
Self-Evaluation as the Component of Learning Foreign Languages

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Annotation: *Current article is based on the research the issue of self-evaluation as a component of speech activity. The author deals with the types of assessment and different features of self-evaluation. Assessment is a method for analyzing and describing student learning outcomes or program achievement of objectives. Many assessments are not tests. A good assessment program requires using a variety of assessment instruments each one designed to discover unique aspects of student learning outcomes and achievement of program objectives.*

Key words: teaching styles, learner, assessment, learning outcomes, self-evaluation, pedagogical technology, student self-assessment, peer-Assessment.

There is no single or straightforward way of teaching people to learn. Learners state that learning takes place in a variety of

teaching styles and settings by means of various strategies. However what goes on in learners' brains and how information is memorized and activated still remains the mystery.

The goal of any assessment is to gain a clearer picture of what an individual has learned, the way he or she learned it, and how he or she uses what has been learned. We should keep these ideas in mind as we assess students' learning:

Assessment is an important part of the learning process for both teachers and learners. When assessing students, teachers have many tools at their disposal. Teachers are not limited, however, to doing the assessment on their own. Students can participate in this process in many ways; student assessment can take the form of self-assessment and peer

assessment and both of those can take different forms and serve a variety of purposes.

Good teaching enhances many aspects of learning. However, effective personal learning also depends on learners' attitudes, values and responses. Students are teachers partners in the educative process and are largely responsible for their own learning. Students who understand goals and standards are likely to have better learning outcomes.

Our aim is gaining guaranteed result at the end of the lesson by using our educational materials step by step. Pedagogical technology is the completely before planned system for taking guaranteed result. In education process two sides: teacher and learner are participators. Education process is the process which teacher and learner work together under the one aim of taking knowledge and developing the skills.

According to K.P. Mohanan¹, teaching at university level reveals the following characteristics: teaching is the activity of lecturing to students, teaching is the activity of transferring a body of knowledge to students, and teaching is the activity of causing students to learn something, i.e. the activity of facilitating learning. Both lecturing and knowledge transfer are important components of learning process. However, if the teaching activities do not result in learning, there has been no teaching. Likewise, if the learning is lacking in quality, the teaching is unsuccessful.

Learner self-assessment helps learners think about their own progress and find ways of changing, adapting and improving. Many language learners, particularly the most successful language learners,

¹ Mohanan, K. P. *Assessing quality of teaching in higher education*. Centre for Development of Teaching & Learning, 1-4. Retrieved on April 18, 2006

regularly engage in self-assessment as part of their learning.²

Student self-assessment describes the process in which each student evaluates his or her own progress or performance. This can take the form of “I can” statements, learner contracts, reflections, portfolio reviews, and recording oneself. Research has shown that using self-assessment with students can positively affect self-efficacy and intrinsic motivation levels in students.

Let’s look at the example of “I can” statements:

“I can” statements are a type of self-assessment. At the end of a class, chapter, unit, theme, etc., students are asked to complete a certain number of “I can” statements that explain what they feel they are able to do. For example, after a grammar lesson on the past tense, some possible “I can” statements might be:

- I can recognize the past tense in written work
- I can conjugate the past tense with all the personal pronouns
- I can verbally express a sentence about something I did in the past tense

“I can” statements can be used by the teacher as a type of ‘exit slip’ at the end of a lesson; before students can leave the classroom, they must complete their “I can” statements and give them to the teacher. This process allows the teacher to review the statements made by all of the students, and see if the “I can” statements correspond with the lesson objectives of the teacher, or if there is a need for review, more practice, or a re-framing of the content.

“I can” statements are a part of the Common European Frame of Reference.

Having student’s complete self-assessments and peer assessments is a valuable process. With the assistance

² Dickinson, L. 1991. *Self-Instruction in Language Learning*. Cambridge: Cambridge University Press.

of the assessment methods mentioned above, students are able to evaluate their performance as well as that of their peers. Through this reflective process, students may become more aware of their own strengths and weaknesses in terms of familiarity with the content, their learning styles, and learning strategies. This also helps the teacher assess exactly where students feel their weaknesses and strengths lie, and therefore help the teacher to focus review work.

This type of assessment shouldn't be included when calculating a student's mark; if the teacher practices triangulated assessment, then the results from conversations, observations and products will demonstrate the same results as those gathered from peer assessment.

How can we teach student self-assessment?

STAGE 1- Involve the students in deciding which criteria they are being evaluated on. Students

appreciate being involved in the process and are also better equipped to complete the task.

STAGE 2- Ensure that students know the different levels of the evaluation criteria and that they know how to produce work at the highest criterion level. Creating examples of this as a group will help ensure minimal confusion.

STAGE 3- Help students focus their self-evaluations by giving feedback; provide examples of what their feedback could have looked like, being sure to praise the efforts they made.

STAGE 4- Help the students create plans of action to improve their performance. This should involve setting general or specific goals so that students have a definite direction in which to move. Learning strategies can also be discussed so as to support students in meeting these goals.

Self-assessment or peer-assessment well complements the alternative ways of assessment. I can

hardly remember in traditional one anybody use it.

So, Self-Assessment: “Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, students step back from the learning process to think about their language learning strategies and their progress as language learners.”*

Peer-Assessment: “One of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers. However, if they are to offer helpful feedback, students must have a clear understanding of what they are to look for in their peers' work. The instructor must explain expectations clearly to them before they begin.” I'd like to point some advantages of peer and self-evaluation.

Firstly, using this type of assessment prepare learners to assessing procedure itself. If they are

future teacher they will be more confident in assessing learners.

Secondly, students can see their work from different perspective, i.e the issue of subjectivity and objectivity in assessment can be raised. Students are raise their awareness that teacher not only the person in the class who knows everything, and they may be left with an idea they can learn from each other as well.

Thirdly, peer evaluation helps students to take higher grades, so help them to be successful. As I used peer assessment in my teaching, I really value peers feedback and in most cases the comments can be the same, so it makes assessing procedure less time consuming.

Peer and self -assessment have some disadvantages as well. One of them is when students don't satisfy with received feedback and do not trust each other. On the other hand there might be a question how it can work in mixed ability classes, e.g for

weak students it will be challenging to assess strong students, so it needs careful peering. Moreover, some students rely on teacher more than their peers. However from the provided materials I can suggest that all these limitation will gone away if there will be supportive atmosphere, frequent use of peer or group assessment and finally when students have practice session. As for the self-assessment teacher should follow three key elements in order to make assessment effective. To sum up I think the “practice makes perfect”, rather than not trying anything it is better to start and result will come soon. Also, quality of learning and teaching depends on a number of factors, and the most important are learner self-assessment and formal

assessment, or testing, monitoring learners’ success and accomplishments, teacher development and teacher evaluation by learners, colleagues or authorities.

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