only has one colour. This ended in Sean having a tantrum and the criterion enriched with 'at least three colours on one page'. The pages question was less dramatically discussed and resulted in this requirement formulated: 'at least four, not counting the front page'. Mary explained: 'front page is pretty page, not real book'

March 14

Looked at some more other campuses' projects to practice applying criteria. The children mostly focus on the picture details: something doesn't have eyes, something looks like something else. And it's great, of course, if as a result of this Fred starts drawing something except lines but I am not their art teacher after all.

I really did not want to impose the language criteria but thank goodness Mary noticed that the bad projects speak in isolated words and the good ones 'say long things', 'like story'. I asked everybody else if they agreed, we went through the books again. April had the look of epiphany on her face. I asked for their permission to include it into the list of criteria and received it. SO the criteria will have to be changed. Remembering about 'many colours' and 'many pages', I asked them what 'many words' should mean for a book to get a tick. Confusion ensued, so we went back to the page from somebody's book that just said 'flower'. April said: 'You say this is a flower' and Mary said 'you can say I like flowers, this is my flower'. The question of 'many words' is unclear, but we know it's not one word.

March, 15

Almost everybody was on time today! Made books with almost no moaning and some enthusiasm. Only Fred gave me grief about 'not wanting to draw, not liking drawing, hating book-making, can't draw, don't know what to draw'. In spite of all these strong arguments he somehow managed to draw on every side of the page with an astonishing result of an eight-page book, when he knows he could just make four and go on his merry way.

March, 16

Continued with the book making. All the girls, except Candy, were in no hurry to finish, added details, coloured in. I also noticed that all of them were a lot less impatient when telling me about their books, seemed genuinely interested in telling me what happens where. Then spent an equal amount of time telling Mumu about their books as she was taking pictures of the pages for the school platform.

March, 17

Recorded all of the presentations today, probably because this time I did not have to waste time chasing the children around the school. This leaves me a whole Friday for the first peer assessment in pairs.

March 18

Simplified the PA record sheet for the pilot attempt. Printed out two of the books they have seen before. Showed the PA sheet on the e-board, went step by step together with the children, because reminder to self: slow down! Then showed them the book I'd drawn before, said the TA had drawn it, asked them to assess it with me. Then did the colour

straws drawing to pair them up and nobody protested against the partner they ended up with. In fact, everybody seemed interested, including, miraculously, Sean. Most of them assessed very fairly with the one exception of April, who wanted to revenge a cross she got from her partner and insisted on giving one back despite the fact that her partner clearly did use many colours. Then Betty and Evie gave each other all ticks amplified by hearts to show how perfect their books are. I was about to get upset and think it's not working when I looked at their books and the criteria and realized they are in fact perfect.

March 21

The book is 'Dear Dragon learns to read'' and nobody cried today, although it poured, was cold and downright miserable, and if you can't cry on a day like this when can you cry? I sort of want them to be excited about making their books every time we start a new book, so we had a discussion about who they read with, what stories they read and I then announced to them that that's probably what our book project will be about. Then I told the children to start thinking about their future books and even got a couple half-baked ideas. April waned to draw the stories with daddy before bedtime and Evie talked about the Elsa book with all the cards in it.

The plan-making has become a routine thing to do, together with ticks and crosses and hearts. Today I wanted to take it further and asked them after the reading and the introduction of flashcards what we did and why we did it. Asked the TA to do it in Chinese, because, of course, according to the management speaking Chinese to the children is a cardinal sin. The children are expected to learn a foreign language, while nobody around them has been able to do it, as far as they can see. This makes no sense to me, like so many other things. Betty said they played the flashcard game so they could remember the words so that they could read the book.

March, 22

Worked on words with a couple of games. Fred volunteered to write the word plan for me. Then I paired them up again, differently this time, and asked them to assess their new friend's book. It went a little better this time. Fred was paired with Mary, and despite the fact she gave him a lot of crosses or question marks, he was able to stomp on his vengeance and give her all the ticks.

March 23

Put the scoreboard on the plan today. I asked them if they felt they knew all the words. The people who raised their hands, four of them, could test each other and report to me, which they happily did. I noticed they invented their own rules for testing, too: the ones being tested had to say the words as quickly as they possibly could. I asked the other children to tell me how many words they thought they knew and recorded the numbers on the board. After the scoreboard was over, we compared the number with the children. The ones who got the number right were very excited about 'guessing' it correctly even though they might not have known a couple of words on the flashcards. I expected the numbers to be a lot higher than reality but only two children had overestimated themselves, both by one word. Three had underestimated themselves by one or two words, one was on point and of course the four confident ones knew everything, just like they said they did. This was my preparation for self-assessment activity.

March 24

All school covid testing

Only had time to introduce the phrases and do the 'circling' as the protocol dictates.

March 25

As another preparation for self-assessment activity, we looked at the flashcards with phrases, counted them together and discussed what number constitutes a tick, a cross and a question mark. 15-12 cards they felt deserved a tick. I asked if somebody wanted to assess themselves. Sean!!! Volunteered, among many others. I wrote the names on the board and let them put the mark themselves. Poor Candy got 11, so close, I saw how much she wanted to give herself a tick but she overruled the ambition and drew a question mark. I asked her and everybody else what she should do to get a tick next time and she actually went and found the two cards she was not able to say anything about. 'Can you help me?' I said: 'you know what, of course I can help you but I can see your friend April wants to help you, too. Would you prefer to work with April?' Saw them after the session going through the cards in the book corner.

March 28

Everybody on time except Fred – ten minutes late, but mother said traffic was bad. Greeted with 'let's make a plan', balm on my heart. Talked about rules of the game together, agreed that there would be only two stickers and nobody would cry about not getting them at the end. Kept their word like brave little soldiers, although Evie might have wanted to throw a mini-tantrum. I tapped on the board with the heart everybody put next to the number to as indication of agreement and she didn't. Reviewed the criteria for tomorrow's book making. Fingers crossed.

March 29

On time. Every single one. Got some lovely books that we will try and self-assess tomorrow. Fred and Alex initially refusing to draw but got into it and Fred produced something definitely better than his previous projects. Sean was a delightful surprise: finally, something organized and on the topic, not without sea animals but hey, I have nothing against sea animals as long as they make sense and he wants to tell me about them, which he did!!!

March 30

Demonstrated the whole process again on one of the books they have seen before and then on one I made. Still got two children asking what's this about several categories. As they showed me their SAs, I saw that eight of them did not manage to forfeit the importance of self-image in favour of objectivity. All ticks, even if they used one colour. Had to sit with them one by one and go through their books together. Decided to not ask the children to change their beloved ticks into crosses but led them to agree that that should indeed be a cross and tell me what they could do to make it better. I heard a lot of picture details, according missing eyes and added colours, but also heard three children talk about what they could add word-wise: Mary sort of a summarizing sentence, April more details about the book she mentioned and Jessy said she could add time and places.

March 31

Recorded all of the books because we have the Friday off for Tomb-Sweeping Festival.
April actually elaborated on the story about the bad rabbits when presenting and I notice three children added picture details and colours to their books.. Jessy did not make any changes.

April 1
off

April 4
The book is Dear Dragon goes to the firehouse.
Collecting the data during this book but I can already see how much more they are

enjoying the whole process.
April 5 For practice, looked at some books other campuses made on 'Dear dragon learns to read' and peer-assessed them. I asked them to work in pairs and tell me how these books can be made better. The feedback seems to be hard but I got some full sentences the anonymous authors could say instead of individual words and one alternative ending that would be more on topic. That's from Mary and Jessy, who also seemed to enjoy the correcting of other people's mistakes immensely.
April 6 There is more and more English spoken everywhere, even as games are played. The downside is I get less and less enthusiasm and consequently fewer and fewer contributions from my team members and what I get I have to squeeze out of them. Familiarity breeds contempt.
April 7 Had a tiny meltdown with Sean. He didn't want scary monster. Jessy says we can play your game tomorrow. He counteroffers with scary monster tomorrow. They vote with just the tiny bit of assistance from me. Jessy instructed me to write it down that sleepy monster is to be played tomorrow. We'll see then.
April 8 A new development. Should I add a category to the checklist? They didn't just stay focused till the end of the game despite absence of extrinsic material motivators, they asked to do it again, so we did the hidden word and sleepy monsters three times. Sean didn't want to play sleepy monster. I opened the record from yesterday where we wrote sleepy monsters tomorrow and he miraculously agreed. Not just agreed but enjoyed himself thoroughly. There are really too many episodes to record all of them. I instructed Mumu and Judy to just focus on something remarkable but I don't think that's going to work either, they will just record what they heard last I suppose. Looked at my colleague's observation checklist with all the blanks. Made me realize I haven't seen my children's backs turned to me for quite a while.
April 11 Tried interviews again but TA got snatched away by the management and in English we did not get far, not going to use those, zero informative.
April 12 drawings
April 13 drawings
April 14 Smiley faces
May 2 The book is 'See it grow'. I introduced the plan for two weeks today and tried to connect the stages for the children so that the book project would be a logical continuation of what we do before and not a random whim of the teacher. This would also enable me to introduce the children to specific success criteria for the book project because the ones we have now are very generic and I feel the whole thing would benefit if the children had something to work for during the two weeks. I announced it as a journey and handed out the worksheets in the end. They seemed excited and all connected the dots between stages of the whole process well. I asked them to hang

the action plans in their boxes so they could follow their progress and tick off the boxes as they feel they have reached that goal.

Mary asked: 'so we know what we want to learn?' I lavishly praised the question in front of everybody and used it as a bridge to setting personal goals next time. I answered that yes, indeed, so we can know what we want to learn but we could also think and add something else we want to learn next time. She and Evie seemed especially happy about it and left the session chattering in Chinese about things they want to learn. I heard all the names of flowers Evie grows on her balcony.

May 3

Looked at their action plans in the morning to see if we had any premature action plan completions. Nobody did. So when we negotiated the plan for the session, I asked them which of our long-term goals they wanted to work on. The voting that ensued resulted in 'I can talk about seeds'. We read the book one more time first and played some flashcard games (because dissertation is dissertation but the children have scoreboard tomorrow). Then I opened our collection of seeds for inquiry time (corn, sunflower, various beans, acorns, strawberry, etc etc etc). Guessed the plant from the seed first and they were extremely engaged. After the plant was either guessed or revealed, they took turns talking about the seeds. The children mostly used simple adjectives like big/small/soft/hard/round/oval, except for April and Sean who insisted on using comparatives: 'as big as a grape', 'as small as a blueberry', 'as small as an ant'.

I asked them if they felt they could tick the first goal off the list. They seemed to happy to say yes and tick off those seeds.

May 4

Announced the scoreboard today and saw some enthusiastic faces. Asked them to say how many of the flashcards they think they know, just to practice self-assessment. Ended up writing their names on the board and making two columns, one for estimated number, one for actual number. Negotiated star criteria: 15-14 pink star, 13-11 yellow star, 10-5 blue star, 1-4 brown star. I helped them write the estimated number, then they drew their own stars according to how many cards they knew. Betty wanted to give herself a pink star, but the children protested: 'Teacher Natalie, Betty didn't know wet and soil and grow!' They seem to be much more attuned to each other's progress these days, more aware of how the peers are doing.

May 5

Reviewed the objectives again. Asked them if they had any suggestions on how we go about reading the book. Fred said let's read it together first and then 'together together'. Turns out he meant I read and they look at the pictures the first time and then we try and read together. So we did just that and everybody sat in a tight little circle around me and happily pointed at the pictures. Jessy said: 'What's this seed?' I tried to palm her off with the pictures in the book, but she got the support of April, Mary and Evie: 'we want to see on the computer'. So we looked at photos of tomato seeds and leaves and roots and other botany. What a strange strange wonderful feeling when the children don't care about either stickers or when the class will be over. Bliss.

At the end of the session asked them if they wanted to cross out the 'I can read the book' objective as done. Most shook their heads, except Fred, who actually had read it at home and was able to read everything before I did. Mary laughed as if it was a joke and said 'I'm not ready yet. I can read some but I can't read GOOD'. Fred went and crossed the book objective off the list.

May6

Today looked at two books other children made about 'See it grow' and negotiated criteria. 'Many colours' and 'many pages' made the cut again, 'imagination' gave way to 'on topic, I think, because the children have not copied books in a while, so using imagination has become a given. 'Describing the pot' surprised me, I thought with all the work we did on seeds, they would be more interested in describing that. 'What the plant needs' was one more book-specific criterion. And finally, the children decided that a good book should have 'many words'.

Made a what's its name that game when you open two cars and turn them back over if they don't match. Discussed expectations. Decided that not crying and waiting for your turn would amount to successful completion of the game. The children chose the partner cards for the ones that didn't have matches. Had an argument that Evie won: 'look hot cold and sweet bitter. Two two and two two'.

Fred have himself a yellow for self-assessment of his participation in the session activities: 'Because I cut in the line'. Candy: 'Because I'm sad I don't get the card'.

May 9

The tower made the plan again today. This time I asked them how they want to change it. They said last time it was too easy because we were using two blocks at a time. Then the children started raising their hands and saying 'I have an idea', 'I have an idea, too'. April, of course, louder than everybody. Evie went: 'I have an idea but mine is really really hard'. Started making an installation with some blocks on their sides. Truly very hard. The children ended up voting for one of the variants. Spent a long time on it and nobody mentioned stickers once. Mid game decided to change it so two teams could have a competition. Literally overtook everything: counting blocks, naming flashcards, changing flashcards. 'Natalie can you do the time?' Very happily. Then reflected on their strategies. Alex got agitated: 'that's because they didn't put them didn't put them here what's this?' (points at the middle of one long block) 'zhongjian how to say?' I: 'middle'. Jessy: 'we put in the middle'. Alex: 'middle!' Jessy: 'put in the middle. Fred pushed it'. Fred: 'didn't push it!' Lively discussion in English that finished with Fred announcing majestically: 'one more time.'

Asked them to give hearts to the activities they liked the most today. Most voices for the tower. Two for the word game. Asked Mary and Candy why they chose the word game. Mary said: 'because I like to think new things'. Me: 'Like what?' Mary: 'like you said I want to see something ugly and I said stinky socks'. Candy said: 'because Fred say funny words'. Me: 'What funny words?' 'SpongeBob and mudpuppy.'

Learning to explain choices, learning to reflect on strategies, a whole lot of learning went on today and somehow the scoreboard was not stressful at all.

May 10

Heard Evie talking to Judy in Chinese about how she likes making a plan in the beginning of English sessions. Apparently, because then putting ticks next to activities makes her feel good.

Reviewed the criteria for the book project. Gave them time to sit and think. Asked them to raise their hands when they have an idea. They left one by one, most wanting to share the idea, only Fred is sitting there looking concerned. Told me he had 'two hundred' (his words) ideas but he didn't know how to draw. We had a conversation about what he thought he could draw. He felt he was brilliant at snakes so we worked our way to drawing a snake tree. I was very pleased to hear that he didn't know how to draw what he wanted to

draw instead of didn't know how to draw period.
May11 Continued working on the books. I asked them to self-assess. They are getting fairly accurate at this, except some. This time we discussed how they think they could make the books better and sent them back to work in their feedback. Samantha and Mary did! To encourage everybody to do the same next time I did a little circle time where I showed both books, got the girls to present them and then praised the changes with everything I had, hoping to plant the seed of 'everything can be improved'.
May 12 It's recording day and we have a line wanting to present first. Especially Mary and Samantha after yesterday's encouragement. Finished recording everybody in one session, too, because most children just needed one take. Then I let them choose a partner to show their book to and come and tell me what their partner's book was about. Except for April, who absolutely could not listen to somebody else presenting a book, everybody was able to complete the task. Several ran off to find Judy (CT) to show her their books.
May 13 Asked them to look at their action plans today and see if we can cross out everything. April spent some time intently staring at her action plan and said: I know how to plant and I know what plants need. That of course was followed by a wave of I know too I know too! So I sort of sketched the process and they told me what is happening. Look at the pot. Feel the soul and so on. I want to be a little teacher, Mary said and I gave her and other people who wanted to be little teachers the books. They took it very seriously, correcting each other and asking read this word, now read this word. Then they reported honestly and, in my opinion, very strictly. For example, Alex was partnered with Samantha. Samantha told me that Alex can read everything and Alex said Samantha couldn't read the word 'grow' in the name of the book. Samantha protested saying: 'Now I can'. Alex said: 'Now you can buy on Monday you can?' We all agreed to check again on Monday.
May 16 Oak tree is the new book. I announced the ten-day plan and asked them to tell me if they think they can cope. Everybody expressed confidence. Then I reminded them they could add what they wanted to learn and distributed the action plans. The personal goals in the action plans were realistic and, of course, yet another reminder that the children see it very differently from me. Only Mary had sort of a skill-related aspiration of 'reading all the words', most children wanted to learn names of trees and flowers they know. Later observed them showing their action plans to each other. April pointing at Evie's picture: 'Ni buzhidao! (Mandarin: you don't know) It's a cactus!' Then heard them talk about how Evie could now tick it off her list and Evie saying she had more flowers in her personal goal so it was not time yet.
May17 Reviewed the action plan together today, then asked them what they want to work on. They voted for learning about the animals that live in trees. We read the book again and brainstormed other animals. Sean got very excited about insects, so we looked into creepy crawlies as well. Then I asked them if they felt they could name five and if yes, they could tick off that objective. The boys did and Jessy joined them. Other girls wanted to wait till

they can name animals.

May 18

I showed them pictures of different trees, they found partners and showed everybody theirs and all their parts. They appeared to really enjoy it and I think I'm going to research the different bugs and animals that live in, on or around these trees. This is again going against the protocol but I'm hoping Mumu will not report me and the children are so clearly enjoying the classes it's worth it. When we were done, I took them to their action plans again and asked if they wanted to cross anything out. Most of them crossed out the parts of trees part and the ones who wanted to learn different trees ticked that off the list. Evie was excited, ticked off the reading the book as well as the animals that live in trees. Said 'Look I only have two'. That's true, the book project is coming.

When we were looking at the flashcards of the words from 'The oak tree' and got to 'bark', Fred said: 'But dogs bark?' Talked about that for a while, then got to 'trunk' and Evie said: 'But elephants trunk!' I was surprised they remembered something we only briefly touched upon last year during Animals unit.

I noticed that if we miss a day and don't look at the objectives, they become a thing almost forgotten. The best solution I can think of is keeping them on display at all times and reminding the children about them every day, and not just during the English session. Not surprising I suppose, considering children's life experience is extremely limited and the perceived length of days is a virtual eternity. So - keep their eyes on the ball with constant reminders.

May 19

Read the book together one time, looked at the goals (again!), decided to work on parts of the tree. Alex suggested going outside and putting post-its onto a real tree like he saw somewhere but it was raining so that plan, good as it was in my opinion, had to be abandoned. Evie wanted to make a tree with playdough but we discovered we were out of green and we apparently never had brown. Then Candy suggested drawing a tree. Split into two teams, drew two fairly impressive trees, bark and all. Heard the children go: I draw the trunk I draw the branches. Even Fred, who first said he wouldn't draw anything, changed his mind and asked if he could draw a worm. Ended up drawing a hundred, all in the roots where the book told him they should be.

Just to be clear, this is against the protocol. The protocol commands I play flashcards games with them today and make sure I drill the words into them. I thought they were a lot more engaged than with what we usually do, the bonus being that they were all into it, nobody choosing to stay outside and watch. Another bonus was watching them cooperate: share markers, suggest things to one another, etc. Lovely experience, a rare treat.

Matched the animals with the parts of the tree they live in, then added some pictures to the drawings. Got them to look at their action plans and see if they can tick anything off them. Mary said she thought she could do the parts of trees and five animals. I asked if she wanted to tell me or a helper tester. She chose helper tester. Lots of hands in the air volunteering to help Mary test herself. She decided on Evie. The two went to the book corner, where Mary proceeded to impress Evie with her knowledge. Evie reported back that Mary indeed knew everyhing and wanted to be tested by Sean. This caused a mini chain reaction with most of the christen passing muster and several testers reporting, for example: Fred didn't know wasp and mole. Asked Fred what he could do to help himself remember, he wanted to read the book together again. So that's what we did and agreed to try again tomorrow.

May 23

Finished the parts of trees activity today and crossed that off our action plans. Worked on phrases. Made a PowerPoint with wrong phrases and let them cross out the wrong word. Everybody seemed to love it so much that they invented a game where one took a card and changed one word in the phrase. Again, the protocol dictates that I show them card by card and ask in this order: a yes question, a no question, two or questions and a question that expects a complete phrase answer. It's called circling and they have been acting sick of it for a while now. I am not even hoping that the protocol will be changed but tiny changes here and there? By rebel colleagues who feel the same?

Looked at some books other campus children made for the oak tree. Discussed success criteria. I pushed and hinted and then pushed and hinted again for them to include an abundance of words into their criteria. I don't think they would have cared about it sufficiently without my scheming. They did put in tree parts and animals by themselves, though.

May 24

Reviewed the negotiated criteria before we started drawing. Repeated what I did last time with asking them to think what they want to draw before they start. Fred asked why we need to draw books. Evie told him it was because we had it in our plan. He seemed to accept it and drew a fairly decent tree with branches and roots on it. Wanted to draw a dinosaur but decided it's too hard.

A notable change is that they all start drawing once the introductions and thinking time are over, even Sean. Talking about Sean, the success criteria we discussed yesterday and reviewed one more time today translated into him actually taking heed of the checklist and albeit very reluctantly drawing the tree parts and animals that live in the trees. Except for Fred's mild protest, no negativity. Lots of colours, too.

May 25

Asked them to assess their books and share with a friend. Alex gave himself one question mark and three crosses because he thought he could do better. All in all, they were fairly accurate again. Mary and April insisted they had the perfect books and it took them some time to come up with improvements. One said she could sleep like a bat upside down. The other one said she could add some animals to her tree.

I did not harbour much hope about them implementing their feedback but this time they all did. Some added pictures, some added descriptions, some added colours but everybody did something they said they could do to make the book better.

May 26

I had two excited yays in the morning as the children found out today was the recording day. Nobody cried. Nobody needed long cajoling or bargaining. Several children wanted to keep their books after the recording, then went around inviting everybody to look 'Nikan nikan (Look, look!)'.

May 27

Last day of the oak tree. I asked everybody to bring their action plans to see how many objectives we have reached. It turned out we still had the book section to check. I gave them several books so they could show each other how well they could read. What followed is I guess why this pre-primary elt had not driven me into a psychiatric ward yet. I thought they'd be done in three minutes, but it took over ten. The children were conscientiously asking each other what's this word what's this word. When neither in a pair knew crow, April said: 'Jessy knows', and both April and Candy walked over to where

Jessy was working with Alex. Fred was very excited about the fact he knew the word woodpecker so when he was done with his work, he toured the classroom asking working pairs: 'what's this bird?' They reported honestly, too. Evie said I didn't know 'crow'. I asked if she knew now and she said she did.

I told them they could design their own symbols to mark achievements. Got some fish, sone hearts, octopuses, numbers. Lovely to see how their heads work. Betty gave herself four because she said she couldn't really read the book. I asked her what she could do about it and she said ask Fred to help.

The atmosphere has transformed. I am not nearly as depressed about my English sessions and the children are a lot happier too. Lots of yays as I announced the action plan for next book. Evie asked where's personal? Here I notice I didn't give them a space for a personal goal. Oops.

Appendix 24 Children's drawings, Needs Analysis, Cycle 1 and Cycle 2

Alex
Needs Analysis:
I don't like today. (Why?) I don't like drawing books. (Why?) I don't like. (Do you like anything?) I like playing.
Cycle 1:
I like building the tower tall tall tall.
Cycle 2:
1) It's the game looking for card partners. Need to remember so well. I remember well.
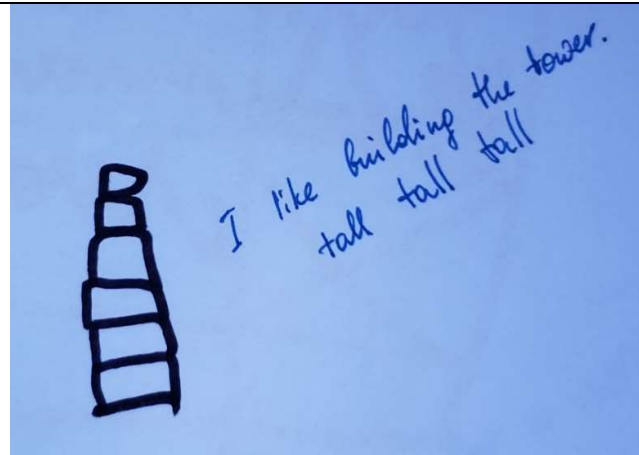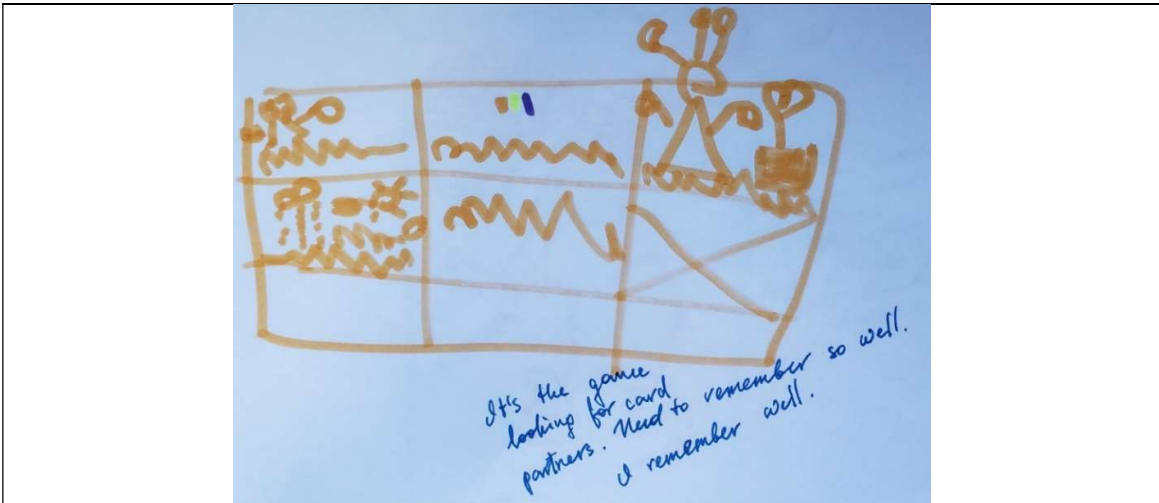
It's the game looking for card partners. Need to remember so well. I remember well.

2) I am drawing a book about dinosaurs. I like making books but I like making books about dinosaurs.

I am drawing a book about dinosaurs. I like making books but I like making books about dinosaurs.
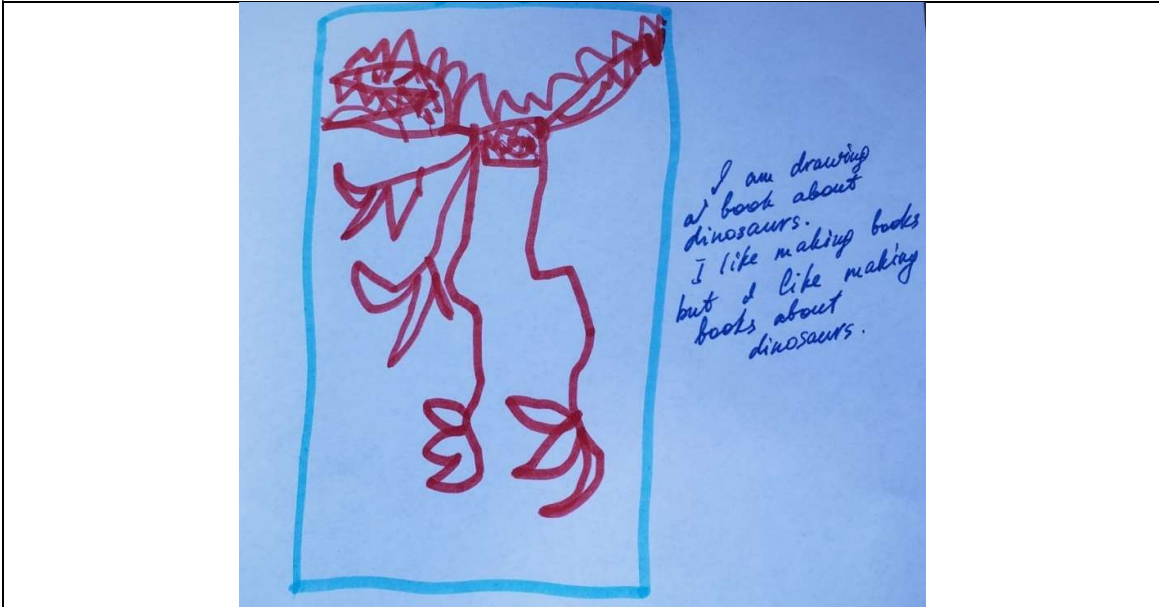
Betty
Needs Analysis
We are playing a sticker game with lucky bomb. I like stickers.
This is teacher Natalie with her bag of stickers.
(What don't you like so much?)
I don't like making the book because I don't like drawing
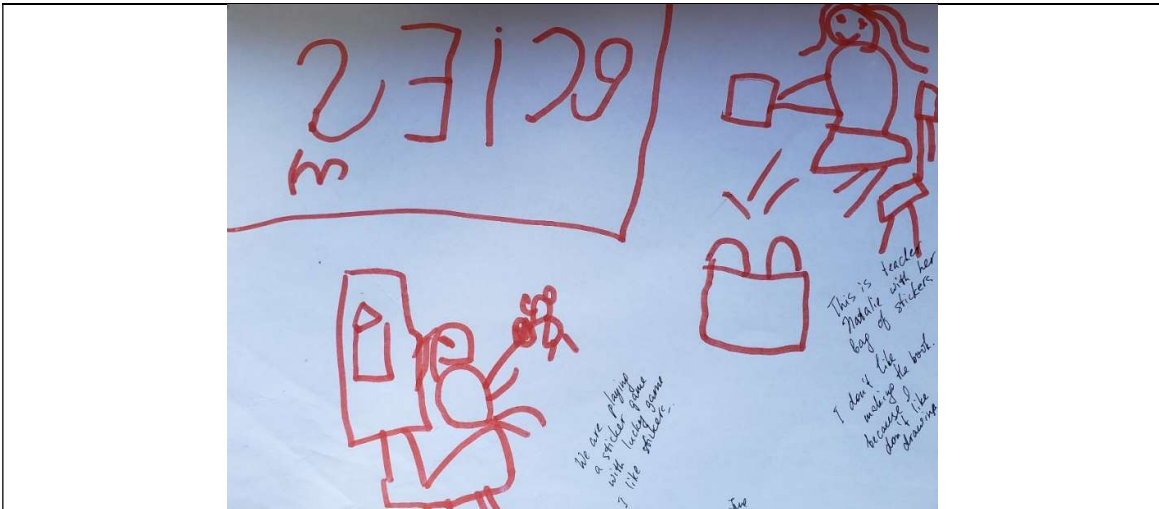
Cycle 1

I like everybody knows. I like making books. I like What's missing. I like put ticks and crosses. I like making books. I like monster game. I like monster game. It's nothing.
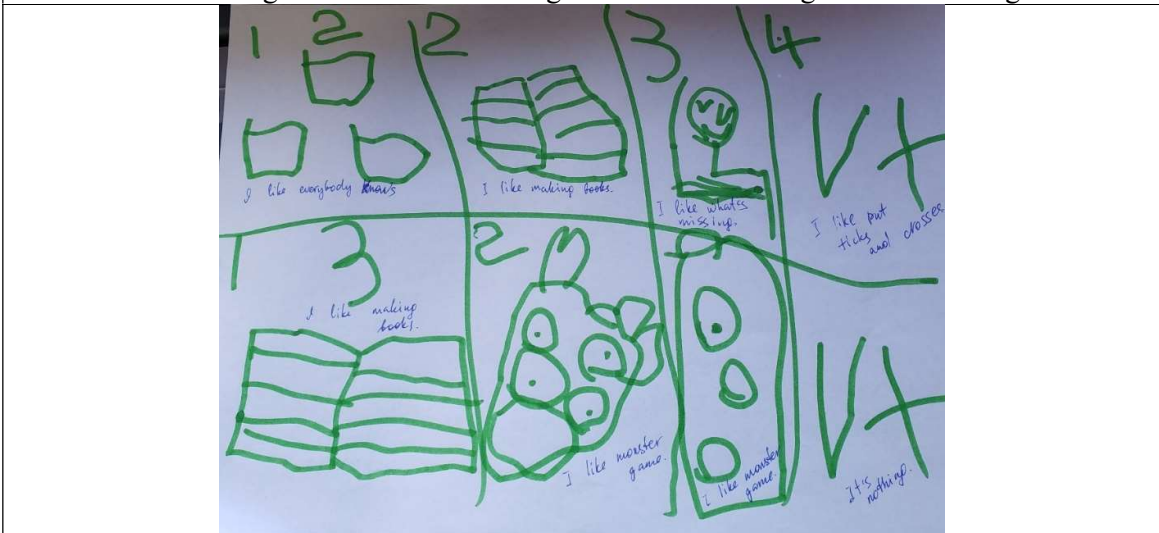
Cycle 2

1) We're making books. I like making books. I don't like when Paris comes to look at my book and then she draws my pictures!
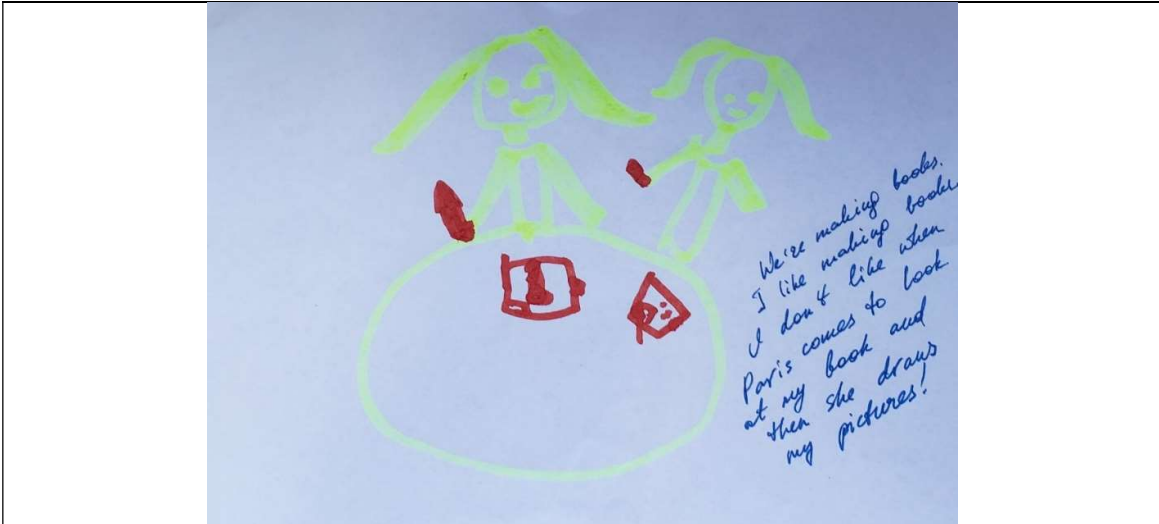
2) We are making books. This is Flavio. I say Flavio, can't use only red, need many colors. He say I only want red. Silly.
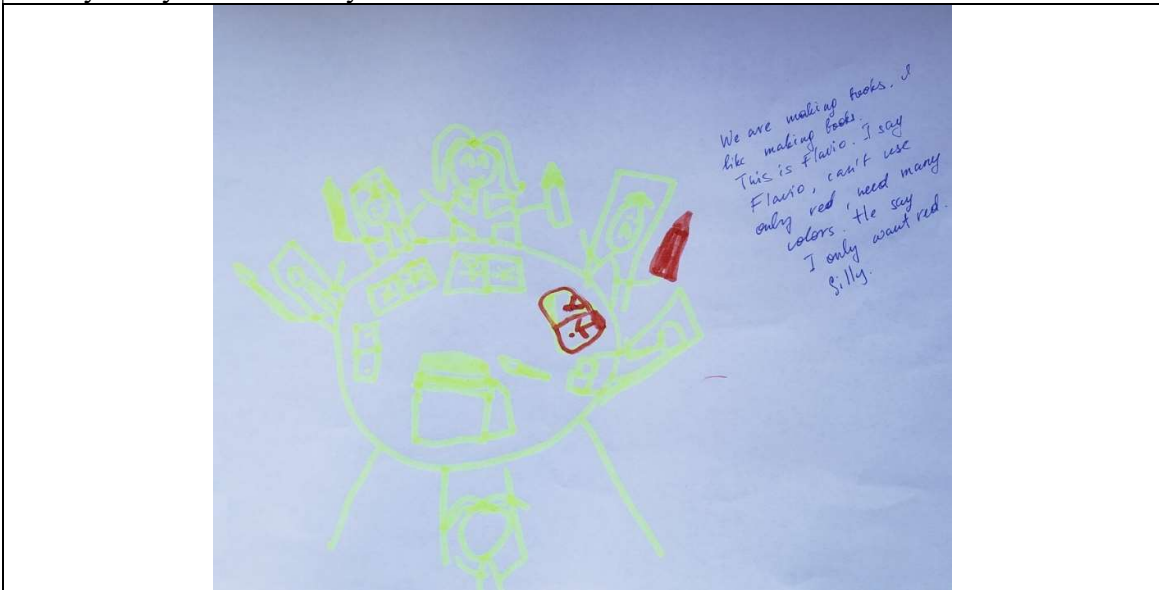
Candy
Needs Analysis
I like playing Zombies. I like playing Musical Chairs. I don't like recording. I don't like making books.

Cycle 1

Teacher Natalie is sleeping monster. I take her little animals when she's sleeping. Vivian is scared so I take one animal for Vivian.
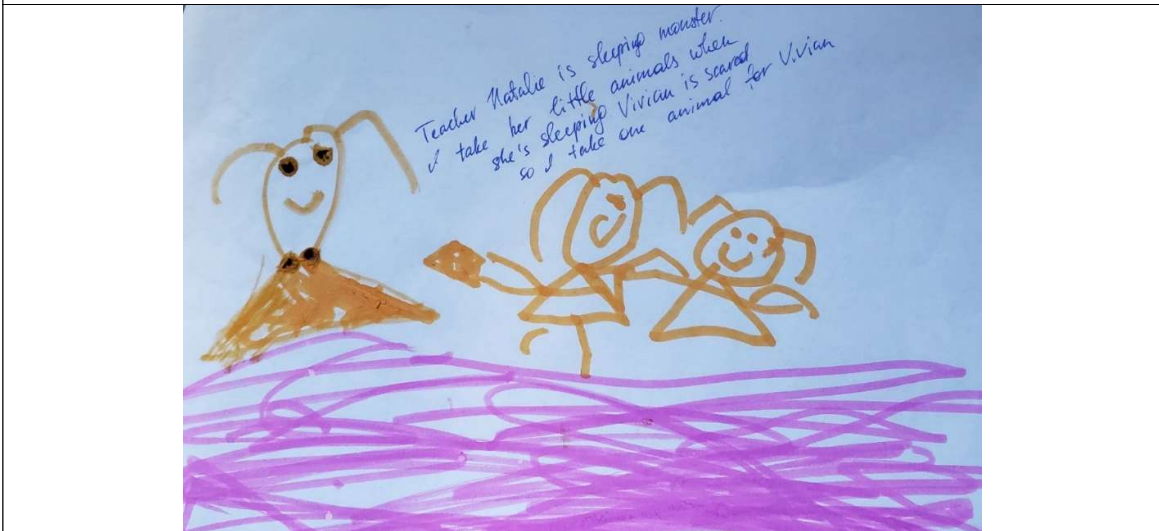
Cycle 2

I'm showing my book to Summer. Summer says: Oh! This picture is good. Then I look at Summer's book. It's good, too. I like when we share books.

Fred
Needs Analysis
I don't like anything. (Is there something you really really don't like?) Making books. (Is there something you like a little bit?) Stories about dinosaurs. (Which one?) About Sid and Tyrone. And The Roar. And dinosaur eggs and witch.

Cycle 1

I like stories. I can't draw a dinosaur. This is a story about dinosaur.

I like stories. I can't draw a dinosaur. This is a story about dinosaur.
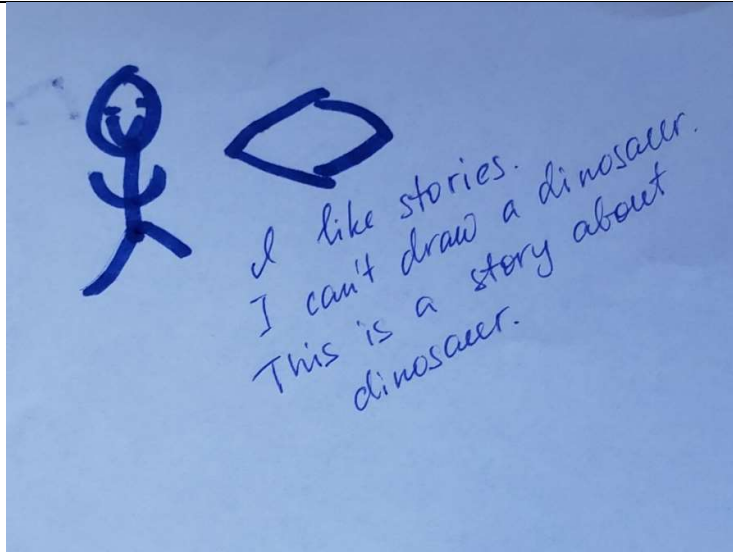
Cycle 2

1) I'm building a tower. It's a box of tower. (Box of tower?) Blocks. Blocks. Many many blocks.

I'm building a tower. It's a box of tower. (Box of tower?) Blocks. Blocks. Many many Blocks.
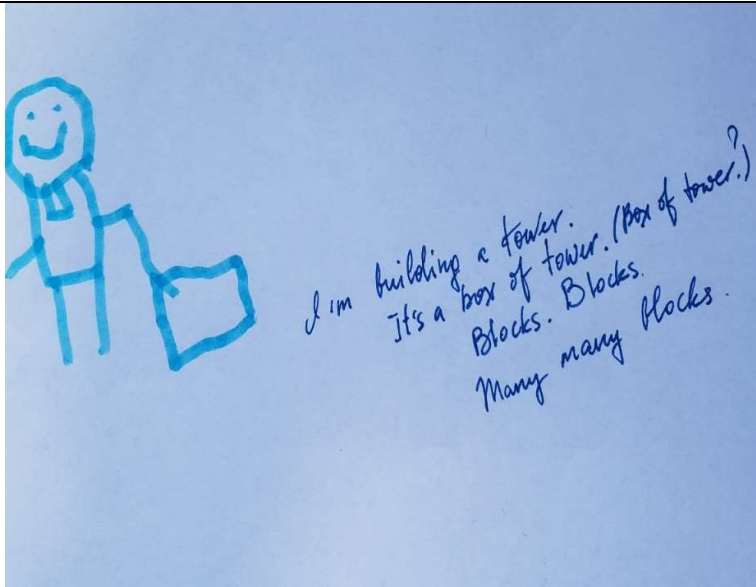
2) I'm making a book. I think what to draw. I can draw snake. (Do you like making books?) No, because it's difficult.
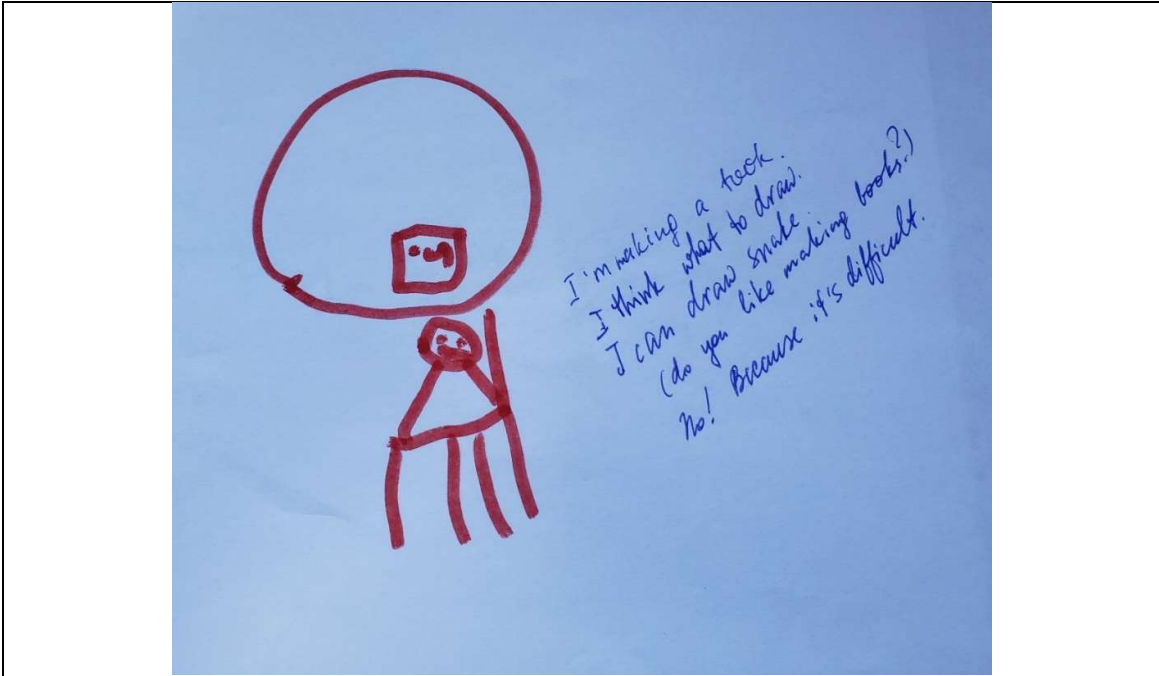
Jessy
Needs Analysis
We are playing very hot flashcard. I like very hot flashcard. Because need say quickly or my hand is hot and teacher Natalie says: 'Doctor Mumu! We need help here!' and then teacher Mumu runs and says: 'shei? You shoushangle?' (who? Got hurt again?) It's so funny!
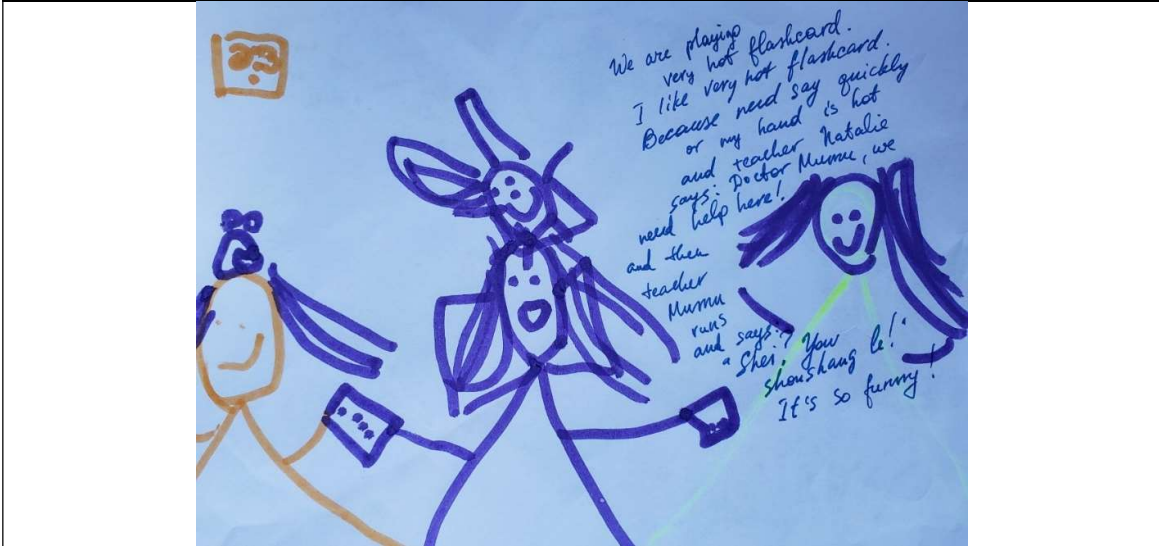
Cycle 1
I like drawing. I like making my book. I can draw many animals. I can draw a turtle and Pikachu. I can write the name of my book, too. And I make a little square so teacher Natalie can write words. (Do you like recording your book?) No, not interesting.
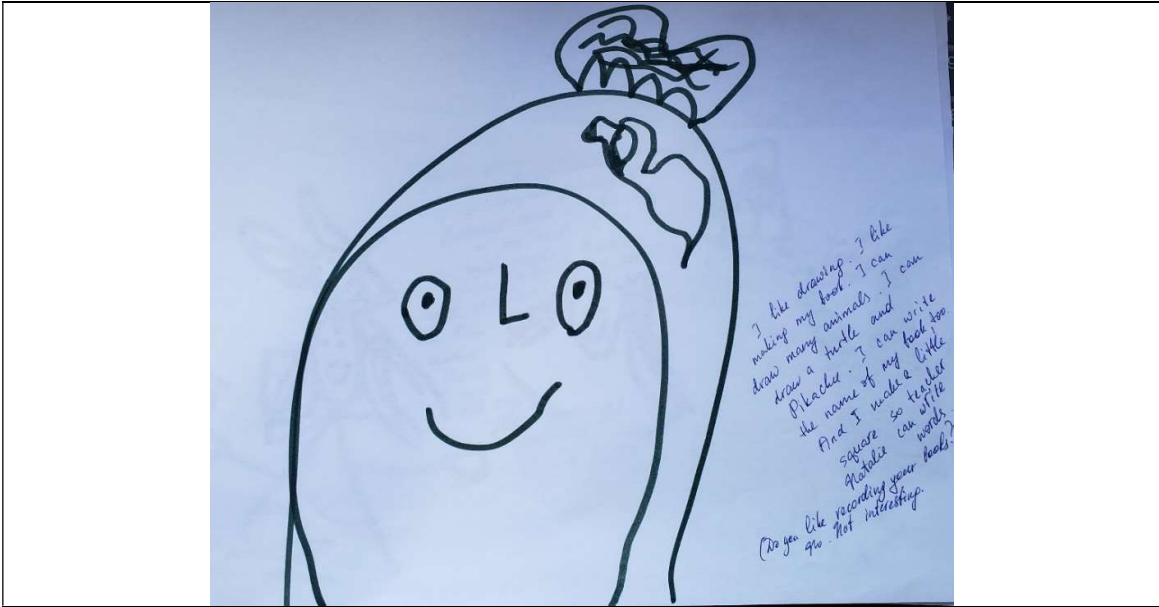
Cycle 2

I like making books. See, here I look tree tick branches tick leaves tick. This one. And I draw. And then I think Who lives in the tree? I can draw everything.
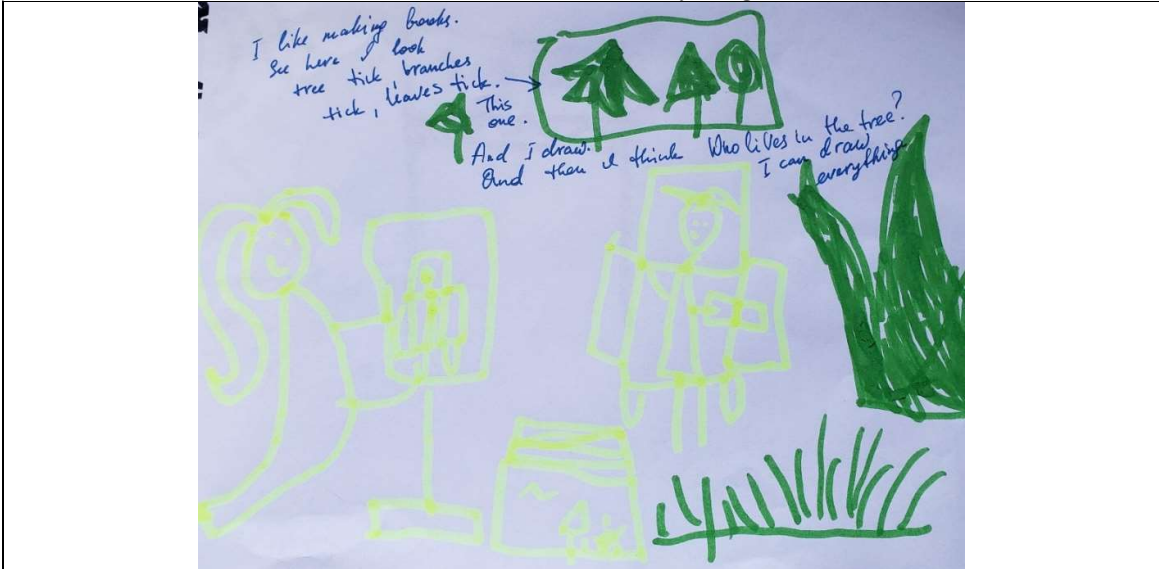
Sean
Needs Analysis
I don't like dancing. I don't like musical chairs.
(What do you like?)
I like toy-sharing day.
(What do you like in Read Aloud?)
I like Bubble Guppies*.
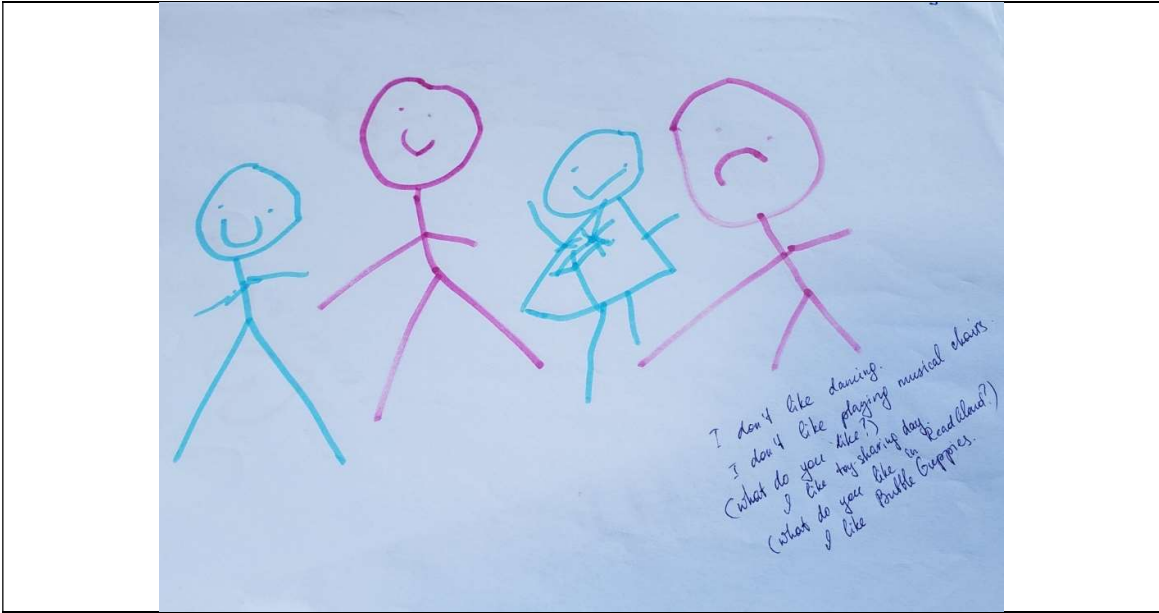
Cycle 1
This is we are playing find a secret thing under the card. I like.
I don't like reading because I can't read everything but I can try.

Cycle 2
1) It's that game when you put the cards face down and can only take two. You can turn if cards are partners.
2) This is teacher Natalie. She's drawing and writing about her pictures. If she's saying true things I open my arms (shows) and if she's saying silly things, I make a cross (also shows). She says no no no she writes Justin is a cat. Too silly.

This is teacher Natalie. She's drawing and writing about her pictures. If she's writing true things I open my arms (shows) and if she's writing silly things, I make a cross (all...) She says no no no she writes Justin is a cat. Too silly.
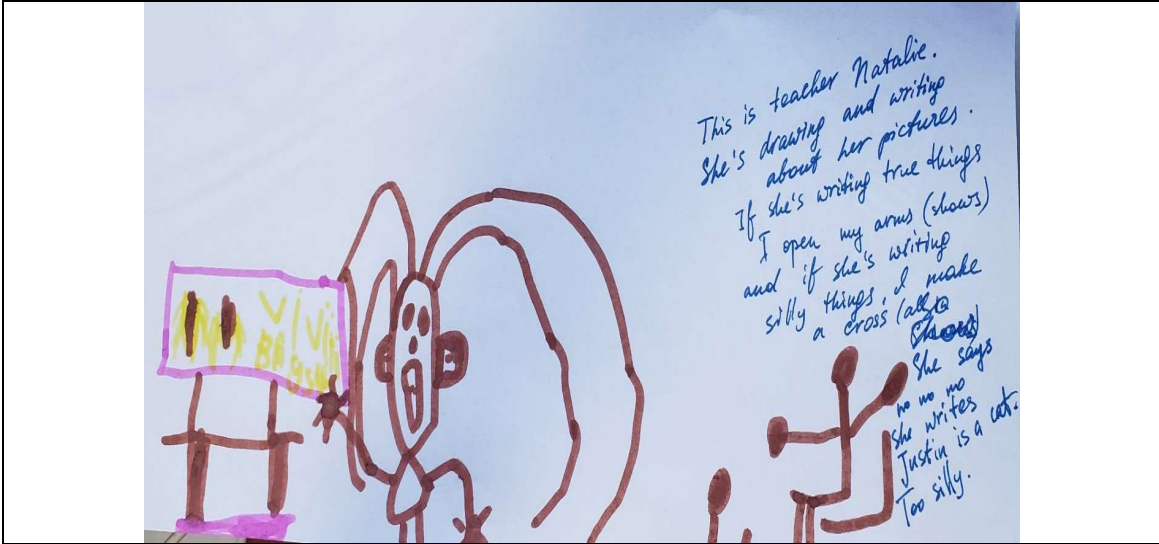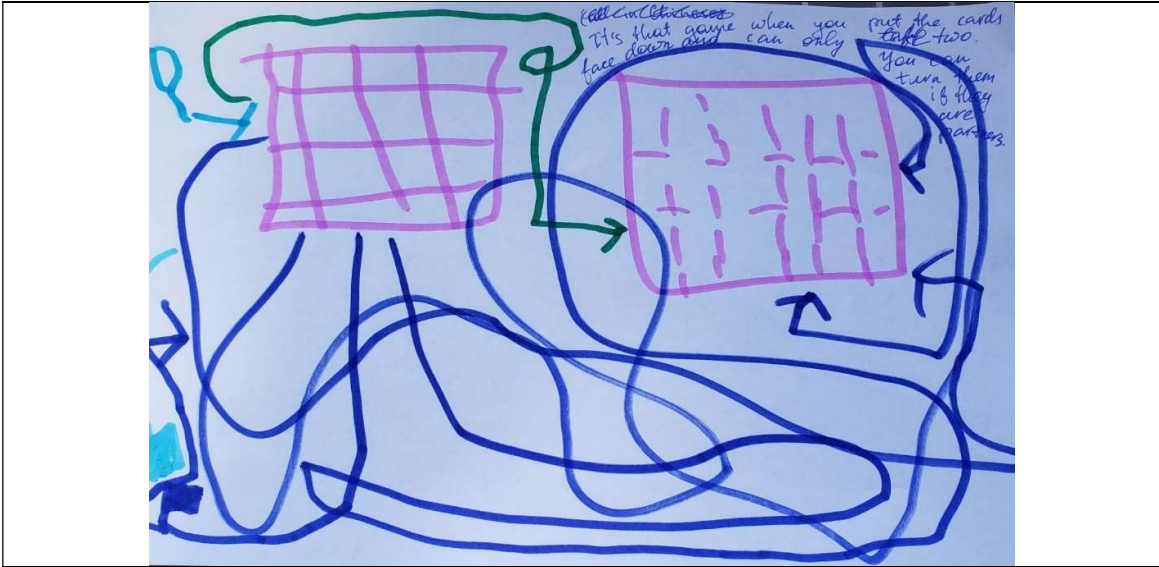
* Bubble Guppies is a cartoon the children sometimes watch before going home.

Evie
Needs Analysis
I like princesses. I like stories about princesses. I like Mermaid and Elsa.

Cycle 1
I made a book. I like making books.
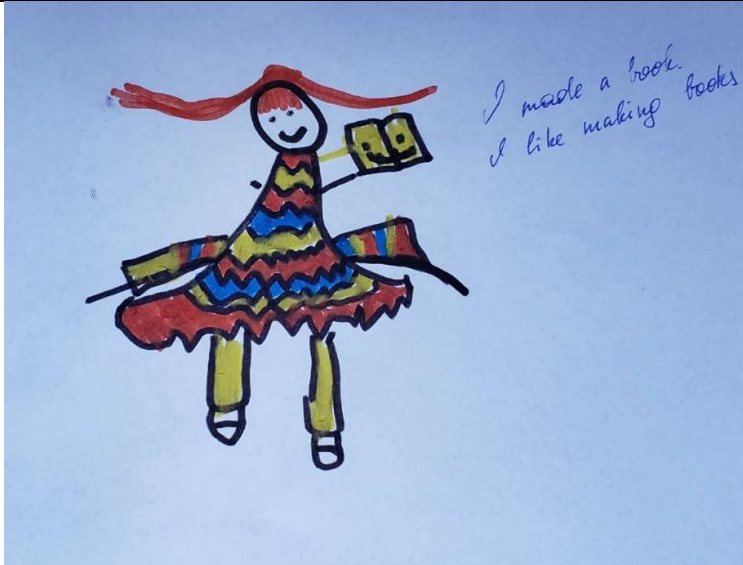
Cycle 2
I like recording. Some children do many many times. I remember my words and I hold my book so everybody can see.

I like recording.
Some children do many
many times.
I remember my words
and I hold my book so.
Everybody can see.
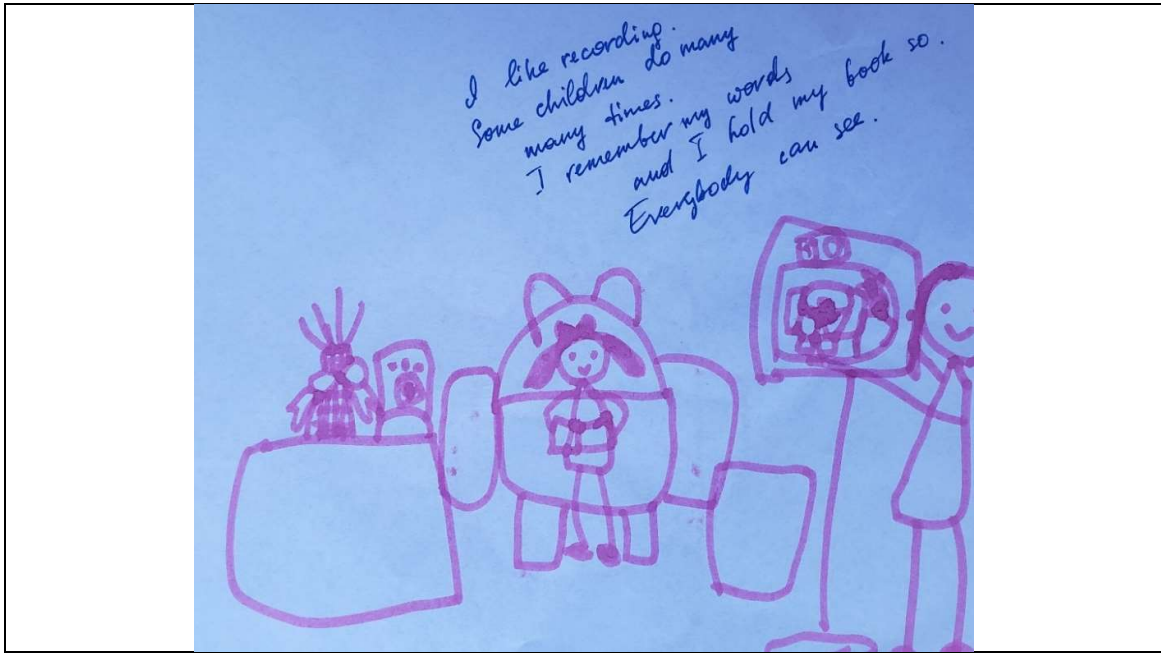
Mary
Needs Analysis It's teacher Natalie running to take my chair. We're playing Bad Banana. It's my favorite! Look at teacher Natalie's hair. She's running so fast her hair is whoosh!
Cycle 1 It's not me. It's a picture of me with my book. I say hello everybody this is my book. I see the picture in the camera.
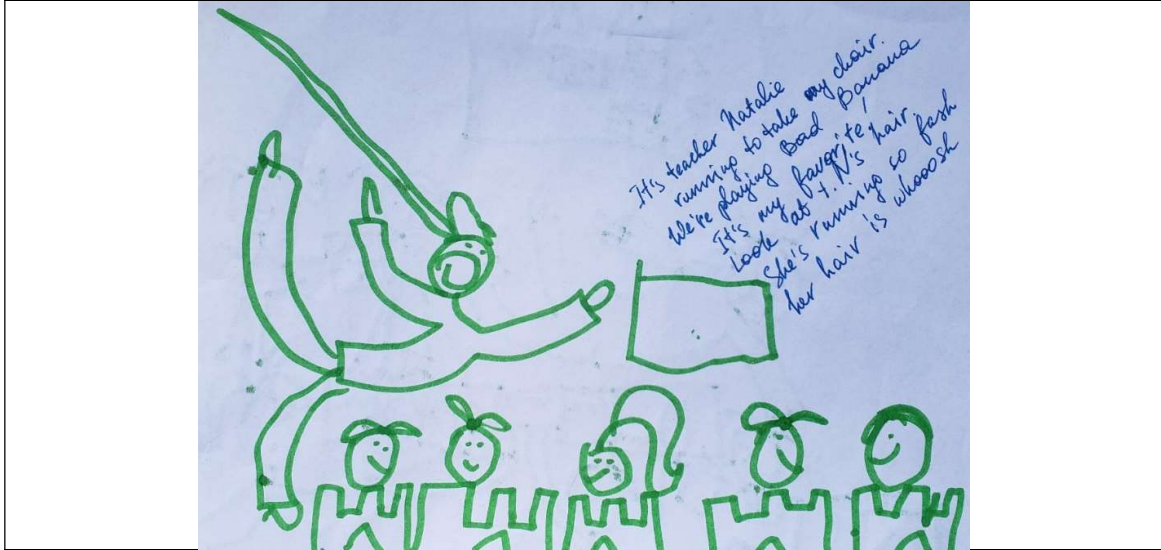
Handwritten note in image: *It's not me. It's a picture of me with my book. I say hello everybody this is my book. I see the picture in the camera*
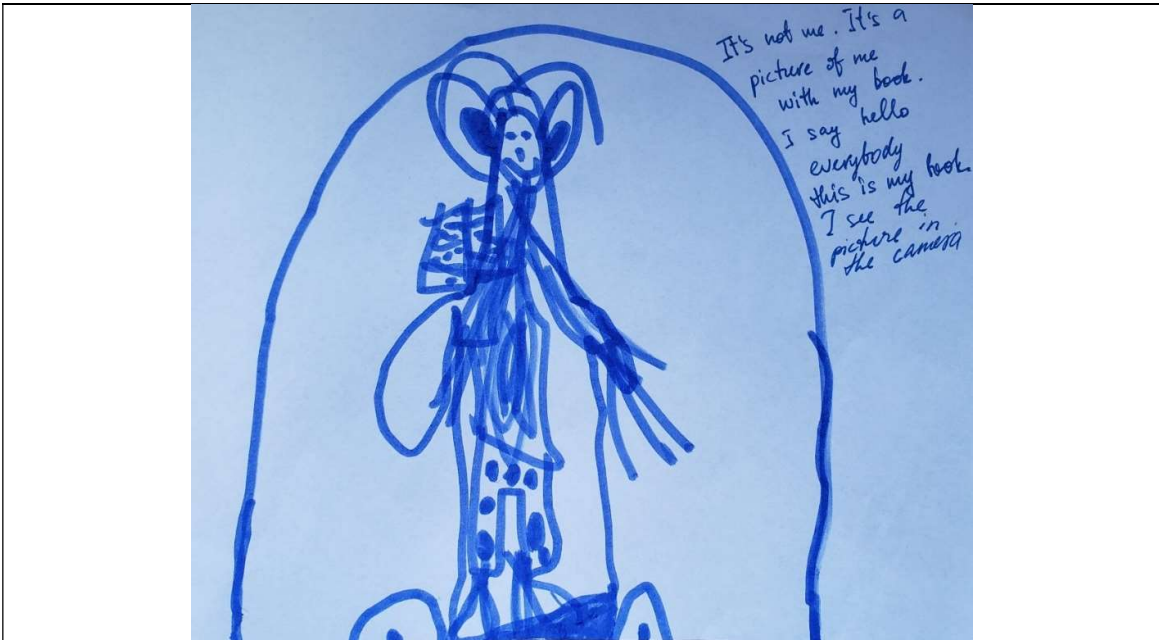
Cycle 2

I like to read books in the English class. I like to make books. I like to record my books. I think I have good books. When I record, everybody can see my book.

Handwritten note in image: *I like to read books in the English class. I like to make books. I like to record. I like my books. I think I have good books. When I record, everybody can see my book*
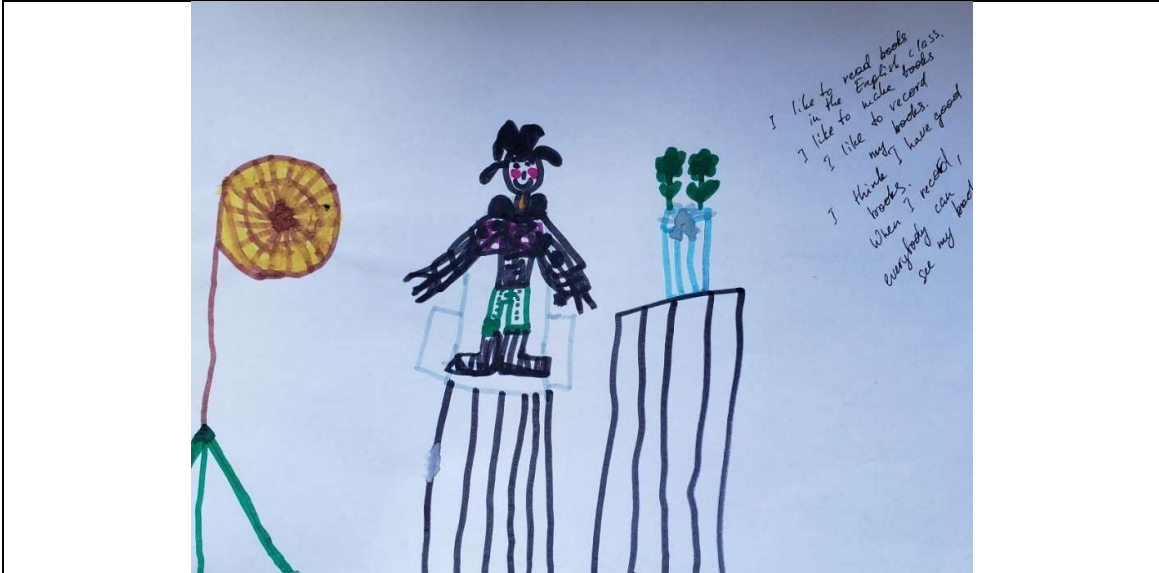
Samantha
Needs Analysis
I like running to steal chairs because it's exciting. Flavio wants to sit on my lap it's so funny. I don't like when I don't know cards and children say faster. I'm sad. I don't like to write my name. Because it's too easy. (Did you like to write your name when you couldn't write it so well?) Yes, I look at my name card and write R and then A and then look again.
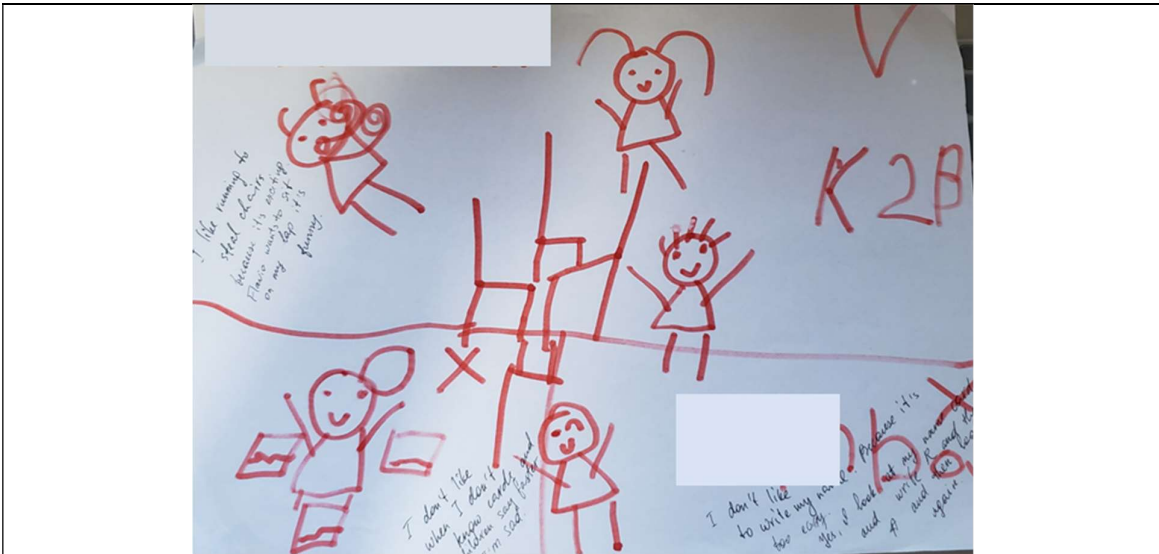
Cycle 1
I like writing words. I can write all letters and my name. My name is long.
I like stories. I like holding my book. I like playing games. This is the 'Bad Banana' but teacher Natalie runs to steal my chair so funny. I like when we make a plan and teacher Natalie lets me ticks and crosses.
I like Max and Ruby.
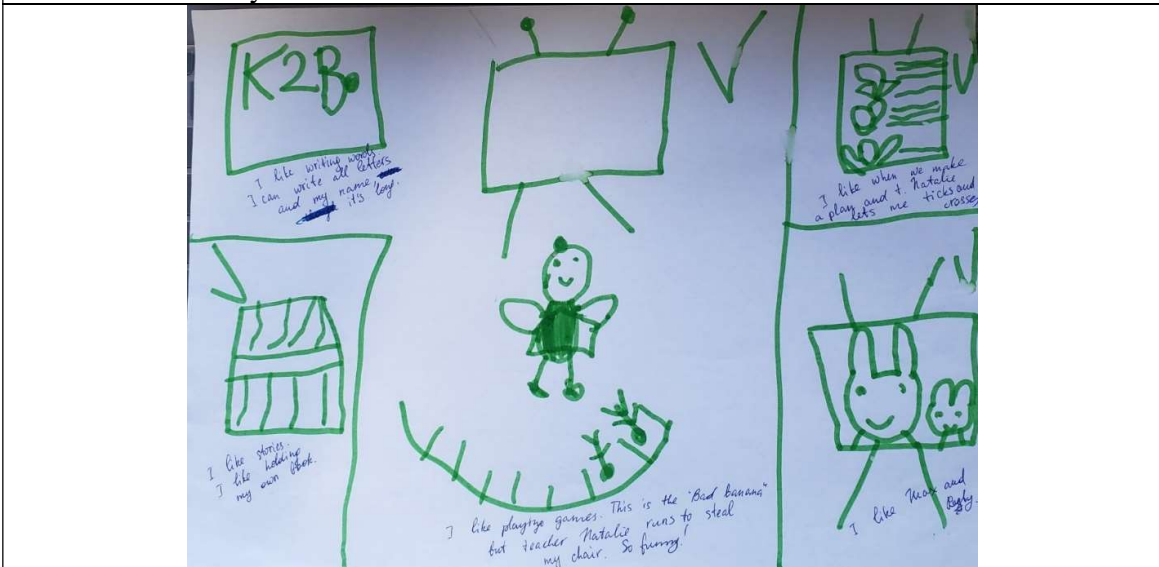
Cycle 2
We make books. I like to make books. I like to see all books. Some children have not so good books, I think. Moore draw flower and say flower flower flower. This is not a book.
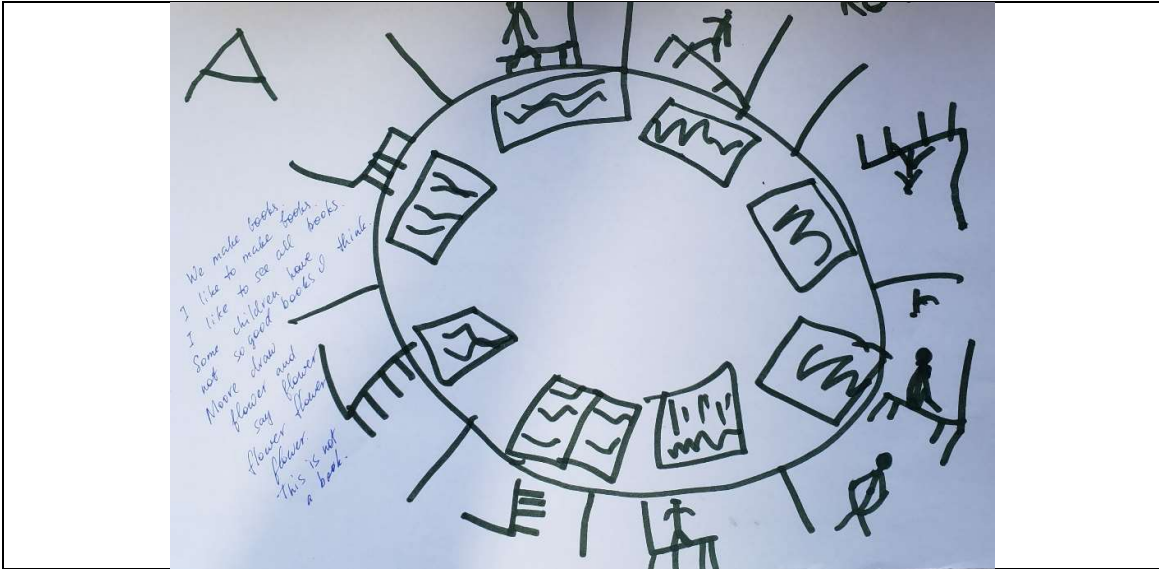
April
Needs Analysis
I like 'I say big you say small'. I like 'Bad Banana'. I don't like when Jane pushes me and shouts. I don't like recording because I must do many times and teacher Mumu is angry.
Cycle 1
1) This is sleeping monster. It's not cards, it's little animals monster wants to eat. We save animals. I like this game because a little scary and so funny.
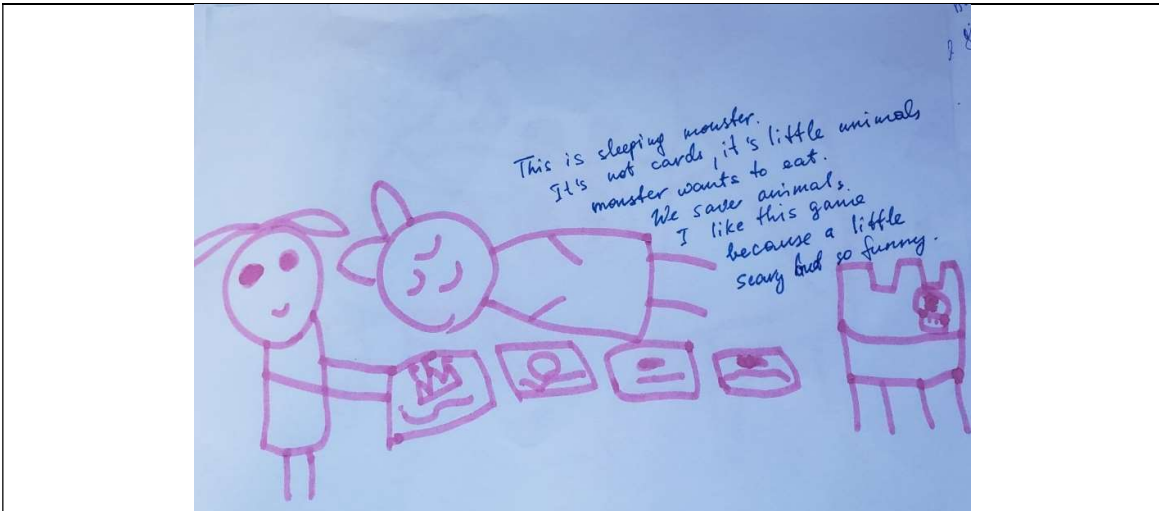
In this drawing: "This is sleeping monster. It's not cards, it's little animals. monster wants to eat. We save animals. I like this game because a little scary but so funny."

2) Evie give me ticks for my book and I give ticks for Evie's book. I think her book is very good, too. I give all ticks.

In this drawing: "Olivia give me ticks for my book and I give ticks for Olivia's book. I think her book is very good, too. I give all ticks."

Cycle 2
This is me. I made a book about many trees. This is teacher Mumu. I like the soft chair and the flowers. So pretty. I think my book is super. I like recording.

This is me. I made
a book about many
trees.
This is teacher Murnee.
I like the soft chair
and the flowers. So pretty.
I think my book is
super.
I like recording. (all English)

Appendix 25 Attitude assessment scale
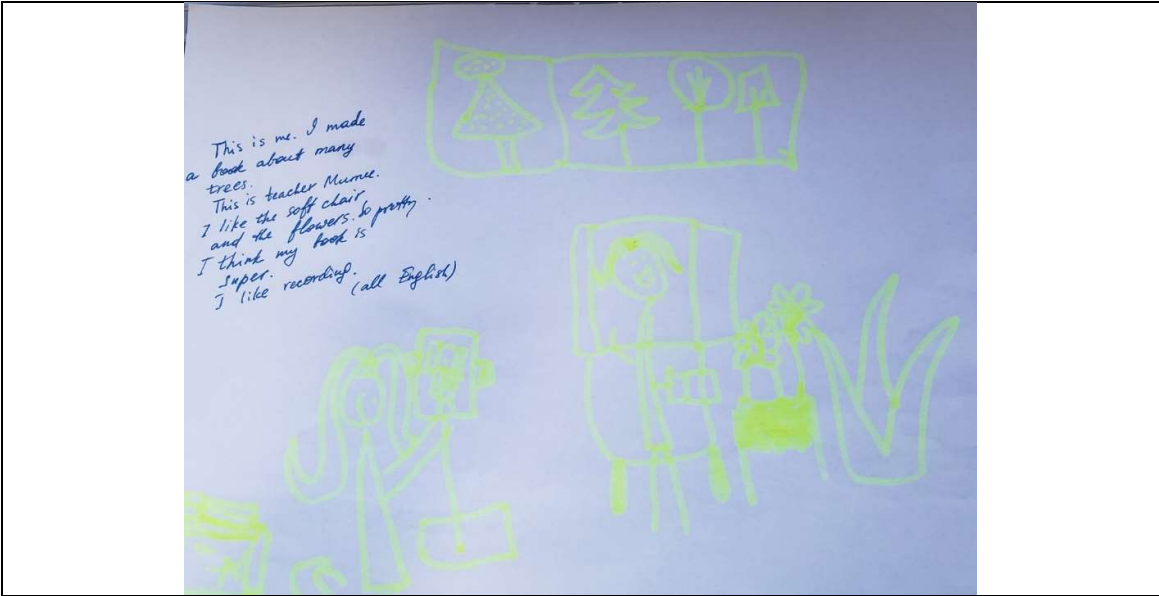
How do you feel?
Circle one smiley face.

reading

games

making a book

presenting
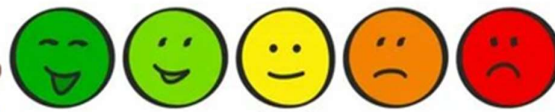
Appendix 26 Attitude assessment scale graphs

Attitude measurement scale, Needs Analysis

Attitude measurement scale, Cycle 1

Attitude measurement scale, Cycle 2
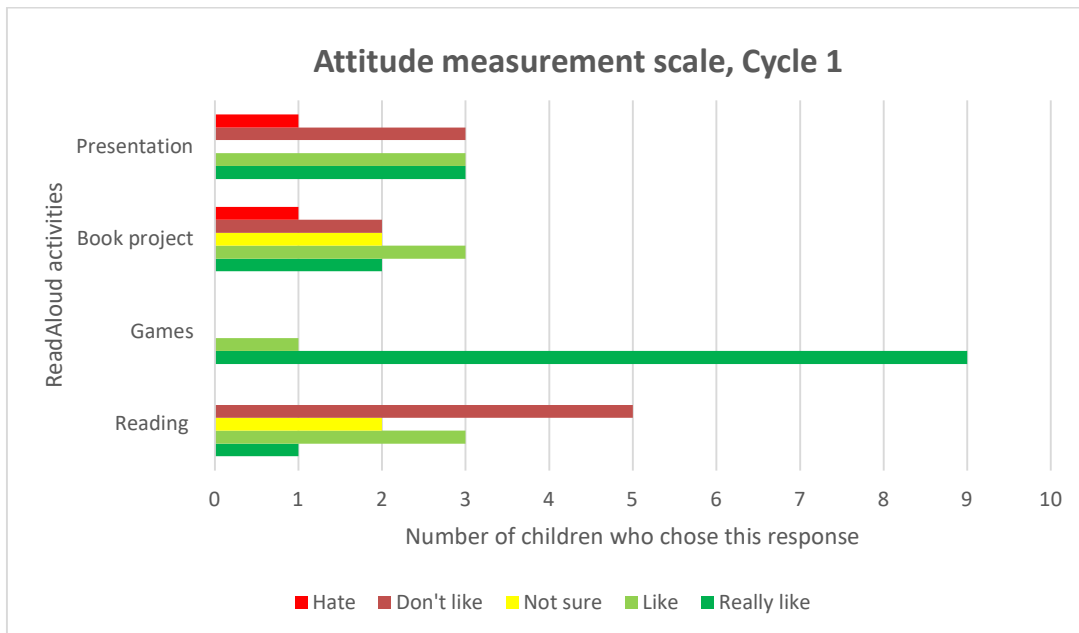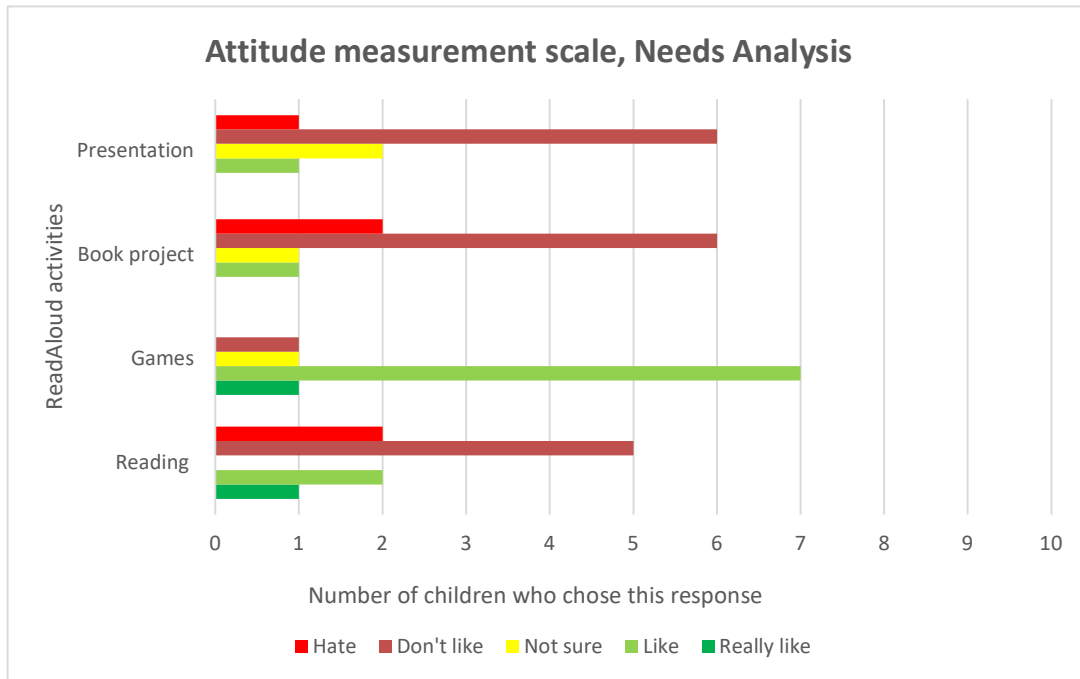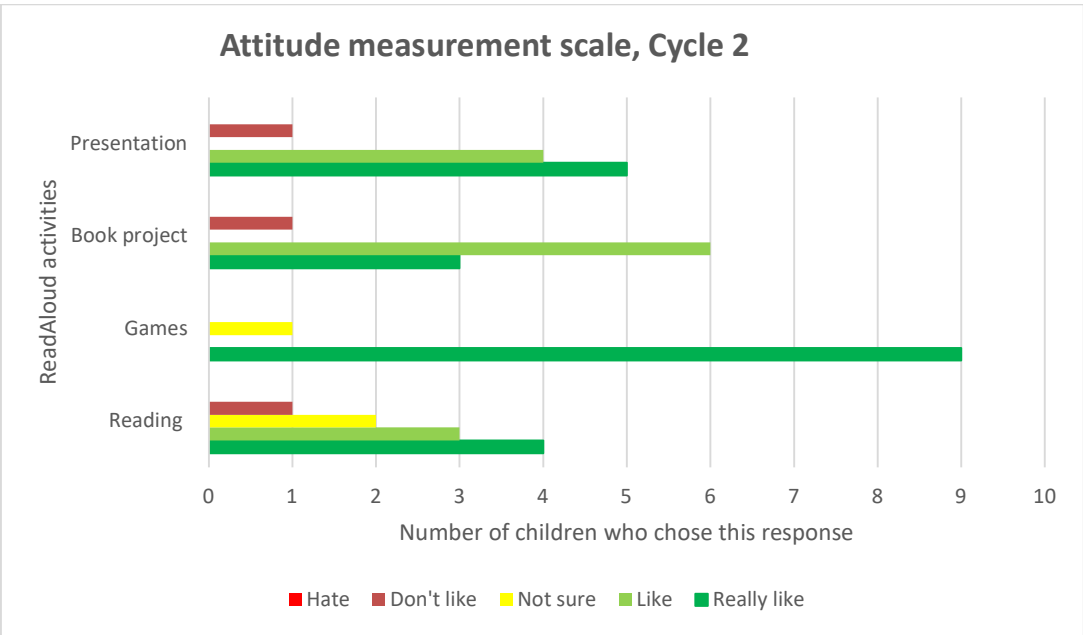
Appendix 27 Attitude assessment scale, Needs Analysis and Cycle 1 collated for individual activities

Attitude to book project

Attitude to presentation
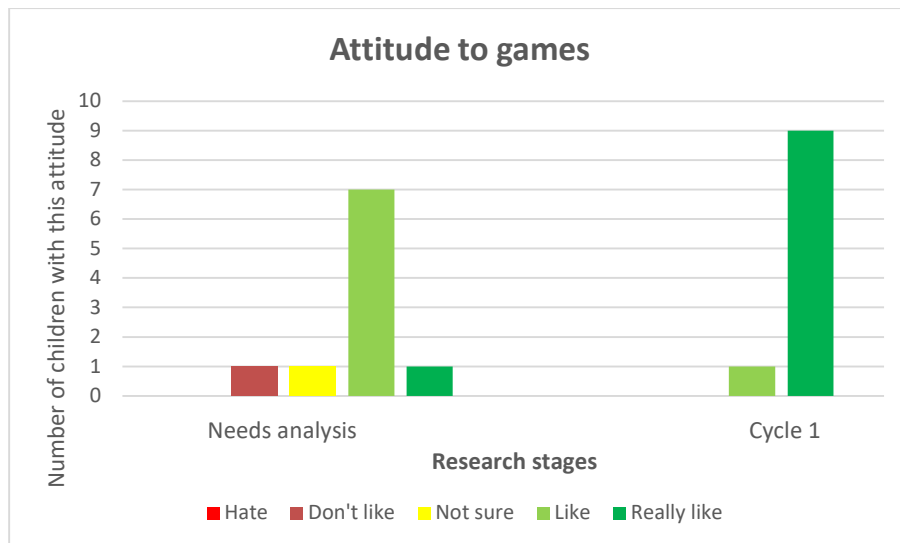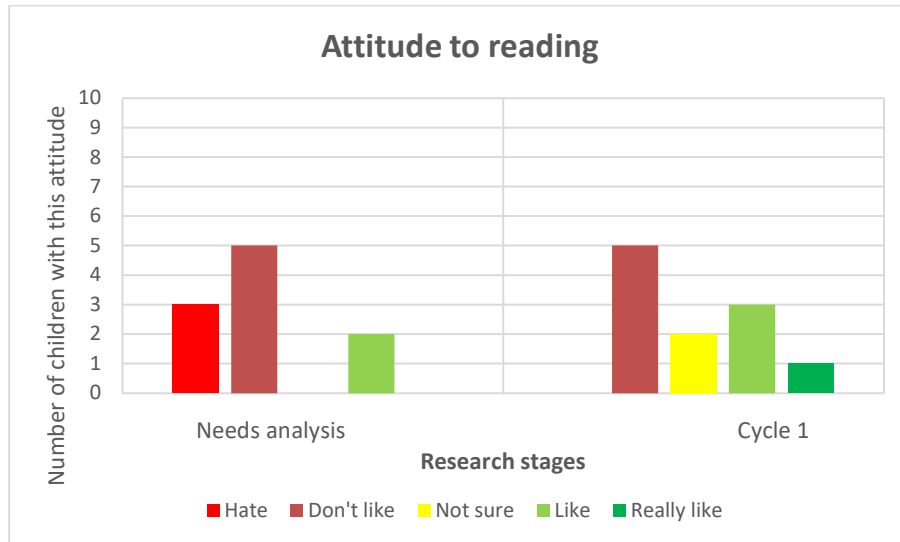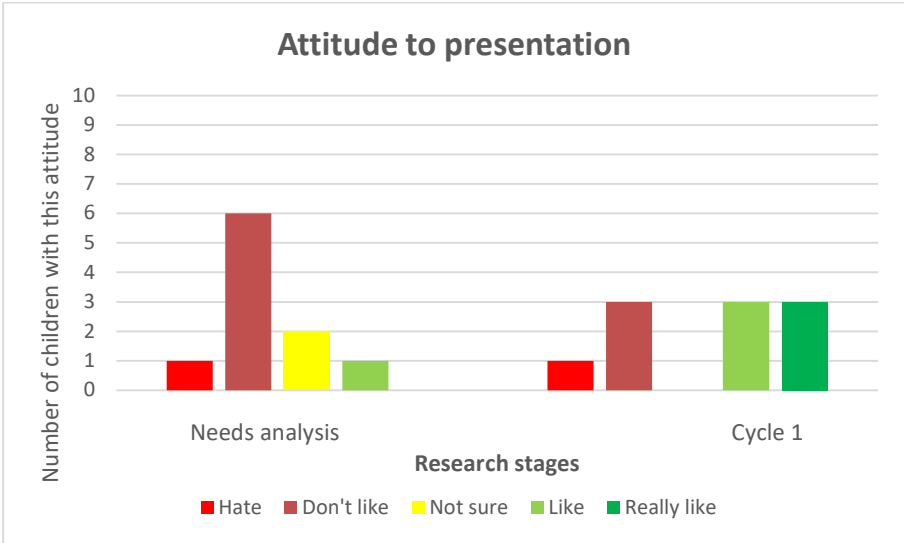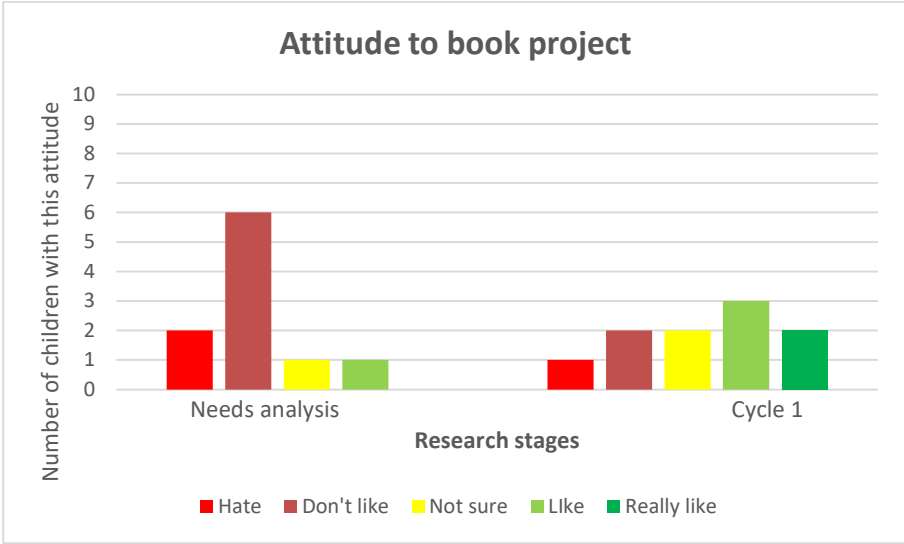
Appendix 28 Attitude assessment scale, Needs Analysis, Cycle 1 and Cycle 2 collated for individual activities

Attitude to book project

Attitude to presentation
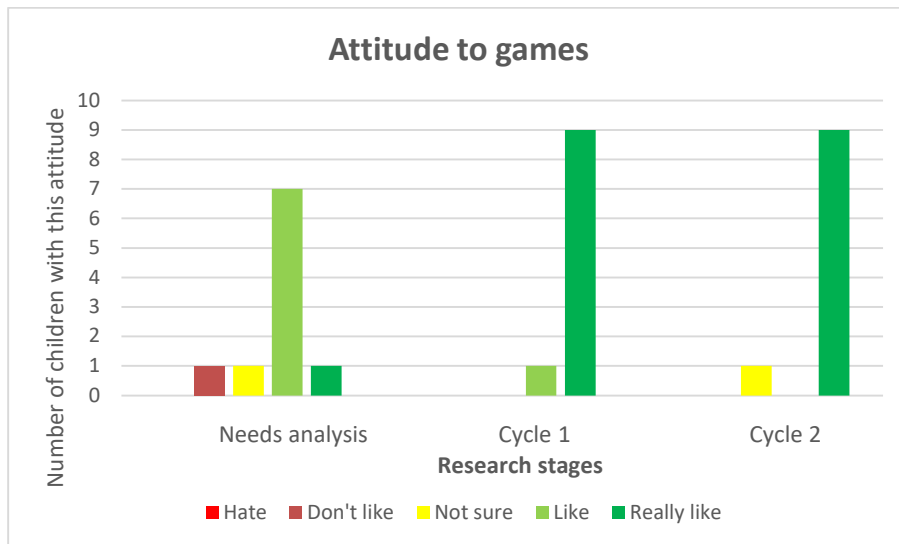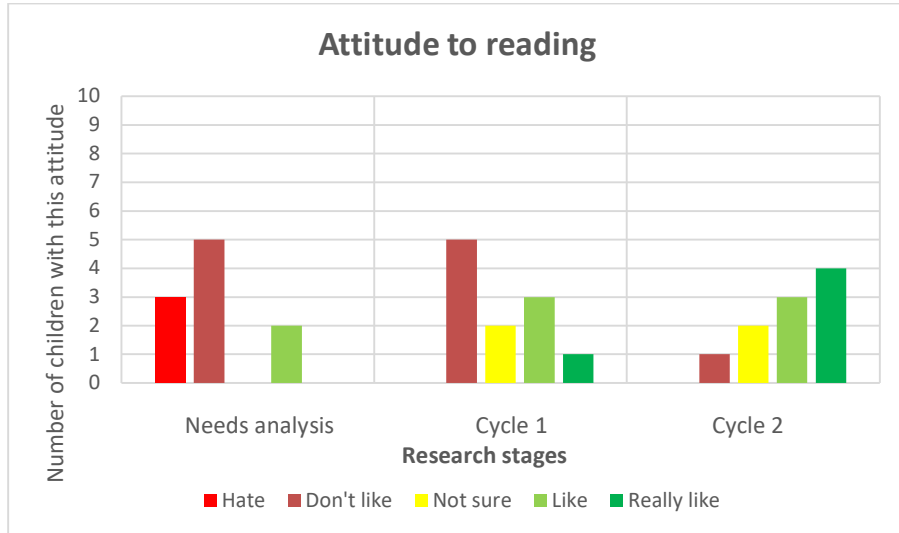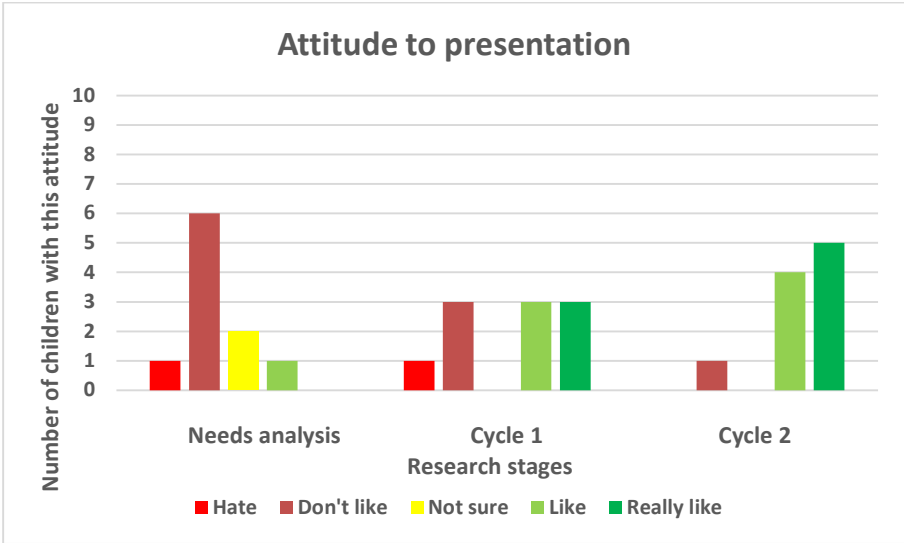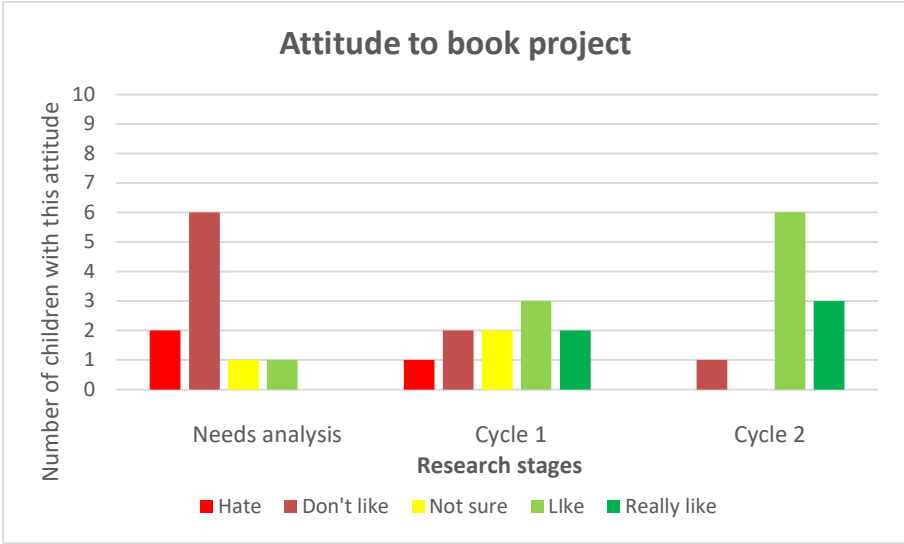
Appendix 29 Interview questions

1. Why do you want to learn English?
2. Do you like learning English?
3. What do you do in your ReadAloud sessions?
4. Do you like making books? Why? Why not?
5. Do you like presenting books? Why? Why not?
6. How do you feel about making books?
7. What do you like doing in your ReadAloud sessions?
8. What are some of the things you don't like in your ReadAloud sessions? Why?

Appendix 30 Interview transcript, translated from Mandarin Chinese

March 8, 2022

Rec 1 (all children present)

TA: Why do you want to learn English?

Jessy: because if we don't learn English, the foreign teacher will not know what we are saying

Fred: I don't want to listen I don't want to listen

Evie: because if foreign people come to your home, you can't talk to them

Candy: because if you don't learn English then you can't learn anything

Betty: because if you don't learn then you paid the school fees for nothing

Mary: Because if we learn English then we can pass the test when we go to school

Fred: making roaring noises and stomping

[the interview had to be stopped because the children were getting unruly]

Rec 2 (All children present)

TA: Why do you want to learn English?

Samantha: because we won't know any English if we don't

Jessy: because we can't go abroad without English

April: because if we don't learn English, then we can go travel everywhere and those English-speaking will speak to you and you don't understand

Alex: If we don't learn English, if that way, then we can't even know names of dinosaurs

Candy: you can get a present

Many children at once: Star!

TA: When do you get stars?

Sean: if you learn

Jessy: if you work hard

Betty: Wrong! That's if you get up early and you come on time you get a star.

TA: What do you do during ReadAloud time?

Candy: read aloud

Sean: we also listen attentively

TA: Do you like ReadAloud?

Many children together: Yes! We do! I do!

Betty: because we didn't like in the beginning and then we learned and got used to it and started liking it

[The interview had to be cut short because the fire drill started]

Rec. 3 (Sean, Candy, Evie)

TA: Why do you learn English?

Evie: because how silly if we don't know anything

Candy: If children from other countries come, we can't speak with them.

Evie: because you can get the best degree

TA: What do you do in your ReadAloud time?

Evie: read books, make book projects, work in groups, play games

TA: Do you like English?

Evie, Candy: yes, yes!

Sean: puts his hand over his mouth, nods his head

TA: Why?

Evie: because if you can get a PhD it's better. I like to get a PhD.

Candy: I also want to get a PhD

TA: What do you like doing the most?

Evie: Playing games

TA: Why?

Evie: because it's so funny, because teacher Natalie loses

TA: Are there things you don't like?

Evie: not one

Candy: not even one

TA: Do you like making books?

Sean shakes his head violently, leaves the room

Rec 4 (Samantha, April, Mary, Alex)

TA: Why do you learn English?

Samantha: if we don't learn English then we can't learn other languages. And if we learn English well, we can go play in different places. And we can go to Disneyland and talk to different animals there.

TA: Did you talk?

Samantha: I went when I was little but I didn't learn English then.

TA: Can you talk to them now?

Samantha: I can, but I can only say simple things.

TA: What do you do in your ReadAloud sessions?

Samantha: We play Bad Banana

Mary: I want to sneeze. We don't do fun things.

April: we can play Somebody knows nobody knows and everybody knows

Mary: If I had known you'd be asking this I would have fallen asleep a long time ago (turns her back to the interviewer, Alex follows suit)

April: We can also play Steal the chair

TA: From all these things, which one is your favorite?

Samantha: I like Bad Banana the most

April: I like Steal the chair the most it's because I want to be fast.

Mary: I think this is stupid. I'm bored.

Samantha: I like Bad Banana because everybody plays.

TA: Do you have things you don't like?

Mary: not interesting at all.

Samantha: I don't like reading and I don't like reading alone because I don't understand words so it's not interesting.

TA: You've made so many books since K1! Do you like making books?

Mary: No I don't.

Alex: NO.

Samantha: I like making books. I made many books at home, too. I also made that kind of book with words that kind.

April: I also like.

TA: Do you like presenting your books?

Mary: Noooooo, it's boring. And it's silly.

Alex: No.

Rec. 5 (April, Fred, Jessy, Betty)

TA: Why do we learn English?

Betty: because what if you don't!

Jessy: if you go abroad and people ask you what's your name and you can't even say your English name

Fred: I don't know

TA: What do you do in your ReadAloud?

Betty: we can learn some English.

April: Natalie has those those those cards

Fred: eh, that one I don't know

Jessy: make a book

April: record record!

TA: What is your favorite thing to do in ReadAloud?

Jessy: I like playing English games the most

April: I'm the same as Jane. It's funny!

Betty: I like making books

TA: Why?

Betty: because I like drawing

TA: Are there things you don't like?

Jessy: No

Betty: No

Rec 6 (Alex, Betty, Candy)

TA: Why do we learn English?

Betty: because if we go to a different country, they won't know what country we are from and we can't then talk to them

Candy: because we can't talk to people in other countries

Alex: Because if not, then I won't know names of many dinosaurs, like I only knew Spinosaurus before

Candy: because because if you don't learn then you don't know.

TA: What do you do in your ReadAloud?

Betty: we learn English, then Natalie teaches us, then we read and read, then maybe a video.

TA: What games do you play?

Betty: we play Everybody knows somebody knows.

Alex: and somebody knows.

Candy: I forgot.

Betty: we read aloud

Candy: that one that one, very funny, we play in read aloud, that one, need to call, you have a card.

Betty: we make a book and teacher Mumu takes pictures and then on the second day we record videos

Alex: and you need to color in.

TA: So many things! What's your favorite?

Betty: I most like playing games.

Candy: play games!

TA: Is there something you don't like?

Alex: I don't have something I don't like unless it's a game that I don't like.

TA: How do you feel about making books?

Alex: Good.

Betty: yes, good.

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[BACK]

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Appendix 31 Questionnaire for the parents

家庭调查表 Questionnaire for the parents

1. 我告诉我的孩子他这次得到什么成绩 I tell my child how well he did in the book cycle.

请填空√

总是 Always	平时 Usually	偶尔 Sometimes	从不 Never
意见/备注 Comments:			

2. 我通知孩子他这次考试的的排名 I inform my child where he ranks against his classmates in the book report.

请填空√

总是 Always	平时 Usually	偶尔 Sometimes	从不 Never
意见/备注 Comments:			

3. 我鼓励孩子要下次努力 I encourage my child to do better next time.

请填空√

总是 Always	平时 Usually	偶尔 Sometimes	从不 Never
意见/备注 Comments:			

4. 孩子知道什么时候是评估课 My child knows when they are being assessed.

请填空√

总是 Always	平时 Usually	偶尔 Sometimes	从不 Never
意见/备注 Comments:			

Appendix 32 Results of the parents' questionnaire

Parents' questionnaire results
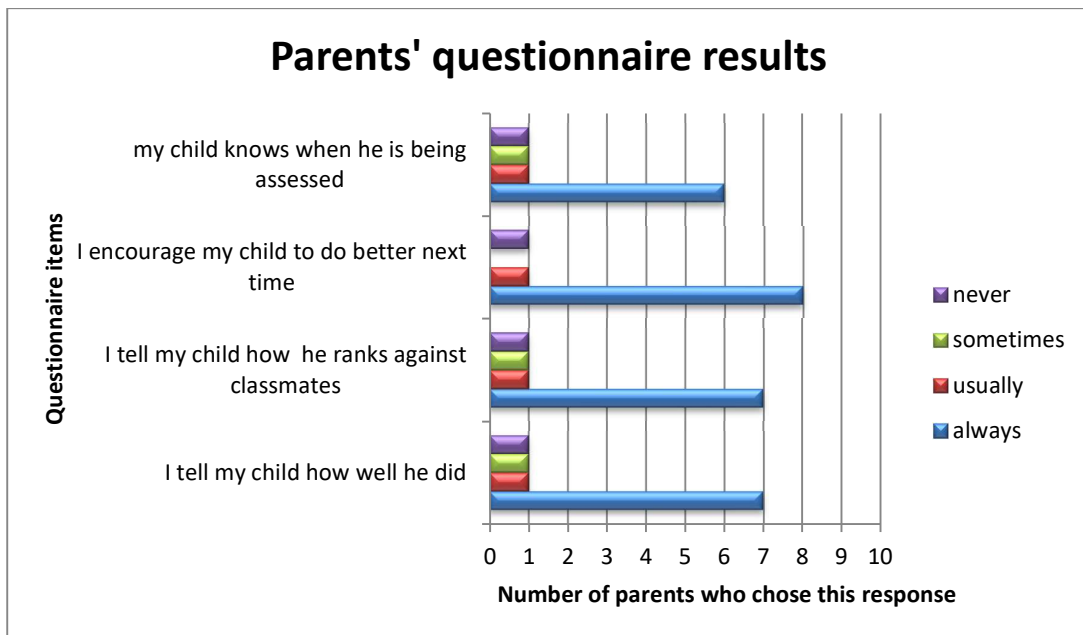
Appendix 33 Book projects used to negotiate criteria

Book project 1
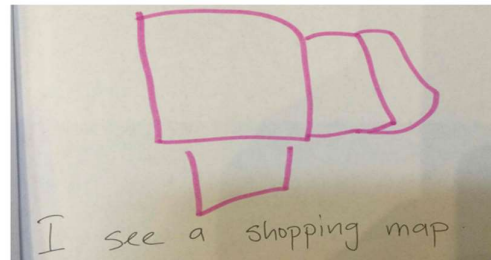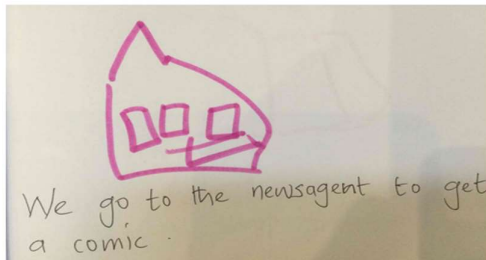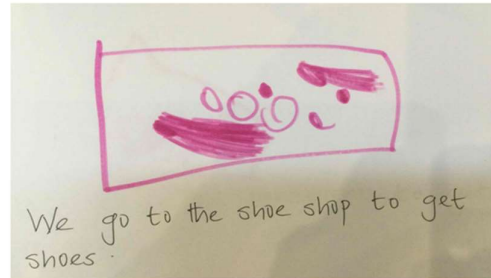
Book project 2

Book project 3

Let's go shopping
I go to the bakery to buy strawberry donuts.

I go to the bakery with my friend Melissa. We get a cake. It's my birthday.

I go to the flower shop with my Daddy. Daddy has dollars. I get a flower for my mommy.

I go to the supermarket to buy strawberry

I like shopping.
The end

Appendix 34 Book project criteria classroom poster

Criteria in the following order:

The book is about the given topic	Several colours
Number of pages	Story has a plot
Detailed pictures	Use of imagination

Appendix 35 PA worksheets for practice in applying criteria

Name:

	Book 1 ✔ ✗ ?	Book 2 ✔ ✗ ?	Book 3 ✔ ✗ ?
👍			
📄			
✏️			
🖼️			
💭			
📖			

Appendix 36 Children's books and PA sheets with comments, Cycle 1

April's book
Where's my friend's dog?
Is she under the robot? No! Nothing is under the robot. Is she under the bed? No! Shoes are under the bed. Is she in the closet? No! Clothes are in the closet. Is she in the bookcase? Yes! There's Mary.

Mary's PA
Comments: I like the story, it's funny. Too much orange everywhere, I think.

Mary's book

Where is my cake?

I day I lost my cake. I want to find my cake.

Is it on the table? No, It's not on the table. I think, maybe it's under the table. No, It's not under the table.

Is it in the closet? No, a ball was in the closet. Is it in the toy box? No, a toy train and a necklace is in the toy box. Is the cake under the rug? No, under the rug was some books and some toys.

Is it under the bed? No, it's not under the bed, yucky socks are under the bed. I want to eat my cake. I am too hungry! Maybe my cake is in the bin? No. Is it in the big bin? No, it's not in the big bin.

Maybe it's in the garden? Yes, it's in the garden. Now I can eat my cake. My cake is so yummy.

April's PA

(When asked, why she gave Mary a cross for colours, when there were in fact several

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different colours, April refused to answer and left.)
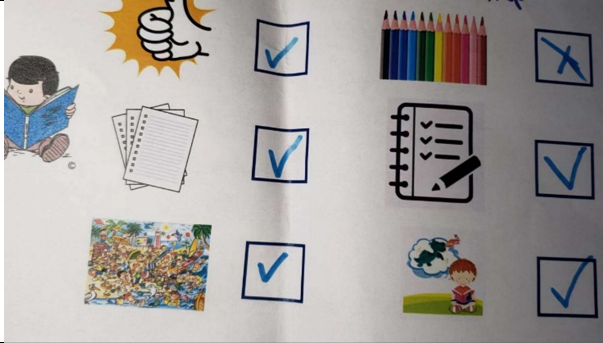
Fred's book
Where's my toy snake?
Is it under the chair? No!
Is it on the chair? No!
Is it in the box? No!
Is it on the table? No!
Is it on the rug? No!
Is it on the Spinosaurus head? Yes!
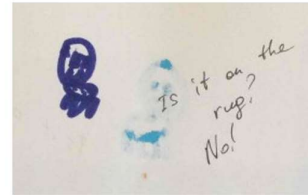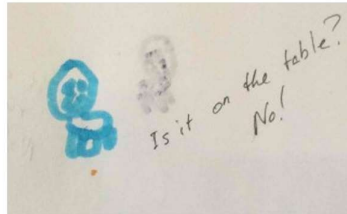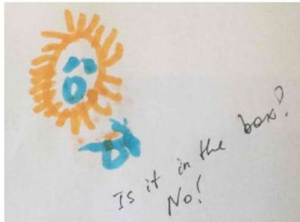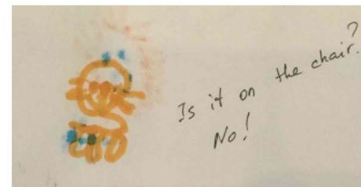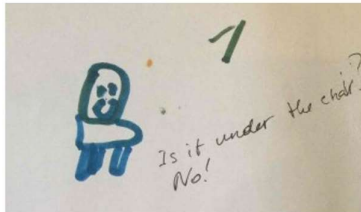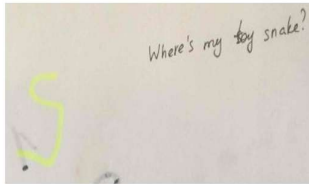
Jessy's PA
Comments: the pictures are too small and I don't know what. Everywhere is a dog. Or lion? I don't know. Where's the table? I don't know. So cross.

Jessy's book

Where's my turtle?

Is it in my box? No, a fish is in my box.

Is it under my bed? No! A dress is under my bed.

Is it behind my dress? No! Nothing is behind my dress.

Is it in my bag? Yes! It's in my bag.

Fred's PA:

Comments: I like three turtles and fish. Only one colour. Blue. All blue.
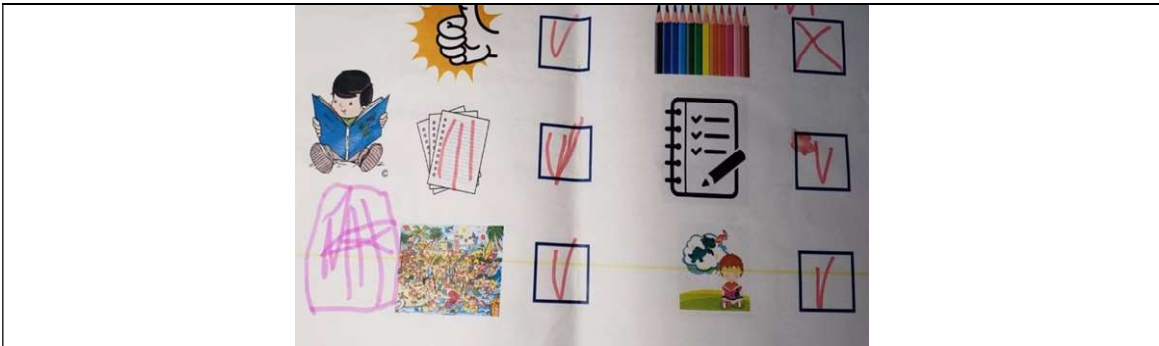
Alex's book

Where's my cat claw?

Is it in the toy house? No, there's a dinosaur.

Is it in a box? No, there's sea animals.

Is it behind the ball? No, there's nothing.

I don't know.
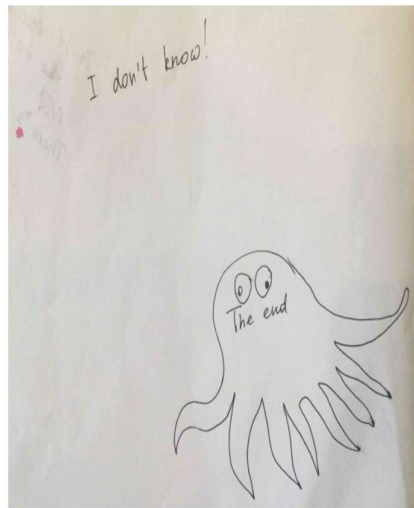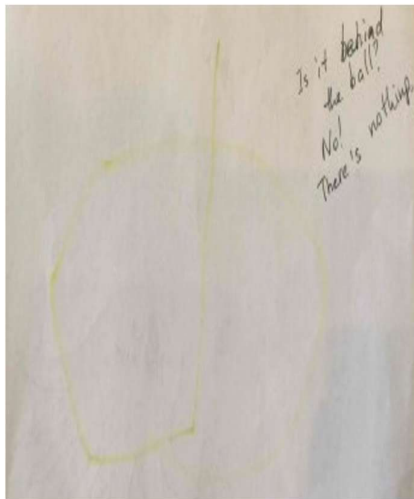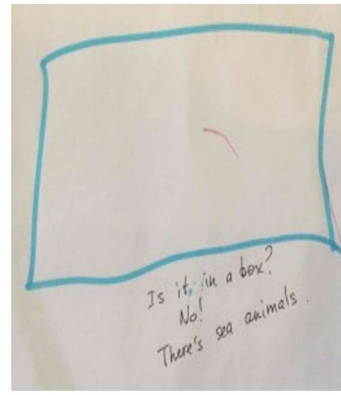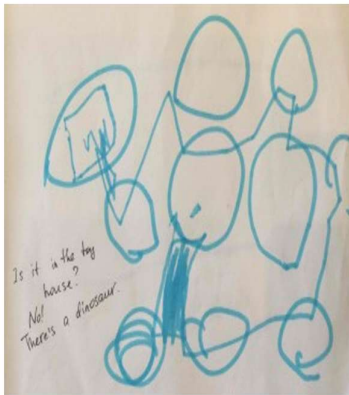
Sean's PA

Comments: he has bad pictures. And no sea animals. He says sea animals and no sea animals. And all blue.

(When asked why he gave a cross for "imagination"): I know Alex give his cat claw to Fred. Fred ask him to play and he ask mommy and mommy say ok so he give Fred.
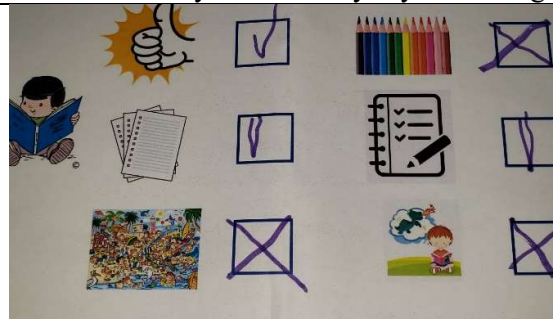
Sean's book
Where's my starfish?
Is it in the fish tank? No, there's a red fish.
Is it in the big fish tank? Yes!
There's my starfish and orange fish in the big fish tank.
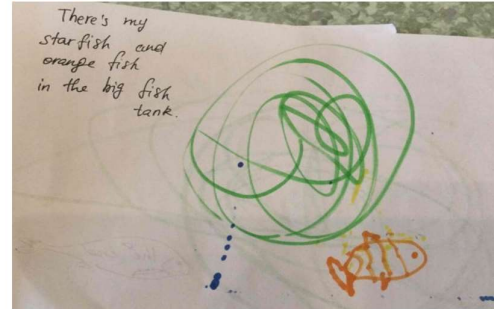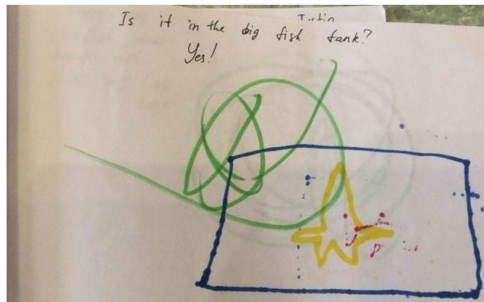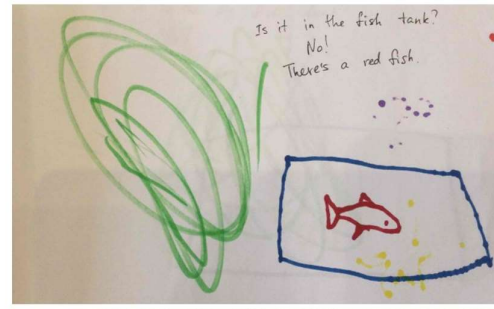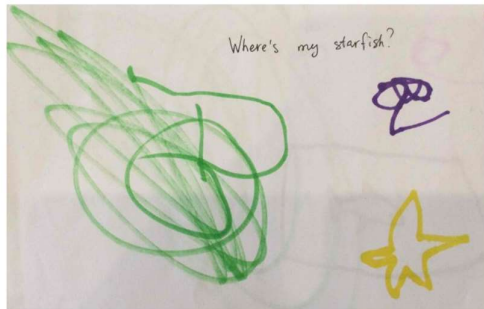
Alex's PA
Comments: Everything is good.

Betty's book
Where's my dress?
Is it behind the chair? No, a T-shirt is behind the chair.
Is it on the balcony? No! There's a flower on the balcony.
Is it under the stairs? Yes, there's my dress
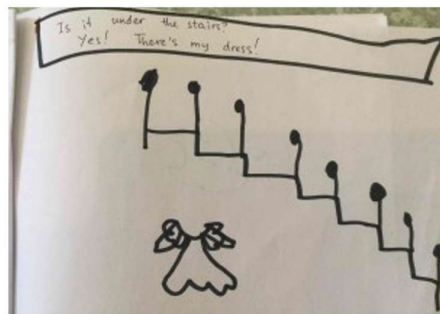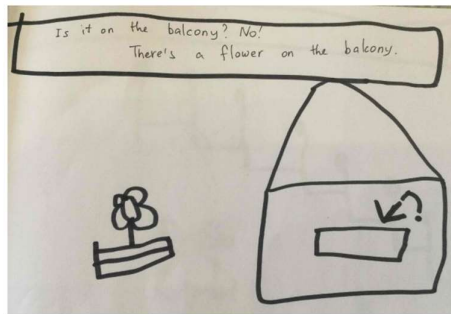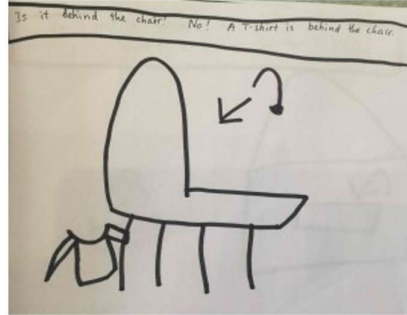
Samantha's PA
Comments: I like everything.
(Asked why she changed the cross to a tick for "colors"): Because she's my friend and she give me all ticks, too.
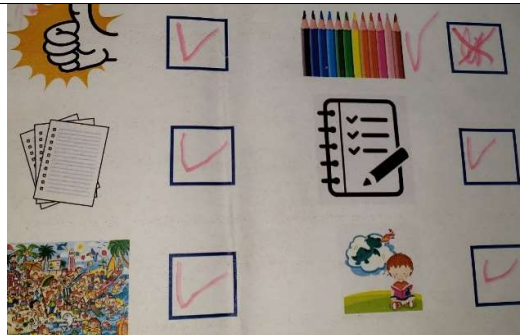
Samantha's book
Where's my cat?
Is he under the bed? No! It's my fish doll.
Is he in my toy house? No! My little puppy is in my toy house.
Is he in my box? Yes! There's my cat.

Where's my cat?

Is he under the bed? No! It's my fish doll.

Is he in my toy house? No! My little puppy is in my toy house.

Is he in my box? Yes! There's my cat!
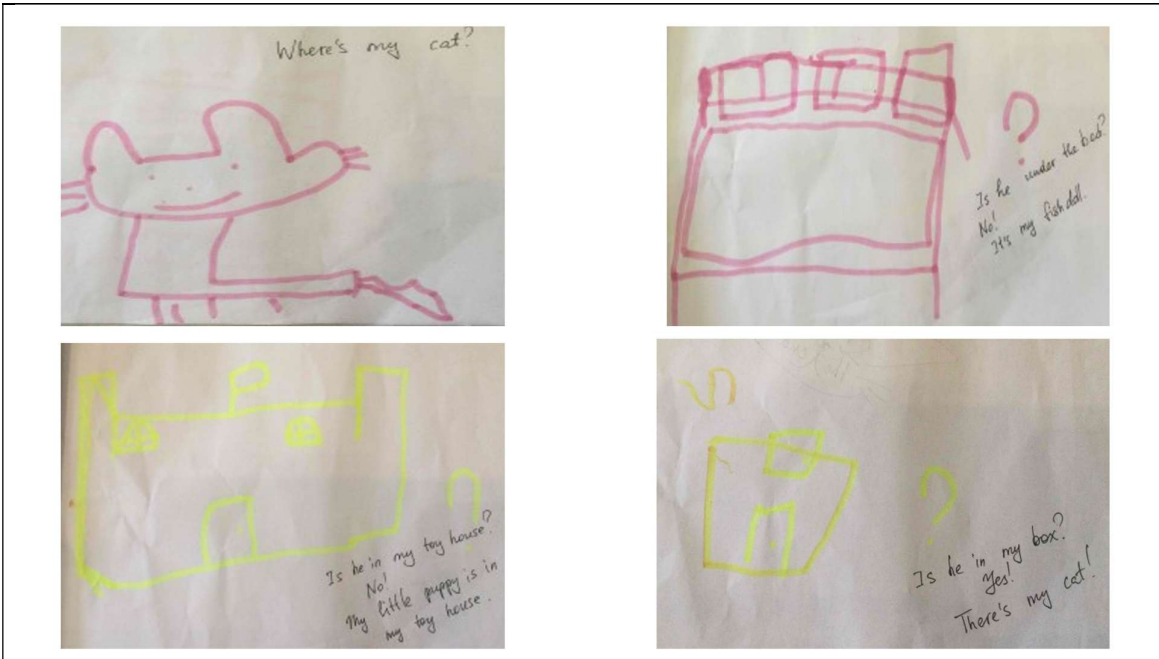
Betty's PA
Comments: It's very good. Everything good. I like pink color.
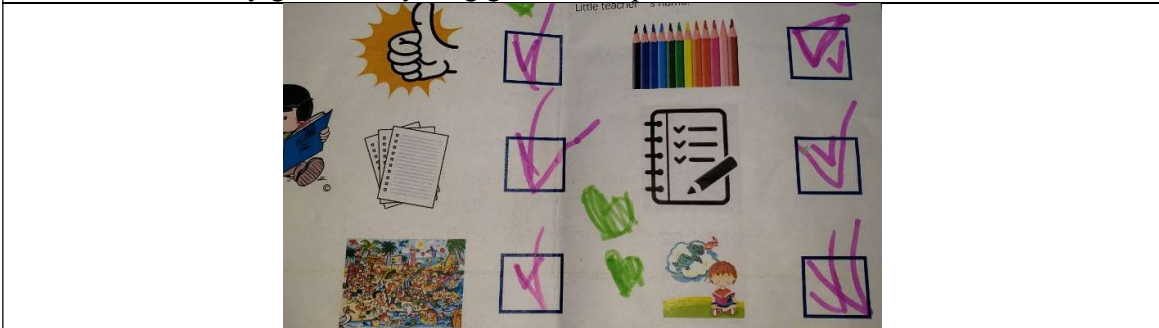
Candy's book
Where's my car?
Is it behind the door?
No, my Elsa dress is behind the door.
Is it in the trashcan? No! My T-shirt is in the trashacn.
Is it under the chair? No! My toy rabbit is under the chair.
Is it in the box? No! My flower is in the box.
Is it under the stairs? Yes!
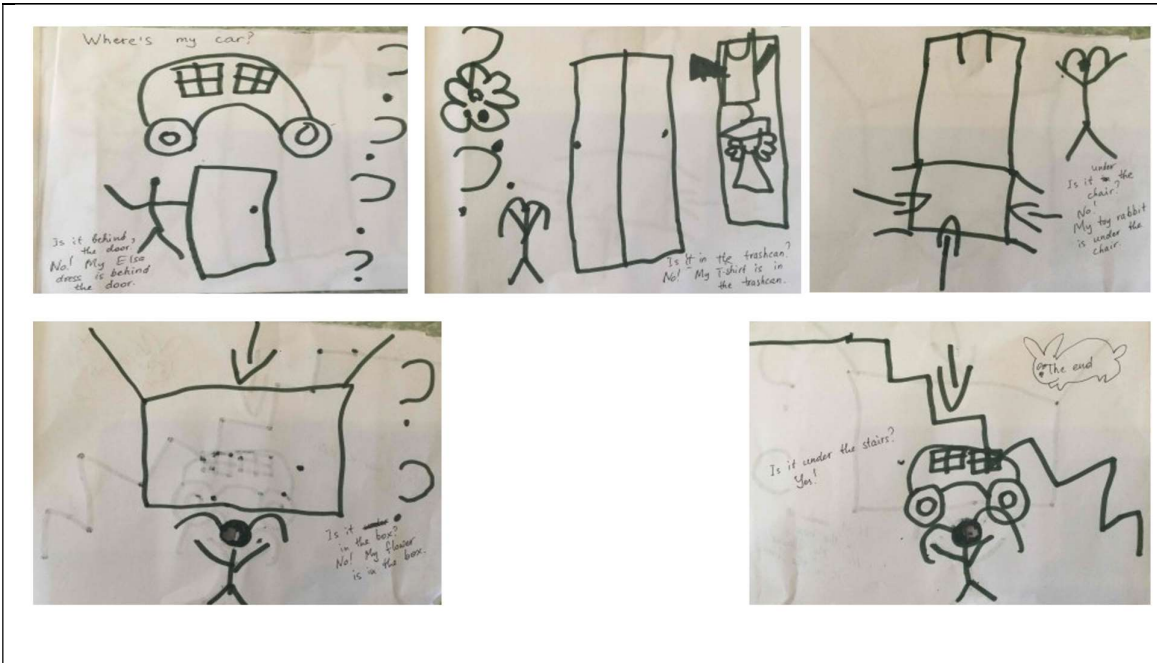
Evie's PA

It's a very good book. T-shirt in the trashcan! Funny! Only one color so I give a cross.

Evie's book

Where's the other fish?

I have two fish. Oh no! One fish is away.

Is it in the fish pocket? No!

Is it in my very big hat? No! In my very big hat there's my little Elsa toy.

Is it in the water? No! It's not in this water.

Is it on my duck toy? No!

Is it on my big boat? No!

There's my fish! It's in my pond!

Candy's PA
Everything good, everything tick.

Appendix 37 Children's books and SA sheets with comments, Cycle 1

SA criteria in the following order:

The book is about the given topic	Several colours
Number of pages	Story has a plot
Detailed pictures	Use of imagination

Tick stands for 'yes'

Cross stands for 'no'

Question mark stands for 'not sure'

Children's books for '*Dear dragon learns to read*'

Jessy's book
I like to read.
I read in the library.
I read about hearts.
I read with my friends.
I read by myself.
I read about dinosaur bones.
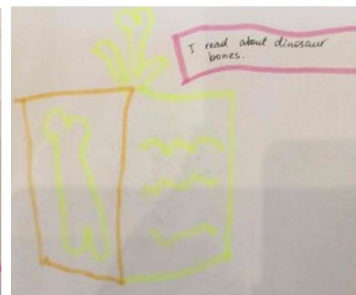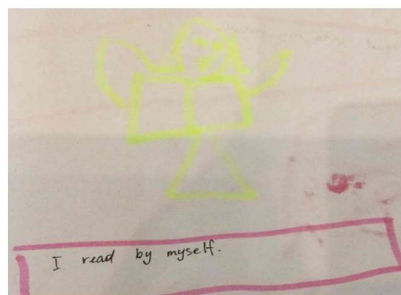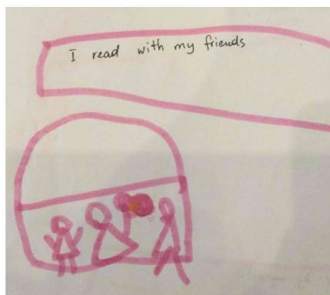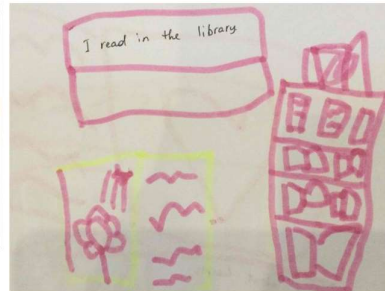
Jessy's SA:
- use more colours. I have pink and not much orange and yellow
- I can draw bigger picture so I can draw eyes and noses
- I can say what books, I can say where I read, I can say what I eat.

Alex's book
I like to read.
I read about sea animals.
I read about dionsaurs.
I read dinosaur book and sea animal book.
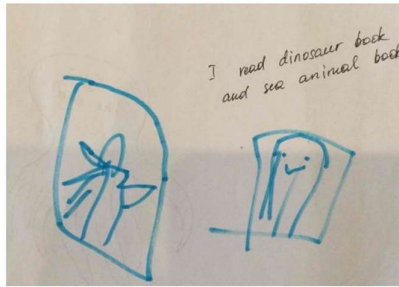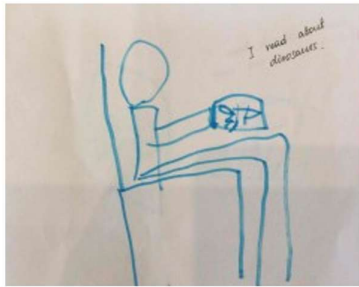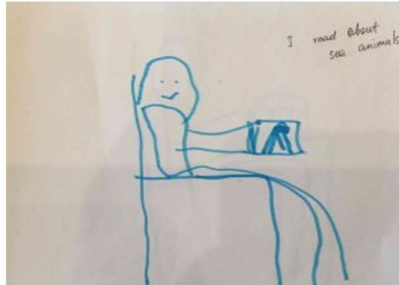
Alex's SA
- I can put more colors
- I can draw different pictures
(Did you say many words about your pictures?) – I can say dinosaur names like velociraptor.
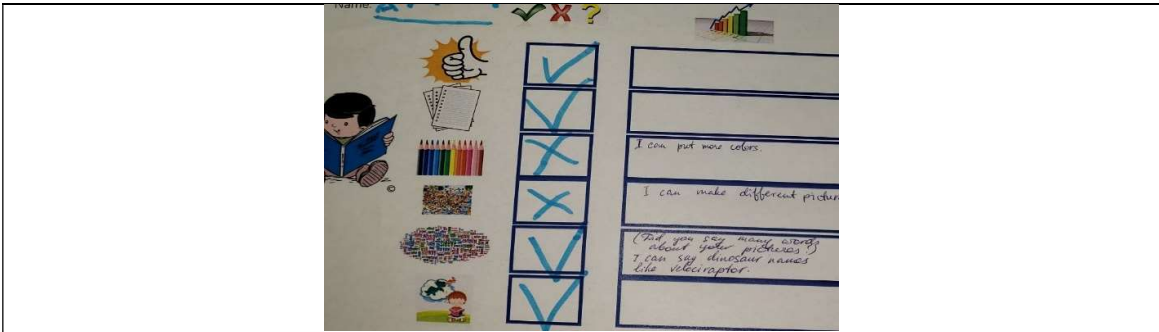
Sean's book
I read
I like to read. I like to read by myself.
I like to read about sea animals. This is a picture of sea animals: angler fish, starfish and crab.
I like to read about bugs and flowers. This one is a bee, this one is a buterfly, a ladybug and a dragonfly.
I like to read about dinosaurs. This dinosaur is in the water. These three dinosaurs are eating fish.
I like to read about Spongebob. He's funny and silly.
I like to read about flags. This is Ukraine and China and Japan.
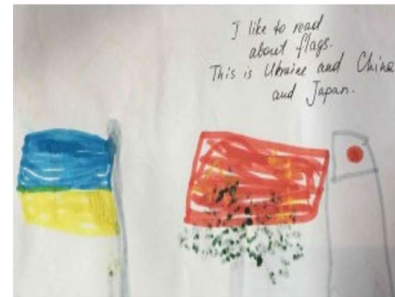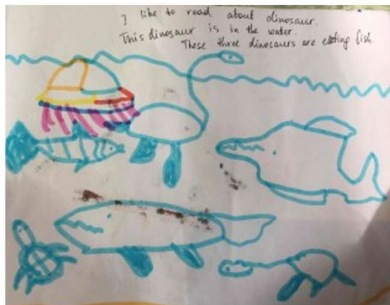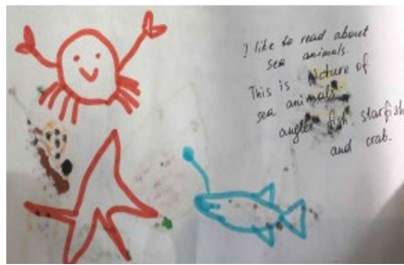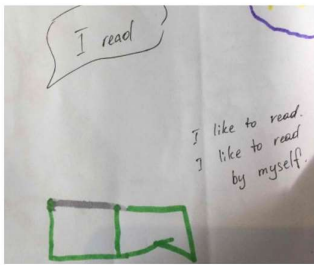
Sean's SA
- I can draw a pineapple
- I can can say more about crab and starfish.

Evie's book

I can read

I want to read but I can't read.

I told my dad: 'I can't read'. My dad said: 'I can't, too, but you can tell your mom or your friends.'

I tell my friend and my friend said: 'I will help you. You can read with me.'

I like to read. I can read. I like mermaid book. The mermaid is pretty and she lives in the sea. The water is good and it's pretty.
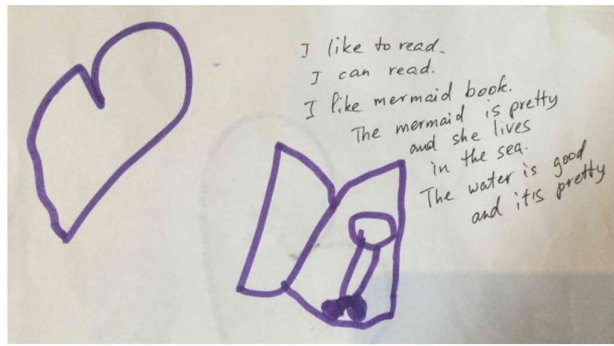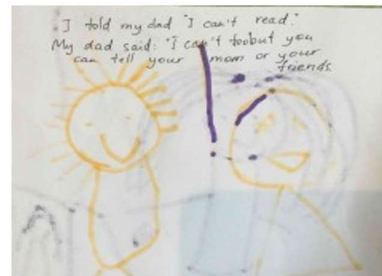
Evie's SA
- more colors
- give mermaid two eyes and mouth, make the book better
- we can also say 'I'm too little'
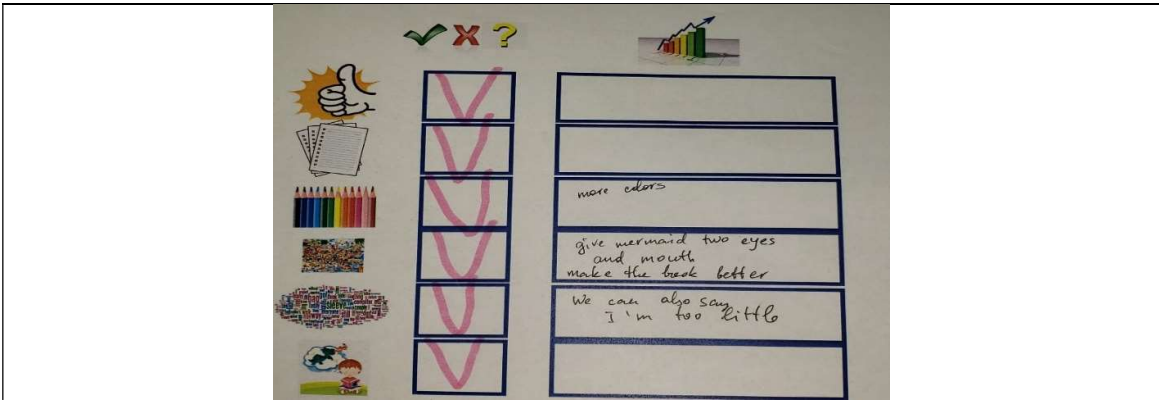
Candy's book
I like to read
I read to my puppies
I read to my dog and cat. We sit on the sofa and eat cake.
Oops! My book is in the grass. I can't find it. My dad comes and finds my book and helps me to read Elsa and Princess.
I read on the grass. I read about a bear and a princess and I buy ice cream.
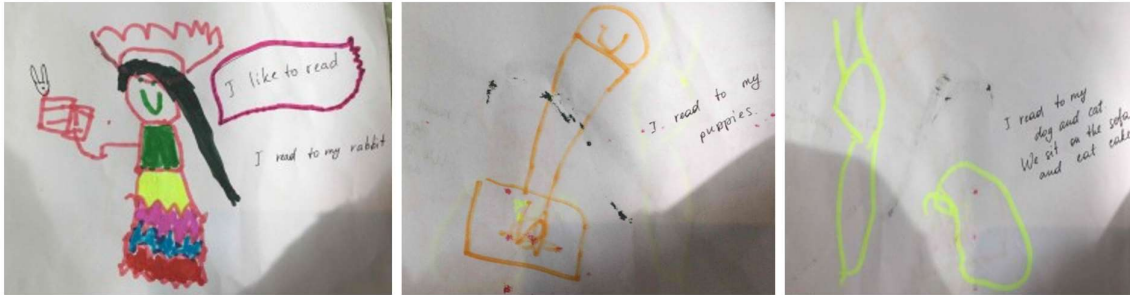
Candy's SA
- draw sofa, cake, ice cream
- I remember the words not so well
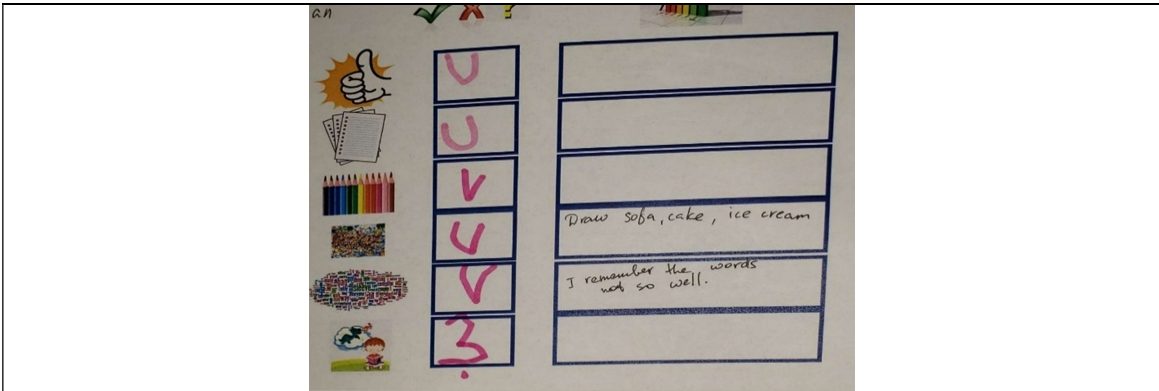
Betty's book
I read.
My mommy gave me a balloon.
My dad helps me to read.
I read about a princess in the castle.
This is my rabbit. We sit on the sofa and read. This is my little cat book. I read to my cat.
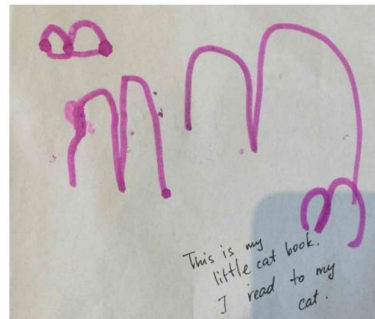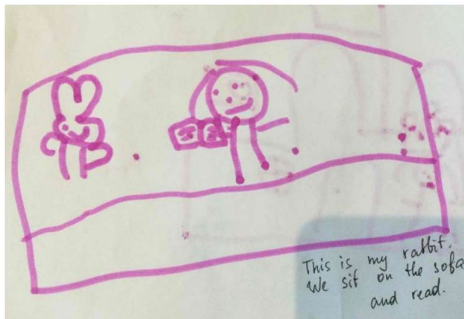
Betty's SA
- sometimes only pink. We can use all sorts of colors.
- More pictures. I can draw a horse
- with dad at home I read about dragonfly, I read about princess.
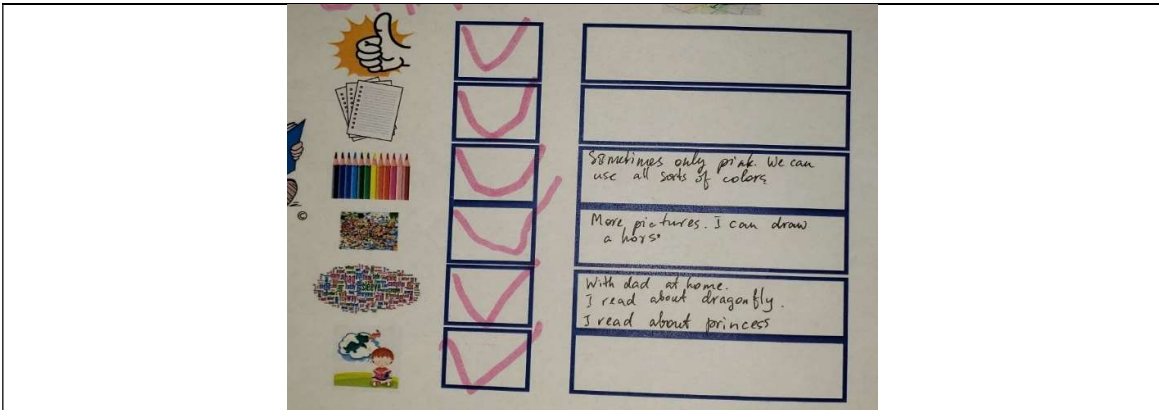
April's book
I like to read.
I read at home. I have a lamp. The lamp is yellow.
I read with my dad and my small brother.
I reead a book about kng and queen and princess.
I read a book about a rabbit house.
I read a book about bad rabbits.

April's SA
- I can use more colors. Dad's T-shirt is blue.
- three crowns
- bad rabbits can do bad things to people sleeping and they get into the house and take things and walk away.
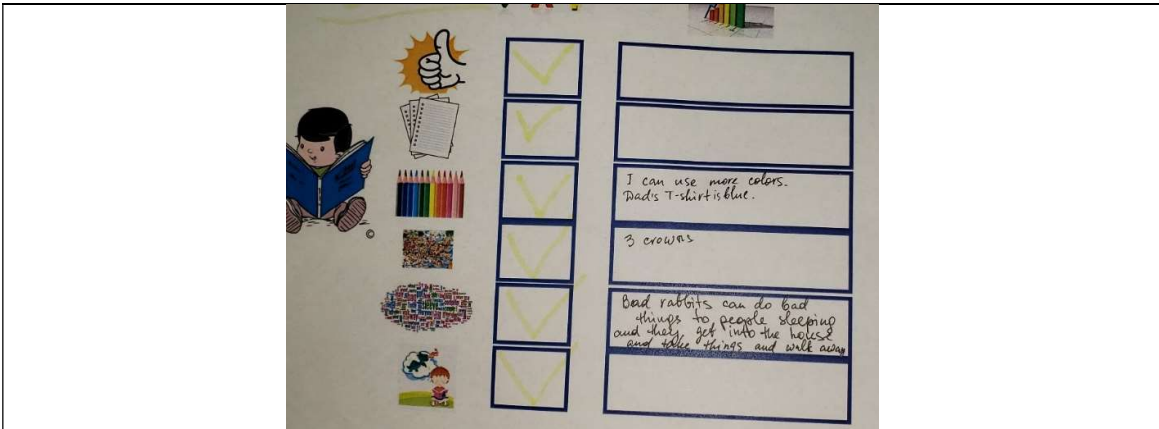
Fred's book
I read books.
I read about tigers.
I read about lions.
I read about dinosaur, small dinosaur, dinosaur bones and dinosaur eggs.
I read about leppards.
I read about vultures.
I read with my dog on the sofa and eat cake.

Fred's SA
Said it's already very good and he does not want to make it better.
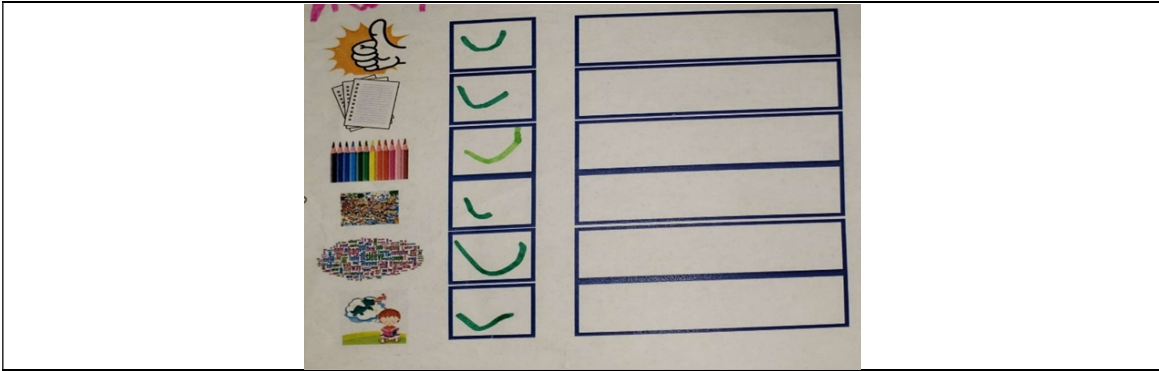
Samatha's book
I like to read.
Mommy buys two books for me. I like to read a book but I d on't know how to read a book.
Mommy tells me how to read a book.
I think how to read a book.
Now I can raed! I read about Elsa and princess and dragon and animals and castle.
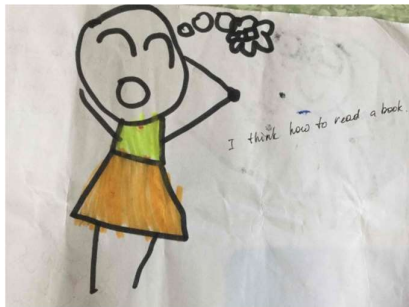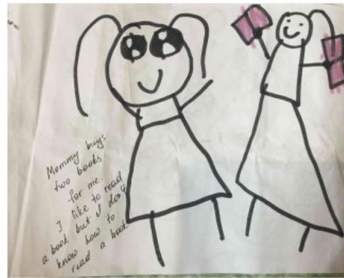
Samantha's SA
- mommy's dress has no color
- draw all animals and princess
- say more about how to read a book. It's hard
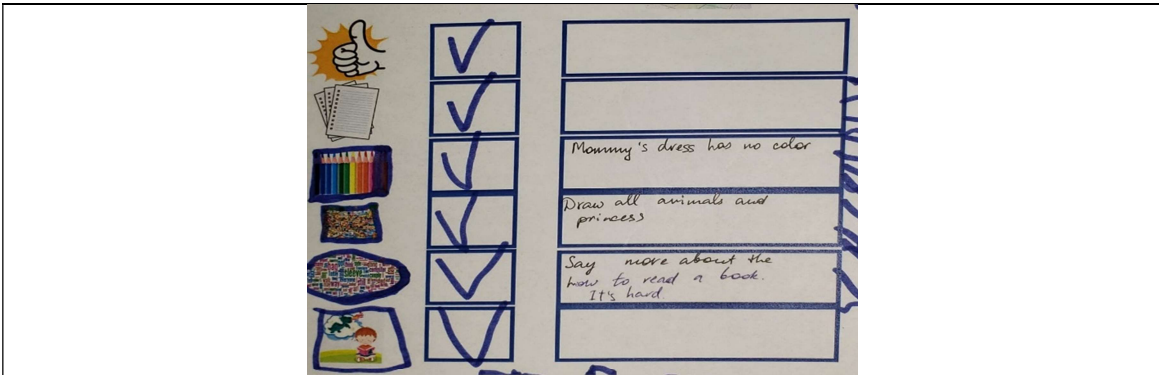
Mary's book
I like to read
I don't know how to read. Who can help me?
My mom reads with me. She will help me.
I like to read books about all sorts of flowers.
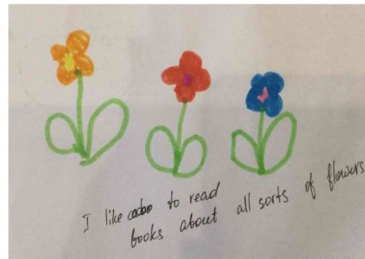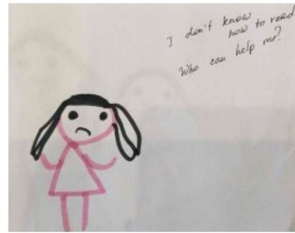
Mary's SA:
- add colors
- I think not enough words. Read about what things? Rainbows, princesses and dinosaurs.
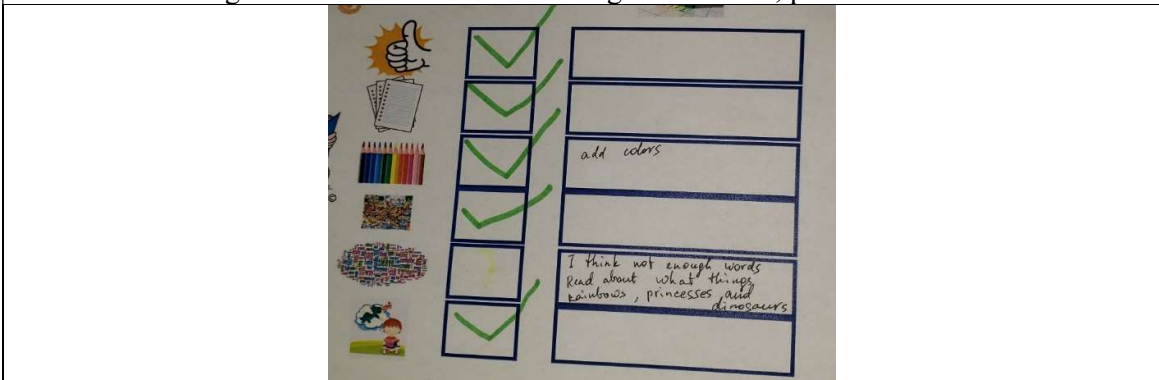
Appendix 38 Action plan for ReadAloud cycle 'See it grow', May 2, 2022

Pictures stand for the following:

'I can describe different seeds'

'I know what plants need to grow'

'I can read the book See it grow'

'I made my book project'

'I showed my book project to my friends'

Sean
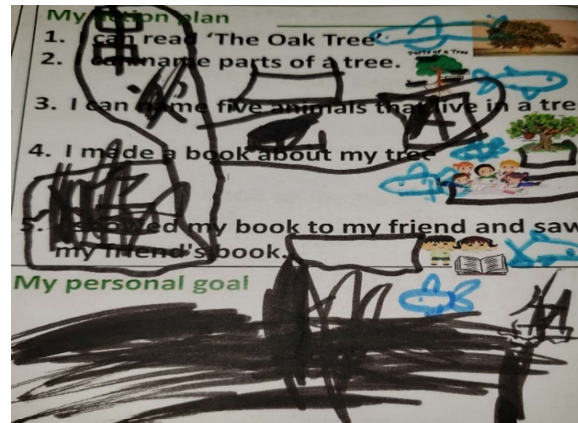
Fred: 'I want to learn who lives in the grass'
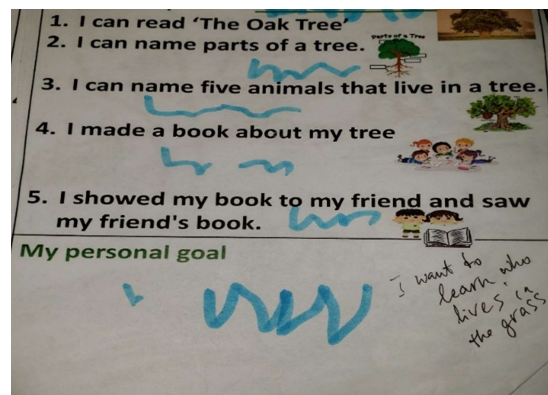
Mary: 'This is my mouth. This is the book. It has many many words. I want to learn to say every word.'
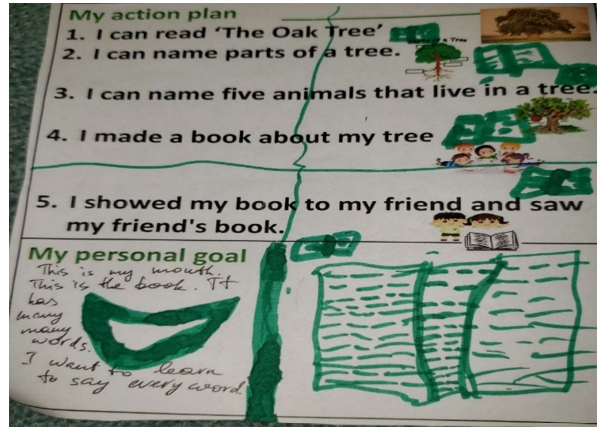
Alex: 'I want to learn about fly-trap' (translated from Mandarin Chinese)
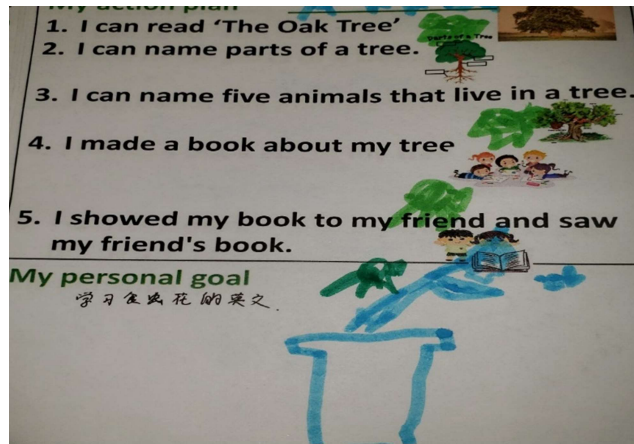
April: 'I want to say and write trees and flowers'
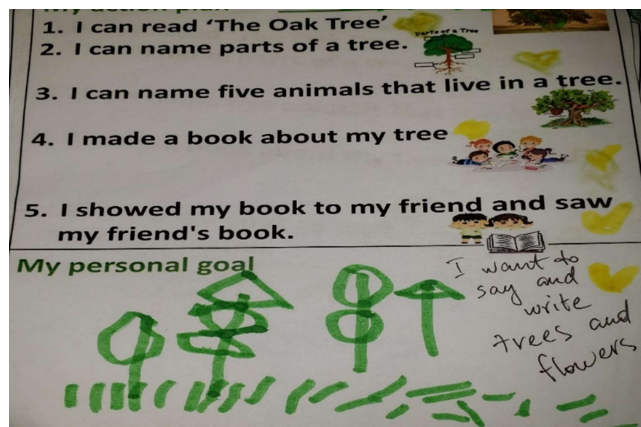
Evie: 'I don't know these flowers'
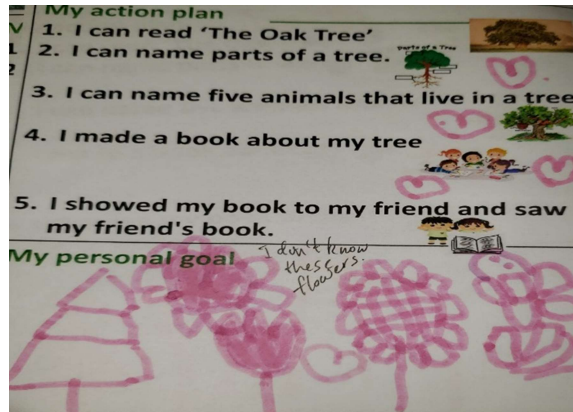
Betty: 'I want to say four trees'
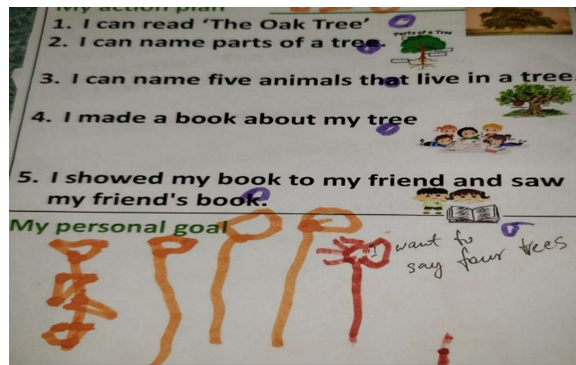
Jessy: 'I want to learn how to say these plants that live at home'
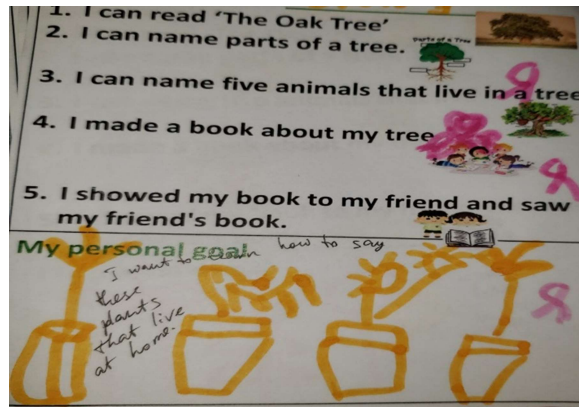
Samantha: 'I want to learn about two flowers'
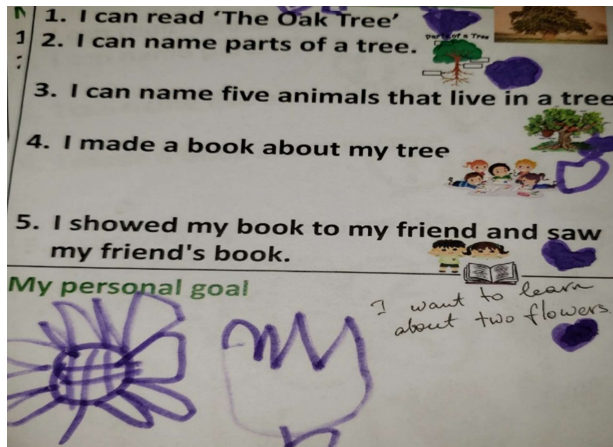
Candy: 'I want to learn about many flowers and bugs'

Appendix 40 SA checklists for the two books of Cycle 2

'*See it grow'*

Criteria explained:

1 – 'My book is about a plant'		
2 – 'I drew what my plant needs to grow'		
3 – 'I drew the pot'		
4 – 'I drew at least five pages'		
5 – 'I used more than one colour'		
6 – 'I described my pictures in many words'		
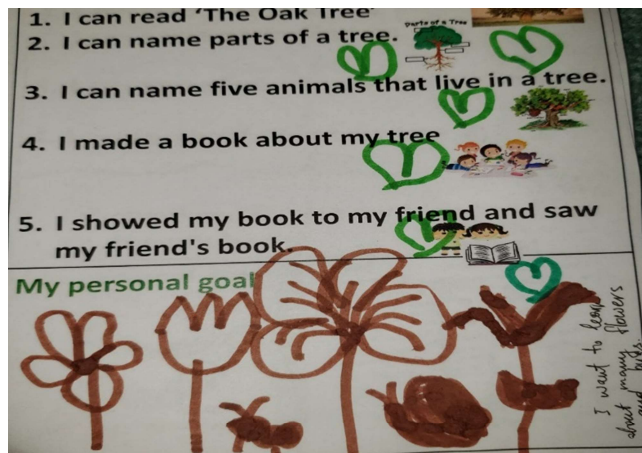
'Oak tree'

Criteria explained

	My book checklist ✔️❌	👍	
1 – 'My book is about a tree'			
2 – 'I drew at least three parts of a tree'	Parts of a Tree **3**		
3 – 'I named at least three animals that live in a tree.	**3**		
4 – 'I drew at least five pages'	**5**		
5 – 'I used more than one colour'			
6 – 'I described my pictures in many words'			

May 27, 2022
Samantha: Hello everybody! Teacher Mumu say OK then you can say. Sit properly and look at the camera. If I say 'It's hard', I can make a face like it's hard (scrunches up her face, wipes her forehead). If I say 'My flower is pretty' I can put my hand this way (cups her cheek). It's pretty.
Candy: You put ticks and crosses. If you put a cross, you can change. If no colours, you can put more colours. If not many words, you can say more. And say 'Thank you everybody'.
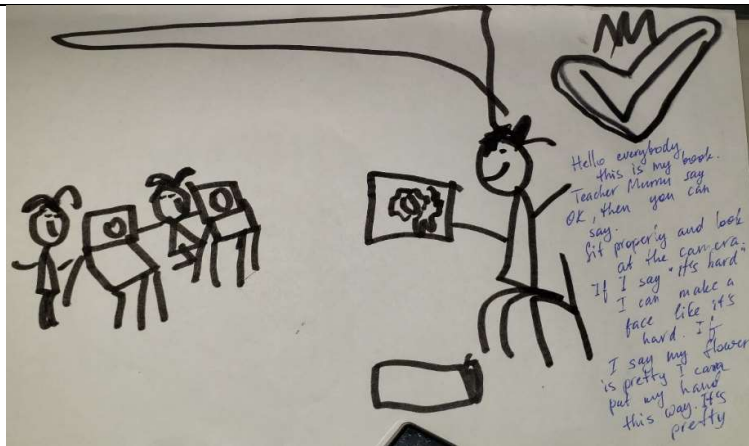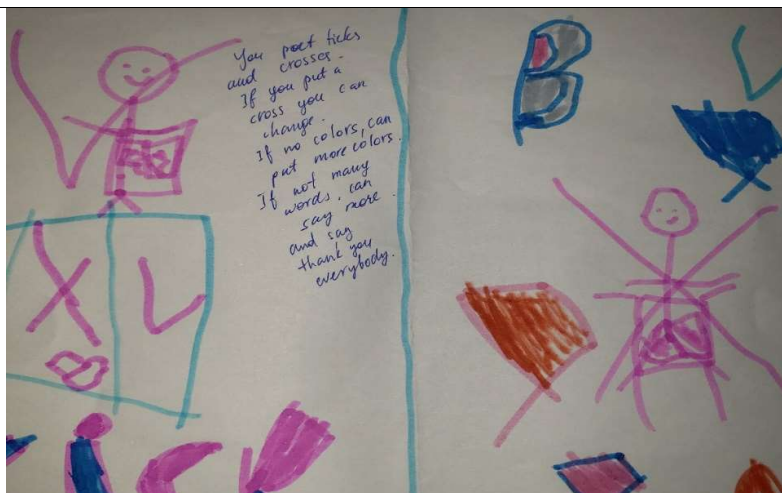
Betty: This is a bad book. Picture is ugly and one colour. Cross. This is a good book. Many colours and good picture and flowers on the dress. It's my dress. And you say: 'It's my dress. It's me.'

Mary: I think I need to first sit and think a little and then draw. Because if I don't think a little, I can break my book.

Teacher: Break?

I can make a bad picture and teacher Mumu can say: 'Why you make a bad picture? I don't have more clean book!' So I draw but I don't like. And if I think I draw what I like and I can say many things. If I have a long story, I can draw a line and make two pages.
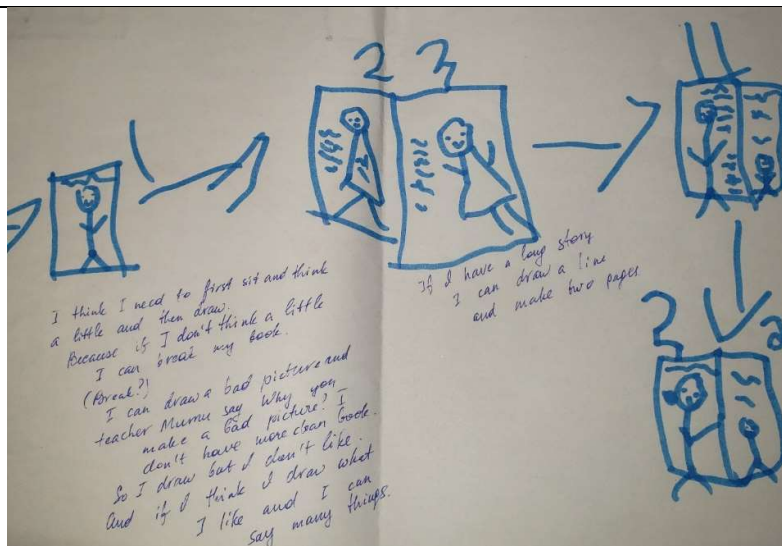
April: This is a good book. I write words and my pictures are good. I have different seeds

and I have a new story. My story. My story is long and it has the end.

This is a bad book. I put a cross because look, look! (laughs excitedly). What's this? I don't know! And he say it's some little seeds but it don't look seeds. Cross, cross. And no words. Stories have words.
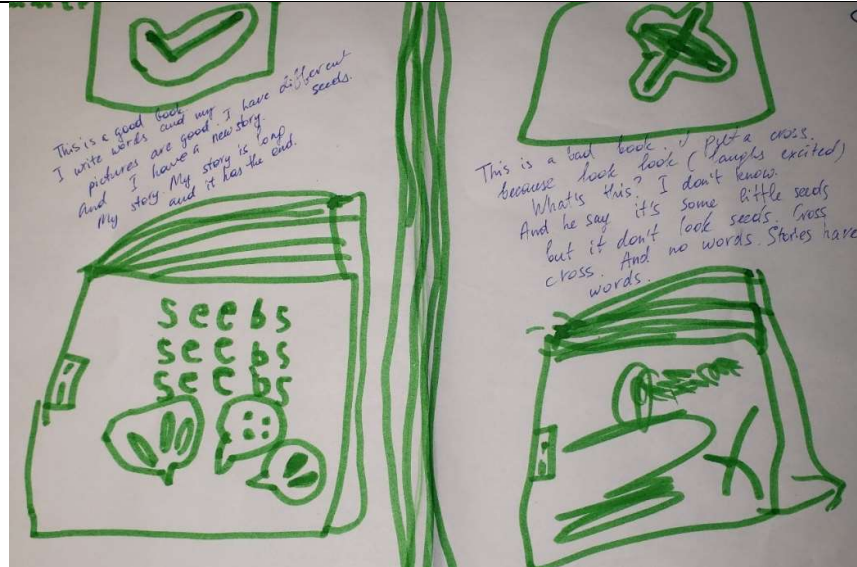
Evie: Need to look at pictures. Picture says pages. You see – how many pages? Do you have many pages? Tick. Do you have good pictures? Tick. Do you say many words about your pictures? Not just one word, like a story.

Jessy: I think it's easy. Here I have two books. Many pages, many colours and I can say what

I draw. One I draw how I plant a flower and two I draw how we play and Lisa say I can take her princess box home to play. The end.

I think it's easy. Here I have two books. Many pages, many colors and I can say what I draw. One I draw how I plant a flower. Two I draw how we play and Lisa say I can take her princess box home to play. The end.
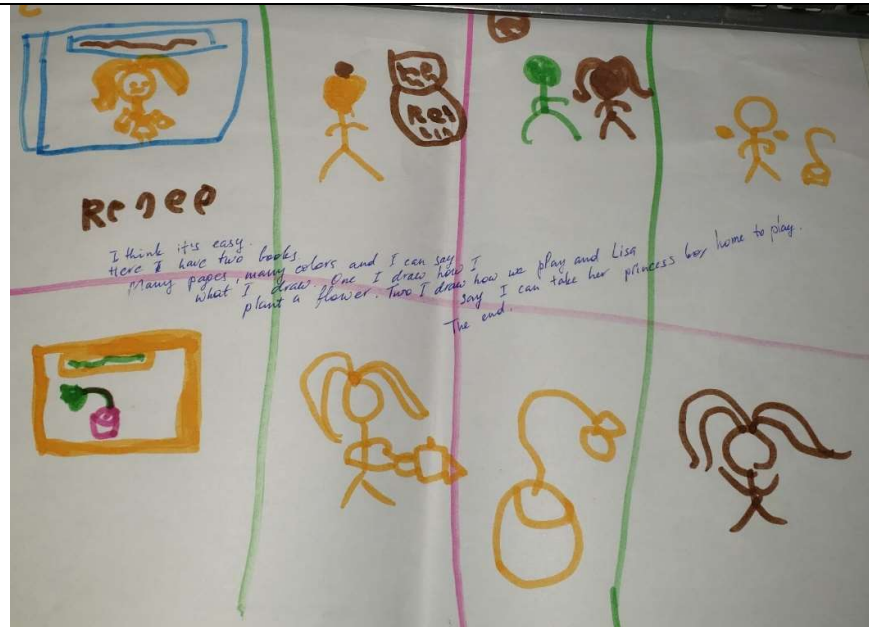
Sean: It's bad book. Imagination – no tick, cross. Colour – no tick, cross. Pages – no tick, cross. Words – no tick, cross. If tick, it's a good book.

Teacher: How to get ticks?

Use imagination, use colours, draw many pictures.
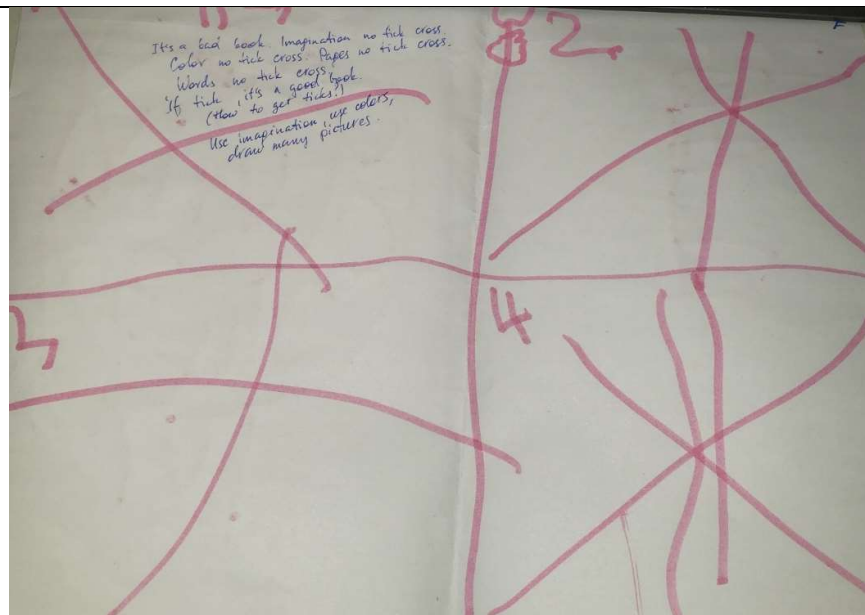
Alex: Number 1 is a good book, number 2, number 3, number 4 is not a good book. See

picture in number 1? It's a boy. Has eyes, has mouth, legs, arms. And here look. What's this? What's this ? (points at curly lines) Oh. And need more words.
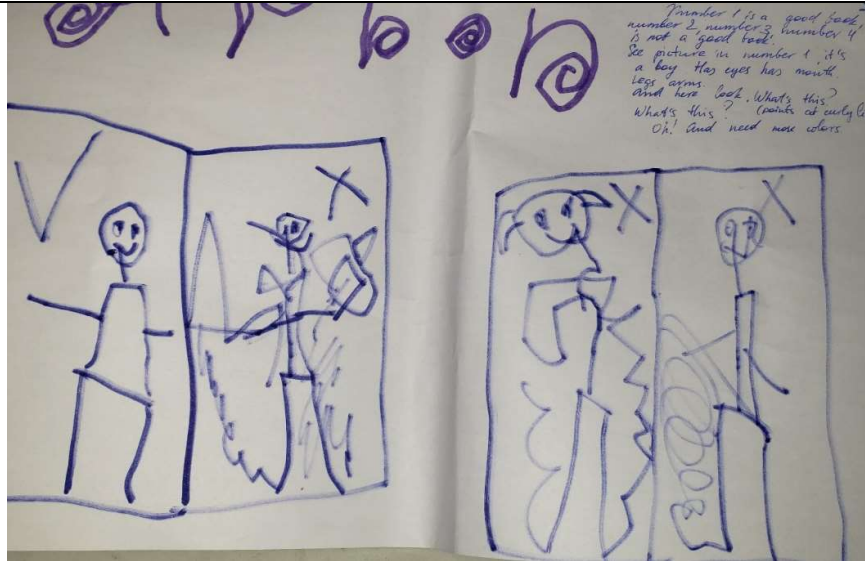
Fred: Good book has many pages and a story. It begins. You say: 'Hello everybody, this is my book'. Then see this is soil. Then plants growing. Then big. Then what you do. Strawberry eat with friends. Then say: 'The end'.
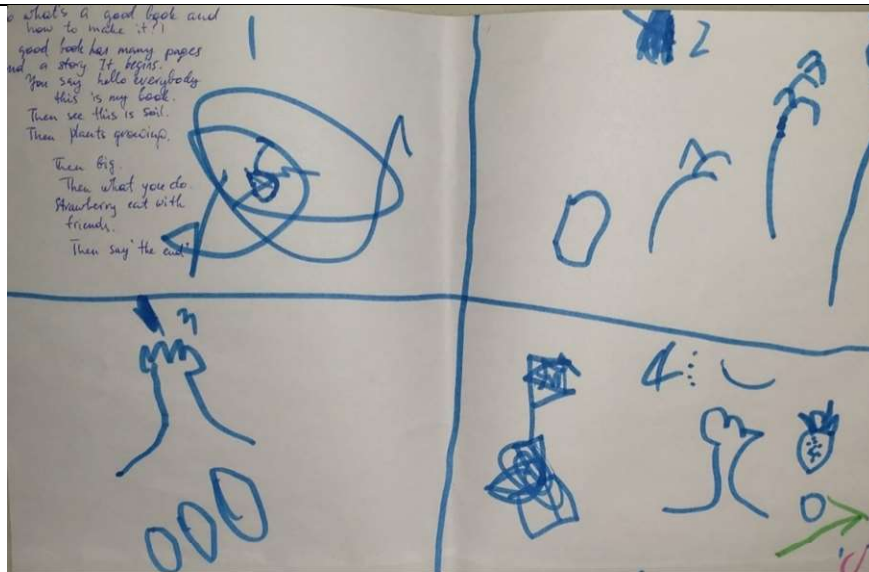
Appendix 42 Children's books, SA and changes made, 'See it grow', book 1 of Cycle 2

May 11, 2022

SA checklist

1 – 'My book is about a plant'

2 – 'I drew what my plant needs to grow'

3 – 'I drew the pot'

4 – 'I drew at least five pages'

5 – 'I used more than one colour'

6 – 'I described my pictures in many words'

Tick stands for 'yes'

Cross stands for 'no'

Question mark stands for 'not sure'

Samantha's book
My special flower
This is the seed. It's like a little baby. It's s crying.
I put the seed in the pot.
Seed is growing. I give it water and hugs. It has magic. It can be my friend.
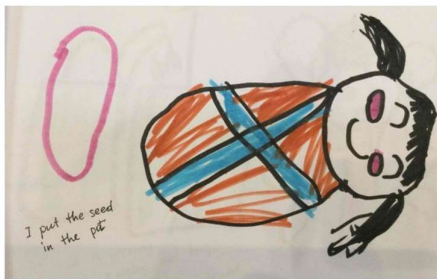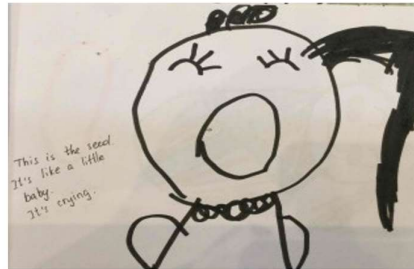
Samantha's SA

- I don't say my plant needs what.
- I don't draw a pot.
- I can draw one more. I can put colour on dress.
- I can say we play together. Play Elsa and dress-up.
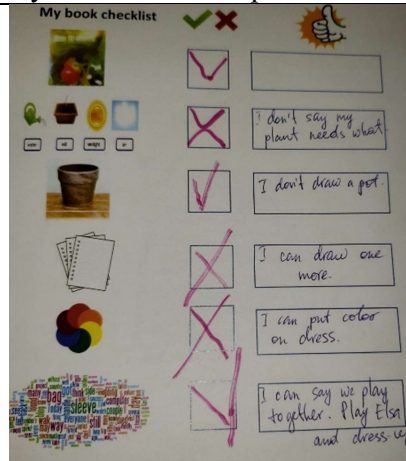
Changes made

Added a watering can and a pot, coloured the dress.

Mary's book

I plant a seed

The seed is like a star. It's yellow and it can twinkle.

My pot is llike the sea and my pot is big. I think it's pretty.

I need to give my plant some hot water. If I give him cold water, he will be wobbly wobbly wobbly.

My plant grows to be a real star. I use this shining star to be the light in my room.

Mary's SA
- I can say about soil. Soil is magic, too. It's soft soft feathers.
- I can say I use my star at night and I can draw black night.
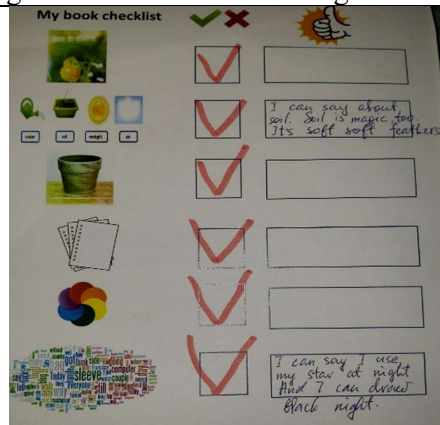
Changes made
2 new drawings:
1   'My seed needs soil. The soil is soft soft feathers. My pot is like the sea and my pot is big. I think it's pretty'.
2   'My plant grows to be a real star. I use the shining star to be the light in my house. I use the star when it's night and it's dark'

My star needs soil.
The soil is soft
soft feathers.

My pot is like
the sea
and my pot
is big.
I think it's pretty.

My plant grows to a
real star.
this shining star
I use this light
to be the light
in my house.

I use the star when it's
night and it's dark.
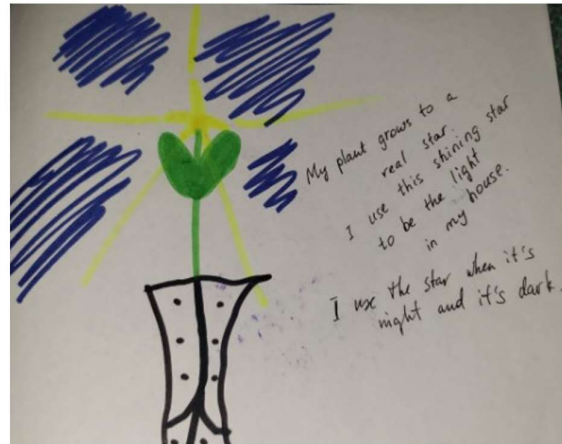
Jessy's book
My magic tree.
The seed is a heart. It's big. It needs a big pot.
I eat the fruit from my magic tree. It tastes good. It's sweet.
I give my tree magic water. Magic water is pink.
This tree is so big. It's growing in the big pot. It's growing so tall.
I love my magic tree. I go to the magic tree to pick fruit. I give the fruit to my friends.

Jessy's SA
- I don't say sun and air.
- I don't draw pot.
- Sometimes it's all pink.
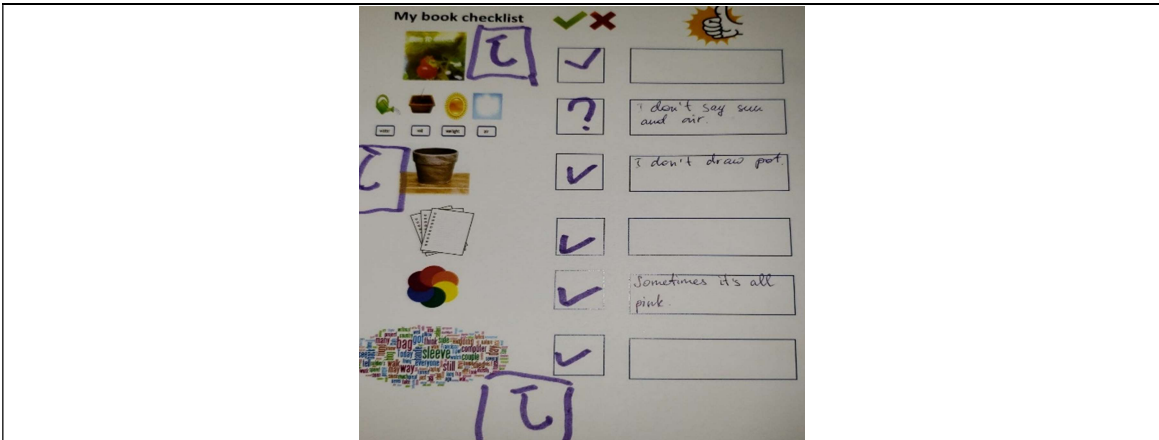
Alex's book

Flytrap

Flytrap can eat bugs. It can eat flying bugs. Can't eat beetles and can't eat caterpillar.

This is the pot. The pot is very small.

This is the seed. The seed is very small and it's green, pink and purple.
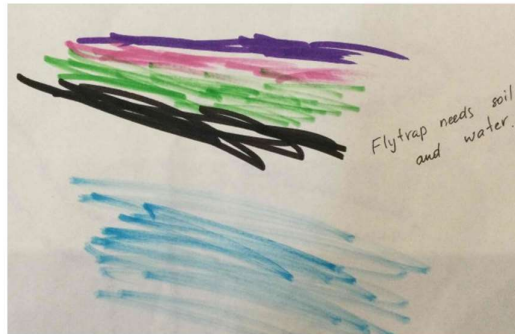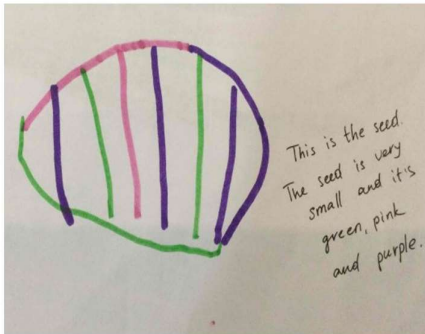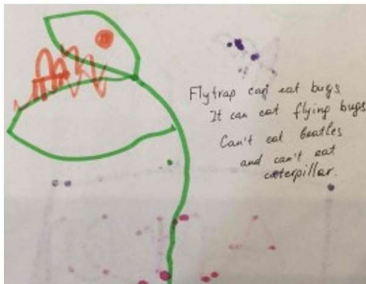
Alex's SA

- I don't say air. And I can draw air.
- I can draw beetle and caterpillar.
- And I can say mosquitoes.

my book checklist

✓ ✗ 👍

I can say air. And I can draw air.

I can draw beetle and caterpillar.

And I can say mosquitoes.
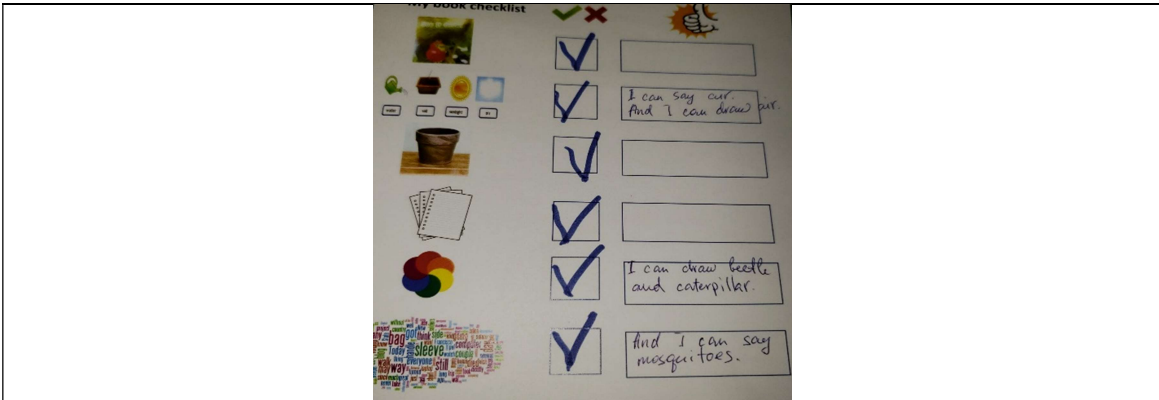
Betty's book
Rabbit plant
This is the seed. It looks like a small rabbit. It can cry.
This is the pot. The pot is small. I draw a rabbit on the pot.
My plant needs the sun and water and soil. When my plant is big, I can play with many rabbits.

Rabbit plant

This is the seed. It looks like a small rabbit. It can cry.

Seed

This is the pot. The pot is small. I draw a rabbit on the pot.

My plant needs the sun and water and soil.

When my plant is big, I can play with many rabbits.
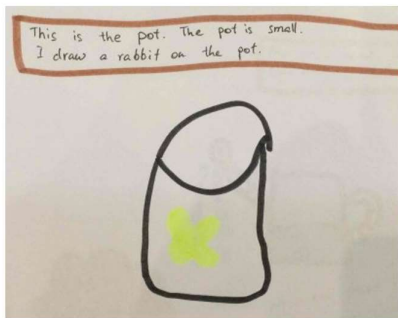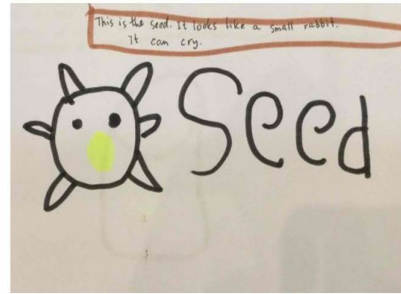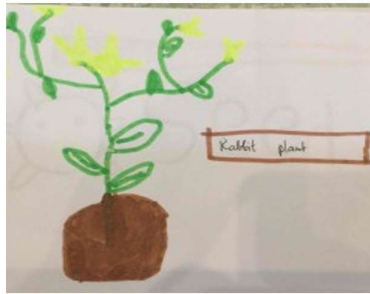
Betty's SA
- I don't say air.
- I can draw one more about small plant.
- I can say my plant is growing.
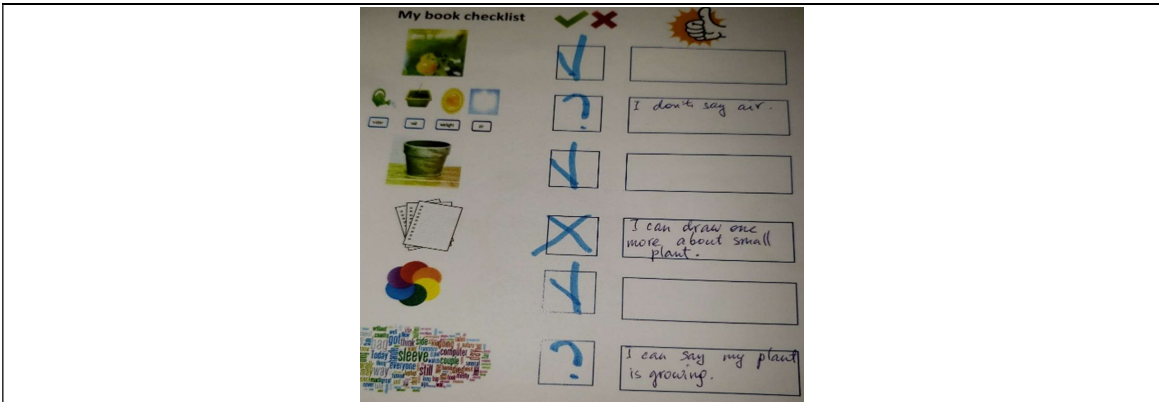
Candy's book

My magic flower

The seed is a pretty heart. It

It's soft like a kitten.

I put it in a hear pot.

It needs a rainbow, not very hot sun and warm water.

My plant can do magic. It can make rabbits and kittens. It can give me candy when I want candy.
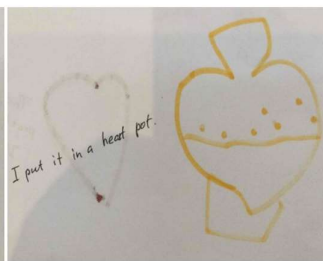
Candy's SA

- It's very good. I think my book is very good.

It's very good. I think my book is very good.
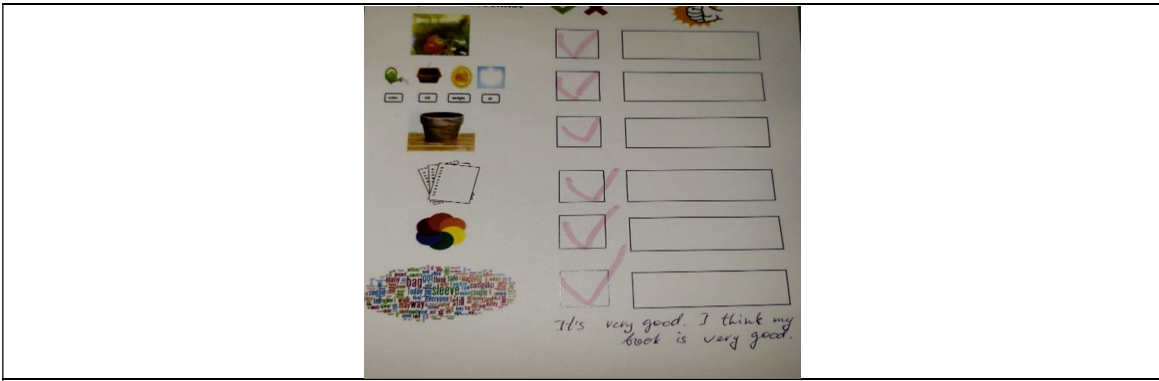
April's book
My plant.
The seeds are brown and big. They are big like grapes.
The pot is just white. It's big. I put the seeds in the pot.
My plant needs sun and water.
If I don't give water, the plant is not growing. So I give water every day.
I give more water. The flower is growing. I put pretty flower on my table.
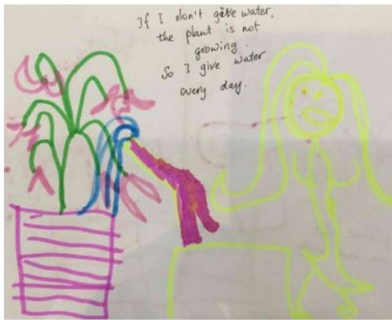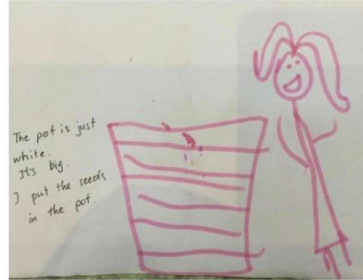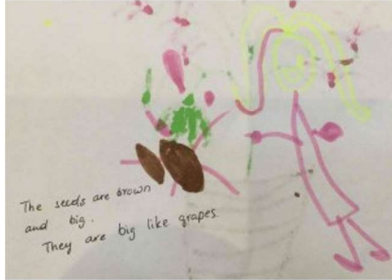
April's SA
Maybe I can put more colors
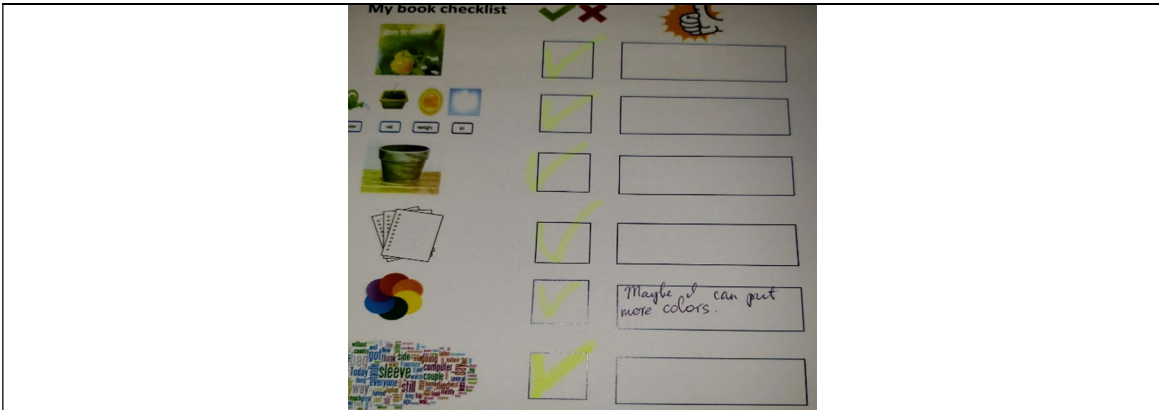
Evie's book

This is my magic tree.

This is the seed. The seed is a big heart.

My magic tree will need special water. It's tea. The magic tree needs air.

My pot is big and has soome pretty pictures.

I water my plant everyday.

Then I go to the supermarket and bring a new pot home. I grow a little girl.
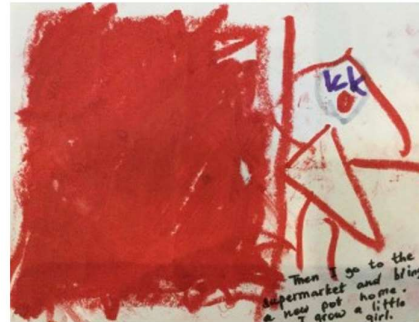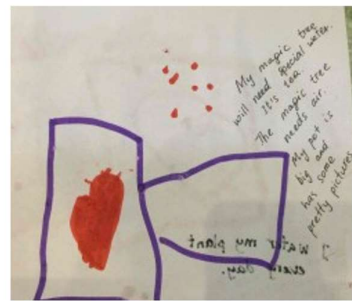
Evie's SA

- I don't draw tea. I can draw a teapot.
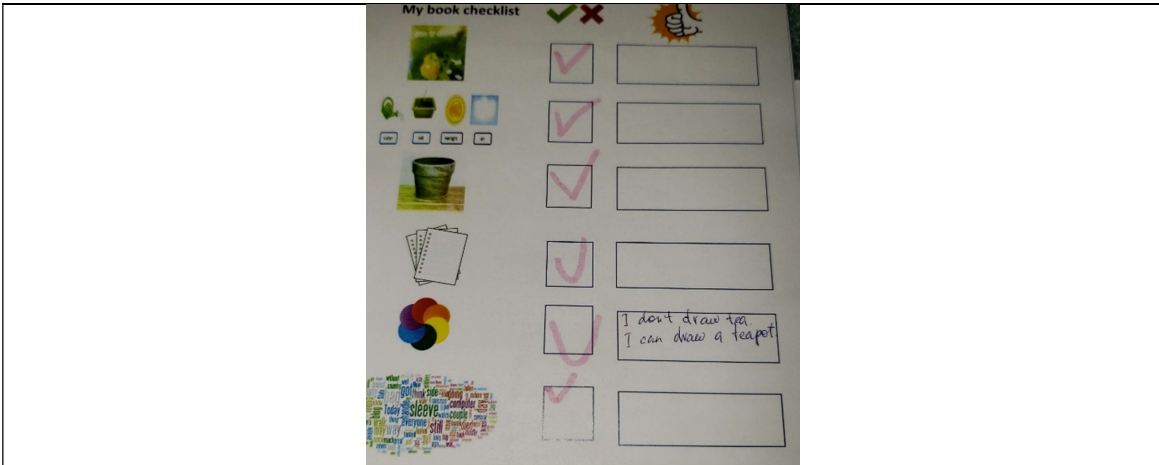
Sean's book
My flower dandelion
The seed is soft and small. It's like a grape.
I put the seed in the pot. The pot has soil and it's big.
My flower is big now. The wind blows and the seeds fly.
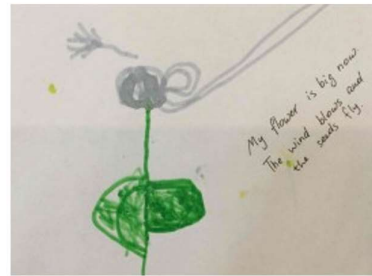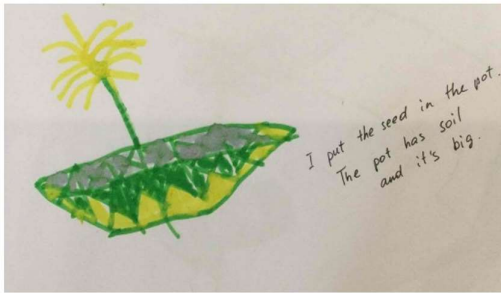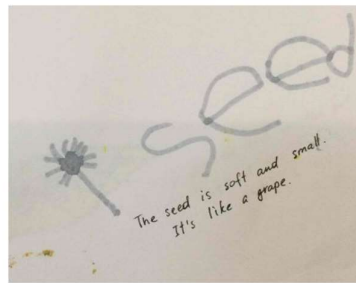
Sean's SA
- I don't say sun and water
(Teacher: and air?) – I say wind!
- I can draw sun and water.
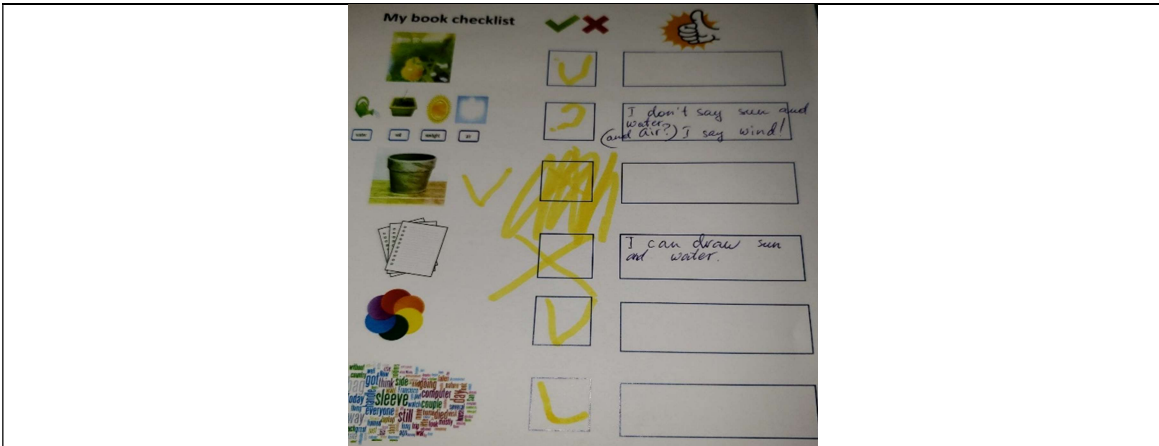
Fred's book
The snake tree
See the seed. It's tiny.
See the pot. The pot is very small.
The seed needs air, sun and water.
The seed is growing. The branches are snakes.
I play with my snakes. The snakes don't bite me. I don't bite my snakes.
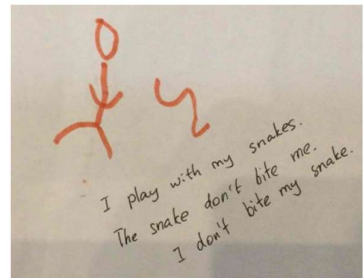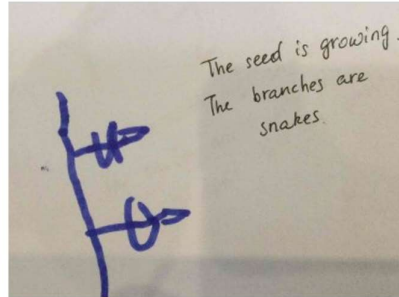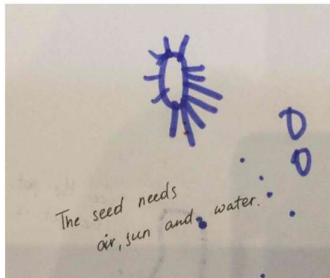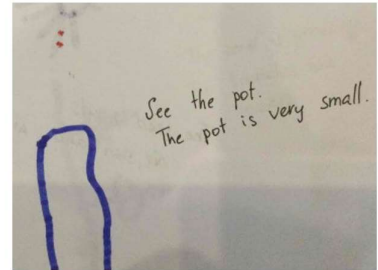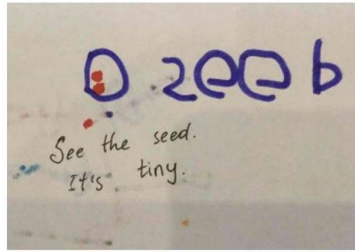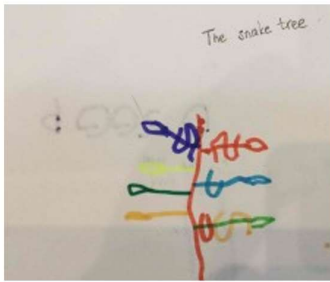
Fred's SA
- I can put more colours.
- I can write pot and I can write branches. Can you help me write branches?
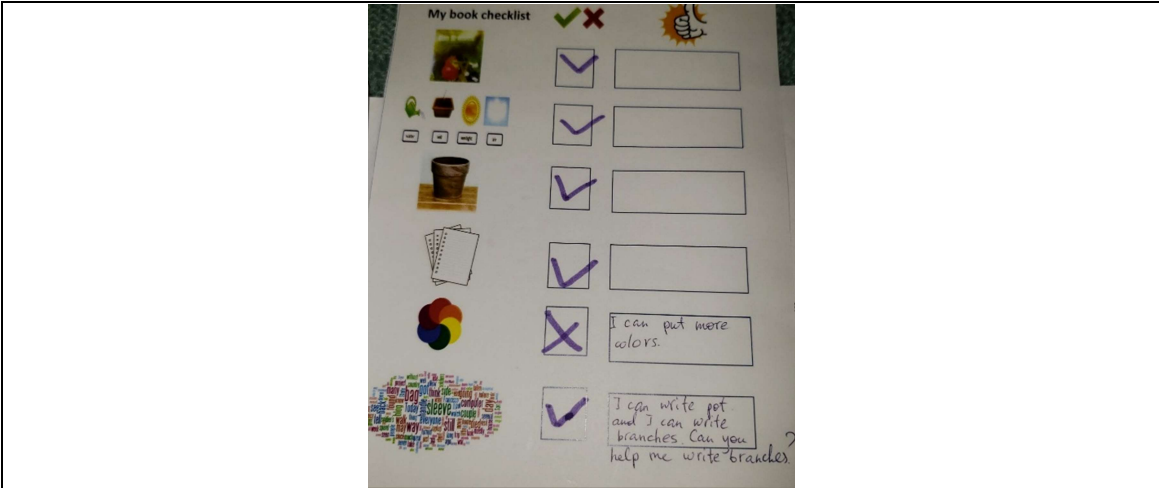
My book checklist

I can put more colors.

I can write pot and I can write branches. Can you help me write branches?

May 25, 2022

SA checklist

1 – 'My book is about a tree'

2 – 'I drew at least three parts of a tree'

3 – 'I named at least three animals that live in a tree.

4 – 'I drew at least five pages'

5 – 'I used more than one colour'

6 – 'I described my pictures in many words'

Tick stands for 'yes'

Cross stands for 'no'

Question mark stands for 'not sure'

Fred's book
My apple tree These are the branches. These are the fruit. This is the trunk. These are the roots. A snake lives on the branches.
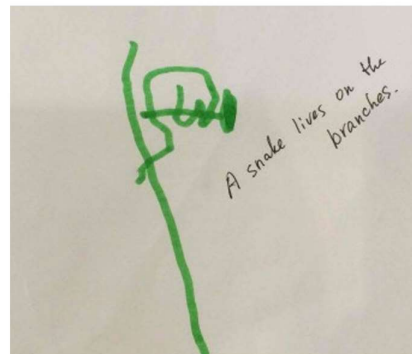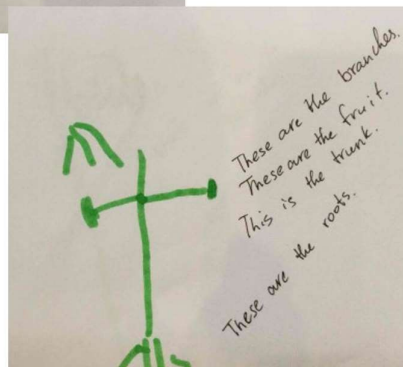
SA	**Fred's Comments:**
1 – yes	I can say who lives in the roots. I can draw a worm. I can't draw a

2 – yes 3 – no 4 – no 5 – no 6 – no	beetle. Will you draw a beetle? I can draw apples. And I can draw apple seeds. I can put colours. I can say I eat apples with my brother. And I can say I plant seeds.
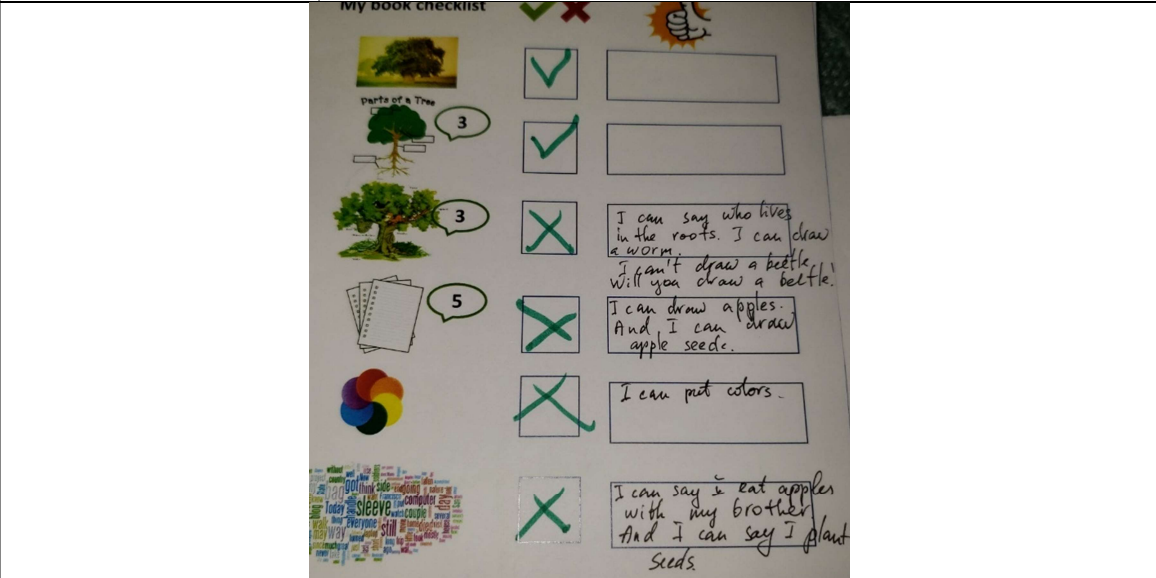
Changes made by Fred:
1. Added 'worms live in the roots'
2. New drawing: 'I see apples on my apple tree. Apples grow in the branches'
3. New drawing: 'I eat apples with my brother'
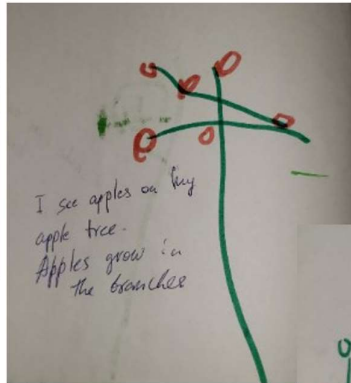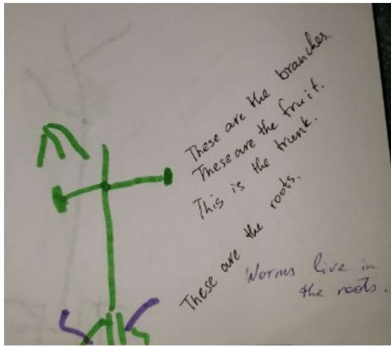
Sean's book

These are leaves. These are branches. This is the trunk. These are roots. This is bark. These

are fish. Fish swim in the roots.
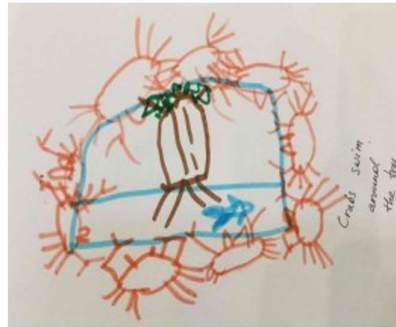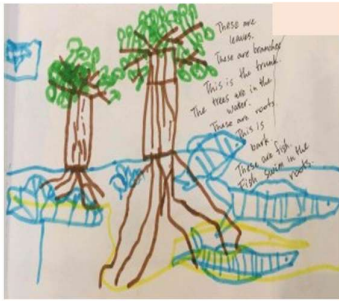
Sean's SA	Sean's Comments
1 – yes 2 – yes 3 – yes 4 – no 5 – yes 6 – not sure	I can draw one more. I can say about seaweed. And I can say about seaweed leaves.
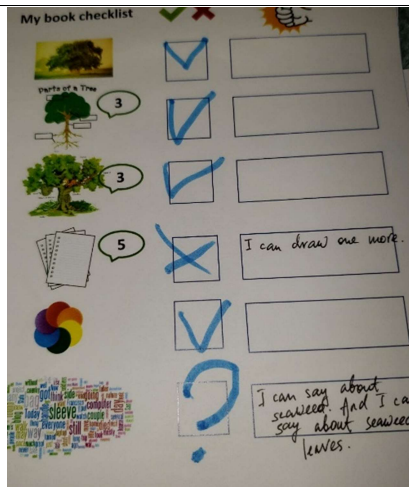
Changes made by Sean:
New drawing: 'This is seaweed. Seaweed have leaves. Leaves can swim. Have little roots in the sand'

This is seaweed. Seaweed have leaves. Leaves can swim. Have little roots in the sand.

Alex's book
Oak tree.
These are leaves.
This is bark.
These are fruit and a worm in the fruit.

Oak tree.

This is bark.

These are leaves

These are fruit and a worm in the fruit
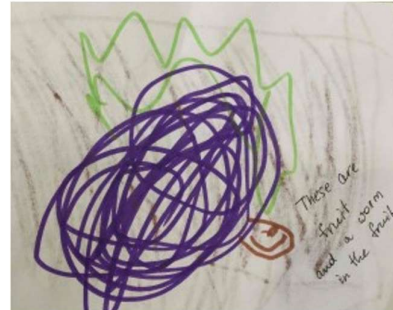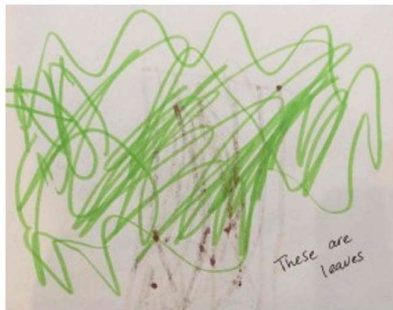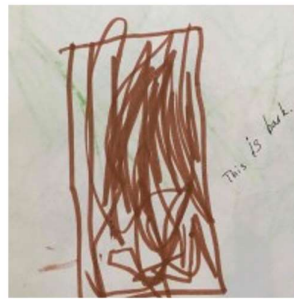
SA	Alex's Comments
1 – yes 2 – yes 3 – not sure 4 – no 5 – no 6 – no	I can draw different animals on the trunk. I can use different colours. I can say beetle lives in the bark and I can say worm in the roots.

My book checklist

- I can draw different animals on the trunk.
- I can use different colors.
- I can say beetle lives in the bark and I can say worm the roots.
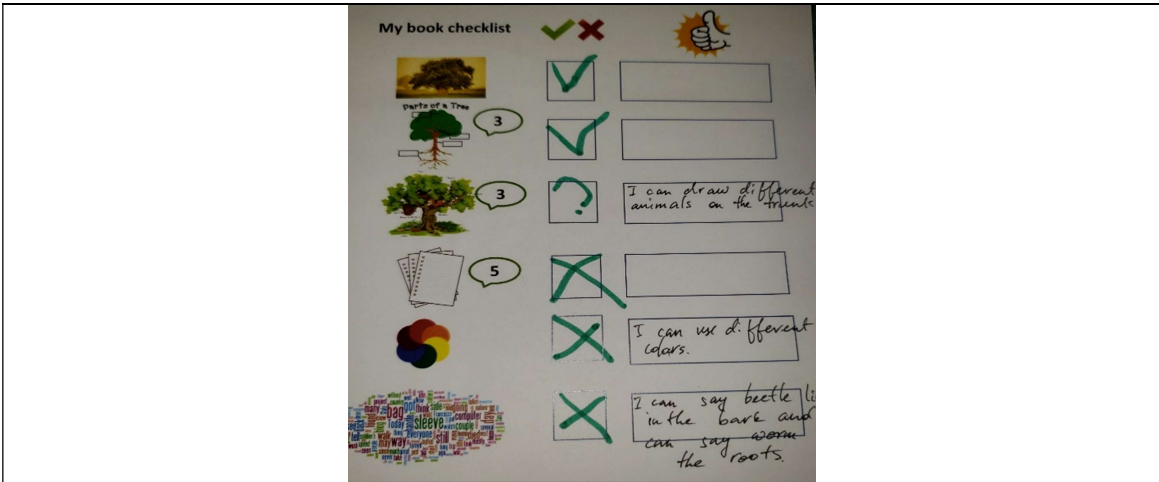
Changes made by Alex:
1. Added: 'This is a beetle and ants on the bark'
2. Added: 'Mosquitoes live on the leaves'
3. Added: 'Bird lives in the trunk'
4. Added: 'Worms live in the roots'

This is bark. This is a beetle and ants on the bark.

These are leaves. Mosquitos live on the leaves.

This is the trunk. Bird lives in the trunk.

These are roots. Worms live in the roots.
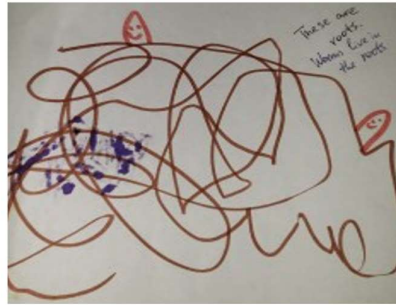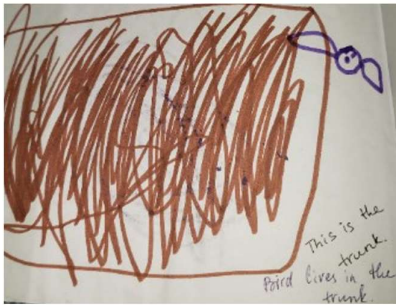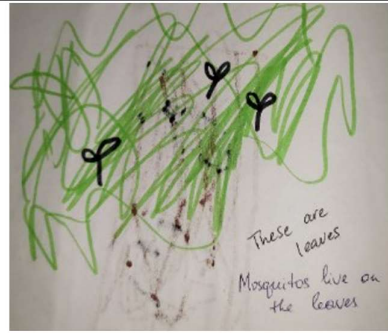
Candy's book

An apple tree

These are leaves. These are branches. This is the trunk. These are roots.

A bat and a bird live in the branches. A snake lives in the roots. A fox lives in the roots. Many bugs live on the bark.

I like to climb my apple tree.

Candy's SA	Candy's Comments
1 – yes 2 – yes 3 – not sure 4 – yes 5 – yes 6 – no	I can say more animals. I can say we eat apples with daddy and mommy.
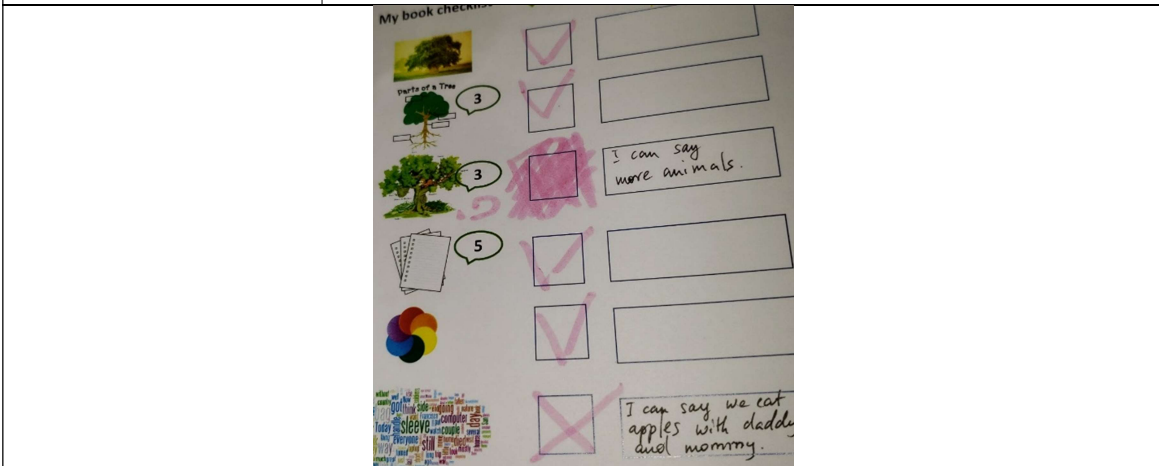
Changes made by Candy:

1. Added: I climb my tree and take apples. I eat apples with daddy and mommy.
2. Added: 'A fox lives in the roots. Many bugs live on the bark'.
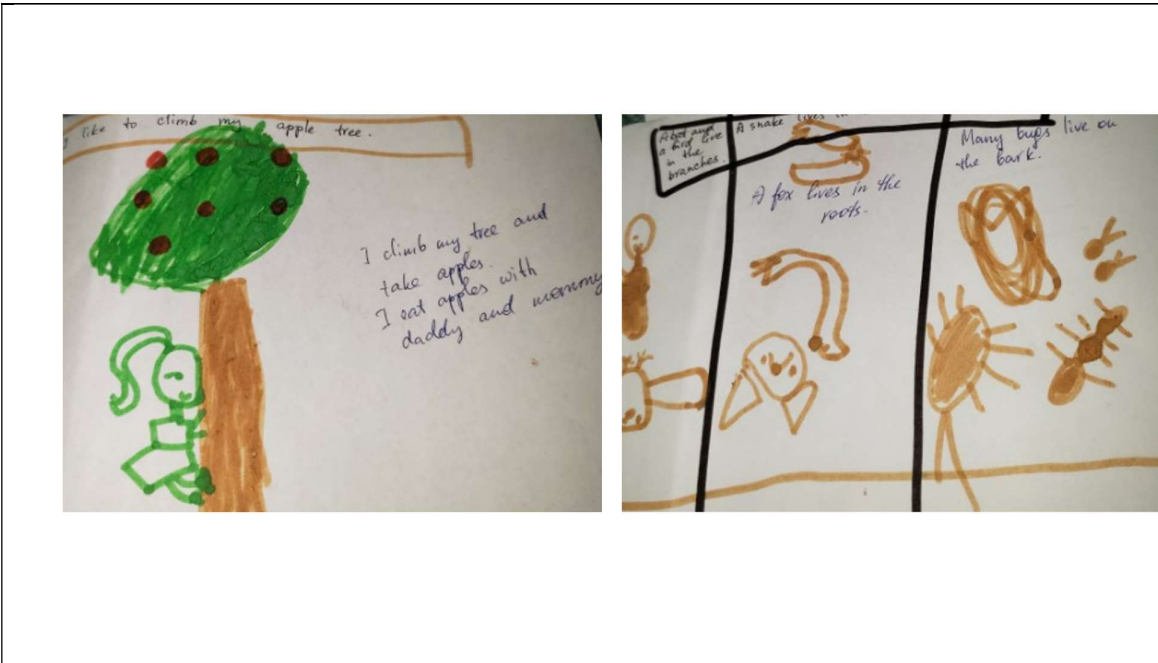
Jessy's book
My oak tree
This is the trunk. These are the leaves. These are the branches. These are the roots.
A snake lives in the roots. A squirrel lives in the trunk. Ants live in the bark.
Caterpillar lives on the leaves. A bird lives in the branches. A butterfly is on the leaves.
I climbed my oak tree and I jump down and I fall on the leaves. It's soft.

Jessy's SA	**Jessy's Comments**
1 – yes 2 – yes	Maybe I can put more colours.

3 – yes	
4 – yes	
5 – not sure	
6 – yes	
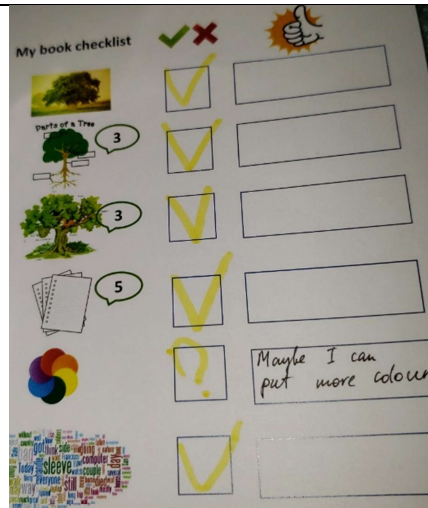
Changes made by Jessy
Coloured two of the pages.
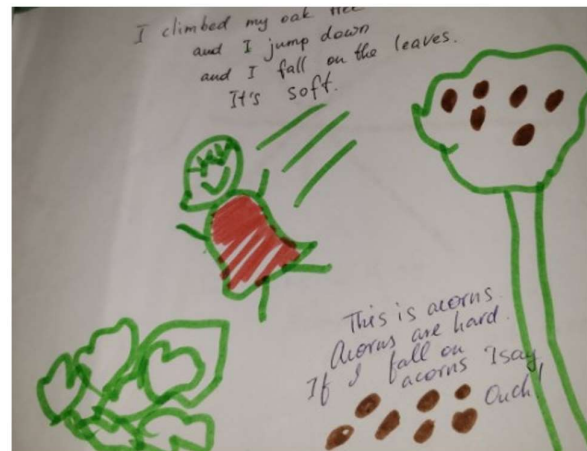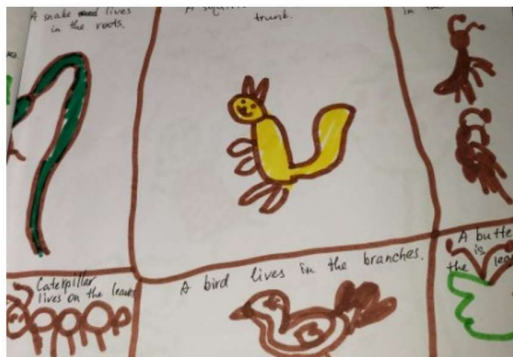
Evie's book
An apple tree
The branches are here. These are leaves. This is the trunk. This is the bark. These are the roots.
A caterpillar lives on the leaves. A butterfly lives on the leaves. A fox lives under the tree in the roots.
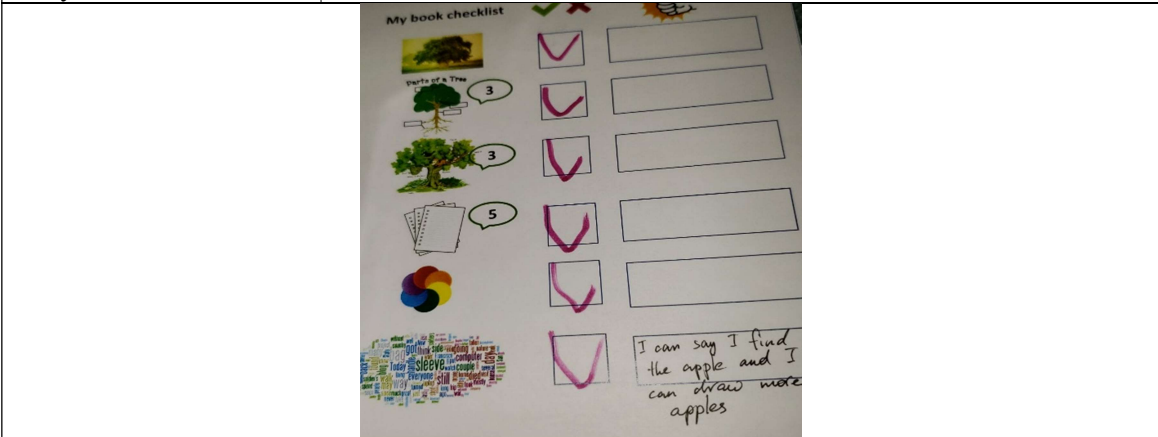I go to the apple tree. I see the apple is gone. It's underground.

Evie's SA	Evie's Comments
1 – yes 2 – yes 3 – yes 4 – yes 5 – yes 6 – yes	I can say I find the apple and I can draw more apples.

Changes made by Evie
Added: 'I find my apple I eat it. It's sweet. I see many apples on the tree and many apples on the ground. Everybody can eat'.

I go to the apple...
I see the apple gone...
It's undergrow...

I find my apple I eat it.
It's sweet
I see many apples on the tree and many apples on the ground.
Everybody can eat!
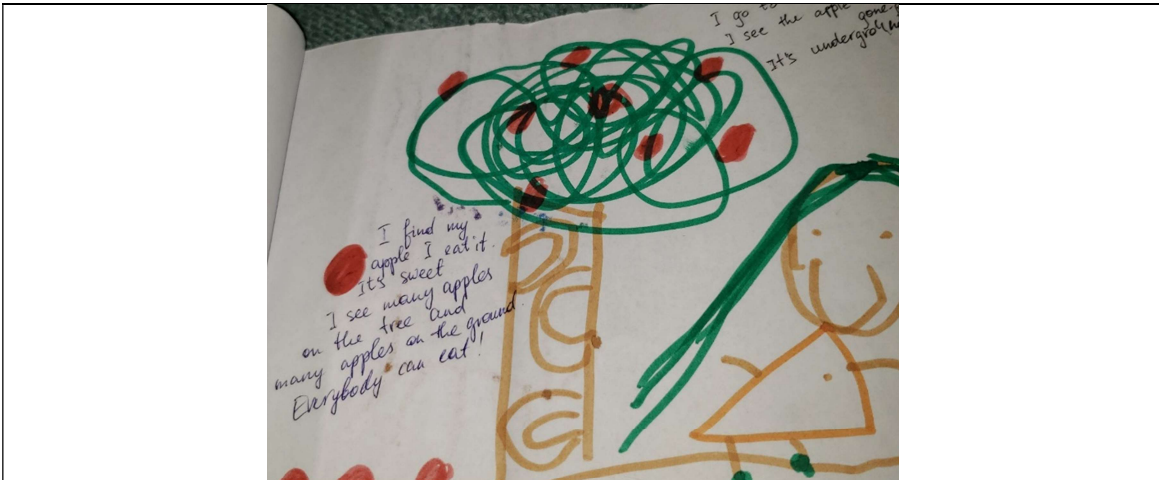
Betty's book
My kitten tree
The tree has leaves. My tree has roots. My tree has flowers.
My kitten is happy. It's on the tree.
I play with my kitten under the tree.

My kitten tree

The tree has leaves. My tree has roots. My tree has flowers. My kitten lives on the tree.

My kitten is happy. It's on the tree.

I play with my kitten under the tree.

Betty's SA	**Betty's Comments**
1 – yes	It's many animals on the tree, not only my kitten. I can draw foxy. I can say my kitten play with foxy.
2 – yes	
3 – not sure	
4 – no	
5 – yes	
6 – not sure	
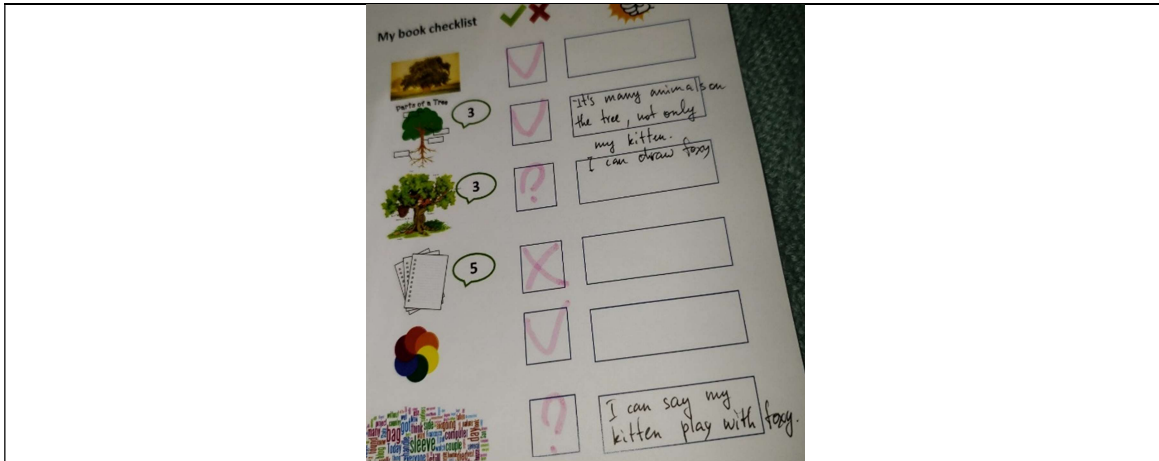
Changes made by Betty:
1. Added: 'Foxy lives under the tree. He has a home in the roots.'
2. New drawing: 'My kitten is playing with foxy. They are good friends.'

April's book

The pretty tree

This is the bird house. It has food and water and bird toys. A bird sits on the branches. She talks to me. She says hello. This is a baby cat. He wants to sleep.

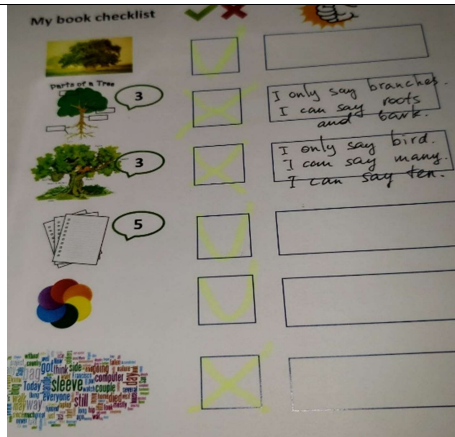The bird is sick. I catch the bird, put on a small tree. The bird is washing.

I'm happy. The bird is OK now.

April's SA	**April's Comments**
1 – yes	I only say branches. I can say roots and bark.
2 – no	I only say bird. I can say many. I can say ten.
3 – no	
4 – yes	
5 – yes	
6 – no	

Changes made by April
Added: 'Beetle lives on the branches. Ants live on the bark. Worms live in the roots'
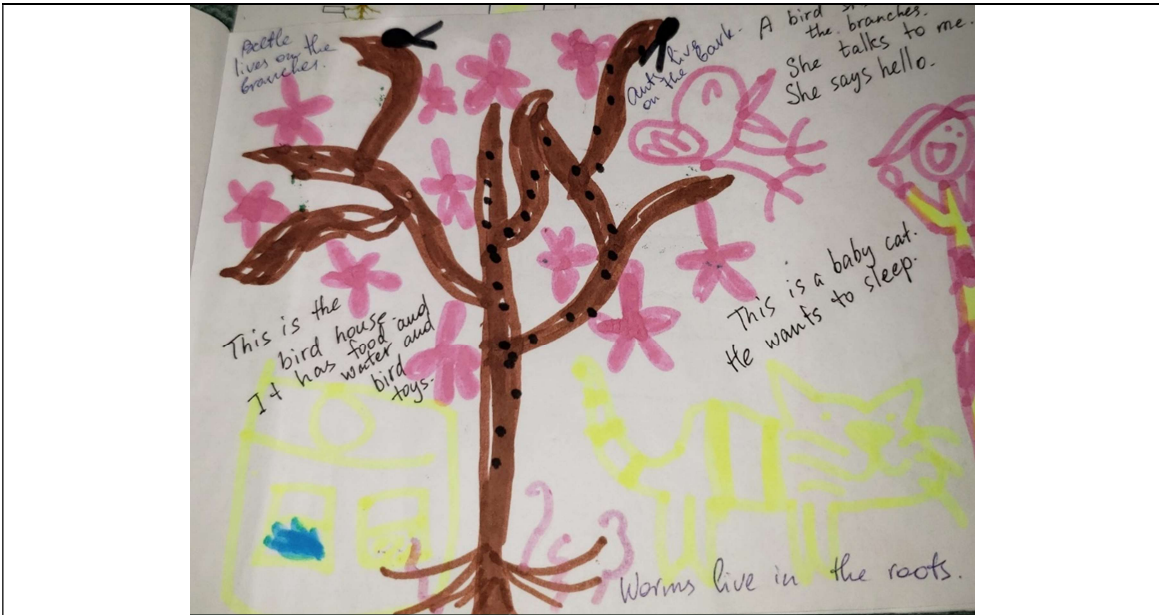
Samantha's book

My tree

These are leaves. This is the trunk. These are roots. This is a little bird.

My tree has many fruit and vegetables. It has carrot, apple, grapes, bananas, oranges and corn.

I am very happy. I take fruit and vegetables.

I tell my mommy.

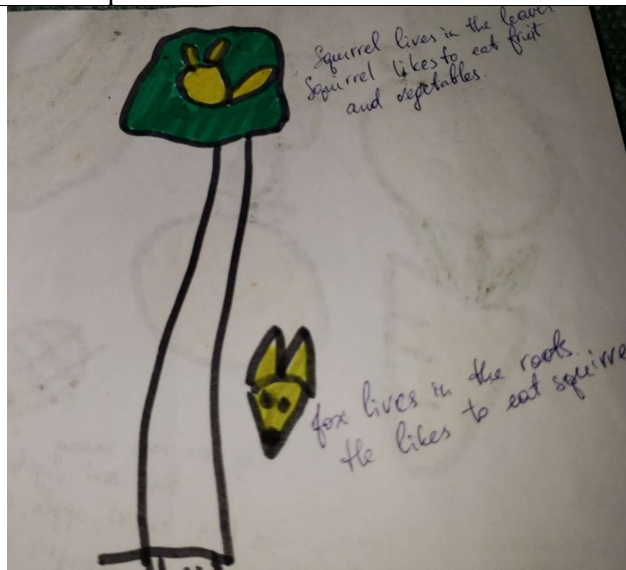I and my mommy eat fruit and vegetables.

SA	**Samantha's Comments**
1 – yes 2 – yes	Oops! I can say who lives in my tree.

3 – no 4 – yes 5 – yes 6 – yes	
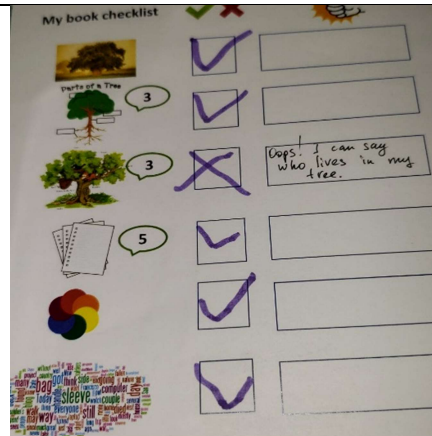
Changes made by Samantha:
New drawing: 'Squirrel lives in the leaves. Squirrel likes to eat fruit and vegetables. Fox lives in the roots. He likes to eat squirrel'
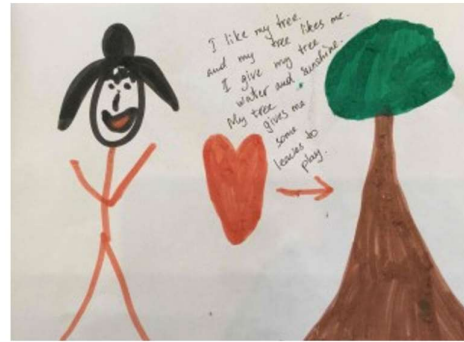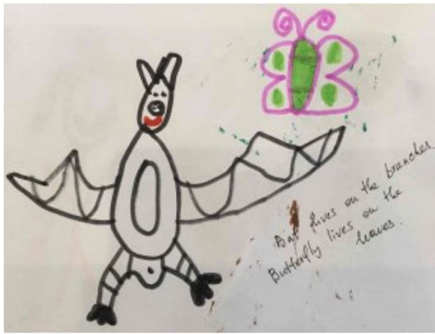

Mary's book
I like my tree
This is leaves. This is branches. This is the bark. This is the roots. This is the trunk.
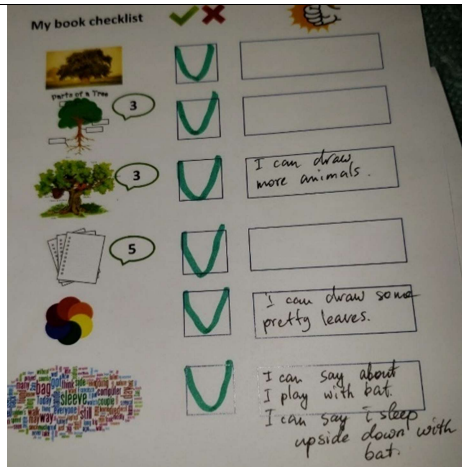Bat lives on the branches. Butterfly lives on the leaves.
I like my tree and my tree likes me. I give my tree water and sunshine. My tree gives me some leaves to play.

SA	Mary's Comments
1 – yes	I can draw more animals.
2 – yes	I can draw some pretty leaves.
3 – yes	I can say about I play with bat.
4 – yes	I can say I sleep upside down with bat.
5 – yes	
6 – yes	

Changes made by Mary:
1. New drawing 'I sleep upside down with the bat. I sleep on the branches.'
2. Added: 'Ladybug lives on the bark. Worm lives in the roots'.

I sleep upside down
with the bat
I sleep on the branches

Ladybug lives on the bark.
Worm lives in the roots.
Bat lives on the bra...
Butterfly lives on th...
leave...