CHAPTER 13

SELF-ASSESSMENT IN LANGUAGE LEARNING

SUGGESTIONS FOR FURTHER READING

Terence Rolfe (1990) and Joanna Lewis (1990) have both written about the use of self-assessment with adult language learners in Australia.

Michael Harris (1997) wrote about self-assessment of language learning in formal settings, and concluded by going all the way back to 1797:

Self-assessment can not only make students more active, it can assist them with the daunting task of learning how to communicate in another language. Above all, they can be helped to perceive their own progress and encouraged to see the value of what they are learning. And as William Godwin pointed out in 1797, “the best motive to learn is a perception of the value of the thing learned.” (p. 20)


David Thompson (2014) has written an interesting article about developing student awareness with self-assessment exercises. It includes an example of a questionnaire about language learning strategies that he uses with his students.

For a good overview, we recommend the paper by Mats Oscarson (2014) entitled “Self-assessment in the classroom.” Oscarson has done a great deal of work on this topic over the years. (See, e.g., Oscarson, 1980, 1997.)

Work on assessment for learning began in general education in the United Kingdom, but has had an influence on language assessment in several countries in recent years. Early influential work was done by the Assessment Reform Group (1999, 2001) and by Black and William (1998). Chris Davison (2014) has written about language assessment for learning initiatives in Brunei, Hong Kong, and Singapore.


HELPFUL WEBSITES


There are links to self-assessment grids for more than 30 languages (including English) at http://www.coe.int/t/dg4/education/elp/elp-reg/self_assessment_grids_EN.asp.