

LEARNER AUTONOMY THROUGH SELF- AND PEER-ASSESSMENT IN ELT.

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INTRODUCTION

- Learner autonomy is the capacity to direct one's own learning (Holec, 1981)
- Supports self-regulation, metacognitive awareness, accountability
- Peer and self-assessment promote learner autonomy

THEORETICAL FRAMEWORK

- Constructivist and sociocultural theories
- Vygotsky: learning through social interaction
- Peer-assessment enables collaborative knowledge-building
- Self-assessment fosters active learner engagement

THE ROLE OF SELF-ASSESSMENT

- Students evaluate progress using criteria and goals
- Promotes metacognitive awareness and motivation
- Helps learners identify strengths and weaknesses
- Encourages continuous reflection and independent learning

THE ROLE OF PEER-ASSESSMENT

- Enhances analytical and evaluative skills
- Encourages community-building and shared responsibility
- Provides diverse perspectives on student work
- Feedback becomes more personal and accessible

CHALLENGES AND BARRIERS

- Cultural norms may discourage peer evaluation
- Variability in learner preparedness
- Potential subjectivity without clear rubrics
- Requires teacher scaffolding and guided practice

PEDAGOGICAL IMPLICATIONS

- Use structured reflection tasks and feedback sessions
- Combine rubrics with reflective journals
- Use digital tools (e-portfolios, discussion forums)
- Promote evaluation as an essential learning process

CONCLUSION

- Self- and peer-assessment support learner autonomy
- Foster self-direction, analytical thinking, motivation
- Challenges exist but benefits are substantial
- Teachers play a key role in implementation

THANK YOU!

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