

Self-Assessment of Classroom Participation: Myanmar Context

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Abstract

Self-assessment (SA) is one form of alternative assessment which seeks to make the assessment process more student-centered to better support and maximize the learning taking place. The objectives of this quantitative and qualitative research were 1) to investigate students' reactions to the self-assessment 2) to evaluate how the assessment offers the beneficial washback to the students. In this research, a performance-based assessment questionnaire (A) was firstly used as an instrument for Myanmar University students in communicative skills English classrooms to self-assess their degree of active classroom participation. The category which received the highest score was 'overall effect and attitude' (trying to be an active member of this classroom, not a passive one.). Total scores generally showed a pattern of increase over the assessments. After implementation with approximately 150 students in communicative skills classrooms, the second questionnaire (B) was used to gauge student reactions to SA. Students' feelings about self-assessment have been collected through this questionnaire according to the five principles of practicality, reliability, validity, authenticity, and washback. Students mentioned that the checklist criteria were helpful, showing strong agreement. Thus, students' feedbacks point to the effectiveness of the self-assessment instrument particularly as a consciousness-raising tool in promoting more classroom participation. The findings also suggest that self-assessment has the potential to be an effective pedagogical tool for the development of language skills, critical thinking, and communication.

Keywords: Self-assessment, Classroom participation, Myanmar Context

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