Collaboration in understanding results
– Self-assessment of EFL writing

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The study involved 102 students

- 2 groups course English A (n=57)
- 2 groups course English B (n=45)

- 82% boys  18% girls
### Writing

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>A little</th>
<th>Fairly well</th>
<th>Well</th>
<th>Very well</th>
<th>Perfectly well</th>
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<tr>
<td>I can write personal messages in English (e.g., an e-mail or a postcard)</td>
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<td>I can express my personal feelings and experiences in a letter or a diary</td>
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<td>I can write instructions and give directions so well that no misunderstandings take place</td>
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<td>I can write an essay or a report, giving reasons for and/or against something</td>
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<td>I can rewrite and improve what I have written.</td>
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Comments on my writing skills:
• Students’ overall self-assessments and teacher grades on the writing part of the National Test of English \( r_s = .60 \)

• Students’ self-assessments of more specific types of writing and teacher grades on students’ classroom writing tasks \( r_s = .37 \) to \( r_s = .56 \)
Self-assessment of a written task

Classroom work with the grading criteria – the students’ own interpretation of the grading criteria and of unclassified test material in groups and in class.

Pre-writing:
- genre studies, mind maps, discussions, etc.

Writing first draft:
- Self-assessment (Form I)
- Handing in to the teacher for response and feedback

Teacher response/feedback:
- questions, neutral comments and underlinings. No corrections!

Writing final copy:
- Revision after teacher feedback and peer response.
- Self-assessment (Form II).
- Handing in to the teacher for evaluation and assessment in accordance with the grading criteria.
• Think about what you learn by doing this - you learn later in life. I mean, you don’t just study English, you’re going to study all sorts of different subjects. It can be good to be able to self-assess in them as well. (G5:199 EK 3:7)
• It was very good [the Self-assessment Questionnaire] where it said “What are you satisfied with?”; “What can you improve?”, because it opened my eyes. (G4:24 ED 1:5)
• Because normally I would have gotten the writing task back, not rewritten and with a grade on I would probably not have assessed it [myself]. The grade would already have been on it. I would have thrown it in the wastepaper basket or put it on my desk at home, and done something else (G4:65 EB 3:2)
• I thought it was really good because I got to think for myself about the mistakes that I had made - I didn’t just get the corrections - this is the way it should be. I had to think, eh, why? (G1:10 ED 1:2)
• I have become a bit more aware of mistakes and other things that I’ve done. It may be things that I might not know so well, and then I know that I might have to practice more. Then I think that I can learn better (G3:76 EP 3:1)
• It is difficult to assess yourself because you write in a manner that you think is correct and then you can’t see when you’ve made spelling or grammar mistakes (G1:31 EC 2:1)
• It is not enough to self-assess during the assignment, you have to do it during the whole term or longer (G1:54 EE 3:7)
• ... and if you sit down and talk to the teacher you can say “I think I am good at this and this... and I want to show it. But I am not very good at this. Can't I... can't we... plan something so that I can practice this more?” (G4:134 EE 4:11)
• Yeah, it is among the most important things to be able to assess yourself-Because if you yourself can assess yourself in a correct way […] then you are open for learning too and then you improve faster and better (G4:12 EB 1:2)
Self-Assessment of Writing in Learning English as a Foreign Language

A Study at the Upper Secondary School Level

Anne Dragemark Oscarson (2009)

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