



Title of Project

Understanding EFL Learners' Reading Self-Assessment:
The Case of an English Reading Self-Assessment Scale in China

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TIRF Research Topic Investigated

Language Assessment

Project Summary

Student self-assessment (SA) has gained popularity in recent years among practitioners as a way to promote students' learning (Butler, 2018). For Chinese EFL (English as a foreign language) learners to enjoy the benefit of SA, a SA Scale for Reading Comprehension (SASRC) was developed by the Chinese National Education Examinations Authority. However, the SASRC validity for evaluating the English reading proficiency of Chinese EFL learners has not yet been investigated. To address this gap, this study aims to justify the interpretations and uses of SASRC as a readiness SA material to evaluate the reading ability of Chinese EFL learners guided by the assessment use argument framework (Bachman & Palmer, 2010). Previous literature suggested that students' perception of SA is the premise for maximizing the learning effect of SA (Brown & Harris, 2013; Guo & Yan, 2019). Therefore, this study will also examine Chinese EFL learners' SA perception. Moreover, SA perception might have a significant influence on SA accuracy, an important aspect of SA validity justification. In this regard, the interaction between learners' SA perception and their SA accuracy will also be investigated in the study. The findings of this study are expected to indicate whether the SASRC results can be used to make informed decisions about students' future English learning. Also, insights will be provided concerning the relationship between SA perception and SA accuracy.