

REFLECTIVE ASSESSMENT AND SPOKEN ENGLISH IMPROVEMENT

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The process of reflective assessment consists of a growing awareness in learners of the extent of their language proficiency coupled with written statements about their self-identified language learning objectives. From teachers' point of view, reflective assessment means an increased awareness of individual learners' L2 difficulties. This essay will discuss an exercise in reflective assessment in the context of English speaking skills assessed through assigned taped group discussions. Findings are given on sources of spoken English problems and on the question of peer evaluation.