In this research, self-assessment and self-evaluation methods have been employed as a way of encouraging students to reflect on their learning experience, achievements or failures and future goals of improving English language skills. The respondents are the 1st year full-time students of two different universities. The respondents of the first sample are the students of Mykolas Romeris University who study sociocultural education. The respondents of the second sample are the students of the University of Applied Sciences who study business management. Students’ written self-assessments of performance in various activities such as making Power Point Presentations, participating in role-plays, online listening to English for Specific Purposes (ESP) materials and doing comprehension exercises like True / False, synonym match, gap filling, writing summaries and essays on professional issues have been presented in their weblogs. The article aims at examining students’ attitudes to using different activities in learning ESP. The written self-assessments by the students of both universities were analyzed and compared. Moreover, the self-reported data on self-evaluation of language skills of reading, writing, listening and speaking by two samples of respondents have been compared. The obtained findings have been processed statistically by a means of Statistical Package for Social Sciences (SPSS) in order to determine the reliability of the findings. The computation data show that the obtained results are significant despite the small size of the respondents’ samples and may be extended beyond it.