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Secondary School Students' Perspectives on Self-assessment in the EFL Classroom: 'Learning to Learn' Competence in Context

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Master's Dissertation

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Abstract

In a globalised society going through constant changes, future students should be able to adapt to face unexpected challenges and carry out professional tasks they have not been prepared for. This is what the European Commission understands as the competence of learning to learn (LTL; see Sala, Punie, Garkov & Cabrera Giraldez, 2020). Studies have made connections between self-assessment and learning to learn (Andrade, 2019). At an educational level, self-assessment offers a context in which this competence can be developed since it provides data collection opportunities to reflect on one's performance. However, there is still little research on how high school students perceive self-assessment. Thus, this paper aims to analyse the students' viewpoints on three self-assessment situations: the negotiation of assessment criteria, a checklist, and a self-assessment grid. Moreover, this dissertation explores students' arguments concerning the cognitive dimension of the LTL competence. Therefore, this study employs a qualitative approach with a survey questionnaire using close-ended questions and two focus group interviews. The results revealed that students consider the three self-assessment tools useful in terms of critical reflection and support to manage information effectively. Finally, students referred to aspects of the cognitive dimension of the LTL competence such as communication skills, digital technologies and the management of information.

Keywords: learning to learn, cognitive dimension, self-assessment, negotiation of assessment criteria, checklist, self-assessment grid

Resum

En una societat globalitzada que experimenta canvis constants, l'alumnat del futur hauria de saber enfrontar-se a reptes inesperats i desenvolupar tasques professionals per les quals encara no ha estat preparat. Això és el que la Comissió Europea entén per competència d'aprendre a aprendre (AaA). (veure Sala, Punie, Garkov & Cabrera Giraldez, 2020). Hi ha estudis que han connectat l'autoavaluació amb la competència d'aprendre a aprendre (Andrade, 2019). A l'àmbit de l'educació, l'autoavaluació ofereix un context per desenvolupar aquesta competència, ja que proporciona oportunitats per recollir dades i reflexionar sobre el rendiment individual. Malgrat això, no hi ha suficient recerca sobre com l'alumnat de secundària percep l'autoavaluació. És per això que el present treball té com a objectiu analitzar el punt de vista de l'alumnat sobre tres situacions d'autoavaluació: la negociació dels criteris d'avaluació, una llista de control i un full d'autoavaluació. A més, aquesta tesi explora les argumentacions de l'alumnat en relació amb la dimensió cognitiva de la competència d'AaA. Per això, el present estudi utilitza un enfocament qualitatiu amb un qüestionari amb preguntes tancades i dos grups de discussió. Els resultats mostren que l'alumnat considera útils totes tres eines d'autoavaluació en termes de reflexió crítica i suport per gestionar la informació de forma efectiva. Finalment, l'alumnat va referir-se a aspectes de la dimensió cognitiva de la competència d'AaA com ara les habilitats comunicatives, les tecnologies digitals i la gestió d'informació.

Paraules clau: aprendre a aprendre, dimensió cognitiva, autoavaluació, negociació de criteris d'avaluació, llista de control, full d'autoavaluació

1. Introduction

In a worldwide scenario influenced by the rapid development of technology and globalisation, education systems should prepare students to address challenges that are new and still unknown. Some of our future students will probably have jobs that do not exist yet or will have to be ready to work with digital technologies which still need to be invented (Dooly, 2015). The OECD Learning Framework 2030 establishes the foundation regarding which skills, knowledge, attitudes, and values are going to be fundamental for citizens in the future (Howells, 2018).

One of the key competences to be developed is learning to learn (hereafter, LTL), which is a skill that is not only developed during academic years but one which can be learned and applied throughout life. LTL means being able to gain knowledge and skills that help one find solutions in any context, collaborate with other individuals, and solve problems conjunctively (Gargallo et al., 2020). Moreover, it involves the skill to self-reflect and "make decisions, organise, persevere and evaluate one's learning" (Sala, Punie, Garkov, Cabrera, 2020, p. 57). All these abilities are fundamental when dealing with unknown challenges and developing independence in various situations, both personally and professionally (Gargallo et al., 2020).

Precisely in this respect, assessment provides an opportunity for language learners to gather data about one's own learning process. More specifically, self-assessment tools and strategies can help develop the LTL competence in the foreign language classroom, since they help students to identify their strengths and weaknesses (OECD/CERI, 2008). This kind of assessment considers that learners should take ownership of their learning process and boosts self-reflection strategies by negotiating assessment criteria and evaluating their performance afterwards (Candrlic, 2020).

Since some teachers still approach the classroom through class management, punishments and rewards (Ayers, 2020), assessment pressure can play a fundamental role in the establishment of power structures within the classroom (Collins et al., 2019). However, if we understand the urge to implement democratic practices in the classroom, then it is necessary to include students' perspectives not only in the classroom procedures but also in the research process. Therefore, there is a need to listen to students' voices and preferences on self-assessment strategies and tools

in the EFL classroom. However, although there are plenty of studies regarding its successful results, there is little research on how students perceive these assessment strategies in secondary school contexts.

This dissertation is framed within the second part of the internship of the Master's Degree, in which a teaching unit needed to be implemented. In this teaching unit, after having negotiated the assessment criteria for the final product (a two-minute video) during the first session, students came back to the negotiated assessment criteria in the checklist and self-reflected on their performance. To do so, students were given a self-assessment grid that needed to be completed individually.

The specific objectives of this study are to examine the students' perspectives on the self-assessment tools and strategies. Furthermore, this dissertation aims to identify learners' reflections according to the cognitive dimension of the LTL competence.

Thus, this Master's Dissertation aims to answer the following questions:

- Do students find the negotiation of assessment criteria, the checklist, and the self-assessment grid useful?
- Do students argue their opinion about these assessment tools with aspects of the LTL competence?
- Do students mention any aspect of the cognitive dimension of the LTL competence?

The results of this research will, first, contribute to getting an insight into students' views and perceptions about the implementation of self-assessment tools in the EFL classroom in a secondary school context. Secondly, it will also help the researcher understand which of the different assessment tools and strategies students find more appealing and useful with regard to the LTL competence so that they can be applied in future lessons.

2. Theoretical framework

2.1. Origins of the LTL competence

The social changes experienced in the last two decades and the rise of globalisation brought about an urge to reconsider educational systems of the European Union member states. For this reason, in 2006, the European Commission presented its first proposal on the *Key competences for Lifelong learning – European Framework* (Thoutenhoofd & Pirrie, 2013). The Reference Framework aimed to determine which key competences were necessary for future students in order to achieve both personal and social fulfilment, as well as foster citizenship and professional success (European Commission [EC], 2006).

Despite the first reference of this key competence in 2006 by the European Commission, the discussion about the concept of LTL and its theoretical implications is not new and has its origins in other theoretical approaches (Thoutenhoofd & Pirrie, 2013). As Gargallo et al. affirm, the European Commission's proposal is based on the theoretical concepts of "strategic learning" and "self-regulated learning" (2020, p. 189). On the one hand, "strategic learning" focuses on information processing from a cognitive and psychological point of view. On the other hand, "self-regulated learning" is based on a socio-cognitive perspective (Gargallo et al., 2020, p. 189), meaning that from this approach, agency is undoubtedly "towards something, by means of which actors enter into relationship with surrounding persons, places, meanings, and events" (Emirbayer & Mische, 1998, p. 973).

2.2. The European Commission's definition of the LTL competence (2018)

In general, both Recommendations (2006 and 2018) share a lot of points, but they present some differences worth highlighting. On the one hand, both documents deal with cognitive features (organisation, planning and adaptation abilities, learning strategies, etc.) and sociocultural and affective aspects (confidence, motivation or persistence in learning) (Caena, 2019). On the other hand, the 2018 Recommendations focus the attention on self-reflection, but also on the connection between the learning to learn competence with control over

one's professional career (Caena, 2019). The main features of the Reference Framework are discussed in the following paragraphs.

Like the first Recommendations, the revised proposal of 2018 consisted of eight key competences: literacy competence; languages competence; mathematical competence and competence in science, technology and engineering; digital competence; personal social and learning competence; civic competence; entrepreneurship competence; and cultural awareness and expression competence (EC, 2018). Whereas LTL was a single key competence in 2006, in 2018 it appears in combination with the personal and social competences. Despite this modification, the revised definition remains similar, but it introduces its importance for the professional career: "[It] is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career" (EC, 2018, p. 4).

As with any other key competence, there are various knowledge, skills, and attitudes that are associated with the LTL competence (EC, 2018). As for knowledge, the new version highlights the importance of knowing healthy lifestyle habits, together with the awareness of cultural and social habits in a concrete community. However, it maintains the relevance of knowing about one's preferences on learning strategies, as well as being aware of one's strengths and weaknesses and searching "for the education, training and career opportunities and guidance or support available" (EC, 2018, p. 4).

As regards skills, most of the abilities mentioned in the previous version are also included in the 2018 version. Some of the abilities included in this key competence are the ability to manage and organise one's learning process, together with the persistence with continuing to learn, the establishment of personal goals, and the ability to work autonomously or collaboratively. Nevertheless, the European Commission's new proposal adds the factor of resilience and the ability to deal with stressful and unexpected situations (EC, 2018).

Finally, concerning attitude, both documents highlight the relevance of a positive approach and confidence in one's success. It also requires students to stay motivated when obstacles arise, be able to solve problems, as well as have a thirst for learning. In this case, the

main distinction to the Reference Framework in 2006 is also having a positive attitude "toward one's personal, social and physical well-being" (EC, 2018, p. 5).

2.3. The GIPU-EA theoretical model (2020)

Since the European Commission published its definition of the LTL competence and its recommendation to develop it in the state members of the EU, several studies have been undertaken to determine how to measure it (Hoskins & Fredriksson, 2008). Traditionally, the LTL competence has been divided into three main dimensions: cognitive, metacognitive, and affective-emotional. Later on, the social-relational dimension was added because of the influence of the social-cognitive approach (Gargallo et al., 2020). In this study, the focus is exclusively on the cognitive dimension due to its relationship with critical reflection and communication skills, which is suitable for the context of self-assessment in this research project. For this reason, only this dimension will be described in this study.

The GIPU-EA Research Group developed an extended theoretical model which adds a fifth dimension: the ethical dimension (Gargallo et al., 2020). This dimension considers the importance of "ethics in the process of learning" and "using what has been learnt" (Gargallo et al. 2020, p. 190). For each dimension, the authors establish a group of sub-dimensions (S) and descriptors (D).

2.3.1. The cognitive dimension

According to the GIPU-EA theoretical model, the cognitive dimension consists of four sub-dimensions: managing information effectively, communication skills, using digital technologies, and critical and creative thinking (see Appendix J) (Gargallo et al., 2020).

Firstly, the sub-dimension on managing information effectively (S1) focuses on the usage of suitable sources of information and the selection, management and storage of this information (D1), and applying what has been learnt to other contexts to solve problems (D2). Secondly, the sub-dimension on communication skills deals with oral and written communication skills (S2.1 and S2.2) such as effective oral and written expression (D3 and D7), a well-structured text (D4

and D8), using appropriate language depending on the communicative context (D6 and D9) and the ability to argue (D5). It also includes the use of non-verbal language (S2.3) and the knowledge of foreign languages (S2.4). Moreover, the cognitive dimension includes the ability to employ digital tools to learn and carry out professional tasks (S3). Finally, the critical and creative thinking sub-dimension (S4) focuses on critical reflection and analysis (D14), questioning what is commonly accepted (D15), producing new ways of thinking (D16), and going further than expected (D13).

2.4. The relevance of this study

As previously mentioned, some attempts were undertaken to develop a theoretical model that measures the LTL competence (Hoskins & Fredriksson, 2008). Firstly, the Finnish Learning to Learn Studies was a framework developed in 1995 that included two key competences: learning to learn and the motivation for lifelong learning. The LTL competence consisted of affective and cognitive descriptors and was designed in order to provide schools with a tool for the development of these competences (Hautamäki & Kupiainen, 2014). Secondly, the Dutch Development of Tests for Cross-Curricular Skills (2001) came to light in the Netherlands after a reformation of the national curricula (Hoskins & Fredriksson, 2008). This test was designed as an assessment tool to measure the proficiency of the different cross-curricular skills in secondary education (Meijer, 2007). Finally, the Effective Lifelong Learning Inventory was developed at the University of Bristol in 2004 in order to "improve the effectiveness of learning measuring the 'learning power' of individual students" (Hoskins & Fredriksson, 2008, p. 27). It consisted of seven learning power scales and provided students with feedback on the learning profile of each student in a form of a spider diagram.

Nevertheless, at least a decade after the definition of the LTL competence by the European Commission, the literature shows no consensus on its theoretical implications (Gargallo et al., 2020). In this study, it has been decided to use the GIPU-EA theoretical model to analyse data. The choice is sustained by its recent publication, the consideration of digital competence as a fundamental skill and the introduction of the ethical dimension of learning.

3. Methodology

3.1. Methodological approach

Considering that this study aims to gain an insight into foreign language learners' perspectives on self-assessment tools and strategies, the methodology employed in this research is a qualitative and interpretive approach. More specifically, in order to address the first research question, a survey questionnaire with close-ended questions was carried out. Additionally, and with the objective to answer research questions two and three, two focus group interviews with open questions were performed. This study also employs a quantitative approach for the second stage of the data analysis since the number of times the cognitive dimension is mentioned over the course of the focus group interviews is counted. It was decided to set up the study based on the results of an online questionnaire and focus group interviews because of its reliability. Moreover, due to time limitations and to make students feel more comfortable with speaking their minds, focus group interviews were considered a suitable alternative to personal interviews.

Both data collection tools were written and performed in Catalan since the experimental groups have a beginner language level of English. Because the purpose of the focus group is to listen to students' perspectives, students should feel confident when expressing their opinion.

3.2. Participants

The experimental groups in this study consisted of 36 students of 2nd year of ESO A and B (obligatory secondary education) in the English class in a high school in Catalonia. More specifically, the two classes have 18 and 20 students respectively (19 males and 19 female students in total) and have an A1–A2 English language level. Out of all the students, four of them are students with special educational needs. Furthermore, several students require special attention because of language barriers and their situation as newcomers.

3.3. Research ethics

Regarding the research ethics, a written informed consent document was signed by the head of studies at the beginning of the internship in November. This document asked for permission to

collect voice recordings and photographs. Secondly, students were also informed about the purpose of the data collection, and it was pointed out that both the surveys and the focus group would have no impact on their final marks. In addition to that, the online survey questionnaire consisted of a learner-convergent informed consent paragraph in Catalan to let students know the research purposes of the study, as well as highlighting its anonymity. At the beginning of both focus group sessions, the purpose, anonymity, and access to the data were explicitly expressed to the participants. After that, students were asked to confirm that they understood and agreed to attend the focus group interview.

3.4. Data collection procedures

Concerning data design and collection, the survey and the focus group questions were created by the researcher. In the course of both focus group sessions, my internship partner Maria also participated in the interview and, in the second one, she asked the students some questions for her research. During the focus group interviews, data were collected through voice recordings by a smartphone that was placed in a central position between the participants[1]. After the interviews, broad transcriptions translated into English were carried out for analysis.

As regards the online questionnaire, students were asked to fill in the survey right after the last teaching unit session in the first minutes of the English class (see Appendix D). In this way, full participation was ensured, and students were not expected to take on a larger workload. The survey follows a 4-point Likert scale from "Strongly disagree" to "Strongly agree" in order to identify students' perspectives (Brown & Rodgers, 2002). According to Xerri (2017), providing a 4-point Likert scale boosts "a stronger level of commitment on students' part than that entailed by a more finely tuned five-point scale giving the 'no opinion' option" (p. 66). Using a survey helps the researcher gain a general insight into students' beliefs and attitudes regarding the assessment tools implemented in the teaching unit. As Mackey and Gass (2005) state, survey data provide the researcher with the opportunity "to gather information that learners are able to report

[1] If the reader should wish to have access to the voice recordings, please contact the researcher to get in touch with the school to ask for permission to share the documents.

about themselves" (p. 77). Nevertheless, surveys and questionnaires do not always allow for extensive data on the matter (Xerri, 2017).

For this reason, the present study combines the survey with focus group interviews involving a group of four volunteers (two girls and two boys). In these interviews, students can talk freely about their beliefs and viewpoints concerning a specific topic (in Moore & Dooly, 2017). The first focus group session was carried out in the first week of the internship during the English class. In this interview, students were asked about their familiarity with aspects of the LTL competence. The interview consisted of a total of eleven questions divided into three sections: "Knowledge" (ID 1A–1C), "Skills" (ID 2A–2C), and "Attitudes" (ID 3A–3D) (see Appendix E). This classification follows the structure of any key competence included in the European Commission's Reference Framework. Because of its complexity, some of the questions were combined for students to comprehend them better. The second part of the focus group took place after the implementation of the teaching unit with the same participants in the first session (see Appendix F). This enabled the comparison of students' knowledge and perspectives on the LTL competence and the three self-assessment tools and strategies used throughout the teaching unit.

3.5. Data analysis

Regarding the data processing of the survey questionnaire to address the first research question, the average percentages of all items were calculated and presented in three tables (see Appendix G, H and I). The assessment tools and strategies included in the tables were coded using numbers: "1" for the negotiation of assessment criteria, "2" for the checklist and, finally, "3" for the self-assessment grid, whereas the different questions (ID) were coded with letters ranging from A to E. Furthermore, the categories "Strongly disagree" and "Disagree", as well as "Agree" and "Strongly agree" were combined in "Disagree Total" and "Agree Total" in order to detect general tendencies. Other researchers, such as Candrlic, also grouped categories in their research projects to observe overall patterns (2020). In the following table, there is an example to illustrate the above-mentioned classification. This sample shows the results obtained in the survey

questionnaire about the negotiation of assessment criteria (1) on the item: "I was motivated to participate because we had the chance to decide" (A):

ID	Strongly disagree	(%)	Disagree	(%)	Disagree total (%)	Agree	(%)	Strongly agree	(%)	Agree total (%)	TOTAL
1A	4	11.11%	10	27.78%	38.89%	15	41.67%	7	19.44%	61.11%	36

As can be observed, the 4-Likert scale items indicate the number of students who selected the corresponding option, as well as the average percentage (%). The four items are grouped into the categories "Disagree total" and "Agree total" with the combined average percentages of "Strongly disagree" and "Disagree" and "Agree" and "Strongly agree", respectively.

On another note, the analysis of the focus group interviews had two main stages. Firstly, to address the students' arguments regarding the usefulness of the self-assessment tools, data were analysed at a textual level by marking and coding relevant passages according to GIPU-EA's theoretical model on the LTL's cognitive dimension (see Appendix J). These passages worth mentioning can be found in section 5.3. of Results. In this way, the correlation between students' knowledge of the LTL competence, as well as their arguments could be connected to the theoretical approach. In their theoretical proposal, Gargallo et al. also employ categories to establish "a map of relationships" (2020, p. 197). Secondly, in order to address the question of whether students mentioned aspects of the cognitive dimension of the LTL competence, numerical data were gathered. These data summarise the number of times every component of the LTL cognitive dimension was mentioned by the students (see Appendix H). The authors of the theoretical model use this approach in their research in order to make connections between all categories (Gargallo et al., 2020), but this study focuses on the cognitive dimension exclusively. The following table exposes a snippet of the second stage of the data analysis:

Sub-dimensions (S)	Descriptors (D)	1st focus group	2nd focus group	Opinion on assessment tools and strategies (2nd focus group)	Total (D)	Total (S)
S1	D1	3			3	9
	D2	3	2	1	6	

Every sub-dimension (S) and their descriptors (D) contain the total number of mentions during the course of both the first and the second focus interview. It was decided to establish an extra category for students' opinions on the self-assessment tools and strategies called: "Opinion on assessment tools and strategies". Even though these data belong to the second focus group interview, it is considered suitable to include an additional category because it provides information about the connections established between the arguments surrounding the three self-assessment tools and the cognitive dimension of the LTL competence.

4. The study context

The teaching unit in which this dissertation is framed deals with the topic of sustainability and, more specifically, the use of aluminium foil in school. It is a nine-hour teaching unit that is divided into three milestones: raising awareness of the dangers of aluminium foil, learning how to make a sandwich wrap, and presenting this information to the school community. To do so, students elaborated a final task in their cooperative groups (a two-minute video), in which they exposed the dangers, the alternatives, and the process to make a sandwich wrap.

The assessment criteria for the final task were agreed on in the first session of the teaching unit. In groups, students had to think about indicators for the categories "Creativity", "Content", "Communication", and "Formal aspects" and, later, determine what criteria should be included (see Appendix A and B). These criteria were afterwards transformed into a checklist which was available on Google Classroom for the students to consult (Castro & Furriols, 2021) (see Appendix C). After the implementation of the teaching unit, students had to self-assess their performance in the video with a grading scale from 1 to 4 according to the assessment criteria that were agreed on (see Appendix D).

In this teaching unit, the LTL competence is fostered since it requires self-reflection and critical thinking. Students take ownership of their learning process, as well as the final assessment task through the negotiation of assessment criteria and their self-evaluation after having submitted

the video. Moreover, the students mentioned that they had never used the negotiation of assessment criteria or the checklist previously in their English classes, meaning that their capacity to adapt to new challenges was boosted.

5. Results

The data gathered are presented in the following order: firstly, the results of the survey questionnaire are analysed according to the three items introduced in this study (the negotiation of assessment criteria, the checklist, and the self-assessment grid). Secondly, the results of the survey are compared to the students' developed answers on the matter in the second focus group interviews. In this section, the students' real names have been modified in order to ensure anonymity. After that, data on students' utterances about the LTL competence are exposed. Finally, students' outcomes are connected with the cognitive dimension of the LTL competence.

5.1. Survey questionnaire: opinions on the self-assessment tools

Concerning the negotiation of assessment criteria (see Appendix G), 61.11% of the students felt motivated to choose the assessment criteria because they had the opportunity to decide. However, for question 1D, 61.11% answered that they prefer the teacher to be the person who formulates the assessment criteria. Regarding the usefulness of this assessment strategy and their wish to keep using it in future EFL lessons, 72.22% agreed to it, out of whom 44.44% selected the "Strongly agree" option.

Concerning the checklist that was elaborated after the negotiation of assessment criteria (see Appendix H), 63.89% of the students confirmed having used it for the final task. The same number of students agreed that the possibility of submitting a perfect video motivated them to check it (63.89%). In this case, 75% agreed that it was a useful tool and none of the students (0%) strongly disagreed with this statement. It is worth highlighting that 77.78% disagreed on the preference of not knowing the assessment criteria as opposed to the 22.22% who agreed.

As regards the self-assessment grid (see Appendix I), the majority of students felt motivated to assess themselves (75%) and 86.11% considered they were objective enough to carry it out.

Whereas 13.89% disagreed on the degree of objectivity, 66.7% of the total number of students affirmed the self-assessment grid to be a useful tool. Nevertheless, exactly half of the learners still preferred teacher assessment over self-assessment (50%), while the other half was more inclined to self-assessment (50%).

It is worth highlighting that when it comes to student motivation with regard to the different assessment tools, students were most motivated when using the self-assessment grid (75%). Students also showed motivation when it came to using the checklist, but the percentage dropped to 63.89%. The least motivational strategy was the negotiation of assessment criteria: 61.11% because of the decision-making factor, and 58.33% because of finding suitable assessment criteria for each dimension. The data appear to suggest that, even though students feel motivated to self-assess themselves, 50% of the students still prefer the teacher to carry out the assessment. Finally, in terms of utility and the desire to continue using the tool in the future, students find the checklist the most useful tool of all three (75%). Following the checklist, the negotiation of assessment criteria comes after (72.22%) and, in the last position, the self-assessment grid (66.7%).

In short, survey data show that most students considered the three self-assessment tools useful and felt motivated when using them. Nonetheless, 61.11% of students preferred the teacher to be responsible for the formulation of assessment criteria. Likewise, half of the group (50%) favours teacher assessment over self-assessment despite the fact that 75% of students felt motivated to self-evaluate themselves. As far as the checklist is concerned, 63.89% consulted it in order to notice key aspects for a perfect final product.

5.2. Focus group interviews: opinions on the self-assessment tools

During the second focus group interview, students were asked to develop their opinions on the different above-mentioned self-assessment tools and strategies. Since the second focus group interview took place after the implementation of the teaching unit, students were able to develop a point of view on the matter. Concerning the negotiation of assessment criteria, CLÀUDIA admitted that her group did not check the criteria again for the final task, whereas FARAH's groups took a look at them when preparing the video: "Our group thought about them.

We chose a quiet and luminous place to record, and the result was very good". Nevertheless, all students agreed that they should have considered the "Formal aspects" category since not all of their videos met the established criteria on the length and sound quality, as MAMADOU comments: "There are some criteria that we could have considered, but we didn't like the 2-minute length criterion".

Regarding its utility, all students believed it was a useful strategy and would like to negotiate the criteria again in future English classes. More specifically, HAMZA stressed that it was the first time he had ever negotiated the assessment criteria, while FARAH commented on how useful it is "because we can decide as if we were the teacher".

When it came to the checklist, all students agreed that it was useful for various reasons. On the one hand, FARAH believes it helped her to realise what her group did correctly and incorrectly, whereas HAMZA and CLÀUDIA focused on the final result. Both students considered that it was useful in terms of achieving a better final result and, consequently, a good grade: "They were very useful because you can check them, make a good video and get an A". Finally, MAMADOU affirmed that the checklist was a useful resource for organising and planning the video regarding its structure and content, making it "easier to record it afterwards".

All students agreed that the self-assessment grid is a useful tool but in combination with other assessment strategies and tools. As opposed to the negotiation of assessment criteria and the checklist, students were familiar with self-assessment since they had carried it out in previous projects. HAMZA underlined its utility since "you notice what you have to improve". However, CLÀUDIA stated that she prefers to combine self-assessment with assessment and feedback from the teacher: "I think the best combination is to self-assess ourselves sometimes but also to get the marks from our teachers". In this regard, FARAH agreed with CLÀUDIA and added that she finds it useful to get to compare her assessment to the teacher's and reflect on the differences and similarities.

In essence, the opinions the students developed in the focus group interview match the aforementioned survey results. Students considered the negotiation of assessment criteria useful due to the adoption of the teacher's role. Yet students recognise that they could have submitted a

better video if they had followed all negotiated assessment criteria. The argumentation on the utility of the checklist revolves around the identification of what needs to be improved, whereas the self-assessment grid is considered a useful tool in terms of diagnosing one's strengths and weaknesses. Even so, students claimed their preference of combining self-assessment with other assessment strategies such as feedback from the teacher, which also concurs with the survey results.

5.3. Focus group interviews: knowledge of the LTL competence

The focus group interviews allowed the researcher to observe the students' knowledge on aspects of the LTL competence. As regards the students' favourite learning styles, CLÀUDIA highlighted repetition and the importance of the teacher's role in motivating students: "I always enjoy it when teachers motivate me when they are explaining something because I have to feel motivated to learn and study". CLÀUDIA also expressed that copying notes from the blackboard makes her disconnect from content and even feel stressed if she has to comprehend and take notes at the same time. In this regard, HAMZA and FARAH agreed with CLÀUDIA's point of view. On the one hand, HAMZA also emphasised his need to stay focused and pay attention to what was being said instead of taking notes from the blackboard. On the other hand, CLÀUDIA stated her preference for oral activities over written activities in the EFL classroom. Finally, MAMADOU commented on his increasing motivation when classes take place outdoors since he gets "more interested if I like what I'm doing and I'm having fun".

After the implementation of the teaching unit, MAMADOU stressed the use of digital tools, while CLÀUDIA enjoyed the process of making a sandwich wrap in class. Nevertheless, FARAH expressed her discontent with working in cooperative groups since she prefers individual work or being able to choose her teammates: "I don't think that group work is a problem itself. I like it because my teammates can help me if I don't understand something, but I don't like the cooperative groups that our tutor put us in".

In order to self-assess their progress, students explained different techniques. Whereas CLÀUDIA and FARAH tend to complete extra exercises at home to check their development,

MAMADOU and HAMZA already self-regulate their progress in class. In this sense, depending on how much attention they paid in class or the correct amount of answers in an exercise, they become aware of their weaknesses: “If I notice that I do the exercises correctly and I paid attention in class, I know I did it right”, expressed HAMZA.

When dealing with unexpected problems or difficulties, students tend to ask for external support, such as the teacher, siblings, or classmates. Furthermore, CLÀUDIA and FARAH also search for information on the Internet or watch YouTube videos to learn more about a certain topic. Regarding their motivation when facing challenges in their learning process, all students shared the opinion that their main incentive was avoiding any retake exams during the summer break: “I prefer studying now and having a free summer break”, FARAH commented. However, when students were asked about their objectives and motivation in the English class, their replies were different. On the one hand, MAMADOU, FARAH, and HAMZA set their goals of communicating abroad and holding conversations in English when travelling: “What I want to achieve is to be able to communicate with people from other countries”, explained MAMADOU. On the other hand, CLÀUDIA commented on her objective of mastering the present and the past simple tenses in English since “I still find it difficult”.

To the question of what LTL meant to them, students showed some confusion in the first focus group interview. After a few moments, FARAH replied that it is a resource that gives one the chance to acquire more knowledge, while CLÀUDIA described it as a way of learning to discover new things. Once the teaching unit was finished, students developed their answers. First, HAMZA presented it as a way of acquiring knowledge. However, MAMADOU described it as a manner of “learning how to do something”, whereas FARAH considered it as being “how to put into practice what you learned”.

Overall, it may be said that students show awareness of knowledge, skills and attitudes that the LTL competence involves. To begin with, students declare motivation to be a key aspect when learning and feel more engaged by the use of digital technologies. Secondly, students employ self-reflecting strategies both in class and after class mainly through observation after their performance. When dealing with unexpected problems, students affirm resorting to friends,

relatives or teachers to ask for help, together with searching for information on the Internet. Moreover, most students' personal objectives in the English class focus on the effective management of oral communication skills in order to travel, meet people from other countries or find a better job. Finally, despite their internalised knowledge, not all students are able to provide a clear definition of LTL.

5.4. Connections to the cognitive dimension of the LTL competence

A total number of four relationships were established for the cognitive dimension of the LTL competence concerning the students' arguments on the three self-assessment tools and strategies (see Appendix K). More specifically, students highlighted the utility of the checklist as it helped their groups use that information to apply it in their projects and obtain a good grade. This aspect is related to the S1 since it deals with the effective management of the information. Moreover, students also commented on the checklist being useful due to the guidance on the technical matters for the video, such as good sound quality or editing. Such argumentation can be connected to sub-dimension 3, which deals with the appropriate usage of digital technologies to learn how to use editing software, for example, in the case of this teaching unit.

Concerning the students' opinions on the self-assessment grid, the critical and creative thinking sub-dimension (S4) was mentioned twice. More concretely, students found the self-assessment grid a useful tool in terms of regulating one's own learning and detecting strengths and weaknesses: "I think it is very useful because you notice what you have to improve", as HAMZA underlined. For this reason, there is a link to be established between students' argumentations on the self-assessment grid and descriptor 14, which focuses on the critical reflection on real-life situations. However, students' perspectives on the utility of the negotiation of assessment criteria cannot be connected to the cognitive dimension of the LTL competence. Students' viewpoints on the matter dealt with metacognitive aspects of the LTL competence such as the planning and organisation strategies for the final task.

Regarding the knowledge of the LTL competence in both focus group interviews; the most mentioned aspect of the cognitive dimension was the sub-dimension on communication

skills (a total number of 17 times). The most commented sub-dimensions were oral communication skills (S2.1) and knowing and using foreign languages (S2.4), both with total mentions of six times each. Students commented on the importance of learning to be able to express oneself clearly, both in their native language and in foreign languages. Not only did students focus on the relevance of oral communication skills when learning, but they also commented on oral communication being a motivational factor to learn English: "I want to know how to speak English because the situations in which you usually need to use English are related to speaking and not to writing". Students expressed that being able to communicate orally in English is their main objective for the subject. As FARAH commented on several occasions, she preferred oral communication over written communication: "I like it better when we chat and do oral activities instead of writing."

Furthermore, written communication skills were also mentioned twice over the course of the focus group interviews. In this regard, to the question of "What does learning mean to you?", CLÀUDIA brought up the importance of having effective written communication due to the number of text messages we send every day: "Nowadays, everyone texts on WhatsApp or Instagram. We wouldn't understand each other if we could not speak Catalan or Spanish". This affirmation can be connected to the effective use of written communication (D7) by expressing oneself clearly. Further to this, CLÀUDIA pointed out how fundamental spelling correction becomes in professional environments. In this case, this student referred to the descriptor 9 of the written communication skills since it requires a language adaptation to a non-formal written situation.

Regarding the sub-dimension on the effective management of information (S1), students mentioned it on eight occasions. On the one hand, five of these mentions refer to descriptor 2 which focuses on applying what one has learned to other contexts and situations effectively: "Learning means, for instance, knowing how to communicate or using maths in our everyday lives", CLÀUDIA commented. The same student also expressed that she would apply what she learned "everywhere, in our daily lives". Another mention related to D2 was introduced by MAMADOU when he manifested the need to learn in order to, for example, not get scammed.

Again, this student alluded to the transfer of previous knowledge to solve a problem in a real-life situation.

The other three mentions belonged to D1, which describes the use of the relevant usage of sources of information. When dealing with comprehension problems, students stated turning to relatives, classmates, or teachers to get a better understanding, like HAMZA affirmed: "I ask my teachers or classmates for help, people who know more than me about the topic". In addition, students claimed to use digital tools such as YouTube to search for information, comprehend it, and use it afterwards: "When I'm not motivated, I first look for YouTube videos to learn more about the topic because otherwise, I get stressed easily". At the same time, such affirmations can be connected to sub-dimension three, which focuses on the effective use of digital tools for learning. As it can be concluded from students' utterances, employing relevant sources of information includes, inevitably, the use of digital technologies.

Finally, students mentioned the sub-dimension on critical and creative thinking (S4) three times. When asked about ways in which they control their learning process, students referred to various strategies such as doing extra activities at home or reflecting on their performance in class: "I usually do extra exercises at home to make sure that I understand everything. If it's not the case, I know that I have to study more". These kinds of thoughts are a sign of critical reflection since students come to different conclusions depending on their accomplishments. However, the other three descriptors related to creativity, questioning what is established and thinking differently were not mentioned at any moment.

In conclusion, all sub-dimensions of the cognitive dimensions of the LTL competence were mentioned during the focus group interviews. Students' statements referred to the cognitive dimension of the LTL competence to discuss the self-assessment tools and strategies and to talk about their internalised knowledge of the LTL competence. As far as the line of reasoning on the three self-assessment tools and strategies, there were connections with the S1 (effective management of information) and S3 (effective use of digital technologies) when arguing about the checklist and another two mentions related to the S4 (creative and critical thinking) when talking about the self-assessment grid. Throughout the focus group interviews, sub-dimension 2

on communication skills was mentioned on seventeen occasions. Most of the mentions were associated with effective oral and written communication skills, as well as the use of foreign languages.

6. Discussion

The initial objective of this study was to analyse the students' perspectives on three self-assessment strategies and tools: the negotiation of assessment criteria, the checklist and the self-assessment grid. Moreover, we wanted to observe whether students connected their arguments with aspects related to the LTL competence. Finally, the third research question dealt with the students' mentions of aspects of the cognitive sub-dimension of the LTL competence. In the following paragraphs, all research questions are discussed in this order and the results are compared to other research projects on the matter.

For the first research question on students' perceptions on the utility of the negotiation of assessment criteria, the checklist and the self-assessment grid, most students considered the three assessment tools and strategies to be useful and wish to continue using them in the future. The analysis of the data seems to validate what other studies highlight about students' beliefs regarding self-assessment tools. More specifically, the self-assessment grid and the checklist obtained the most positive percentage among the assessment tools (75% respectively), followed by the negotiation of assessment criteria (72.22%). In Han and Fan's research on English–Chinese interpretation college students, the results also showed an overall positive perception of the self-assessment grid. Among other reasons, students considered it was useful due to the democracy and transparency involved in the assessment criteria (Han & Fan, 2020). Another research project that is in line with the results of this study is the one undertaken by Mira-Giménez about the opinions students had on an electronic portfolio. From the following variables: "descriptors", "learning to learn" and "self-assessment", the results showed that the variable "self-assessment" achieved the best results (Mira-Giménez, 2017, p. 216).

In contrast, a closer look at the data indicates that there are dissenting opinions on motivation students had regarding the negotiation of assessment criteria and the checklist. Even

though most students found the negotiation of assessment criteria useful (72.22%), 61.11% of students prefer the teacher to be the person responsible for the definition of assessment criteria and 50% also prefer the teacher to assess. Along the same lines, 22.22% expressed their preference for not knowing what the assessment criteria is at all. This contradiction was also highlighted in Han & Fan's study on students' perspectives on self-assessment. As the authors indicated, some students felt overwhelmed because of the complexity of some of the assessment criteria and therefore lost motivation (2020). This may be the case of this study since, as Ross explains in his research, some students may not be able to comprehend the assessment criteria or picture what a high standard looks like (2006). It is also worth highlighting that some evidence points to age as a key aspect of the ability to compare to past performances (Ross et al., 2002, as cited in Ross, 2006). Ross's research disclosed that the ability of the students to process data "improves with age", meaning that older students are more likely to reflect on improvement possibilities rather than younger students who tend to focus on overall achievement (Ross, 2006, p. 9). It should be not forgotten that the participants of the study are students in the second year of ESO who may still struggle with complex self-reflection abilities. All these data may explain the high preference for the teacher to take on the assessment role and to describe the assessment criteria despite the positive viewpoints on the self-assessment tools.

For this reason, some data suggest that self-assessment should be further practised and developed in the classroom. In order to overcome the above-mentioned challenges, Rolheiser (1986) proposes that students should complete a rubric or a checklist with "kid-criteria", meaning specific criteria which students may feel more familiar with so that their commitment increases (as cited in Ross, 2006, p. 8). Furthermore, teachers should also provide enough guidance when implementing self-assessment in class. For instance, teachers should show self-assessment models in order for the students to have enough references. In addition, a record could be made available for students in order to enable reflection on past performances (Han & Fan, 2020). On the contrary, some data suggest that self-assessment tools may have the contrary effect and boost student engagement in terms of the ownership of their learning process. As CLÀUDIA expressed, she found the self-assessment grid useful because she was able to take on the role of the teacher.

Han & Fan also observed this motivational factor in some of their participants (2020). As Ross affirms, because of student involvement in the establishment of assessment criteria, they may show a better understanding of what is expected from them and, therefore, feel more engaged in the task (2006). This finding is in line with the research on freedom as a "strong learning implication", for instance, from the teacher's authority (Little & Dam, 1998, as cited in Swatevacharkul & Boonma, 2020, p. 187).

Concerning the second research question on connecting their arguments with the LTL competence, students used descriptors of the cognitive dimension to discuss the utility of the self-assessment grid and the checklist. Firstly, students referred to the checklist as a useful resource for finding suitable information to apply in their final task and, ultimately, get a good grade. This affirmation connects with sub-dimension 1, which describes the effective management of information. Moreover, students expressed its utility in terms of guidance on the technical matters for the video, meaning that S3 on effective usage of digital technologies was mentioned. This finding concurs with Leader & Clinton's work on the perspectives held by college students regarding rubrics since most of them claimed it to be a useful tool for guiding their learning process (2018).

Student arguments concerning the self-assessment grid show that the participants declared it to be a useful tool in connection with regulating one's own learning and detecting strengths and weaknesses. Such viewpoints refer to the sub-dimension of critical thinking (S4) since students are able to analyse a situation and then use critical reasoning for their analysis. Iaroslavschi (2011) also obtained a similar result in his research on interpreting student perspectives on self-assessment as "they were able to identify their strengths and weaknesses; they became self-directed learners, as they took initiative to improve interpretation" (as cited in Han & Fan, 2020, p. 112).

Concerning the question on whether students mentioned the cognitive dimension of the LTL competence, all sub-dimensions were referenced by the students. From all sub-dimensions, communication skills, in the first place, (S2) and the effective management of information, in the second place, (S3) were the most mentioned aspects. In Gargallo et al.'s study, S1 and S2 also

appeared the most frequently, with the difference that S2 received a higher number of mentions (2020). As the authors affirm, both sub-dimensions are the most consolidated aspects within the research community because they "appeared earliest in the scientific literature" (2020, p. 205). Therefore, these data may suggest that the extensive literature on the matter has been successfully transmitted into the schools, to the teachers and, ultimately, to the students.

On the one hand, concerning the effective management of information (S1), students showed a lot of knowledge and skills about the topic because of their familiarisation with digital literacy. Results in Aytaç and Erdem's research showed that the most common use of the Internet by secondary school students is related to information access and search, social networks and games (2019). On the other hand, the sub-dimension on communication skills (S2) was probably mentioned the most because of the context of the focus group interviews. As previously indicated, the interviews took place in an EFL classroom context before and after the implementation of a content-rich teaching unit. This may explain the high number of mentions of the descriptor on the knowledge and use of foreign languages (D11).

The data gathered appear to suggest that there is a lack of knowledge on some descriptors of the sub-dimension on creativity and critical thinking (S4). Out of all descriptors, only the descriptor on the analysis and critical reflection on real-life situations (D14) was commented on, on several occasions. As students affirmed in the focus group interviews, self-assessment was not a new assessment strategy for them. For this reason, students may be more familiar with self-reflection and self-evaluation and therefore refer to D14 on more than one occasion. However, the descriptors on questioning what is established (D15), creativity and going further than expected (D13) and producing new ways of thinking (D16) were not mentioned. This result is not surprising since creative and critical thinking can sometimes be a complex concept to understand and put into practice (Vincent-Lancrin et al., 2019). As Vincent-Lancrin et al. state, these abilities "require great mental effort and energy and are cognitively challenging" (2019, p. 13).

7. Conclusions

This study aimed to analyse the perceptions students had on three self-assessment situations (the negotiation of assessment criteria, the checklist and the self-assessment grid) and observe their connection with the LTL competence and, more concretely, its cognitive dimension. The results of this study indicate that secondary school students find self-assessment tools and strategies useful and wish to continue using them in the future. Nevertheless, some contradictions were observed after the data collection. Despite the fact that most students valued self-assessment positively, a big percentage still preferred the teacher to be the agent responsible for the definition of assessment criteria as well as the final assessment. This inconsistency may be caused by the high cognitive skills required when describing assessment criteria, the students' inability to understand assessment criteria and recall past performances or the lack of models available regarding high standards.

Secondary education students employed descriptors of the LTL competence to argue their opinion on the usefulness of self-assessment tools. More specifically, regarding the cognitive dimension of the LTL competence, the sub-dimension on the effective management of information (S1) and critical thinking (S4) were mentioned in the students' arguments. These findings show that students understand self-assessment in terms of learner's autonomy, the awareness of one's strengths and weaknesses, and the ability to evaluate one's learning.

Furthermore, this study shows that the most consolidated aspects of the cognitive dimension of the LTL competence among secondary school students are the effective management of information (S1) and communication skills (S2). These phenomena can be explained due to their consolidation among the scientific literature on the matter which, ultimately, reflects on teaching practices and student perspectives. On the contrary, data suggest that secondary education students present a lack of awareness regarding some aspects of the cognitive dimension of the LTL competence such as creative thinking, the willingness to question and the production of new ways of thinking. A possible explanation may be the cognitive

complexity that these mental processes require, but further research could be undertaken to provide evidence on this correlation.

After the analysis of data and consequent discussion, there are some pedagogical implications worth highlighting. First, self-assessment strategies and instruments are an opportunity to foster the LTL competence in the classroom, but students need to be provided with external support. As students expressed in this study, self-assessment is useful but in combination with other assessment strategies. For this reason, it is important to offer students a variety of assessment strategies, such as feedback from the teacher or peer assessment. Moreover, Coll et al. highlight the relevance of providing sufficient evaluation situations so that students can develop the LTL competence (2012). In this way, students can delve into the expectations and shared assessment criteria, leading to progressive learner autonomy (Coll et al., 2012).

This study contributes to the research on the perspectives secondary school students have regarding self-assessment tools. Until now, the literature on this matter has focused on university and higher education students, but there is still a lack of research on the perspectives of secondary school students concerning self-assessment. Despite its status as compulsory education, secondary school students should also be provided with a voice to express their opinions. Based on this fact, future research could continue along this line. Moreover, this Master's dissertation also contributes to the development of the recent theoretical model of the GIPU-EA group. Nonetheless, in this study, only the cognitive dimension was employed as a theoretical approach for the analysis of the data, meaning that there is a need for further application.

Overall, the study has offered valuable information, but several limitations should not be overlooked. The sample of the study is limited and is therefore not representative of all secondary school students in Catalonia. Likewise, the sample does not foresee other variables such as gender or academic performance in the English subject which may affect the analysis of the results. Regarding data collection procedures, the fact that students were recorded by audio and it was explained to them that it was for research purposes may have influenced the answers students gave during the focus group interviews. Finally, the researcher was involved in the implementation of the teaching unit, as well as the design of the assessment tools. Again, this

could have induced students to respond in a more positive way towards the utility of the assessment tools.

All things considered, I hold the view that though self-assessment may imply some complexities such as the comprehension of assessment criteria and high standards, teachers should implement this type of assessment in their classes. This study has helped me comprehend the connection between self-assessment and boosting the LTL competence to prepare students towards autonomy and self-reflection. Nevertheless, to do so, I consider that teacher training on how to properly implement self-assessment is a fundamental aspect. As shown by the students' opinions, self-assessment has a formative role and is perceived as useful, which may engage other teachers to use such instruments. Yet it is still necessary to carry out further research on the beliefs students have with regard to self-assessment tools and strategies in secondary education. In my opinion, this study may be a first step in this research field to move towards a more democratic education system in which students also have a voice and ownership of their learning process.

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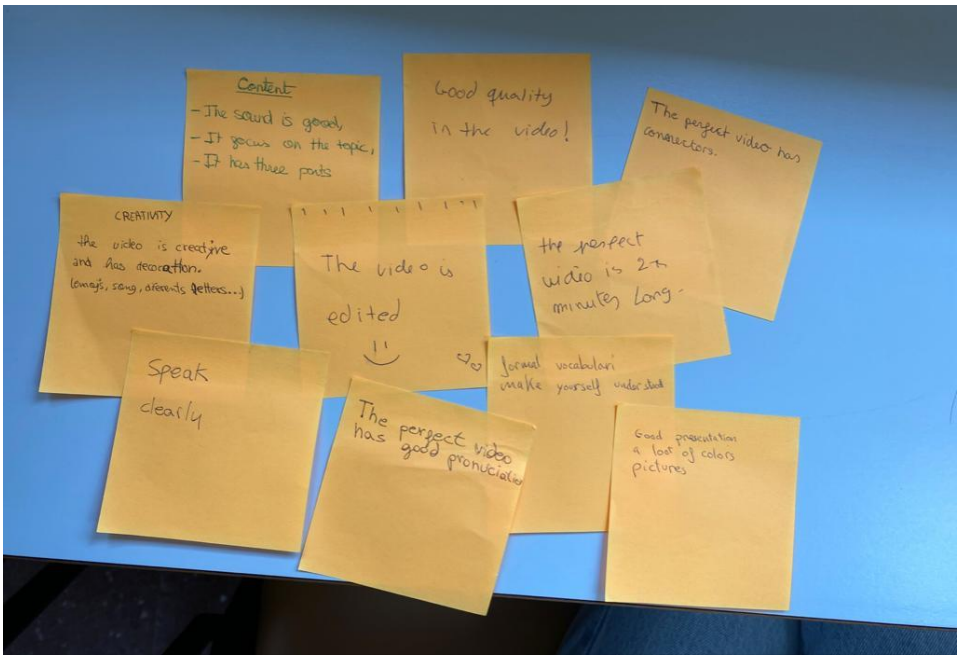
Appendices

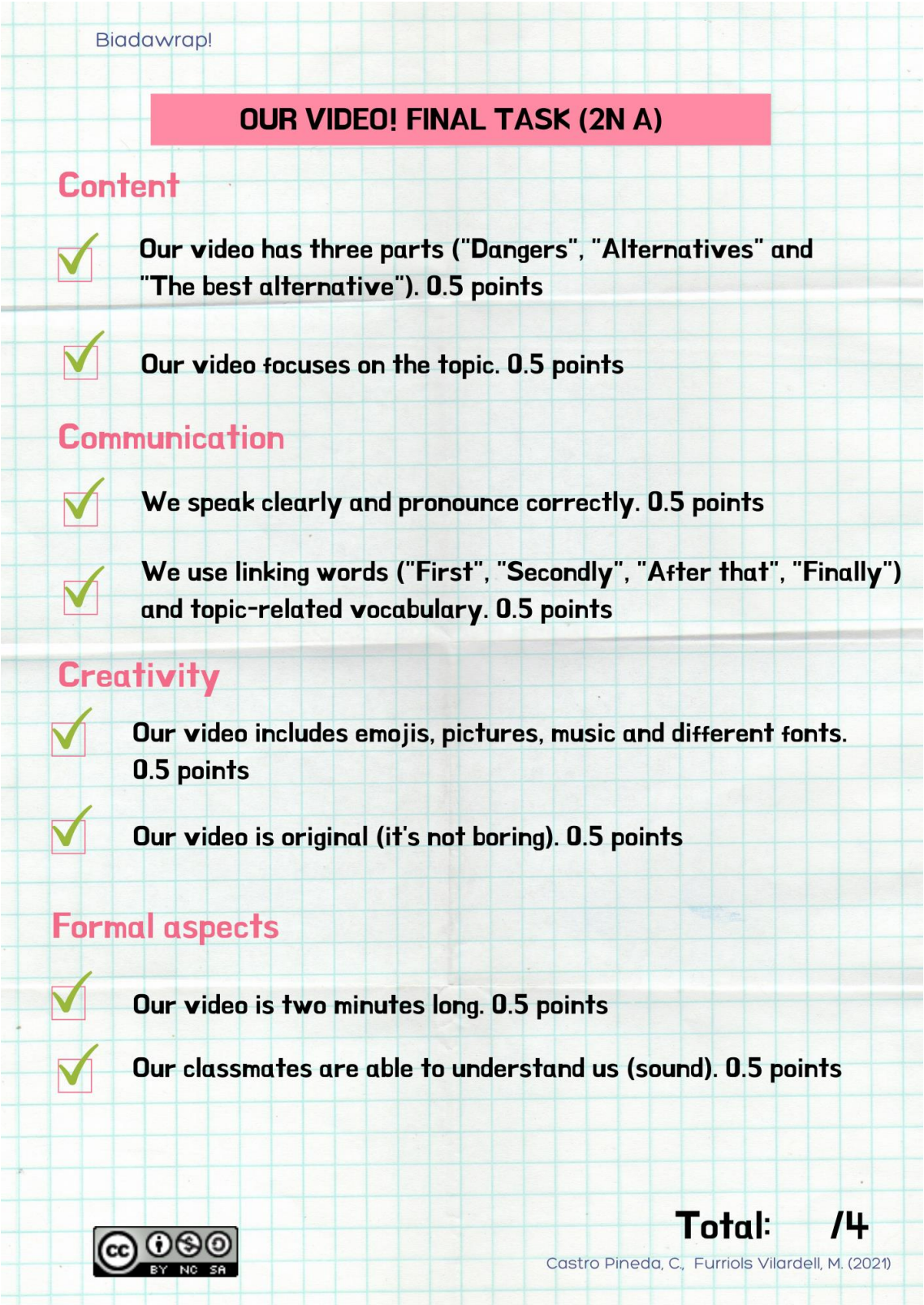
Appendix A: Negotiation of assessment criteria (2nd year of ESO A)

Figures A1 and A2. Negotiation of assessment criteria (first session of the teaching unit)

Appendix B: Students' assessment criteria (2nd year of ESO A)



Appendix C: Checklist (2nd year of ESO A)



Biadawrap!

OUR VIDEO! FINAL TASK (2N A)

Content

- ☑ Our video has three parts ("Dangers", "Alternatives" and "The best alternative"). 0.5 points
- ☑ Our video focuses on the topic. 0.5 points

Communication

- ☑ We speak clearly and pronounce correctly. 0.5 points
- ☑ We use linking words ("First", "Secondly", "After that", "Finally") and topic-related vocabulary. 0.5 points

Creativity

- ☑ Our video includes emojis, pictures, music and different fonts. 0.5 points
- ☑ Our video is original (it's not boring). 0.5 points

Formal aspects

- ☑ Our video is two minutes long. 0.5 points
- ☑ Our classmates are able to understand us (sound). 0.5 points

Total: /4

Appendix D: Self-assessment grid (2nd year of ESO A)

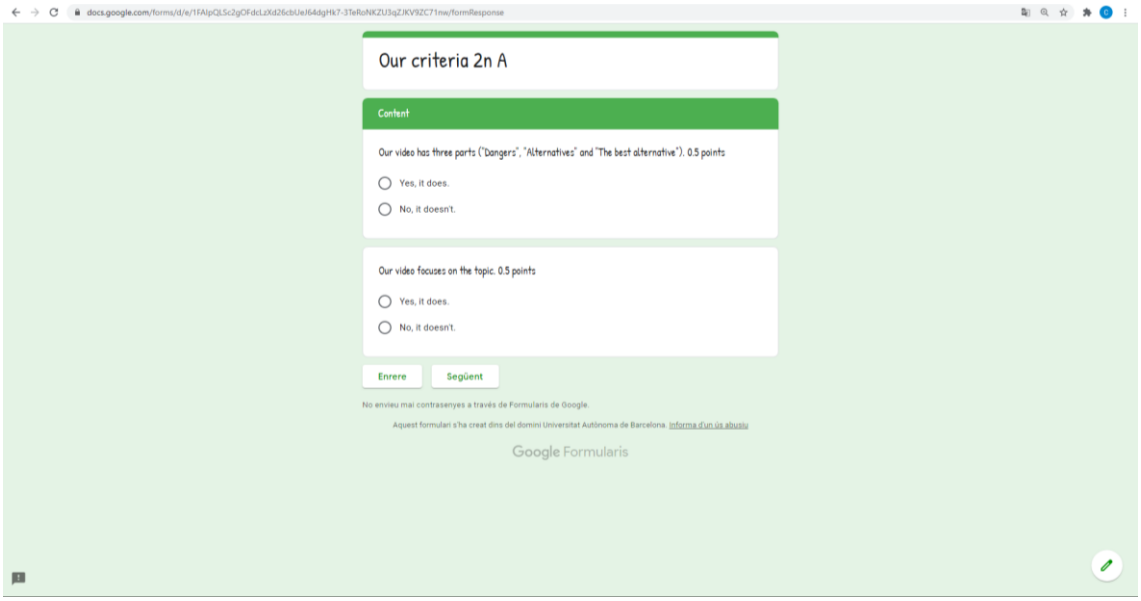


Figure D1. Self-assessment grid 2nd year of ESO A ("Content")

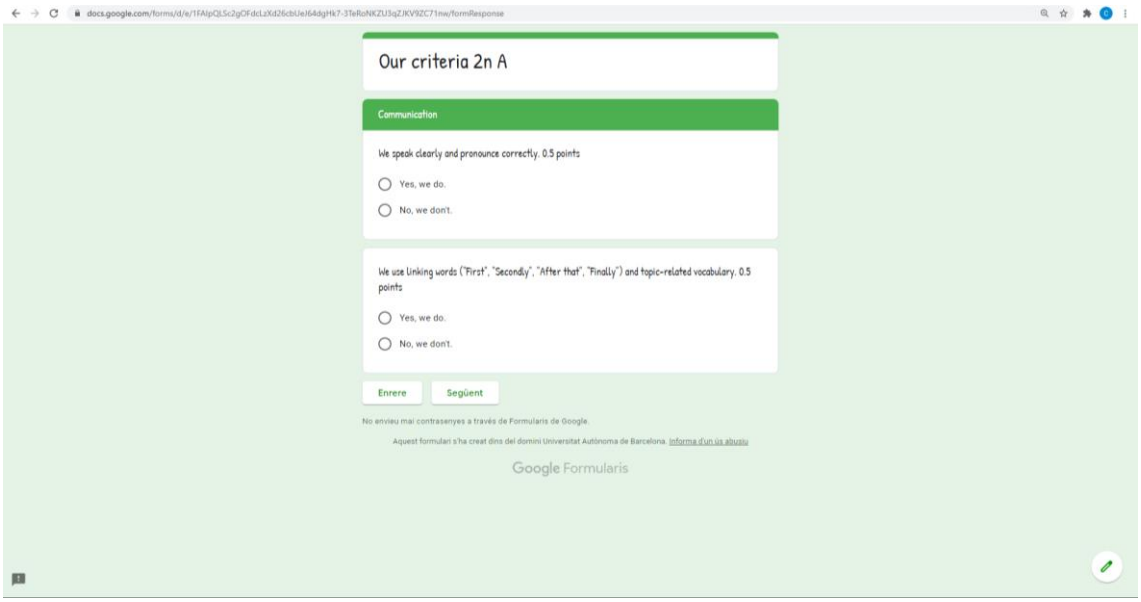


Figure D2. Self-assessment grid 2nd year of ESO A ("Communication")

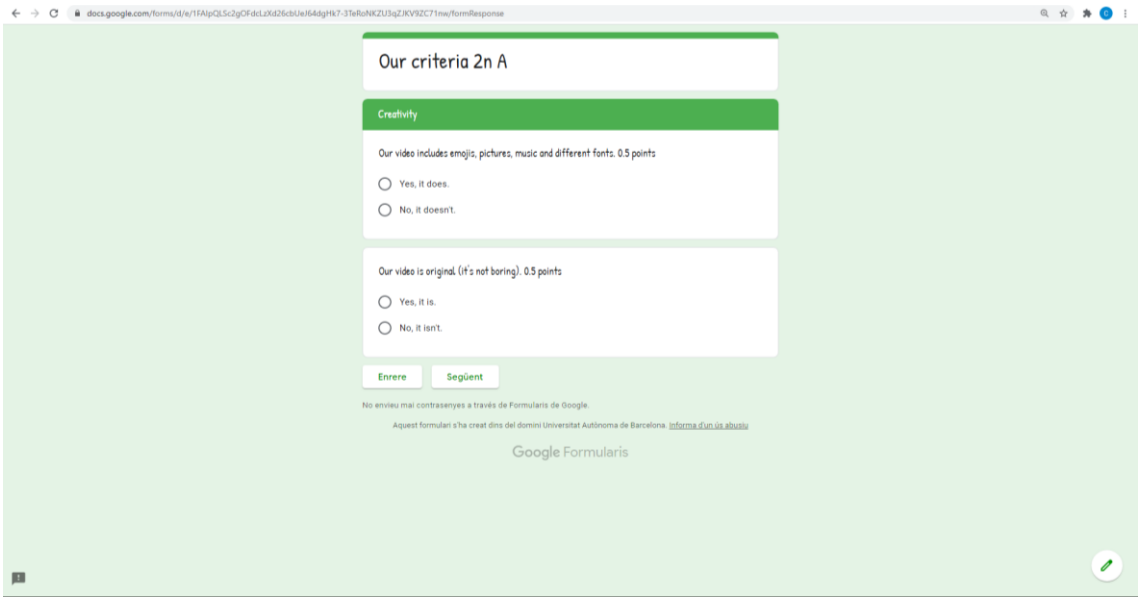


Figure D3. Self-assessment grid 2nd year of ESO A ("Creativity")

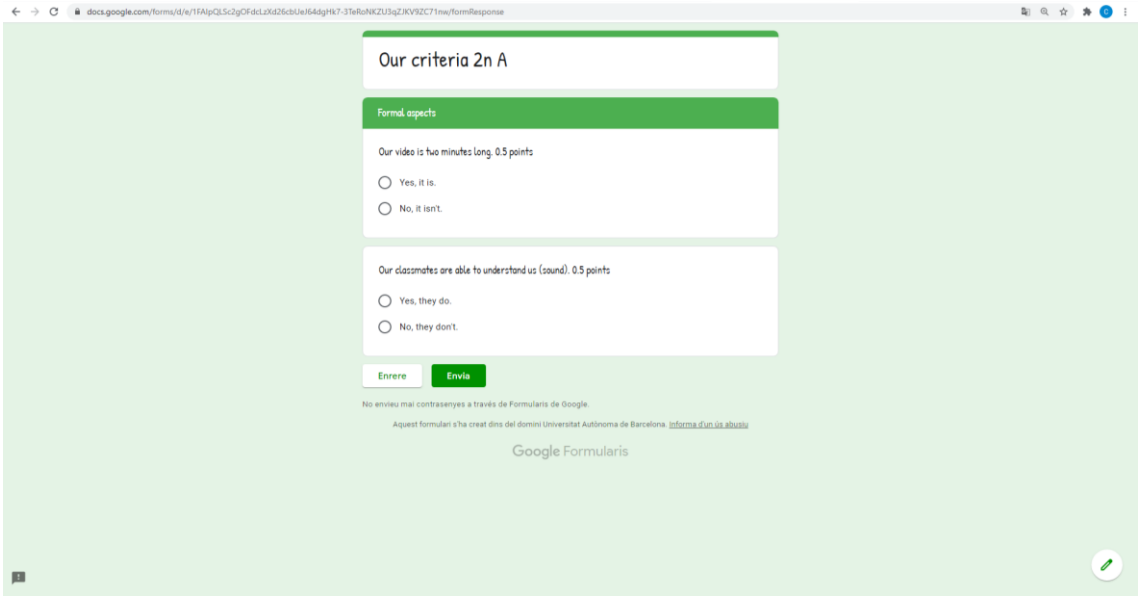


Figure D4. Self-assessment grid 2nd year of ESO A ("Formal aspects")

Appendix E: Questions for the first focus group interview

ID	Questions
1A	How do you want to learn? How do you usually do it?
1B	Which learning style do you prefer: learning by doing, by reading and thinking, by observing?
1C	Which methods do you use to self-evaluate what you learned?
2A	How do you deal with challenges in your learning process?
2B	How do you motivate yourself to deal with obstacles and continue learning?
2C	What are your learning objectives within the English class? How did they change? Did you reach them?
3A	What does LTL mean to you? Do you consider it as an important competence?
3B	What does "learning" mean to you in general?
3C	Why is this learning important for your future?
3D	How will you use what you learned?
3E	Which activities in the EFL classroom motivated you the most in your learning?

Appendix F: Questions for the second focus group interview

ID	Questions
1A	In the first focus interview, we talked about how you want to learn. To what extent did this teaching unit coincide with it?
1B	What does LTL mean to you after the teaching unit? Do you consider it as an important competence?
1C	Why is this learning important for your future?
1D	How will you use what you learned?
2A	When preparing the video, did you think about the assessment criteria we agreed on? Why?
2B	Do you think that the agreed assessment criteria and the checklist were useful for you to carry out your final task? Why?

2C	Would you like to self-assess yourself in other projects? Why?
2D	Do you think that the self-assessment grid was useful? Why?

Appendix G: Survey results on "Negotiation of assessment criteria"

ID	Strongly disagree	(%)	Disagree	(%)	Disagree total (%)	Agree	(%)	Strongly agree	(%)	Agree total (%)	TOTAL
1A	4	11.11%	10	27.78%	38.89%	15	41.67%	7	19.44%	61.11%	36
1B	4	11.11%	11	30.56%	41.67%	18	50.00%	3	8.33%	58.33%	36
1C	2	5.56%	8	22.22%	27.78%	10	27.78%	16	44.44%	72.22%	36
1D	7	19.44%	7	19.44%	38.89%	10	27.78%	12	33.33%	61.11%	36

Appendix H: Survey results on "Checklist"

ID	Strongly disagree	(%)	Disagree	(%)	Disagree total (%)	Agree	(%)	Strongly agree	(%)	Agree total (%)	TOTAL
2A	4	11.11%	9	25.00%	36.11%	13	36.11%	10	27.78%	63.89%	36
2B	0	0.00%	13	36.11%	36.11%	10	27.78%	13	36.11%	63.89%	36
2C	0	0.00%	9	25.00%	25.00%	15	41.67%	12	33.33%	75.00%	36
2D	15	41.67%	13	36.11%	77.78%	6	16.67%	2	5.56%	22.22%	36

Appendix I: Survey results on "Self-assessment grid"

ID	Strongly disagree	(%)	Disagree	(%)	Disagree total (%)	Agree	(%)	Strongly agree	(%)	Agree total (%)	TOTAL
3A	2	5.56%	7	19.44%	25.00%	11	30.56%	16	44.44%	75.00%	36
3B	1	2.78%	11	30.56%	33.33%	10	27.78%	14	38.89%	66.67%	36
3C	0	0.00%	5	13.89%	13.89%	18	50.00%	13	36.11%	86.11%	36
3D	7	19.44%	11	30.56%	50.00%	3	8.33%	15	41.67%	50.00%	36
3E	1	2.78%	8	22.22%	25.00%	8	22.22%	19	52.78%	75.00%	36

Appendix J: Cognitive Dimension of the LTL competence

Sub-dimensions (S)		Descriptors (D)
S1. Managing information effectively		**D1.** Employing suitable sources of information: search, selection, and management of information, as well as appropriate storage and future retrieval.
		D2. Applying what one has learned to other contexts (professional level, problem-solving, etc).
S2. Communication skills	*S2.1. Oral communication skills*	**D3.** Effective oral communication. Transferring knowledge, clear and convincing oral manifestations.
		D4. Structure and intelligibility both in brief and longer oral presentations.
		D5. Being able to argue and counterargue.
		D6. Setting and audience adaptation.
	S2.2. Written communication skills	**D7.** Effective written communication. Transferring knowledge, clear and convincing written manifestations.
		D8. Using a logical order, clear and convincing written manifestations.
		D9. Rigour, scientific and technical language.
	S3.3. Knowledge and use of non-verbal language	**D10.** Management of non-verbal language as a tool for learning.
	S2.4. Knowing and using foreign languages	**D11.** Fluent communication in a foreign language (to learn).
S3. Using digital technologies		**D12.** Using digital tools to learn and carry out professional tasks.
S4. Critical and creative thinking		**D13.** Creative proposals that go beyond the initial task.
		D14. Analysis and critical reflection on real-life situations.
		D15. Thinking about established assumptions and practices critically.
		D16. Elaborating new ways of thinking about one's context and situation.

Appendix J. Table based and adapted from the GIPU-EA theoretical model (2020)

Appendix K: Number of mentions during the focus group interviews

Sub-dimensions (S)		Descriptors (D)	1st focus group	2nd focus group	Opinion on assessment tools and strategies (2nd focus group)	Total (D)	Total (S)
S1		D1	3			3	9
		D2	3	2	1	6	
S2	*S2.1*	D3	6			6	17
		D4				-	
		D5				-	
		D6	1			1	
	S2.2	D7	1			1	
		D8				-	
		D9	1			1	
	S3.3	D10				0	
	S2.4	D11	6	2		8	
S3		D12	3	1	1	5	5
S4		D13				-	5
		D14	3		2	5	
		D15				-	
		D16				-	