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THE EFFECT OF SELF ASSESSMENT ON THE EFL STUDENTS' SELF EFFICACY CONCERNING SPEAKING SKILLS

ABSTRACT

Evaluation of students' self-efficacy towards learning and speaking English is an important issue in education. Different methods are used to evaluate this level of competence. In this context, "self-assessment" is one of the effective methods applied to evaluate the speaking skills of EFL students.

This study will be aimed to examine the self-assessment method of EFL students' self-efficacy towards speaking skills. For this purpose, prominent factors will be evaluated by examining the relevant studies in the literature. Also, according to the individual characteristics of EFL students, will be tried to determine the relationship between the self-assessment of speaking skills and self-efficacy.

The study will not be carried out using experimental or quasi-experimental methods on any study group but will be conducted using descriptive research techniques. Therefore, the descriptive research technique, one of the qualitative research methods, was used in the study.

It is believed that there is a strong relationship between the students' effective evaluation of speech self-efficacy and evaluation of their deficiencies in this direction and their development of these abilities. To motivate students to learn English, it is very important to help them and determine their shortcomings.

In line with the findings of the study, it is evaluated that the self-efficacy of EFL students will be evaluated on their own and that it will shed light on them and this aspect of the study is considered to be important in terms of contributing to the literature.

Keywords: EFL, Self Assessment, Self Efficacy, Speaking Skills.

1. INTRODUCTION

Evaluation activity is of great importance in terms of measuring how effective the training is. By evaluating, both the quality of the product learned and the learning process itself could be examined. Thus, it is possible to discover how much the targeted thing is learned, which additional efforts are needed and which methods are effective (Paris and Paris, 2001).

Since learning and evaluation are complementary factors, new methods for lifelong learning and evaluation of this learning are being developed (Dochy, Segers, & Sluijsmans, 1999).

Among the alternative evaluation methods available today, performance evaluation, portfolio evaluation, students self-evaluation, and peer evaluation, etc. methods stand out in terms of their successful results (Huerta-Macias, 1995).

Self-assessment, which has proven itself through various stages over time, has attracted great interest in foreign language education in order to measure EFL students' language proficiency.

One of the advantages of the self-assessment method is that it gives the individual more confidence in performing a task. With this sense of trust, self-assessment is believed to contribute to students' self-efficacy (Oscarson, 1997).

Speaking a foreign language is an effective and dynamic process for participating, perceiving, interpreting, remembering, and responding to information, verbal and nonverbal expressions, needs, concerns, and information provided by other people. During the speech, different types of information need to be processed instantly and simultaneously. In order for the spoken language to be

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understandable; it is necessary to coordinate vocal, vocabulary, grammatical structures, and background information (Vandergrift, 1999).

For EFL students, speaking is the most frightening activity in English learning compared to reading, listening, and writing (Dawood, Succar & Kassem, 2015). But, language learners with linguistic competence can overcome inadequate speaking skills and become effective speakers. To do this, they must first use strategies for listening and have plenty of listening and speaking activities.

Self-efficacy, on the other hand, is a factor that encourages students to progress when it is high, or otherwise appears as a barrier to self-improvement when it is low. Due to these features, self-efficacy also plays a stronger role in students' learning foreign languages than knowledge, skills, and previous acquisitions (Bandura, 1984; Bandura, 1986).

1.1. Statement of Significance

This study will be examined whether self-assessment is an effective tool for the assessment of speech competencies of EFL students studying foreign languages. The impact of the self-assessment management on the self-efficacy levels of EFL learners in the field of speech will be analyzed within the scope of different variables such as students' descriptive characteristics.

In this way, a more comprehensive and detailed research will be carried out and a contribution is going to be made to the literature. In the research, the studies in the literature will be examined and the highlights will also be emphasized.

When the literature is analyzed, it is seen that there are studies on the reflections of self-assessment in the field of learning, but there are few studies for EFL students. In this way, EFL students will be advised on how to make an effective self-assessment and how to improve self-efficacy in speaking English, thereby contributing to increasing their motivation for learning foreign languages. Therefore, it is evaluated that the study will contribute to filling the gap in the literature, and this aspect of the study is important.

1.2. Statement of Purpose & Problem

The purpose of the study is to explore the addition of self-assessment to students' learning and assessment process. Self-assessment is a distinct assessment type that supposes students to assess their language learning. Some researches conducted on self-assessment emphasize that including self-assessment in the learner valuation process increases learner-centered autonomy.

Students' evaluation of their own performance is reflected in them as higher self-efficacy, more intrinsic motivation, and stronger success (Ross, 2006: 4; McMillan and Hearn, 2008).

Studies in literature have revealed significant results for the investigation of the effects of self-assessment on self-efficacy and attracted attention. However, these studies did not go beyond simply determining this conceptual relationship (Baleghizadeh and Masoun, 2013).

In this study, besides analyzing the effects of self-assessment on self-efficacy, EFL students will be advised to make an effective self-assessment and to overcome their deficiencies also.

1.3. Goal of the Study and Research Questions

The aim of the present study is to search out there is a connection between students' self-assessment and teachers' assessment of student's English speaking skills. In this study, the answers of the following research questions will be investigated:

- 1) How does self-assessment affect the EFL students' self-efficacy concerning speaking skills?
- 2) Do students' descriptive characteristics (age and gender) affect the self-assessment?
- 3) What can be done to improve the self-assessment of EFL students' speaking self-efficacy?
- 4) Is there any difference between students' self-assessment scores and teachers' assessment scores relating to the components of speaking skills?
- 5) Do students' self-assessment of speaking skills scores vary as students' qualification level increases?

2. METHODOLOGY

This study is qualitative research. The descriptive research method, one of the qualitative research methods, will be used due to the limited time and intensive study program.

In addition, as it is desired to examine the self-assessment competencies of as many individuals as possible within the scope of the research, it is aimed to conduct a comprehensive literature review for the studies prepared by the researchers who are experts in their field.

In this context, descriptive research methods are methods that enable the investigation of certain events or phenomena without modifying them and subjecting them to any effect. By using descriptive research techniques in the researches, events or concepts are presented in a transparent and clear way together with their proof documents. The findings are analyzed and evaluated using tools such as questionnaires, interviews, etc. related to the subject examined (Mazlum & Atalay, 2017, as cited from Karasar, 2012).

In studies where descriptive research methods are used; Considering the descriptive characteristics of the target audience such as gender, age, educational status, and profession, their opinions or performances for a job are examined and a result evaluation is made in line with the findings obtained (Büyüköztürk, 2014: 2).

As in this study, if it is desired to have a low research cost, access to the data to be examined in a short time and research involves a large number of individuals, descriptive screening models are suitable (Balci, 2013).

2.1. Participants of the Study

In the study, EFL students who study English in Turkey are defined as the study of the universe. In this context, no age, gender, and occupational group restrictions were made. Therefore, the scope of the working group was kept as broad as possible. Since gender, age is independent variables, used to analyse, applied to the research. In the research, there are learners with several levels of English which might cause differences in the way they assessed themselves. The students with a higher level of qualification will probably define their speaking better than the students with lower levels.

2.2. Data Collection Instruments

Data collection tools that are used in the research include the participants' self-assessment and teachers' assessment of learners' speaking performance.

In the research these materials below will be used;

- 1) The books in the library of the university
- 2) Open-source libraries on the internet
- 3) Articles published in national and international journals
- 4) Published conference texts

3. PROCEDURE

There are various types of testing speaking such as interviews, information gap techniques, picture tests, role-plays, semi-direct tests, band descriptors, and technology. Firstly, the subject of the research was determined within the scope of the research methods course in the English language education graduate program.

Later on, a draft of contents was prepared for the topics to be examined within the scope of the research topic. The aim here is to write down and record all the expressions imaginable. Afterward, the final content of the research will be created by examining the articles in the literature, master theses, and doctoral studies.

After these preparations, a timeline will be prepared for the completion of the study. In line with this schedule, it is aimed to reach detailed information about the subject by reading internet research, articles, and theses. While reading articles and theses, notes will be taken for important issues.

The "thesis writing guide" of the faculty will be used in the preparation of the research in the computer environment.

After the computerized writing phase of the study is completed, review and correction procedures will be made. At this stage, word and expression errors in the text section of the research will be corrected and references to the sources will be re-examined.

Then, the document will be printed and the process will be completed and the research will be delivered to the relevant committee for review.

4. CONCLUSION

On account of analyzing, the connection between students' self-assessment and teachers' assessment of students' speaking skills. The main study question is to find out the correlation between the students' and teachers' assessments of speaking skills. As results showed that, the learners were convinced that they were not fluent in speaking English, as they had lower proficiency levels or vice-versa. On the other hand, both the learners with low qualifications and the learners with high qualifications approved themselves as not fluent in English.

This study provides information about the university students' self-efficacy beliefs on speaking skills. The results of the study addressing the first research question suggested that there is a positive connection between self-efficacy beliefs and self-assessment on participants their speaking skills. While this research was directed in Turkey, the results are potentially proper to EFL classrooms qualified by similar conditions. Participants, on the other hand, should take into account, that other factors are likely to interfere with the effects of bilingual practice (Kormos, Kiddle & Csizér, 2011), and decisions on how to associated bilingual practice (Kerr, 2015).

The studies criticized that when conditions are met, students do have the ability to test their own oral performances and their peers. These include the clear response of task-related criteria, sufficient training, the opinion of the learner, and their perceptions. Not just only assessment the process of being involved in self-peer assessment practices can emphasize L2 speaking skill, additionally. In this way, the cogitation multiple interactive dimensions can offer a better guideline for self-peer assessment (Turner & Purpura, 2015).

Self-assessment is the motion of reporting one's processes in order to, make a regulation that deepens learning and emphasizes performance. In spite of, it can be summative, in this search strongly suggests that self-evaluation is most advantageous when it is used as a formative. What is not obvious yet is why and how self-assessment handles. The key factor of studies of the ways, the mutual effects between students' thoughts and their feelings and their context, and the containments for pedagogy will make significant support.

Research Question 1: How does self-assessment affect the EFL students' self-efficacy concerning speaking skills?

Some researchers have mentioned that the importance of external assessment in motivating teachers and learners for achievement Assessment is outwardly directed can also positively influence the teacher-student relationship.

Research Question 2: Do students' descriptive characteristics (age, and gender) affect the self-assessment?

Findings from the study conducted me to bring to an issue that there was no significant connection between student characteristics and student rapport. This search investigated for any potential relationship between four student characteristics (age, grade, course difficulty, gender) and student performance qualification.

5. DEFINITION OF THE KEYWORDS

EFL: EFL is an abbreviation for English as a second, distant language. This is often mainly wont to speak about students whose maternal language is not English learning English while living in their own country. For instance, a Turkish person learning English in Turkey.

Self Assessment: Self-assessment could be a student-centered method in determining students' learning skills. Accordingly, self-assessment is predicated on the concept that effective learning is going to be best achieved if students actively participate within the learning process (Oscarson, 1997).

Self-Efficacy: Self-efficacy is that the belief and confidence to perform a particular task to a specified level. Self-efficacy is organizing students' own learning patterns and mastering academic activities and their beliefs in determining their wishes and motivations in line with their academic success (Bandura, 1986).

Speaking Skills: Foreign acquisition EFL students want to be ready to speak like native English speakers in the world. They desire to be ready to communicate effectively with the community and to be accepted as a member of that community. Within the literature, this can be expressed as linguistic competence. Speaking skills, which are described as speaking foreign language proficiency, are a prerequisite for communicative competence and include some rules (Hymes, 1972).

Learning a second language is often difficult, especially when there is an enormous difference between the two languages. So as to succeed in a sufficient level in speech, it is necessary to find out the features of the target language like language pronunciation and intonation. The biological, cognitive, emotional, and socio-cultural characteristics of EFL students are important factors within the development of speaking skills (Koosha, Ketabi & Kassaian, 2011).

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