

Self-Assessment of Writing in Learning English as a Foreign Language

A Study at the Upper Secondary School Level

Self-assessment practices are considered important to the development of lifelong language learning skills and the development of more comprehensive assessment practices. Modern communicative language learning involves both group interaction between students and individual work in accordance with set curricular goals. This thesis explores and discusses upper secondary school students' self-assessments of their writing on a group as well as an individual level.

The results of the study showed that at the group level students were well able to assess their general writing results. At the individual level the results were more variable, partly depending on the type of writing activity assessed and on the amount of practice students had had of self-assessment. The results also showed that the specific writing skills that students focused on in their writing are spelling and grammar rather than other skills such as vocabulary and punctuation. Students and teachers were positive to the incorporation of self-assessment activities in the EFL writing classroom. They regarded self-assessment as an important skill that underpins lifelong learning and contributes valuable additional information to more traditional modes of assessment.



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