



## Exploring the use of self-assessment in Chinese primary school English teaching: teachers' perspectives and practices

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With greater emphasis on promoting learner autonomy, self-assessment (SA) is widely recognised as an integral part of foreign language education. Despite the importance of SA, most prior research in international settings has concentrated on higher and secondary education, with little focus on SA at the primary level. This also holds true in the Chinese context. Although the integration of SA in English teaching is emphasised in the English Curriculum Standards for Compulsory Education, there are relatively scarce studies of SA at the primary school level in China. The lack of research on SA at the primary school level calls for further study. To this end, the present research intends to explore Chinese primary school English teachers' perspectives and experiences of integrating SA into their teaching.

Data was collected through an open-ended web questionnaire. The questionnaire was distributed to approximately 100 English teachers working in public primary schools in Shanghai, Shenzhen and Jiangsu in China. The collected data will be analysed using content analysis. This study is currently in progress. The results are expected to provide a thorough insight into the current situation of SA implementation in primary school English teaching in China, revealing how teachers actively use SA in practice and identifying the factors that might promote or hinder its use. It is also anticipated that this study will increase Chinese primary English teachers' awareness of the importance of SA and their positive attitude towards SA. Finally, this research aims to provide insights for my ongoing study, which aims to introduce a novel pedagogical tool for SA to Chinese primary school English teachers, potentially addressing the challenges they encounter in implementing SA.

**Keywords:** Self-assessment, English teaching, Primary school

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