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Development and Use of CEFR Based Self-Assessment in a Thai Tertiary Context

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Article information	
Abstract	Self-assessment is an alternative assessment that can assess one's language ability, and it has been widely used, especially in classroom contexts. However, recent research has suggested different results regarding the correlation between student self-assessment and language performance. The accuracy of student assessment depends on various factors and contexts. Yet, research on self-assessment has revealed great benefits of this form of assessment for students and stakeholders. The present study's objective was to explore how Thai university students rated themselves using the developed CEFR-based self-assessment grid. It also aimed to investigate the correlation between student self-assessment and their scores on a university English proficiency test. The findings showed that a more significant percentage of students rated themselves as B2 language users, and a more substantial number of students perceived that they had higher proficiency in receptive skills than productive skills. Also, there was a moderate positive correlation between student self-assessment and their proficiency scores. The findings imply that more focus on productive skills is necessary at the tertiary level to promote students' language exposure and confidence. Also, the results suggest that student self-assessment can predict their language proficiency and performance on a language test only to some extent. The accuracy of student self-assessment can

	be improved by providing training and aligning the test constructs with the self-assessment statements.
Keywords	self-assessment, CEFR based self-assessment, accuracy of self-assessment, correlation between self-assessment and scores
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1. Introduction

In the 21st century teaching and learning context, a student's role has changed from being a passive learner to an active learner. In other words, students are taught how to learn autonomously, while a teacher acts as a facilitator. As a result, assessment has shifted from a teacher-centered approach to a student-centered one. Teachers have changed their roles from spoon-feeders to facilitators (Zamora & Zamora, 2022). Therefore, alternative assessment or assessment as learning has been introduced to support this purpose. For alternative assessment, students need to be active, engaged, and critical assessors so that they can "personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand" (Earl, 2003, p. 25). Doing this makes students become self-directed learners.

Among alternative assessment methods, self-assessment has been widely accepted and used in all language teaching and learning contexts. It is an assessment method that involves students in the process of evaluating their performance. Despite variation in degree, many studies (De Saint-Leger & Storch, 2009; Dolosic, 2018; Lew et al., 2010; Liu & Brantmeier, 2019; Winke et al., 2023; Wolochuk, 2009) reported positive relationships between student self-assessment and their language proficiency. Although self-assessment is generally used for low-stakes assessment purposes, for example, as a placement test or a diagnostic test, it is considered a valuable assessment procedure as the results can be processed and interpreted within limited time constraints.

Evidence from several empirical studies asserts that self-assessment can enhance students' language learning. In writing classes, self-assessment was found to promote students' writing ability. Cömert and Kutlu (2018) reported that self-assessment made writing instructions more effective than traditional classrooms, which was supported by the study conducted by Javaherbakhsh

(2010) who suggested that self-assessment is an effective method that can help teachers easily observe the strengths and weaknesses of each student and can promote students' autonomous learning. In addition, Khodadady and Khodabakhshzade (2012) discovered that implementing self-assessment not only developed EFL students' writing skills but it also increased their self-regulation. Self-assessment has also been reported to benefit the learning of other skills. Seenak and Adunyarittigun (2019) discovered that by using self-assessment, Thai EFL university students' pronunciation has significantly improved. Also, Konchiab and Munpanya (2021) found that self-assessment could increase Thai EFL students' confidence in speaking English. Aside from language learning development, numerous studies have discovered a positive relationship between self-assessment and language learning. Many studies discovered a positive relationship between self-assessment and students' reading and writing performance (e.g., Dolosic, 2018; Liu & Brantmeier, 2019; Sapsirin, 2014), and some research studies found that the implementation of self-assessment had a positive correlation with EFL students' speaking and listening skills (e.g., De Saint-Leger & Storch, 2009; Mistar, 2011).

In line with the CEFR language ability descriptors, the Council of Europe proposed self-assessment grids based on the CEFR in more than 30 languages; however, the official Thai version of the CEFR self-assessment grid has not been published. Studies on how the CEFR-based self-assessment can be used to assess students' proficiency levels should be done in the Thai context. There have been studies on the use of the CEFR-based can-do statements in many countries, such as Japan, Iran, and Malaysia. (Razali & Latif, 2019; Runnels, 2013; Taghizadeh & Kazemzadeh, 2016). In Thailand, a preliminary study on the CEFR-based self-assessment was conducted with Chinese and Thai students at Payap University (Khunpatwattana et al., 2018). The study reported the students' self-assessment of their language skills using the CEFR self-assessment statements translated into Chinese and Thai languages. However, it did not address the use of CEFR-based

self-assessment in such areas as accuracy of student self-assessment and how students rated themselves, which are areas that have not been widely explored. The development of the CEFR-based self-assessment for the Thai context will be beneficial as the CEFR is regarded as a universal scale that is used to describe language ability of language learners. Educators, researchers, and teachers in the field share the same perceptions of the levels of proficiency specified in the CEFR. The framework guides teaching, curricula, and assessment planning in the same direction. Further studies on the development and the use of a self-assessment grid based on the CEFR in the Thai language and Thai contexts will make a valuable contribution to language assessment in Thailand. Studies on the relationship between self-assessment and external measures of proficiency would also serve as preliminary evidence for using CEFR as a self-assessment tool (Runnels, 2013).

The purposes of this study were to explore how Thai undergraduate students self-assess their speaking, listening, reading, and writing skills using the CEFR-based self-assessment statements, as well as to explore the correlation between student self-assessment and their performance on a university English proficiency test.

2. Literature Review

2.1 What Is Self-Assessment?

Self-assessment (SA) has become widely known as one kind of alternative assessment in teaching, learning, and testing contexts. According to Ross (1998), it is seen as a practical method for formal second language evaluation for placement and criterion-referenced interpretations as well as a valid and reliable indicator of one's communicative language skills (Bachman & Palmer, 1989). Generally, the term "self-assessment" has been described as one technique of formative assessment, which focuses on assessment as learning (Earl, 2003; Yan, 2023) or a strategy or process that is used to promote students' learning (Panadero

& Alonso-Tapia, 2013). These definitions seem to provide a broad meaning for many people. As a result, some scholars and academics have redefined its meaning to make it more specific and comprehensible.

As defined by Chalkia (2012, p. 226), self-assessment refers to "a student's capacity to examine their performance and make judgments about their capacities." Similarly, self-assessment can be referred to as a process in which students are given a role as assessors to evaluate and make judgments on their work or product based on standards or criteria they identify (Boud, 1995; Goh, 2004; McMillan & Hearn, 2008). In addition, Oscarson (2014) claimed that self-assessment means "an assessment that is made from within and reflects a direct experience of one's ability" (p. 712). Also, as mentioned by Brown and Harris (2013), self-assessment is "an evaluation of a student's work products and processes in classroom settings" (p. 22). Similarly, Barkley and Major (2016) pointed out that self-assessment enables students to think carefully about their efforts and assess their progress or achievement of learning outcomes. Students' reflection can make them self-aware as they discover their learning processes and develop patterns of self-directed learning. McMillan and Hearn (2008, p. 41) conceptualized self-assessment as "a student self-assessment cycle" that consists of self-monitoring, self-evaluation, and the identification and implementation of instructional correctives when needed. The three components are connected and are believed to promote higher performance.

Figure 1

Student Self-Assessment Cycle (McMillan & Hearn, 2008, p. 41)
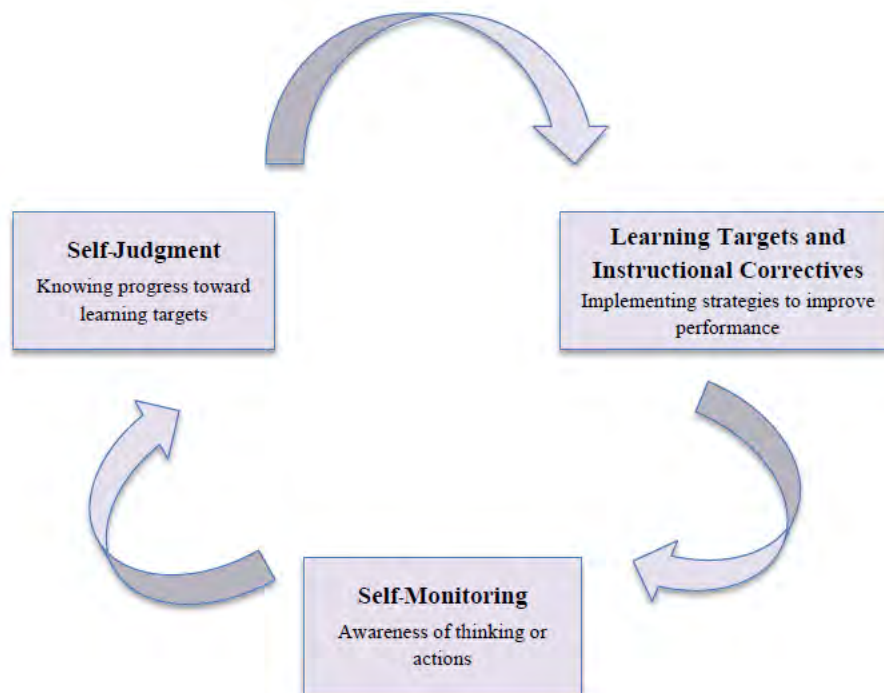
Taken together, it is evident that self-assessment can be referred to as an assessment that provides students with active participation in the assessment procedures. Students are involved in making judgments, evaluating their performance or achievement, and reflecting on their ability against the set evaluation criteria defined by the teacher or the students themselves. By doing this, students can identify their strengths and weaknesses and develop self-awareness of their learning processes, making them self-directed and life-long learners.

2.2 Theoretical Frameworks Related to Self-Assessment

Self-assessment is valuable as it is associated with many theories of learning. According to McMillan and Hearn (2008), the theoretical rationale related to self-assessment includes cognitive and constructivist theories of learning and motivation, metacognition theory, and self-efficacy theory. For knowledge construction, self-monitoring of learning is important. During the self-assessment

process, students organize, evaluate, and internalize knowledge, which is considered monitoring learning. Regarding metacognition theory, self-assessment is reflected in a metacognitive skill, which can enhance students' performance as they are the skills that govern and monitor cognitive processes. Self-assessment is also found to promote self-efficacy. The principal concept of self-assessment is that students judge their performance against the stated benchmarks to develop their performance as they identify their current and desired standards. To do this, students must reflect on their work or performance. Students must then set goals and action plans to improve their learning achievement. Clearly, students' roles become more active and focused because they have to take responsibility for the learning process. These activities are underlined as key features of what is called "self-regulated learning." Self-regulated learning is defined as a process in which individuals are metacognitively, motivationally, and behaviorally active participants in their learning process (Bandura, 1986). In other words, successful learners can take control of their learning by using learning strategies. Self-evaluation and reflection are the key aspects of self-regulated learning in which students apply metacognitive strategies to accomplish their goals. Self-assessment is known to promote self-regulation in learning (Yan & Carless, 2022). In Zimmerman's (2000) model of self-regulated learning, self-evaluation, which is part of self-reflection, is included as one of the three main phases. In addition, Schunk (2008, as cited in Oscarson, 2014) has mentioned that

> "goal setting and self-evaluations of progress are important components of self-regulated learning. If a certain instructional method requires students to set goals and evaluate their progress, in that case, we might be able to predict that students who received such instruction would show gains in self-regulation and achievement" (pp. 466-467).

2.3 Benefits of Self-Assessment

Self-assessment offers teachers and learners tremendous benefits. Learning achievement is one of them. Self-assessment plays a significant role in

enhancing students' learning (e.g., Butler & Lee, 2010). Rolheiser (1996) proposed a model of how self-evaluation contributes to learning. The model shows that in the learning process, student self-assessment motivates them to set higher goals and put more effort into them. Both goals and effort can lead students to their learning achievement. Apart from learning achievement, the process of self-assessment can increase learners' affection. Learners' affection encompasses emotions (e.g., motivations) and attitudes such as self-efficacy (Hoque, 2016). During the self-assessment process, students are involved in determining the criteria that will be used to judge their work and are given the authority to evaluate their work. In other words, students are given some control over the assessment process with the feeling of ownership in learning, which increases the sense of shared responsibility; hence, students' motivation for learning is promoted (Travis, 1996, as cited in Goh, 2004). In addition, when assessing themselves, students can see their strengths and weaknesses (Yan et al., 2022), and this can increase self-efficacy in learning (McMillan & Hearn, 2008). Moreover, cognition and metacognition can be promoted by self-assessment. When assessing their work against standard criteria, students must think critically about their strengths and weaknesses or the areas needing more work (Goh, 2004; Leach, 2012). Self-assessment is an important part of metacognitive processes (Fleisher, 2019). Through the self-assessment processes, students must evaluate and monitor their performance, which is one of the main metacognitive competencies. In addition, self-assessment can promote autonomy (Jamrus & Razali, 2019). It is claimed that self-assessment can be associated with autonomous learners. Harris (1997, p. 12) states that self-assessment is "a key learning strategy for autonomous language learners." By having students evaluate their work against the set criteria, they must monitor and judge their actual performance against the standard. In addition, according to Panadero et al. (2017), self-assessment interventions can enhance students' use of learning strategies and promote self-efficacy that will positively foster students' language learning.

2.4 Factors Affecting Conditions for Learners' Self-Assessment

Self-assessment offers many benefits, but the degree of effectiveness depends on certain factors which can affect the conditions for self-assessment. There are several factors that teachers need to consider when implementing self-assessment.

1) Questions/formats

Questions or formats in a self-assessment tool can be one crucial factor impacting the quality of self-assessment. More specifically, the self-assessment questions or statements should be formulated as clearly as possible so that students can imagine themselves in a particular situation stated in the questions or statements (Strong-Krause, 2000). For instance, Ross (1998) argued that students tended to assess their actual performance more accurately when they used self-assessment inventories that consisted of questions about functional skills such as writing and speaking, compared to the results obtained from the use of self-assessment inventories that contained questions of an abstract nature. Additionally, Butler and Lee (2006) asserted that students who used on-task formats for self-assessment questions, which contained items that students had to complete immediately after completing a particular speaking task, could more accurately rate their speaking performance compared to those who used off-task formats, which asked students to evaluate their speaking performance in a general way. Finally, language delivered for self-assessment can also affect learners' ability to self-assess. As stated by Oscarson (1997), students tend to self-assess their performance when statements are written more accurately in their first language.

2) Clear criteria

Another issue that can impact students' self-assessments is the problem concerning the use of criteria. Goodrich (1996) pointed out that to produce an effective self-assessment, students need clear criteria on which the assessment

is based. As mentioned by Cohen (1994), a lack of common and clear criteria used for both teachers and students can cause problems regarding the usefulness of self-assessment. In addition, Orsmond et al. (2000) claimed that using marking criteria provided by the teacher and implementing marking criteria constructed by students themselves can lead to different learning outcomes for students.

3) Preparation/training

According to Cohen (1994), one significant factor affecting the accuracy of the information received from self-assessment is the students' lack of training in evaluating their learning. Similarly, Muñoz and Alvarez (2007) state that students who lack knowledge of the assessment process, objectivity and reliability about their work, and confidence to do something that is considered a teacher's duty have difficulties self-assessing their work or performance. To eliminate these problems, teachers should conduct self-assessment training prior to the actual self-assessment activity. With the training, students will be involved in several stages and given some guidance from the teacher, making them accurately evaluate their language ability with reasonable accuracy (Carter & Nunan, 2001, as cited in Muñoz & Alvarez, 2007).

4) Teacher's feedback

Taras (2003) claimed that teacher feedback as an integral part of self-assessment is necessary for students involved in self-assessment processes. She pointed out that "self-assessment without teacher feedback cannot help students to be aware of all of their errors" (p. 561). That is, teacher feedback helps students observe errors they have never been concerned about and allows them to know the causes of those mistakes.

5) Cultural and educational context

Different cultures have different beliefs and values. This phenomenon can be seen in various contexts, including an educational context. Heilenman (1991,

as cited in Muñoz & Alvarez, 2007) pointed out that in some cultures, it is a teacher's responsibility to prepare lessons, teach, and grade students' proficiency, while students are responsible for learning and receiving feedback from their teachers. As a result, if students are assigned to self-assess their performance, they tend to be less confident in completing the activity, which might affect the self-assessment results. For example, Matsuno (2009) discovered that Japanese students tend to assess their performance more harshly than they should due to cultural issues.

6) Learners' proficiency levels

One factor influencing the effectiveness of self-assessment is associated with students' level of proficiency (Strong-Krause, 2000). According to Lew et al. (2010), students with different proficiency levels tended to judge their actual performance differently. Students who are more academically competent can rate their performance more accurately than their less competent peers. These findings align with Ma and Winke's (2019) research results indicating that students with advanced proficiency levels assess their proficiency more accurately than intermediate-level students.

2.5 Self-Assessment Based on the Common European Framework of Reference (CEFR)

1) CEFR Self-Assessment Grid. The Common European Framework of Reference (CEFR) aims to describe language proficiency that language learners "can do" at different stages of their language learning. In the framework, language proficiencies are divided into three broad bands: the Basic User (A), the Independent User (B), and the Proficient User (C). These bands are subdivided into six levels: A1, A2, B1, B2, C1, and C2. A1 describes the lowest level of language ability one can perform, whereas C2 describes the highest level of language ability a learner can do. In addition, five communicative skills are emphasized: listening,

reading, writing, spoken interaction, and spoken production (Council of Europe, 2001).

2) The Swiss European Language Portfolio (ELP). Funded by the Swiss National Science Foundation, North and Schneider (1998) developed self-assessment checklists based on the Council of Europe's common reference levels. The checklists allow individuals to plan, reflect, and assess their language learning process and progress. That is, the checklists enable learners to state what they can do in each language. In the checklists, seven aspects of language abilities are self-assessed: listening, reading, spoken interaction, spoken production, strategies, language quality, and writing.

3) DIALANG Self-Assessment Scales. DIALANG is an online self-assessment providing language learners with diagnostic information about their language proficiency. DIALANG is funded by the European Union and developed by a professional team at the University of Lancaster. The assessment framework, descriptors, and self- assessment statements are based on the CEFR, which reports language learners' five main areas of language skills: reading, writing, listening, structures, and vocabulary (Lancaster University, n.d.). DIALANG's two purposes are to promote learning autonomy and to pre-estimate learners' ability (Morrow, 2004, as cited in Taghizadeh & Kazemzadeh, 2016).

4) Brantmeier et al.'s (2012) Self- Assessment Questionnaire. Based on DIALANG self- assessment scales, Brantmeier et al. (2012) developed a self-assessment questionnaire for L2 Spanish learners to assess their L2 Spanish ability. The questionnaire items follow the "can- do" statements of all four skills: reading, writing, listening, and speaking, as presented in the DIALANG project. All questionnaire items are divided into the beginning, intermediate, and advanced levels. Learners choose how they would rate their L2 Spanish in each given

situation. In the questionnaire, there are five-point rating scales ranging from "strongly disagree" (1) to "strongly agree" (5).

2.6 Previous Studies Related to Self-Assessment and Language Learning Achievement

In terms of language learning achievement, many past research studies revealed positive results concerning the accuracy of student self-assessment and the relationship between self-assessment and language achievement across different skills and levels of learners. The positive relationship between the two variables has been shown in many studies. For instance, one study by Wolochuk (2009) indicated a significant correlation between students' perceived and actual language ability. In this study, students were asked to assess their language proficiency in the four skills before taking high-intermediate and advanced classes and a TOEFL test. The results revealed that students' perceived language ability was positively correlated with their actual TOEFL scores. Another study (Mistar, 2011) that investigated students' self-assessment and their performance on a language test revealed a correlation between international students' self-assessment and listening and speaking test scores. A study conducted by Liu and Brantmeier (2019) used an adapted form of CEFR self-assessment grids for student self-assessment of their reading and writing skills. The results from the study indicated that students were able to assess their English reading and writing abilities accurately as a correlation between students' self-assessments and their reading and writing abilities was found. Similarly, Dolosic (2018) reported statistically and practically significant correlations between students' self-ratings and L2 reading performance. Lew et al. (2010) looked at the accuracy of student self-assessment and their beliefs about the use of self-assessment. They reported weak to moderate accuracy in student self-assessment ability.

In the Thai context, some studies were conducted to examine the effects of the implementation of self-assessment on Thai EFL students' English

development. For example, Sapsirin (2014) studied the relationship between self-assessment ratings of business English writing ability and writing achievement test performance. Research results showed that there was a weak, positive correlation between self-assessment ratings and writing achievement test scores. It was also found that both male and female students assessed themselves similarly, although females performed significantly better than males on the achievement test. In 2018, Suwanarak studied how Thai EFL graduate students self-evaluated their writing performance. According to the findings, the students could evaluate their writing and be aware of their performance levels. Finally, Dhanarattigannon and Thienpermpool (2022) studied the use of self-assessment in a writing class. The study suggested that self-assessment is an effective tool that promotes learner autonomy and writing improvement.

However, not all studies reported positive correlations between student self-assessment and their language proficiency or performance, casting doubt on the reliability of self-assessment. Some studies found that students rated themselves lower than their actual ability. For example, Taghizadeh and Kazemzadeh (2016) reported that both male and female students' ratings of their reading ability on the CEFR and DIALNG grids were lower than their teachers' ratings on the reading tasks. Runnels (2013) also found no relationship between students' and teachers' ratings and students' self-assessment on CEFR-J's can-do statements and test scores. The explanation was put on clear and accurate perceptions of their ability and cultural aspects.

3. Methodology

3.1 Context of the Study and Participants

This research project was conducted in line with the development of one of the university tests of English for communication, which assesses students' English proficiency in the context of daily life and the workplace. In the study, the scores of the test, therefore, were used as a benchmark to determine students'

language ability. The participants were selected on a voluntary basis. Sixty-eight third- and fourth-year students who enrolled in the Faculty of Education at a public university volunteered to participate in the research project. The students from the Faculty of Education were chosen because they would have to take an English proficiency test when they graduated to certify their English ability. The developed university English proficiency test would serve as one option for the students. The participants had taken two foundation English courses in their first year and an English for Academic Purposes course in the second year. The participants were both English majors and non-English majors. However, there was no restriction on the proportion of participants' majors. The participants completed the developed CEFR-based self-assessment questionnaire before they took the English proficiency test.

The research study was reviewed and approved by the university's Institutional Review Board (IRB).

3.2 Research Instruments

1) The CEFR self-assessment questionnaire in this study was developed based on the descriptions of the student's abilities on the CEFR framework and the Council of Europe CEFR Grid. The self-assessment questionnaire includes only the target levels of B1 and B2, which reflect university students' levels of English proficiency. According to the Ministry of Education, the student English proficiency levels for general school students who are not enrolled in English or international programs are set as follows:

Table 1

Thai Students' English Proficiency Levels (English Language Institute, 2015)

Grades	Levels
Grade 6	A1
Grade 9	A2
Grade 12	B1

The questionnaire was designed in accordance with the target levels of university students' proficiency, which should be at least B1 and beyond. The development was based on DIALANG (Council of Europe, 2001), the Council of Europe CEFR self-assessment grid, and the descriptive scales proposed by Schneider and North (2000). Adaptations to the statements were made, as noted in Alderson (2007), that there are many undefined terms, overlaps, ambiguities, and inconsistencies in the CEFR scales. The questionnaire was developed following Dörnyei and Csizér's (2012) questionnaire development framework that includes an appropriate sampling of content, good multi-item scales, well-constructed items, good layout or format, good translation, and trial. Validation processes through expert consultations were conducted. Three lecturers from different universities were asked to review the developed questionnaire by using an Indexes of Item-Objective Congruence (IOC) form. The experts have had a profound understanding of using the CEFR scales and have been involved in various projects related to mapping local standardized tests to CEFR. Statistics were calculated to confirm the reliability of the questionnaire. The IOC scores of .33 or lower were removed from the questionnaire. The value of Cronbach's alpha for the 40 items was .98. After the content and construct of the questionnaire were revised, ten self-assessment statements were kept for each language skill: listening, speaking, reading, and writing. The questionnaire included a total of 40 statements that described the language proficiency of the B1 and B2 language learners. For each skill section, except for the listening skill, the first five

statements described B1 language learners, and the other five statements illustrated language abilities for B2. Regarding the listening skill section, the first four statements represented B1 language learners, and the other six statements were for B2 language learners. The CEFR self-assessment questionnaire was developed in two languages: English and Thai. The bilingual version was used in the research study to accommodate the participants. The final revision was made following the experts' comments and suggestions. Comments were, for example, to adjust some statements to make them clear and match the CEFR levels intended to be measured, to reduce the number of statements to ten for each skill so that the students would not feel too overwhelmed to complete the whole questionnaire, and to adjust the Thai translation.

2) The university English proficiency test was used to assess students' language proficiency in the four skills. The test consisted of two main sections. The first section focused on all four language skills using the multiple-choice format. The second section targeted the two productive skills, which were speaking and writing. In this section, there were three parts: enunciation, speaking (expressing opinions on a given topic), and paragraph writing (writing a 120-150-word paragraph on a given topic.). The total score was one hundred. The test went through the validation process in which three experts in language assessment and evaluation were asked to comment on the test items using an IOC form, and revisions were made according to the experts' comments.

3.3 Data Collection

The student self-assessment scores and their language proficiency scores were collected through the CEFR-based self-assessment questionnaire and the university English proficiency test. The data collection was conducted onsite at the university's language testing center. The whole process of taking the questionnaire and the test lasted about two and a half hours. The questionnaire was given to the participants prior to the test. The participants were informed in advance that they

needed to take the self-assessment questionnaire and the test. Although there was no training, the proctors were prepared to give explanations. The questionnaire had also been piloted to ensure its validity, reliability, and clarity. The participants were told that they had 30 minutes to complete the questionnaire. After the participants took the questionnaire, there was a 15-minute break before the English proficiency test was distributed.

3.4 Data Analysis

Descriptive statistics were used to explore how the participants assessed their speaking, listening, reading, and writing skills. In addition, the Pearson Product-Moment Correlation Coefficient was used to explore the correlation between the student self-assessment scores and their English proficiency scores.

The degree of correlation was interpreted as follows. According to Turney (2022), the correlation value between 0 and + .30 indicates a weak relationship. The correlation between ± .30 and ± .50 shows a moderate relationship, and that between ± .50 - ±1 marks a strong relationship.

Table 2

*The Pearson Product-Moment Correlation Coefficient (Turney, 2022)*

Interpretation	Degree
Strong	± .50 - ±1
Moderate	± .30 and ± .50
Weak	0 and ± .30
No correlation	0

4. Findings

4.1 How do Thai undergraduate students self-assess their speaking, listening, reading, and writing skills by using the CEFR-based self-assessment statements?

The figure below shows how the participants assessed their language skills. Overall, the majority of the participants perceived that their English proficiency was at the B2 level. It can be seen that 19.12 % (n=13) of the participants rated their listening skills at level B1, while 80.88% (n=55) perceived their ability to be at level B2. For the speaking skill, 44.12% (n=30) of the participants perceived their speaking skill to be at level B1, while 55.88% (n=38) rated themselves at B2 proficiency level. Regarding reading skills, 14.71% (n=10) of the participants evaluated their reading proficiency at level B1, while 85.29% (n=58) rated their reading skills at level B2. For writing skills, 41.18 % (n=28) perceived their performance to be at B1 proficiency level, while 58.82% (n=40) rated themselves at level B2. The findings show that most students perceived that they were level B2 language users. A more significant percentage of the participants believed that their performance in speaking and writing skills was not as good as that of their listening and reading skills. This can be seen from a more significant number of participants rating those skills at level B1 compared to the listening and reading skills, which were rated at level B2 by more participants.

Figure 2

Students' Self-Assessment on Listening, Speaking, Reading and Writing Skills
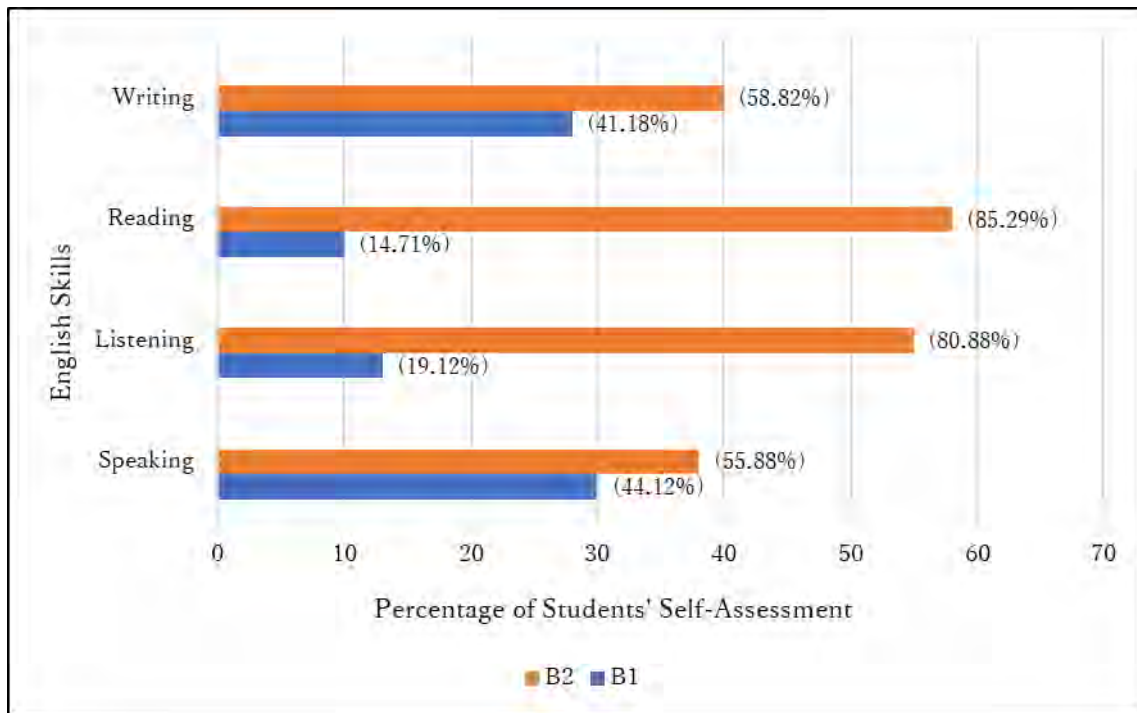
4.2 Are there any correlations between the students' self-assessment on the four skills and their performance on the university English proficiency test?

Table 3 shows a significant moderate correlation between the students' self-assessment of their listening, speaking, reading, and writing skills and their English proficiency scores on all language skills. The correlation coefficient value was .39 ($p < .01$).

Table 3

Correlations between the Students' Self-Assessment of All Language Skills and Their Scores on All Language Skills

Correlations		Total Score	Total Assessment
Total Score	Pearson Correlation	1	.39**
	Sig. (2-tailed)		.001
	N	68	68
Total Assessment	Pearson Correlation	.39**	1
	Sig. (2-tailed)	.001	
	N	68	68

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Regarding students' self-assessment and their scores on each skill, there was no significant correlation between the students' self-assessments of their listening skill and their listening proficiency scores on the test, as can be seen in Table 4.

Table 4

Correlation between the Students' Self-Assessment of the Listening Skill and Their Scores on the Listening Test

Correlations		Listening Score	Listening Assessment
Listening Score	Pearson Correlation	1	.22
	Sig. (2-tailed)		.076
	N	68	68
Listening Assessment	Pearson Correlation	.22	1
	Sig. (2-tailed)	.076	
	N	68	68

Table 5 shows a significant moderate correlation between the students' self-assessment of their speaking skill and their speaking proficiency score on the test. The correlation coefficient value was .35 ($p < .01$).

Table 5

Correlation between the Students' Self-Assessment of the Speaking Skill and Their Scores on the Speaking Test

Correlations		Speaking Score	Speaking Assessment
Speaking Score	Pearson Correlation	1	.35**
	Sig. (2-tailed)		.003
	N	68	68
Speaking Assessment	Pearson Correlation	.35**	1
	Sig. (2-tailed)	.003	
	N	68	68

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows a significant correlation between the students' self-assessments of their reading skill and their scores on the reading part of the test. However, the correlation coefficient was weak, which was at .29 ($p < .05$).

Table 6

Correlation between the Students' Self-Assessment of the Reading Test and Their Scores on the Reading Test

Correlations		Reading Score	Reading Assessment
Reading Score	Pearson Correlation	1	.29*
	Sig. (2-tailed)		.019
	N	68	68
Reading Assessment	Pearson Correlation	.29*	1
	Sig. (2-tailed)	.019	
	N	68	68

Note: **. Correlation is significant at the 0.05 level (2-tailed).

According to the data shown in Table 7, there was a significant moderate correlation between the students' self- assessment of their writing skill and their writing scores on the test. The correlation coefficient value was .35 ($p < .01$).

Table 7

Correlations between the Students' Self-Assessment of the Writing Test and Their Scores on the Writing Test

Correlations		Writing Score	Writing Assessment
Writing Score	Pearson Correlation	1	.35**
	Sig. (2-tailed)		.003
	N	68	68
Writing Assessment	Pearson Correlation	.35**	1
	Sig. (2-tailed)	.003	
	N	68	68

Note: **. Correlation is significant at the 0.01 level (2-tailed).

To conclude from the findings obtained from the two research questions, in terms of students' self-assessment on all four language skills, more students rated themselves higher in the listening and reading skills, and lower in the speaking and writing skills. The findings also show a significant moderate correlation between the students' self-assessment and their overall performance on the university English proficiency test. When further details of each skill were explored, the findings revealed significant positive relationships, from weak to moderate degrees, in the three language skills, except for the listening skill, where no significant relationship between the students' self-assessment and their listening scores was found.

5. Discussion

5.1 Perceptions of the Students toward Their English Proficiency

According to the findings of the study, students rated their proficiency differently across the four skills. More students felt their speaking and writing proficiency was lower than their listening and reading skills. This can be seen in their self-assessment of the productive skills at B1 level of proficiency as opposed to level B2. The findings provided valuable implications for pedagogy, especially for the EFL context. According to many records of Thai students' English proficiency obtained from various sources, no significant differences in Thai students' performance across language skills were found. For example, Educational Testing Service's report (2017) revealed Thai students' TOEFL IBT average scores of 19 out of 30 on reading and speaking and 20 out of 30 on listening and writing. However, the students in this study perceived that their productive skills were inferior to their receptive skills. This might be from their experience in learning productive skills, as García- Cañedo et al. (2018), Hossain (2015) , and Rico (2014 remarked that most difficulties that EFL learners experience in learning English are associated with productive skills. In García-Cañedo's study, students considered the listening and speaking skills as the most challenging skills compared to the writing and reading skills. The factors behind EFL students' negative perception of productive skills can be due to their lack of confidence or insecurity in using English, lack of enough exposure to the language, no motivation, and lack of positive attitudes towards language learning (Rico, 2014; Triwittayayon & Sarobol, 2018) . In the Thai context, exposure to language can be one important factor leading to Thai learners' lack of confidence. Thai learners of English do not have many opportunities to practice productive skills outside the classroom as compared to receptive skills, to which learners are exposed via different types of media in everyday life. This can affect their confidence when using the language or when producing the language both in spoken and written forms. The results suggested that more support and effective teaching of the two skills should be highlighted to promote students' exposure to the skills, motivation

to learn and use English, as well as positive attitudes toward English. At the same time, the two receptive skills should also be supported as the general proficiency of Thai students has been reported from 2011 to 2018 to be at very low and low levels (Waluyo, 2019). Listening and reading are important skills for students to obtain new knowledge, which enhances their schemata and linguistics knowledge. Through listening and reading, they are exposed to massive input where they can learn new structures and vocabulary and obtain knowledge of the world, which can enhance their language proficiency.

5.2 Positive Correlations between Students' Self-Assessment and Their Proficiency

Regarding the accuracy of student self-assessment, the findings show significant moderate correlations between the student self-assessment and their performance on the university English proficiency test, which supported other previous research studies (De Saint-Leger & Storch, 2009; Dolosic, 2018; Liu & Brantmeier, 2019; Wolochuk, 2009) that also reported positive correlations between the student self-assessment and their language ability. Although the positive correlations were significant at a moderate level, they still showed that self-assessment can be used to predict students' language proficiency at a certain level or in a context considered low-stakes. These moderate correlations can be influenced by many factors, namely questions and formats, clear criteria, training and preparation, teachers' feedback, and learners' proficiency levels (Cohen, 1994; Goodrich, 1996; Lew et al., 2010; Muñoz & Alvarez, 2007; Strong-Krause, 2000; Taras, 2003). In this study, there were some areas regarding training and preparation, teachers' feedback, and learners' proficiency levels that were absent in the process as the purpose was to have the students assess their language ability before taking the university English proficiency test and not for classroom-based assessment or teaching. As suggested by Muñoz and Alvarez (2007), students can have problems when assessing themselves if they lack knowledge of the assessment process, objectivity and reliability about their work, and self-

confidence. Training and preparation are, therefore, needed to enhance self-assessment accuracy. Training can also calibrate students' perceptions of their language ability, as students may lack experience in self-assessment and do not take self-assessment seriously (Lew et al. , 2010) . Students' inaccurate and unclear perceptions can result in a lack of correspondence between their self-assessment and scores (Taghizadeh & Kazemzadeh, 2016) . Accuracy of self-assessment is crucial as false conclusions of students' strengths and weaknesses can affect their confidence and perceptions (Brown & Harris, 2013). Moreover, Taras (2003) emphasized the importance of teacher feedback as helpful guidance for students, which makes self-assessment in language classrooms or as a formative assessment more effective. In addition, students' proficiency level can affect the accuracy of student self-assessment. According to Lew et al. （2010), high-ability students can accurately assess their performance compared to their counterparts. In this study, most of the participants were not English-majored. This can, therefore, affect how they accurately assess their language ability.

Many studies revealed positive correlations between the students' assessment and performance; however, the accuracy of students' self-assessments depends on each specific context. For example, using self-assessment in formative and summative assessments might not yield the same result. One study by Tejeiro et al. (2012) showed no significant relationship between the students' self-assessments and their final or summative evaluation. They suggested that the correlation was positive when it came to formative assessments. In this study, the use of self-assessment was neither for summative nor for formative assessments. The purpose was to have the students assess their ability to determine their strengths and weaknesses and if they were ready for the test. The moderate positive, rather than high correlations that were observed might be due to their perceptions of self-assessment as an informal assessment process that does not require serious actions (Lew et al., 2010).

5.3 The Use of the Developed CEFR-Based Self-Assessment

It is evidenced that the developed CEFR-based self-assessment grid is a reliable supplementary assessment tool and is worth implementing. Although the results of self-assessment cannot be used to substitute the scores obtained from an English proficiency test, it serves as a quick assessment and is used to support students' learning processes (Jamrus & Razali, 2019). Numerous studies in the past have supported the correlations between self-assessment and student language ability (e.g., Dolosic, 2018; Liu & Brantmeier, 2019; Mistar, 2011; Winke et al., 2023; Wolochuk, 2009). Also, the benefits, indeed, outweigh the drawbacks. In relation to the context of the study, students gain benefits as they understand their level of learning and proficiency. Self-assessment is a preliminary step towards evaluating their language skills against standardized scales. Analyzing and examining their performance can help them understand which skills they need more work on and motivate them to improve themselves so that they can reach the target level of proficiency and achieve high results on a standardized proficiency test (Mahapoonyanont, 2020; Pipplet, 2020). Moreover, as the CEFR descriptions of performance have been widely used and it is considered a universal classification system, having a self-assessment questionnaire based on the framework can provide teachers, students, and other stakeholders with the same picture of performance through the same framework. Moreover, although the purpose of using the self-assessment questionnaire in the study was to serve as a convenient tool to assess students' language ability before they took a standardized language test, it is not limited only to that context. In classroom-based contexts, students can use the developed questionnaire to self-assess their language ability as part of their language learning. Also, teachers can benefit from self-assessment, which can help them oversee their students' proficiency levels.

6. Limitations and Future Research

As the study was concerned with a homogeneous group of participants from the Faculty of Education, for future research, it is recommended that more studies

be done to investigate the validity of using the CEFR-based self-assessment in a wider range of contexts and study how to promote the accuracy of the CEFR-based self-assessment. More robust measurements are also suggested to confirm the correlations between self-assessment and students' language proficiency (Winke et al., 2023).

7. Conclusion

Self-assessment has long been viewed as an essential path to learning. According to Andrade (2019), self-assessment refers to students' assessment of their abilities, processes, and products. Positive correlations between the use of self-assessment in class and students' achievement were reported in many studies (De Saint-Leger & Storch, 2009; Dolosic, 2018; Liu & Brantmeier, 2019; Winke et al., 2023; Wolochuk, 2009). Self-assessment has shown many benefits in the process of learning a language. It increases students' interest and motivation levels, which promotes learning and better academic performance (Jamrus & Razali, 2019; McMillan & Hearn, 2008). Self-assessment can also enhance students' critical thinking skills as they learn to analyze their work (Sharma et al., 2016). In addition, it can be used as an alternative tool to evaluate students' ability and readiness before taking a language exam. The results can make the students aware of which skills need more work. However, its accuracy depends on many factors, which explains why self-assessment is normally not used as the sole criterion in high-stakes decisions. Also, the results of student self-assessment can affect students' motivation and perceptions of their performance (Panadero et al., 2017). Processes enhancing self-assessment accuracy should be carefully implemented.

To improve the accuracy of students' self-assessment to help students see the accurate picture of their language ability, an explanation, and training for the self-evaluation process need to be provided, especially for inexperienced students. Moreover, to enhance the degree of accuracy of the self-assessment

questionnaire, the statements should be unambiguous with no overlaps. Also, it should be adjusted in line with the constructs of the test and the test tasks. As the CEFR self-assessment grid describes the language abilities of learners in general by categorizing them based on the CEFR scales, the constructs might not match the constructs tested and the tasks presented in the test. This mismatch can impact the correlations between their self-assessment and their performance on the test. In the context of the study, the developed CEFR-based self-assessment is very useful for students who plan to take the university language proficiency tests to evaluate their performance before taking the exams. It is also a convenient tool for students who would like to assess their level of proficiency but are not ready to take an actual test.

8. About the Author

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11. Appendix

Self-Assessment Statements (Bilingual Version)

แบบสอบถามประเมินตนเอง

The project was funded by Chulalongkorn University Academic Testing Center (CU-ATC)

Read each statement carefully and mark an X in the box that corresponds to your English proficiency.

อ่านข้อความต่อไปนี้อย่างละเอียดแล้วทำเครื่องหมาย **x** ในช่องที่ตรงกับความสามารถทางภาษาอังกฤษของคุณมากที่สุด

5 = **strongly agree** (เห็นด้วยอย่างยิ่ง)

4 = **agree** (เห็นด้วย)

3 = **neutral** (ไม่แน่ใจ)

2 = **disagree** (ไม่เห็นด้วย)

1 = **strongly disagree** (ไม่เห็นด้วยอย่างยิ่ง)

Speaking ทักษะการพูด

Items ข้อ	Skills ทักษะ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
		1	2	3	4	5
1	I can converse about familiar topics and topics related to everyday life.					
	ฉันสามารถสนทนาในเรื่องที่ฉันคุ้นเคยและในเรื่องที่เกี่ยวกับชีวิตประจำวัน					
2	I can communicate and deal with most situations arising while travelling.					
	ฉันสามารถสื่อสารและรับมือกับสถานการณ์ส่วนใหญ่ในระหว่างการ เดินทาง					
3	I can describe experiences, dreams, hopes and ambitions.					
	ฉันสามารถพูดบรรยายประสบการณ์ ความฝัน ความหวัง และความใฝ่ฝัน					
4	I can explain and give reasons for my plans, intentions and actions.					
	ฉันสามารถพูดอธิบายและให้เหตุผลเกี่ยวกับแผนการณ์ ความตั้งใจและการกระทำของฉัน					

Items ข้อ	Skills ทักษะ	ไม่เห็นด้วยอย่างยิ่ง 1	ไม่เห็นด้วย 2	ไม่แน่ใจ 3	เห็นด้วย 4	เห็นด้วยอย่างยิ่ง 5
5	**I can talk and describe my reactions related to a book or a film.**					
	ฉันสามารถพูดคุยและอธิบายว่าคิดอย่างไรเกี่ยวกับหนังสือหรือภาพยนตร์					
6	**I can engage in a conversation fluently and smoothly with appropriate turn-taking.**					
	ฉันสามารถมีส่วนร่วมในการสนทนาได้คล่องและราบรื่น โดยมีการสลับกันพูดได้อย่างเหมาะสม					
7	**I can express my viewpoint in discussion by giving explanations, arguments and comments.**					
	ฉันสามารถแสดงความคิดเห็นในการอภิปรายได้โดยให้คำอธิบาย ข้อโต้แย้ง และความคิดเห็น					
8	**I can present informative descriptions on a wide range of subjects related to my field.**					
	ฉันสามารถให้ข้อมูลรายละเอียดในหัวข้อที่หลากหลายที่เกี่ยวข้องกับสาขาที่เรียนของฉัน					
9	**I can explain a viewpoint on a topical issue giving the advantages and disadvantages.**					
	ฉันสามารถให้ความคิดเห็นเกี่ยวกับเรื่องที่ได้รับความสนใจในขณะนั้น โดยพูดถึงข้อดีและข้อเสียได้					
10	**I can generally correct the errors I made when I am aware of them or when I found they lead to misunderstandings.**					
	ฉันสามารถแก้ไขข้อผิดพลาดที่ฉันทำในระหว่างที่พูดได้เป็นส่วนใหญ่ เมื่อฉันตระหนักว่าฉันพูดผิดหรือเมื่อฉันเห็นว่ามันทำให้เกิดการเข้าใจผิด					

Listening ทักษะการฟัง

Items ข้อ	Skills ทักษะ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
		1	2	3	4	5
1	I can understand clearly articulated speech on familiar topics or everyday life topics although I sometimes have to ask for clarifications or repetitions.					
	ฉันสามารถเข้าใจหัวข้อที่คุ้นเคยหรือหัวข้อที่เกี่ยวข้องกับชีวิตประจำวัน เมื่อผู้พูดออกเสียงชัดเจน ถึงแม้ว่าบางครั้งอาจจะต้องขอให้อธิบาย เพิ่มเติมหรือพูดซ้ำ					
2	I can understand the main points of clearly articulated speech on familiar topics or everyday life topics.					
	ฉันสามารถเข้าใจประเด็นสำคัญของหัวข้อที่คุ้นเคยหรือหัวข้อที่เกี่ยวข้องกับชีวิตประจำวัน เมื่อผู้พูดออกเสียงชัดเจน					
3	I can understand the main points of many radio news, TV programs or programs on other types of media if the content is about current issues, the topics of my interest or everyday life issues, and they are relatively slow and clear.					
	ฉันสามารถเข้าใจประเด็นสำคัญของข่าววิทยุ รายการโทรทัศน์ หรือข้อมูลจากสื่ออื่น ๆ ถ้าเนื้อหาเป็นเรื่องเกี่ยวกับประเด็นในปัจจุบัน หัวข้อที่ฉันสนใจ หรือหัวข้อที่เกี่ยวกับชีวิตประจำวัน และผู้พูดพูดค่อนข้างช้าและชัดเจน					
4	I can understand and follow simple technical instructions for everyday equipment.					
	ฉันสามารถเข้าใจและทำตามขั้นตอนวิธีใช้อุปกรณ์ในชีวิตประจำวันที่ไม่ซับซ้อน					
5	I can understand lectures or talks of my field if they are straightforward and clearly structured.					
	ฉันสามารถเข้าใจการบรรยายในห้องเรียน หรือการพูดที่เกี่ยวข้องกับสาขาที่เรียน ถ้าเนื้อหาไม่ซับซ้อนและมีโครงสร้างที่ชัดเจน					

Items ข้อ	Skills ทักษะ	ไม่เห็นด้วยอย่างยิ่ง 1	ไม่เห็นด้วย 2	ไม่แน่ใจ 3	เห็นด้วย 4	เห็นด้วยอย่างยิ่ง 5
6	I can understand in detail the standard spoken language of both familiar and unfamiliar topics if they are delivered in a standard dialect.					
	ฉันสามารถเข้าใจรายละเอียดเกี่ยวกับหัวข้อที่ฉันคุ้นเคย และไม่คุ้นเคย ถ้าผู้พูดใช้ภาษามาตรฐาน					
7	I can follow the essentials of lectures, talks, reports and other forms of academic presentations which are propositionally and linguistically complex.					
	ฉันสามารถเข้าใจการบรรยายในห้องเรียน การพูด การรายงาน และการนำเสนองานทางวิชาการในรูปแบบอื่น ๆ ที่เนื้อหามีโครงสร้างและการใช้ภาษาที่ซับซ้อน					
8	I can understand in detail most radio news, TV programs, films or programs on other types of media if the content is about current issues and they are delivered in standard dialect.					
	ฉันสามารถเข้าใจรายละเอียดของข่าววิทยุ รายการโทรทัศน์ ภาพยนตร์หรือเนื้อหาจากสื่ออื่นๆ โดยส่วนใหญ่ ถ้าเนื้อหาเป็นเรื่องเกี่ยวกับเหตุการณ์ปัจจุบัน และเมื่อผู้พูดใช้ภาษามาตรฐาน					
9	I can understand announcements and messages on concrete and abstract topics spoken in a standard dialect at normal speed.					
	ฉันสามารถเข้าใจประกาศและข้อความในเรื่องที่จับต้องได้ และจับต้องไม่ได้ เมื่อผู้พูดใช้ภาษามาตรฐานในการบรรยาย และพูดด้วยความเร็วปกติ					
10	I can use various strategies such as capturing main ideas, using contextual clues to help me understand the listening input.					
	ฉันสามารถใช้กลยุทธ์ต่างๆ เช่นการจับใจความสำคัญ การเดาคำศัพท์จากบริบทเพื่อช่วยให้เข้าใจเนื้อหาที่ฉันได้ฟัง					

Reading ทักษะการอ่าน

Items ข้อ	Skills ทักษะ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
		1	2	3	4	5
1	I can understand the main points in everyday materials such as letters, brochures, and short official documents that use every day or job-related language.					
	ฉันสามารถอ่านและเข้าใจประเด็นสำคัญของเรื่องที่เกี่ยวกับชีวิตประจำวัน เช่น จดหมาย แผ่นพับ เอกสารที่เป็นทางการสั้นๆ ที่เขียนเป็นภาษาที่ในชีวิตประจำวันทั่วไป หรือภาษาที่เกี่ยวกับงาน					
2	I can understand the main points in newspaper articles about current and familiar topics					
	ฉันสามารถอ่านและเข้าใจประเด็นสำคัญของบทความในหนังสือพิมพ์เกี่ยวกับเหตุการณ์ปัจจุบันและในหัวข้อที่ฉันคุ้นเคย					
3	I can guess the meaning of unknown words or expressions from the contexts if the topic is familiar.					
	ฉันสามารถเดาความหมายจากคำศัพท์หรือสำนวนที่ไม่รู้จักได้จากในเนื้อหาและบริบท ถ้าหัวข้อของเนื้อเรื่องนั้นเป็นเรื่องที่ฉันคุ้นเคย					
4	I can understand the descriptions of events, feelings and wishes in personal letters.					
	ฉันสามารถอ่านและเข้าใจจดหมายที่บรรยายเหตุการณ์ ความรู้สึกและความปรารถนา					
5	I can understand clearly written straightforward instructions for everyday equipment.					
	ฉันสามารถอ่านและเข้าใจวิธีใช้อุปกรณ์ในชีวิตประจำวันที่ไม่ซับซ้อน					
6	I can rapidly grasp the content and the main ideas of news, articles and reports on a wide range of professional topics.					

Items ข้อ	Skills ทักษะ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
		1	2	3	4	5
	ฉันสามารถอ่านและเข้าใจเนื้อหาและจับประเด็นใจความสำคัญของข่าว บทความและรายงานในหัวข้อที่หลากหลายที่เกี่ยวกับงานอย่างรวดเร็ว					
7	**I can understand detailed texts in my field of interest and my academic or professional specialty.**					
	ฉันสามารถอ่านและเข้าใจเนื้อหาที่มีรายละเอียดมากในหัวข้อที่ฉันสนใจ และหัวข้อที่เกี่ยวกับสายการเรียนและวิชาชีพของฉัน					
8	**I can understand specialized articles outside my own field if I can sometimes look up the word in a dictionary.**					
	ฉันสามารถอ่านและเข้าใจบทความเฉพาะทางที่ไม่ได้อยู่ในสาขาของฉัน ถ้าฉันสามารถเปิดดูความหมาย คำศัพท์จากพจนานุกรมได้ในบางครั้ง					
9	**I can understand articles and reports concerned with contemporary problems.**					
	ฉันสามารถอ่านและเข้าใจบทความและรายงานที่เกี่ยวข้องกับปัญหา ในปัจจุบัน					
10	**I can understand the main points in letters on topics in my areas or specialization or interest.**					
	ฉันสามารถอ่านและเข้าใจประเด็นสำคัญในจดหมายที่มีหัวข้อเกี่ยวกับ ความความถนัดของฉันหรือหัวข้อที่ฉันสนใจ					

Writing ทักษะการเขียน

Items ข้อ	Skills ทักษะ	ไม่เห็น ด้วย อย่างยิ่ง	ไม่ เห็น ด้วย	ไม่ แน่ใจ	เห็น ด้วย	เห็น ด้วย อย่างยิ่ง
		1	**2**	**3**	**4**	**5**
1	**I can write simple connected texts on a range of topics within my field of interest.**					
	ฉันสามารถเขียนข้อความที่ต่อเนื่องกันที่ไม่ซับซ้อนในหัวข้อที่ฉันสนใจ					
2	**I can write short reports and simple essays on my topic of interest.**					
	ฉันสามารถเขียนรายงานสั้นๆ และเรียงความง่ายๆ เกี่ยวกับหัวข้อที่ฉันสนใจ					
3	**I can summarize, report and give my opinions about factual information on familiar and unfamiliar topics.**					
	ฉันสามารถเขียนสรุปรายงาน และให้ความคิดเห็นเกี่ยวกับข้อมูลความจริงในหัวข้อที่คุ้นเคยและไม่คุ้นเคย					
4	**I can write personal letters, emails or texts to friends, colleagues or acquaintances asking for information or giving them short simple information.**					
	ฉันสามารถเขียนจดหมาย อีเมลหรือข้อความหาเพื่อน เพื่อนร่วมงานหรือคนที่คุ้นเคย เพื่อสอบถามข้อมูลหรือให้ข้อมูลสั้นๆ และไม่ซับซ้อน					
5	**I can briefly give reasons and explanations for opinions, plans and actions.**					
	ฉันสามารถเขียนให้เหตุผลและอธิบายความคิดเห็น แผนการณ์ และการกระทำอย่างสั้นๆ					
6	**I can write clear and detailed text on a wide range of subjects related to my interests and my field of specialization.**					
	ฉันสามารถเขียนข้อความอย่างละเอียดเกี่ยวกับหัวข้อที่หลากหลาย ซึ่งเกี่ยวข้องกับความสนใจและสาขาวิชาของฉัน					
7	**I can write summaries of articles on topics of general interest and in my field of specialization.**					

Items ข้อ	Skills ทักษะ	ไม่เห็น ด้วย อย่างยิ่ง 1	ไม่ เห็น ด้วย 2	ไม่ แน่ใจ 3	เห็น ด้วย 4	เห็น ด้วย อย่างยิ่ง 5
	ฉันสามารถเขียนสรุปย่อบทความในเรื่องที่อยู่ในความสนใจโดยทั่วไป และในเรื่องที่เกี่ยวข้องกับสาขาวิชาของฉัน					
8	**I can write letters highlighting the personal significance of events and experiences.**					
	ฉันสามารถเขียนจดหมายที่เน้นเนื้อหาของเหตุการณ์และประสบการณ์ที่ฉันเห็นว่าสำคัญ					
9	**I can write a letter, essay or report, giving information or giving reasons for or against a point of view.**					
	ฉันสามารถเขียนจดหมาย เรียงความ หรือรายงาน โดยให้ข้อมูล หรือให้เหตุผลสนับสนุนหรือต่อต้านความคิดเห็นบางอย่าง					
10	**I can write about events and real or fictional experiences in a detailed and easily readable way.**					
	ฉันสามารถเขียนเกี่ยวกับเหตุการณ์และประสบการณ์จริง หรือจากเรื่องแต่งอย่างละเอียดและในรูปแบบที่อ่านง่าย					