



comprehension and practice of self–assessment in EFL reading classrooms

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Abstract

This study aimed to show the perception and practice of self–assessment in EFL reading classroom in enhancing 5th grad reading skills. self–assessment can be seen as an important method. Although it is often can be a little hard for some of the pupils, it is deeply social and cultural in its nature, content, and outcomes. In order to achieve this aim, the researcher used a questionnaire to see whether using self–assessment for improving pupils reading skills whether it is effective or not. The questionnaire was distributed among a group of English teachers who teach ‘English for Palestine’ for lower primary students from Jenin city. The questionnaire aimed to explore the differences occurred in students’ performances. The findings obtained from the quantitative data showed improvement in students’ ability to correct themselves, it was observed that students became more self–confident, moreover shy students became more motivated as a result of involving them in the learning process through self–assessment. In the light of

the findings, teachers are advised to take the above-mentioned results into consideration and use self-assessment effectively in their classrooms.

Key words: self-assessment, active learning, self-regulation, reading skills.

الملخص

هدفت هذه الدراسة إلى إظهار مفهوم وممارسة المساعدة الذاتية في الفصول الدراسية بقراءة اللغة الإنجليزية كلغة أجنبية في تعزيز مهارات القراءة لدى طلاب الصف الخامس الاساسي. يمكن اعتبار التقييم الذاتي وسيلة مهمة. على الرغم من أنه في كثير من الأحيان يمكن أن تكون صعبة عليهم ، إلا أن هذه الوسيلة اجتماعية وثقافية عميقة في طبيعتها ومحتواها ونتائجها. من أجل تحقيق هذا الهدف ، استخدم الباحث استبياناً لمعرفة ما إذا كان استخدام التقييم الذاتي لتعزيز مهارات القراءة لدى الطلاب سواء كان فعالاً أم لا. تم توزيع الاستبيان على مجموعة من معلمي اللغة الإنجليزية الذين يدرسون "الإنجليزية من أجل فلسطين" لطلاب المرحلة الابتدائية الدنيا من مدينة جنين. يهدف الاستبيان إلى استكشاف الاختلافات التي حدثت في أداء الطلاب. أظهرت النتائج التي تم الحصول عليها من البيانات الكمية تحسناً في قدرة الطلاب على تصحيح الصفوف ، لوحظ أن الطلاب أصبحوا أكثر ثقة بالنفس ، وأصبح الطلاب الخجول أكثر تحفيزاً نتيجة لإشراكهم في عملية التعلم من خلال التقييم الذاتي. في ضوء النتائج ، ينصح الباحث المعلمون بأخذ النتائج المذكورة أعلاه في الاعتبار واستخدام التقييم الذاتي بشكل فعال في صفوفهم الدراسية.

الكلمات المفتاحية: التقييم الذاتي، التعلم النشط، التنظيم الذاتي، مهارات الكتابة.

Chapter one

1.1 Introduction:

One can't strike down a bird with an almost, with a lot of endeavors, throughout the years of searching the researchers could have a modulation in the way that they can improve educational process with it, there are many ways to do that and self-assessment is one of these methods," Self-assessment is a process of formative assessment during which

pupils reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work." (Andrade and Du ,2007)

Self-assessment playing very important role in the educational system, because it provides the feedback of pupils weaknesses and strength spots, not forgetting to mention, that it provides us, as instructors, feedback with the progress that the pupils have made, And if he went to the right path that prepared by the instructor himself. self-knowledge's the other definition for self-assessment and, self-knowledge led to use this knowledge to do the tasks skillfully, that is one of the functions of self-assessment. On the other hand, its functions in the classroom are to placement surveillance the pupil's improvement. Assessment as an essential pivotal section in learning teaching process, is divided into three kind: the first one is, assessment of learning: which means providing information reports on pupils fulfillment., the second one is, assessment for learning: it is the type of assessment which combine teaching and assessment with each other, and focusing on going forward (formative) assessment that gives instructors the path to keep an eye on the pupils ameliorate., the third and the last is ,assessment as learning: this style of assessment coverage upon metacognitive skillfulness and helps pupils to become lifelong learners, it counts on onto various assessment strategies, one of them is self-assessment.

Over several decades researchers discovered a reciprocal relationship between academic success and pupils' academic reading skills .

I think Pupils as instructors, are taking the reading learning skill for granted. The outcomes are that most pupils can't know what approach to use in reading a text, and eventually, they end up with using a surfs reading approach. investigator come to an agreement that consciousness and observation of one's understanding procedure critically important parts of skillful reading. Such consciousness and observation processes are often referred to in the literature as metacognition, which can be in terms of thought as the information of the readers' cognition about reading and the self-assessment mechanisms they exercise when observation and check text understanding.

1.2 Statement of the study:

It's so obvious and, clearly that any instructor can see, that EFL learners have a serious issue in the awkwardness in reading English in the classroom. This awkwardness is due to shortage of the expertise of pupils and instructor find awkwardness to provide feedback to pupils on reading skill. So the modern research recommended using self-assessment to produce reading skill more refection. Taking onto considering these problems, self-assessment is a proposition to help pupils to improve their reading skill in an originative way and, help the instructor to overcome all the pedagogical problem they facing.

1.3 Significant of the study:

Reading skill is an important skill for English language learners, it is essential to make a good suggestion that helps to master this skill, and there a lot of evidence telling that mastering this skills has to do with the academic successes. The result manifest that self-assessment has a great impact on the process of learning. This survey can magnetize the

awareness of both instructors and learners to endeavor and study its dynamic tool to ameliorate pupils' reading skills and instructors qualification of use self-assessment effectively.

1.4 Purpose of the study :

Self-assessment can be improved and fix pupils problems in reading English skill. The skillful implementation of this assessment helps to manufacture an active learning situation and consequently better learning outcomes. the researcher's survey aimed to find the practice of self-assessment in EFL reading classroom, because of its importance of the academic success, and to achieve this aim it employs quantitative and qualitative methods.

1.5 Limitation of the study:

This study considered this limitation:

- 1- Limitation of time: the study was carried out and applied in the academic years 2017-1018.
- 2- Limitation of place: the study was applied and carried out in Al-Quds open university.
- 3- Limitation of objective: the study will deal with and discuss the aspects of self-assessment in EFL reading and its impact on the process of improving their reading skills.

1.6 Question of the study:

The survey seeks to answer these questions

- 1- What are the perceptions of instructors and pupils self-assessment in their EFL reading in Al-Quds open university?

2- To what extent is the current self-assessment result being used to improve pupils learning and classroom instruction?

1.7 Definition of terms:

Pupils' Self-Assessment: kind of assessment which includes pupils in straightening their work. In this study, it is the number of educational outcomes that the pupils overcome as point by the pupils' self-assessment tool. (Thawabieh,2017)

Reading skills: It's an important language skill. It's the dynamic alternate through reader, text, and the context reader, text, and the context interactions that developed throughout practice in child life, which is produced by listening skills, and at that period reading skill are learned. (Dutcher, 1990)

Chapter two

2.1 Introduction:

In this piece of the study, some previous studies anecdote to this study will be consulted. These studies were carried out to identify the influence of self-assessment on improving fifth-grade reading skills at schools.

The field of teaching English language through the style of self-assessment is not new, it is an old style that was used in order to enhance the process of teaching and learning. Some instructor have adopted this style over their teaching, and some researches have been conducted in order to illustrate and give a clear image on how this method work

among the vast number of these researches are the selected ones followed:

2.2 literature review:

-Andrew and Valtcheva 2009

Suggested that self–assessment is the best way to award, pupils feedback they need, self–assessment can have strong effects on learning and the investigator commended to help pupils in using self–assessment to ameliorate their execution, and help them in using criteria, it should be clear give more time to self–assessment revision and don't turn it toward a grade.

–Andrade& Gizek 2010

Found that there no considerable differences amidst male and female pupils they have an affirmative attitude across self–assessment and it improves the quality of performance. In their study they found that self–assessment has an observable influence in improving reading skills and they declared, that self–assessment is the most pleasant topic in the learner–centered path.

Meihami & Razmjoo 2016–

According to Meihami and Razmjoo the problems that face self–assessment fulfillment are in time, resources and culture and to overcome these problems instructors should have training course change instructors stand and to overcome the lack of assessment literacy pupils should train on self–rating to find the capacity of doing self–assessment and Instructing learner how to proceed self–assessment.

Chew 2016–

Suggested using self–assessment activities will provide the instructor with a needed acquaintance on pupils understanding and improvement in order to adjust the pedagogy of teaching.

Panadero & Tapia 2013–

One of the most remarkable consequence that Panadero and Tapia discovered that most of the instructor doesn't know how to proceed self-assessment on the classroom, and many pupils don't self-assess their performance, because they don't know how to do it or insufficiency of particular criteria or they don't interest in it.

Ramdass and Zimmerman 2011 -

In their study, which entitled " Developing Self-Regulation Sills: The Important Role of Homework, present that self-assessment is a moderate of self-regulation which pupils is actively engaging in learning procedure and rethinking of it by straighten his performance according to criteria and give himself feedback, so pupils becoming metacognition thinker.

-Chen 2008

Supported self-assessment in his research and mention self-assessment given to pupils to incubate capability straighten themselves by making judgments of their performance and capacity.

Oscarson 2009-

Declared many characteristics of self-assessment and the result of her study showed that self-assessment has affirmative effects on pupils fulfillments. It the pupils capacity in reading through self-assessment mechanism which was successful in improving their reading capacity, ever after, the criteria of success was achieved.

-Bond and Falachikov 2007

reported that the instructor assessment landing to prepare pupils for the rest of their life because pupils get inconvenient feedback from the instructor and this type of assessment

doesn't pay attention to how pupils will learn after the point of assessment.

– Bond 2007

Conducted to there is no clue of the efficiency of self– assessment on academic outcomes, indeed the impact of self–assessment is limited because of the directive of educational policy and time. Thus, to use self–assessment effectively way it must classifying directive need and develop pupils ability to be dynamic leaners.

Falchikova 2005 –

Study about challenges how to start training pupils on sell assessment firstly, give them evidence of the advantage to participating, secondly, give an example of excellent, good poor work (criteria of the assessment). She mentioned some advantage of self–assessment like supply high quality of learning and elevate lifelong learning skills, raise the responsibilities of their learning and propulsion them toward autonomy or independence learning, stimulates pupils, supplies them with feedback and diminishes the stress of assessment. For the instructor, it saves his time and effort.

2.3 Conclusion:

Many types of research in the field of self–assessment have studied the significance, purpose, methods, history, and the problems with this process over many years; still, it is a wide approach to be covered pages; therefore, whatever there is a good number of researcher deals with self–assessment, although, developing it needs more researches and studies to cover more and other aspects of it.

Chapter three

Section One

3.1.1 Introduction :

This section points to the methods and procedures that the researcher followed in determining and building the population study sampling, also it explains the steps and the practical procedures that the researcher followed in describing the study, then the researcher explained the figures design of the study and pointing to the statistical test used in the study.

3.1.2 Population and sampling of the study:

The study consists of random pupils, male and female, in primary government and private schools. The sample consists of 40 pupils that were chosen in the random sample method. The tables (1 and 2) clarifying a description of their study sample according to independent variables.

The Society study contains the 5th graders in Jenin Directorate. The study was conducted on a sample of (40 pupils that chosen randomly.

Look at the table (1), table (2), table (3) and table (4), as they describe the distribution of the study sample.

1. Responders variable.

Table (1)

Distribution of the study sample according to the Responder variable.

Frequency	percent(%)	valid percent(%)	cumulative	percent(%)
Instructor	0	0.0	0.0	00.0
Pupils	40	100.0	100.0	100.0
Total	40	100.0	100.0	

2- Gender variable

Table (2)

Distribution of the study sample according to the gender variable

Frequency	Percent(%)	Valid	Cumulative	Percent(%)	Percent(%)
Male	20	50	50.0	50.0	50.0
Female	20	50.0	100.0	100.0	100.0
Total	40	100.0	100.0	100.0	

3.1.3 Study tool:

The study tool is a questionnaire prepared by the researcher, it contains 20 paragraphs.

The answer for each paragraph can be one of five responses according to the scale of the

five-Lyert distributed as follow :

Table (5)

Strongly agree	5 degree
Agree	4 degree
Undecided	3 degree
Disagree	2 degree
Strongly disagree	1 degree

The most degree in this scale = $5 * 20 = 100$.

The lowest degree in this scale = $5 * 1 = 5$.

3.3.4 Method and Information Collection Tool

The researcher used the questionnaire because it is suitable for the purposes of the study.

3.1.5 Study Producers:

The study had been done according to scientific and organized steps, there are as follow:

- 1- Prepared the questionnaire in an organized and visible manner.
- 2- Studying and analyzing the studied society.
- 3- Distributed the questionnaire and take the responses from the study sample.
- 4- Dumping the questionnaire on the computer.
- 5- Processing data statistically through the statistical programs for social sciences.
- 6- Discussing the results.

3.1.6 Approach and study design

Independent variables :

Responders : 1.pupils

Gender : 1. Male 2. female

Followed variable : using self–assessment in the school

3.1.7 Statistical treatments

The following statistical treatments were used in the study :

1. The Mean
2. Standard Deviation
3. Percentages and frequencies

Section Two

3.2.1 Study results:

The questionnaire was designed to investigate the influence of using self–assessment method in teaching 5th graders the reading skills from the pupils perspective.

The results of the study are as follow:

In order to interpret the results, the percentages were adapted s follow:

Table(4)

Approval degree	Percent
Very high	More than equal
High	70%–90%
Middle	60%–69%
Low	50%–59%
Very low	Less than 50%

Look at table (5)

Mean , std. deviation and percent's.

Ranks	#in Question- naire	Paragraph in questionnaire	Mean	Std. deviation	%	Important degree
1	P2	Self-assessment is an effective method in the motivating pupilss	4.62	.562	92.45	Very high
2	P8	Instructors find important to use self-assessment as an effective method of teaching	4.38	.924	87.56	Very high
3	P19	Self-assessment doesn't help in long life learning process	4.17	.917	83.33	Very high
4	P15	It would be more efficient of pupilss practice on Self-assessment	4.15	.915	83.01	Very high
5	P15	Self-assessment to young pupilss helps them love English	4.08	.929	81.54	Very high
6	P12	Using appropriate accent in reading help pupilss to adapt it gradually	3.92	.881	78.46	high

7	P1	Instructors use Self-assessment methods to improve 5th graders reading skills	3.83	.963	76.65	High
8	P3	Self-assessment help improving 5th graders pronunciation	3.79	1.179	75.79	High
9	P9	Self-assessment is used in both government and private schools	3.75	1.152	75.79	high
10	P14	Instructors and pupilss Self-assessment inside classroom helps establishing a form relationship between the instructor and the pupils	3.71	1.233	74.23	High
11	P10	The Self-assessment help the pupils in the 5th classroom fit the level of pupilss	3.67	1.239	73.37	high
12	P20	Self-assessment method helps pupilss to have more confidence in public speaking	3.55	.2953	71.085	high
13	P11	Self-assessment method improves other	3.50	1.445	70.05	high

		skills				
14	P6	Self-assessment method in the classroom increases the class interaction	3.42	1.248	68.45	middle
15	P7	Pupilss use new methods to improve their reading	3.13	1.424	62.69	Middle
16	P17	Pedagogical has a good method of Self-assessment 5th graders that have to improve with their speaking skill	3.08	1.316	61.58	Middle
17	P5	There are some problems that instructors face during the process of using Self-assessment	2.75	1.260	55.06	low
18	P13	Instructors notice the enjoyment on the pupilss of 5th grade while using Self-assessment as a method with them	2.58	1.283	51.61	Low
19	P16	Pupilss can choose the best way to correct their wrong answers	2.04	1.083	40.83	Very low
20	P16	Instructors use Self-	2.01	1.075	40.10	Very low

		assessment in reading for 5th graders				
	total		3.515	1.0669	70.146	high

From table (5)

Above, we can notice that the importance degree was (very high) for paragraphs (2.4,8,19 and15), because the response percent is equal or more than 80 % importance degree was (high) for paragraphs 1.3,9,14,10,11), because the response percent is equal to or more than (12.1 70 % . The importance degree was (middle) for paragraphs numbers 6,7,17), because the response percent is equal to or more than %60. The importance degree was (low) for paragraphs Number (5.13) because the response percent is equal to or more than

The importance degree was (very low) for paragraphs number (16, 18) because the response percent is less than 50 % .

The total percent equal 70.416 which the importance degree for it was (high).

There are 55 % from the study society who said that the instructor laces some problems during teaching pupils reading skills by using self–assessment as a teaching method, but more than 75 % from them said that the self–assessment is a reliable and good way of teaching young pupils skills, especially reading skills and vocabulary in both government and private school.

From the previously mentioned results, the researcher states that self–assessment is considered as an effective method and with a high importance in motivating the pupils

from pupils' perspectives, that means that it enhances their learning process in the classroom. The results also assure that self-assessment to young pupils helps them love English, while it doesn't help in long life learning process.

The importance degree was high for the paragraph which says that using an appropriate accent in self-assessment helps pupils to adopt it gradually, this leads to the fact that instructors have to use the right accent that they want their pupils to adopt, and to be used throughout their education. In addition to the statement which states that instructors use the self-assessment method to improve 5th graders reading skills. It has been improved over the results that instructors and pupils who are using self-assessment inside classroom help to establish a improve relations between them, improving and enriching pupils' vocabulary, helps the pupils to have confidence in public, besides improving other skills. It is a method which is used in both government and private school.

On the other hand, some results show less important degree that has a middle importance on the scale, such as self-assessment method in the classroom increases the class interaction, pupils use new vocabulary used in reading in their reading skill.

Results with low importance assure that there are few mentioned problems that instructors face during the process of using self-assessment and that instructors don't notice the enjoyment on the pupils of 5th grade while using self-assessment as a method with them. Therefore, self-assessment is not considered a useful and reliable mean for creating an amusing atmosphere in the classroom for 5th graders.

At last, two paragraphs show low importance; Pupils can choose the paragraph that they are loved to learn, in fact, they don't. pupils are stick to paragraphs that instructors choose for them and they have no choice in that matter. The other paragraph is that instructors use self-assessment for 5th graders, as the results show that no or just a few instructors use self-assessment during reading inside the classroom.

Results

- 1-Most of the instructors said that they didn't implement self-assessment in their reading.
- 2-Most of the instructors think that self-assessment improve pupils Reading skills, but they don't.
- 3-Most of the instructors suspect that pupils evaluate themselves genuinely.
- 4- All instructors agreed that they didn't feel satisfied with the results of self-assessment in different situations and they claimed that there are many challenges facing it, for example, pupils lack the necessary skills for assessing themselves.
- 5-All instructors agreed that they should have the experience to implement self-assessment correctly a two of them recommended to use self-assessment regularly in reading.

Chapter four

3.1 Conclusions:

Generally, the findings of the study revealed that:

- 1- Both pupils and instructors have positive perspectives toward self-assessment as the significant tool to improve pupils reading skills.
- 2- Most of the instructors feel that pupils don't evaluate themselves genuinely.

- 3- Half of the pupils overrated themselves more than they deserved.
- 4- Most of the instructors don't have enough experiences of using self-assessment in the classroom.
- 5-The performances of many pupils improved when they had more practices.
- 6- Practices and sufficient training, and clear guidelines essential elements of successfully using of self-assessment.

3.2 Recommendations:

According to the study results, the researcher has recommended the following suggestions:

- 1- Instructors should update themselves on who to implement self-assessment in EFL reading classroom.
- 2- Instructors should use self-assessment continuously and engaging pupils in their assessment process.
- 3- More investigations about implement of self-assessment in reading skills should be considered.

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