Self-Assessment and Reflection in English Language Education: What Roles Do They Play in Fostering Learner Autonomy?

英語教育における自己評価と振り返り：学習者の自律性を高めるための役割

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Self-assessment and reflection have been utilised as educational means for fostering English language learner autonomy. With the promotion of learner-centredness, process-oriented learning has become emphasised as a counterpart to outcome-oriented learning. The learning process plays a significant role in learner autonomy development.

Among different approaches for nurturing learner autonomy, self-assessment of student learning is perceived to develop the learner's self-recognition and lead the learner to accepting their responsibility for learning. Similarly, reflecting on learning experiences is considered to improve cognitive capacity for learning and lead to fostering learner autonomy. Yet, making use of assessment as a process-oriented educational means requires a different role from 'assessment' in a traditionally perceived framework. In other words, sustainable assessment, or *assessment as learning*, plays a role (Everhard, 2015). Sustainable assessment differs from summative assessment and formative assessment in that it involves the learning context beyond the teaching/learning environment. Thus, it requires criteria specifically relating to individual learners.

In my presentation, after reviewing previous literature, I'm going to demonstrate how self-assessment and reflection can affect learner autonomy development. Based on findings from an experiential learning research project I was involved in, including from assessment and reflective data analysis, I shall consider important points in utilising self-assessment and reflection in an educational program for fostering learner autonomy. Then I will discuss different functions which self-assessment and reflection can have.