

Learners as Assessors

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ABSTRACT

In the recent shift in educational theory from transmission of knowledge to transformation of knowledge and integration of knowledge with existing personal constructs and meanings, assessment has taken on new affective goals, in which the personal growth of the learner is becoming increasingly important. It is no longer defensible to use discrete-item testing of dubious constructs or to sample performance as a means of inferring underlying competence or abilities, if assessment is really concerned with providing information on learning. Instead, the need to understand performance itself and the processing (and affective) factors which influence it, suggest an integration of assessment and instruction, and a student-centered approach to assessment. This paper therefore offers some suggestions on how self-assessment might be incorporated in the Korean EFL classroom.

Key words: Self-assessment, autonomy, student-centered

I. Introduction

Recent decades have seen an increasing amount of attention to learner autonomy, self-directed learning, self-access systems and individualized/independent learning in second language learning literature (Gremmo, 1995: 151; Benson & Voller, 1997; Cotterall, 2000). The general acceptance of these terms in the profession prompted Little (1991: 2) to describe autonomy as the 'buzz-word' of the 1990s, and Wenden to observe that "few

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teachers will disagree with the importance of helping language learners become more autonomous as learners" (1991: 11). Brookes & Grundy (1988) saw it as "axiomatic that learner autonomy should be the goal of every learner and every teacher" (1988: 1), and Nunan (1996) claimed that a degree of autonomy can be fostered in any learners and in any learning environment, though he stressed the need for learners to be "systematically educated in the skills and knowledge they will need in order to make informed choices about what they want to learn and how they want to learn" (Nunan, 1996: 13). Little further observed that "genuinely successful learners have always been autonomous," and that educators must "help more learners to succeed" rather than following learner autonomy as an explicit goal (1995: 175).

Various authors and researchers agree on self-assessment as a vital part of learner autonomy (Dickinson, 1987: 16; Blanche, 1988: 75; Harris, 1997: 12), providing the opportunity for learners to assess their own progress and thus helping them to focus on their own learning. Hunt, Gow & Barnes even claim that without learner self-evaluation and self-assessment "there can be no real autonomy" (1989: 207). Rea (1981) saw self-appraisal as helping the learner to become aware of his/her responsibilities in planning, executing and monitoring his/her language learning activities. Oscarsson agreed with this formative prime aim, adding a secondary aim of enabling the learner "to assess his²⁾ total achievement at the end of a course or course unit" (1978). Dickinson pointed out that this does not necessarily devalue or conflict with external evaluation, which still has relevance for supplying official certification of learning (1987: 136; Van Lier, 1996: 120). Rather, as Dickinson & Carver observe:

A language course can only deal with a small fraction of the foreign language; therefore one objective of language courses should be to teach learners how to

2) References to gender (e.g. "he", "his") are reproduced as in the original version.

carry on learning the language independently. Part of the training learners need for this purpose is training in self-assessment and self-monitoring. (Dickinson & Carver, 1980)

II. History of Research

Self-assessment research in language education has had two main goals (Oscarsson, 1984): i) the investigation of possible ways of realizing the goal of learner participation in matters of assessment and evaluation; and ii) the investigation of the degree to which self-assessment instruments and procedures yield relevant and dependable results. In terms of applied research, Oscarsson has designed a number of simple self-assessment questionnaires, using behavioral specifications as a general frame of reference (Oscarsson, 1978), and has further proposed a form of 'continuous self-assessment' as a possible model for an instrument intended to be used on a regular recurrent basis (Oscarsson, 1984). Other practical and useful presentations of learner-centered evaluative materials and activities have been offered by Lewkowicz & Moon (1985), LeBlanc & Painchaud (1985 - use of self-assessment questionnaires in the university of Ottawa's second language programs), Heilenman (1991 - description of the practical development of self-assessment placement materials), Cram (1992 - practical illustration of self-assessment applied in the second language classroom.), and Harris (1997 - further examples of the role of self-assessment in formal settings).

In terms of validation studies, investigation into the reliability and efficacy of self-assessment has shown an emerging pattern of consistent overall agreement between self-assessments and ratings based on a variety of external criteria (Oscarsson, 1978, 1980; Palmer & Bachman, 1981; Rea, 1981; Blanche, 1985;). Shrauger & Osberg (1981) claim that the relative accuracy of self-assessment is at least comparable to other assessment methods and Oscarsson (1978) observes that adult learners

studying EFL are able to make fairly accurate appraisals of their linguistic ability using a variety of scaled descriptions of performance as rating instruments. Wilson (1996), using English, German and French language self-assessment adaptations of the FSI/ILR³) oral proficiency rating scale, in conjunction with an objective norm-referenced test, found that participants were capable of placing themselves "as they probably would have been placed, on the average, by professional raters using the (FSI-type) Language Proficiency Interview procedure" (Wilson, 1996).

A. Justifications

The lack of research into self-assessment to date has meant that most justifications (as for autonomy in language learning) have been a mixture of the educational, humanistic, philosophical, sociological and psychological. Dickinson (1987) invokes learning theory, claiming that "the ability to evaluate the effectiveness of one's own performance in a foreign language is an important skill in learning, and particularly important when the learning becomes autonomous." (Dickinson, 1987: 136). Harris (1997) stresses the psychological benefits of self-assessment, "Above all, they [learners] can be helped to perceive their own progress and encouraged to see the value of what they are learning. ... The best motive to learn is a perception of the value of the thing learned" (Harris, 1997: 19). Van Lier voices the humanist perspective: "In addition to 'normal' testing, we need to pay attention to the basic moral purpose of education: promoting the self-actualization of every learner, to the fullest" (Van Lier, 1996: 120), and Harris draws attention to the importance of affect: "If we attend to the affective and cognitive components of students' attitudes ... we may be able to increase the length of time students commit to language study and their chances of success in it" (Harris, 1997: 20). Dickinson associates self-assessment with the process paradigm in language teaching (Dickinson, 1987: 151), and a number of authors stress the learner-centered nature of self-assessment (Oscarsson, 1978: 1;

3) Foreign Service Institute/Interagency Language Roundtable

Van Lier, 1996: 119; Harris, 1997). Of particular significance for the present study, Harris (1997: 19) sees self-assessment as a practical tool that should be integrated into everyday classroom activities, and Blanche proposes that self-appraisal "would be particularly helpful in the case of false beginners" (1988, p. 85).

Though much of the self-assessment debate focuses on its feasibility and practicality for self-directed individuals, often in self-access study situations, Harris (1997: 13) also sees self-assessment as appropriate in test-driven secondary and tertiary education, claiming that it can help learners in such environments to become more active, to locate their own strengths and weaknesses, and to realize that they have the ultimate responsibility for learning. By encouraging individual reflection, "self-assessment can begin to make students see their learning in personal terms [and] can help learners get better marks." (Harris (1997: 13). Peer assessment, justified largely by the same arguments (Tudor, 1996: 182) is especially applicable to the classroom setting, aiming to encourage students to take increased responsibility for their own curricula and to become active participants in the learning process (Hill, 1994: 214; Miller & Ng, 1996: 134). Tudor adds that critical reflection on the abilities of other learners with respect to a shared goal is a practical form of learner training which helps individuals to assess their own performance, and which reduces the stress of error correction through identifying the errors in others (Tudor, 1996: 182). Assinder (1991: 18-28) reports increased motivation, participation, real communication, in-depth understanding, commitment, confidence, meaningful practice, and accuracy when students prepare and deliver learning tasks for each other. Houghton & Dickinson (1989) (cited in Miller & Ng, 1996: 135) found "a relatively high level of agreement between the peer assessments and the marks given by the lecturers" in their study of a collaborative post-writing assessment (cf. Fok, 1981):

1. Students were able to assess their own work realistically (to a large extent).

2. Students were sincere.
3. Students demonstrated a similar level of assessment to that of the lecturers.
4. The scheme did not result in a lowering of standards.
5. Students benefited in their understanding of and attitude towards assessment by taking part in the study (Miller & Ng 1996, p. 142).

III. The Situation

As shown in the preceding literature review, self/peer-assessment in traditional language-learning settings is desirable and feasible for pedagogic, practical, and humanistic reasons. If students are to learn in a way that motivates and is meaningful to them, the learning environment needs to include consciousness-raising (language learning awareness), reflection (self-assessment), and development of learning strategies, as part of "actual" language study. Assessment in this context exists to give information to the learner and the teacher in terms of learning strengths and weaknesses, so that future goals can be set and learning plans devised. In contrast, testing which concentrates on the "target-like appearance of forms" (Larsen-Freeman, 1997: 155) ignores the fact that "we have no mechanism for deciding which of the phenomena described or reported to be carried out by the learner are in fact those that lead to language acquisition" (Seliger, 1984: 37), as well as the fact that the learner's internal grammar is not a steady commodity and often deteriorates prior to internalizing new content. Even if it were possible to identify and measure all of the factors involved in second language acquisition, "we would still be unable to predict the outcome of their combination" (Larsen-Freeman, 1997: 157).

Having identified self/peer assessment as pedagogically sound, the question of how to incorporate it into traditional language learning situations (e.g. Korean state secondary schools)

arises. Governments often advocate alternative methods of assessment, claiming to be making "efforts to assess students authentically and holistically" (Korean Ministry of Education Website, 2007), but the need for an "objective" method of discriminating between students tends to over-ride such statements, and teachers find themselves back in the test-driven classroom, preparing students to be measured on language "usage" rather than "use" (Widdowson, 1978). In this situation (one which faces many language teachers in Korea) it is natural to ask how individual teachers should proceed. Can change really be implemented from the bottom up?

IV. An Approach

In answer to the above questions, it can be said that the gradual introduction of self/peer-assessment into a traditional learning environment need not be confrontational or subversive, since consciousness-raising and reflection enhance traditional study methods and goals within the framework of institutionalized definitions of achievement. As mentioned earlier, a number of authors have suggested ways of implementing self-assessment in such settings. This paper builds on those suggestions by suggesting that any learning environment can become reflective and can promote positive attitude change, and that this change of emphasis will make the classroom experience more enjoyable and fruitful for teachers and learners.

In this light, Brindley's (1984: 77) learner-centered system (fig. 1) offers a model of reflective investigation of objective/subjective needs, which can be entered at any point, and which can continue during (and after) the course.

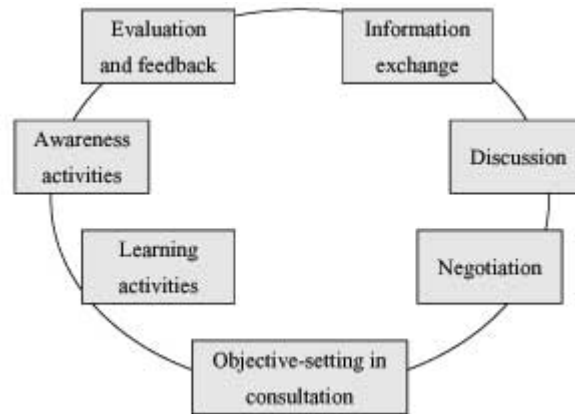


Figure 1: Elements of a learner-centered system (Brindley 1984: 77)

Reid (1999) also points to the responsibility of teachers to "provide the scaffolding for more effective and efficient learning" (Reid, 1999: 305) by raising student awareness of affect, and then listening to the students as they express their needs, beliefs and perceptions. Underhill sees this act of "really listening to the student and to the content of what he or she says" (1989: 256) as having a dramatic effect on the learning atmosphere, since "our students don't necessarily need reassurance, what they need is to be heard" (1989: 256). Thus, we might encourage students to openly discuss the situation in which they find themselves (cf. Appendix C), to reflect on their learning abilities (cf. Appendix B), learning preferences/styles (cf. Appendices D, & E) and goals (cf. Appendices F, G), and to identify what they need to do in order to achieve those goals (cf. Appendix H). This would mean striving for the same learning goals as before, but with a different awareness, one in which learner-training, autonomy, and self-assessment are seen as means towards those goals - ways of satisfying externally-imposed criteria in the most effective and painless manner.

V. Practical Applications

A. Worksheets

A number of self/peer-assessment activities are offered here, to show how student-centered assessment can be incorporated into any learning situation. These do not require any change in teaching methodology, and they are not intended to supplant traditional assessment (e.g. end-of-semester exams). Their role is to raise consciousness, and to help students become aware of their learning needs and achievements. They can be translated into Korean if wished, but when presented in English (at the students' levels), they can offer the bonus of being 'content-based' learning activities, in addition to enhancing reflection.

Appendix A shows a deficiency analysis (*My English Ability*) intended for students to carry out by themselves. If used as a pre-course and post-course assessment (with items appropriate to the topics being studied) this can give learners a useful indication of how they see their initial level and any subsequent improvement. For Asian students, who typically underestimate their abilities, this can be a means of showing them that they have progressed, according to their own assessment. Further meaning and relevance can be given to this activity by asking the students to design their own questionnaire.

In Appendix B we see a pair-work activity in which grading and attendance policy is examined. Students discover the missing information together, and thus internalize the "rules" of the class. As with the previous activity, this introduction to accepting responsibility for what goes on in the classroom can gain increased meaning if it is owned and developed by the students. Rather than describe existing rules, therefore, students can be invited to participate in the definition of appropriate learning behavior, by devising their own *Learning Contract* (Appendix C). The author has found that the preparatory groundwork for this activity can be effectively provided by a similar (pair-work)

Marriage Contract activity.

Involving the student in the decision-making process and raising awareness about language-learning are powerful rationales for any learning materials. The aim in Appendix D is, therefore, to "start the wheels turning," rather than to analyze immediate outcomes. This is encouraged here through an interactive questionnaire dealing with learning preferences. The suggestion that there are many different learning styles might in itself be a novel one for individual learners, and can stimulate reflection and discussion on this topic. Comparing perceptions with classmates also helps to place self-assessment in the context of one's peers.

A similar activity in Appendix E (a 'True/false' activity surveying class learning styles) leads to a 'follow-up' activity, with students (in groups or pairs) compiling reports based on the data they found. If each student is responsible for researching one or two questions from the original survey, then this further activity can offer an opportunity for cooperation and teamwork. Members of each group can then report to other groups, etc.

Appendices F & G look at the issue of learning goals. As with learning styles, this topic is often ignored in state education in Asia. Not only do students have to pass national exams to enter university, but the subjects which they study once there are also dependant upon entrance-examination scores. As a result, students' learning goals can show a tendency to be general and ill-formed, producing learning habits which show no particular sense of direction. Appendices F & G attempt to "set the wheels in motion" once more, raising the question of preferences, and leading by implication to consideration of effective methods of achieving desired goals. The interview-format in Appendix G allows students to interact and share ideas on a personal level, though responses could be the subject of a class report in a follow-up activity.

Reflection on study skills is an integral aspect of self-directed learning, since these are the means by which learning goals are achieved. Self-assessment thus includes evaluation of the effectiveness of such skills. As with the other materials offered here, the activity in Appendix H is directed at the learner, and refers to the teacher as a resource-provider. In addition to dice, the resources in this case consist of action cards (not reproduced in Appendix H), offering solutions to the questions posed in the board game.

Appendix I offers a self-assessment activity that focuses on the performance of the individual on a learning project. This type of reflective activity can be devised for any learning situation (e.g. participation, composition), and is an example of the sort of instrument that might be used in an ongoing assessment approach –one in which the student is continually monitoring his/her progress.

Other formats promoting such reflection are the learning journal and the portfolio. In the learning journal/diary, students write about learning experiences and perceptions, often including notes or letters to their teacher. These communications can then grow to become a source of joint reflection on the learning process, a possibility made more feasible in these days of email. An extension of this idea is the learning cassette, on which students record oral assignments in addition to describing their feelings about learning, providing a picture of the student's progress over a period of time. The same is also true of the learning portfolio, in which students enter examples of learning achievements over a period of time. The mixture of process and product in this approach not only shows students how they have progressed, but provides them with concrete evidence to show the next teacher, or the prospective employer.

B. Online Assessment

Peer-assessment encourages peer-correction and positive feedback from classmates. When marking each others' essay

drafts using a 'Marking Code,' for example, (e.g. www.finchpark.com/courses/sheets.htm), students can help each other with grammar, punctuation and formatting. Portfolio conferences (in which students assess each others' portfolios) also give them the opportunity to observe the work of their peers. In this case, peer-assessment becomes a form of self-assessment, as students compare other portfolios with their own, and discover how their peers have overcome the various problems.

Peer-assessment can thus be very effective when carried out between close friends – people who trust each other and are willing to listen to advice. However, it can also be influenced by peer-pressure. When students are assessing group presentations, for example, it can be tempting to give high marks to friends, or to punish unfamiliar peers. In this situation, students can be reluctant to give honest appraisals (if their marks can be seen by everyone), and much of the value of peer-assessment is lost. As a means of overcoming such peer-pressure, the author has found that online peer-assessment is extremely effective. This method uses an online assessment form, which is submitted directly to the teacher. Students can be confident that their marks and comments are not accessible by others, so they can be freer (and more honest) with their assessments. An example of such a form can be seen at: www.finchpark.com/courses/method1/ppassess13.htm. Of course, it is still possible for students to be biased, but this method has the advantage of allowing the sincere students to be honest and, therefore, to get the most out of the assessment activity. If the teacher assesses the presentations using the same online form, it becomes easy to identify sources of peer-pressure, and to offer appropriate counseling to the students involved.

VI. Conclusion

Self/peer-assessment can be recommended for the Korean

situation for a number of reasons. Firstly, it decreases the assessment burden of the teacher. Secondly, it promotes learning, awareness, goal orientation, and autonomy. Thirdly, it involves the student in the language course by raising awareness of the language learning process and by giving him/her responsibility for assessment.

This paper has not been concerned with self-assessment in terms of traditional or standardized test scores, but has attempted to show how students can be eased into the concept of alternative assessment through participating in an investigation of the learning process (in the classroom) via a series of interactive needs analyses and reflective instruments. Increased language-learning awareness, which results from such an investigation, fosters confidence and motivation, and helps students to become more effective (and long-term) learners.

The assessment resources offered in this paper (which have been used for a minimum of four years in EFL situations in Korea) can be used, with appropriate adaptations, by most EFL teachers, and are available at: www.finchpark.com/courses/sheets.htm. This paper does not advocate a plan of action for teachers, since every teaching situation and every group of students is different. Instead, it has attempted to show that self/peer-assessment is pedagogically sound and can enhance the learning that occurs in any language class. By involving students in assessment, teachers can help them to become more active and responsible learners, accountable for goal-setting, planning, achieving, and reflecting.

Finally, it must be stressed that this form of classroom-based assessment is available to every teacher, and does not represent a threat to established teaching and assessment practices. Self/peer-assessment is a valuable addition to the teacher's toolbox, and can contribute positively to improvement of the learning environment.

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APPENDIX

APPENDIX A: NEEDS ANALYSIS (Finch & Sampson, 2003: 3)

- ✓**Pairs** ✓**Exchange books** with your partner.
- ✓**Ask** your partner these questions.
- ✓**Record** the answers in your partner's book.
- ✓**Make a** final total at the bottom of the page.

1. Can I understand when the teacher speaks in English?				
2. Can I understand when my classmates speak in English?				
3. Can I understand TOEIC tapes?				
4. Can I understand movies in English?				
5. Can I understand the news in English?				
6. Can my classmates understand my spoken English?				
7. Can I give directions in English?				
8. Can I express my likes and dislikes in English?				
9. Can I talk about my daily routines?				
10. Can I express my opinions?				
11. Can I politely interrupt?				
12. Can I bring others into a conversation?				
13. Can I encourage others to continue speaking?				
14. Can I check that I understand?				
15. Can I check that others understand me?				
16. Can I explain how to do something?				
17. Can I describe things?				
18. Can I negotiate?				
19. Can I write my resumé?				
20. Can I write business letters?				
21. Can I write reports?				
22. Can I shop online in English?				
23. Can I use an English Internet browser?				
24. Can I understand a computer manual in English?				
25. Can I understand a textbook in English?				
Sub-totals:				
Add all the subtotals to make the final total:				

APPENDIX B COURSE INFORMATION (Finch & Sampson, 2003: 9–10)

✓ **Pairs**

✓ **Answer** these questions

✓ **Work** together and compare your answers! This is a speaking/writing activity.

Q. 1. Goals

✓ What are three short-term goals of this course?

1. _____
2. _____
3. _____

✓ What are three long-term goals of this course?

1. _____
2. _____
3. _____

Q. 2. Opportunities and responsibilities

✓ **Choose** the three questions which you think are most important for a learner to ask.

✓ (Remember – this is your opinion. There are no wrong answers).

✓ **Share** your opinion with your partner.

- ___ Do I take part actively in class activities?
- ___ Do I use my native language for positive reasons (e.g. effective communication) or negative reasons (e.g. avoiding the learning challenges) in the class?
- ___ Am I sincere about my classroom responsibilities? Do I do my best at all times?
- ___ Do I try to advance my current level of skill?
- ___ Am I enthusiastic in class (e.g. arrive on time, prepared for class)?
- ___ Do I do extra assignments to make up for missed classes?
- ___ How do I manage my emotions in class (e.g. fear, conflict, anxiety, stress, confusion)?

___ Am I committed to meaningful assessment (ongoing, self/peer-assessment)?

Q. 3. Continuous Assessment

✓ What are the main factors that will be considered in assessment?

1. _____
2. _____
3. _____
4. _____

Q. 4. Evaluation

✓ How will final grades be assigned? (Ask your teacher for the details)

1. _____%
2. _____%
3. _____%
4. _____%

APPENDIX C LEARNING CONTRACT (Finch & Sampson, 2003: 13)

- ✓ Groups of 4 people.
- ✓ Talk about your expectations for this course.
- ✓ Make a Learning Contract for your group.

In our English class, and in our self-study times ...

1. We should
2. We should
3. We should
4. We should

- 5. The teacher should
 - 6. The teacher should
 - 7. We should not
 - 8. We should not
 - 9. We should not
 - 10. The teacher should not
- Signatures
- Signatures
- Teacher's signature
- Date

APPENDIX D: LEARNING PREFERENCES (Finch, 2000: 19)

- What is the best way to learn English?
- Ask the questions (below) to people in the class.
- Use a different sign for each person (#, O, X)

1. "Do you like to learn by reading in class?"			
2. "Do you like to listen to language cassettes in class?"			
3. "Do you like to play language games in class?"			
4. "Do you like to learn by speaking in class?"			
5. "Do you like to learn by watching movies?"			
6. "Do you like to have a textbook?"			
7. "Do you like to write in the textbook?"			
8. "Do you like the teacher to explain everything?"			
9. "Do you like the teacher to tell you your mistakes?"			
10. "Do you like to study in pairs in class?"			
11. "Do you like to study in groups in class?"			
12. "Do you like to study outside of class?"			
13. "Do you like to study grammar?"			
14. "Do you like to study new words?"			
15. "Do you like to study pronunciation?"			
16. "Do you like to study writing?"			
17. "Do you like to watch TV in English?"			
18. "Do you like to talk to native speakers?"			
19. "Do you like to study Western culture?"			
20. "Do you like to go to English clubs?"			
21. "Do you like to think about your progress?"			
22. "Do you like to visit the teacher in his/her room?"			
23. "Do you like to find foreigners to talk to in English?"			
24. "Do you like to ask the teacher for help?"			
25. "Do you like to ask other students for help?"			

APPENDIX E: TRUE OR FALSE? (Based on Finch, 2000: 24)

- Choose a statement on this page. Ask everyone in the class a question about your statement.
- Find out whether the statement is true or false.
- Ask other people what they found out.

	Learning Style Statement	True/ false
1	Most people in this class study at home.	
2	Most people in this class like studying.	
3	Most people in this class study at night.	
4	Most people in this class study alone.	
5	Most people in this class study every day.	
6	Many people in this class listen to music while studying.	
7	Many people in this class study slowly.	
8	Some people in this class make notes when they study.	
9	Some people in this class write in the textbook when they study.	
10	Some people in this class remember things easily.	
11	Some people in this class study quickly.	
12	Some people in this class study before breakfast.	
13	Nobody in this class watches TV while studying.	
14	Nobody in this class eats while studying.	

APPENDIX F: GOALS (Based on Finch, 2000: 21)

"What are my goals in life?"

"What are my goals for this course?"

"What are my goals this semester?"

"What are my learning problems?"

· Match ideas on the left to ideas on the right (draw lines between them).

· One idea (left or right) can have any number of lines.

My long-term goals	Agreeing Asking for help Be on time	Graduate Have a family Help poor people	Persuading Phone language Foreign language
My short-term goals	Become rich Computer skills Doing research Explaining ideas Finding	Help sick people Introducing people Learn computer skills Listening to lectures Live by myself	Study abroad Study regularly Talking about myself Travel
I need English for ...	information Get a job Get good grades Get married Giving advice	Make a study plan Make lots of friends Making a speech Making a summary Making notes	Work abroad Work hard Write a book Writing a letter Writing a report
My learning problems	Giving invitations Giving opinions	My major	Writing messages

APPENDIX G: GOALS (Based on Finch, 2000: 27)

<p>What are your long-term goals?</p> <p>²Which goal is most important to you?</p> <p>²Are you working on your goals now?</p>	Notes
<p>What are your short-term goals?</p> <p>²When do you want to achieve them?</p> <p>²Are you working on these goals now?</p>	Notes
<p>What language do you need?</p> <p>²How can you learn that language?</p>	Notes
<p>What problems do you have?</p> <p>²How can you solve them?</p>	Notes
<p>Do you plan your day?</p> <p>²Do you forget homework?</p> <p>²Do you get up late in the morning?</p> <p>²Do you stay up late at night?</p>	Notes

Do you plan your study-time?

- ²Do you arrive late for classes?
- ²Do you do assignments on time?
- ²Do you study at the last minute?
- ²Do you balance study and free time?

Notes

How can you plan more effectively?

Notes

APPENDIX H: STUDY SKILLS (Based on Finch, 2000: 20)

- The teacher will give your group a pack of cards and a die.
- Share the cards to everyone in the group.
- Look at your cards. Roll the die.
- When you land on your square, say "How can I improve my"?"

Put one of your cards down.

Does it answer the question OK? (If not, GO BACK!)

<i>12</i> time management	<i>11</i> listening	<i>10</i> writing	<i>9</i> reading
<i>13</i> grammar	<i>22</i> conversation	<i>21</i> time management	<i>8</i> speaking
<i>14</i> pronunciation	<i>23</i> listening	<i>20</i> speaking	<i>7</i> pronunciation
<i>15</i> vocabulary		<i>19</i> reading	<i>6</i> time management
<i>16</i> conversation	<i>17</i> writing	<i>18</i> listening	<i>5</i> writing
<i>START</i>	<i>2</i> speaking	<i>3</i> listening	<i>4</i> reading

APPENDIX I: SELF-ASSESSMENT (Based on Finch & Sampson, 2003: 228)

① = Never ② = Rarely ③ = Sometimes
 ④ = Often ⑤ = As much as possible

When planning and preparing the presentations		①	②	③	④	⑤
1	I tried to use English for communication.					
2	I listened carefully to my group members.					
3	I contributed ideas to the group.					
4	I helped to decide the goals for the presentation.					
5	I helped to design and make the materials for the presentation.					
6	I helped to make handouts.					
7	I cooperated with my group members.					
8	I asked the teacher for help when necessary.					
9	I tried to learn some new language.					
10	I did some preparation at home.					
11	I did extra work that I wanted to do.					
12	I practiced the presentation lesson with my group.					
13	I thought about my learning goals and achievements.					
14	I thought about my confidence and motivation.					
15	I thought about my reasons for learning English.					
When performing this presentation						
16	I used relevant vocabulary (range).					
17	I communicated without hesitations or errors (ease of speech).					
18	I was confident and cheerful (attitude).					
19	I spoke clearly, at a good volume, and with good intonation (delivery).					
20	I interacted with other presenters and with the audience (interaction).					
Total/100						