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Editorial: Self- and peer assessment as fully fledged assessment methods in learning and teaching, especially in foreign languages

At the outset of the thematic scope of this special issue, the question was raised: who should have control over the educational process in the classroom – the teacher or the students as well? This is also related to the question of whether assessing or evaluating the learning process of students solely belongs in the hands of the teacher or whether it can also be entrusted to the learners themselves.

On the one hand, there are proponents of exclusive teacher assessment, who critically view the limited objectivity, reliability, and validity of learner self- and peer assessment, considering these assessment methods only as supplementary (Vollmer, 2007, pp. 368–369). On the other hand, advocates for involving learners in managing and assessing their learning process emphasize the potential of self- and peer assessment for increasing learners' awareness of their learning process and their role within it (Vollmer, 2007, pp. 368–369). This, in turn, contributes to the development of responsibility for their learning (Ross, 1998, p. 2) and the desired learner autonomy (Tassinari, 2010). Furthermore, it can be assumed that the proper implementation of self- as well as peer assessment supports the effectiveness of the learning process (Boud, 2003, pp. 14–15) and has been empirically proven to enhance learning achievement (Hattie, 2018).

Due to the tendency in the educational and didactic discourse over the past 30 years towards considering assessment in education not only as assessment of learning but also as assessment for learning (Brown & Harris, 2013, p. 367) and assessment as learning (McMillan, 2013, pp. 4–6), we can observe that self- as well as peer assessment are gaining well-deserved prominence as fully fledged assessment methods. However, is the pace of increasing interest in these methods and their implementation in educational reality sufficient?

This special issue responds to the growing interest among practising teachers and researchers in self- and peer assessment in the context of foreign language learning and teaching and aims to support it further. The goal is to provide a platform for discussion on the current state of working on and with self- and peer assessment as well as for sharing of experiences with their

development, realization, and evaluation of their impact on foreign language learning and teaching. Considering the articles' focus, this issue is primarily intended for educators working in the tertiary education sector, especially those in teacher education.

In the first article, Kateřina Keplová addresses terminological questions and discusses the use of the terms "self-assessment" and "self-evaluation" in the area of teaching and learning a foreign language, taking into account their development in the fields of psychology and pedagogy.

The second text is a study by Stephan Schicker, who investigates the beliefs of Austrian and Czech pre-service teachers of German regarding student self-assessment, as this is a significant factor in whether and how teachers foster students' self-assessment skills.

In the third study, Jana Veličková also focuses on prospective teachers of German as a foreign language and their experience in developing their self-assessment skills, which is considered a precondition for effectively fostering self-assessment skills in their future learners. The author examines the characteristics of self-assessment comments provided by prospective teachers during an intervention aimed at developing self-assessment skills.

The next article is by Blanka Pojslová. She discusses the decision-making process regarding how and when to implement computer-mediated peer feedback in the classes. She presents a study that investigates whether incorporating peer feedback as a component of multiple-draft feedback provision, while following best practices in feedback, can contribute to improvements in the quality of learners' writing after they have been instructed on academic writing conventions and genre requirements.

In the final contribution of this issue, Martina Šindelářová Skupeňová introduces tools offered to university students at the beginning of the course "English Autonomously". The article explains how these tools are presented to students in introductory sessions, shows how individual students choose to use them in diverse ways, and discusses whether the toolset allows students to approach self-assessment in an individualized and efficient manner.

As evident from the contributions, self- and peer assessment are multifaceted constructs that rightly deserve recognition as fully-fledged assessment methods. We believe that the diverse perspectives on the exploration and

implementation of these methods in the context of foreign language learning and teaching presented in this issue will contribute to the ongoing discussion on self- and peer assessment.

Finally, we extend our gratitude to all the authors, reviewers, and members of the editorial team who played pivotal roles in bringing this special issue of the Journal of the Czech Pedagogical Society to fruition.

guest editors
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