

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Centre of Mila**



***Institute of Letters and Languages
Department of Foreign Languages
Section: English***

**Investigating Teachers' and Learners' Attitudes towards Using
Self-Assessment in Enhancing Speaking Performance
Case of Second-Year EFL Students at MUC**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by

- 1) Fedoua KHELIFA
- 2) Malak OMARA

Supervisor

Dr. Amina ZEMIECHE

Board of Examiners:

Chairman: Dr. Aissa DJHICH

Supervisor: Dr. Amina ZEMEICHE

Examiner: Dr. Amina AGGOUNE

Second Year 2024

**Investigating Teachers' and Learners' Attitudes towards Using Self-Assessment in
Enhancing Speaking Performance**

By

Fedoua khelifa, Malak omara

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Department of Foreign Languages
Abdelhafid Boussouf University Centre of Mila

May 2024

Dedication 1

In the name of ALLAH, the most gracious and the most merciful

I dedicate this work to

My dear parents, whose words have been a light into my path. Your nurturing and boundless love has been a constant source of strength and inspiration throughout my journey.

My family members, Walid, Raouf, Ikram, and Maryam. Your love and encouragement has been my anchor.

My “binôme” Fedoua whose friendship and laughter have made this journey memorable, bringing joy and levity to the most challenging moments.

My friends, Ikram, Ghada, and Wissal whose support has been a pillar of strength. Special thanks to my supervisor Ms. Zmiech Amina for her invaluable guidance, feedback, kindness, patience, precious advice, and continuous encouragement.

This dissertation is also dedicated to the erudite and sagacious Dr. Medjedoub Rima who inspires me throughout my academic journey, and helps me grow both academically and personally.

Many thanks to Maryem for having a meaningful impact on my learning journey.

Lastly, I would like to express my deepest gratitude to Mr. Nadjib Zabat who is always motivating, believing in me and being the beacon of light in my academic journey. You have been a mentor, and a constant source of inspiration.

MALAK

Dedication 2

In the name of Allah, Most Gracious, Most Merciful, All the Praise is due to Allah alone, the Sustainer of all the World

I Dedicate this work to the source of my success, to the one who makes my dreams real, to the bit of my heart, to the sign of challenge and sacrifice, the one who has drawn to me The path of success and has urged me to discover the world through his eyes, to my dear father:

Youcef

I deeply offer this work to the light of my eyes, to the world of compassionate, to the entire beauty of this universe, to my paradise, to my angel, to the holy gift I have, to my beloved mother:

Nadjah

To my Soul, to my wonderful and lonely brother, to the one who reflects everything incredible in my life to my dear brother:

Moufdi

To the roses of my life, to my sweetheart, to my sisters:

Faten and Amira

To my twin, the reason behind my smile, to my close friend every time. To my colleague, who helped me to make this work possible by her patience and care, to my “binôme”: ***Malak***

To my teacher and supervisor, to my ideal teacher for her support, and guidance, the one who provided me with beneficial instructions that would never be obtained without her efforts. Thank You:

Dr. Amina Zemieche

To my sweetheart, whom I passed with them great moments that will never be forgotten:

Wissal, Oumaima, and Roumaissa

*To ***Dr. Djihane Mellit*** who inspired me throughout my academic journey*

For everyone who supported me along my career.

FEDOUA

Acknowledgements

We would like first to thank ALLAH for giving us strength and capacity to complete this work.

We would like to express our deepest and infinite gratitude to our supervisor Dr. Amina Zemieche whom we respect deeply. We are sincerely indebted for her kindness, wisdom, and insightful guidance throughout all the stages of writing this dissertation. Without her support and beneficial instructions, this work could not have been possible.

Our heartfelt gratitude is extended to the second-year students and oral expression teachers at Mila university center. Their generous participation in this research has significantly contributed to its success and enriched our understanding of the subject matter, paving the way for future research in this field.

Last, we deeply thank the Chairman and Examiner for their dedicated effort in thoroughly evaluating our dissertation. Their valuable insights and expert guidance were crucial in addressing any shortcomings in our research.

Abstract

The present study has investigated the teachers' and learners' attitudes towards using self-assessment to enhance students' speaking performance in EFL classrooms among second-year learners at the department of foreign languages at Mila University Centre. Therefore, our research aimed to highlight the importance of using learners' self-assessment among EFL learners, and to describe to what extent our two variables self-assessment and Speaking are related. Accordingly, within the context of this study, three research questions are raised: (1) what are EFL learners' perceptions towards using self-assessment in oral expression classes? (2) What are EFL teachers' perceptions towards using self-assessment in oral expression classes? (3) How do Learners' perceptions of self-assessment impact their engagement in oral expression classes? In response to the questions, a descriptive method is opted for. To obtain the necessary data, a questionnaire is administered to fifty four learners of English at the department of foreign Languages, University center of Mila, and another questionnaire is administered to seven teachers of oral expression. The major research findings reveal that EFL learners and teachers generally hold positive attitudes towards using self-assessment in enhancing learners' speaking within their oral expression classes. Eventually, the research work proffers a multiplicity of recommendations for pedagogy and future research with the purpose of the research, aiming to bring further attention to the use of self-assessment in oral expression classes.

Key words: EFL learners, Oral proficiency, Self-assessment, Speaking skill, Teachers' and Learners' Attitudes.

List of Figures

Figure 1. A Sample of Repetitive Speaking Task	39
Figure 2. A Sample of a Directed Response Speaking Task.....	40
Figure 3. A Sample Responsive Speaking Task.....	41
Figure 4. A Sample of the Oral presentation Checklists.....	42
Figure 5. A Distinction between Formative Assessment and Summative assessment.....	48
Figure 6. The Cycle of the Learners 'Self-assessment Process.....	52
Figure 7. Factors Influencing Choice of English as a Field of Study.....	76
Figure 8. Learners' Level in English.....	77
Figure 9. Learners' Evaluation of Speaking Skills.....	77
Figure 10. The Extent to which Speaking Skill is a Crucial Component for language proficiency.....	78
Figure 11. Learners' Perspectives on Speaking Difficulties in English.....	79
Figure 12. Factors Influencing English Speaking Performance.....	80
Figure 13. Frequency of Participation in Speaking Classes.....	80
Figure 14. Preferred Speaking Activities for Developing Speaking Skills in the Classroom.....	81
Figure 15. Frequency of the use of self-assessment in the classroom.....	82
Figure 16. Learners' Preferred Source of Feedback in Self-Assessment Practices.....	82
Figure 17. Significance of Self-Assessment in Language Learning.....	83

Figure 18. Learners' Use of Self-Assessment in Classroom.....	84
Figure 19. Learners' Assessment Frequency of Speaking Performance.....	85
Figure 20. Learners' Emotions during Self-Assessment of Speaking Skills.....	86
Figure 21. Learners' Perceptions of the Impact of Assessing Speaking Performance.....	87
Figure 22. Learners' Preferred Self-Assessment Tools for Speaking Skills.....	88
Figure 23. Learners' perspectives on the Effectiveness of Self-Assessment in Enhancing Speaking Skills.....	89
Figure 24. Motivational Impact of Self-Assessment on Speaking Improvement.....	89
Figure 25. Strategies for Ensuring Objectivity and Reliability in Self-Assessment of Speaking Skills.....	90
Figure 26. Teachers' Academic Degrees.....	96
Figure 27. Years of Experience Teaching English as a Foreign Language.....	97
Figure 28. Teachers' evaluation about the Learners' Speaking level.....	97
Figure 29. Complexity of Teaching Speaking Skills.....	98
Figure 30. Areas that Teachers find most Difficult to teach Oral Proficiency.....	99
Figure 31. Learners' Ability to Assess themselves.....	99
Figure 32. The frequency that Teachers provide to Students to Assess themselves.....	100
Figure 33. Benefits of Using Self-Assessment.....	101
Figure 34. The Frequency of Implementing Self-Assessment in Speaking Sessions.....	102
Figure 35. Teachers' Perception about the Use of Self-Assessment to Improve Speaking ...	102
Figure 36. Distribution of Speaking Skill Goals Among Teachers.....	103

Figure 37. Most Effective Self-Assessment Technique to Improve Speaking	104
Figure 38. Strategies that Teachers Use to Support Learners' self-assessment.....	105
Figure39.The Importance of Raising Learners' Awareness about Using Self-assessment.....	106
Figure 40.Challenges in Implementing Self-assessment in Speaking Classes	107
Figure 41. Teachers' Perception about Using Self-assessment to develop Metacognitive Skills	108

Table of Content

Dedication 1.....	2
Dedication 2.....	3
Acknowledgments.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Figures.....	7
Table of Content.....	9
General introduction.....	17
1. Statement of the Problem.....	18
2. Aim of the Study.....	19
3. Significance of the Study.....	19
4. Research Questions.....	19
5. Means of the Research.....	19
6. Structure of the Dissertation.....	19
Chapter one: Self-Assessment and Speaking Performance.....	21
Introduction.....	21
1.1. Section one: The Speaking Skill	21
1.1.1. Definitions of the Speaking Skill.....	21
1.1.2. The Nature of Speaking	22

1.1.3. Aspects of the Speaking Skill	25
1.1.3.1. Vocabulary.....	26
1.1.3.2. Grammar.....	26
1.1.3.3. Fluency.....	26
1.1.3.4. Comprehension.....	26
1.1.3.5. Pronunciation.....	26
1.1.4. Types of Speaking.....	26
1.1.4.1. Imitative	26
1.1.4.2. Intensive.....	27
1.1.4.3. Responsive.....	27
1.1.4.4. Transactional.....	27
1.1.4.5. Interpersonal.....	28
1.1.4.6. Extensive.....	28
1.1.5. The Importance of Teaching Speaking.....	28
1.1.6. Approaches to Teaching Speaking in EFL Classes.....	29
1.1.6.1. Competency Based Language Teaching (CBLT).....	30
1.1.6.2. Communicative Language Teaching (CLT).....	31
1.1.6.3. Task-Based Language Teaching (TBLT).....	32
1.1.6.4. Content-Based Instruction (CBI).....	32
1.1.7. Speaking Activities in the EFL Classroom	33

1.1.7.1 Presentations and talks.....	33
1.1.7.2. Stimulation and Role play.....	34
1.1.7.3. Discussion and debates.....	34
1.1.7.4. Storytelling.....	34
1.1.7.5. Conversation.....	35
1.1.7.6. Outside-class speaking.....	35
1.1.8. Assessing the Speaking Performance.....	35
1.1.8.1. Assessing Imitative speaking	35
1.1.8.2. Assessing Intensive speaking.....	36
1.1.8.3. Assessing Responsive speaking.....	37
1.1.8.4. Assessing interactive speaking (interpersonal speaking).....	38
1.1.8.5. Assessing Extensive Speaking.....	38
1.2. Section two: Self-Assessment in EFL Classroom	40
1.2.1. Definition of Assessment.....	40
1.2.2. Related Terms: Testing, Assessment, Evaluation.....	40
1.2.3. Types of Assessments.....	41
1.2.3.1. Formative Assessment.....	44
1.2.3.2. Summative Assessment.....	44
1.2.3.3. Formal Assessment.....	46
1.2.3.4. Informal Assessment.....	46

1.2.3.5. Norm Referenced Assessment.....	47
1.2.3.6. Criterion Referenced Assessment.....	47
1.2.4. Definitions of Self-Assessment.....	47
1.2.5. The Self-Assessment Process.....	49
1.2.5.1. Self-Monitoring.....	49
1.2.5.2. Self-Judgment.....	50
1.2.5.3. Learning Targets and Instructional Correctives.....	51
1.2.6. Theoretical Frameworks for Improving Self-Assessment.....	51
1.2.6.1. Cognitive Theory and Constructivist Theory (CTCT).....	51
1.2.6.1.1. Cognitive Theory (CT).....	51
1.2.6.1.2. Constructive theory (CT)	51
1.2.6.2 .Metacognition Theory (MT).....	53
1.2.6.3. Self-Efficacy Theory (SET).....	55
1.2.7. The Principles of Self- Assessment.....	55
1.2.7.1. Reliability.....	56
1.2.7.2. Validity.....	56
1.2.8. Types of Self-Assessment.....	57
1.2.8.1. Assessment of (a Specific) Performance.....	57
1.2.8.2. Indirect assessment of (General) Competence.....	57
1.2.8.3. Metacognitive Assessment	58

1.2.8.4. Socio Affective Assessment.....	58
1.2.8.5. learners-generated Tests.....	58
1.2.9. Techniques for the learners' Self-Assessment.....	59
1.2.9.1. Descriptions.....	59
1.2.9.2. Profiles.....	59
1.2.9.3. Learner Diaries.....	59
1.2.9.4. Counseling Sessions.....	59
1.2.9.5. Rating Scales.....	59
1.2.9.6. General Rating.....	59
1.2.9.7. Graphs.....	59
1.2.9.8 .Adjectives.....	60
1.2.9.9. Monitoring.....	60
1.2.9.10. Self-Editing.....	60
1.2.9.11. Correction Codes.....	60
1.2.9.12. Taping.....	60
1.2.9.13. Grading Mistakes.....	60
1.2.9.14. Test yourself.....	60
1.2.9.15. Questionnaires.....	60
1.2.9.16. Listing.....	60
1.2.9.17. Ranking Preferences.....	60

1.2.9.18. Ranking Problems.....	60
1.2.9.19. Multiple choice questions.....	60
1.2.9.20. Agreeing/Disagreeing.....	61
1.2.9.21. Can/cannot questions.....	61
1.2.9.22. Short answer questions.....	61
1.2.9.23 Surveys.....	61
1.2.9.24. Group surveys.....	61
1.2.9.25. Class surveys.....	61
1.2.10. The Advantages of Self-Assessment.....	61
1.2.10.1. On the Learners' Autonomy.....	61
1.2.10.2. On the Learners' Reflection.....	62
1.2.10.3. On the learners' Motivation.....	63
1.2.11. Implementing Self-Assessment for Improved Learning Outcomes.....	64
1.2.12. The Teachers' Role in Implementing Self-Assessment.....	65
1.2.13. The learners' Role in Implementing Self-Assessment.....	66
Conclusion.....	67
Chapter two: Teachers' and learners' attitudes towards Using Self-Assessment to Enhance	
Speaking performance.....	69
Introduction.....	69
2.1 .Sample and Population.....	69

2.2. Data Collection Tools.....	70
2.3. The learners' Questionnaire.....	70
2.3.1. Description of the Learners' Questionnaire.....	70
2.3.2. Administration of the Learners' Questionnaire.....	72
2.3.3. Analysis of the Learners' Questionnaire.....	72
2.3.4 .Discussion of the Main Findings of the Learners' Questionnaire.....	90
2.4. The Teachers' Questionnaire.....	91
2.4.1. Description of the Teachers' Questionnaire.....	91
2.4.2. Administration of the Teachers' Questionnaire.....	93
2.4.3. Analysis of the Teachers' Questionnaire.....	93
2.4.4. Discussion of the Main Findings of the Teachers 'Questionnaire.....	105
2.5. Implications, Limitations and Recommendations.....	106
2.5.1. Implications of the Study.....	106
2.5.2. Limitations of the Study.....	107
2.5.3. Recommendations for Pedagogy and Research.....	107
2.5.3.1. Recommendations for Learners.....	107
2.5.3.2. Recommendations for Teachers.....	108
2.5.3.3. Recommendations for Further Research.....	108
Conclusion.....	109
General Conclusion.....	110

List of References.....	112
-------------------------	-----

Appendices

ملخص

Résumé

General Introduction

Background of the study

In the field of foreign language education, significant interest has traditionally focused on various aspects of language learning. However, recently, researchers have increasingly recognized the importance of self-assessment in language learning.

Self-assessment allows learners to reflect on their speaking abilities, identify areas for improvement, and set personal goals. This reflective practice can lead to increased learner autonomy and a more active role in the learning process (Yan and Brown, 2017). Additionally, self-assessment can help learners develop critical thinking and self-regulation skills, which are essential for continuous improvement in language proficiency. Moreover, self-assessment in language learning involves learners evaluating their own speaking abilities based on certain criteria. This practice does not only foster self-awareness but also encourages metacognitive skills, such as self-regulation and critical thinking, which are essential for language development (Schunk, 2004).

In the field of foreign language research, the concept of self-assessment and its advantages have been subject to extensive investigation. For that, studying its role in FL learning has been a long-term research interest. Many researchers conducted several studies to investigate the impact of self-assessment on learners' writing skills, whereas teachers' and learners' attitudes towards using self-assessment in enhancing speaking performance has not received much attention. Thus, this study aims to investigate the teachers' and students' attitudes towards using self-assessment in enhancing speaking performance since successful language learning and teaching depend on teachers' efforts to better investigate their students' self-perceptions.

1. Statement of the problem

Speaking is one of the productive skills that require time and practice from the learners. In language teaching contexts, EFL learners are often asked to do various tasks, including presentations, discussions, and conversational interactions. Speaking is essential for students to express themselves clearly and engage in discussions effectively, So that the development of speaking skills could be recognized as a significant challenge for EFL students. This challenge arises due to a variety of factors. First, many EFL students may experience anxiety and lack of confidence when performing English speaking tasks inside the classroom. Additionally, the fear of making mistakes or being judged would hinder their ability to express themselves effectively and impede their overall speaking proficiency. These obstacles would limit their capability to express themselves well and participate in meaningful conversations. Moreover, learners face the challenge of mastering different aspects of speaking performance, such as pronunciation, fluency, comprehension, word usage, and grammar. These elements present obstacles as students attempt to achieve speaking proficiency. Therefore, the integration of self-assessment practices would play a pivotal role in enhancing students' speaking skills and facilitating self-monitoring to improve their proficiency development in spoken English.

2. Aim of the study

The importance of speaking proficiency is incontestable in the field of learning and teaching. Therefore, many researchers strive to enhance EFL learners' speaking proficiency. This research aims to deeply investigate the teachers' and learners' attitudes towards using self-assessment to enhance EFL learners' speaking performance.

3. Significance of the Study

The significance of the current study stems from its being concerned with the concept of self-assessment which has gained unprecedented currency in today's teaching and learning processes. Moreover, the importance of the current study is to personalize the learning process for learners in oral expression classes. By reflecting on their strengths and weaknesses, learners become more aware of areas needing improvement and can develop targeted learning strategies. Besides, this self-assessment allows teachers to tailor instruction based on learners' needs, creating a dynamic learning environment where learners can achieve their speaking goals. On the whole, the present research is meant to raise educational and pedagogical concerns, on the part of both learners and teachers, towards the use of self-assessment in EFL oral sessions.

4. Research questions

1. What are EFL learners' perceptions towards using self-assessment in oral expression classes?
2. What are EFL teachers' perceptions towards using self-assessment in oral expression classes?
3. How do Learners' perceptions of self-assessment impact their engagement in oral expression classes?

5. Methodology

The method that appeared to align with the objectives of this study primarily relied on two questionnaires; a detailed questionnaire that incorporates both closed-ended and open-ended questions will be addressed to second- year EFL learners in the department of foreign languages. On the other hand, we will administer another questionnaire to oral Expression teachers in the same department. By means of research, This study would examine teachers' and learners' perceptions toward the use of self- assessment in enhancing speaking

performance. The data gathered will be analyzed using a qualitative descriptive analysis method.

6. Structure of the Study

Our research comprised two main chapters. The first chapter encompassed the theoretical part which is followed by a practical part. In the theoretical framework, there are two main sections. The first section will deal with the speaking variable. The second section will thoroughly explain the notion of self-assessment. In the practical part, the data gathered from both the learners' and teachers' questionnaires would be examined and interpreted as well as engage in discussions about the findings. As this dissertation draws to a close, the findings are summarized, conclusions are drawn, and recommendations are outlined for both teachers and learners.

Chapter One: Self-Assessment and Speaking Performance

Introduction

English has become a widely used dominant language in recent years, leading to an increased demand for individuals to communicate effectively in English. To do so, learners must develop four main skills: listening, reading, speaking, and writing. Speaking is essential for effective communication in English as a foreign language context. However, many learners struggle to master this skill. To enhance EFL speaking performance, learners should be familiar with a range of techniques, one of which is self-assessment.

1.1. Section One: The Speaking Skill

Speaking skills are essential for effective communication. Being able to express ideas clearly, share opinions, and engage in meaningful conversations is important for building relationships, advancing in careers, and contributing positively to society. Strong speaking skills enable individuals to convey their thoughts confidently and persuasively.

1.1.1. *Definitions of the Speaking Skill*

Although the concept of speaking is familiar to most people, there is not a universally accepted or precise definition. To bring clarity to the concept, speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

Speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p. 4). It means that in speaking activity, a speaker produces a language. Particularly, it involves the skill of producing coherent and meaningful verbal utterances, such as words, phrases, and sentences to convey ideas, thoughts, feelings, and intentions, and it can be understood by the listener or audience. Moreover, Speaking refers

to a complex language skill that involves engaging in conversations and interacting with others through a series of turns. This form of communication occurs in real-time. Thornbury (1995) rightly points out that speaking entails interacting with others and taking turns during conversations. It occurs in real-time, with little time for extensive planning. Therefore, speaking relies heavily on the ability to manage conversations by taking turns effectively. Furthermore, speaking is a dynamic and interactive form of communication that involves a reciprocal exchange between individuals. This immediate conversation allows individuals to express ideas, share feedback, and adapt their responses based on the ongoing conversation. The immediacy and engagement in speaking make it different from other forms of communication to create a space where people can reach and achieve mutual understanding. This idea aligns with Nunan and Carter (2001) perspective that speaking is a reciprocal exchange where all participants may contribute and respond to each other's ideas immediately.

According to Chaney (1998) speaking is a process of communication, where individuals exchange ideas and meaning using verbal and nonverbal symbols with different contexts. Besides, communication can be in different forms not only conveying ideas through words but also through expression and tones that contribute to the richness of understanding.

1.1.2. The Nature of Speaking

Among the essential four language skills (listening, speaking, reading and writing). Speaking stands out significantly. It serves as a dynamic form of communication and forms the foundation for human connections within language acquisition. Also, it is considered as one of the fundamental language abilities alongside other skills. Thus, speaking proficiency takes a centered stage for strong communication abilities to convey ideas, express opinions, and engage in meaningful discussions. Moreover, proficiency in speaking allows individuals

to articulate their thoughts clearly and convincingly to facilitate the establishment of connections, progression in careers and substantial societal contributions (Sari Luoma, 2004).

Brown and Yule (1983) stated that speaking is to express the needs, request, information, service, etc. Speaking serves as a means to convey various facets of communication, including expressing needs, making requests, providing information, and offering services. Through speech, people can ask for advice, permission or assistance and express their opinions or share their ideas. Hence, communication is a speech that assists individuals to provide guidance, assistance and support to others.

Sari Luoma (2004) pointed out that to conceptualize what is speaking and its nature, it is an attempt to discuss speaking from different perspectives, including: spoken language, spoken grammar, and spoken vocabulary.

Spoken Language. When individuals listen to someone speak, they instinctively focus on the auditory cues emitted by the speaker. These cues often prompt individuals to form initial, potentially subconscious evaluations regarding the speaker's personality traits, geographical origins, attitudes, and whether they are a native or non-native speaker (Sari Luoma, 2004).

In the same line, Burns (1945) stated that speaking necessitates the strategic deployment of language to fulfill diverse social functions. The selection of linguistic elements then becomes contingent upon the prevailing cultural and social context.

Luoma (ibid) pointed out,

“As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying.

The sound of people's speech is meaningful, and that is why this is important for assessing speaking (p.10)".

In other words, individuals employ conscious or subconscious techniques in their speech to craft a self-representation for others. Through manipulation of speech rate, pauses and modulation of acoustic features such as pitch, volume, and intonation, they construct multifaceted auditory standards that complement their verbal message. The auditory dimension of speech holds substantial semantic significance, thus playing a crucial role in assessing speaking. The assessment of speech poses a complex challenge in language evaluation, primarily due to the tendency of individuals to discern native or non-native speaker proficiency based on pronunciation. Consequently, this often engenders the notion that the standards for evaluating learner's pronunciation lies in the linguistic norms exhibited by native speakers. The focus on pronunciation accuracy in speech assessment is appealing because it can be compared to a standard, even though defining such a standard can be difficult. However, comprehensibility is influenced by more than just accuracy; factors like speed, intonation, stress, and rhythm also play a crucial role. Therefore, in designing assessment criteria, developers must consider the specific aspects of speech they aim to evaluate and ensure tasks provide enough material for assessment.

Spoken Grammar. In language acquisition, learners typically progress from basic to more advanced structure, from simple to complex usage, and from frequent errors to minimal or none. Added to this, proficiency assessment often relies on learner grammar, observable in speech and writing, using established language frameworks as standards. However, evaluation criteria for spoken language should specifically address the grammar relevant to oral communication.

Moreover, in formal settings like speech or expert discussions, advanced grammar and written language influence are expected and valued. Prepared presentations or well-articulated points are common. Conversely, unplanned speech, often spontaneous reactions to other speakers, tends to feature shorter idea units and incomplete sentences. Furthermore, the notions of planned and unplanned speech are intricately linked to another determinant impacting the grammatical structure of verbal communication, namely the degree of formality within the speaking context. Instances involving planned speech typically exhibit a higher degree of formal to informal. Formal settings necessitate a linguistic style resembling written language, characterized by heightened grammatical complexity whereas informal settings demand an oral style, typified using succinct phrases and brief interchanges among speakers (Sari Luoma, 2004).

Spoken Vocabulary. Numerous assessment scales for speaking encompass criteria pertaining to lexical proficiency, particularly at elevated proficiency levels, which emphasize the capability to articulate ideas precisely and demonstrate the breadth and depth of one's vocabulary repository. Additionally such linguistic dexterity holds particular significance within professional contexts or when conveying intricate information. Aptly selected phrases can imbue descriptions or narratives with vividness, and learners adept at eliciting emotional responses from listeners warrant recognition for their communicative prowess. Nonetheless, the utilization of commonplace and uncomplicated vocabulary is prevalent in everyday spoken language and signifies advanced speaking proficiency (Sari Luoma, 2004).

1.1.3. Aspects of the Speaking Skill

The ability to communicate effectively is essential for human interaction. Speaking skills are a crucial component of this ability since they allow individuals to express themselves with clarity and confidence. Brown (2004) identified five crucial aspects of the speaking skill:

1.1.3.1. Vocabulary. Vocabulary refers to the collection of words used in speech and how they are combined to construct language.

1.1.3.2. Grammar. Grammar refers to the system of rules that govern how speakers structure language, including pronunciation, word formation, and sentence construction. Also, speakers may not always prioritize grammar during speech.

1.1.3.3. Fluency. Fluency denotes the ability to communicate smoothly and seamlessly, encompassing the speed and fluidity of speech. A fluent speaker can articulate thoughts effortlessly and rapidly, with clear pronunciation and minimal pauses.

1.1.3.4. Comprehension. Effective communication requires both the speaker and listener to comprehend each other's messages. Comprehension involves understanding and responding appropriately to the spoken messages.

1.1.3.5. Pronunciation. Pronunciation refers to the way the sounds of a language are articulated, including stress placement, pitch, intonation patterns. Clear and accurate pronunciation is crucial for conveying meaning effectively and ensuring clarity in communication.

1.1.4. Types of Speaking

Students can participate in different forms of speaking activities within the classroom setting. Brown (2000) indicated that there are six forms, including imitative, intensive, responsive, transactional, interpersonal and extensive.

1.1.4.1. Imitative. In the classroom, only a small amount of time is used for practicing speaking skills, like copying how someone speaks or working on making specific vowel sounds correctly (Brown, 2000).

Brown (ibid) justified, “imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some practical element of language form” (p.271).

In other words, the act of imitation is not intended for engaging in meaningful conversations. Rather, the focus is on the practical aspect of how language is constructed and used, such as its phonetics, grammar, and syntax. This form of practice focused on specific linguistic skills, including pronunciation, rhythm and understanding of grammatical norms, without the need to produce meaningful conversations. Such tasks play a crucial role in the early stages of learning a new language, as they establish the foundation for more complex communicative abilities.

1.1.4.2. Intensive. Intensive speaking extends beyond imitation to encompass any speaking activity aimed at practicing specific aspects of language, such as pronunciation or grammar. Besides, intensive speaking tasks may arise spontaneously from individual learners, which means that it could be initiated by learners themselves or be incorporated into collaborative pair work activities. In such settings, learners actively engage with specific language forms, thoroughly examining and practicing them within the context of their interactions (Brown, 2000).

1.1.4.3. Responsive. A considerable amount of student speaking in the classroom comprises concise replies to questions or remarks initiated by either the teacher or peers. These responses generally fulfill the conversational requirements without progressing into prolonged dialogues (Brown, 2000).

According to Brown's (2004) perspective, this type of speaking skills includes interactive assessment activities that focus on understanding through engagement, though they are restricted to short conversations, basic greetings, light chat, simple questions, and similar exchanges. Typically, these tasks primarily use verbal cues to keep the setting realistic, usually followed by one or two additional questions or replies for further interaction.

1.1.4.4. Transactional. Brown (2000) declared that there is an extended form of responsive language which is called "transactional". The latter, implemented for the aim of

performing to communicate or sharing precise information. Responsive speech, for instance, may exhibit less of a negotiation quality compared to conversations.

1.1.4.5. Interpersonal. At this level, interpersonal dialogues aim primarily to sustain connections and relationships rather than to convey information and data (Brown, 2000).

Correspondingly, Brown (2004) highlighted that the distinction between responsive and interactive speaking lies in the duration and intricacy of the engagement, which may involve numerous exchanges and/or participants. This interaction can manifest into two forms, including transactional language and interpersonal language. The former aims to exchange specific information while the latter aims to sustain social relationships. Moreover, within interpersonal exchanges, oral communication can achieve pragmatic complexity through the requirement for informal register utilization, incorporation of colloquial language, including ellipsis, slang, humor, and other types of sociolinguistic conventions.

1.1.4.6. Extensive. Brown (2000) declared, “Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches” (p.274). In other words, language learners' engagement in delivering monologues, reports, summaries, and short speeches play a pivotal role in enhancing their oral communication skills. Besides, this method demands a deep understanding of content, along with the ability to organize thoughts logically and express them coherently.

1.1.5. The Importance of Teaching Speaking

Speaking is considered as a process of building and sharing meaning through the use of verbal utterances, so the teaching and learning of the speaking skill are a necessary component of any language education. Several years ago, teaching speaking was undervalued but today it is recognized as crucial because speaking enables students to express themselves and communicate effectively in various real-life settings.

Harmer (2007) pointed out that facilitating students' engagement in speaking activities serves three primary purposes. Initially, such activities afford students rehearsal opportunities, enabling them to practice authentic verbal communication within the controlled environment. Secondly, engaging in speaking tasks where students employ their existing linguistic knowledge allows for reciprocal evaluation between the teachers and the learners, highlighting both proficiency levels and areas requiring improvement. Lastly, frequent activation of diverse linguistic components stored in students' cognitive faculties fosters automatization of language use, ultimately leading to the development of autonomous language proficiency. Consequently, learners gradually attain the ability to fluently employ vocabulary and expressions with conscious effort. Effective speaking activities are inherently captivating for students, especially when all participants are actively involved, and instructors facilitate the tasks adeptly and offer constructive feedback.

Nunan (2003) suggested some principles for teaching speaking. For instance, the teacher should differentiate between second language and foreign language learning contexts, give students practice with both fluency and accuracy, provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, and planning speaking tasks that involve negotiation for meaning.

1.1.6. Approaches to Teaching Speaking in EFL Classes

In recent years, there are various approaches to language teaching. These approaches are determined by language proficiencies teachers aim to enhance in their students. According to Richards (2001), there are four main approaches to language teaching: competency-based language teaching, communicative language teaching, content-based Instruction, and task-based language teaching.

1.1.6.1. Competency Based Language Teaching. Competency Based Language Teaching (CBLT) is an approach that has been widely adopted by the end of the 1970. This approach is grounded in understanding language through both functional and interactional prescriptive. Based on this approach, Language consistently serves as a medium for interpersonal interaction and communication to achieve specific goals. Thus, the main concern of CBLT is to teach language by considering the social contexts in which language is used. This approach acknowledges the needs of the learners and their roles, aiming to accurately anticipate and address the specific language skills they need. In addition, it focuses on the outcome or output of the learning process, and what the learners can do because of instruction. The main goal of the CBLT is to enable students to become autonomous individuals capable of coping with the demands of the world. This entails that the learners become responsible for their own learning process. It implies a shift from a more passive role of receiving information to an active engagement in the learning process (Richards 2001). Recent developments in linguistics have broadened the understanding of what foreign language learners should aim to achieve. The widely acknowledged goal is associated with multiple facets of ‘communicative competence’ which entails recognizing various essential competencies:

- **Linguistic competence:** the knowledge of vocabulary, grammar, semantics, and phonology.
- **Discourse competence:** engaging in continuous discourse (e.g., opening or closing conversations, participating in conversations).
- **Pragmatic competence:** the learners’ ability to use the language to convey and interpret meanings in real-life situations, such as greeting, thanking, apologizing, describing, narrating, and disagreeing and accepting or refusing requests.
- **Sociolinguistic competence:** It involves how the learners use language appropriately in social interactions.

- **Sociocultural competence:** It involves being aware of the cultural context and assumptions that can influence meanings or result in misunderstandings during intercultural communication.

In summary, mastering proficiency in speaking a foreign language requires recognizing its specific communication patterns as each language has its own set of rules for verbal and non-verbal communication.

1.1.6.2. Communicative Language Teaching. Communicative Language Teaching (CLT) utilizes activities to prioritize the development of students' speaking skills. Communicative language teaching (CLT) as a concept explored by Harmer (1982, p.70), “has become a generalized 'umbrella' term to describe learning sequences which aim to improve student's ability to communicate ”. Based on his notion, Communicative language teaching is a diverse concept of various approaches in language teaching. The main aspect emphasized by CLT is its focus on how language is used. Rather than solely concentrating on grammar rules, this approach prioritized spoken functions alongside written grammar, emphasizing the importance of knowing when and how to express certain ideas such as how to invite and apologize, to agree and disagree, to express needs and likes ...etc.

Moreover, a fundamental principle of CLT revolves around the belief of engaging students in realistic conversations. In the context of CLT, activities often immerse students in authentic or realistic communication. Here, the successful completion of the communicative task they are involved in is deemed as significant as the accuracy of their language use. For these activities to be truly communicative, it is important that students have a purpose for communicating. They should be focused on the content of what they are saying rather than on a particular language form. They should use a variety of languages rather than just one language structure. Basically, these activities should be designed to be used in real conversations.

1.1.6.3. Task-Based Language Teaching. Task-based language teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. It draws on several principles that formed part of the communicative language teaching movement. Richards (2001) posits, (TBL) the notion of 'task' as a central unit of teaching and planning. However, the definitions of a task vary in TBLT, there is a crucial understanding that a task is an activity that is carried out using language, such as finding a solution, reading a map and giving directions, writing a letter ... etc.

The communicative task is “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting using the target language while their attention is principally focused on meaning rather than form” (Nunan 1989, p10). This means that a communicative task in the classroom is an activity where students engage with the target language while mainly focusing on understanding and conveying meaning, rather than linguistics or structures.

Students are given a task to perform and only when the task is completed the teacher discusses the language that is used, making corrections and adjustments which the students' performance of the task has shown to be desirable.

1.1.6.4. Content-Based Instruction. Content-Based Instruction (CBI) is “an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2001, p.204). To clarify, CBI focuses on teaching language through content, such as academic subjects or real-world topics. Moreover, CBI implies the total integration of language learning and content learning. Furthermore, CBI encourages students to learn a new language by using that language as a real means of communication. In this way, CBI aims at empowering students to become independent learners and continue the learning process beyond the classroom.

Effective CBI hinges on skilled language teachers. The teachers do not possess only subject-matter knowledge but also the ability to guide students in expressing their understanding of the content. Furthermore, successful CBI teachers prioritize clear and contextual instruction, curate and adapt authentic materials for classroom use, and foster learner-centered environments that support both language acquisition and content mastery.

CBI is designed to cater to individual student needs, interests, and learning goals. This ensures that the content and methods resonate with their learning journey. However, individual learning styles necessitate diverse teaching strategies. Each student reacts differently to a given approach. Mohan (1986) recommends using a combination of «expository approaches" -lectures, readings, presentations and discussions - and «experiential approaches"- role plays, workshops, simulations, field trips, demonstrations, and interaction with native speakers (Mohan, 1986 cited in Stryker & Leaver, 1993). Acknowledging the significance of diversifying a wide range of strategies leads to address the diverse needs of learners within the classroom.

1.1.7. Speaking Activities in the EFL Classroom

In language learning, speaking tasks are crucial for improving students' speaking skills and ability to communicate. To make these tasks helpful, different factors need to be considered, such as how active they are, what they are meant to achieve, how much students interact, how challenging they are, how safe students feel, and how real they are. Each of these factors plays a role in making speaking activities better for students.

1.1.7.1. Presentations and Talks. Presentations and talks are one of the activities which are used in oral expression to develop students' speaking skill. As discussed by Harmer (2007), one of the popular types of speaking activities is the prepared talk in which the learners present on a topic of their choice which requires structured preparation and delivery.

This process requires time and effort in research, organization, and rehearsals to ensure that students gain meaningful practice in public speaking. Ultimately, feedback from the teachers, the students, or both is essential for presenters to analyze their performance and improve their presentation skills.

1.1.7.2. Stimulation and Role Play. Simulations and role-plays are valuable techniques for foreign language learning. These activities put students in realistic scenarios, like interviews, where they can either act as themselves or take different roles. This approach helps students become more fluent and prepares them for practical situations they might encounter in real life. However, Harmer (2007) emphasizes that clear instructions and background information are crucial for successful simulations and role-plays. This ensures if the students understand the context, they can prepare their roles effectively, and ultimately participate more meaningfully in the scenario.

1.1.7.3. Discussion and Debates. A prevalent notion among language teachers suggests that spontaneous conversations can be an enriching and effective form of classroom discussion. These unscripted exchanges allow for authentic, real-time communication that fosters genuine interaction and engagement among the learners. Unlike pre-planned discussions, spontaneous conversations are characterized by their dynamic nature which allows the learners to respond to one another's ideas and perspectives. This spontaneity encourages critical thinking, creativity, and adaptability as the learners navigate through various topics and viewpoints. Teachers recognize the value of spontaneous conversations as an invaluable tool for promoting meaningful dialogue and improving speaking proficiency (Thornbury, 2005).

1.1.7.4. Storytelling. Storytelling is a captivating speaking activity that allows individuals to share narratives, experiences, and imagination with others. It involves the oral

narration of events, characters, and emotions in a structured and engaging manner. Overall, storytelling serves as a powerful tool for language learning, communication, and cultural expression since it enables individuals to connect, inspire, and entertain through the spoken language.

1.1.7.5. Conversation. Engaging in conversation serves as a cornerstone of speaking activities in language acquisition. These exchanges, characterized by the real-time verbal transmission of ideas, thoughts, and information, offer opportunities for participants to express opinions, share experiences, and establish connections. Conversations offer a natural and interactive setting for learners to refine their speaking skills, encompassing pronunciation, fluency, and vocabulary usage. Conversations can be adapted to various contexts and purposes, such as informal discussions among friends and formal dialogues in academic settings. Overall, participating in conversations is essential for language learners to develop oral communication skills.

1.1.7.6. Outside-Class Speaking. Participating in speaking activities outside the classroom, such as language exchanges and social gatherings, provides learners with opportunities to practice their language skills with native speakers. These activities encourage meaningful interactions and cultural immersion. Ultimately, they help in building confidence and fluency in real-world communication. Engaging in such activities enhances language proficiency.

1.1.8. Assessing the Speaking Performance

Brown (2004) argued that understanding each specific type of speaking can form the groundwork for assessing speaking performance.

1.1.8.1 Assessing Imitative Speaking. The use of basic imitation exercises for evaluating speaking proficiency may appear unexpected. In traditional teaching methods like

the Audio-lingual Method, repetitive exercises involving words, phrases, and sentences were commonly seen as ineffective within the communicative language teaching approach. However, modern perspectives recognize the importance of pronunciation, including stress patterns and intonation, for improving learners' clarity and understandability (Brown, 2004). While repetition exercises can be beneficial, they should be used sparingly and not dominate oral assessments. Balancing these tasks with other speaking activities help students develop a well-rounded proficiency in spoken language.

Word and sentence repetition tasks [L, S]

<i>Test-takers hear:</i>	<i>Repeat after me:</i>	
	beat pause bit pause	
	bat pause vat pause	etc.
	I bought a boat yesterday.	
	The glow of the candle is growing.	etc.
	When did they go on vacation?	
	Do you like coffee?	etc.
<i>Test-takers repeat the stimulus.</i>		

Figure 2. A Sample of repetitive Speaking Task

Brown (2004, p. 144).

1.1.8.2. Assessing Intensive Speaking. Evaluating speaking abilities extensively entails encouraging the learners to generate brief language segments as a means of their competency at a particular linguistic level. At the intensive level, the learners are asked to produce short discourse (usually no more than a sentence) to demonstrate their language proficiency at a specific level. Many tasks have a "cued" meaning. They guide the test-taker towards a narrow range of possibilities such as antonyms like high and low or happy and sad, where only one word is expected (Brown, 2004). For instance, in an intensive speaking assessment, the learners may be asked to complete a dialogue or select between two options so

that they could be required to demonstrate their understanding of specific vocabulary and linguistic structures in a controlled context.

Directed response tasks

<i>Test-takers see:</i>	
Interviewer:	What did you do last weekend?
Test-taker:	_____
Interviewer:	What will you do after you graduate from this program?
Test-taker:	_____
Test-taker:	_____ ?
Interviewer:	I was in Japan for two weeks.
Test-taker:	_____ ?
Interviewer:	It's ten-thirty.
<i>Test-takers respond with appropriate lines.</i>	

Figure 3. A sample of a Directed Response Speaking Task

Brown (2004, p. 151).

1.1.8.3. Assessing Responsive Speaking. According to Brown (2004), responsive task assessment involves short interactions between the teacher and student where the student has some flexibility in their responses. Unlike interactive tasks, where the conversation might be more extended, responsive tasks focus on shorter exchanges. This format allows for a quicker assessment of the student's ability to understand and respond effectively. The teacher can observe how the student reacts to prompts and how well they can communicate their ideas within a limited timeframe. This type of assessment encourages students to think and adapt their language skills to different situations.

Questions eliciting open-ended responses

Test-takers hear:

1. What do you think about the weather today?
2. What do you like about the English language?
3. Why did you choose your academic major?
4. What kind of strategies have you used to help you learn English?
5. a. Have you ever been to the United States before?
 b. What other countries have you visited?
 c. Why did you go there? What did you like best about it?
 d. If you could go back, what would you like to do or see?
 e. What country would you like to visit next, and why?

Test-takers respond with a few sentences at most.

Figure 4. A sample responsive speaking task

Brown (2004, p. 160).

1.1.8.4. Assessing Interactive Speaking (Interpersonal Speaking). Assessing the speaking performance includes tasks that involve longer interactions, such as interviews, role plays, discussions, and games. These tasks require participants to engage in extended conversations. On the other hand, there are tasks that involve speaking for an extended period without much interaction, such as giving speeches, telling detailed stories, and providing in-depth explanations and translations (Brown, 2004). The key difference between these two groups is the level of engagement with other students. Interactive tasks are more focused on interpersonal communication.

1.1.8.5. Assessing Extensive Speaking. Extensive speaking tasks in language assessment are characterized by requiring students to engage in extended and detailed communication. These tasks involve speaking at length. They are often in the form of delivering speeches, giving presentations, or expressing opinions on a given topic. Unlike shorter tasks that may involve simple responses or answering questions, extensive speaking tasks require students to sustain their speech over a longer period. Students may need to elaborate on ideas, provide detailed explanations, or narrate personal experiences,

demonstrating their ability to communicate effectively in various situations (Brown, 2004). Additionally, extensive speaking tasks typically involve minimal verbal interaction from others which allow students to focus primarily on expressing themselves clearly and coherently such as a checklist for a prepared oral presentation

Oral presentation checklist

Evaluation of oral presentation	
Assign a number to each box according to your assessment of the various aspects of the speaker's presentation.	
3	Excellent
2	Good
1	Fair
0	Poor
Content:	
☐	The purpose or objective of the presentation was accomplished.
☐	The introduction was lively and got my attention.
☐	The main idea or point was clearly stated toward the beginning.
☐	The supporting points were • clearly expressed • supported well by facts, argument
☐	The conclusion restated the main idea or purpose.
Delivery:	
☐	The speaker used gestures and body language well.
☐	The speaker maintained eye contact with the audience.
☐	The speaker's language was natural and fluent.
☐	The speaker's volume of speech was appropriate.
☐	The speaker's rate of speech was appropriate.
☐	The speaker's pronunciation was clear and comprehensible.
☐	The speaker's grammar was correct and didn't prevent understanding.
☐	The speaker used visual aids, handouts, etc., effectively.
☐	The speaker showed enthusiasm and interest.
☐	[If appropriate] The speaker responded to audience questions well.

Figure 5. A Sample of the Oral presentation Checklist

Brown (2004 p. 180).

1.2. Section Two: The implementation of Self-assessment in Assessing Speaking Performance in EFL classrooms

1.2.1. Definition of Assessment

Brown (2004) defined assessment as “an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the student's performance” (p.4). Based on this definition, assessment is a continuous activity that covers a broad range of areas. It suggests that whenever a student interacts in class by answering questions, making comments, or attempting to use language, the teacher automatically evaluates how well the student is doing. This means that assessment is not limited to formal tests or exams but happens regularly during everyday classroom activities.

Accordingly, Cohen et al(2004) noted that assessment encompasses the process of acquiring, interpreting, documenting, and employing data regarding students' responses to the tasks. The teachers are tasked with utilizing the gathered data for assessment purposes, encompassing judgment-making, planning, selection, decision-making, and related endeavors. Moreover, assessment for certification and accountability necessitates a level of openness by being linked to commonly understood criteria and standards and communicated uniformly to ensure universal comprehension. Assessment serves as a singular instrument or mechanism that fulfills roles in accountability, credentialing, and language learning enhancement. In the same context, assessment should embody authenticity, formative nature, continuity, diagnostic capability, and summative aspects, as it may encompass facilitated self-assessment by the students themselves.

1.2.2. Related Terms: Testing, Assessment, Evaluation

The concept of assessment encompasses diverse ways for gathering information about the learners' language proficiency or accomplishments. However, the terms testing, assessment, and evaluation are often used interchangeably.

According to Brown (2004), "a test is a method of measuring a person's ability, knowledge, or performance in a given domain" (p.3). Thus, a test is a tool or process that is specifically designed to prompt the learners to demonstrate their skills or knowledge. The main goal of a test is to evaluate or measure how well learners have achieved certain predetermined criteria. Moreover, tests are prepared procedures that occur at specific times in a curriculum. In this case, students use all of their abilities to offer peak performance since they know their answers will be graded and assessed. So, tests refer to the process of measuring a person's knowledge, skills, or abilities.

Assessment, on the other hand, covers various tools used for measuring students' progress. This means that assessment is a broad term that includes various ways of measuring how well students are learning. Assessment is an umbrella term encompassing measurement instruments administered on a 'one-off' basis such as tests, as well as qualitative methods of monitoring and recording student learning such as observation, simulations or project work Nunan (2001). Therefore, assessment encompasses a diverse array of ways aimed at evaluating student progress and understanding.

Assessment is also delineated from evaluation, which is oriented towards the entirety of the language curriculum rather than solely centering on individual student learning achievements. Evaluation is a process of judging or determining a person's performance or abilities in various settings. Richards et al. (1985, p. 206), described evaluation as "the systematic gathering of information for purposes of decision making. Initially, evaluation implies that gathering information is not random but follows a structured process. Systematic gathering involves identifying what information is needed, determining how to collect it, and

ensuring consistency and reliability in the collected information .As Bachman stated (1990)the choice of making the right decision depends on two main factors: the ability of the decision-maker , how well the decision-maker can analyze situations, consider options, and choose the best course , and the quality of the information : the accuracy, reliability, and relevance of the information used to make decisions influence the probability of making the correct decision. Ultimately, evaluation is distinct from assessments in its nature; it does not solely rely on a quantitative method such as tests. Rather, evaluation incorporates qualitative methods such as observations, ratings, and value judgments. Therefore, tests are not used for evaluation, but primarily for pedagogical purposes. However, in cases where evaluation is necessary, the outcomes of tests are taken into account to make the decisions.

Understanding these distinctions is vital as it enables the teachers and the learners to use appropriate tools for specific purposes. By recognizing the differences between testing, assessment, and evaluation, educators can tailor their instructional strategies to meet the needs of individual learners more effectively.

1.2.3. Types of Assessments

Participating in assessment practices is essential for students and teachers since it plays a pivotal role in assessing educational quality through enhanced instruction, learning experiences, and students' accomplishments. Assessment acts as a crucial channel of information for parents, teachers, and learners; highlighting learning progress, achievements, and areas needing attention. Consequently, it helps in promoting an environment of collective learning and ongoing enhancement in teaching practices, learning engagements, and student performance (Cohen et al, 2004).

According to Cohen et al (2004) there are different types of assessment, some of them include:

- **Norm referenced assessment** assesses a student's performance by comparing it with the performance of other students.
- **Criterion referenced assessment:** furnish an assemblage of criteria for success, and students are assessed based on their attainment of these criteria, without considering the accomplishments of their peers.
- **Domain referenced assessment** provides a significant emphasis on precisely and thoroughly defining the content or domain that will be assessed.
- **Diagnostic assessment:** aims to uncover specific strengths, shortcomings, and obstacles in students' educational progress.
- **Formative assessment:** delivers feedback to teachers and students regarding their current performances, achievements, strengths, and weaknesses.
- **Summative assessment:** entails certifying, assigning marks and grades, and publicly recognizing achievement as it occurs at the end of the program
- **Impassive assessment:** involves students actively assessing their own starting points or, within the framework of action planning and educational development planning.
- **Authentic assessment:** applies authentic assessment by securing evaluation to real-world contexts and actions, rather than relying solely on straightforward, easily graded responses to questions.
- **Performance assessment:** entails assessing activities or tasks where students can demonstrate their learning through actual performance in real-world situations.

In line with this, focus is given solely on assessment for and of learning, Brown (2004) addresses six main types of assessment; including formative assessment, summative assessment, formal assessment, informal assessment, norm referenced assessment and criterion assessment. Thus, our primary emphasis will center on self-assessment within the context of assessment as learning.

1.2.3.1. Formative Assessment. According to Brown (2004), formative assessment signifies assessing students while they are in the process of developing their competencies and skills as it aims to facilitate and support their ongoing learning. The essential element in this developmental process involves providing feedback by the teacher and integrating it by the student concerning performance. (Cohen et al, 2004).

Cohen et al (ibid) stated that almost all types of informal assessments are fundamentally formative. Their main aim is to continuously enhance the learner's language skills. Therefore, whenever the teacher provides a student with a comment, suggestion, or points out an error, it's intended to enhance the student's language proficiency. Moreover, formative assessment seeks to offer students meaningful feedback that guides them in enhancing their learning outcomes and achievements. This type of feedback surpasses the simple impact of a grade or mark.

1.2.3.2. Summative Assessment. Summative assessment often referred to as assessment of learning, is conclusive in nature. It takes place at the end of a program and evaluates factors such as students' achievements throughout the program and their overall acquisition of knowledge and skills. Besides, a summative assessment serves the purpose of offering insights into the student's achievements upon the completion of a course. Additionally, it can entail a retrospective evaluation of the course proceedings and the resultant learning outcomes (Cohen et al, 2004).

Brown (2004) declared that summative assessment seeks to assess or consolidate a student's comprehension, typically occurring at the end of a course or instructional unit. Moreover, examining what a student has learned entails assessing their achievements to determine how effectively they have met objectives, though it may not offer direction for future improvement.

Brown (2004) highlights several distinctions between formative and summative assessments, which are delineated as following:

Formative assessment	Summative assessment
- Primarily conducted during the learning process, with the objective of evaluating students' competencies and skills as they are being developed. - Involves the delivery of appropriate feedback from the teacher and its internalization by the student, focusing on future learning and improvement. - Encompasses a wide range of informal assessment methods (e.g., comments, suggestions, error correction) aimed at enhancing the learner's ongoing language development. - Supports a view of learning as a continuous growth process, emphasizing the importance of teacher-student interaction in facilitating this process.	- Conducted at the end of a course or instructional unit to measure or summarize the knowledge or skills a student has acquired. - Reflects on past learning achievements without necessarily providing direction for future learning. - Includes formal assessments (e.g., final exams, proficiency tests) that aim to quantify students' learning at a specific point in time. - Aligns with traditional educational models that prioritize measurement of learning outcomes at discrete points, typically for grading or certification purposes.

Figure 6. A distinction between formative assessment and summative assessment

(Source: Brown, 2004, p.6)

1.2.3.3. Formal Assessment. Formal assessments constitute deliberate and organized procedures aimed at evaluating a comprehensive set of skills and knowledge. These are methodically planned sampling strategies intended to furnish both educators and learners with a gauge of the learner's achievements. Moreover, it is arguable that while all assessments conform to formal frameworks, not all formal assessments qualify as a test. For instance, employing a student's journal or portfolio to formally assess the fulfillment of course objectives pose difficulties in categorizing these processes as 'tests'. On this account, a structured sequence of observations concerning a student's consistency in verbal participation within classroom settings undoubtedly qualifies as a formal assessment. Nevertheless, it deviates notably from the conventional understanding of a 'test'. Typically, tests are characterized by temporal constraints, often confined within the duration of a class session or extending to a few hours, and they rely on a restricted sampling of behavior (Brown, 2004).

1.2.3.4. Informal assessment. Informal assessments may manifest in various ways, beginning with spontaneous, unanticipated remarks, as well as providing feedback to students (Brown, 2004). Added to this, informal assessment entails gathering information on students' performance in everyday classroom environments, without implementing the structured conditions typical of formal assessment. Informal assessment, occasionally termed continuous assessment, is conducted gradually over an extended period, such as a semester or academic year. Nevertheless, formal assessment can also be implemented continuously (Harris & McCann, 1994).

Therefore, a significant part of a teacher's informal assessment occurs within classroom tasks specifically designed to prompt student performance, without formally recording outcomes or judgments about their proficiency (Brown, 2004).

1.2.3.5. Norm Referenced Assessment. A norm-referenced assessment assesses a student's performance in relation to that of their peers, for instance, a commercially produced intelligence test or a national reading ability assessment, which has been standardized, offers a means to interpret scores as representing standardized levels of performance, such as 'average' or 'above average'. The notion of 'average' is meaningful solely within the context of comparing learners either through its derivation or application (Cohen et al, 2004). Furthermore, it is argued that, the interpretation of each test-taker's score involves comparing it to the mean (average score), median (middle score), standard deviation (degree of variance in scores), and/or percentile rank (Brown, 2004). The same author states that characteristics of norm-referenced assessments are standardized tests such as the Test of English as a Foreign Language (TOEFL). These assessments are intended for administration to large groups, with outcomes promptly disseminated to examinees. Therefore, a norm-referenced assessment allows teachers to establish a hierarchical order of learners' achievements. (Cohen et al, 2004).

1.2.3.6. Criterion referenced assessment. Criterion referenced assessments are structured to furnish examinees with assessment outcomes, typically in the form of grades, pertaining to specific educational or instructional goals (Brown, 2004). In line with this, the predetermined criteria for attainment are established beforehand, and learners are evaluated based on their fulfillment of these criteria, devoid of any comparison to the accomplishments of their peers. Besides, a criterion-referenced assessment does not engage in peer-to-peer comparison but instead, students are evaluated based on their ability to meet specific criteria, which represent an established and unchanging standard or result. Furthermore, in a criterion-referenced assessment, unlike in a norm-referenced assessment, there are no restrictions on the number of students eligible to receive and achieve a particular grade (Cohen et al, 2004).

1.2.4. Definitions of Self-Assessment

Self-assessment is considered as a strategy “during which students collect information about their own performance, evaluate and reflect on the quality of their learning process model and outcomes according to selected criteria, to identify their own strengths and weaknesses” (Yan and Brown, 2017, p. 2). This involves collecting information about how they've done, such as observing their work or recording their performance. They then evaluate and reflect on the quality of their results. They use specific criteria to judge their work. This process helps students see what they are good at and what areas they need to improve on. By doing this, students gain a better understanding of their strengths and weaknesses, which can guide them in setting goals and making improvements in their learning.

Students inherently engage in self-assessment. For instance, prior to present a topic, they often develop a preliminary judgment of their work's quality. The language students frequently quiz themselves on vocabulary lists. The students use various techniques to assess their proficiency and competencies within their learning process (David, 1995).

Bound (2011) proposed a definition of self-assessment, “it is the involvement of students in identifying standards and/ or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards (p.5)”. This definition highlights the shift from a teacher-centered approach to assessment to one that empowers learners to take ownership of their learning journey. By actively participating in identifying criteria and evaluating their work against those criteria, students develop metacognitive skills, becoming more aware of their strengths and weaknesses as learners. This can ultimately lead to improved self-regulation and a more autonomous learning style.

According to Harris and McCann (1994), self-assessment offers valuable insights into students' anticipations and requirements, their challenges and concerns, their perception of their own advancement, their responses to instructional materials and methodologies, and their overall course impressions. In the same vein, it extends beyond students' evaluation of their

own work; it entails actively involving them in the procedures of defining criteria for high-quality learning within diverse contexts. Besides, it demands students to deliberate upon the attributes of, for instance, an oral presentation, and to incorporate these assessments into their own works. Students can feasibly participate and engage in establishing or deliberating criteria across various aspects (David, 1995).

1.2.5. The Self-Assessment Process

According to McMillan and Hearn (2008), self-assessment is conceptualized as an ongoing process that involves three interconnected components: self-monitoring, self-evaluation, and the identification and application of instructional correctives. This means that the learners identify their learning strategies, evaluate and provide feedback to them based on established standards, and decide on actions to improve their performance.

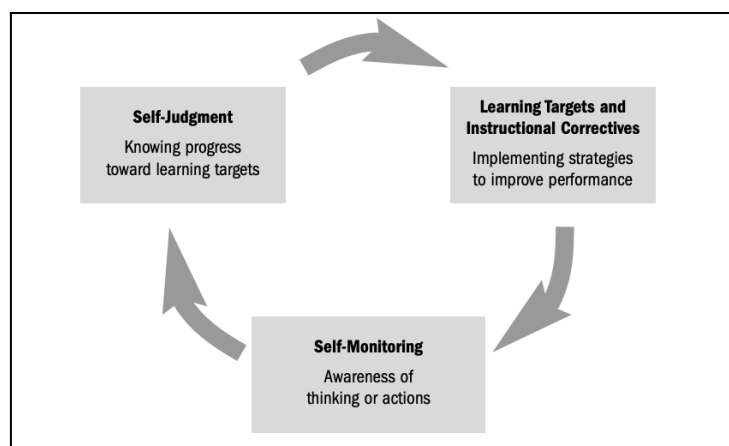


Figure 7. The cycle of the students' self-assessment process

(McMillan et al, 2008, p.41)

1.2.5.1. Self-Monitoring. According to Level (1989, P.458), “Speakers monitor what they are saying and how they are saying it when they make a mistake or express something in a less felicitous way; they may interrupt themselves and make a repair this is an apparent not

only like in spontaneous conversations but in all kinds of discourse”. When people speak, they monitor their words and manner of speaking. If they notice an error or an expression that doesn't sound quite right, they might pause and correct themselves.

In self-assessment, according to Schunk (2012), the students need awareness of their actions to control them effectively. Behaviors can be evaluated based on different aspects such as their quality, speed, quantity, and originality. For example, during a class debate, the student might periodically check if they're speaking too much or too little compared to others, ensuring they strike a balance and allow everyone to participate equally. Therefore, self-monitoring involves being aware of one's thoughts and advancements as they happen, which is a significant aspect of how students manage themselves.

1.2.5.2. Self-Judgment. For Schunk (2012), “Self-judgment refers to comparing present performance level with one’s goal” (p. 408). Made in relation to established standards and criteria, these judgments give students a meaningful idea of what they know and what they still need to learn. Self-judgment involves critically analyzing one's present performance in light of predetermined objectives. This entails a deliberate assessment of how one's actual attainment aligns with the intended outcome (Bruce, 2001). For instance, the learners might appraise their current academic standing or comprehension against the goals they've established. This ongoing self-assessment aids individuals in gauging their advancement and adapting their strategies to achieve their objectives more effectively. Moreover, standards represent goals, while criteria serve as guidelines to measure progress toward those goals. When students evaluate their own work, they use these standards and criteria to assess how well they're doing and where they can improve. For example, if the student aims to present a good presentation, the standards will include appropriate grammar, with criteria such as fluent speech and pronunciation. By comparing their work to these criteria, students can gauge their

progress and identify areas for development. According to Rolheiser and Ross (cited in McMillan and Hearn, 2008, P. 42), “learners who are taught self-evaluation skills are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work”. This self-assessment process helps them understand their performance and how to enhance it effectively.

1.2.5.3. Learning Targets and Instructional Correctives. The third pivotal stage involves learners selecting subsequent learning objectives and activities aimed at refining partially correct responses, to broaden their comprehension. In this case, the students must possess the skills to identify learning targets and seek additional instruction that facilitates their learning process. Familiarity with various options for setting new objectives and accessing further guidance is essential. Following the completion of these "instructional correctives" learners return to autonomously monitoring their progress (McMillan & Hearn, 2008).

1.2.6. Theoretical Frameworks for Improving Self-Assessment

Self-assessment, where individuals assess their own performance and progress, is important for learning and development. To make the concept of self-assessment clear, exploring various theories that explain how self-assessment works can provide valuable insights. By understanding these theories, the students may be aware of how to make self-assessment more effective in the learning process. Thus, McMillan and Hearn (2008) stated three major areas: cognitive and constructivist theories, metacognition theory, and self-efficacy theory

1.2.6.1. Cognitive Theory and Constructivist Theory.

1.2.6.1.1. Cognitive theory.

The fundamental concept of cognitive theory revolves around the notion that learning is an active process. It entails individuals engaging in the restructuring of cognitive frameworks used to process and retain information. Good and Brophy stated (1990), “involving the acquisition or reorganization of the cognitive structures through which humans process and store information (p.187)” .Which means the cognitive approach prioritizes knowledge for the learners by facilitating the organization and integration of new information with existing knowledge stored in memory. This process enhances comprehension and retention by establishing connections between new and prior knowledge (schemata). The term ‘schema ‘refers to the pre-existing knowledge of the learner. This schema becomes activated and utilized during the learning process. It serves as a foundation for comprehending and assimilating new information. Blanton (1998) confirmed that students become aware of their existing knowledge and learn strategies to connect their prior skills to new learning goals (Blanton, 1998, p.172). To sum up, cognitive theory highlights how learners actively engage in processing, organizing, and integrating new knowledge with existing cognitive structures.

Self-assessment intricately engages the areas of cognitive process, memory, attention, and perception, constituting a dynamic endeavor wherein individuals actively utilize cognitive strategies to evaluate their own proficiency, comprehension, and skills (Kiely, 2014). For instance, memory serves as a vital component in which individuals retrieve prior experiences and knowledge to assess their current level of competence. Also, attention directs focus toward specific aspects of performance or understanding. It helps in the identification of strengths and areas for improvement. Perception guides individuals in interpreting their abilities and achievements relative to learning goals. Through these cognitive mechanisms, self-assessment facilitates deeper self-awareness, enhances learning effectiveness, and promotes continuous development.

1.2.6.1.2. Constructive Theory. Self-assessment (SA) serves as a pivotal element within the constructivist theory of learning. Constructivism emphasizes that the students actively build understanding of the world by piecing together information and experiences. This means knowledge is not externally imposed upon individuals, but rather it is internally constructed through their cognitive processes, experiences, and interactions with the environment. According to Schunk (2012) “Knowledge is not imposed from outside people but rather formed inside them [...] People produce knowledge based on their beliefs and experiences in situations”(p.230). Constructivism asserts the learners actively construct their understanding and knowledge of the world through their experiences, interactions, and reflections. In this perspective, learning is seen as a process of meaning-making where individuals actively engage with new information, reconcile it with their existing knowledge and beliefs, and construct their own unique understanding.

Through implementing self-assessment, learners assume responsibility for their learning process, recognizing both their proficient and deficient areas. This practice prompts students to assess their comprehension critically, inquire for clarification when needed, and engage actively with the learning content. Furthermore, the core principle of this theory revolves around knowledge construction. Essentially, the students create meaning by evaluating their own understanding (McMillan & Hearn, 2008). Moreover, self-assessment enables students to establish connections between new and prior knowledge. By actively assessing their own learning process, learners enhance their learning experience in a meaningful way, rather than through memorization.

1.2.6.2. Metacognition Theory. Metacognition is often described as ‘thinking about thinking’. Metacognition pertains to cognitive functions that encompass the deliberate regulation of the mental processes implicated in the learning process such as planning how to

approach a given task, monitoring comprehension, and evaluating progress toward the completion of the metacognitive task (Livingston, 2003).

Metacognition refers to the higher-order cognitive processes through which individuals monitor, regulate, and control their own thinking and learning. These processes involve self-awareness, self-reflection, and self-regulation, allowing individuals to assess their strengths and weaknesses, set learning goals, plan strategies, monitor progress, and adapt strategies as needed. Metacognitive skills are considered essential for effective learning across various domains, including language acquisition, problem-solving, memory retention, and social interaction. “Metacognitive skills are believed to play an important role in many types of cognitive activity, including oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing, language acquisition, perception, attention, memory, problem solving, social cognition, and various forms of self-instruction and self-control” (Flavell, 1985, p. 104). By actively engaging in metacognition, individuals can enhance their learning outcomes and become more independent and autonomous learners.

Self-assessment is intricately related with metacognition as it constitutes an essential aspect of the reflective processes that are crucial for self-regulating one's own learning. Metacognition encompasses the cognitive process involved in self-awareness, monitoring, planning, and evaluation of one's learning endeavors. SA aligns with these metacognitive functions by prompting individuals to evaluate their own comprehension, proficiency, and performance. Through self-assessment, individuals engage in reflective practices, identifying both areas of competency and areas requiring improvement, setting learning objectives, managing time, and adapting strategies accordingly. This process of self-monitoring and self-regulation is integral to metacognition, facilitating individuals' active management and enhancement of their learning experiences. Therefore, self-assessment serves as a practical

manifestation of metacognitive abilities which empowers individuals to assume responsibility for their learning (Schunk, 2004).

1.2.6.3. Self-Efficacy Theory. The established importance of self-efficacy in learning underscores its significance. Self-efficacy relates to one's perceptions of their ability to carry out actions while outcome expectations involve beliefs about the anticipated results of those actions. learners might think that certain actions will lead to positive outcomes but doubt their ability to perform those actions competently. For instance, a language learner may believe that if he answers the teacher's questions correctly, he will receive praise (positive outcome expectation) and values this praise. However, he might not attempt to answer if he lacks confidence in his ability to respond accurately (low self-efficacy) (Schunk, 2004).

Self-assessment is significant for learners in developing self-perceptions that lead to greater motivation. When students believe they can do well on a task and see the value, they are more likely to get engaged in the learning process. This belief in their abilities, known as self-efficacy, grows as they connect their successes and failures to what they think caused them. In addition, it is also influenced by the situation and context. When students feel competent in their skills and knowledge, they are more likely to stick with tasks and set higher goals. SA helps students figure out when they are learning, how much effort they need to put in, and when they are doing well or making mistakes. Accurate self-evaluation enables students to see what they have mastered and identifies what needs further work (H. McMillan & Jessica Hearn, 2008); when students succeed at challenging tasks, they may attribute their success to their own abilities and efforts, rather than luck or help from others. This ability to self-assess and self-evaluate is key to students' learning and success.

1.2.7. The Principles of Self- Assessment

The learners' consideration of the key principles of self-assessment led to a better performance. Reliability and validity are essential benchmarks for any assessment to be utilized in practical language evaluation settings.

1.2.7.1. Reliability. Brown (2004) stated that a test is deemed reliable if it consistently yields comparable outcomes when administered under comparable conditions. Consider administering the same test to a learner on two occasions or to different students with similar proficiency levels. If the test demonstrates reliability, one will anticipate consistent scores across administrations. Conversely, if the test lacks reliability, scores may diverge significantly despite stable levels of knowledge. For instance, in the classroom, the learner completes a grammar exercise, scoring fifteen out of twenty. A week later, she scored sixteen out of twenty on a similar exercise, indicating reliability in her assessment of grammar. This consistency suggests that the learner's understanding and application of grammar rules remains stable across different assessment conditions, different periods of time, reinforcing the validity of her self-evaluation.

The question is whether self-assessment is a reliable measurement tool or not. Namely, to what extent students can be objective with assessing their language abilities and how reliable students' assessment can be are also other questions that should be asked at this point. Moreover, self-assessment can be an academic goal in an EFL classroom as long as students are consistent and reliable in their evaluation (Karakaya, 2017). According to Huerta-Macias (1995), if a student rates their understanding of a movie or their speaking skills using the same criteria at different times, the assessments should be similar. This consistency shows the reliability of their self-assessment.

1.2.7.2. Validity. Validity in language assessment refers to how well the assessment tool accurately measures the language skills and abilities it intends to assess (Brown, 2004,

p.22). This means that the evidence and conclusions drawn from the results are sufficient, relevant, meaningful, and helpful in making appropriate decisions.

Self-assessment must include a variety of speaking tasks that reflect real-world language use, such as conversations, presentations, or discussions. This variety provides enough data to evaluate different aspects of the student's speaking skills, such as pronunciation, fluency, and comprehension. Validity in speaking performance assessment ensures that the tool accurately reflects the students' speaking abilities and provides useful insights for teachers and students to support language development.

1.2.8. Types of Self-Assessment

Self-assessment allows learners to assess their own learning process. Various self-assessment techniques offer valuable insights into students' progress and achievements. Brown (2004) proposed five types of self-assessment:

1.2.8.1. Assessment of (a specific) Performance. Self-assessment serves as a valuable tool for learners to monitor their speaking performance. In this type of assessment, a student usually observes their speaking performance, and then evaluates their proficiency. This assessment occurs immediately following the performance or shortly thereafter. For instance, subsequent to delivering a speech, the student may employ a checklist to evaluate their performance against predetermined criteria. Alternatively, the learner might review a recorded lecture and subsequently undertake a quiz to assess their comprehension (Brown, 2004).

1.2.8.2. Indirect assessment of (general) Competence. Self-assessment extends its scope to encompass broader timeframes, aiming to evaluate general proficiency rather than isolated and time-constrained performances. This distinction aligns with the traditional differentiation between competence and performance. While self-assessments are geared towards short-term performances, assessments of competence encompass longer durations.

The objective is to overlook minor, non-recurring performance issues and instead assess overall proficiency (Brown 2004). Thus, self-assessment in performance evaluation provides a comprehensive measure of individuals' competency and performance.

1.2.8.3. Metacognitive Assessment (for Setting Goals). Metacognitive assessment, particularly for goal setting, involves strategic evaluations aimed at establishing objectives and tracking progress. The focus does not aim only to assess past performance or competence, but also to set goals and objectives towards their attainment. Personal goal setting enhances intrinsic motivation and provides learners with added motivation from setting and achieving their own goals. Strategic planning and self-monitoring can take various forms, such as journaling, selecting options from a list, or completing questionnaires (Brown, 2004). Overall, personal goal setting within metacognitive assessment enhances intrinsic motivation and provides learners with a sense of accomplishment as they monitor their learning process.

1.2.8.4. Socio-Affective Assessment. Another form of self-assessment involves examining emotional factors in learning. This type of assessment focuses on understanding the learners from a psychological perspective, rather than solely focusing on language-related aspects. It may be similar to self-assessment in other subject areas or personal skills. When learners decide to evaluate and enhance motivation, assess and reduce their own anxiety, identify mental or emotional barriers to learning, and then plan strategies to overcome those barriers, they engage with the socioaffective domain, which is crucial in learning (Brown, 2004). Therefore, the examination of affective factors in learning through self-assessment provides valuable insights into the students' motivations, anxieties, and emotional obstacles to learning.

1.2.8.5. Student-Generated Tests. Another type of assessment that is not usually categorized strictly as self-assessment involves having students participate in the process of creating tests themselves. Traditionally, students have not been allowed to create tests, but

letting them generate test items can be productive, motivating, and empowering (Brown, 2004). For instance, in the speaking class, the learners might collaborate to design conversation topics for discussion prompts based on their lesson content. Together, they could select relevant vocabulary or expressions to incorporate into their dialogues or presentations. This cooperative effort does not make only the speaking activities more engaging but also deepens their understanding of the language by applying it in context.

1.2.9. Techniques for the learners' Self-assessment

Teachers' guidance plays a crucial role in providing opportunities for learners to self-assess their work, so that learners can develop their skills to evaluate their performance effectively. Harris and McCann (1994) presented helpful techniques for learners to assess their works, including:

1.2.91. Descriptions: consist of profiles, learner diaries and Counseling sessions.

1.2.9.2. Profiles: it is about learners composing reports on their English proficiency and submitting them to their teacher.

1.2.9.3. Learner diaries: it is about learners' documentation of their classroom activities, their acquired knowledge, and any challenges they encountered.

1.2.9.4. Counseling sessions: it is about conducting individualized conversations with learners concerning their personal academic development.

1.2.9.5. Rating: composed of rating scales, general rating, graphs, and adjectives.

1.2.9.6. Rating scales: learners assess their own performance or progress using a rating system that includes descriptions.

1.2.9.7. General rating: learners assign themselves an 'assessment' score for various domains, such as writing and speaking.

1.2.9.8. Graphs: learners assess their understanding using a graphical representation.

1.2.9.9. Adjectives: learners select adjectives from provided lists to characterize their own attitudes.

1.2.9.10. Monitoring: comprise self - editing, correction codes, taping, grading mistakes, and test yourself.

1.2.9.11. Self-editing: learners review their own compositions to identify and rectify errors. Additionally, engaging in peer editing not only provides them with practice but also assists their peers in the process.

1.2.9.12. Correction codes: learners utilize the teacher rectification system, so that students amend their own errors autonomously.

1.2.9.13. Taping: learners engage in auditory self-assessment by listening to recordings of themselves and striving to rectify any errors identified.

1.2.9.14. Grading mistakes: learners prioritize errors based on their severity.

1.2.9.15. Test yourself: learners conduct brief assessments to gauge their level of knowledge.

1.2.9.16. Questionnaires: consist of listing, ranking preferences, ranking problems, multiple choice questions, agreeing/ disagreeing, can/cannot questions and short answer questions.

1.2.9.17. Listing: students enumerate challenges they encounter, such as words posing pronunciation difficulties.

1.2.9.18. Ranking preferences: students prioritize activities based on their level of enjoyment.

1.2.9.19. Ranking problems: students assess and prioritize areas that pose challenges for them.

1.2.9.20. Multiple choice questions: students provide responses regarding their habits.

1.2.9.21. Agreeing/disagreeing: students express their agreement or disagreement with statements concerning the process of learning, as students might employ statements varying in difficulty levels, ranging from easy to challenging.

1.2.9.22. Can/cannot questions learners provide answers regarding their capabilities and limitations?

1.2.9.23. Short answer questions: learners provide responses concerning their preferences, achievements, or development.

1.2.9.24. Surveys: includes both group surveys and class surveys.

1.2.9.25. Group surveys: learners discover each other's learning preferences or challenges and then communicate the group findings to the rest of the class.

1.2.9.26. Class surveys: learners move around the classroom, questioning their classmates about learning. They then share the outcomes with their peers.

1.2.10. The advantages of self-assessment

Self-assessment serves as a pivotal tool in the language learning process. It offers a spectrum of advantages that enhance their speaking performance. Principal among these advantages lies in the fostering of learners' autonomy, independence in learning, and self-regulation. Boud (1995) argued, "self-assessment is necessary for effective learning [...] which forms a particularly important part of the thinking of those who are committed to such goals as student autonomy, independence in learning or self-regulation" (p.14).

1.2.10.1. On the learner' Autonomy. Self-assessment fosters student autonomy by engaging the learners with the task of evaluating their own speaking performance. Through self-assessment strategies, the learners make discerning judgments concerning their performance, encompassing goal setting, identifying areas necessitating improvement, and choosing apt strategies to augment comprehension. Boud (1995) stated that self-assessment

involves learners evaluating their own learning and achievements based on evidence gathered from themselves and from others. Actively participating in the assessment process makes the students responsible for their learning process. This responsibility entails not only monitoring their own learning but also making informed decisions about the strategies and approaches they employ to achieve their goals. Moreover, these reflective practices can take place in structured training sessions within the classroom, where teachers guide students through self-assessment techniques. Alternatively, students can engage in self-assessment independently outside of the classroom, demonstrating their developing autonomy. By integrating self-assessment strategies into the learning process, the teachers empower students to become more independent, self-directed learners, taking responsibility for their language learning journey. Harmer agreed, “Student self-assessment is bound up with the whole matter of learner autonomy since if we can encourage them to reflect upon their own learning through learner training or when on their own away from any classroom, we are equipping them with a powerful tool for future development” (p.140). By integrating self-assessment throughout the learning process, learners continuously refine their ability to evaluate their progress and set targeted goals for ongoing improvement.

1.2.10.2. On the learners’ Reflection. Self-assessment prompts individuals to engage in critical reflection on their own learning process. It encourages the learners to evaluate their performance, strengths, and areas for improvement. Sluijsmans et al (1998) argued that self-assessment leads to more reflection on one’s own work”. Reflection is an integral aspect of the self-assessment process, particularly evident in language learners' evaluation of their speaking performance (McMillen and Hearn, 2008). As students engage in reflective practices, they contemplate their speaking abilities, identifying strengths and areas for improvement. For instance, a language learner may reflect on their recent oral presentations or conversational interactions, assessing factors such as pronunciation, fluency, vocabulary

usage, and grammatical accuracy. By reflecting on their speaking proficiency and setting goals for improvement, the language learners can enhance their oral communication skills effectively. As Harmer (2007) stated students can also be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we may greatly enhance learning. Through self-assessment, individuals gain valuable insights into their learning process, which enables them to make informed decisions and adjustments to enhance their performance.

Self-assessment entails students reflecting on their work and forming their own evaluations using specific criteria that are provided by the teacher. Here, students assume an active role in the assessment process, fostering a learner-centered process where individuals are responsible for their own learning. According to Jamrus and Razali (2019, p.66), “Self-assessment is derived from the concept of self-regulated learning”. Thus, self-regulated learning explains how individuals manage and control their own cognitive processes. This means that learners are actively involved in monitoring, planning, and regulating their learning activities to achieve academic goals. Puustinen and Pulkkinen (2001, cited in Jamrus &, 2019) stated, self-regulated learning is “an intermediate construct describing the ways in which individuals regulate their own cognitive processes within an educational setting” (p.66). This emphasis on student reflection and ownership aligns perfectly with the principles of self-regulated learning, where learners take charge of their cognitive processes

1.2.10.3. On the Student’s Motivation. Self-assessment functions as a potent motivator for learners. Through their active role in evaluating their performance, students gain comprehension of their competencies and areas requiring improvement. This process of self-reflection empowers learners to establish objectives and goals. Furthermore, as students observe their progress and development over time, they are encouraged to persist in their

endeavors and strive for continuous enhancement. The intrinsic motivation encourages, through self-assessment, the learners to adopt a proactive stance towards learning. As Jamrus and Abu Razali (2019, p.66) stated, “Self-regulated learners are highly motivated to improve in their learning progress, employ various thinking strategies such as organizing, reflecting, and self-evaluating, and take concrete steps towards accomplishing their goals”. In line with this, Boud (1995) justified self-assessment leads to an awareness by students that their opinions are being taken into account should enhance their morale, involvement and thus motivation. To conclude, self-assessment significantly boosts student motivation, encouraging a proactive and engaged learning process.

1.2.11. Implementing Self-Assessment for Improved Learning Outcomes

Given the relative novelty of implementing self-assessment, fostering a thorough student discussion and empowering them to shape its application is crucial. This student engagement demonstrably leads to a more effective execution of self-assessment practices. However, it is imperative to avoid the pitfall of adopting approaches students perceive as lacking educational validity (David, 1995).

According to David’s (ibid) perspective the inherent strength and effectiveness of a self-assessment activity’s design is less impactful than the implementation specifics. These implementation details significantly influence student reception, ultimately shaping their perception of the approach, so that this perception is the key factor. Moreover, David (1995) pointed out that presuming students’ initial apprehensions have been adequately mitigated; the subsequent phase necessitates their engagement with the implementation process they perceive as credible. The components of such a process will likely entail:

- **A clear rationale:** this encompasses the essential objectives of a given undertaking.

- **Explicit procedures:** this encompasses ensuring students possess a transparent understanding of expected outcomes.
- **Reassurance:** this encompasses the fostering of a psychologically safe learning environment where students can engage in candid self-assessment without apprehension of repercussions arising from disclosed performance data.
- **Confidence:** this encompasses the cultivation of a culture of academic integrity, where students have confidence in their peers' commitment to honest self-assessment and a belief that deceptive practices like collusion will be effectively identified and deterred.

1.2.12. The Teachers' Role in Implementing Self-assessment

In implementing self-assessment in the EFL classroom, “Teachers are vital; teachers especially so as their actions and expectations tend to have a significant influence on learners” (Boud, 2013, p.15). Language Teachers play several key roles in guiding students towards effective self-assessment, particularly in communication and public speaking activities. As guides, they set clear and detailed standards that describe the learning objectives and expectations for effective communication. For instance, a teacher might provide students with a detailed rubric outlining the components of a successful presentation, including eye contact, body language, content and ideas, timing management, clarity and voice control.

In addition to setting standards, teachers provide examples that demonstrate how to apply these criteria in real-world scenarios (Bound, 1995) By sharing examples of different speaking activities, teachers help students recognize the differences between effective and ineffective communication. For example, a teacher might present two contrasting video clips of speeches, one showing strong organization and the other lacking clarity, and guide students through an analysis of each performance based on the established criteria.

Teachers also modify the self-assessment process by offering their observations and reflections on students' speaking performance. Through constructive feedback, teachers help students identify their strengths and areas for improvement. For instance, a teacher might provide personalized feedback on a student's presentation. Then, they offer suggestions or strategies to improve the coherence and persuasiveness of the student's arguments. Thus, they ensure that their message is more effectively understood by the audience.

To sum up, teachers guide students through self-assessment by setting clear standards, providing materials, offering reflective insights, and fostering a supportive classroom atmosphere. Through these roles, teachers empower students to take ownership of their learning and develop critical communication skills for academic success.

1.2.13. The learners' Role in Implementing Self-assessment

Students play a key role in using self-assessment to improve their speaking skills. Self-assessment is an ongoing process “during which students collect information about their own performance, evaluate and reflect on the quality of their learning process model and outcomes according to selected criteria, to identify their own strengths and weaknesses” (Yan and Brown, 2017, p. 2). Therefore, students play various roles in implementing self-assessment in the classroom.

Through active participation, the students take charge of evaluating their own work and progress and fostering independence in their learning journey. Boud (1995) argued, “self-assessment encourages students to take responsibility particularly, when they are actively involved in considering criteria which are meaningful to them”. One of the first steps involves understanding the assessment criteria and standards set by the teacher, which could include clarity, organization, and audience engagement. Accordingly, Self-assessment is “the involvement of students in identifying standards and/or criteria to apply to their work and

making judgments about the extent to which they have met these criteria and standard ' (Boud, 1991, p.5 in David & boud,1995). By becoming familiar with these benchmarks, students have a better grasp of what is expected in successful performance.

Honest reflection is an important part of self-assessment where students evaluate their performance to see what they do well and where they can improve. Boud(1995) stated that self-assessment encourages students to reflect on their learning to consolidate it and move beyond it. For example, a student may realize they are good at engaging the audience but notice they need to work on making smoother transitions between points. This reflection helps students set realistic goals for improvement.

Lastly, students view self-assessment as an ongoing process, not a one-time task. Consistent evaluation of their performance and progress helps the students maintain steady development in their speaking skills.

Conclusion

To wrap this up, the second section has addressed assessment, in general, its related terms, and its types, in. In this section, the emphasis has been on self-assessment as a prominent and efficacious strategy within contemporary educational paradigms. Therefore, to facilitate a comprehensive understanding of self-assessment, having explicated main definitions of self-assessment, its process, and its main types. In addition to the core theoretical frameworks for improving self-assessment, its main principles, and the primary advantages of self-assessment. Subsequently, this section culminates with supplying some essential techniques that facilitate the development of self-assessment skills in students. Besides the exploration of self-assessment's theoretical underpinnings, the analysis proceeds to examine its implementation within the educational domain, culminating in an exploration of the respective roles of teachers and students in implementing self-assessment.

Hence, the subsequent focus of this analysis will shift towards the implementation modalities of self-assessment in the context of speaking performance, and the essential procedures that learners can strategically utilize to cultivate speaking performance through self-assessment technique.

Chapter Two: Teachers' and learners' Attitudes Toward Self-Assessment for Speaking Enhancement

Introduction

In contrast to the previous chapter, which primarily provided an existing literature relevant to the subject, the current chapter focuses on the practical implementation of the ongoing research. This chapter aims to showcase the fieldwork conducted to gather essential information for addressing research questions and achieving the study's overarching goals. It begins by reaffirming key aspects such as the primary objectives of the study, the sample, and the data collection methods. Moreover, the chapter extensively presents, describes, analyzes, and discusses both the students' and teachers' questionnaires.

2.1. Sample and Population

The research was carried out at the University of Mila, Institute of Letters and Foreign Languages, Department of Foreign Languages. The participants were second-year LMD students specializing in English within this department.

The reason for selecting this specific group of learners lies in their academic background. They possess a solid understanding of English language learning and teaching, demonstrate proficiency in expressing their thoughts and opinions, and exhibit awareness of self-assessment foreign language classrooms. Out of a larger population of 180 students, 50 were randomly chosen to serve as representatives.

Regarding the teachers' questionnaire, there were ten teachers that were chosen from the entire teacher population. These teachers have significant expertise in teaching English as a Foreign Language (EFL). Hard copies of the questionnaire were distributed to these selected teachers to collect data. This approach aimed to provide the study with strong evidence regarding learners' attitudes towards the use of self-assessment in enhancing speaking

performance in EFL speaking classes. Additionally, the teachers' questionnaire was crucial in investigating the teacher's opinions and attitudes towards the use of self-assessment in enhancing learners' speaking performance in their Oral Expression classes.

2.2. Data Collection Tools

To gather data, we distributed two questionnaires to both teachers and learners. These questionnaires included a mix of closed-ended and open-ended questions aimed at gathering the necessary information. Both teachers and learners were asked to provide their insights on the use of self-assessment in enhancing learner speaking performance.

2.3. The Learners' Questionnaire

2.3.1. Description of the Learners' Questionnaire. The learners' questionnaire aims at exploring the learners' perspectives towards using self-assessment for speaking performance. The questionnaire is divided into four primary sections, made of 20 questions and made up of closed-ended questions with multiple choices, where respondents are permitted to select multiple options as applicable. Moreover, the questionnaire incorporates some open-ended questions, fostering unrestricted elaboration on participants' "points of view".

The participants are informed of the important role their responses play in advancing the research and are guaranteed that their data will be used solely for research objectives. Besides, students are assured of the complete anonymity of their questionnaire responses. This anonymity safeguards a supportive environment that promotes frank and uninhibited expression of viewpoints.

The first section is entitled "Background Information", it contains two multiple choice questions; it seeks to gather relevant personal data to illuminate the learners' perspectives such as their English level in addition to the factors that promote students to select English as a field of study.

Following that, the second section, which is about speaking performance, is made up of five main questions on the learners' speaking performance. It's concerned with the learners' viewpoints towards their speaking abilities. The first question seeks to determine the learners' reflection about their strengths and weaknesses in their speaking. The second one is meant to identify the students' perceptions regarding the role of speaking skills in achieving language proficiency. Then, the third question strives to identify the self-reported difficulties learners encounter in their English speaking proficiency, if any, which one of the specific areas of speaking skill that students perceive difficulties. The fourth question is designed to ascertain how much learners engage in their speaking activities.

Finally, this section is ended by the fifth question which concerns itself with the major speaking activities that learners find most beneficial for developing their speaking skill inside the classroom.

The third section is entitled "learners' attitudes towards the use of Self-Assessment" attempting to underscore the second variable in the current study. To begin with, this section is initiated by the first question that aims at exploring whether learners are familiar with the concept of self-assessment practices. The second question attempted to ascertain the sources learners perceive as most valuable in guiding their self-assessment process. After that, the third question of this section aims to gauge student comprehension of self-assessment's core benefits; this involves determining if they understand how it helps them pinpoint areas needing improvement.

The last section acts as the main section in the learners' questionnaire since it is made up of eleven questions about self-assessment in the oral Expression sessions. It is entitled 'The learners' Attitudes towards the Use of Self-Assessment in the oral expression Sessions. As for the first question, it serves to determine the learners' metacognitive awareness. In simpler terms, the question assesses if students are cognizant of self-assessment as a potential tool to

refine their speaking skills. The second question aims at exploring whether learners regularly reflect on their strengths and weaknesses in different speaking areas. Next, the third question seeks to determine whether students feel satisfied or not when they assess their own speaking. In the fourth question, the respondents are asked about whether they discern how self-assessment can help them improve their speaking in various ways. Then, the fifth question aims at discovering the main self-assessment techniques which learners rely on to assess their speaking performance. The sixth question is meant to know whether learners believe self-assessment helps them speak better or not. In the seventh question tackle to identify the learners' understanding and application of self-assessment within the specific context of the oral expression class. Then, the eighth question seeks to ascertain whether students get motivated when they assess their speaking performance. The ninth question attempts to determine whether learners understand the need to be objective and avoid letting their feelings or personal views influence their self-assessment. Eventually, in the last question, aims to identify the obstacles that learners encounter while using self-assessment to assess their speaking.

2.3.2. Administration of the learners' Questionnaire. The administration of the questionnaire commenced at the beginning of April. The process of collecting data spanned a period of one month. Most of the questionnaires were administered inside the classroom.

2.3.3. Analysis of the learners' Questionnaire

Background Information

Q1. What has prompted your decision to study English as a field of study?

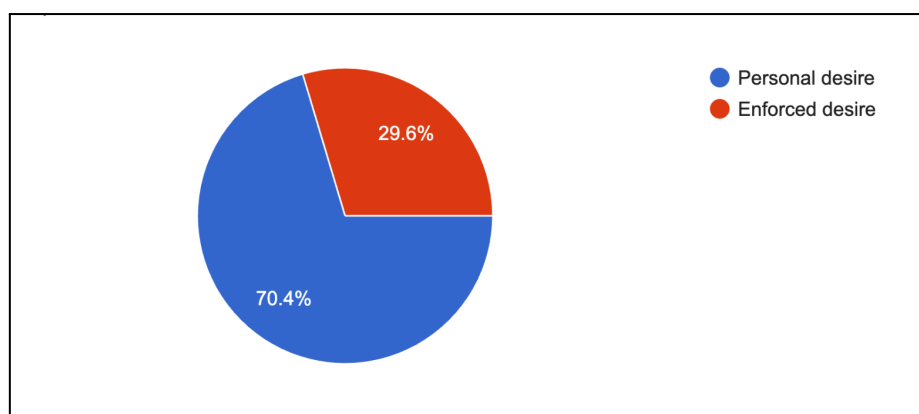


Figure 9. Factors Influencing Choice of English as a Field of Study

Aiming at exploring some aspects of learners' background, this question sought to investigate the motivational factors influencing learners' decisions to pursue English as a field of study. Specifically, it aimed to distinguish between intrinsic motivations, driven by personal interest and enjoyment, and extrinsic motivations, potentially stemming from external pressures or perceived necessities. This figure clearly showed that the majority of students (70, 4%) decided to pursue English studies due to intrinsic motivation; this is due to a personal affinity for the English language .On the other hand (29, 6%) appeared to be driven by extrinsic factors. That is, most learners appeared to be drawn to English studies due to intrinsic factors in which they found enjoyment and personal fulfillment in the exploration of the language.

Q2. How do you evaluate your level in English?

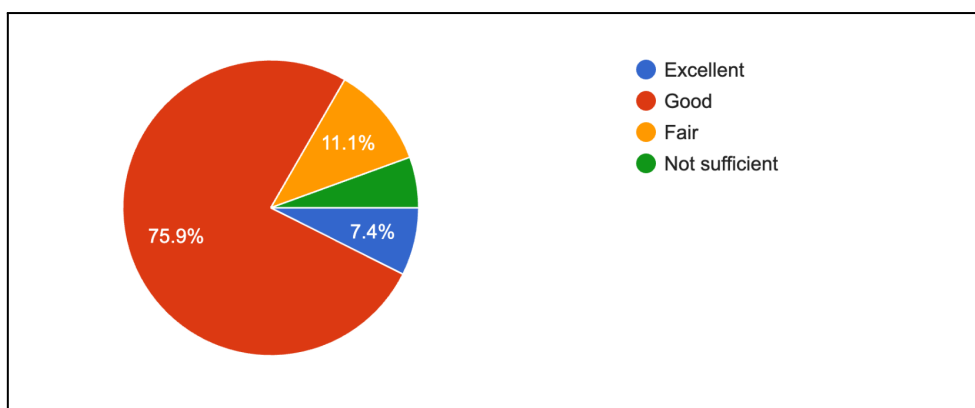


Figure 10. Students' Level in English

The aim of this question was to understand whether learners' perceptions of their abilities influence how they assess themselves during the learning process. Upon analyzing the data, it became apparent that most learners, approximately 75.9%, viewed their English proficiency positively, rating it as good. However, a notable 11.1% perceived their proficiency as only fair. Moreover, a smaller percentage, around 7.4%, rated their proficiency as excellent, while 5.6 % find it insufficient. Those findings suggested there might be areas where students need to improve, especially those who thought they are just "fair" or "not sufficient." Understanding how learners rate their own language skills would help teachers give better support and guidance which led to better learning outcomes.

Q3. How do you rate your speaking skills?

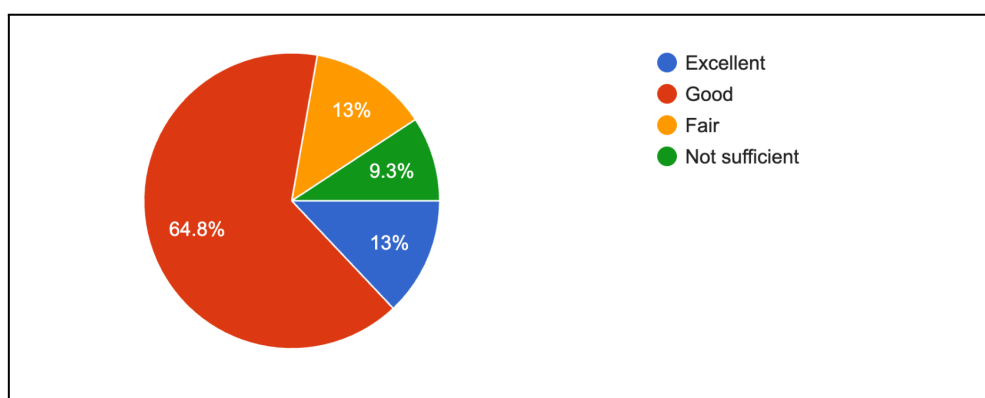


Figure 11. Students' Evaluation of Speaking Skills

As shown in figure 11, the majority of students (64, 8%) considered that they were good in speaking skills, while (13%) revealed that their oral performance was excellent, the other (13%) described their speaking skills as fair. Only (9, 3%) opt for not being sufficient with their speaking skills. This question aimed to prompt the learners to reflect on their strengths and weaknesses in speaking, so that learners could identify areas for improvement or highlight their existing capabilities. Therefore, the majority of students rated their speaking skills positively, with a high percentage selecting from “good” to “excellent” and “fair», while a smaller proportion reported insufficient level of speaking ability. Overall, these findings revealed that learners are generally confident in their speaking abilities with a need for improvement for a minority.

Q4. To what extent do you consider the speaking skill to be a crucial component for language proficiency?

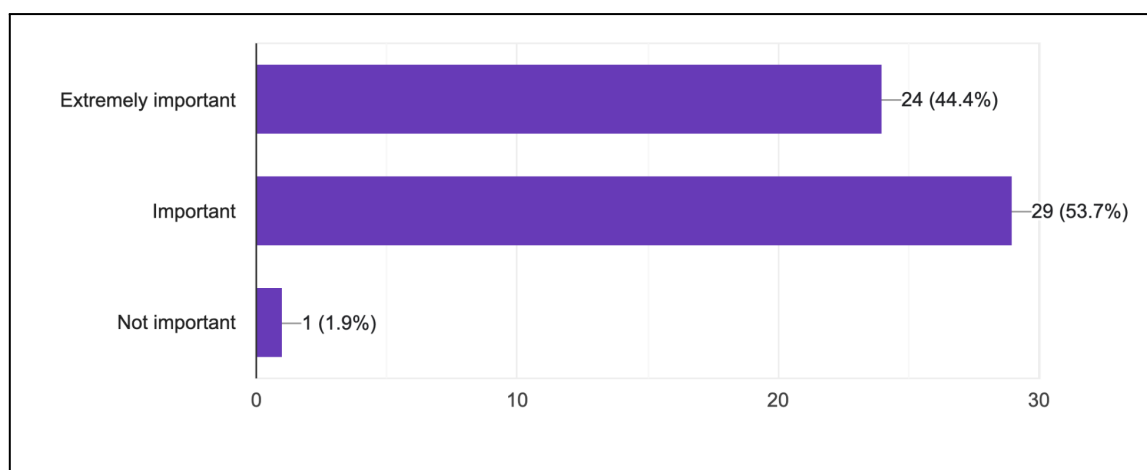


Figure 12. The Extent to which the speaking skill is a crucial component for language proficiency

That question aimed to gauge learners' perceptions regarding the importance of speaking skills in overall language proficiency. Analyzing the data revealed that around 44.4%, perceives speaking skills as extremely important additionally, a majority, approximately 53.7%, also considered speaking skills important. Only a small percentage, about 1.9%, viewed them as not important. Those results showed that learners overwhelmingly recognized how important speaking skill is for language proficiency. This means language programs should put a lot of emphasis on developing speaking abilities.

Q5. Do you find difficulties when speaking English?

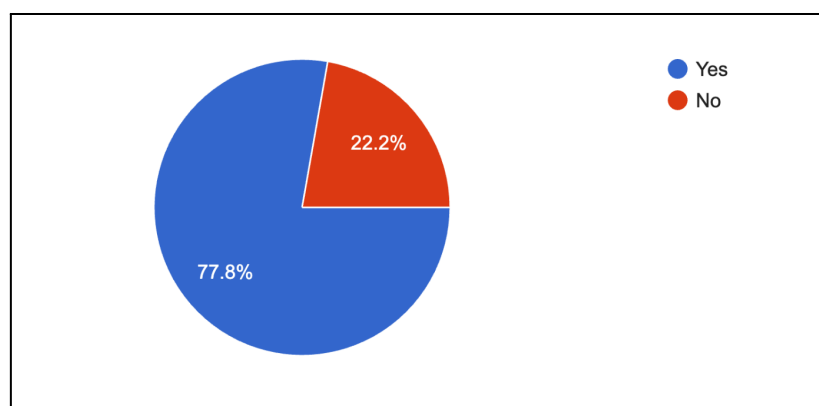


Figure 13. Student Perspectives on Speaking Difficulties in English

That question attempted to uncover the learners' self-awareness of their speaking abilities. Figure 3.6 clearly showed that the majority of students (77, 8%) had difficulties when speaking English inside the classroom. This is because of some linguistic Factors including limited vocabulary, grammar errors or pronunciation issues. The rest of the participants, (22, 2%) constituting a minority, stated that they did not have difficulties while speaking English. According to most of them, it appeared that a significant number of students encountered challenges when speaking English inside the classroom.

If “yes, are those difficulties due to your limited mastery of:

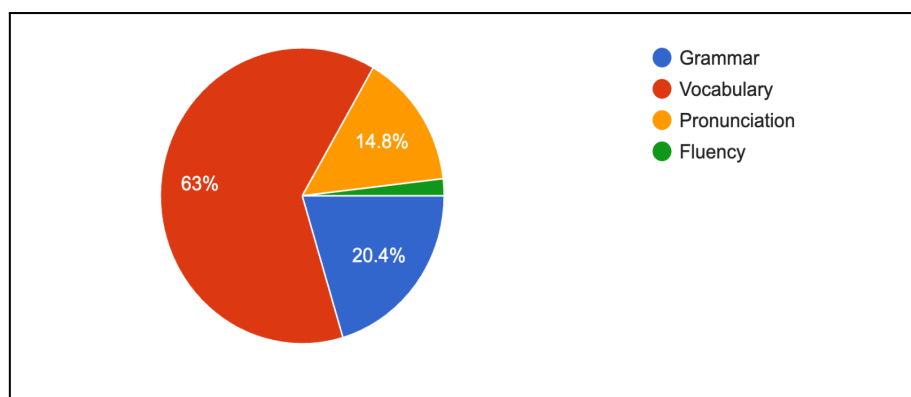


Figure 14. Factors Influencing English Speaking Performance

This question aimed to analyze the factors contributing to speaking difficulties among participants who answered affirmatively to experiencing such challenges. Notably, a significant majority, comprising 63% of participants, identified vocabulary as the primary challenge in their spoken communication. Additionally, a noteworthy 20.4% of participants attributed their speaking difficulties to grammar limitations. However, only a negligible 1% cited fluency as a factor, suggesting that most respondents do not perceive fluency as a significant obstacle. Furthermore, pronunciation issues were mentioned by 14.8% of participants. These findings offered valuable insights for teachers, highlighting specific areas where learners struggle in spoken communication.

Q6. How often do you participate in oral discussions in the speaking classes?

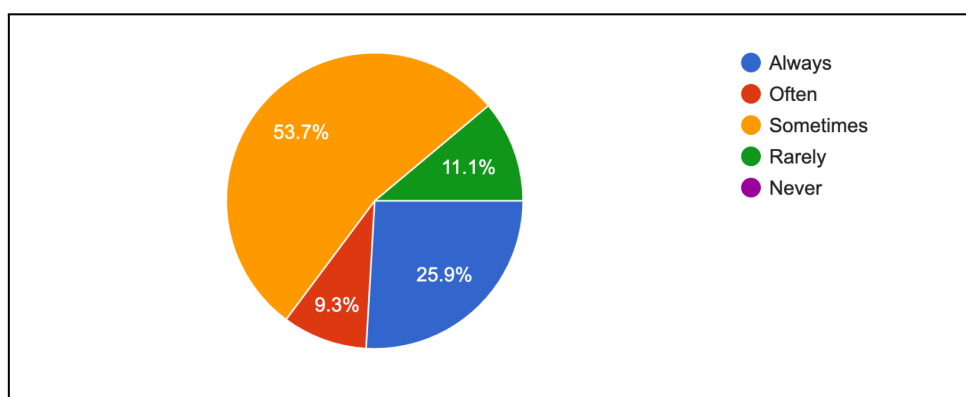


Figure 15. Frequency of Participation in Speaking Classes

As it is shown, most of the students (53, 7%) declared that they sometimes participate in oral discussions, while (25, 9%) of students said that they always participate in oral activities. Further, (11, 1%) suggested that they rarely engage in oral interactions. Only nine percent of the respondents demonstrate a low involvement in classroom activities and discussions. Through this question, attention was directed towards the baselines for how actively students are currently engaging in oral discussions. Those findings suggested that the interplay of internal and external factors like confidence and language proficiency is crucial for creating a supportive environment that empowers all learners to become more active and engaged speakers.

Q7.Which speaking activities do you find most beneficial for developing your speaking skill inside the classroom?

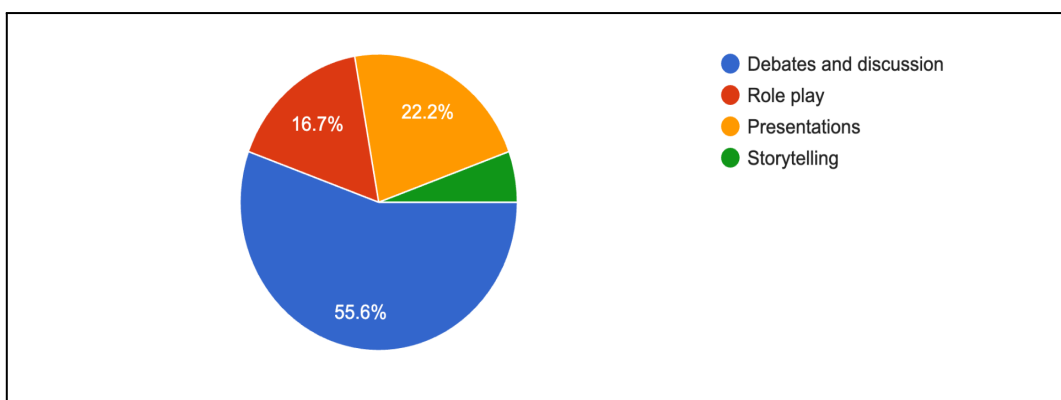


Figure 16. Preferred Speaking Activities for Developing Speaking Skills in the Classroom

This data gave a glimpse into what types of speaking activities students find most helpful for improving their speaking skills in the classroom. The majority, 55.6%, preferred debates and discussions. Presentations were also popular, with 22.2% of students finding them helpful. On the other hand, only 16.7% favored role play activities. Interestingly, storytelling

was less favored, mentioned by only 5.6% of students. By aligning classroom activities with students' preferences, the teachers can create a more engaging and effective learning environment so that they could encourage active participation and enhance oral communication development.

Q8. How often do you use self-assessment in the classroom?

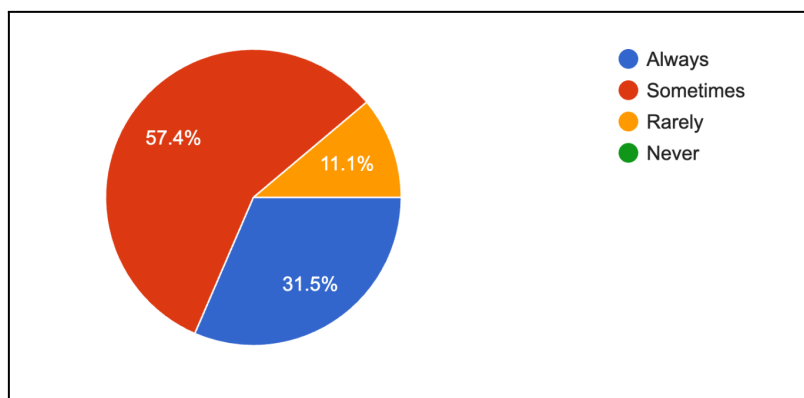


Figure 17. Frequency of the use of self-assessment in classroom

The primary objective of this inquiry is to uncover the existing self-assessment practices, meaning that to establish a baseline for how frequently students currently utilize self-assessment techniques in their oral sessions. Upon analysis, the majority of students (57, 4%) agreed that they sometimes use self-assessment to assess their language, while (31, 5%) reported that they always use self-assessment techniques inside the classroom. However, eleven percent opts for rarely using self-assessment to assess their oral abilities. Lastly, none of the students ever used self-assessment in the classroom. That observation indicated a pre-existing awareness of self-assessment techniques among the learners, potentially indicating their application during oral sessions to assess their speaking abilities.

Q09. When you use self-assessment, whose feedback do you find most helpful?

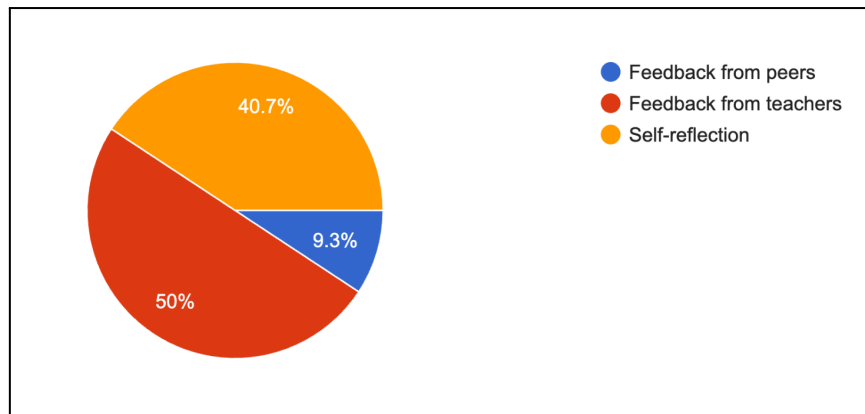


Figure 18. Students' Preferred Source of Feedback in Self-Assessment Practices

This question aimed to discern participants' preferences regarding the most beneficial source of feedback when engaging in self-assessment. Notably, a majority of respondents, comprising 50%, indicated that feedback from teachers is the most beneficial. This suggested that learners value the guidance and expertise provided by their instructors in assessing their own performance. Additionally, a significant proportion, around 40.7%, favored self-reflection as the preferred source of feedback. However, a smaller percentage, approximately 9.3%, cites feedback from peers as the most helpful. Through this inquiry, it becomes evident that learners have distinct preferences regarding the most helpful source of feedback during self-assessment.

Q10. Self-assessment is significant because

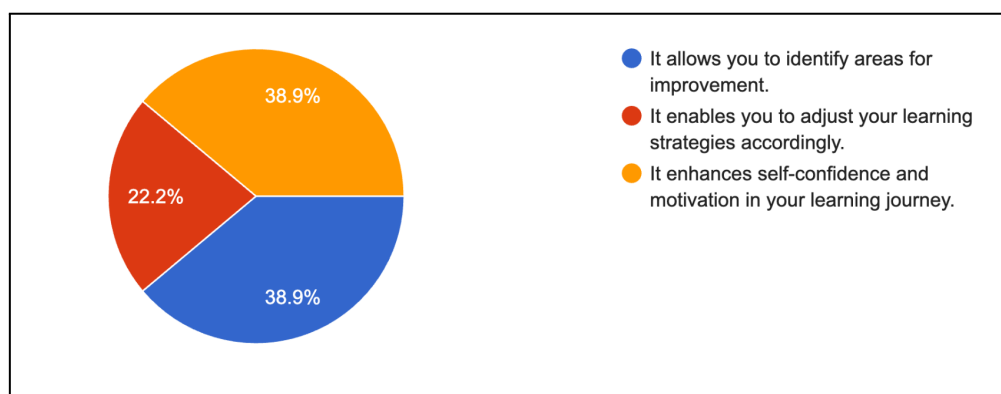


Figure 19. Significance of Self-Assessment in Language Learning

This question aimed to investigate the learners' perception about the importance of using self-assessment. Data obtained from the above graph reveal that actually (38, 9%) of the participants look at self-assessment as a significant technique because it allowed them to identify areas for improvement, whereas the other (38, 9%) believed that self-assessment can enhance their self-confidence and motivation in their learning journey. Furthermore, only some students (22, 2%) considered that using self-assessment enables them to adjust their learning strategies accordingly. Overall, these results suggest that most students actively use self-assessment techniques.

Q11. Do you use self-assessment as a tool to improve your speaking skill in the classroom?

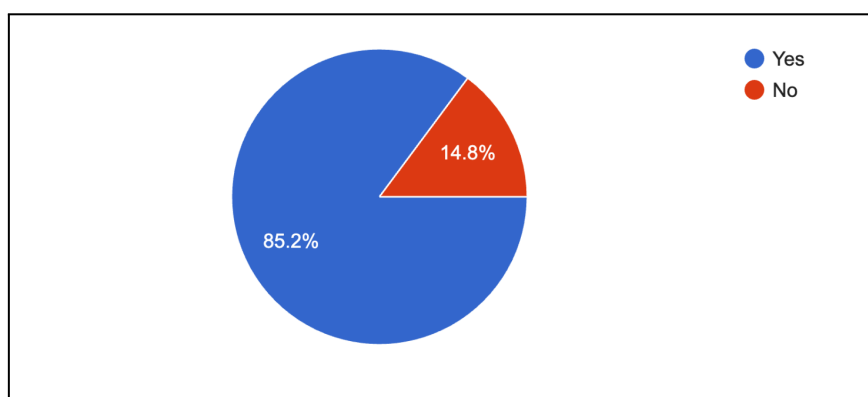


Figure 20. learners 'Use of Self-Assessment in Classroom

This question aimed to ascertain the extent to which self-assessment was utilized as a tool for enhancing the speaking skill in the classroom. The data revealed that the vast majority,

comprising 85.2% of respondents, utilize self-assessment for this purpose, indicating a widespread recognition of its value in self-improvement. Conversely, a smaller percentage, approximately 14.8%, did not employ self-assessment for enhancing their speaking skills. These findings provided evidence that a significant majority of respondents utilized self-assessment as a valuable tool for improving their speaking skills in the classroom, indicating its widespread adoption and effectiveness in enhancing speaking skills.

Q12. How often do you assess your speaking performance (grammar, vocabulary, fluency, and comprehension)?

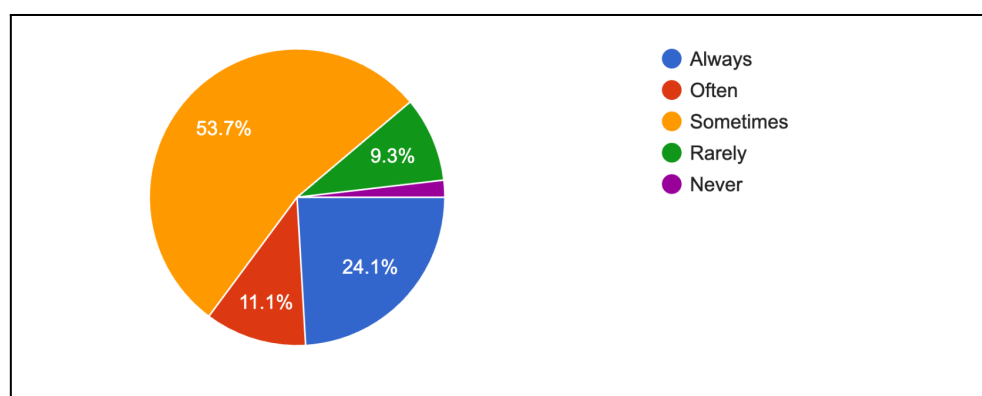


Figure 21. learners' Assessment Frequency of Speaking Performance

The present question sought to prompt the students to consider a more holistic approach to self-assessment. Over half of the participants (53.7%) claimed they sometimes assess their speaking performance, while (24, 1%) of students consider that assessing their speaking performance takes place always. However, a notable proportion (11, 1%) of the participants suggested that they often assess their speaking aspects. On the contrary, (9, 3%) of the respondents had a different view regarding this matter; they selected the option rarely. Notably, none of the students ever assessed their speaking performance. According to the students' responses, it was quite noticeable that the overwhelming majority of students are actively self-aware and targeting key areas for improvement.

Q13. How do you feel when you self-assess your speaking?

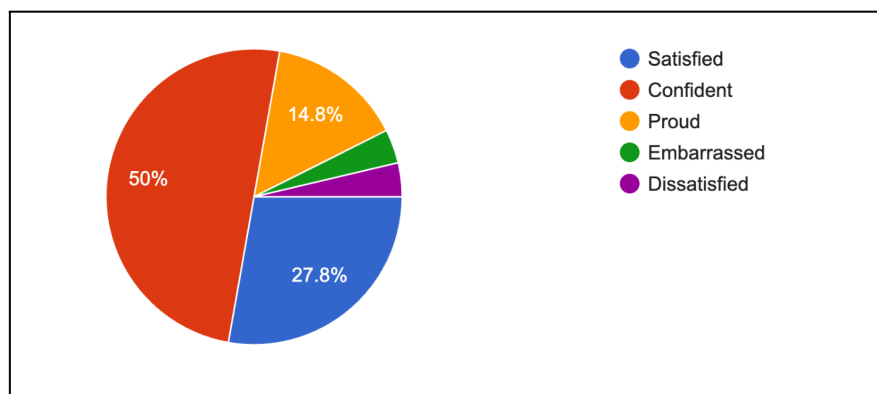


Figure 22. learners Emotions during Self-Assessment of Speaking Skills

This question aimed to explore the feelings experienced by individuals when they engage in self-assessment of their speaking skills. Analysis of the data revealed that the majority, comprising 50% of respondents, feel confident when self-assessing their speaking abilities. Additionally, 27.8% express feeling satisfied, while 14.8% report feeling proud. Conversely, a smaller percentage, approximately 3.7%, felt embarrassed or dissatisfied during self-assessment. The findings indicated that the majority of participants feel confident when self-assessing their speaking skills. This suggests that self-assessment positively influences their confidence in speaking abilities.

Q14. Do you think assessing your speaking performance helps you to?

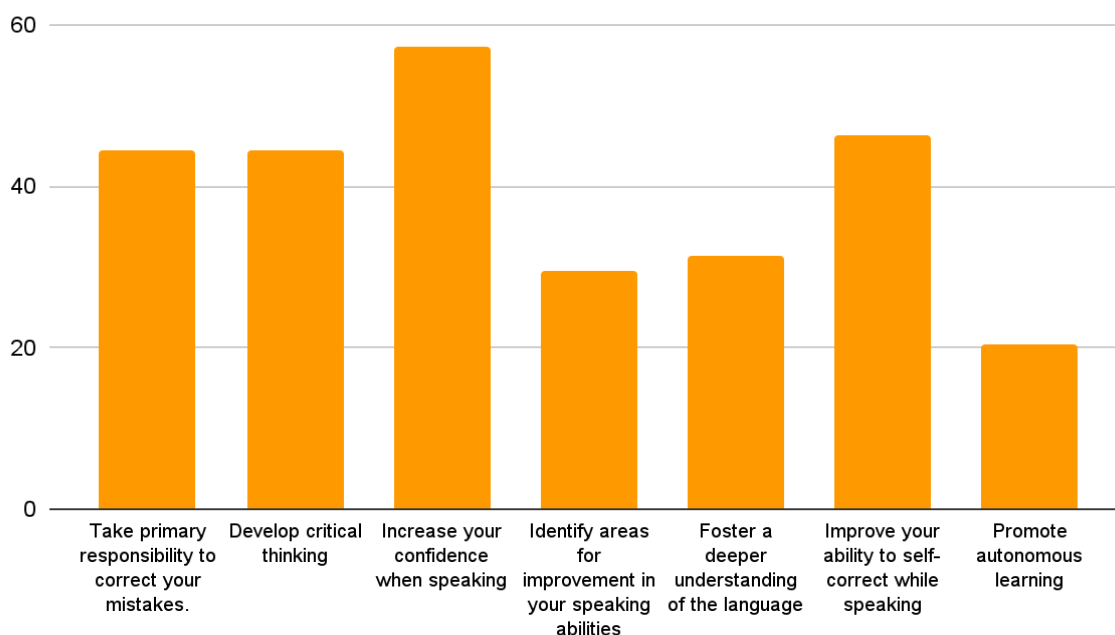


Figure 23. learners' Perceptions of the Impact of Assessing Speaking Performance

This item was devised to illuminate learners' perceptions regarding the specific ways in which assessing speaking performance contributes to their ongoing process of language acquisition. Participants were given the freedom to choose multiple options. The data showed that (57, 4%) of learners consider that assessing their speaking performance helped them to increase their confidence when speaking. Additionally, (46, 3%) of the participants revealed that assessing their speaking can improve their ability to self-correct while speaking. Conversely, some students (44,44%) revealed that through daily assessment of their speaking performance, they can take primary responsibility to correct their mistakes. On the other hand, an equal percentage of students (44,4%) argued that their critical thinking can be developed through speaking assessment. Additionally, (31, 5%) of the participants indicated that they foster a deeper understanding of the language through assessing their speaking performance, and (29, 6%) of the students reported that they do so because it identifies their areas for

improvement in their speaking abilities. Lastly, a small percentage (20.4%) stated that they assess their speaking because it promotes autonomous learning. The findings suggested that self-awareness can be a powerful confidence booster. Students who feel their speaking abilities are recognized and appreciated are more likely to believe in themselves as competent communicators.

Q15. What is the self-assessment(s) tool(s) you mostly use in speaking?

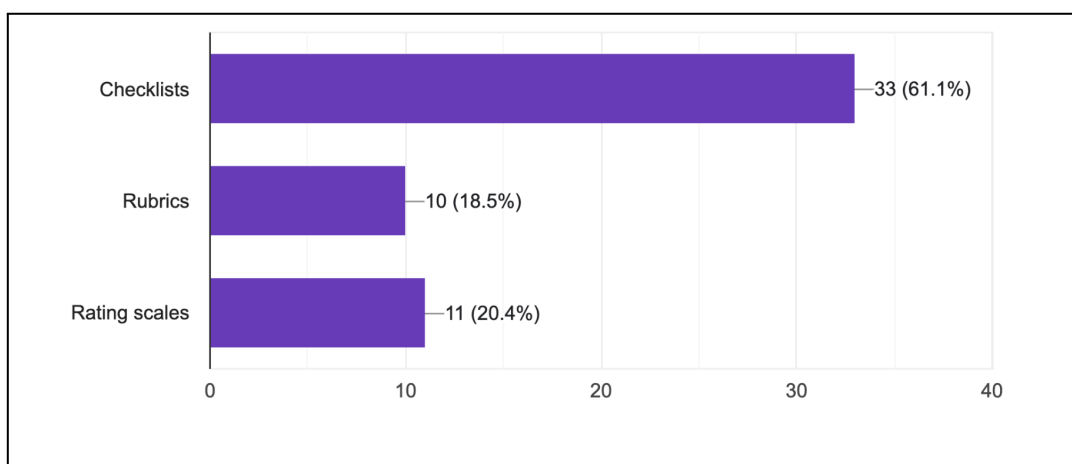


Figure 24. learners ‘Preferred Self-Assessment Tools for Speaking Skills

This question sought to identify the self-assessment tools predominantly utilized by individuals for evaluating their speaking skills. Analysis of the data revealed that the majority, comprising 61.1% of respondents, primarily used checklists for self-assessment. Additionally, 18.5% of participants indicated the use of rubrics for this purpose, while 20.4% report employing rating scales as self-assessment tools. These findings provided insights into the preferred self-assessment methods for evaluating speaking proficiency, with checklists emerging as the most commonly utilized tool among respondents.

Q16. Self-Assessment is an effective technique to enhance speaking skills.

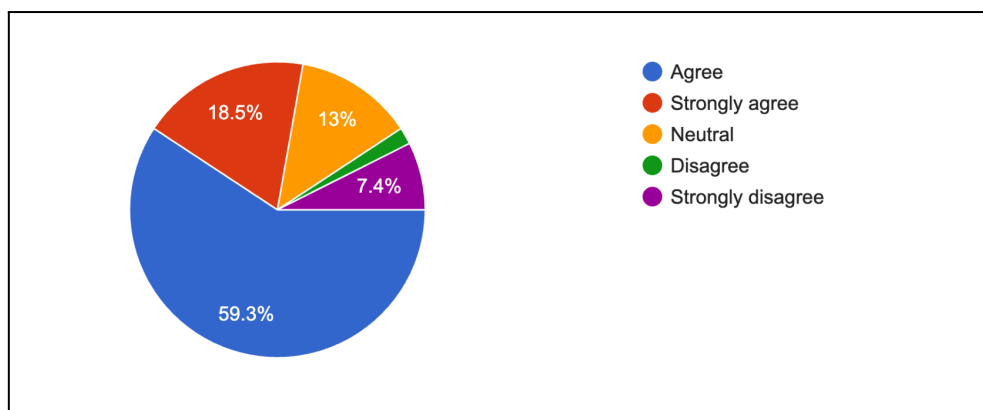


Figure 25. learners' perspectives on the Effectiveness of Self-Assessment in Enhancing Speaking Skills

The aim of this question was to explore the learners' points of view concerning using self-assessment techniques as a tool to enhance their speaking skills. The results presented above revealed that (59, 3%) of the participants agreed on self-assessment as an effective technique to enhance speaking skills and (18.5%) strongly agree on that too. This indicated that a significant portion of the students believe that self-assessment can enhance their speaking performance .On the other hand, (13%) of the informants were neutral, while the remaining (7, 4%) strongly disagreed with the idea that self-assessment enhances the speaking skill. Finally, none of the students opt for "disagree". In sum, the data indicates that most of the students appear cognizant of the self-assessment concept and its importance to improve speaking skills.

Q17. Does self-assessment motivate you to improve your speaking?

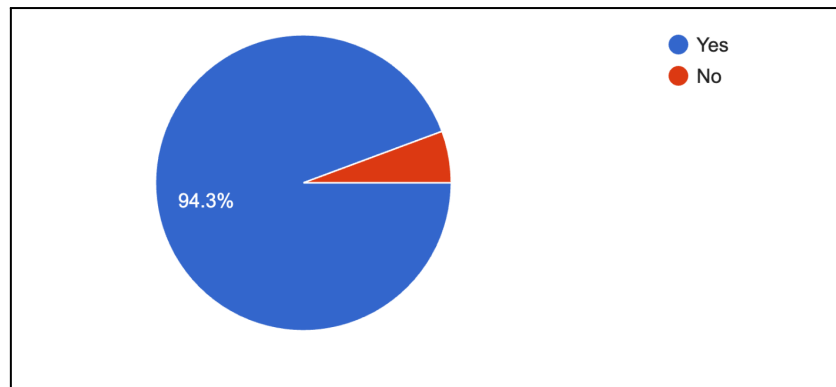


Figure 26. Motivational Impact of Self-Assessment on Speaking Improvement

This question aimed to investigate the extent to which self-assessment serves as a motivational factor for individuals to enhance their speaking skills. The data reveals that the overwhelming majority, comprising 94.3% of respondents, indicate that self-assessment motivates them to improve their speaking abilities. Conversely, a small percentage, approximately 5.7%, did not find self-assessment motivating in this regard. It is evident that self-assessment served as a powerful motivational tool for the majority of respondents in their endeavors to improve their speaking skills. This highlighted the importance of incorporating self-assessment practices into language learning activities to encourage and sustain learners' motivation towards achieving speaking proficiency.

Q18. How do you ensure that your self-assessment of speaking skills remains objective and reliable?

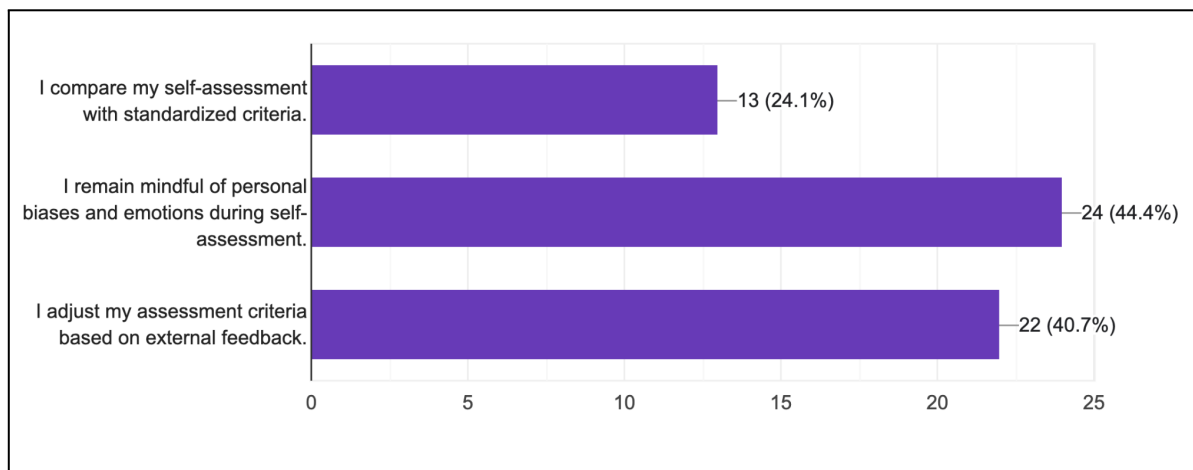


Figure 27. Strategies for Ensuring Objectivity and Reliability in Self-Assessment of Speaking Skills

The teachers were given the freedom to select more than one of the options. This question aimed to see how students keep their assessment reliable far from emotions. The obtained results showed that (44.4%) of the answers opt for the second option in which students remain mindful of personal biases and emotions during self-assessment, whereas (40.7%) of participants stated that they adjusted their assessment criteria based on external feedback. Additionally, only (24.1%) of the respondents declared that they compared their self-assessment with standardized criteria. From this, we assumed that students used different ways to foster their self-assessment objective and reliability.

Overall, the data suggests that offering a variety of tools is important. However, students' prefer to remain objective as an effective strategy to assess their speaking.

Q19. What challenges have you encountered while using self-assessment for speaking?

Explain

This item is an open-ended question which students may answer in different ways. It aimed at investigating the learners' beliefs about the challenges while using self-assessment for speaking. It should be noted that only twenty-five of fifty-four students answered this question. From the collected data, there is a notable discrepancy among learners' perspectives regarding the challenges associated with utilizing self-assessment.

More than half of the students who answered showed difficulties while they assessed themselves. Eight students claimed that they faced difficulty with learning new words. They did not have a sufficient vocabulary in English, which leads to inappropriate use of self-assessment. Some students (Seven students) voice their struggles with utilizing

self-assessment techniques, specifically citing their fear of making mistakes when speaking English. A learner said that it is hard to catch all the mistakes. This fear appeared to hinder their ability to effectively engage in self-assessment processes aimed at improving their English language proficiency. Furthermore, four students contended that they encountered psychological barriers that hinder their awareness and utilization of self-assessment. These barriers include stress, anxiety, and difficulties in social communication. Five students had expressed that when they assessed their speaking using self-assessment, they compared themselves to their peers which made them feel less confident about their own abilities. Only one student says: Difficulty of setting goals without clear benchmarks or criteria. The challenge stems from the lack of specific targets for improvement due to the absence of clear benchmarks or criteria against which progress can be measured. This ambiguity made it challenging for the EFL students to gauge their advancement accurately and adjust their efforts accordingly. Two students had no idea on the challenges they face during their self-assessment in enhancing their speaking skill. Based on the data gathered, this analysis confirmed the array of student perspectives on employing self-assessment to enhance their speaking abilities. The absence of consensus among learners could be attributed to various factors, including differing proficiency levels, individual learning preferences, linguistic backgrounds, and potential psychological challenges.

Q20. If you have any suggestions or recommendations about the topic, please let us know.

In response to the invitation for suggestions or recommendations about the topic, several participants expressed positive sentiments and offered insightful input:

"I love the topic and would be eager to participate in more questionnaires if possible. It's intriguing because it addresses a crucial aspect of language learning and development.

Self-assessment, often overlooked, presents an opportunity for improving speaking skills, which many students may struggle with." "Nice topic. Keep doing it." "Record myself and listen to it again." "Self-assessment is important, but self-confidence is even more crucial. Trust yourself, and you'll do a better job of enhancing your English level." "Watch experiences of English self-learning individuals to improve self-assessment skills." "Self-confidence and practice are key." "To be confident while speaking." "Assess yourself and judge it before anyone else could. «Put a lot of trust in yourself and your abilities."

These responses highlighted the enthusiasm for the topic and offer valuable insights into potential areas of focus for further research or exploration.

2.3.4. Discussion of the Main Findings of the learners' Questionnaire

Scrutinizing the student questionnaire data obtained valuable insights into the efficacy of self-assessment techniques in enhancing speaking performance. The main findings showed that most second year learners are aware of the concept of self-assessment and its importance in enhancing the learners' speaking skills. The majority of students demonstrated awareness of the self-assessment concept and actively utilized it to assess their speaking abilities during classroom oral sessions. Furthermore, students who engaged in self-assessment reported heightened levels of confidence while speaking. In addition to that, Checklists emerged as a prevalent and effective tool for facilitating self-assessment of speaking skills. Moreover, most of the students indicated that self-assessment served as a motivator to improve their speaking performance. Nevertheless, a key challenge identified by students when implementing self-assessment was a perceived lack of vocabulary, hindering their ability to incorporate new words and utilize them effectively. Overall, the study suggested generally positive results among students towards implementing self-assessment to enhance their speaking abilities.

Therefore , the majority of students assumed that assessing would play a vital role in improving their level of speaking proficiency, it empowers them to transition towards autonomous learning by facilitating the identification of their speaking challenges, areas requiring improvement, and ultimately leading to enhanced speaking proficiency.

2.4. The Teachers' Questionnaire

2.4.1. Description of the Teachers' Questionnaire. The primary objective of the teachers' questionnaire is to investigate the EFL teachers at Mila University Center regarding the use of self-assessment in enhancing students' speaking performance. The questionnaire comprises a total of six-teen questions, featuring a mixture of both close-ended, multiple choice questions and open-ended questions. These questions are carefully organized into four separate sections to thoroughly gather a wide array of pertinent information.

The first section is entitled "Background Information" which contains two questions of personal information. The first question is concerned with the academic degree of EFL teachers. The second question is about teachers' experience in teaching English as an FL.

The first section, which is named "Students' Speaking Performance", is designed to estimate teachers' attitudes and perceptions of learners' speaking skill. The first question is set up to examine the student's level in English. Add to this, the second question seeks to gain insight into the teacher's perspective on the challenges associated with teaching speaking skills. . The third question seeks to pinpoint which specific language areas the EFL teachers find most difficult to teach in developing oral proficiency.

Moving to the third section, which is entitled "The Use of Self-Assessment", which seeks to determine the teachers' attitudes of students' use of self-assessment? The section is made up of three questions where the first question aims to determine whether the students are able to assess themselves or and maintain the reason behind their incapability to self-assess

their skills... Followed by a second question which aims to find out how frequently the teachers allow their learners to engage in self-assessment. The third question captures the teacher's views on the various advantages of using self-assessment in the learning process. Lastly, the section captures the teachers' attitudes of students' self-assessment.

Further, the last essential portion of the study, which is labeled "The teachers' Attitudes towards the Use of Self-Assessment in the Oral Expression Sessions," aims to investigate the teachers' attitudes of the use of self-assessment on the students' speaking performance. Primarily, the first question is designed to determine the frequency with which the teachers incorporate self-assessment into their speaking sessions. Eventually, the second question of this section aims to gauge the teacher's belief in the effectiveness of self-assessment practices in enhancing their students' speaking performance. Moreover, the third question aims to determine whether the teacher consistently sets targeted goals aimed at improving their students' speaking skills, and if they do, they are asked to specify what those goals are. The fourth question seeks to know which self-assessment techniques the teachers consider most effective for enhancing students' speaking skills. In addition, the fifth question is aimed to understand the various strategies the teacher employs to assist students during self-assessment activities in oral expression sessions... It is followed by a sixth question, which pursues the respondent's level of agreement on the importance of raising students' awareness about self-assessment techniques to enhance their speaking skills. Add to this, the seventh question seeks to identify whether the respondent has faced any difficulties in integrating self-assessment practices into their speaking classes, and if so, what those challenges would be. The eighth question aims to maintain the teachers believe that self-assessment can help students develop metacognitive skills specifically related to speaking. Ultimately, the aim of the last question is to gather detailed insights and personal experiences from the respondent on how self-assessment has been used to improve students' speaking performance.

2.4.2. Administration of the Teachers' Questionnaire. Just like the students' questionnaire, the teachers' questionnaire is administered via Google form, the process of collecting data distributed over a period of roughly one month, to encourage widespread participation from teachers and obtain a substantial amount of trustworthy data.

2.4.3. Analysis of the Teachers' Questionnaire

Background Information

Degree(s) held:

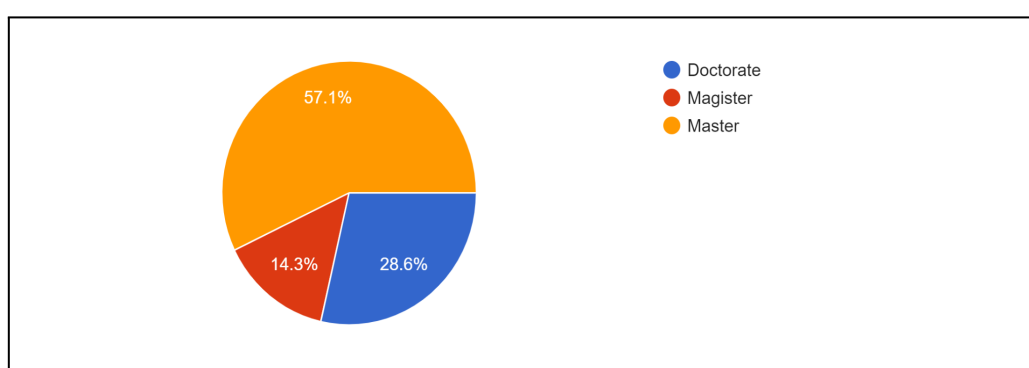


Figure 28. Teachers' Academic Degrees

The aim of this question is to gather information about the educational qualifications of the teachers. As it is shown, more than half of the respondents (57.1%), have a Master's Degree, whereas (28.6%) of teachers are PhD holders, while only (14.3%) of teachers hold a Master's degree. These results established that the majority of EFL teachers of oral expression at Mila university center are master's graduates.

Q1. How long have you been teaching English as a foreign language?

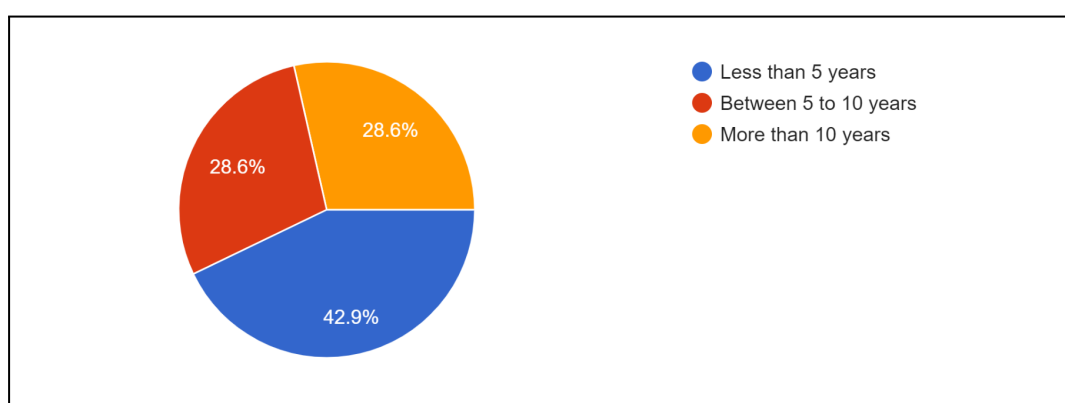


Figure 29. Years of Experience Teaching English as a Foreign Language

The aim of asking this question was to gauge the teaching experience of individuals in teaching English as a foreign language. The data revealed that 42.9% of the teachers have less than 5 years of experience, 28.6% have between 5 to 10 years, and 28.06% have more than 10 years of experience. This distribution indicated a varied range of experience levels among teachers. Consequently, the different experience levels might influence the effectiveness and implementation of self-assessment techniques.

Q2: How do you evaluate your students' level in speaking?

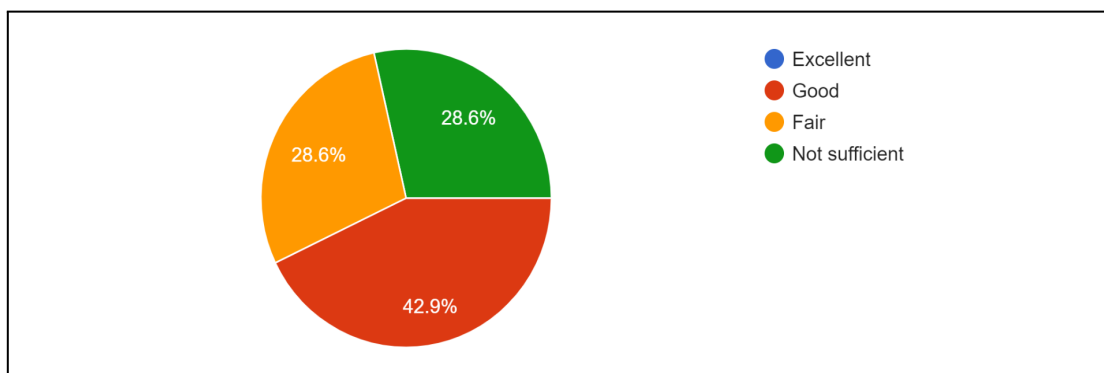


Figure 30. Teachers' evaluation about the Students' Speaking level

This question is designed to identify areas that need a closer look and improvement. The data determine that (42.9%) of the participants indicated that the students' level in English is good ; however, some teachers (28.6%) stated that they opt “ fair” for students' level in English, the other remaining (28.6%) declared that the students' level in English is not sufficient. But none of the teachers opted “excellent” as an evaluation for the level in the English language. Notably, most of the EFL learners have a satisfied level in English.

Q3. Do you think that speaking is a difficult task to teach?

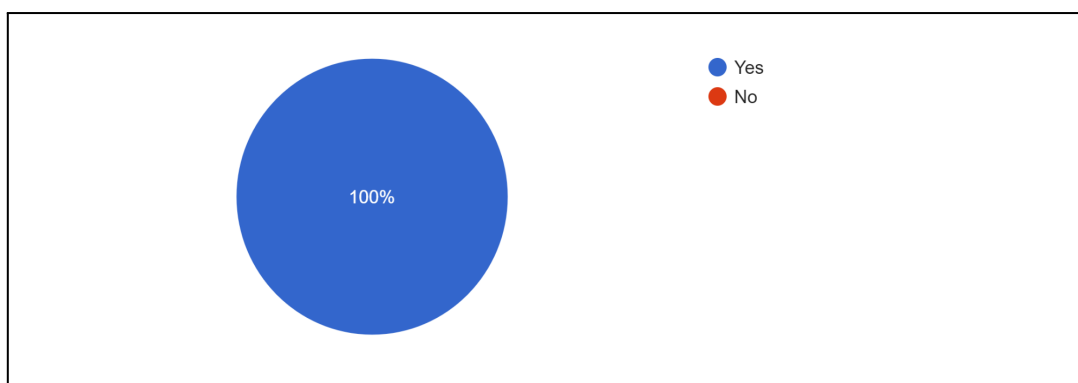


Figure 31. Complexity of Teaching Speaking Skills

The aim of asking this question is to determine teachers' perspectives on the difficulty of teaching speaking skills. The data shows that 100% of the respondents believed that teaching speaking is a difficult task. This unanimous agreement highlighted the universal challenge faced by teachers in this area. Consequently, it underscores the need for effective strategies and resources specifically designed to support teachers in overcoming the difficulties associated with teaching speaking skills.

Q4. Which of the following language areas do you find most difficult to teach oral proficiency?

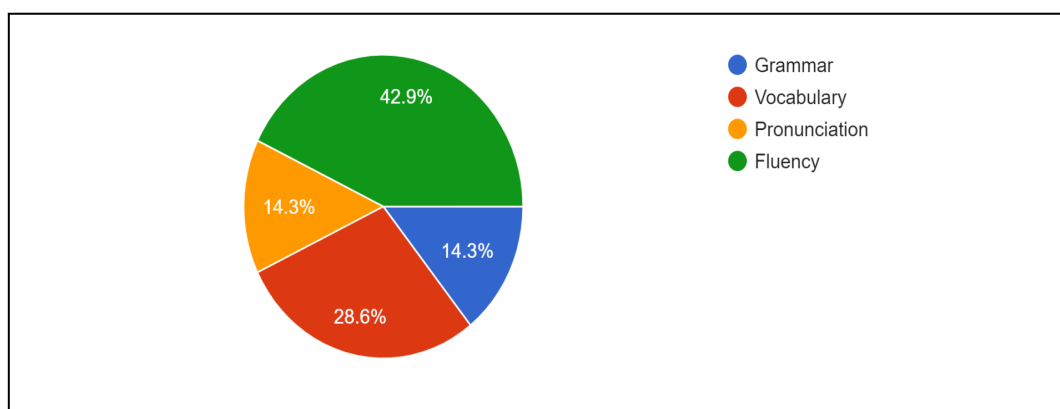


Figure 32. Areas that Teachers find most difficult to teach Oral Proficiency

The purpose of this question is to determine the difficulties teachers face in developing oral abilities in their students. As it is shown in the above figure, some teachers (42.9%) stated that fluency is the most difficult area to teach oral proficiency, while two teachers (28.6%) pointed out that vocabulary is the most difficult area to teach in oral sessions; by contrast, one teacher (14.3%) opted for grammar as a difficult area to teach oral, the same percentage (14.3%) declared that the most difficult area in teaching oral is pronunciation.

Overall, the findings suggested that fluency is the most difficult area for teachers to develop in their students. This means that teachers find it most challenging for their students to speak smoothly and effortlessly.

Q5. Do you think that your students are able to assess themselves in their language learning?

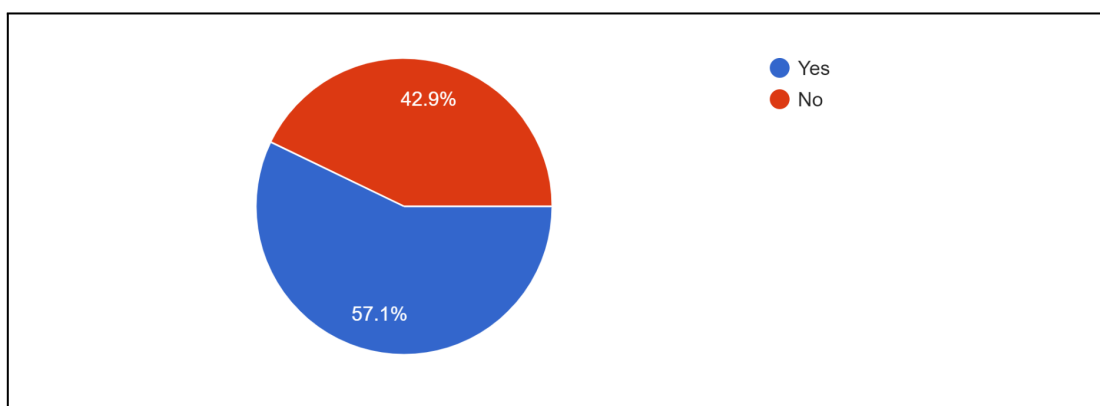


Figure 33. Students' Ability to assess themselves

The aim of asking this question is to understand teachers' opinions on whether their students are capable of self-assessing their language. The data shows that 57.1% of the respondents believe their students are capable, while 42.9% do not share this belief. Those who doubt their students' ability to self-assess cite several reasons: students cannot see beyond

their limits, are not aware of their errors, do not speak in English often, and feel satisfied once their message is conveyed, regardless of accuracy. Consequently, these insights suggested that enhancing students' self-assessment skills in speaking requires addressing these specific challenges through focused interventions and practice opportunities.

Q6. How often do you provide your students with the opportunity to assess them?

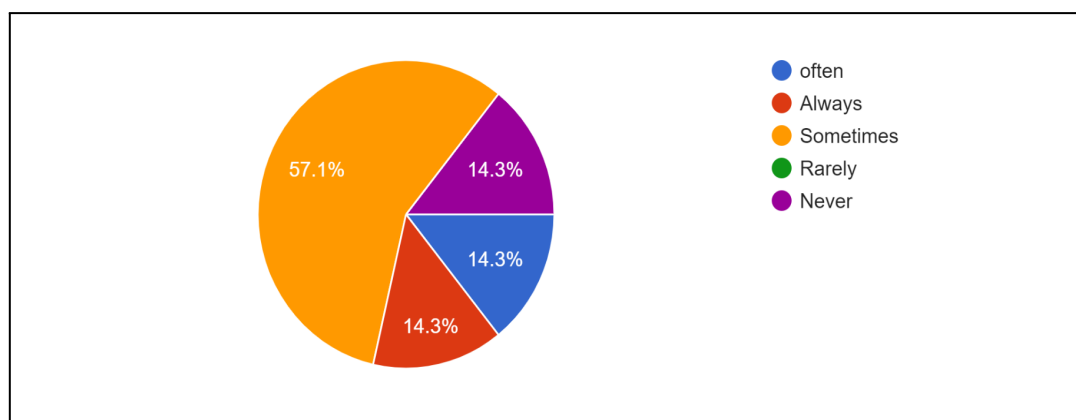


Figure 34. The frequency that Teachers provide to Students to assess themselves

This question determines whether teachers encourage metacognition, which is a student's ability to reflect on their learning. The data shows that the half of the respondents (57.1%) stated that they sometimes provide students with opportunity to assess themselves, whereas (14.3%) declared that they often give opportunities, the same percentage (14.3%) of teachers opt for always, the remaining (14.3%) of teacher maintained that they never give opportunities for students to assess themselves. However, none of the teachers provide opportunities for students. As it is noticeable from these results that the majority of EFL teachers provide students with opportunities to assess themselves.

Q7. In your opinion, what are the benefits of using self-assessment? (You may select more than one option)

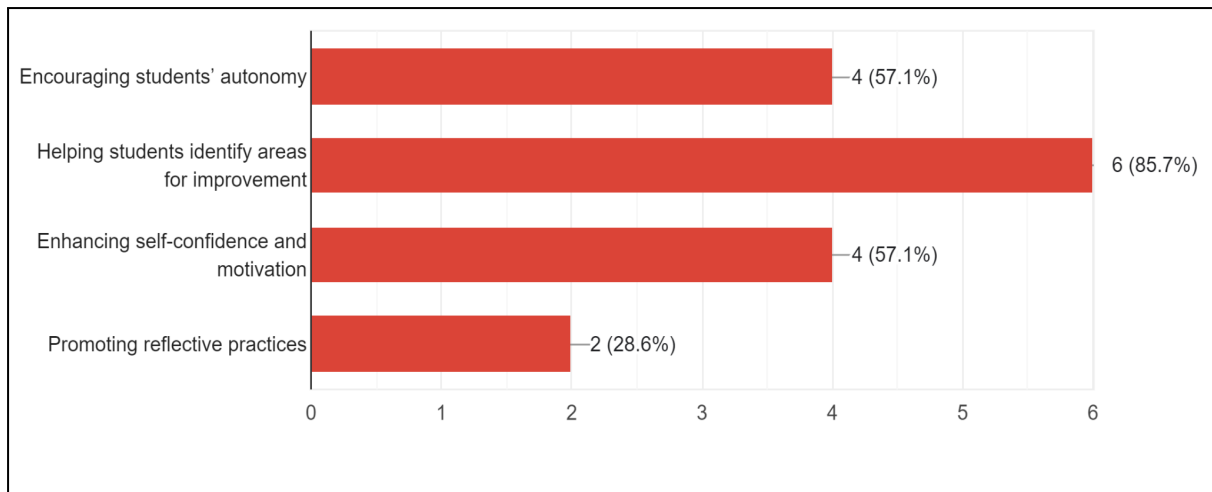


Figure 35. Benefits of using self-assessment

The aim of asking this question is to identify educators' perceptions of the benefits of using self-assessment in enhancing speaking skills. The data indicated that 85.7% of respondents believe self-assessment helps students identify areas for improvement, while 57.1% think it encourages students' autonomy and enhances self-confidence and motivation. Additionally, 28.6% of respondents highlighted the promotion of reflective practices as a benefit. Consequently, these insights suggested that self-assessment is highly valued for its role in fostering student independence, boosting confidence, and encouraging reflection, all of which are essential for improving speaking abilities.

Q8. How often do you typically integrate self-assessment in your speaking sessions?

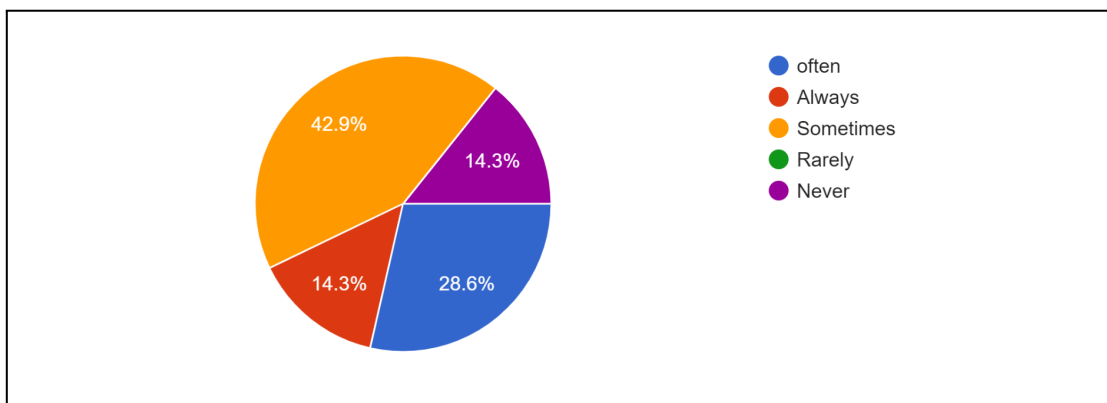


Figure 36. The Frequency of Implementing Self-Assessment in Speaking sessions

The objective of this question is to gauge how often teachers incorporate self-assessment practices that allow students to directly assess their own speaking abilities. The research findings indicate that some teachers (42.9%) stated that they sometimes integrate self-assessment in their speaking classes; however, (28.6%) of teachers opted for often, and (14.3%) declared that they always do, also the same percentage (14.3%) show that they never incorporate self-assessment in their oral sessions. Notably, none of the teachers opt for it as an option. These findings suggested a need to promote consistent use of self-assessment and support teachers who might struggle to integrate it effectively.

Q9. Do you think that the use of self-assessment practices will improve your students' speaking performance?

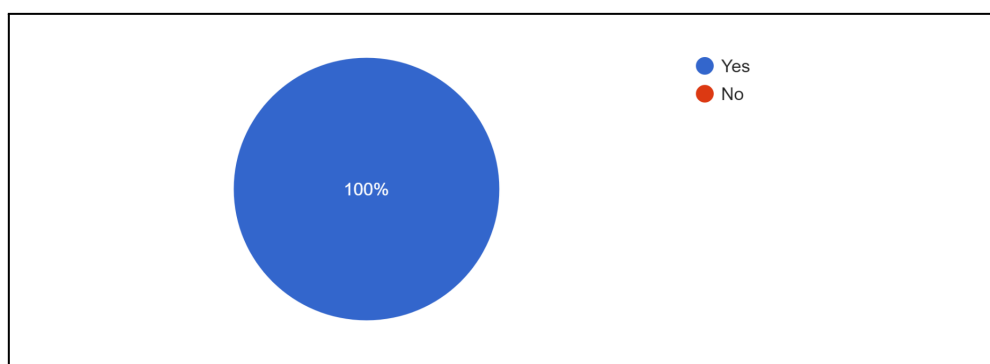


Figure 37. Teacher's perception about the use of self-assessment to improve speaking

The aim of asking this question is to determine the teachers' beliefs about the effectiveness of self-assessment practices in improving learners' speaking performance. The data shows that 100% of the respondents believed that the use of self-assessment practices will enhance their students' speaking abilities. After that, the responses indicated several reasons: self-assessment motivates students to seek out resources like videos and scenarios to improve their speaking skills, helps them discover and address their weaknesses, encourages ongoing

skill development outside of class, and allows them to clearly identify and focus on their weaknesses. Consequently, it suggested that implementing self-assessment practices in language learning curricula could be a highly effective strategy for improving students' speaking skills.

Q10. Do you usually set specific goals for improving students' speaking skills?

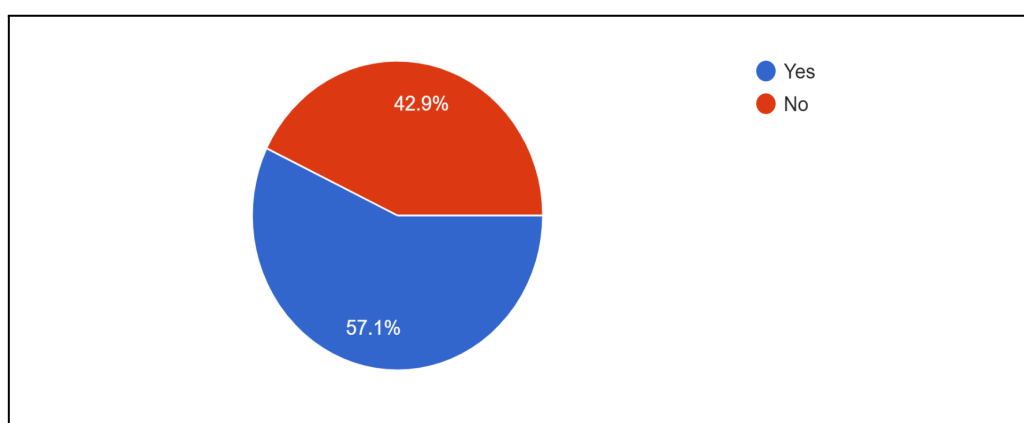


Figure 38. Distribution of Speaking Skill Goals among the Teachers

This question aims to ascertain how often teachers use clear, measurable goals to guide learners' speaking improvement. The above figure indicated that (57.1%) of the respondents maintain that they usually set specific goals for improving students' speaking skills. In contrast, some teachers (42.9%) declared that they do not set specific goals to improve the learners' speaking performance. Notably, the data highlighted that many teachers recognize the value of clear goals in guiding student progress.

If yes, what are these goals?

This sub-question is open-ended and might be answered variously by teachers. The Similar answers are gathered together. Most of the teachers reported employing a goal-oriented approach to cultivate learners' speaking proficiency. These objectives prioritize the development of grammatical accuracy and vocabulary breadth. Therefore, learners who

attain mastery over these fundamental elements by the end of the course will exhibit demonstrably improved speaking performance.

Q11. What self-assessment techniques do you find most effective for improving the speaking skill?

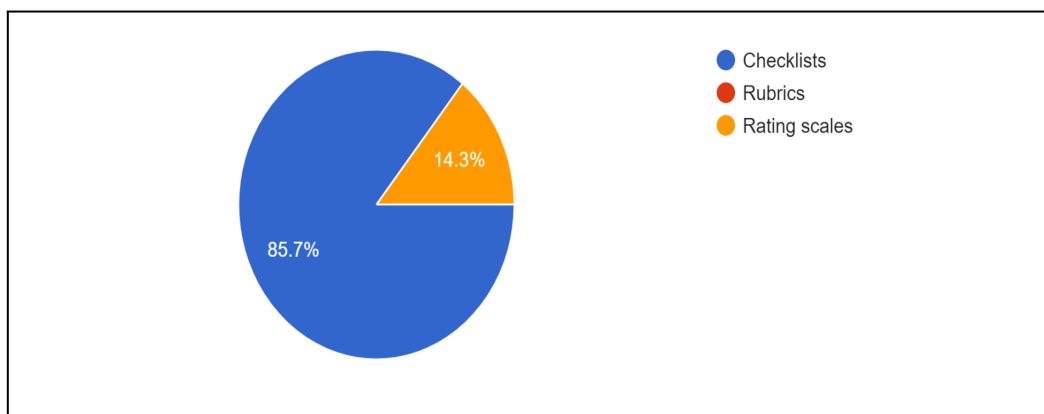


Figure 39. Most Effective Self-assessment Technique to Improve Speaking

The aim of asking this question was to understand which self-assessment techniques are perceived as most effective for enhancing speaking skills. The data reveals a clear preference among respondents, with 85.7% indicated that checklists are the most beneficial method. Interestingly, rubrics received no votes for effectiveness, suggesting they might not be widely utilized or perceived as useful for this purpose. Rating scales, although less favored than checklists, still garnered support from 14.3% of respondents. Overall, these results highlighted the prominence of checklists as a favored tool for the teachers seeking to improve their speaking skills through self-assessment.

Q12. What strategies do you use to support students during self-assessment activities in oral expression sessions?

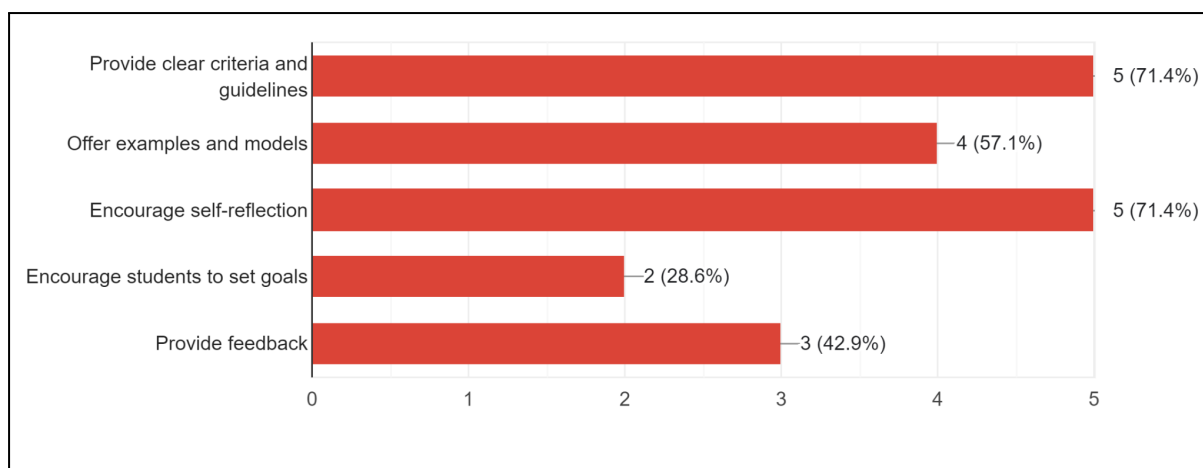


Figure 40. Strategies that Teachers Use to Support students' self-assessment

This question was designed to accept multiple answers. It attempts to understand how teachers guide students during this process. It can be synthesized that all teachers agree on the same idea. For the conducted data, (71.4%) of teachers deem that they provide clear criteria and guidelines, the same percentage of teachers (71.4%) declare that they encourage self-reflection; however, (57.1%) of respondents state that they offer examples and models, and (42.9%) of teachers provide feedback as a strategy to support students' self-assessment; also, some teachers (28.6%) agree that they encourage students to set goals.

Q13. Raising students' awareness about self-assessment techniques in enhancing speaking is very important.

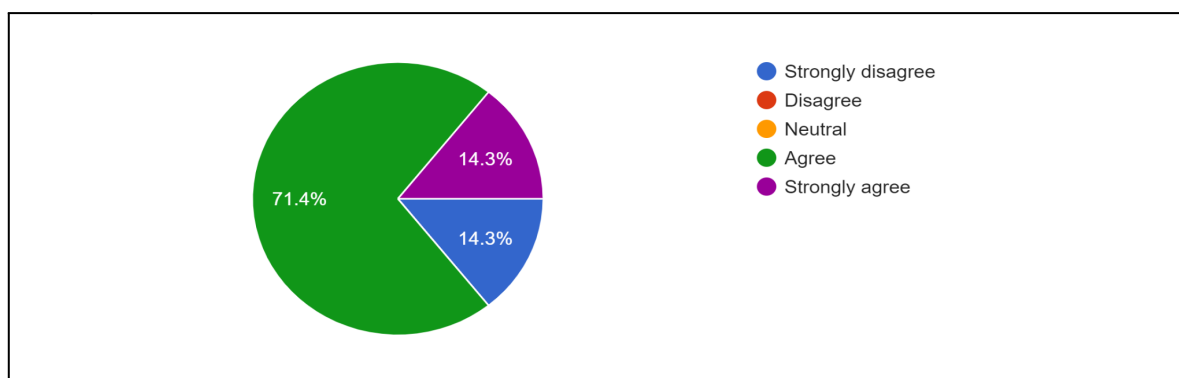


Figure 41. The Importance of Raising Students' awareness about using self-assessment

The purpose of this inquiry was to gauge perspectives on the significance of raising learners' awareness about self-assessment techniques for improving speaking skills. According to the gathered data, a substantial majority, comprising 71.4% of respondents, agreed with the statement, emphasizing the importance of this awareness-raising endeavor. Additionally, 14.3% strongly agreed, further underscoring the perceived value of acquainting students with such techniques. Interestingly, there were no respondents who disagreed or expressed neutrality, while 14.3% strongly disagreed with the statement, suggesting a minority viewpoint. These findings underscored the widespread belief in the importance of students' self-assessment techniques to enhance their speaking abilities.

Q14. Have you encountered any challenges in implementing self-assessment in your speaking classes?

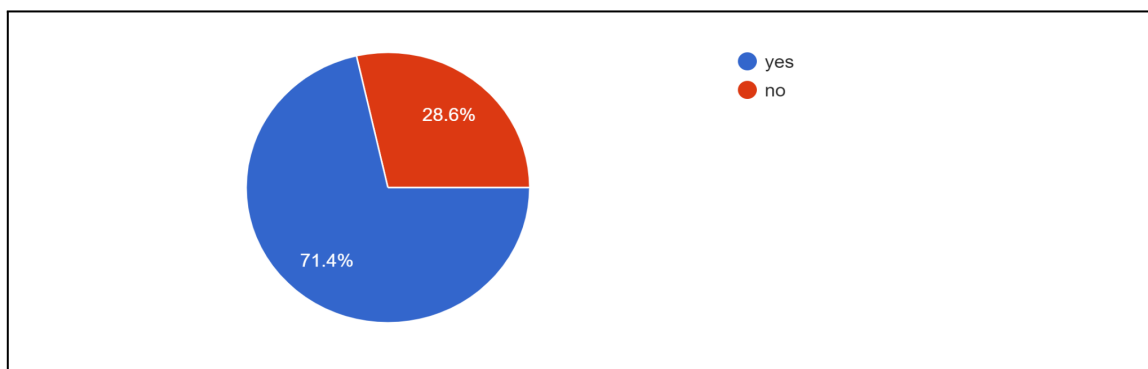


Figure 42. Challenges in Implementing Self-assessment in speaking classes

The purpose of this question is to identify barriers teachers face when using self-assessment in speaking classes. The above figure denotes that (71.4%) of the participants declared that they face challenges while implementing self-assessment in their speaking sessions ; however, the minority (28.6%) of teachers stated that they face no challenges when they integrate self-assessment to their speaking classes. From these results, it is noticeable that a large majority of EFL teachers face difficulties using self-assessment in

speaking classes, so this suggested that there might be underlying factors hindering the effectiveness of self-assessment in many classrooms.

If yes, explain

This sub-question is open-ended and might be answered variously by teachers. The Similar answers are gathered together. Majority of teachers encountered several key challenges when implementing self-assessment practices within their speaking courses. Primarily, students may lack the requisite metacognitive skills to effectively assess their own performance, necessitating the provision of clearly defined criteria as a framework for self-assessment. Additionally, time constraints within the classroom environment can pose a significant barrier, potentially limiting opportunities for dedicated self-assessment during oral sessions. Finally, one teacher claims that student anxieties and a perceived lack of intrinsic motivation as further impediments to successful self-assessment implementation.

Q15. Do you believe that self-assessment can contribute to students' development of metacognitive skills in relation to speaking?

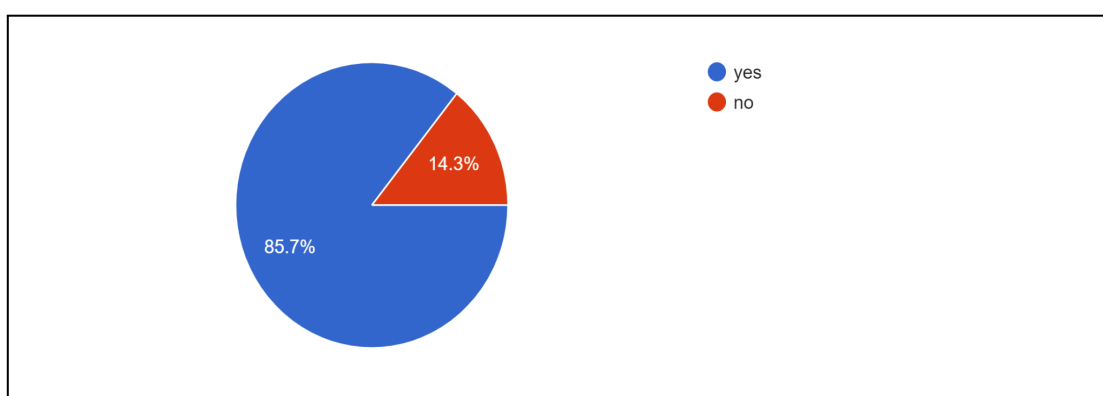


Figure 43. Teachers' perception about using self-assessment to develop metacognitive skills

The aim of this inquiry was to ascertain whether individuals believe that self-assessment can aid in the development of students' metacognitive skills concerning

speaking. The data indicates a strong consensus, with 85.7% of respondents affirmed that self-assessment does indeed contribute to this aspect of skill development. Among the explanations provided, respondents noted that self-assessment enables students to monitor their own learning progress, fostering a deeper understanding of their strengths and areas for improvement. Therefore, these responses underscored the belief in the value of self-assessment as a tool for promoting metacognitive skills in the context of speaking development.

Q16. Could you please share your experience or perspectives on using self-assessment to enhance speaking performance?

This is an open-ended question that teachers may answer in a variety of different ways. For this question, the main aim is to understand teachers' perspectives on self-assessment. This includes how comfortable they feel using it, what specific strategies they find successful, and both the challenges and benefits they've observed. A majority of teachers believe that assessment plays a vital role in enhancing speaking proficiency. Through self-assessment, students can identify their strengths and weaknesses, fostering a sense of intrinsic motivation to address these shortcomings and refine their oral communication skills. Instead, one teacher aptly observes, persistent errors in vocabulary usage or pronunciation can be particularly challenging to rectify. Nevertheless, when students become aware of their specific mistakes, they can target these areas for focused improvement, leading them on a path towards achieving fluency.

2.5.4. Discussion of the Main Findings of the Teachers' Questionnaire

The analysis of the teachers' questionnaire provides valuable insights into their attitudes towards the use of learner self-assessment in enhancing students' speaking performance in the Oral Expression classroom. In light of the findings obtained from the questionnaire, teachers have positive attitudes towards the use of learner self-assessment in the

oral expression classroom. As the ninth question indicated, all teachers believe that self-assessment practices significantly improve learners' speaking performance. Moreover, many teachers believe that learners are capable of assessing their speaking skills. Additionally, a large majority of teachers favor checklists as the most effective self-assessment tool for improving learners' speaking skills, highlighting their practical usefulness. Moreover, some teachers regularly integrate self-assessment into their speaking classes. Overall, there is widespread agreement among teachers that self-assessment helps students identify areas for improvement, enhances confidence and motivation, and encourages autonomous learning. This underscores the importance of integrating self-assessment practices into language teaching to empower students to monitor and manage their own learning.

2.5. Implications, Limitations and Recommendations

2.5.1. Pedagogical Implications of the Study. After analyzing the data and discussing the results of the study, it was found that learners and teachers have positive perspectives on the use of self-assessment. Learners generally view self-assessment as a significant strategy to increase confidence and motivation in speaking classes. In addition to that, teachers believe learner self-assessment is an effective way to enhance speaking performance. Based on these findings, the study outlines several implications for both teachers and learners aimed at enhancing the teaching and learning process in the EFL context.

2.5.1.1 Learner self-Assessment increases Learners' self-Confidence and Motivation when Speaking. Based on the investigation's results, which confirms when learners assess their own performance, they become more aware of their strengths and weaknesses, which help them take control of their learning process. Consequently, they are more likely to actively participate in class and practice speaking.

2.5.1.2 Engaging in Self-Assessment helps Learners to Identify Areas for Improvement. The results of the study demonstrate that learners and teachers as well believe that integrating self-assessment helps learners to identify specific areas where they need to

improve. By reflecting on their performance, learners can recognize particular mistakes and correct them.

2.5.1.3 Teachers Should Implement Self-Assessment in Oral Expression Sessions. From the results obtained, it becomes clear that not all teachers use self-assessment in the classroom so that, by using self-assessment, learners should reflect on their own performance, increasing their self-awareness and responsibility. Teachers ought to provide clear criteria or checklists to guide students in evaluating their speaking performance. So, regular opportunities for self-assessment should be provided throughout the programmer.

2.5.2. Limitations of the Study. This research encountered several challenges during the data collection phase, in both theoretical and practical aspects. The major limitation to the current study was the difficulty in securing responses to the teacher questionnaires, since teachers are contacted via email considering the fact that some of them do not have regular access to the internet. In addition, to the relative novelty of the research topic, "self-assessment," presented an additional hurdle. A scarcity of existing sources and references on the subject, coupled with a potential lack of familiarity among the surveyed teachers, may have contributed to a lower response rate.

2.5.3. Recommendations for Pedagogy and Research. Informed by the insights gleaned from data analysis employing the research instruments of this study, it is imperative to formulate a series of recommendations that address both pedagogical practices and avenues for future research. This is intended to enable learners and teachers to gain much familiarity with the concept of using self-assessment in the oral sessions. And to devote more space to it in their diverse pedagogical practices.

2.5.3.1. Recommendations for learners. With the aim of improving students' speaking skills, this study presents the following recommendations.

- Improving English speaking skills requires students to prioritize consistent practice: it involves actively seeking opportunities to engage in speaking activities.

- To enhance their English speaking abilities through the use of self-assessment, students must set specific and clear goals since it gives them a clear plan to follow.
- Learners should approach self-assessment with honesty and objectivity to ensure its effectiveness in improving language skills. This involves evaluating one's speaking abilities without bias.
- Learners should utilize checklists provided by the teacher or create their own based on criteria. When students use checklists provided by their teacher or create their own, they have a more structured way to evaluate their speaking skills.

2.5.3.2. Recommendations for Teachers. Provide learners with checklists outlining key criteria for effective speaking. These could include aspects like fluency, pronunciation, grammar, and vocabulary usage. Students can use these checklists before, during, and after speaking tasks to identify areas of strength and areas for improvement.

- Offer a variety of self-assessment tools to cater to different learning styles. For visual learners, create graphic organizers or mind maps. Kinesthetic learners might benefit from self-assessment rubrics with space for drawing or sketching their performance.
- Teachers should work on creating opportunities for learners to promote self-assessment so as to enhance their speaking skills.
- Adapt self-assessment tools to the learners' proficiency level. For beginners, provide simpler checklists with fewer criteria. As they progress, introduce more complex rubrics or incorporate open-ended reflection prompts.
- Explore online platforms or apps designed for self-assessment in language learning.
- Encourage learners to use self-recording apps on their phones or tablets for capturing their speaking practice and conducting self-assessment later.
- Encourage learners to set individual speaking goals based on their self-assessment data. This motivates them to focus on specific areas for improvement.

2.5.3.3. Recommendations for Further Research. The current study attempts to bring into play the use of self-assessment in the EFL oral sessions. It is conducted as a descriptive

and exploratory investigation of the attitudes of both teachers and learners to use self-assessment in enhancing the speaking performance of second year students of English at Mila center University, department of foreign languages. Therefore, it is construed as an indispensable step which might pave the way for other research works to be carried out with the purpose to study the previously mentioned concept more profoundly. Moreover, studies about the importance of using self-assessment to enhance the students' speaking performance can be more informative if made experimental. This allows the researcher to deeply measure and analyze the progress of students' speaking when using self-assessment.

Conclusion

For reminder purposes, this chapter is concerned with the practical part of the current study which touches upon the use of self-assessment in EFL oral sessions. The analysis of the learners' questionnaire and the teachers' questionnaire reveals that both teachers and students are aware about the concept of self-assessment, and they integrate it within the framework of their learning process. In addition to this, relying on the perspectives shown by both students and teachers, it can be noted that implementing self-assessment is one crucial way to enhance the learners' speaking performance.

General Conclusion

The present study investigates the teachers' and learners' attitudes towards using self-assessment in the learners' speaking performance in EFL classroom among second-year students in the department of foreign languages at Mila university center. Accordingly, the researchers based their study on four questions. First, what are EFL learners' perceptions towards using self-assessment in oral expression classes? Second, what are EFL teachers' perceptions towards using self-assessment in oral expression classes? Third, how do learners' perceptions of self-assessment impact their engagement in oral expression classes?

This research aims to deeply investigate the teachers' and learners' attitudes towards using self-assessment to enhance EFL learners' speaking performance in the EFL speaking classroom. This has been accomplished by gathering the opinions, feelings, behaviors and perspectives of both teachers and learners regarding the use of self-assessment during oral expression classes. By examining this crucial aspect of language learning and teaching, the research has made a significant contribution to the existing literature on the pedagogical implications of self-assessment in the EFL oral expression classrooms. Furthermore, this research provides suggestions to help students enhance their speaking performance in language learning.

This research paper consists of two main chapters. The first chapter delves into the theoretical background which provides conceptualizing the various study variables. It is divided into two sections, focusing on the speaking skill and self-assessment strategy. The second chapter is practical in nature, aiming to describe the participants, methods, data collection instruments, and procedures utilized in the study to obtain final results. This practical chapter is dedicated to interpreting and discussing the findings. Additionally, the second section addresses the study's limitations and offers pedagogical implications and

recommendations for teachers, students, and future research. Finally, the research concludes with a general conclusion encompassing the entire investigative process.

In order to gather valid data, two research tools were used - specifically, the learners' questionnaire and the teachers' questionnaire. The learners' questionnaire was distributed among learners for the aim of obtaining both qualitative data about the learners' self-assessment and their views about its implementation inside the oral expression classroom. The teachers' questionnaire was distributed among teachers for the aim of obtaining information about their perceptions and attitudes towards their learners' self-assessment along with their potential enhancement on the learners' speaking proficiency.

Accordingly, the analysis of the obtained data revealed that EFL students generally have a positive attitude towards using self-assessment in their oral expression classes. They recognize that self-assessment can enhance speaking performance. The teachers who participated in the research also have positive views. They believe self-assessment is an effective strategy to identify learners' weaknesses and strengths. Additionally, the research findings suggest that in the EFL classrooms at Mila university center, second-year students assess their speaking performance.

To benefit from the research results, the researchers have provided different recommendations for both learners and teachers. First, Learner self-assessment increases learners' self-confidence and motivation when speaking. Second, Engaging in self-assessment helps learners to identify Areas for improvement. Third, teachers should Implement self-assessment in oral expression sessions. By establishing clear guidelines and boundaries, self -assessment can be effectively used to enhance language learning experiences for both learners and teachers.

List of References

- Boud, D. (1991). *Implementing student self-assessment*. Campbelltown: Higher Education Research and Development. *Society of Australia Incorporated*.
- Boud, D. (2013, October 18). *Enhancing Learning Through Self-assessment*. Routledge.
- Burns, A. and Joyce, H. (1997) *Focus on Speaking*. National Centre for English Language teaching and Research, Sydney.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Brown, H.D. 2001. *Teaching by Principles: An interactive Approach to Language Pedagogy* (2nd ed.). New York: Pearson Education
- Cobb, P., & Bowers, J. (1999). *Cognitive and situated learning perspectives in theory and practice*. *Educational Researcher*, 28(2), 4.
- Cohen, L., Manion, L., & Morrison, K. (2004). *A Guide to Teaching Practice* (5th ed.). Routledge.
- Harmer, J. (2007). *How to teach English* (2nd ed.). *ELT Journal*, 62(3), 313–316.
- Harris, M. & McCann, P. (1994). *Assessment*. Oxford: Heinemann Publishers.
- James H. McMillan and Hearn. *Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement*. *Educational Horizons*. 2008. V. 87, 1.P. 40–49. 9390.
- Levelt, W. J. M. (1989). Speaking: from intention to articulation. 27(04), 27–1947.
- Levelt, W. J. M., Roelofs, A., and Meyer, A. S. (1999). *A theory of lexical access in speech production*. *Behavioral and Brain Sciences*, 22(1), 1–38.
- <https://doi.org/10.1017/S0140525X99001776>

- Livingston, J. A. (2003). *Metacognition: An Overview*.
- Luoma, S. (2004). *Assessing speaking*. Cambridge: Cambridge University Press
- Michalos, A. C. (2017). *Building the Encyclopedia of Quality of Life and Well-Being Research*. Springer, Dordrecht.
- McDowell, L. (1995). *The impact of innovative assessment on student learning*. *Innovations Education and Training International*, 32, 302-313.
- Mohamed Jamrus, M. H., & Razali, A. B. (2019). *Using Self-Assessment as a Tool for English Language Learning*. *English Language Teaching*, 12(11), 64.
<https://doi.org/10.5539/elt.v12n11p64>
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Upper Saddle River, NJ: Prentice Hall.
- Nunan, D. (2003) *Practical English Language Teaching*. International Edition, McGraw-Hill, Singapore,.
- Owen M. G. Brown and G. Yule (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*.
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective* (6th ed.). Boston, MA: Pearson Education Inc.
- Sluijsmans, D., Dochy, F., & Moerkerke, G. (1998). *Creating a learning environment by using self-, peer- and co-assessment*. *Learning Environments Research*, 1(3), 293–319.
<https://doi.org/10.1023/A:1009932704458>
- Smith Lan (2007): *Assessment & learning*.

Van Lier, L. (1995). *Introducing language awareness*.

Yan, Z., & Brown, G. T. (2017). *A Cyclical Self-Assessment Process: Towards a Model of How Students Engage in Self-Assessment*. *Assessment & Evaluation in Higher Education*, 42, 1247-1262. <https://doi.org/10.1080/02602938.2016.1260091>

Yuan, F., & Willis, J. (1999). *A framework for Task-Based learning*. *TESOL Quarterly*, 33(1),

Appendix A

The students' Questionnaire

Dear Student,

We kindly request your participation in our research study. The following questions aim to investigate the teachers' and students' attitudes towards the use of self-assessment in enhancing speaking performance in the EFL classrooms. To ensure your privacy, all responses to this questionnaire will be kept confidential and used solely for this research study. Your honest participation in this research is crucial for ensuring the validity

Please tick (✓) in the appropriate box, and note that more than one answer is possible in some questions.

Section One: Background Information

1. What has prompted your decision to study English as a field of study?

a. Personal desire

☐

b. Enforced desire

☐

2. How do you evaluate your level in English?

a. Excellent

☐

b. Good

☐

c. Fair

☐

d. Not sufficient

☐

Section Two: The student's speaking performance

3. How do you rate your speaking skills?

- a. Excellent ☐
- b. Good. ☐
- c. Fair ☐
- d. Not sufficient ☐

4. To what extent do you consider the speaking skill to be a crucial component for language proficiency?

- a. Extremely important ☐
- b. Important ☐
- c. Not important ☐

5. Do you find difficulties when speaking English?

- a. Yes ☐
- b. No ☐

If “yes, are those difficulties due to your inadequate mastery of:

- a. Grammar ☐
- b. Vocabulary ☐
- c. Pronunciation ☐
- d. Fluency ☐

6. How often do you participate in oral discussions in the speaking classes?

- a. Often ☐
- b. always ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

7. Which speaking activities do you find most beneficial for developing your speaking skill inside the classroom?

- a. Debates and discussion ☐
- b. Role play ☐
- c. Presentations ☐
- d. Storytelling ☐

Section Three: Students' attitudes towards the use of Self-Assessment

Self-assessment refers to the process where students gather information about their performance, reflect on their learning process, and identify strengths and weaknesses based on specific criteria (Yan and Brown, 2017).

8. How often do you use self-assessment in the classroom?

- a. often ☐
- b. Always ☐
- c. Sometimes ☐

d. Rarely ☐

e. Never ☐

9. When you use self-assessment, whose feedback do you find most helpful?

a. Feedback from peers (your classmates) ☐

b. Feedback from teachers ☐

c. Self-reflection ☐

d. Other (please specify).....

.....

10. Self-assessment is significant because: (You can tick more than one answer)

a. It allows you to identify areas for improvement. ☐

b. It enables you to adjust your learning strategies accordingly. ☐

c. It enhances self-confidence and motivation in your learning journey. ☐

Section Four: The students' Attitudes Towards of the Use of Self-Assessment in the Oral

Expression sessions

11. Do you use self-assessment as a tool to improve your speaking skills in the

classroom?

a. Yes ☐

b. No ☐

12. How often do you assess your speaking performance (grammar, vocabulary, fluency,

and comprehension)?

- a. Often ☐
- b. Always ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

13. How do you feel when you self-assess your speaking?

- a. Satisfied ☐
- b. Confident ☐
- c. Proud ☐
- d. Embarrassed ☐
- e. Dissatisfied ☐

14. Do you think assessing your speaking performance helps you to: (You can tick more than one answer)

- a. Take primary responsibility to correct your mistakes ☐
- b. Develop critical thinking ☐
- c. Increase your confidence when speaking ☐
- d. Identify areas for improvement in your speaking abilities ☐
- e. Foster a deeper understanding of the language ☐
- f. Improve your ability to self-correct while speaking ☐

g. Promote autonomous learning

☐

15. What is the self-assessment(s) tool(s) you mostly use in speaking?

a. Checklists

☐

b. Rubrics

☐

c. Rating scales

☐

d. Others (.....)

16. Self-Assessment is an effective technique to enhance speaking skills.

a. Strongly disagree

☐

b. Disagree

☐

c. Neutral

☐

d. Agree

☐

e. Strongly agree

☐

17. When do you usually use self-assessment in the oral expression class?

a. After giving presentations

☐

b. After group discussions

☐

c. After speaking with your teacher

☐

d. Other (please specify):

.....

18. Does self-assessment motivate you to improve your speaking?

a. Yes ☐

b. No ☐

Justify your answer

.....

19. How do you ensure that your self-assessment of speaking skills remains objective and reliable?

a. I compare my self-assessment with standardized criteria. ☐

b. I remain mindful of personal biases and emotions during self-assessment. ☐

c. I adjust my assessment criteria based on external feedback. ☐

20. What challenges have you encountered while using self-assessment for speaking?

Explain

.....

.....

.....

21. If you have any suggestions or recommendations about the topic, please let us know.

.....

.....

.....

Thank you for your collaboration!

Appendix B

The Teachers' Questionnaire

Dear teacher,

This questionnaire is vital for the accomplishment of our master's degree dissertation in Didactics at Mila University Centre among second year students. This study aims to investigate the teachers' and students' attitudes towards the use of self-assessment in enhancing speaking performance.

Please put a tick (✓) in the box corresponding to your answer and note that more than one answer is possible in some questions.

Section One: Background Information

Degree(s) held:

- a. Doctorate ☐
 - b. Magister ☐
 - c. Master ☐
1. How long have you been teaching English as a foreign language?
- a. Less than 5 years ☐
 - b. Between 5 to 10 years ☐
 - c. More than 10 years ☐

Section Two: Speaking Performance

How do you evaluate your students' level in speaking?

- a. Excellent ☐
- b. Good ☐
- c. Fair ☐
- d. Not sufficient ☐

3. Do you think that speaking is a difficult task to teach?

- a. Yes ☐
- b. No ☐

If no, please indicate why

.....

.....

.....

4. Which of the following language areas do you find most difficult to teach oral proficiency?

- a. Grammar ☐
- b. Vocabulary ☐
- c. Pronunciation ☐
- d. Fluency ☐

Section Two: Speaking Performance

5. How do you evaluate your students' level in speaking?

- a. Excellent ☐
- b. Good ☐
- c. Fair ☐
- d. Not sufficient ☐

6. Do you think that speaking is a difficult task to teach?

- a. Yes ☐
- b. No ☐

If no, please indicate why

.....

.....

7. Which of the following language areas do you find most difficult to teach oral proficiency?

- a. Grammar ☐
- b. Vocabulary ☐
- c. Pronunciation ☐
- d. Fluency ☐

Section Three: the Use of Self-Assessment

8. Do you think that your students are able to assess themselves with regards to speaking?

a. Yes ☐

b. No ☐

If no, please indicate the reason behind their incapability to self-assess their speaking abilities.

.....

.....

.....

9. How often do you provide your learners with the opportunity to assess themselves?

a. Often ☐

b. Always ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

In your opinion, what are the benefits of using self-assessment? (You may select more than one option)

- a. Encouraging students' autonomy ☐
- b. Helping students identify areas for improvement ☐
- c. Enhancing self-confidence and motivation ☐
- d. Promoting reflective practices ☐
- e. Other (please specify):
.....

Section Four: The Teachers' Attitudes Towards of the Use of Self-Assessment in the Oral Expression Sessions

10. How often do you typically integrate self-assessment in your speaking sessions?

- a. Often ☐
- b. Always ☐
- c. Sometimes ☐
- d. Rarely ☐
- e. Never ☐

11. Do you think that the use of self-assessment practices will improve your students' speaking performance?

- a. Yes ☐
- b. No ☐

If your answer is “yes” please explain

.....

.....

.....

11. Do you usually set specific goals for improving students’ speaking skills?

- a. Yes ☐
- b. No ☐
- c. Other:.....
-

If yes, what are these goals?

.....

.....

.....

12. What self-assessment techniques do you find most effective for improving speaking skills?

- a. Checklists ☐
- b. Rubrics ☐
- c. Rating scales ☐
- d. Other:

13. What strategies do you use to support students during self-assessment activities in oral expression sessions? (You may select more than one option)

- a. Provide clear criteria and guidelines ☐
- b. Offer examples and models ☐
- c. Encourage self-reflection ☐
- d. Encourage students to set goals ☐
- e. Provide feedback ☐

14. Raising students' awareness about self-assessment techniques in enhancing speaking is very important.

- a. Strongly disagree ☐
- b. Disagree ☐
- c. Neutral ☐
- d. Agree ☐
- e. Strongly agree ☐

15. Have you encountered any challenges in implementing self-assessment in your speaking classes?

- a. Yes ☐
- b. No ☐

If so, please explain

.....

.....

.....

16. Do you believe that self-assessment can contribute to students' development of metacognitive skills in relation to speaking?

a. Yes ☐

b. No ☐

If yes, explain how?

.....

.....

.....

17. Could you please share your experience or perspectives on using self-assessment to enhance speaking performance?

.....

.....

.....

Thank you for your collaboration!

ملخص

تسعى الدراسة الحالية لتبيان موقف الأساتذة والطلاب تجاه استخدام التقييم الذاتي لتعزيز أداء الطلاب في مهارات التحدث في فصول اللغة الإنجليزية كلغة أجنبية بين طلاب السنة الثانية في قسم اللغات الأجنبية في مركز جامعة ميله. وبالتالي، تهدف دراستنا إلى تسليط الضوء على أهمية استخدام التقييم الذاتي بين طلبة اللغة الإنجليزية كلغة أجنبية، ووصف مدى ارتباط المفاهيم لدينا: التقييم الذاتي ومهارة التحدث. مما أدى الى طرح ثلاثة أسئلة ضمن سياق هذه الدراسة: (1) ما هي تصورات طلبة اللغة الإنجليزية كلغة أجنبية تجاه استخدام التقييم الذاتي في حصص التعبير الشفوي؟ (2) ما هي تصورات أساتذة اللغة الإنجليزية كلغة أجنبية تجاه استخدام التقييم الذاتي في حصص التعبير الشفوي؟ (3) كيف تؤثر تصورات الطلاب حول التقييم الذاتي على مشاركتهم في حصص التعبير الشفوي؟

إجابتنا على هذه الأسئلة، تم اختيار منهج وصفي للحصول على البيانات اللازمة، حيث تم توزيع استبيان على أربعة وخمسين طالبا من طلاب اللغة الإنجليزية في قسم اللغات الأجنبية بجامعة ميله، واستبيان آخر تم توزيعه على سبعة أساتذة للتعبير الشفوي. تكشف النتائج الرئيسية للبحث أن الأساتذة و طلبة اللغة الإنجليزية كلغة أجنبية عموماً لديهم مواقف إيجابية تجاه استخدام التقييم الذاتي لتعزيز مهارات التحدث خلال حصص التعبير الشفوي. وهم يؤكدون أن التقييم الذاتي يمكن أن يحسن من تطوير مهارات التحدث. وفي النهاية، يقدم هذا البحث العلمي مجموعة متنوعة من التوصيات البيداغوجية والبحوث المستقبلية بهدف جذب المزيد من الاهتمام لاستخدام التقييم الذاتي خلال حصص التعبير الشفوي.

الكلمات المفتاحية: التقييم الذاتي، الكفاءة الشفوية، طلاب الإنجليزية كلغة أجنبية، مهارة التحدث، مواقف الأساتذة و الطلاب.

Résumé

La présente étude a examiné les attitudes des enseignants et des étudiants à l'égard de l'utilisation de l'auto-évaluation pour améliorer les performances orales des étudiants dans les classes d'ELF parmi les étudiants de deuxième année du Département de langues étrangères du Centre universitaire de Mila. Notre recherche visait donc à mettre en évidence l'importance de l'utilisation de l'auto-évaluation des apprenants parmi les apprenants de l'EFL, et à décrire dans quelle mesure nos deux variables, l'auto-évaluation et l'expression orale, sont liées. Ainsi, dans le cadre de cette étude, trois questions de recherche sont soulevées : (1) Quelles sont les perceptions des apprenants d'ELF à l'égard de l'utilisation de l'auto-évaluation dans les cours d'expression orale ? (2) Quelles sont les perceptions des enseignants d'ELF quant à l'utilisation de l'auto-évaluation dans les cours d'expression orale ? (3) Quel est l'impact des perceptions des élèves sur l'auto-évaluation sur leur engagement dans les cours d'expression orale ? En réponse aux questions, une méthode descriptive est privilégiée. Pour obtenir les données nécessaires, un questionnaire est administré à cinquante-quatre apprenants d'anglais du Département de langues étrangères de l'Université de Mila, et un autre questionnaire est administré à sept professeurs d'expression orale. Les principaux résultats de la recherche révèlent que les apprenants et les enseignants d'ELF ont en général des attitudes positives à l'égard de l'utilisation de l'auto-évaluation pour améliorer l'expression orale dans leurs cours d'expression orale. Finalement, le travail de recherche propose une multiplicité de recommandations pour la pédagogie et les recherches futures dans le but de la recherche, dans le but d'attirer davantage l'attention sur l'utilisation de l'auto-évaluation. dans les cours d'expression orale.

Mots clés : Auto-évaluation, compétence orale, apprenants d'anglais langue étrangère (EFL), compétence en expression orale, attitudes des enseignants et des apprenants.