

# SELF-ASSESSMENT

## for Second-Language Learners

- Write a check  next to each question to show how often you do the things below. Then, before you meet your teacher, write some questions you want to ask.

VERY  
OFTEN

SOME  
TIMES

NOT  
OFTEN

DURING CLASS

- Do you come to class on time?
- Do you try to use new vocabulary and grammar that you learned in a previous class?
- Do you speak only English during class time?
- Do you try to help your classmates?
- Do you listen quietly when a classmate is speaking?
- Do you bring your books, notebook, and pen?
- Do you write down the dates of important exams?
- Do you switch off your cell phone?
- Do you try to correct your own mistakes?
- Do you ask your teacher questions if you don't understand something?

OUTSIDE OF CLASS

- Do you do your English homework?
- Do you read English language magazines, books, or newspapers?
- Do you think about why you want to learn English?
- Do you watch English language TV programs?
- Do you use a dictionary to learn new words?
- Do you practice your English by thinking in English or speaking to yourself in English?
- Do you keep a notebook to write the new words you learn?
- Do you speak English to friends, family, or co-workers?
- Do you listen to English language radio?
- Do you speak only English to your classmates if you arrive to English class early (before your teacher arrives)?

**QUESTIONS TO ASK MY TEACHER**  
*about my language learning progress*



# SELF-ASSESSMENT for SECOND LANGUAGE LEARNERS

**Aim** Student Counselling

**Level** Intermediate to Advanced

## NOTES

*My Notes*



Distribute the above checklist to your learners during a previous lesson and go through each of the 20 sentences, making sure to draw the distinction between 'During Class' and 'Outside of Class'; your learners can follow along and check how often they do these things. For homework, have them write some questions to ask you about their language learning progress. For example, "What can I do to improve my listening?" or "When is our final exam?", etc.

Make sure your learners bring this checklist on the day of their meeting with you. Go through each of the responses, spending more time on those which you think are important; for example, you might want to spend more time discussing answers such as, "I come to class on time." = Not Often. You may also want to praise your learner for responses such as, "Do you try to help your classmates?" = Very Often

Wrap-up by having your learners to ask you the questions they prepared ahead of their meeting with you.