Student Self-Assessment in Language Education: Forging a Path Forward and Beyond the Traditional(?)

Xhevdet Rusinovci – Besnik Jaha

DOI: 10.18355/XL.2026.19.04.15

Abstract
This study aims to deepen understanding of student self-assessment (SSA) as a conceptual element in first- and second-language education. By exploring high school students' perceptions and past self-assessment experiences, the study provides more meaningful information on how students perceive, consider, and develop their self-assessment skills in L1 and L2 classes and the degree to which it should be part of overall teacher assessment (TA). The findings based on the data collected through a questionnaire anticipate various important references in terms of three, but not limited to, key foci: whether self-assessment will have an impact on increasing student learning productivity, critical thinking, and performance; what language learning areas the students would be expected to perform self-assessment in; and the modus operandi by which the students would interact during their language self-assessment. The study also investigates students' self-belief in self-assessment, highlights how 'fair' and 'just' they are in their self-assessment, and addresses the sources of student self-assessment. The study's overall results are used to discuss the potential of student self-assessment to invigorate students' capacities and competencies in building sustained knowledge through constructive, critical, and deeper thinking in pace with AI developments.
Key words: Student Self-Assessment, L1 and L2 Language Education, Student Perceptions, Critical Thinking, Learning Productivity

Introduction

What is student self-assessment in its broad school context? Why should SSA be included in the overall TA? From a bottom-up view of feedback to an evaluative process, theorists offer different definitions. Andrade (2010) generates the term "feedback" out of self-assessment, clarifying that it promotes and boosts learning and performance, while Brown and Harris (2013) hold that it is a descriptive and evaluative tool utilized by the students in favor of measuring their own achievements. SSA might be an excellent opportunity for students to strengthen their self-regulation skills (Yan & Boud, 2022), and based on this, the teachers should consider engaging the students in explicit and evidence-based self-assessment in order to have them as partners in the overall learning process. Although there may be skepticism about the efficacy and accuracy of the process of student self-assessment amidst the limited body of research, the general principles of SSA emerged from a number of research studies that strongly support its application in the classroom. As the Kosovo context does not include SSA at least as an evidenced evaluative element in its entire education system, the present study may present pioneering outcomes that call for more subsequent studies in the field. The present study tackles a range of TA elements that could be transferred to SSA, due to significant objectives within reach, which could enhance and improve students' general learning capabilities and self-efficacy based on self-assessment as a core competency. Further, these reinforced skills might, in turn, be applied to the students' ongoing education (university studies) and their future employment (lifelong learning).

Theoretical Background

While self-assessment as a subconscious and implicit mental activity may occur often (Yan, 2022) within students, it is the organized, structured, and explicit student self-assessment that makes it an additional formal tool in the teaching and learning process (Yan & Carless, 2021). The primary objective of SSA across research is to boost learners' achievement (see Yan et al., 2021), especially empowering them with up-to-date competencies such as lifelong learning and self-regulated capacities that could help students to develop as individuals adept in the fast-changing world (Boud & Falchikov, 2006) of technology and artificial intelligence. The new proactive and thoughtful roles the students take in the process of self-assessment can generate more commitment from the students' side, strengthen their autonomy, self-efficacy (Panadero et al., 2016), and decision-making. Zimmerman and Schunk (2011) argue that self-regulated learning, which includes self-assessment processes, functions as self-generated feedback within the learning process and is clearly linked to academic progress. The students, therefore, must feel their constructive participation in the classroom, including their own self-evaluation, which, in turn, authorizes them to effectively utilize the outcome products of SSA, such as acquisition self-awareness, self-esteem, self-confidence, self-monitoring, and well-being. As research in this realm in Kosovo remains uncovered, the present study aims to deal with the fundamental components of SSA, investigating the opportunities for accessing it from within current students' linguistic ability properties in the learning process (L1 and L2), and establishing formal, efficient platforms for its possible application. While the research studies mainly covered the themes of consistency, achievement, student perceptions, and self-regulated learning (SRL), as four associated paradigms of the SSA (Andrade, 2019), future research should also tackle the less investigated: the more precise instruments and theoretical mechanisms of self-assessment (Butler, 2018). Although there may be skepticism in terms of reliability and validity that questions the SSA (see Chang et al., 2013; Schulz & Fitzpatrick, 2016), a mounting body of research supporting it from a range of perspectives and a multitude of positive outcomes may persist to prevail.

Method

Instrumentation and Data Analysis

A questionnaire developed by the two teacher researchers was used to obtain relevant data about the student self-assessment as a concept element during high school education in L1 and L2. The thirty-item questionnaire used a mixed question format, containing checklists, multiple-choice answers, and Likert-type scale response anchors. The first part of the questionnaire collected students' general background information, including gender, current class, and residence type. The second part gathered data on students' general awareness of self-assessment as a concept, and whether, how, and to what extent it should be integrated into the classroom. In the third part of the questionnaire, the students were asked about self-assessment in the L1 (Albanian). The fourth part collected information about SSA in the L2 (English). The fifth section of the questionnaire aimed at collecting information about the differences and interferences between Albanian and English in acquisition. The last part included three 'post-survey questions', aiming to measure the indicative immediate post-survey impact of the SSA. The questionnaire was distributed online to the students using Google Forms. The processing and analysis of the data collected through questionnaires was completed automatically by the Google Forms software according to the six aforementioned questionnaire sections. An SPSS descriptive statistical analysis of the data was conducted, and it answered the question of how students perceive, consider, and grasp their self-assessment skills in L1 and L2, and to what degree it should be a constituent of the general teacher assessment.

Participants

The study included 175 high school students from a single high school in Prishtina, the capital of Kosovo. The respondents' background information is presented in the table below.

Student Background General Data	N = 175							
		% / No		% / No		% / No	M	SD
Gender	Male	49.6 (82)	Female	53.1 (93)			87.5	5.5
Present Grade	10	24.6 (43)	11	31.4 (55)	12	44 (77)	58.33	14.08
Residence	City	64.6 (113)	Village	29.1 (51)	Organised Neighbour.	6.3 (11)	58.33	41.96

Table 1: Student Background

The student participants' female gender (53.1%) was slightly higher in number than that of male students, while the largest number was 12th-grade students 44%), compared to students in lower grades 10 and 11. The majority of them (64.6%) reported living in cities, 29.1% in rural areas, and only 6.3% in organized neighborhoods. This relatively diverse student background creates a broad basis for understanding attitudes and perceptions toward self-assessment practices across various learning experiences.

The Kosovo Teaching Context(s)

The educational context in Kosovo, as a post-war developing country, continues to face significant challenges in aligning with European standards, including language teaching. The English language (L2) has gained crucial importance in the country's administration, economy, and education, largely due to international involvement following the 1998–1999 conflict. Despite a rising interest in learning English, there remains a critical shortage of qualified teachers and a lack of modern, process-oriented teaching methods, especially in writing instruction. The Kosovo Curriculum Framework emphasizes communicative competence and task-based learning, yet overcrowded classrooms, limited resources, and a reliance on frontal teaching approaches hinder effective learning. Writing skills, for instance, are the least practiced, with instruction often reduced to imitation and memorization, and textbooks like *Headway* fail to address the writing process or foster creativity, which, in turn, may relate to the concept of self-assessment, as, first, it is conducted mainly in writing, and second, it is a process, like writing - structured and cohesive. Research shows that teaching practices often lack clear objectives, and the prevailing curriculum views writing more as a product than a process, leaving students with minimal experience in editing and critical thinking (Rusinovci, 2020), as well as minimal criteria for peer review and self-assessment as well. Moreover, Kosovo's poor performance in international assessments like PISA reflects systemic shortcomings in both L1 and L2 literacy (Schleicher, 2018; OECD, 2023). Within this context, the concept of student self-assessment—vital for fostering learner autonomy, reflection, and higher-order thinking—remains undervalued and largely unpracticed in Kosovo's pre-university education system.

Findings

Findings on self-assessment as a broad concept are generally positive and pro-SSA, although a dispersed majority may not consider it an easy task or activity (see table below).

Self-Assessment as a Concept	N = 175						
	% / No	% / No	% / No	% / No	% / No	M	SD
Language courses are my priority subjects	Yes 42.3 (74)	On average 52 (91)	No 5.7 (10)			58.33	36.9
Do you believe that self-assessment as part of the overall assessment in language subjects is important in the learning process and your achievements as a student?	Yes 93.7 (164)	No 6.3 (11)				87.5	76.49
If Yes, what should be the percentage of self-assessment within the overall assessment in language subjects?	> 90% 3 Ss	> 80% 5 Ss	> 70% 21 Ss	> 50% 36 Ss	10-40% 104 Ss (-6 Answers)	33.8	36.2
Do you think that self-assessment would have any effect on increasing the quality of your learning and achievements if it were applied at school?	Yes 52.6 (92)	I don't Know 8 (14)	Maybe 38.3 (67)	No 1.1 (2)		43.75	34.38
Do you think that self-assessment is an easy process for students?	Yes 38.3 (67)	I don't Know 13.7 (24)	Maybe 28 (49)	No 20 (35)		43.75	16.05
How prone would you be in misappropriation of learning outcomes/achievements during self-assessment?	Not At all 16 (28)	A little 19.4 (34)	I am not sure 24 (42)	It depends on the lessons and the teacher 40.6 (71)		43.75	15.4
Which of the options would be the most difficult for self-assessment?	A written test 29.1 (51)	Essay 21.7 (38)	Class activity 14.3 (25)	Project (7) 4	Oral Assess- ment 30.9 (54)	35	16.2
What would you rely most on when self-assessing your achievements in language courses?	My exact info/ knowledge 37.1 (65)	Ready-made key of exact answers 7.4 (13)	1 and 2 above 22.3 (39)	My knowl., experience, and general perceptions 33.1(58)		43.75	18.7
How much of a peer assessment do you apply in different courses, including language subjects?	Rarely 37.7 (66)	Some-times 49.1 (86)	Often 11.4 (20)	Very often 1.7 (3)		43.75	32.3

Table 2: Self-Assessment as a Concept

As the findings indicate, most students consider languages as priority subjects, which may be a positive factor in introducing and practicing SSA in languages. On the other hand, while the majority of them hold that self-assessment is important, there is an important minority group of students who are completely unsure. Many students also believe that SSA would have a positive impact on their learning quality and outcomes. The students feel moderately confident in handling self-assessment easily and fairly; however, some concerns about potential misappropriation are valid as well. They reported that the most difficult tasks to assess were oral assessments, followed by essays and written tests, with a majority favoring more class activities and projects, whereas most of them answered that they would use their exact info/knowledge and ready-made keys of exact answers as a basis for self-assessment, as well as their knowledge, experiences, and perceptions. The majority also replied that, currently, they only sometimes use peer-reviewing in different courses, including languages.

The findings reveal that a vast majority of student participants had little experience with SSA in the Albanian subject (mother tongue) in their primary school education (see Table 3).

Self-Assessment in the Albanian course (L1)	N = 175						
	% / No	% / No	% / No	% / No	% / No	M	SD
In primary school I had experience with self-assessment	None 48 (84)	Scarce 28.6 (50)	Average 20.6 (36)	Much 2.9 (5)		43.75	28.38
Do you apply the self-assessment as a part of the teacher's assessment in the current Albanian language classes?	None 22.9 (40)	Scarce 38.9 (68)	Average 32.6 (57)	Much 5.7 (10)		43.75	21.39
Do you believe that you could apply self-assessment in the Albanian language classes?	Yes, Sure 32.6 (57)	Maybe 48.6 (85)	On average 14.3 (25)	No, absolutely. 4.6 (8)		43.75	29.61
Do you believe that you would be able to apply fair self-assessment (based on correct answers) for yourself in the Albanian language, regardless of the self-assessment result?	Yes 38.3 (67)	Maybe 28.6 (50)	To some degree 30.3 (53)	No 2.9 (5)		43.75	23.27
In which part of learning the Albanian language would you be able or would you like to apply self-assessment (based on correct answers)?	Grammar 14.3 (25)	Literature 28 (49)	Spelling/ Orthography 9.1 (16)	Language skills (reading, listening, speaking, writing) 48.6 (85)		35.00	33.95
What grade would you assess yourself with in this skill, in the Albanian: READING (reading and understanding the text)	5 (highest) 43.4 (76)	4 42.9 (75)	3 12.6 (22)	2 0.6 (1)	1 (lowest) 0.6 (1)	4.28 (average grade)	0.75

Table 3: Self-Assessment in Albanian (L1)

SSA practice in primary language education seems to be low. Current SSA use in L1 seems scarce, and many students reported only occasional engagement with SSA; however, they were divided on their confidence in applying it fairly, and there was also disagreement about their ability to apply it as a task. The four language skills (reading, listening, speaking, writing) are the most reported for self-assessment, while students self-rated reading comprehension skills as high.

Table 4 shows the results of the SSA in the English language subject (L2).

Self-Assessment in the English course (L2)	N = 175									
	% / No		% / No		% / No		% / No		% / No		M	SD
In primary school I had experience with self-assessment	None	45.7 (80)	Scarce	24.6 (43)	Average	23.4 (41)	Much	6.3 (11)			43.75	26.3
Do you apply the self-assessment as a part of the teacher's assessment in the current English language classes?	None	26.3 (46)	Scarce	33.7 (59)	Average	29.7 (52)	Much	10.3 (18)			43.75	15.5
Do you believe that you could apply self-assessment in the English language classes?	Yes, sure	43.4 (76)	Maybe	38.3 (67)	Average	13.7 (24)	No, absolutely	4.6 (8)			43.75	25.4
Do you believe that you would be able to apply fair self-assessment (based on correct answers) for yourself in the English language, regardless of the self-assessment result?	Yes	52.6 (92)	Maybe	22.9 (40)	To some degree	23.4 (41)	No	1.1 (2)			43.75	23.8
In which part of learning the English language would you be able or would you like to apply self-assessment (based on correct answers)?	Reading	37.1 (65)	Listening	12.6 (22)	Speaking	33.1 (58)	Writing	17.1 (30)			43.75	19.2
What grade would you assess yourself with in this skill, in English: READING (reading and understanding the text)	5 (highest)	52. (91)	4	27.4 (48)	3	16 (28)	2	2.9 (5)	1 (lowest)	1.7 (3)	4.25 (average grade)	0.94

Table 4: Self-Assessment in English (L2)

The general findings in terms of the SSA in L2 (English) show lower and less consistent results compared to the SSA in L1 (Albanian), although the present application is higher in L2. The findings also show that many students believe that they are capable of applying self-assessment and can fairly assess themselves in English, with some hesitation persisting. The students reported reading and speaking to be among their favorites for self-assessment, and rated themselves highly in reading comprehension, though slightly less consistently than in Albanian.

The questionnaire also asked students about differences and interferences between SSA in L1 and L2. The following table shows the main findings.

Differences and interferences between Albanian and English	N = 175								M	SD
	% / No		% / No		% / No		% / No			
In which language do you think you would be able to do self-assessment easier and more efficiently?	Albanian	38.3 (67)	English	61.7 (108)					87.5	20.5
How much do you think that the knowledge of the Albanian language positively influences the learning of the English language for you?	20%	28.6 (50)	40%	32.6 (57)	50%	20.6 (36)	Over 60%	18.3 (32)	43.75	10.16
How much do you think that the knowledge of the English language positively influences the learning of the Albanian language for you?	20%	40 (70)	40%	30.3 (53)	50%	20 (35)	Over 60%	9.7 (17)	43.75	19.82

Table 5: Differences and Interferences Between Albanian and English

The results suggest that most of the students would choose English over Albanian for the self-assessment activity. In terms of the positive influence of one language on another on language learning acquisition, the students moderately agree that Albanian helps them in learning English, but their opinions are more divided about the opposite influence of English on Albanian.

The last questionnaire section included three final questions which were intended to extract post-survey data, reflecting the extent to which the students would finalize their own opinions about self-assessment.

Post-survey questions	N = 175						M	SD
	% / No		% / No		% / No			
Do you believe that the teachers of Albanian and English would trust your self-assessment?	Yes	35.4 (62)	No	14.3 (25)	Maybe	50.3 (88)	58.33	25.80
Do you believe this questionnaire helped you understand more about the concept of self-assessment in general?	Yes	47.4 (83)	No	9.1 (16)	On average	43.4 (76)	58.33	30.03
Do you think it would be a good idea for you as a student to do a relatively fair and accurate self-assessments in different subjects, even when you are not asked to by the teachers?	Yes	68 (119)	No	5.1 (9)	Maybe	26.9 (47)	58.33	45.57

Table 6: Post-Survey Questions

The students provided mixed responses and therefore seem not to be completely sure if teachers would trust their self-assessment, whereas the majority of them believe that the questionnaire helped them achieve a greater understanding of self-assessment as a concept, not excluding some uncertainty among some of them. Also, they strongly believe in the relevance and importance of conducting fair self-assessment when and when not required in different subjects, although with a significant spread – not all the students seemed to be equally confident.

Discussion and Conclusion

While the concept of student self-assessment in Kosovo is still underrated both in the classroom and in the research arena, the current study might have brought at least minimal perspectives and insights into applied linguistics and pedagogical realms. With the key issue of tackling the transfer of some teacher liabilities to the language learners in terms of including them more in the learning process, not excluding assessment, the SSA turns out to be essential in students' overall achievement (Zimmerman & Schunk, 2011; Panadero et al., 2016; Andrade, 2010). This has also been supported in this study, with the majority of students believing it may be significant for the learning process and their own headway. With a small but meaningful group opposing, doubting, or not favoring it, it may be concluded that this slight polarization attunes to the interpretation of a relatively more general superficial belief about the SSA, rather than a grounded one, due to students' poor experience with self-assessment practices in the first and second language, and not exceptionally in other school subjects. While they generally value and see it as a tool for improving learning, they also acknowledge challenges in self-assessment accuracy. In addition, their uncertainty about the likelihood of awarding themselves unjust merits during self-assessment, depending on certain classroom factors, clearly indicates that such a concept element is largely absent in at least the L1 and L2 classes, with peer review practiced only occasionally. This general finding may also suggest that the SSA, as a concept, requires thorough planning and strong management before it can be implemented with inexperienced students and in unestablished evaluation classes. While the confidence level may vary, the students appear to be strong and confident in their self-grading in reading comprehension in their native language (L1), and slightly less so in their second/foreign language (L2). However, this is in contradiction with the results of the PISA test from the two consecutive cycles held in 2018 and 2022, in which the Kosovan students were ranked in the last three positions in the Reading component in the L1 (see Schleicher, 2018; OECD, 2023). Yet, the student participants seemed to feel the burden of the self-assessment when they picked the components of class activity and project as the easiest to assess, leaving aside oral assessment, written test, and essay as the most difficult. This finding suggests that even in the case of a formal or informal kick-off of any kind of SSA, the first components for student self-assessment should probably be those in which students feel most interested and relaxed, with much more focus, training, and explicit instruction about self-assessment in more perplexed language skills and components. This, in turn, validates some of the students' general assumptions about their questioning of how much trust and weight SSA should carry in the actual grading system. While many students prefer English for self-assessment, students perceive a stronger transfer from L1 to L2 than vice versa. A majority of student participants were uncertain whether their teachers would trust their self-assessment, highlighting a potential trust gap between students and educators, which at the same time discourages them from being fully honest or committed in the self-assessment process. The questionnaire itself, as a reflective tool, helped them better understand the concept of self-assessment, raising student awareness and metacognitive apprehension. Yet, there is room to improve its clarity and integration into instruction/curriculum. Voluntary self-assessment is valued by the students, but it needs to be reinforced by teacher trust and consistent classroom practices.

The general findings of this study are well-consistent with existing research on student self-assessment (SSA), particularly in language learning contexts. Multiple studies have emphasized the importance of engaging students in reflective learning practices and the value of self-assessment in fostering autonomy, metacognition, and

motivation. First, this study revealed that students largely recognize the value of self-assessment, especially in language subjects, which is consistent with findings by Andrade and Valtcheva (2009), who argued that when students assess their own work, they become more engaged, goal-oriented, and capable of evaluating their progress. Similarly, Black and Wiliam (2006) highlighted self-assessment as a core element of formative assessment, which enhances student ownership of learning — a trend mirrored in the findings of the present study, particularly through the high percentage of students who saw self-assessment as important to their learning and achievement. Second, this study found that students felt more confident in self-assessing skills like reading, especially in their native language (L1), which aligns with Ross (2006), who found that students are more accurate and comfortable when self-assessing receptive skills such as reading and listening, compared to productive skills like speaking and writing. The findings also reflect this, as students showed greater consistency and higher self-ratings in L1 reading compared to more mixed responses in L2 tasks and assessments.

Furthermore, the variation in preferred weight of self-assessment in final grading and the uncertainty about teacher trust align with studies indicating that students need clear guidance, rubrics, and teacher support to fully internalize and *accurately* apply self-assessment. Panadero et al. (2017) argue that the effectiveness of SSA depends heavily on how it is introduced and scaffolded within the classroom environment. This is also supported by Boud and Falchikov (1989), who noted that student self-assessment is most successful when teachers explicitly foster it and model the process. The findings also confirm that students' confidence in their self-assessment abilities is directly tied to whether they feel teacher trust and support.

The results also showed that students are generally willing to perform self-assessment even when not required, which echoes research findings by Dragemark Oscarson (2009) showing that when students are trained and see the benefits of self-assessment, they often begin to use it independently — a key marker of learner autonomy. The issue of SSA will need further focus and discussion for implementation, especially when planned to be combined with Artificial Intelligence tools, which may be another level of SSA achievement; however, mastery most likely requires prior student background knowledge, alongside its gradual and thorough classroom practice.

In light of all evidence and viewing the matter of the SSA holistically, as well as considering all the rapid advancements of present and future of AI, student self-assessment as a conceptual element in digital literacy development as part of teacher assessment should probably be reevaluated and given special emphasis and discussion in research and practice more widely in educational institutions, not excluding the university level. This determined step forward would not just support student autonomy and agency within the overall student competency in the AI era (Hsiao & Chang, 2023), yet, it could be a stepping stone toward a gradual but meaningful shift of some traditional duties (i.e. all-teacher assessment, not excluding other teaching/learning areas) with the controlled backup of AI tools from the teacher to the student, which could empower student critical and deeper thinking including peer-and-self review (Guo, 2024) by fostering student sustained knowledge as a whole, leaving teachers in their upcoming new real roles as “facilitators”, “collaborators”, and innovative instructors (Xerri et al., 2026).

Declaration of AI use

After the preparation of this manuscript, the authors used the Grammarly.com tool for linguistic fine-tuning and editing of the text. After using this service, the authors

reviewed and edited the content as needed and take full responsibility for the content of the published article.

Bibliographic references

Andrade, H. (2010). Students as the definitive source of formative assessment: Academic self-assessment and the self-regulation of learning. NERA Conference Proceedings, 2010.

Andrade, H. (2019). A critical review of research on student self-assessment. Educational & Counseling Psychology Faculty Scholarship, 22. https://scholarsarchive.library.albany.edu/edpsych_fac_scholar/22

Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. Theory Into Practice, 48(1), 12–19. https://doi.org/10.1080/00405840802577544

Black, P., & Wiliam, D. (2006). Developing a theory of formative assessment. In J. Gardner (Ed.), Assessment and learning (pp. 81–100). Sage.

Boud, D., & Falchikov, N. (2006). Aligning assessment with long-term learning. Assessment & Evaluation in Higher Education, 31, 399–413. https://doi.org/10.1080/02602930600679050

Brown, G. T. L., & Harris, L. R. (2013). Student self-assessment. In J. H. McMillan (Ed.), Sage handbook of research on classroom assessment 367–393. Sage.

Butler, Y. G. (2018). The role of context in young learners' processes for responding to self-assessment items. The Modern Language Journal, 102, 242–261. https://doi.org/10.1111/modl.12459

Chang, C., Liang, C., & Chen, Y. (2013). Is learner self-assessment reliable and valid in a web-based portfolio environment for high school students? Computers & Education, 60, 325–334. https://doi.org/10.1016/j.compedu.2012.05.012

Dragemark Oscarson, A. (2009). Self-assessment of writing in learning English as a foreign language: A study at the upper secondary school level [Doctoral dissertation, Göteborg University]. https://files.eric.ed.gov/fulltext/ED505960.pdf

Falchikov, N., & Boud, D. (1989). Student self-assessment in higher education: A meta-analysis. Review of Educational Research, 59, 395–430. https://doi.org/10.3102/00346543059004395

Guo, K. (2024). EvaluMate: Using AI to support students' feedback provision in peer assessment for writing. Assessing Writing, 61, 100864. https://doi.org/10.1016/j.asw.2024.100864

Hsiao, J. C., & Chang, J. S. (2023). Enhancing EFL reading and writing through AI-powered tools: Design, implementation, and evaluation of an online course. Interactive Learning Environments, 1–16, 4934–4949. https://doi.org/10.1080/10494820.2023.2207187

Liang, C., & Chen, Y.-H. (2013). Is learner self-assessment reliable and valid in a web-based portfolio environment for high school students? Computers & Education, 60, 325–334. https://doi.org/10.1016/j.compedu.2012.05.012

OECD. (2023). PISA 2022 results (Volume I and Volume II). https://www.oecd.org/publication/pisa-2022-results#pisa2022results

Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. Frontiers in Psychology, 8, 422. https://doi.org/10.3389/fpsyg.2017.00422

Panadero, E., Brown, G., & Strijbos, J.-W. (2016). The future of student self-assessment: A review of known unknowns and potential directions. Educational Psychology Review, 28, 803–830. https://doi.org/10.1007/s10648-015-9350-2

Rad, H. S., Alipour, R., & Jafarpour, A. (2023). Using artificial intelligence to foster students' writing feedback literacy, engagement, and outcome: A case of Wordtune

application. Interactive Learning Environments, 1–21, 5020–5040. https://doi.org/10.1080/10494820.2023.2208170
Ross, J. A. (2006). The reliability, validity, and utility of self-assessment. Practical Assessment, Research, and Evaluation, 11(1), 10. https://doi.org/10.7275/9wph-vv65
Rusinovci, X. (2022). Teacher experiences, practices, beliefs, and attitudes in teaching EFL writing. The International Journal of Pedagogy and Curriculum, 29, 11–22. https://doi.org/10.18848/2327-7963/CGP/v29i02/11-22
Schleicher, A. (2018). PISA 2018: Insights and interpretations. OECD Publishing. https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf
Schulz, H., & Fitzpatrick, B. (2016). Teachers' understandings of critical and higher-order thinking and what this means for their teaching and assessments. Alberta Journal of Educational Research, 62, 61–86.
Xerri, D., Block, J., Boezio, J. L., & Davis, S. (2026). Liquid identities and generative AI: A research-practice partnership exploring English language teachers' integration of AI tools for teaching writing. In S. W. Chong, H. Reinders, & Q. Liu (Eds.), Research-practice partnership in language education: New language learning and teaching environments. Palgrave Macmillan. https://doi.org/10.1007/978-3-032-17518-2_8
Yan, Z. (2022). Student self-assessment as a process for learning (1st ed.). Routledge. https://doi.org/10.4324/9781003162605
Yan, Z., & Boud, D. (2021). Conceptualising assessment-as-learning. Routledge. https://doi.org/10.4324/9781003052081-2
Yan, Z., & Carless, D. (2021). Self-assessment is about more than self: The enabling role of feedback literacy. Assessment & Evaluation in Higher Education, 47(7), 1116–1128. https://doi.org/10.1080/02602938.2021.2001431
Yan, Z., Panadero, E., Wang, X., & Zhan, Y. (2023). A systematic review on students' perceptions of self-assessment: Usefulness and factors influencing implementation. Educational Psychology Review, 35, Article 81. https://doi.org/10.1007/s10648-023-09799-1
Zimmerman, B. J., & Schunk, D. H. (2011). Self-regulated learning and performance. In B. J. Zimmerman & D. H. Schunk (Eds.), Handbook of self-regulation of learning and performance 1–12. Routledge.

Words: 3972
Characters: 28 321 (16 standard pages)

Xhevdet Rusinovci, PhD, corresponding author
High School ShML "Medreseja Alauddin" – Social and Language Gymnasium, Str. Mustafë Veselaj, no 29, Prishtina 10000
Kosovo
xhrusinovci@gmail.com
ORCID: 0000-0002-5164-3001

Besnik Jaha, MA,
High School ShML "Medreseja Alauddin" – Social and Language Gymnasium, Str. Mustafë Veselaj, no 29, Prishtina 10000
Kosovo
besnikjaha88@gmail.com
ORCID: 0009-0009-7078-5847