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Learning through Interaction: Peer Feedback on Spelling in EFL Primary Classrooms

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Relatório realizado no âmbito do Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico, orientada pela Professora Doutora Maria Ellison.

Orientadora de Estágio, Doutora Joana Lucas.

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Faculdade de Letras da Universidade do Porto

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“Of course it is happening inside your head... but why on earth should that mean that it is not real?”

J. K. Rowling, Harry Potter and the Goblet of Fire

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Declaration of Honour

I hereby declare that this Report, entitled “From Interaction to Reflection: Peer Feedback in Spelling in EFL Primary Classrooms”, is of my authorship. This Report has not been previously used in any other curricular unit, course or degree. The references to other authors – such as ideas, thoughts or statements – are duly indicated in the text and in the Bibliography section, and follow the rules of referencing. I am aware that the practice of plagiarism is an academic offence with consequences.

Furthermore, I declare that I have not used generative artificial intelligence tools in the writing of this report.

Porto, 2026

Inês Gonçalves Cerqueira

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Resumo

O ensino de Inglês como língua estrangeira em Portugal tem sido cada vez mais valorizado. Desde cedo que os alunos (*Young Learners*) aprendem o idioma nas escolas, como parte do currículo, seguindo as diretrizes das Aprendizagens Essenciais. Apesar do papel crucial do professor nesta jornada, tem-se, ao longo dos anos, visto vantagens que advêm de permitir aos alunos um papel mais independente na sala de aula. Alunos que têm a possibilidade de comentar entre si sentem-se mais confiantes no seu trabalho e conseguem ter uma atitude mais positiva em relação aos seus erros e aprendizagem. No entanto, surge a questão: conseguirão os alunos de primeiro ciclo desempenhar o papel de professor, comentando, avaliando e corrigindo o trabalho de um colega? Este estudo tem como objetivo obter respostas para essas questões, avaliar a habilidade dos alunos utilizarem a estratégia de peer-feedback, assim como analisar a motivação e o envolvimento destes jovens alunos em relação à estratégia aplicada na escrita, especificamente ortografia. Este estudo é uma investigação de métodos qualitativos, que envolveu as seguintes ferramentas de recolha de dados: notas de trabalho de campo, os trabalhos dos alunos, grelha de observação e um questionário. Através da análise e interpretação de resultados, foi possível afirmar que, em geral, os alunos alcançaram sucesso na tarefa, conseguindo utilizar a estratégia de peer-feedback na sala de aula. Estes resultados mostram que os alunos têm capacidades para reparar nos erros e corrigi-los, porém precisam de mais preparação para conseguirem realizar a tarefa de dar conselhos e comentar o trabalho de um colega. Futuras investigações poderiam ter foco nessa preparação necessária, para que seja possível reunir mais informação sobre os benefícios dessa estratégia nos alunos de Primeiro Ciclo do Ensino Básico.

Palavras-chave: Inglês como Língua Estrangeira, Jovens Estudantes, escrita, ortografia, feedback entre alunos.

Abstract

The teaching of English as a foreign language in Portugal has been increasingly valued over time. From a young age, students (Young Learners) learn the idiom in schools, as it is part of the curriculum (*Aprendizagens Essenciais*). The advantages of giving learners a more independent role, despite the crucial role of the teacher in this journey, have been studied over the years. Students who have the possibility of commenting amongst peers feel more confident in their work and, consequently, have a more positive attitude towards their mistakes and learning. However, the question remains: Can First Cycle students play the role of teacher, commenting, assessing and correcting the work of a fellow peer? The aim of this study is to obtain answers to this question, to assess the students' ability to use the strategy of peer-feedback, as well as analyse motivation and engagement of these young learners towards the strategy in relation to their writing skills, namely spelling. This is a qualitative Research Project which involved the following data-gathering tools: fieldwork notes, students' work, observation grids and a questionnaire. Through the analysis and interpretation of the results, it is possible to claim that, in general, the students were capable of performing peer-feedback in the classroom. These results show that young learners have the ability to notice written mistakes and correct them, but, need further preparation in order to give feedback and assess the work of a colleague. Future research could focus on that necessary preparation, in order to gather information on the benefits of this strategy for First Cycle students.

Keywords: English as foreign language, young learners, writing, spelling, peer-feedback.

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List of Abbreviations and Acronyms

AE – Aprendizagens Essenciais

AEAS – Agrupamento de Escolas Aurélia de Sousa

ARR – Action Research Report

ARP – Action Research Project

EB1 – Escola Básica

EB1/J1 – Escola Básica e Jardim de Infância

EBFM – Escola Básica Fernão de Magalhães

EBF – Escola Básica da Fontinha

EF – Elaborated Feedback

EFL – English as a Foreign Language

ESAE – Escola Secundária Aurélia de Sousa

IPP – Introduction to Professional Practise

KCR – Knowledge of the Correct Response

KP – Knowledge of Performance

KR – Knowledge of Result

L1 – First Language

L2 – Second Language

LA – Language Acquisition

LL – Language Learning

MTF – Multiple Try Feedback

PA – Perfil do Aluno à Saída da Escolaridade Obrigatória

PCF – Peer Corrective Feedback

TPS – Think Pair Share

TTT – Teacher Talking Time

YL – Young Learners

ZDP – Zone of Proximal Development

Introduction

As the world becomes more globalised, the number of users of the English language has grown exponentially. The language is a bridge between people of multiple nationalities. Due to its importance, students start learning the language from a very young age, as it is believed to be rather beneficial for them to have an early start. Learning a foreign language, especially at a young age, has numerous advantages, such as helping with the cognitive development of the child. It is also known that, in this globalised world, schools tend to have students of different nationalities, which might make communication difficult if they speak different languages. Starting to learn English from a young age might facilitate that communication, as it is a language spoken in multiple countries around the globe. That communication allows them to learn more about the world around them, such as other traditions and habits. However, Young Learners (YL) might have difficulties in learning the language, specifically the skill of writing.

I have observed that, even when writing down known vocabulary, young learners sometimes misspell words. While observing some English lessons of the third and fourth grade of two Primary Schools in Portugal, I noticed several instances where students could not remember how to write a certain word or would write it with spelling mistakes. This was noticed throughout my teaching practice, regardless of the topic in question. Thereafter, I began researching the matter. When teaching English as a Foreign Language (EFL) to young learners, teachers often divide their focus on the four skills: listening, speaking, reading and writing. However, it may happen that one or another skill may have less focus in lessons. If there was less focus on practising writing, could that be a factor in the students' difficulty regarding writing? And could the students' predisposition to talking amongst themselves have a role in their improving their spelling skills?

This Action Research Project started from that last question, and it aimed to collect information that would lead to a better understanding of that matter. This report begins with a description of the school context, describing the school cluster and the schools involved, the profile of the class and the students, the curriculum, and

the Zero Cycle of this research. Following this, there is a description of the observation stage and intervention area in order to explain the details of the research mentioned previously, which will create a connection with the research questions. The following chapter explores the theoretical background, with definitions of all the relevant concepts and theories. It approaches the topics of: young learners learning English as a foreign language (EFL), practising writing and spelling and the role of feedback in foreign language learning. Furthermore, it outlines the strategy used in the attempt to improve students' spelling skills: peer-feedback. The third chapter consists of the research design, which describes the methodology used and justify the data-gathering tools involved in the research. In addition, there is a description of the intervention plan and the cycles of the Action Research Project, which contextualises and describes the activities, as well as present the analysis and interpretation of the results. The final chapter addresses the conclusion, the limitations of the study and suggestions for further research.

This Action Research Project aims to clarify the involvement of the strategy of peer-feedback regarding spelling skills of young learners in primary school. This ARP focuses on one specific fourth grade class of a school situated in the city of Porto, Portugal. This project aims to answer the following research questions: "Can students in the 4th grade EFL Primary Classrooms use the strategy of peer-feedback?" and "How do students respond to the strategy in terms of motivation and engagement?"

1. Chapter I –Justification for action

The following Action Research Project was part of the Master's in Teaching English in the 1st Cycle of Basic Education. It started with the curricular unit of Introduction of Professional Practise (IPP1), where the observation of third and fourth grade English classes led to the focus of the area of intervention in question.

The observation period happened in the *Agrupamento de Escolas Aurélia de Sousa* (AEAS) between the months of February and June of the academic year of 2024/2025. During this period of time, the Zero Cycle – which focuses on observation of the 3rd and 4th grade primary school lessons in order to select a focus for improvement – was conducted. From there, a plan of action was designed, later being implemented during the months of September and December 2025.

To aid understanding the area of intervention, the following section describes the school context, mentioning the school where the research took place, the curriculum adopted by the school, and the class profile. Additionally, it describes the Zero Cycle and the observations, as well as the intervention area. Furthermore, it will provide a justification for the research questions chosen.

1.1. School context

1.1.1. School cluster of A.S.

The Action Research Project (ARP) took place in the School Cluster *Aurélia de Sousa*. This cluster was created on 4th July 2012, through a government decree. It merged the *Aurélia de Sousa* high school with the School Cluster Augusto Gil. The school cluster offers all teaching cycles from preschool to the twelfth grade.

This school cluster is composed of 5 schools: three primary schools (two of them which include preschool), Escola Básica (EB1) Augusto Gil (which has second and third Cycle grades) and Escola Secundária Aurélia de Sousa. Despite the teaching practice having taken place in two of the three primary schools – Escola Básica Fernão de

Magalhães (EBFM) and Escola Básica e Jardim de Infância da Fontinha (EBF) – the data gathered for this Action Research Report focused on the latter.

1.1.2. E.B.1 / JI Fontinha

Escola Básica e Jardim de Infância da Fontinha is located in the St. Ildefonso, district of Porto. The school has preschool and first cycle classes, which happen in adjacent buildings. The first cycle classrooms are relatively spacious, which allows enough space for the children and for different activities to be done in the lessons. The school also has three rooms that serve as a library for the students.

Unlike many other schools, where the English language lessons are given in the generalist teacher's classroom, this school has a specific room for the English lessons – the English Classroom. When it is time for English lessons, the generalist teacher sends the students to that classroom. To allow for scaffolding and a better understanding of the language, the room – which was provided by the school specifically for the purpose of the lessons – is decorated with visual aids, such as posters, flashcards, students' work, amongst others. The classroom layout consists of twelve desks, grouped in pairs, which form six groups of 'islands'. Each group has either one or two representatives, who have the task of gathering and putting away the materials (notebooks, coursebooks, students' books).

The layout of the desks allows for students to share their ideas and communicate when the lesson has that particular focus. That possibility, which supports the idea of the strategy Think-Pair-Share (TPS), allows students to improve their speaking skills, as well as feel more confident. In the words of Siwalette (2025, p.32):

(...) cooperative and interactive learning strategies have emerged as effective alternatives that promote deeper learning and active engagement. (...) TPS also reduces the pressure often experienced in full-class discussions by allowing students to first process their ideas privately and then gain confidence through peer support.

However, the strategy of Think-Pair-Share can be considered time-consuming. Nevertheless, it is beneficial to allow students to take an active role in their learning process and have them communicate with one another. Additionally, students seem to enjoy the moments where they can speak with one another and exchange opinions.

The observation of those phenomena inspired the choice for the strategy used in this Action Research Report. The students' preference to discuss and compare their work, as well as their opinions had a crucial role on my focus on the strategy of peer-feedback in order to improve their writing skills, more specifically the spelling of certain words.

1.1.3. Curriculum

Following the curriculum guidelines – '*Aprendizagens Essenciais*' (AE) and the *Perfil do Aluno à Saída da Escolaridade Obrigatória* (PA) – students start learning English as a Foreign Language (EFL) in the beginning of the third grade in primary school. In public schools, the young learners have English lessons twice a week, usually on non-adjacent days, as is the case in this school cluster. The schools adopted the coursebook series 'Easy-Peasy English' (Abreu & Esteves, 2022), for both third and fourth grade levels.

The spelling activity implemented for this ARP is based on the vocabulary of the AE, which the students learned in lessons using the adopted coursebook. The activity consisted of six categories of words, all of which were learned in the third grade, and coincide, approximately, with the division of the units of the coursebook.

1.1.4. Class profile

The ARP focused on one specific class of the school EB1/JI da Fontinha. It was a fourth grade class with 20 students enrolled at the time of the research. It is a diverse

class, with students of eight different nationalities. The students' age varies between nine and eleven years old. There are nine boys and eleven girls in the class. However, from the total of students in that class, only fourteen took part in the activity for this Action Research Project. The students involved in the study were students who had finished the task given in the lesson, the fast-finishers. Those students would be called into the activity in pairs.

From the students in question, five of them are boys and the other nine are girls. All students are between the ages of nine and eleven years old, four students being the youngest age, eight students being 10 years old and the other two being the oldest, at eleven years old. The group is still diverse nationality wise, consisting of students of six nationalities. The majority of the students (five) are from Brazil, three students are from Bangladesh and three from India. The remaining three students are from Egypt, Angola and Israel. The students were in the same class, regardless of those factors. The age the students had their first contact with the English as a foreign language varies, as well as their skills, confidence, preferences and personality types. These differences might have influenced their level of understanding, performance and overall participation in the activity. Those possible correlations will be discussed in the results section of this report. The students in question were, overall, motivated to learn, having a good attitude towards learning English, having mentioned enjoying being in and participating in the English lessons. They were also rather communicative with one another, taking a liking to pair and group work. However, that trait would occasionally result in interruptions in the teaching.

1.2. Observations and intervention area

This ARP is divided in three separate stages – also known as cycles. The observation stage consisted of the zero cycle, between the months of February and June 2025, which happened during the second semester of the academic year of 2024/2025. That period was crucial in restricting the possibilities for this study, therefore creating a

focus for a specific intervention area, which is the need to improve the students' ability to write words correctly.

Once the intervention area was decided, research into how to achieve said aim, through what strategies and how was conducted, creating a more specific timeline and plan of action for the Action Research Report in question. The intervention area was studied and analyzed during the First and Second Cycle of the research, which happened during the first term of the academic year of 2025/2026, during the months of September through October.

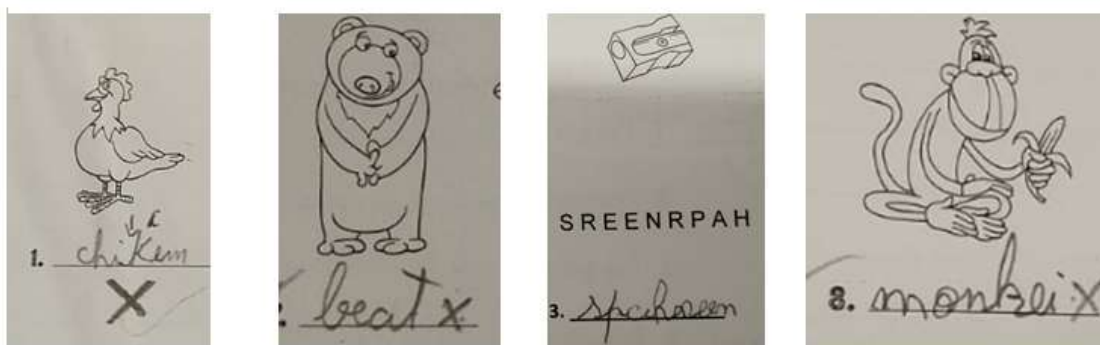
1.2.1. Zero cycle and observations

The Zero Cycle was a crucial moment of this investigation, as it was when it was possible to observe the lessons and get to know the students. From sitting in on those lessons, I started to see a certain pattern. As was expected, there was a rather heavier focus on the skills of listening and speaking, rather than the other two (reading and writing). The students would learn new vocabulary through listening to a word, associating it with a visual aid of some sort (e.g. an image) and later practising the pronunciation of said word. The focus was on recognizing and understanding the meaning of the word, only later focusing on reading the words in a specific context and writing them in specific exercises.

Despite the above being a well known technique for teaching young learners new vocabulary, a topic that will be discussed in the Theoretical Background of this report, it might be one of the reasons why the students seemed to struggle with writing. Throughout the lessons, there were multiple moments where students would make spelling mistakes in the words they were writing. Their spelling would often be incorrect, regardless of whether the students were copying the word from the board or writing it in an exercise. It was a recurrent issue that would happen throughout the different lessons and in both third and fourth grades, regardless of the student's age, nationality or level of proficiency in the language. The types of spelling mistakes would differ as well: sometimes missing a letter from a specific word, switching letters

around, occasionally adding an additional letter, but perhaps the most common mistake would come from the attempt to write the word as it is pronounced, showing Portuguese influence. An example of each mistake mentioned is provided in the figure below:

Fig. 1 – Spelling Mistakes



Those observations lead to questions. How often would students make mistakes? Were they able to realize when a word was spelled incorrectly? And what could be done in order to improve that problem? Further research was done in order to better understand the situation and what the next steps should be.

1.2.2. Intervention area

Having decided on the topic of the research, the next step was to consider what strategy would be more appropriate and effective to improve the problem at hand. That was the focus of the beginning of the First Cycle. From mid-September, for approximately a month, the focus was to better know the students and the way they worked, as well as their preferences, personality traits, and so on.

During that time period, it became clearer that the students had a certain preference towards talking amongst themselves whenever they had the opportunity. Taking that into consideration was one of the reasons that led to the choice of the

strategy chosen: peer-feedback. The goal was to attempt to comprehend whether the assistance, feedback or advice from a peer could help them realize their mistakes and improve their spelling skills.

1.3. Research questions

Having decided on the intervention area, as well as the strategy to be used, the following step was to define the research questions, in order to determine the type of information that would be gathered for this Action Research Project. From there, two research questions were established. Firstly, there was the question of whether or not the students were able to use the strategy of peer-feedback applied to spelling skills regarding vocabulary. Said question is noted below.

1. Can students in 4th grade EFL Primary Classrooms engage in peer-feedback about spelling?

Secondly, there was the question of how the students would react to that specific strategy being used within the classroom, especially regarding motivation and engagement. Said question is also mentioned below.

2. How do students respond to the strategy in terms of motivation and engagement?

2. Chapter II – Theoretical background

This chapter explores the theoretical background of the concepts, theories and studies that have informed the current ARP. Firstly, the topic of how young learners learn EFL and the role of interaction and scaffolding is addressed. Secondly, there is focus on practising writing and spelling, which addresses the importance of consolidating written work as well as the importance and challenges of written spelling. In addition, the role of feedback in foreign language learning is also addressed, as well as the strategy used in this ARP, peer-feedback. That strategy was used to assess the students' spelling skills, as well as their ability to reflect on their learning.

2.1. Young learners and learning EFL

Ellis and Brewster (2002) mention that in traditional whole-class teaching the teacher works as a conductor, providing practise, explaining language points and modelling the language and procedures. That is useful, as it can provide inspiration, structure, guidance and purpose to the learners. That technique allows the teacher to manage learning, as the teacher controls the actions in the classroom and has a higher teacher talking time (TTT). However, this technique limits the opportunities for the students to have real interaction, as it is often about repeating what the teacher says. It also might lead to a passive behaviour in the students, as they do not spend much time working in pairs or groups and, consequently, may not be encouraged to reflect on their learning. At the other end of the spectrum there is the learner-centred approach, one which allows the pupils to interact with one another, working and engaging together in, possibly, a less controlled and more creative way. This approach highlights the need to maximise learning by having students take on an active role in their learning, as well as provide both support and challenge. According to the authors, tasks based on this approach allow the students to express their opinion, ask each other questions and make suggestions. Since young learners are still learning to

socialise and interact with the world around them, the types of tasks or activities (such as games and discussions) that follow a learner-centred approach are important, as they encourage pair and group work within the lessons.

However, for the learners to be able to take part in said activities and engage in pair or group work, they need support. Ellis and Brewster (2002) described seven principals about how the transfer of language learning skills can happen from the first language (L1) to a second language (L2). The first one explains the ability children have to grasp meaning from what they observe (such as body language, intonation and gestures). That allows teachers to draw on this skill in L2 by contextualising the language and providing visual support. That support can come through the form of scaffolding, a technique that provides temporary support to aid learners reach a higher level of understanding. In addition, the use of scaffolding in the classrooms can allow for a balance between the providing support and challenge (6th principle). With that support, young learners should be able to take part in activities and engage in pair or group work, being able to communicate with one another and achieve a goal. In this study, the young learners would communicate with one another by providing and receiving feedback (peer-feedback), which would help them succeed in the spelling activity.

2.2. Practising writing and spelling

When learning a foreign language, especially in the beginning levels with young learners, there is usually a focus on vocabulary first. According to Alecsandri (2021), the way young pupils acquire language tends to follow a specific order: it starts with contextualisation, leading with hearing the spoken version of the word and later creating an association of that spoken version of the word and the corresponding image or visual. This is followed with drilling the word and reading it. That sequence, often adopted by numerous teachers, allows the assimilation and understanding of new vocabulary. That sequence reveals a focus on listening and speaking. That could

be due to the fact that children, in the early years of learning, are still learning to read and write in their L1, which might make it harder for them to learn how to write in a foreign language. Ellis and Brewster (2007) support the importance of practising listening and speaking first, stating that children should not be asked to write something that they cannot say in English.

Hussain (2006, as cited in Monteiro, 2017) pointed out that the writing skill is usually not the focus when it comes to learning English as a foreign language in primary school. In Portugal, there is a tendency to focus on practising speaking. Despite the mention of the written comprehension, written interaction and written production in the 'Aprendizagens Essenciais' in both third and fourth grade of primary school, these appear to have a lesser role compared to the other skills. Even in the wording of the aims, the sentences are often accompanied with the words 'small' and 'simple', as well as simple types of activities, such as copy and write words as well as ordering letters to form a word. The coursebooks may also play a role in the lesser focus in practising writing, as they happen to have more exercises and activities for listening, reading and speaking than writing. In many scenarios, the students practise those skills more often and are not given a lot of opportunities to practise writing. Even in the exercises that focus on writing, the task is rather simple, not allowing for personalisation or reflection. It tends to be a product-focus model (success being measured by the correct answers and the end product) rather than process-focus model, which focuses on understanding, decoding, and visualisation and the writing in itself (Checa et al., 2017). Those types of exercises and activities, along with the wording of the goals present in 'Aprendizagens Essenciais' might have a role in the lack of practising writing, which might explain why writing might not be a predominant skill in Portugal.

Nevertheless, it is important to point out how crucial it is for young learners to consolidate the written form of the word. In the early stages of learning to write in a foreign language, learners might benefit from copying words, as it gives them the opportunity to practise handwriting, as well as develop an awareness and confidence in English spelling. (Ellis and Brewster, 2002) However, it is important that young learners move up from copying to practising writing. According to the authors, writing

is a good memory aid. It also allows acquiring language, as in selecting and spelling words correctly and helps learners gradually consolidate a range of vocabulary. That practice allows the words to be more familiar and the spelling of words to become more automatic. This raises the students' confidence regarding writing and practising English, which benefits them in the following years.

Spelling is crucial when it comes to writing. Spelling words incorrectly has a negative effect on the message, as it becomes harder to decipher, and might lead to misunderstandings or confusion. Consequently, incorrect spelling leads to further difficulties in writing, as mistakes and errors can become fossilised if not corrected, as well as raising the level of difficulty regarding reading the message. (August, 2011). In order for communication to be effective, one needs the knowledge of the vocabulary, and needs to be able to apply it correctly and with the correct spelling. However, according to Nie and Ismail: "Spelling is one of the difficult skills to be mastered due to the inconsistencies of the English word structure." (2022, p.178). The existence of irregulars, for example – such as in plurals, verbs – leads to more doubts and confusion. That could be a possible reason as to why young learners struggle with written spelling. The inconsistencies in the English word construction also have a crucial role in the matter. To begin with, the existence of different sounds for the same letter or combination of letters might create confusion in the mind of young learners as they attempt to spell out words. The opposite also happens, as there are cases of sounds that can be expressed using a variety of letters or letter combinations. Without a deep understanding and a certain level of memorisation, the young learners might struggle with spelling, which will affect writing. Other factors, such as the existence of silent letters within English words, might have a similar outcome. This factor, which is not an occurrence in the Portuguese language, might lead to spelling mistakes. There might also be a certain level of confusion due to mispronunciation of a word, as young learners might pronounce the word as they would read it in their first language. Additionally the variation of the English language, such as American English and British English, might lead to confusion if there isn't a clear distinction between both, as the spelling of a particular word might differ depending on the version. An example is the word 'color' (American English) and 'colour' (the same word in British English).

According to Cameron (2021), the writing activities that happen in classrooms are often in support of other aspects of language learning, such as writing down vocabulary in order to remember it. That could possibly mean that there is not an equal focus in teaching each one of the four skills, leaving less time to let students practise their writing skills. However, in general, the level of the young learners' writing skills tends to be slightly behind their levels in the other skills, such as speaking and listening. That could be due to the lesser focus that it receives, as well as to the complexity of the language. Therefore, students need time to practice their writing skills, as well as the spelling of the vocabulary known to them. When practising their writing skills, it could be beneficial to have students provide and receive feedback due to its supporting role in foreign language learning.

2.3. Feedback in foreign language learning

There seems to be a consensus over the importance of feedback in the area of foreign language learning. According to Gjuzi and Aliaj, feedback is "... an important tool for formative assessment, primarily used to evaluate how successfully a task is completed." (2024, p. 705). The authors also refer to Ramaprasad's (1983) definition of feedback and mention how feedback It should be clear and precise, as to ease communication and avoid misunderstandings.

However, according to the authors, questions often emerge regarding the functions, forms and effectiveness of feedback. Studies in the area of educational science presented new perspectives on feedback in pedagogical contexts. The goal of feedback is often to improve the quality of learning performance and processes. Nevertheless, in order to better understand the concept, one must understand the evolution of the concept of feedback. Historically, the concept originated in the 1960s from the behaviourist learning theory, acting as a positive reinforcement. Over time, the perception of the concept has shifted. Now, according to the authors, the concept aligns more with the goal of understanding evaluation. Regardless, Gjuzi and Aliaj

claim that effective feedback requires collaboration between learners and teachers, involving discussions to analyse and understand performance, retrospectively and prospectively. The authors explain that the process helps to overcome obstacles and make decisions on further learning. In order for feedback to be effective, it is important to consider three factors: the teacher, the feedback, and the learner. The teacher emphasises evaluating and reflecting to enhance learning outcomes, acting as facilitator and researcher, actively participating in the learning process. The learner, on the other hand, must receive and understand the feedback, which, to be effective, should focus on the task performances and performance levels relative to their goals, addressing the causes of failures. The learner is also supposed to analyse and reflect on it. Both people involved in the situation (of giving or receiving feedback) must work together and listen attentively, so as to allow each other to learn from the experience and improve. Feedback can be a formative process, offering continuous support and assisting with learning through revision.

According to Gjuzi and Aliaj (2024) feedback can be categorised in various way and be divided into different types. The first division, and the simplest according to the authors, is the distinction between oral and written feedback. While oral feedback tends to occur during the lessons, written feedback in schools usually takes place in the form of grades, often received at the end of a term. Those grades provide a comparison of a learners' performance with their peers but does not offer personal insights regarding the student as an individual. Nevertheless, written feedback also takes other forms, such as comments on someone's work. Another distinction pointed out by the authors (as cited in Maier, 2019, and Hattie, 2014) is between summative and formative feedback. Summative feedback summarises a performance, i.e. a mark in a test. That tends to be more dominant in traditional education. At the other end of the spectrum is formative feedback, a concept which was introduced in the mid-1990s. This type of feedback integrates evaluation into the learning process, aiming to empirically assess learning gains. That type of feedback might include informative feedback, which is provided after task completion. That type of feedback informs the learners about the gap between their current state and the desired level, additionally suggesting ways to bridge the gap (as cited in Narciss, 2006). Another form of

formative feedback is motivational feedback, which uses rewards or punishments with minimal impact on learning outcomes. Within the category of informative feedback, the authors point out a division into five different types:

- Knowledge of Performance (KP) – summative feedback on performance after completion of a task.
- Knowledge of Result (KR) – Information on whether the answer is correct or incorrect.
- Knowledge of the Correct Response (KCR) – Providing and explaining the correct answer.
- Multiple Try Feedback (MTF) – providing opportunities until the correct solution is found.
- Elaborated Feedback (EF) – providing additional information to aid future tasks

The different types of feedback can be applied in different circumstances, depending on factors such as how it is provided (oral or written), goal the person giving or receiving feedback pretends to achieve, and so on.

2.4. Peer-feedback

Peer feedback happens between two students, rather than involving a teacher or an educator. The basis for feedback is often associated with the Sociocultural theory of Cognitive development of Vygotsky. This theory emphasised the importance of human social interactions and the role of relationships in learning. To Vygotsky, the social context of a child's development was crucial, as the theory claims that the way children learn is influenced by each students' social surroundings. (Clabaugh, 2010). Clabaugh also points out how in Vygotsky's theory of learning there is a focus on mistakes and how they are crucial to shaping future learning. To Vygotsky (as cited in Clabaugh), "knowledge formation is a dynamic, ever-changing activity" (Clabaugh, 2010, p. 6), and having mistakes as an integral part of humans' development. The mistakes and correction lead to the incorporation of additional information gained

from experience. That, again, reveals the importance of social interaction in learning. In this theory, Vygotsky coined the term 'zone of proximal development' (ZPD), which explained how children can learn more through the help of someone more knowledgeable or more skilled than themselves, compared to what they would learn on their own. (Vygotsky, 1935). Vygotsky's theory does not involve implicitly a role taken upon by a teacher; it only clarifies that it should be someone more knowledgeable or skilled than the person they are assisting. The focus on that theory is on the social interactions. Those, along with the collaboration amongst the people involved, form the concept of feedback. Therefore, feedback can be provided and received amongst students. That type of feedback is known as peer-feedback.

Peer-feedback is often associated with other similar concepts, such as peer-correction, peer-review, peer-editing and peer-assessment. This is due to the different types of feedback that can be provided between the students. Since formative feedback (which is focused on the learning process) includes informative feedback (which happens after a task), the concept of peer-feedback has its similarities with peer-review. The category of informative feedback subdivides into different types of feedback. The feedback regarding knowledge of result (KR) clarifies whether the answer is correct or not has similarities with the concept of peer-assessment due to the judgement on correctness, while the feedback regarding knowledge of the correct response (KCR) has points in common with peer-correction. Peer-feedback can, therefore, be considered as an umbrella term, due to the diversity of the categories within, all which differ regarding the type of feedback the individual intends to provide or another individual requires.

2.4.1. Peer-feedback in YL EFL classrooms

Young learners learn English as a foreign Language differently than other learners, such as older individuals (adolescents or adults). They have high levels of physical energy, which leads to the need to be physically active. Additionally, their wide range of emotions and the speed at which they can get bored can affect their attention span in the lesson or their performance in a task or activity. They can easily get distracted,

despite being rather enthusiastic, can also take a toll on their learning. It is important to take into consideration those factors when planning lessons for children within that age-range. A way to maintain their interest in what they are doing and learning is to personalise the activities in the lesson. Children tend to love to communicate, give their opinion, regardless of whether it was asked for or not. That knowledge leads to the creation of opportunities to let students use the strategy of peer-feedback in the classroom.

This strategy allows students to comment on each other's work, creating an interaction in which students can give their opinion while being guided by the teacher. Vygotsky (1978, as cited in Rouka & Anastasiadou, 2020) points out the benefits of having students actively interact with a more knowledgeable individual in his theory of sociocultural theory. That interaction allows communication in authentic situations, which leads to the increase in existing knowledge. Rouka and Anastasiadou also point out the role of scaffolding in the interaction, as it allows the young learners to achieve higher goals or results through the help of the peers (feedback). Therefore, peer-feedback is crucial for students' development of learning, as the strategy allows them to enhance their knowledge and skills through social interactions. The theory of collaborative learning by Johnson and Johnson (1999) also supports the use of peer-feedback in EFL classrooms, due to having students work together with one another in order to improve their skills or receive additional knowledge. Additionally, having EFL students use the strategy of peer-feedback can also assist with cognitive development and positive attitudes towards learning due to the active role they take on, as well as enhance students' social and cooperative skills and develop critical thinking skills. That same strategy can also raise students' confidence and independence throughout the process, as they practise learner autonomy, through stimulating learning opportunities.

2.4.2. Ability to reflect

All types of peer-feedback require dialogue between the two (or more) individuals involved and function better if students reflect on the work and on their learning. The individual providing feedback needs to process the peer's work and the individual receiving the feedback must be attentive to what it is being said or demonstrated by the other to improve the skill that is being practised. That ability to reflect and think about their learning is known as metacognitive knowledge. Metacognitive knowledge is:

the knowledge about learning that learners of different ages and learning proficiency hold, and which influences how they face the language learning process and the expectations they have about the result of their efforts. (Cardenas, 2009, p.25, as cited in Cravo, 2018, p. 2)

Cravo points out how success in language learning depends on the students' knowledge about their learning process. Having students communicate with one another about activities related to what they were learning allows them not only to develop their communicative skills but also to promote learner autonomy, which is crucial for their development. From having the students talking about the topic at hand (the vocabulary and the spelling of the words), they were practising the language in an authentic situation. And by having them think about what they were doing, practising metacognition, they were using one of the metacognitive strategies identified by Ellis and Ibrahim (2015) – reflection. Reflection involves a conscious voluntary effort, an action that young learners should be able to have (Pinter, 2006). Pinter points out that reflection is crucial to effective learning and that learners should be encouraged to reflect on their learning (i.e. the interactions between one another). However, in order for the students to be able to reflect effectively, the teacher should offer some guidelines and provide support for the students, such as asking questions in a clear direct manner, using simple vocabulary and give the young learners time to think.

This ARP aims to check the students' ability to engage in peer-feedback regarding the spelling of vocabulary they have learned the previous year. For that, students need

to be able to reflect on their learning, analyse the work in front of them and provide feedback regarding the content (e.g. if the word is spelled correctly, if not, what the mistake is, and so on). However, students might face some challenges when reflecting, such as lack of knowledge, inability to express themselves in English and lack of experience regarding expression. Those challenges can make it more difficult for students to engage with the strategy of peer-feedback.

3. Chapter III – Research Design

This chapter provides clarity on the structure of this Action Research Project. It starts with a description of the methodology involved in the study, as well as a justification for the data-gathering tools. It continues with an explanation of the intervention plan, contextualizing the activity within a time frame and the cycles within the Action Research Project. Finally, it presents the results gathered, and provides an analysis and interpretation of the data.

3.1. Methodology

As Bell (2010) points out, action research is not a method or a technique, but applied research in which the researcher has identified an area for improvement. The research aims to tackle the specific topic. This Action Research Project was conducted with the aim of assessing and improving the level of the learners' spelling ability, along with testing their ability to use the strategy of peer-feedback. The students would focus on a word at a time, which was spelled incorrectly. They had to identify the mistake and correct it by spelling the word as they believed fit. In the next step, their peer would attempt to use the strategy of this study (peer-feedback). The pair would discuss and share their opinions, in order to fulfill the goal of spelling the word correctly. This discussion allowed them to take on an active role in their learning, be

more autonomous and more responsible regarding their work, taking on a role similar to an educator.

The reflective nature of this ARP allowed improvements throughout the time period in which it was implemented. According to Burns (2005), Action Research (AR) has simultaneous focus on action and on research. The action part involves planned intervention, concrete strategies, and activities that are developed during the research stage. This intervention through action occurs when there is a gap “between the ideal and the reality that people in a social context perceive as in need of change” (Burns, 2005, p. 58). The research element involves collection of data, as well as the analysis and interpretation of the information, so as to allow reflection on the findings. That reflection leads to adjustments, which, due to the flexibility of the processes within the AR, might steer the investigation in a slightly different path, depending on the meaning and interpretation. Those, along with the specific circumstances in which the study occurs, dictate the further actions in each stage of the AR. Due to the flexibility and certain level of uncertainty regarding the research process, numerous models of the AR process have been proposed over the decades. Kemmis and McTaggart (1988) created a version that focuses on four essential stages of this process, creating a self-reflective loop: plan, action, observation, reflection.

This Action Research Project followed the structure of the model of Kemmis and McTaggart (described by Burns, 2005, p.59). The planning stage is a prospective to action, in which one recognizes the real constraints and the potential for effective action. This happened during the Zero Cycle, in which the students were observed struggling with spelling, which lead to the question of how that could be improved. The learners’ tendency to talk with one another during the lessons pointed out how giving them an opportunity to verbalize their thoughts could be beneficial to them. That realization led to the selection of the strategy of peer-feedback. Using that strategy allows students to have more responsibility and autonomy in their learning, which is beneficial to them. The Action stage revolves around implementing the intervention, as it is a deliberate and controlled stage working towards improvement. The third stage (observation) is responsive, as it is critically informed by the action and its effects, as well as the context of the situation. In this stage there was the

collection of data through the learners' work as well as observation grids. Lastly, there is the reflection stage, which is evaluative. It is the moment where the researcher analyses the process, problems, issues and constraints of the action.

The study adopted a qualitative approach that gathered information through the multiple data-gathering tools. That allowed the triangulation of the collected data. Qualitative data were collected through fieldwork notes, observation grids (filled in during or immediately after the students did the activity), the students' work and questionnaires filled by the students. The quantification of the qualitative data during analysis and interpretation of the results led to quantitative data.

This action research project was conducted during the months of September through mid-December, with fourteen fourth grade students, all within the same class. The students involved study in the school of EB1 / JI da Fontinha, at the Aurélia de Sousa school cluster. Despite having observed the difficulty regarding spelling throughout the entire class, the group of students was chosen due to their ability to finish lesson tasks quicker (fast-finishers), as the activity was implemented during lessons. Their personality traits and their English proficiency level were also taken into account when selecting the students and the pairs each time the activity was implemented.

3.2. Data-gathering tools

Four data-gathering tools used during this action research project collected qualitative data. The tools are: fieldwork notes, observation grids, students' work and questionnaires. The data-gathering tools were chosen in order to allow the triangulation of the data collected (Bell, 2010). The students' anonymity was ensured by having a code name with two letters for each student involved.

3.2.1. Fieldwork notes

Fieldwork notes were used during the Zero Cycle of the action research project, during the observation of the lessons taught by the mentor. These notes were taken on the lessons taught to both third and fourth grade classes from the two primary schools of the school cluster in which the mentor taught – EB1 /JI da Fontinha and EB1 Fernão de Magalhães.

Fieldwork notes can document contextual information. Comprehensive fieldwork notes can be useful in guiding the future of the research as they can lead to critical reflection of the data collected (Phillippi & Lauderdale, 2018). However, the authors claim that, despite the literature research, there does not seem to be a consensus on a concrete guideline to write fieldwork notes. In this study the fieldwork notes were written by hand in a notebook during the English as a foreign language lessons. If, for some reason, it was not possible to write it down at the specific time, the annotation would happen immediately after the lesson. Despite starting broader, with time the focus narrowed on writing, and later on spelling, as the challenges regarding that matter were often observed. Despite the observation of both third and fourth grade English as a foreign language lessons, the focus of the report centred in one specific fourth grade class.

3.2.2. Observation grids

Observation is aimed at exploring a particular phenomenon in order to describe it as faithfully as possible and to understand it (Formisano, et al., 2024). It is about paying attention to specific moments and gathering relevant information about them, in order to later analyse the findings. It is often used by educators and researchers to gain a better understanding of the environment around them. It is crucial to a research process, especially in the initial stage of the procedure, as the researcher can rely on that registered data to analyse the results without the risk of

forgetting important details. In order to ease the analysis of the data collected, the researcher often resorts to the use of observation grids, as it is more systematic. (Plesan, 2021)

The observation grid (see appendix 1) included nine factors that were observed each time, so as to allow the grid to be filled in while students did the activity. Each component – such as whether or not the student spoke in English and if they helped the colleague – had one of the three following options: yes, sometimes or no. That allowed filling the observation grid quicker, which was useful as the students needed assistance with the activity. The components of the observation grid focused on the different type of factors: factors regarding the context that would help analyze the data (such as whether they knew the word was misspelled and if they could identify the mistake and correct the word) and factors that related to the strategy of peer-feedback (such as the ability to give their opinion regarding another student's work and receive other opinions). The observation grid also had a space, under the table, for other notes, if it seemed relevant at the time. These observation grids included the code name of each student in order to better analyze data and compare results, as well as the date at the top of the page. The observation grid in this study was filled in each time a pair of students did the spelling activity in question. The first activity implemented in the first cycle was slightly different from the one that followed (see section 3.3 below). The observation grid was filled in after each time the activity was implemented. The students took turns, one doing the spelling activity first and the other using the strategy of peer-feedback, then switching the roles. Therefore two observation grids were filled in each time, one focused on each student in that pair.

3.2.3. Students' work

The focus of the research was to assess the students' spelling skills, as well as to check their abilities to use the strategies of peer-feedback on the matter. In order to see if the young learners could, in fact, spell the words correctly, it was crucial to have them write them down on paper. Additionally, the students' work would also help to

analyze the collected data, information such as the pairs and their opinion on the level of challenge regarding the activity, which they wrote down in the spelling notebook, would give additional information on the matter. The students were asked to select the level of challenge in two aspects: identifying the mistake and correcting the word. For each one, the options were: 'very easy', 'easy', 'so-so' and 'difficult'.

3.2.4. Questionnaires

It is important for an action research project to include multiple data-gathering tools, so as to gather more information, and different perspectives on the matter that is being researched. Data-gathering tools such as observation grids are useful but limited. The learners' work offers information on their learning and achievements, but not on the attitudinal factors of the research, such as their motivation and preferences. Questionnaires, while still a formal approach, can offer that additional perspective, as they can show the students' side and allow them to give their opinion on the subject. There are multiple advantages of implementing questionnaires in an action research project, such as their simplicity, which facilitates the analysis of the collected data (Crowley, 2021).

The questionnaires were implemented towards the end of the action research project, during the first cycle. They were handed out to students to better understand the learners' attitudes towards the activity that was implemented, as well towards the strategies used. The questionnaire included ten questions/statements. Eight of them were closed multiple choice statements in which they had four options to choose from to agree or disagree with the sentence above. Those statements were about whether the students' opinion regarding writing and writing in English, their ability to do so and their opinion on the activity and working in pairs. The statements also indirectly referred to the efficiency of the strategy (if talking with someone helped doing the task) and their performance regarding the task itself (if they were able to correct the words as well as if they could speak in English while doing the task). The last two were multiple choice questions,

which included a space below where they could use to leave additional information they wanted to share. Those last questions allowed the students to reveal what felt the easiest and the hardest regarding the spelling task.

The questionnaires allowed students to reflect on their participation in the activity, as well as their learning. Additionally, the information gathered allowed the comparison between the students' work and their opinion.

3.3. Intervention plan and the spelling activity

The aim of this action research project was not only to identify a specific topic that could be improved, which would happen through the use of a particular strategy but also to assess the efficacy of said strategy. In the following sections there is a description of the intervention plan and the stages within (the cycles). In addition, there is a contextualization for the activity as well as a description of the spelling activity.

3.3.1. Intervention plan

An action research project requires a detailed intervention plan. To Drummond and Themessl-Huberhe, action research is “both a polyvalent and controversial concept” (2007,p. 431), as it accommodates different theoretical approaches and does not have a consensus as to a specific set of methodical standards within the professional and academic research communities. Despite the differences in opinions regarding the structure, the authors claim that there is a common denominator amongst them, which is the process of an action research being motivated by theory and grounded on practise. The authors comment on the interpretation of Lewin (1945) regarding the cyclical process of the action research process.

According to Lewin (1945, described by Hart and Bond, 1995), the first step of the fundamental ideas is planning. That is the more general stage in which the focus is to consider the objective and how it could be achieved. This happened in the zero cycle of my research, as it was the time period in which the goal was to identify a problem through observation, and gather evidence for said problem as to justify the need for action, as well as to consider a strategy for solving the problem and consulting the literature. This cycle happened between the months of February and June of the past academic year (2024/205). That was the time period when the mentor's lessons were observed, which led to the decision of the problem that needed improvement (spelling) and on the strategies that could be implemented in the school (peer-correction and peer-assessment). According to Lewin (1945), by the end of this cycle there should be an overall plan. Having formulated the research questions, those which incorporate the chosen strategy, there was the devise of an action plan.

The next stage, the first cycle of the ARP, happened between the months of September and December. This cycle adopted, in a way, the four essential stages of Kemmis and McTaggart (1988), creating a self-reflective loop: plan, action, observation, reflection. There was the planning the start of the implementation of the strategies (plan), as well as the moment when the strategy was implemented in the school (action), as well as collection of data that provides evidence (observation). Those stages happened in the months of September and October. Also during that first cycle there is the processing and the analysis and interpretation of the data. That allows the fourth stage of Kemmis and McTaggart, the reflection. In this action research the reflection was towards the activity and the strategy being used. The students were handed out a small worksheet (see Appendix 4) in which they needed to identify the mistake and correct it, as well as attempt to use the language to justify the mistake in the word. The analysis and interpretation of the data gathered, along with reflection, allowed the needed adjustments for the activity, which was later implemented with the changes. The first cycle continued with the different spelling activity. The goal was still to correct the misspelled words but the activity in itself was more captivating and interactive. The learners do the edited activity in the months of

November and December and new data is gathered. Afterwards there is the analysis and interpretation of the new data, which includes reflection. Lastly, there is the use of literature to draw conclusions on the findings.

Throughout the next section there is a contextualization of the activity implemented, including both the first and the edited version, as well as the justification for the changes made for the second cycle of the research.

3.3.2. Contextualisation and description of the activity implemented

The first activity had a similar format to a small worksheet, one which contained one exercise with six words spelled incorrectly, along with an example above. The students would attempt to use the new language in the posters (e.g. it's missing a letter) in order to try to explain the mistake that was shown. The students had an example of the aim of the activity in the first line, as its shown with the word 'pumpkin', which lacked the letter 'P' in the first column. (see appendix 4). To provide further support, the students had access to a smaller poster, displayed on the wall, which explained the new words and how they could be applied (see appendix 5). The goal of the activity was for the students to attempt to use the language to explain the spelling mistake (e.g. a missing letter in the word) and write the word correctly in the next column. The students would do the activity sitting down at a table at the back of the classroom, in a learning space named 'Letterland'.

The activity was implemented in a class of children in which the students showed a significant amount of difficulty regarding spelling, which was observed during the zero cycle. It was a 4th grade class with students of different ages, nationalities and proficiency levels of different languages. However, not all the students were involved in the activity. Since the activity would be done during a lesson while the rest of the students focused on a different task, only a few (the fast-finishers) would participate in the activity at a time. The selection of the students was restricted to the number of students that had finished the task at hand. Those students would be called on to do the activity in pairs.

The students' reactions, along with their opinion, led to the improvements of the activity in question. The activity was still focused on identifying the mistake in a misspelled word, however the approach differed. In this stage, the activity involved six different categories, each category being represented in a paper cup (see appendix 6). The categories, which were adapted from the units of the students' third grade coursebook, were the following: identity, numbers, school, family and pets, seasons and weather and festivities. The students would select a category and take a paper from that cup. From there the students would identify the word despite the mistake and attempt to spell it correctly, writing it on a page of the spelling notebook (see appendix 2). The colleague would then look at the word and provide feedback. That student was invited to give their opinion regarding whether the word was spelled correctly or incorrectly. The student would, then, have freedom to decide the type of feedback to give to their peer. They were told to explain their thinking regarding what the other student had written, and they would decide if they wanted to point out the mistake verbally (explaining the mistake, e.g. saying it was missing a letter), allow their colleague try and correct it on their own or give a suggestion on how to correct it. The students were encouraged to speak in English; however it was allowed the strategic use of their L1 when necessary.

During the activity, the students would also answer two questions (on the page of the spelling notebook), regarding their opinion on the activity. At the end of the activity, the students would write the word on the poster on display on the wall (see appendix 7). This new version was implemented in the same class, from the beginning of November to mid-December. There was also a different display in the space regarding the activity. From the five original posters of the first cycle, only one remained, so as to maximize the use of the space on the wall. That motivational poster was incorporated in a bigger one (see appendix 7). Along with the poster, there was also a motivational class pet, a dinosaur toy called "Mister Bright". The students' familiarity with the term 'Mister' from the coursebook pet (Mister Tricky), along with the adjective of Bright led to the name of the pet which would stay in the learning corner – Letterland – in order to raise interest in the activity and increase motivation and engagement.

Despite the differences, the core of the spelling activity was maintained for both the first and second versions. Both versions in the activity aimed to check whether students could spell the words properly, as well as to checking if the students could put the strategies of peer-feedback into practise.

3.4. Presentation, analysis and interpretation of results

The results presented are gathered from the data-gathering tools mentioned previously: fieldwork notes, observation grids, students’ work and questionnaires. An attempt was made to record the interactions. However, the noise of the classroom along with the quality of the voice recordings proved that it could not be used in the study.

3.4.1 First version of the activity

This activity was implemented in October. Two students were called into the space – Letterland – for the first time. They sat together to do the activity. Neither student was able to finish the activity.

The students’ work showed that one of the students (OA) understood the activity and started to do it, as can be seen below:

Figure 2 – Spelling activity of student OA

1. The words are wrong. There is 1 mistake in each word. Find it and correct it.

A. Pumnkin	Mistake: <u>Missing a letter P</u>	Correction: <u>Pumpkin</u>
B. Wlsh	Mistake: <u>Missing a letter T</u>	Correction: <u>Witch</u>
C. Ghos	Mistake: <u>Missing a letter T</u>	Correction: <u>GHOST</u>
D. Vamplr	Mistake: _____	Correction: _____
E. Moratir	Mistake: _____	Correction: _____
F. Werewolf	Mistake: _____	Correction: _____
G. Zomby	Mistake: _____	Correction: _____

That student was not able to finish due to the lack of time within that lesson. The student could recognize the words despite the mistakes, and understood some of the language (with the help of scaffolding through the spelling vocabulary poster). But, as it was rather complex and lacked enough scaffolding, the student was unable to apply the new language. He was correcting the words during the time they had, spelling the words correctly, and attempting to use the new language. On the other hand, the second student (AO) had greater difficulties with the task at hand, as can be seen in the figure below:

Figure 3 – Spelling activity of student AO

1. The words are wrong. There is 1 mistake in each word. Find it and correct it.

A. Pumkin	Mistake: <u>Missing a letter P</u>	Correction: <u>Pumpkin</u>
B. Witsh	Mistake: _____	Correction: <u>bruxa</u>
C. Ghots	Mistake: _____	Correction: <u>fantasma</u>
D. Vampir	Mistake: _____	Correction: <u>vampiro</u>
E. Monstir	Mistake: _____	Correction: <u>monstro</u>
F. Werewofi	Mistake: _____	Correction: <u>lobo</u>
G. Zomby	Mistake: _____	Correction: <u>zombi</u>

This student could also recognize the words despite the mistakes but did not understand the new language. Instead of doing the activity, this student attempted to translate the words to her first language, Portuguese.

The observation grid also gathered information on the student's performance in the task, having factors such as: knowing the word was misspelled, ability to identify the word and ability to correct the word. One of the students (OA) noticed that the words were misspelled and the other only noticed a few mistakes initially. When aware of the mistakes, both students could identify the word correctly, however, only one could write the word correctly. The observation grid also provided insight

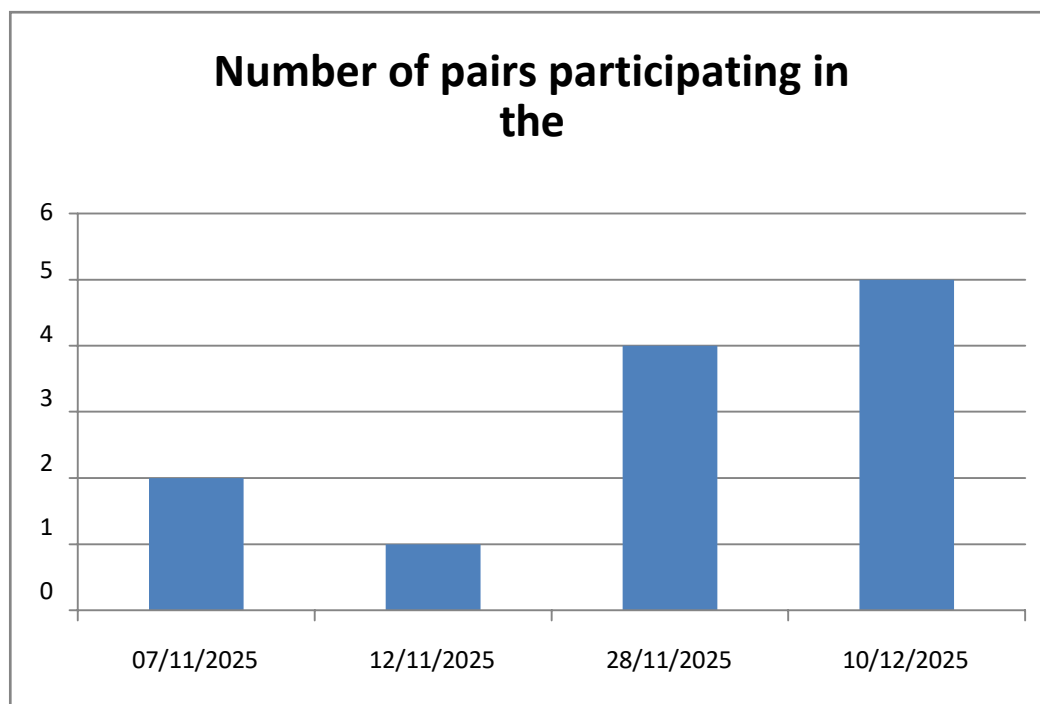
regarding the students' ability to provide and receive feedback. Student OA attempted to help the colleague and gave feedback on how to proceed. Student AO received the feedback but was not able to help the colleague. The observation grid of both students also provided additional insight in the observation sections (see appendices 8 and 9).

The students were unable to do the activity correctly. That could have been for a number of reasons, such as the design of the activity. The activity was not captivating or visually appealing to the students, which might have affected their motivation and engagement. The students already did worksheets and exercises somewhat often; therefore having them do more would affect their reaction and interest. The level of challenge in the activity might also be a possible cause for the results. The challenging activity required a certain level of proficiency in English in order to understand the poster with the spelling vocabulary, one that was also not very visually appealing to the students and included new language. Another possible cause could be the length of the activity. Having to correct with six words and explain the mistake would take time and effort, possibly more than what the students could be used to doing in the lessons.

3.4.2. Second version of the activity

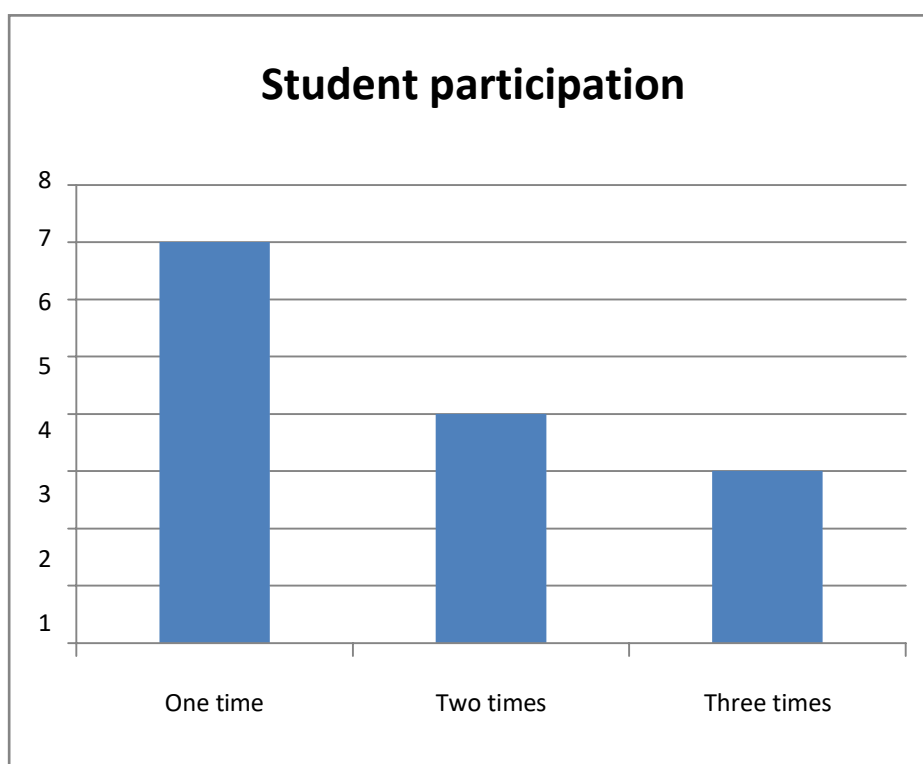
The new version of the activity was implemented in lessons during the months of November and December. The task followed a similar procedure. The students would still work in pairs and in the same corner of the classroom, Letterland. The fourteen students that took part in the activity were called in four separate lessons, on the dates of 7th November, 12th November, 28th November and 10th December. The number of pairs that participated in the activity in each lesson can be seen in the graph below:

Graph 1 – Number of pairs participating in the activity on each date



Due to the students being called into the space (Letterland) being limited to the students who were fast finishers in the lesson, not all students within that class were able to participate in the activity. It was also not possible to keep the same pairs each time. That led to a contrast in the number of times each student got to participate in the activity, as can be seen in the graph below:

Graph 2 – Number of times the students participated in the activity



From the whole class, fourteen students were able to participate in the activity. Those fourteen students participated in the activity between one and three times. Graphic 2 shows how half of the students only had the opportunity to participate in the task once, while approximately 29% of the students could do it twice and approximately 21% of the students could participate three times.

On the first date mentioned (7th November), two pairs participated in the spelling activity. The mistakes the students had to correct were the following:

Table 1 – Words and mistakes in the first lesson

Word presented	Correct word	Mistake
Traim	train	Switching the letter N for an M
sissors	scissors	Missing a letter C
berd	bird	Switching the letter E for an I
sweter	sweater	Missing a letter A

One pair had the first two words and the second had the following two words. In each case there is an example of a word missing a letter and a word with the wrong letter. The first pair included student RS and student NR. Student RS started the activity by choosing a category and a paper, one containing the first word presented, having student NR use the strategy of peer-feedback. Afterwards they switched roles. The data from the observation grid (see appendices 10 and 11) reveals that both students knew the word presented to them was misspelled, could recognize the word and spell it correctly after. However, data from the observation section points out that they struggled with the activity initially. Despite attempting to help one another, they were almost unable to use the strategy of peer-feedback, only resorting to informative

feedback (knowledge of result) by stating whether the word the peer had written was correct or not. A possible cause for that might be the lack of familiarity with the type of activity, as it was their first time doing it. Nevertheless, both students in that pair mentioned that identifying the mistake was very easy and correcting the word was easy, data that was collected from the students' work in the spelling notebook (see appendice 12 and 13). The data from both data-gathering tools present similar results.

The second pair included the student OA (who had participated in the first version of the activity) and student MQ. Both students could recognize that the word they had picked was misspelled, however, the pair was only able to complete the task for the first word. Data from the observation grid (see appendices 14 and 15) showed how student OA could identify his word correctly (even though not right away) and could later correct it. In this case student received informative feedback (knowledge or result), as the student OA pointed out her opinion towards whether the word was spelled correctly or not. The student OA was unable to provide feedback for the pair (MQ) due to not being able to identify the word in question. In that moment, due to the lack of awareness about the word, the activity was not completed by the students therefore the strategy was not used. The student OA mentioned that identifying the mistake in that word and correcting the word was 'very easy', while student MQ mentioned that identifying the mistake and correcting the word was 'so-so' in level of difficulty (see appendix 16 and 17). The data from both data-gathering tools present similar results.

Both pairs of students could realize the word was misspelled and recognize the word despite it being written incorrectly. In three out of the four times the students were able to write the word with the correct spelling. In those three situations, the students were able to provide informative feedback (knowledge of result) by stating if what the peer had written was correct or not. The students' lack of ability to provide additional feedback might have been influenced by the lack of familiarity with the spelling activity, as it was the first time participating in it. Students having different first languages and different levels of proficiency in English might have also affected their ability to communicate with one another. The words selected for the activity might also have influence in the students' ability to complete the activity. That is seen

particularly in the time in which the student was unable to provide feedback. If a student does not know the word they are meant to correct or help the peer correct, they are unable to complete the activity and provide feedback on the other students' work. Therefore, the students' knowledge on the words involved has a relation with their performance and ability to use the strategy in question (peer-feedback).

On the second date mentioned (12th November) only one pair was able to do the spelling activity. The mistakes the students had to correct were the following:

Table 2 – Words and mistakes in the second lesson

Word presented	Correct word	Mistake
tusday	tuesday	Missing a letter E
forteen	fourteen	Missing a letter U

In this case, both students had a word in which there was a letter missing. Student SF corrected the first word, having student MU provide feedback, and then switching roles for the second word. Data from the observation grids (see appendices 18 and 19) show that student SF knew the word was misspelled and was able to identify the word (even if not right away). The student was able to correct the word with the help of the peer, which used the strategy of peer-feedback, providing informative feedback. The student MO also provided elaborated feedback by giving a suggestion on how to remember the word, by pointing out how they write the days of the week on the date in each English lesson. Student MO did not recognize the word was misspelled; it was the peer that pointed it out. Nevertheless, the student was able to identify the word and later spell it correctly. Student SF was only able to provide informative feedback (knowledge of result) as the word was spelled correctly. Data from the students work (see appendices 20 and 21) shows that both students marked identifying the mistake as being 'very easy' and correcting the word as 'easy'. That

creates a discrepancy between the data collected from the observation grid and the students' work. That difference could be due to the students' potential lack of opportunities to reflect on their work, which affects their ability to do so.

On the third date mentioned (28th November) four pairs did the spelling activity. The mistakes the students had to correct were the following:

Table 3 – Word and mistakes in the third lesson

Word presented	Correct word	Mistake
trosers	trousers	Missing a letter U
homwork	homework	Missing a letter E
Setember	September	Missing a letter P
hapy	Happy	Missing a letter P
schol	school	Missing a letter O
thre	three	Missing a letter E
uncl	uncle	Missing a letter E
grandmather	grandmother	Switching the letter O for an A

In seven out of the eight words the mistake presented in the word was a letter missing in the word, with only one of the time the mistake being switching a letter for another.

The first pair included the student RS (student who had already participated in the activity once) and student VM. Data from the observation grids (see appendices 22 and 23) showed that both students had some difficulty in doing the activity. Student VM did not know the word presented (trousers) was misspelled and was also unable to

recognize the word. The student wrote it down the same way it was shown in the paper at first. The pair provided informative feedback (knowledge of result) and elaborated feedback by suggesting the word might be missing a letter (speaking in their first language, Portuguese). Even with that help, the student VM was unable to correct the word again. The peer pointed provided informative feedback (knowledge of result) by pointing out it was wrong still but was also unsure on how to correct it. Neither student corrected the word. The student RS knew was able to realize their word was misspelled and recognize the word, despite taking some time to think about it. Similarly to the peer, the student wasn't sure on how to correct the word and it was the help of the student VM (by suggesting that there might be a letter missing) that led to the correct writing of the word. That spelling was confirmed by the informative feedback of the student VM. Data regarding their opinion regarding the level of challenge of the activity was collected by their work (see appendices 24 and 25). Student VM said identifying the mistake and correcting the word was 'so-so' while student RS selected both as being 'very easy'. That shows a discrepancy with the observation grid, as it was registered some struggle regarding the activity in question. A possible cause for that might be the student's tendency to be more optimistic regarding their performance.

The second pair included students OA and AT. Student OA had already participated in the activity twice, one time in the first version and another in this edited version, while the student AT was participating for the first time. Both words presented to them were missing a letter. Data gathered from observation grids (see appendices 26 and 27) show that both students were able to realize the word presented to them was misspelled, also being able to identify the word and correct it. Both students provided informative feedback (knowledge of result), pointing out whether the word the peer had written was correct or not. Student OA also provided elaborated feedback by reminding her that months are always spelled with a capital letter in English. Data from the students' work (see appendices 28 and 29) show the students ease in doing the activity, with student AT referring to identifying the mistake and correcting the word as 'very easy' and student OA referring to identifying the mistake as 'easy' and correcting the word as 'very easy'. Data collected from both

data-gathering tools appear to be similar.

The third pair included student LD and student SF, who had already participated in the activity once. Both words presented to them were missing a letter. Data gathered from the observation grids (see appendices 30 and 31) shows that both students were able to realize the word had a mistake and recognize the word, even if with struggle. However, only one of the students was able to spell the word correctly afterwards. Student SF provided informative feedback by first stating the word was written incorrectly (knowledge of result) and providing opportunities for the student LD to attempt to correct it again (Multiple Try Feedback). The student later provided informative knowledge by verbally spelling the word correctly (Knowledge of the Correct Response). Student LD provided informative feedback by stating if the word was written correctly or not (knowledge of result), which it was. Data from the students' opinion regarding the level of difficulty of the activity was collected from the students' work (see appendices 32 and 33). Both students pointed out that identifying the mistake was 'very easy'. Regarding correcting the word, student LD marked it as being 'difficult' while student SF marked it as 'very easy'. Data collected from both data-gathering tools appear to be similar.

The fourth pair included student TD and student AO. Student TD was participating for the first time while student AO had already participated once (but it was in the first version of the activity). In this case one of the words was missing a letter while another had an incorrect letter (a letter A rather than a letter O). Data gathered from the observation grids (see appendices 34 and 35) showed that student AO was able to realize the word was written incorrectly and identify the mistake in it, while student TD was not. A possible cause for that might be the lack of familiarity with the activity or the lack of knowledge regarding that topic (members of the family). The different first language (Hebrew) might have influenced that. Student TD was only able to correct the word due to the feedback of student AO, who provided elaborated feedback by pointing out a letter could be missing from the word. Afterwards, student AO provided informative feedback by stating the peer had written the word correctly (knowledge of result). Student AO was able to write the word correctly, having student TD provide informative feedback to confirm it (knowledge of result). Data regarding

the level of challenge of the activity was collected through the students' work (see appendices 36 and 37) shows that student TD marked identifying the mistake and correcting the word as 'easy', which shows discrepancy with the data from the observation grid. A possible cause might be how children might tend to answer more positively regarding their performance or the lack of awareness regarding how they did. Student AO marked identifying the mistake as 'very easy' and correcting the mistake as 'easy'.

From the eight participations in the activity, students were able to realize the word was misspelled and recognize the word despite the mistake six times (75% of the times). In those two times, the task was only completed once, as the peer providing feedback that time also could not identify the correct word nor the mistake in it. In equal measure, the students were able to write the word correctly in six out of the eight times (75%). Even in the time the student was not able to correct the word at first, that student managed to do so with the assistance of their peer. The students' lack of ability to recognize the word might be due to the lack of familiarity with it, as it might be a word they do not see often in the English lessons. Not recognizing the word implicates not being able to recognize the mistake in it, which affects their ability to correct it. Regardless of the challenges, students were able to work together and communicate throughout the activity. In seven of those eight times (87,5% of the times) the students were able to provide informative feedback in the form of knowledge of result. Students were able to provide additional feedback in the form of elaborated feedback (3 times), multiple try feedback (1 time) and knowledge of the correct response (1 time). The students who were able to provide additional feedback were the students who had already participated in the activity in the past. That past experience might have made them more aware of the goal and the strategy to use, which might have facilitated the use of the strategy. The words involved in the activity could also play a role in the students' performance, as they might not be able to engage in the strategy without knowledge of the words in question.

On the fourth and last date mentioned (10th December) five pairs did the spelling activity. The mistakes the students had to correct were the following:

Table 4 – Words and mistakes in the fourth lesson

Word presented	Correct word	Mistake
yillow	yellow	Switching letter E for I
cosin	cousin	Missing a letter U
Februrary	February	Extra leter R
gost	ghost	Missing a letter H
undreground	underground	Switching the order of letters R and E
wendsday	wednesday	Switching the order of letters D and N
famili	family	Switching letter Y for I
Aprile	Aprile	Extra letter E
chily	chilly	Missing a letter L
unt	aunt	Missing a letter A

In the ten words presented to the students there were different types of mistakes. In two cases there was an incorrect letter in the word (e.g. a letter I instead of the letter E in 'yellow'), in 4 of the ten words there was a letter missing in the word, in two cases there was an extra letter in the word and in 2 other cases the word had all the letters but two were in the incorrect order (e.g. order of the letters R and E in the word 'underground').

The first pair consisted of students RS and LS. Student RS was participating for the third time while student LS was participating for the first time. The first word had

an incorrect letter while the second had a letter missing. Data gathered from the observation grid (see appendices 38 and 39) shows that both students were able to realise the word was spelled incorrectly and identify the correct word, as well as spell it correctly afterwards. Both students could provide informative feedback by stating the other had spelled the word correctly (knowledge of result). Student RS was also able to provide elaborated feedback by saying the word could be missing a letter. Data regarding the students' opinion regarding the level of difficulty of the activity can be seen in students' work (see appendices 40 and 41). While student RS marked identifying the mistake and correcting the word as 'very easy', student LS marked identifying the mistake as 'so-so' and correcting the mistake as 'very easy'. There is a small discrepancy with the data collected from the observation grid due to the uncertainty in how to correct the word.

The second pair consisted of student SF and student MC. Student SF had already participated in the activity twice before this lesson, while student MC was participating for the first time. Their words included one with an extra letter and another missing a letter. Data gathered from the observation grid (see appendices 42 and 43) shows that student SF was able to realise the word was misspelled, recognise the word and write it correctly, while student MC was unable to do any of those steps. A possible cause for that might be due to the unfamiliarity with the word, as it is included in the topic of Festivities (Halloween). For that reason the students are, most likely, not exposed to the word often, which might have led to forgetting the word and how it is spelled. Being unfamiliar with the activity, as it was the first time participating, might have also had a role in the students' struggle. Student SF, which managed to do the activity, attempted to provide feedback to the peer but was also unable to do so due to also not recognising the word. However, student MC was able to provide informative feedback, affirming that the peer had written the word correctly (knowledge of result). Data from the students' work (see appendices 44 and 45) shows that the student SF marked identifying the mistake and correcting the word as 'very easy' while the student MC marked identifying the mistake as 'difficult' and correcting the word as 'so-so'. The data collected from the data-gathering tools appears to be similar.

The third pair consisted of the student VM (who had already participated in the activity once before) and the student OA (who was doing this version of the activity for the third time). Their words had the same mistake, having two letters switched in order. Data gathered from the observation grid (see appendices 46 and 47) shows how both students were able to realise the word was spelled incorrectly, recognise the word and write it correctly. Student OA provided informative feedback by pointing out that it was incorrect (knowledge of result) and allowing the peer to try again until the word was spelled correctly (Multiple Try Feedback). Student VA also provided informative feedback, stating that the word the peer had written was correct (knowledge of result). Data collected from the students work (see appendices 48 and 49) shows that student VM marked identifying the mistake as 'easy' and correcting the word as 'difficult' while student OA marked both as being 'very easy'. The data collected from the data-gathering tools appears to be similar.

The fourth pair included student TD and student AS. Student TD had already participated in the activity once before while the student AS was participating for the first time. Their words included two different mistakes, one being an incorrect letter (e.g. I instead of Y in family) and the other had an extra letter. Data collected from the observation grid (see appendices 50 and 51) shows how both students could realise the word was spelled incorrectly, even if not immediately, and could both identify the word and spell it correctly. However, both struggled a little in that last task. Student AS provided informative feedback by pointing out it was written correctly (knowledge of result). Student TD also provided informative feedback, pointing out the word was spelled incorrectly (knowledge or result) along with elaborated feedback by pointing out that the calendar they have in the classroom, so the student would remember and know how to write it next time. Data collected from the students' work (see appendices 52 and 53) shows how student TD pointed out identifying the mistake as being 'easy' and correcting the work as 'very easy. Student AS also showed ease by marking identifying the mistake as 'very easy' and correcting the word as 'easy'. The data collected from both data-gathering tools appears to be similar, despite the detail of the student AS choosing the option 'easy' in the correction when there was some need for assistance. A possible cause might be students' possible lack of opportunities

to reflect on their work.

The fifth (and last) pair consisted of student MQ and student NR, both students doing the activity now for the second time. Their words had the same type of mistake, a missing letter. Data collected from the observation grids (see appendices 54 and 55) shows how both students were able to realise the word was misspelled and recognise the word, as well as write it correctly. Student MQ corrected the word with ease, remembering how it was spelled. For that reason, student NR only provided informative feedback by stating it was correct (knowledge of result). Student NR could also correct the word, despite not being very sure of the spelling in question. Student MQ attempted to help writing the word, trying to remember how it was spelled, later providing informative feedback and stating it was spelled correctly (knowledge of result). Data collected from the students' work (see appendices 56 and 57) show that both students marked identifying the mistake was easy. However, student MQ marked that correcting the word was 'so-so' while student NR marked as 'easy'. There is a discrepancy between the data collected from both data gathering tools, as the student who corrected the word more easily marked it was being harder than the other student. A possible cause for that difference might be the students' tendency to choose more positive options.

In the ten times the activity was implemented with the five pairs, nine of those times were successful, with students being able to recognise the word despite the mistake, knowing it was written incorrectly and being able to write it correctly. Only one time the student was able to do so. That might be due to the lack of familiarity with the word or the activity. In the nine times the students performed the activity successfully, all students were able to provide informative feedback in the form of knowledge of result. In addition, there were also cases of students being able to provide elaborated feedback (2 times) and multiple try feedback (1 time). The students who were able to provide additional feedback besides stating if it was correct or not (knowledge of result) were students who had already participated in the activity previous to this date. That familiarity with the activity and its goal might have helped them engage with the strategy, as they had already done it in the past.

3.4.3. Global discussion of results

The data-gathering tools collected information that allowed analysis and interpretation of the results. The previous section focused on the students' performance in the activity along with their opinions on the level of the difficulty for both versions of the activity and each pair that participated. This section discusses the study in light of the research questions. Due to the activity being improved after an experimental first attempt, the section will focus on the data from those four lessons (November to mid-December).

1. Can students in 4th grade EFL Primary Classrooms engage in peer-feedback about spelling?

The students involved in this study participated an activity 24 times throughout four lessons from early November to mid-December, always working in pairs. Throughout those 24 times, each time with a focus on a different word, there was only four times (approximately 17%) in which the students were unable to correct the word. On two of those four times, the students with the role of providing feedback were not able to do so. They were unable to provide any type of feedback due to not knowing the word, consequently not being able to write it. That happened when students were attempting to correct the words 'sweater' and 'ghost'. A possible reason for the students not knowing those words might be due to how specific they are. The word 'ghost' is, most likely, only talked about during the season of Halloween, which would explain the students not remembering it. The word 'sweater' is, most likely, not a word the students are exposed to often in the English lessons, as it might only appear in the unit of the coursebook related to clothes and weather. In the other two times in which the student with the word was unable to correct it, the peer was able to use the strategy of peer-feedback, however, it was still insufficient to allow the initial student

to write it correctly. That could possibly be due to the sound/spelling issues in English, as that could be confusing for young learners.

The strategy of peer-feedback was present in all other 22 times the activity was done by the students. In each single one the student providing feedback resorted to providing informative feedback, by stating if the word the peer had written was correct or incorrect (knowledge of result). In eight out of the 22 times (approximately 36%) students were able to provide elaborated feedback, being able to provide additional information that would aid in future tasks. Out of those eight times, three times it was mentioned that a letter could be missing, two times suggesting saying it out loud, other two times suggesting tips on how to remember by pointing out posters displayed in the classroom around them and one time reminding the student of the capital letter in the beginning of the word. Out of the 22 times, there was two times (approximately 9%) in which the students were able to provide multiple try feedback, giving opportunities to the peer to try again. However, only one of those times led to a correct spelling of the word, as the student was still unable to write the word correctly. That led to the other student in that pair providing informative feedback by saying the correct spelling (knowledge of the correct response). The ability to provide informative feedback in the shape of knowledge of result might, mostly, depend on the students' knowledge of the words, as they need to know the word and how it is written to point out on the peers' written spelling. However, the ability to provide feedback in other forms, such as elaborative feedback, would depend on what the students would say. It could be an advice for the future, such as reminding that the months are spelled with a capital letter in the beginning, or an advice, such as to point out where in the classroom the words could be found. That type of feedback could possibly come from other aspects, such as the students' level of attention to detail.

The data collected shows that the students were able to provide peer-feedback in the majority of the cases with an approximate 91% success rate (20 out of the 22 cases). Despite the majority of the time the feedback provided being simpler, only stating whether the word was written correct or not, it shows the students are able to provide feedback in activities that request it. Peer-feedback is a beneficial strategy, however, the students might need time and multiple opportunities to use it in order to

improve their ability to give feedback. Due to the way the study was organized and its limitations, it was not possible to assess with certainty whether or not students who use the strategy more than once improved the same way. The Sociocultural theory of Cognitive development of Vygotsky supports the findings by stating the role of interaction in learning. That theory also includes ZDP, which also supports the findings as it states that more knowledge or skilled individuals can help others learn and improve. That happened in situations where students who had more experience in the experience or a better knowledge of the English vocabulary were better able to provide feedback (and in more detail) than the other students.

2. How do students respond to the strategy in terms of motivation and engagement?

Data from the observation grids and the students' work (see appendices 10 to 53) show that the students were involved in doing the activity. In order to process the data regarding the students' motivation and engagement there was also the analysis and interpretation of the questionnaires, filled in by the students in the last lesson in which the activity was implemented.

Out of the 24 times, students were able to realize the mistake and correct it successfully 20 times. However, in two of the successful times, the students were still motivated, as they still attempted to find out the mistake and were determined to find out how the words were written, as was described in the previous section. The data from both observation grids and the students' work from those 22 times in which the students implemented the strategies show that they were motivated to find the answer. That was shown by the students engagement with the activity. In twelve out of the 22 times, the students only provided informative feedback in the form of showing knowledge of result. A possible cause for that might be the student being able to correct the word without help. Seeing the correct spelling of the word might cause students to think they did not need to provide any additional feedback. A lower level

of motivation and engagement with the task might have also played a role in the answer. Nevertheless, the students took part in the activity and provided feedback, which show some interest.

In order to answer the question, the students' opinions, which were collected through the questionnaire, were also taken into consideration. The fourteen students that participated in the activity filled in the questionnaire that day, with the exception of a student that did not go to school that day. For the analysis and interpretation of the data, the focus was on the questionnaire's statements 2 to 5, as they focus on their ability to write and their preferences (see appendix 3).

Statement 2 was about whether they liked to write in English, as that could affect their motivation and engagement with the activity. All answers were positive, with seven students choosing the option 'Sim, gosto muito.' and six the option 'Sim, gosto'. The data gathered regarding the students' motivation and engagement is confirmed by this answer, as it is important that students enjoy writing in English in order to have an interest in the activity. If students were not interested it would reflect in their motivation and engagement. Statement 3 was about their ability to write in English. Out of the thirteen answers, ten of them (approximately 77%) were positive, having eight students (approximately 62%) choose the option 'sempre' and other two (approximately 15%) the option 'quase sempre'. Two students (approximately 15%) chose the option 'mais ou menos' while one student (approximately 8%) chose the option 'Preciso de melhorar.' The students that selected those two options were students that showed higher difficulty in doing the activity, which might have taken a toll on the motivation and engagement, as students who is unsure of the answer might not participate as much. Statement 4 was about whether they enjoyed the activity, as a student who enjoys the task at hand is more likely to be engaged and motivated. All answers were positive, with eight out of the thirteen (approximately 62%) answers being 'Sim, gostei muito' and the other five (approximately 38%) answering "Sim, gostei." Their answers reflect the motivation and engagement with the activity reflected in the observation grids and the students' work, as it aligns with their effort in doing the activity and in using the strategy. And lastly, statement 5 was about whether they liked working in pairs. Their ability to work in pairs (and the information

regarding whether they liked it or not) was crucial for the study, as they would need to work in pairs to do the activity and to use the strategy. Similarly with the previous statement, all answers were positive, also with 8 students answering 'Sim, gostei muito' and 5 selecting the option 'Sim, gostei.' The answers from those statements in the questionnaires reflect their motivation and engagement with the activity. That positive reaction influences the students' performance, as they possibly perform better in situations that they enjoy and are well prepared for. Additionally, the students' motivation and engagement also reflects in the way students engage with the strategy, as students might be more likely to participate and collaborate if they are enjoy the activity and working together. Johnson and Johnson's (1999) theory of cooperative learning supports that idea, for it claims that cooperative learning can maximize their own and each other's knowledge by taking an active role in their learning.

Through the triangulation of the data-gathering tools it was possible to deduce that the students involved not only finished the activity (in most cases) but were also motivated and engaged while doing it.

4. Chapter IV – Conclusion

Students can learn a lot from one another. They can help each other improve and answer in a more relaxed environment than they might with a teacher. Peer-feedback allows students to use the language in authentic situations, practising their skills, while communicating amongst themselves. The concept is supported by Vygotsky's theory of cognitive development, as it has emphasis on the role of social interaction and culture in learning. Therefore, students can learn from someone more knowledgeable or skilled in a possible more relaxed environment. Despite the advantages, peer-feedback is a strategy that needs support from the teacher or educator in order for the students to know how to proceed. Nevertheless, as long as the students have that support, it is a strategy that can be implemented in English as foreign language lessons. This study shows that the students were able to engage in the strategy of peer-feedback in most

of the times. In addition, that interaction in pairs had a positive impact in the students' work, as they were able to help each other improve their spelling.

The results of this study show how, in most cases, students are able to do a spelling exercise that requires the strategy of peer-feedback. The type of feedback that the students are able to provide differs from student to student. However, in almost all the cases it was possible to observe at least one type of peer-feedback – informative feedback in the shape of knowledge of result. There were also situations in which the students were able to provide other types of informative feedback, such as elaborated feedback, multiple try feedback and knowledge of the correct response. This strategy not only helps students improve their learning skills and be more attentive to mistakes, but it also allows students to have a more active role in their learning. The results of the study also show that the students were motivated and engaged in the activity, which is important, as students who enjoy learning and doing activities tend to improve more over time. Despite the challenges, the students were successful in doing the activity and reacted well regarding the strategy used.

4.1. Limitations of the study

The aims of this Action Research project were achieved successfully, as students were able to do an activity which assessed their spelling skills and were able to use the chosen strategy. However, there were a few limitations.

Firstly, there could have been a better planning. Being more prepared beforehand would have allowed the activity to be implemented earlier on. That would have permitted implementing the activity more times, which would have resulted in more data regarding the efficacy of the strategy and the students' reactions towards it. Secondly, better preparation could have also led to a more dynamic activity earlier. The first version of the activity acted as an experimental one, which provided data. However, the edited version of the activity was more organised and had a better focus on the strategy, as it raised the importance of the interaction between the students.

There was also a limitation regarding logistics. Deciding to focus on students who were fast finishers in the lessons led to a bigger number of students than was thought initially, which made the analysis and interpretation more challenging. It also did not allow for the students to keep the same pairs, as the students who were fast finishers varied from lesson to lesson and within the lessons. In addition, doing the activity while other students in the class are working on a different task might not have been ideal, as it did not allow for the collection of audible recordings due to the noise in the classroom.

4.2. Suggestions for future research

Despite the successful results, it was possible to determine some limitations that have impacted the study. Reflecting on those limitations, as well as on the overall study, led to some possible suggestions for future research.

Firstly, the study could be done again in similar circumstances regarding the students' age, grade and with group size over a longer time period. A research that allows for the strategy to be implemented more times would lead to more data gathered. More data would reveal more detailed results. Additionally, it might lead to clearer results, as the students might also need time to get familiarised with the strategy.

Another suggestion is to conduct a similar study but with the same pairs each time. It would be interesting to be able to compare the results of the students over time, as keeping the same pairs would reduce the number of variables brought into the study. Therefore it allows a more detailed analysis and interpretation of the results. Preferably, the study should be implemented in a quieter classroom, in order to be possible for the researcher to record the interactions, therefore having another data-gathering tool.

Lastly, a suggestion for future research would be to attempt to differentiate the level of motivation and engagement with the students. That would allow more data, as

it would include categories for each of the two topics rather than focusing on whether or not the students were motivated and engaged. That would lead to more data and a more detailed discussion of results. However, in order to allow a detailed comparison amongst pairs it might be useful to decrease the number of students involved.

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Appendices

Appendix 1 – Observational grid

Observation grid

Name: _____ Date: _____

	Yes	Sometimes / More or less	No
1. Spoke in English.			
2. Asked the colleague for help.			
3. Helped the colleague.			
4. Gave feedback for improvement or advice.			
5. Received feedback for improvement or advice.			
6. Needed the hint / had difficulties in doing the task.			
7. Knew the word was misspelled.			
8. Could identify the word correctly.			
9. Could correct the word correctly.			

Observations:

Appendix 2 – Spelling notebook page

Entry n° 12 Date: _____

Students' Names: _____

I corrected the word: _____

I checked the word: _____

Word: _____

The word is: _____

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☐

Note: _____

Appendix 3 – Questionnaire form



Autoavaliação

Letterland

Nome: _____ Turma: _____ Data: _____

Responde a estas perguntas sobre a atividade que completaste. Quero saber a tua opinião, não há respostas certas ou erradas.



1. Gosto de escrever.

☐ Sim, gosto muito. ☐ Sim, gosto. ☐ Mais ou menos. ☐ Não gosto.

2. Gosto de escrever em inglês.

☐ Sim, gosto muito. ☐ Sim, gosto. ☐ Mais ou menos. ☐ Não gosto.

3. Sei escrever em Inglês.

☐ Sim, sempre. ☐ Quase sempre. ☐ Mais ou menos. ☐ Preciso de melhorar.

4. Gostei de fazer esta atividade.

☐ Sim, gostei muito. ☐ Sim, gostei. ☐ Mais ou menos. ☐ Não gostei.

5. Gostei de trabalhar em pares.

☐ Sim, gostei muito. ☐ Gostei. ☐ Mais ou menos. ☐ Não gostei.

6. Falar com o meu colega ajudou-me a fazer a tarefa.

☐ Sim, ajudou muito. ☐ Sim, ajudou um pouco. ☐ Não ajudou. ☐ Não sei.

7. Consegui corrigir as palavras.

☐ Sim, sempre. ☐ Sim, quase todas. ☐ Corrigi algumas. ☐ Não consegui.

8. Ao corrigir as palavras, falei em Inglês.

☐ Sim, sempre. ☐ Quase sempre, mas tentei. ☐ Às vezes. ☐ Falei sempre em Português.

9. O que foi mais fácil nesta atividade?

☐ Descobrir o erro. ☐ Corrigir a palavra. ☐ Falar em Inglês ☐ Trabalhar em pares.

☐ Outro: _____

10. O que foi mais difícil nesta atividade?

☐ Descobrir o erro. ☐ Corrigir a palavra. ☐ Falar em Inglês ☐ Trabalhar em pares.

☐ Outro: _____

Appendix 4 – First cycle spelling activity



Halloween

Letterland

Name: _____ Class: _____ Date: _____

1. The words are **wrong**. There is 1 **mistake** in each word. Find it and correct it.

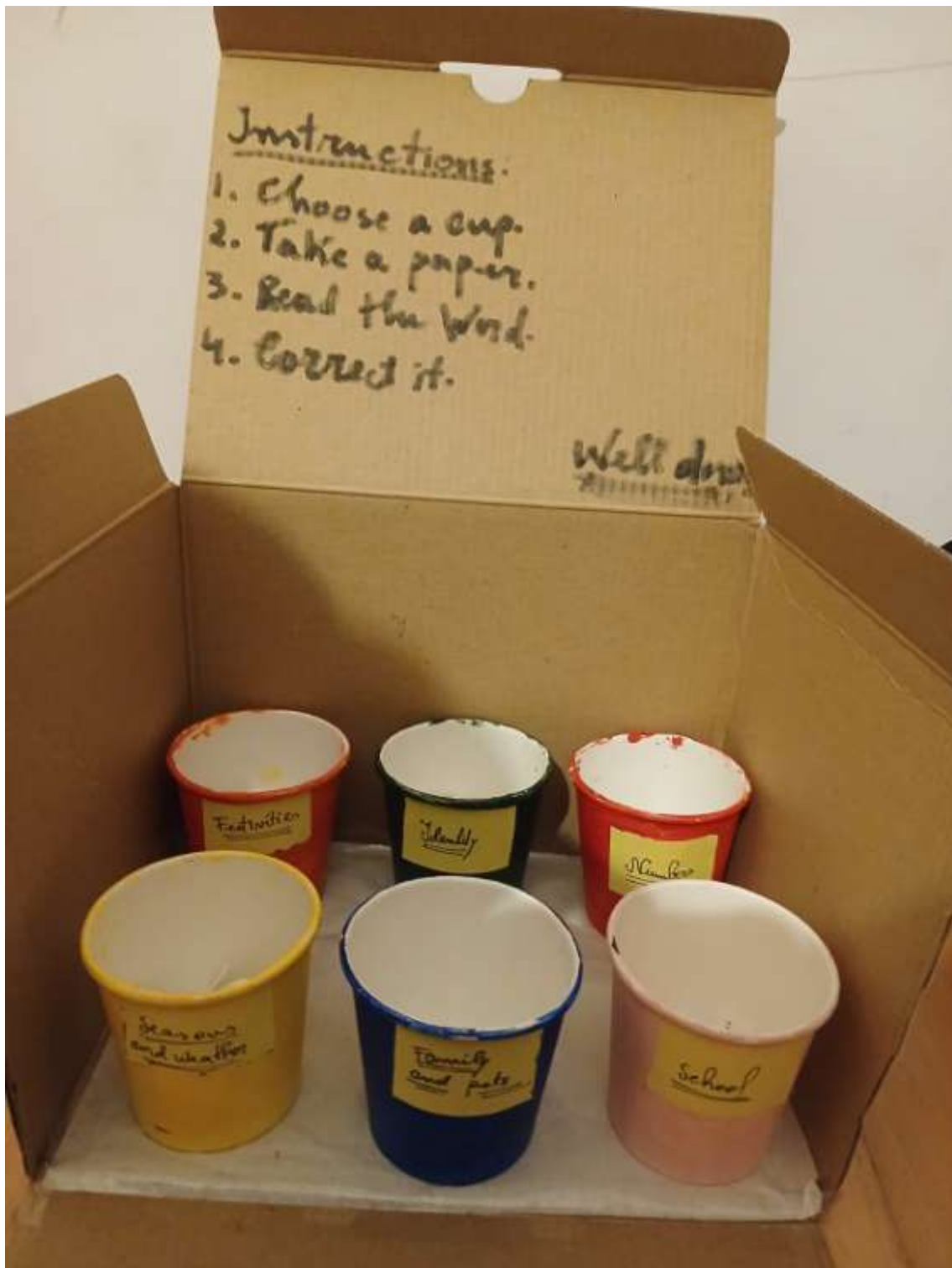


A. Pumkin	Mistake: <u>Missing a letter P</u>	Correction: <u>Pumpkin</u>
B. Witsh	Mistake: _____	Correction: _____
C. Ghots	Mistake: _____	Correction: _____
D. Vampir	Mistake: _____	Correction: _____
E. Monstir	Mistake: _____	Correction: _____
F. Werewofl	Mistake: _____	Correction: _____
G. Zomby	Mistake: _____	Correction: _____

Appendix 5 – Spelling vocabulary poster

Spelling Vocabulary		
Need help with spelling? Look below. ↓		
• "It's missing the letter E."	= There is <u>not</u> a letter E in the word	Example: Purpl > Purple
• "There is no L in this word."	= The letter L should <u>not</u> be in the word.	Example: Ruller > Ruler
• "You switched the letters G and H."	= The letters G and H are in the <u>wrong</u> place	Example: Eihgt > Eight
• "The word is wrong."	= The word is <u>not</u> spelled correctly.	Example: scs > sors

Appendix 6 – Second version activity set-up



Appendix 7 – Second version wall display



Appendix 8 –First observation grid of student OA

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.			X
3. Helped the colleague.		X	
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.			X
6. Needed the hint / had difficulties in doing the task.		X	
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

Observations:

started doing the exercise, didn't finish due lack of time. Understood the task and could use the new language

Appendix 9 – First Observation grid of student OA

	Yes	Sometimes / More or less	No
1. Spoke in English.		X	
2. Asked the colleague for help.	X		
3. Helped the colleague.			X
4. Gave feedback for improvement or advice.			X
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.	X		
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.	X		
9. Could correct the word correctly.			X

Observations:

knew the words despite the mistakes; couldn't use the
new language, so translated words instead. Couldn't do
the activity!

Appendix 10 – Student RS' observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.			X
2. Asked the colleague for help.	X		
3. Helped the colleague.		X	
4. Gave feedback for improvement or advice.			X
5. Received feedback for improvement or advice.		X	X
6. Needed the hint / had difficulties in doing the task.			X
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

missed 25

not in the end

Observations:

Struggled to understand the activity, didn't use the strategy;

little communication with the peer; but managed to correct the word.

Appendix 11 – Student NR's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.		X	
6. Needed the hint / had difficulties in doing the task.			
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

Observations:

Struggled to understand the activity at first; communicated a little with the peer; did the activity but didn't use the strategies much.

Appendix 12 – Student RS's work in the spelling book

Word:

The word is: train

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: _____

Appendix 13 – Student NR's work in the spelling book

Word:

The word is: Scissors

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: _____

Appendix 14 – Student OA's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.	X		
5. Received feedback for improvement or advice.		X	
6. Needed the hint / had difficulties in doing the task.			
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.		X	
9. Could correct the word correctly.	X		

not ←

Observations:

The pair worked together to correct the word as he struggled a little with it. Peer-correction but no peer-assessment

Appendix 15 – Student MQ's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.	X		
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.	X		
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.			X
9. Could correct the word correctly.			X

Observations:

The pair struggled with the word, needed help identifying it;
peer-correction attempted; couldn't correct the word

Appendix 16 – Student OA's work in the spelling book

Word:

The word is: bird

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: tricked me but used hint.

Appendix 17 – Student MQ's work in the spelling book

Word:

The word is: ewriter

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☐ So-so ☒ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☐ So-so ☒ Difficult ☐

Did I use the hint? Yes ☒ No ☐

Note: Not correct.

Appendix 18 – Student SF's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.		X	
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.			X
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.		X	
9. Could correct the word correctly.	X		

gave feedback
of "in" →

needed
the hint
in the word

needed
help

Observations:

(he)
struggled with recognising the word but could correct it
with help of the peer.

Appendix 19 – Student MU' observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.	X		
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.		X	X
7. Knew the word was misspelled.			X
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

Observations:

Confused: thought the word was correct and forgot the 'u';

peer-correction; ^{2x} peer-assessment; could correct with help
(board?)

Appendix 20 – Student SF's work in the spelling book

Word:

The word is: tueses tuesday

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☒ So-so ☒ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: _____

Appendix 21 – Student MU' work in the spelling book

Word:

The word is: fourteen

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: _____

Appendix 22 – Student VM's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.		X	
2. Asked the colleague for help.	X		
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.			X
5. Received feedback for improvement or advice.		X	X
6. Needed the hint / had difficulties in doing the task.	X		
7. Knew the word was misspelled.			X
8. Could identify the word correctly.			X
9. Could correct the word correctly.	X		

1st reminder

with help

Observations:

Didn't recognise the word at first; struggled with writing

it correctly; had help;

Appendix 23 – Student RS' observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.			x
2. Asked the colleague for help.	x		
3. Helped the colleague.	x		
4. Gave feedback for improvement or advice.	x		
5. Received feedback for improvement or advice.		x	
6. Needed the hint / had difficulties in doing the task.			x
7. Knew the word was misspelled.		x	
8. Could identify the word correctly.		x	
9. Could correct the word correctly.	x		

Observations:

Wasn't sure of the mistake; corrected it with assistance;

Appendix 24 – Student VM's work in the spelling book

Word:

The word is: trousers

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☐ So-so ☒ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☐ So-so ☒ Difficult ☐

Did I use the hint? Yes ☒ No ☐ I don't know ☐

Note: (X)

trousers

Appendix 25 – Student RS' work in the spelling book

Word:

The word is: homework

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: opened anyway

Appendix 26 – Student OA's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.		X	
2. Asked the colleague for help.			X
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.	X		
5. Received feedback for improvement or advice.		X	
6. Needed the hint / had difficulties in doing the task.			X
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

2ps
Capital letter

Observations:

Knew the word; did the activity correctly; only forgot capital

letter (not directly spelling related);

Appendix 27 – Student AT' observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.		X	
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.			X
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

Observations:

Knew the word, was unsure if it had a second 'p',

peer-correction; peer-assessment;
(hand cane)

Appendix 28 – Student OA's work in the spelling book

Word:

The word is: September

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☒ No ☐

Note: _____

Appendix 29 – Student AT' work in the spelling book

Word:

The word is: happy

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: Saw anyway

Appendix 30 – Student LD's observation grid

2 e
order of the letters

	Yes	Sometimes / More or less	No
1. Spoke in English.		X	
2. Asked the colleague for help.	X		
3. Helped the colleague.		X	
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.	X		X
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.		X	
9. Could correct the word correctly.			X

Observations:

Didn't know how to spell the word despite knowing what it meant; pen-correction attempted but didn't correct the word.

Appendix 31 – Student SF's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.	X		
5. Received feedback for improvement or advice.		X	
6. Needed the hint / had difficulties in doing the task.		X	
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

Observations:

Knew the word and knew it was misspelled but wasn't
sure of what the mistake was; peer-correction;

Appendix 32 – Student LD's work in the spelling book

Word:

The word is: Did not die
school

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☐ So-so ☐ Difficult ☒

Did I use the hint? Yes ☒ No ☐

Note: I corrected

Appendix 33 – Student SF's work in the spelling book

Word: _____

The word is: three

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: _____

Appendix 34 – Student TD' observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.	X		
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.	X		
5. Received feedback for improvement or advice.		X	
6. Needed the hint / had difficulties in doing the task.	X		
7. Knew the word was misspelled.			X
8. Could identify the word correctly.			X
9. Could correct the word correctly.	X		

Observations:

Didn't recognise the word; didn't know the mistake;

corrected the word with help.

Appendix 35 – Student AO' observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.		X	
2. Asked the colleague for help.	X		
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.			X
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.		X	
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.		X	
9. Could correct the word correctly.	X		

Observations:

Struggled to do the activity, corrected the mistake but
had help

Appendix 36 – Student TD' work in the spelling book

Word:

The word is: uncle

Your option – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Did I use the hint? Yes ☒ No ☐

Note: _____

Appendix 37 – Student AO' work in the spelling book

Word:

The word is: ~~gradm~~ grandmother

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☒ So-so ☐ Difficult ☐

Did I use the hint?: Yes ☒ No ☐

Note: _____

Appendix 38 – Student RS's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.		X	
2. Asked the colleague for help.			X
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.			X
6. Needed the hint / had difficulties in doing the task.			X
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

Observations:

Did it easily; lil pen-correction (on word was spelled

correctly; no pen-assessment;

Appendix 39 – Student LS's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.		X	
2. Asked the colleague for help.		X	
3. Helped the colleague.			X
4. Gave feedback for improvement or advice.			X
5. Received feedback for improvement or advice.		X	
6. Needed the hint / had difficulties in doing the task.		X	
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.		X	
9. Could correct the word correctly.	X		

Observations:

Unclear about the word's spelling; need help correcting it

bird manager

Appendix 40 – Student RS's work in the spelling book

Word:

The word is: yellow

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☒ No ☐

Note: Put yes but actually didn't need it

Appendix 41 – Student LS's work in the spelling book

Word: _____

The word is: Cousin

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☐ So-so ☒ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☒ No ☐

Note: _____

Appendix 42 – Student SF's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.			X
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.			X
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

Observations:

Needed help correcting the word but managed.

Appendix 43 – Student MC's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.	X		
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.	X		
5. Received feedback for improvement or advice.			X
6. Needed the hint / had difficulties in doing the task.	X		
7. Knew the word was misspelled.			X
8. Could identify the word correctly.			X
9. Could correct the word correctly.			X

Observations:

*Struggled because didn't recognize the word; corrected
after WIT help; peer couldn't help, also didn't know, but tried*

Appendix 44 – Student SF's work in the spelling book

Word:

The word is: February

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: _____

Appendix 45 – Student MC's work in the spelling book

Word:

The word is: ghost

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☐ So-so ☐ Difficult ☒

Correcting the word was:

Very easy ☐ Easy ☐ So-so ☒ Difficult ☐

Did I use the hint? Yes ☒ No ☐

Note: _____

Appendix 46 – Student VM's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.		X	
2. Asked the colleague for help.	X		
3. Helped the colleague.	.	X	
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.	X		
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.		X	
9. Could correct the word correctly.	X		

Observations:

wasn't very confident, unsure about the word; corrected

with help; pen-correction;

Appendix 47 – Student OA' observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.		X	
4. Gave feedback for improvement or advice.	X	X	
5. Received feedback for improvement or advice.	X		
6. Needed the hint / had difficulties in doing the task.			
7. Knew the word was misspelled.	X		
8. Could identify the word correctly.	X		
9. Could correct the word correctly.	X		

Observations:

Corrected the word with help, verbal discussion on spelling.

Appendix 48 – Student VM's work in the spelling book

Word:

The word is: ~~underground~~ ~~underground~~ ~~underground~~
underground

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☐ So-so ☐ Difficult ☒

Did I use the hint? Yes ☐ No ☒

Note: Actually opened and used H

Appendix 49 – Student OA' work in the spelling book

Word:

The word is: Wednesday

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I ~~use~~ the hint? Yes ☐ No ☒

Note: _____

Appendix 50 – Student TD's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.			X
6. Needed the hint / had difficulties in doing the task.	X		
7. Knew the word was misspelled.		✓	
8. Could identify the word correctly.	X		
9. Could correct the word correctly.		X	

Observations:

Could correct the word with help, peer-corrections, verbal
discussion on spelling

Appendix 51 – Student AS' observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.		X	
5. Received feedback for improvement or advice.	X	X	
6. Needed the hint / had difficulties in doing the task.			X
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.	X		
9. Could correct the word correctly.		X	

ma 'x'

Observations:

provided the word with help;

Appendix 52 – Student TD's work in the spelling book

Word:

The word is: Family

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Did I use the hint? Yes ☒ No ☐

Note: _____

Appendix 53 – Student AS' work in the spelling book

Word: _____

The word is: Aprile April

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☒ Easy ☐ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☐

Note: _____

Appendix 54 – Student MQ's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	x		
2. Asked the colleague for help.		x	
3. Helped the colleague.	x		
4. Gave feedback for improvement or advice.	x		
5. Received feedback for improvement or advice.	x		
6. Needed the hint / had difficulties in doing the task.		x	
7. Knew the word was misspelled.		x	
8. Could identify the word correctly.		x	
9. Could correct the word correctly.		x	

Observations:

Knew the word after some thinking and saying it.
Could correct the word but wasn't sure on the spelling.
Peer feedback ✓

Appendix 55 – Student NR's observation grid

	Yes	Sometimes / More or less	No
1. Spoke in English.	X		
2. Asked the colleague for help.		X	
3. Helped the colleague.	X		
4. Gave feedback for improvement or advice.	X		
5. Received feedback for improvement or advice.	X	S	
6. Needed the hint / had difficulties in doing the task.			X
7. Knew the word was misspelled.		X	
8. Could identify the word correctly.	X		
9. Could correct the word correctly.		X	

1st
2nd

Observations:

Knew the word, corrected it easily. Helped the
peer by trying to remember how the word was written.

Appendix 56 – Student MQ's work in the spelling book

Word: _____

The word is: chilly

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☐ So-so ☒ Difficult ☐

Did I use the hint? Yes ☐ No ☒

Note: _____

Appendix 57 – Student NR's work in the spelling book

Word:

The word is: rant

Your opinion – Select 1 option:

Identifying the mistake was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Correcting the word was:

Very easy ☐ Easy ☒ So-so ☐ Difficult ☐

Did I use the hint? Yes ☐ No ☐

Note: _____