SELF-ASSESSMENT IN SECOND LANGUAGE SPEAKING ABILITY: AN EVALUATION OF STUDENTS' ACCURACY AND PERCEPTION OF GROWTH

Burcu KARAKAYA

MAY 2017

SELF-ASSESSMENT IN SECOND LANGUAGE SPEAKING ABILITY: AN
EVALUATION OF STUDENTS' ACCURACY AND PERCEPTION OF
GROWTH

A THESIS SUBMITTED TO THE

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

OF

BAHÇEŞEHİR UNIVERSITY

BY

Burcu KARAKAYA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS

IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

MAY 2017

Approval of the Graduate School of Educational Sciences

_____

Assoc. Prof. Sinem VATANARTIRAN

Director

I certify that this thesis meets all the requirements as a thesis for the degree of Master of Arts.

_____

Assist. Prof. Aylin TEKİNER TOLU

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts.

_____   _____

(Title / Name)   (Title / Name)

Co-Supervisor   Supervisor

Examining Committee Members

Asst. Prof. Enisa MEDE   (BAU, ELT)   _____

Asst. Prof. Kenan DİKİLİTAŞ   (BAU, ELT)   _____

Asst. Prof. Wayne TROTMAN   (IKCU, ELT)   _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Burcu KARAKAYA
Signature   :

ABSTRACT

SELF-ASSESSMENT IN SECOND LANGUAGE SPEAKING ABILITY: AN
EVALUATION OF STUDENTS' ACCURACY AND PERCEPTION OF
GROWTH

Karakaya, Burcu

Master's Thesis, Master's Program in English Language Education

Supervisor: Asst. Prof. Enisa MEDE

May 2017, 107 pages

The purpose of this study was to investigate the function and impact of self-assessment process on the second language speaking ability of B1 (intermediate) Turkish EFL learners at a language preparatory school of a foundation (non-profit, private) university in Istanbul, Turkey. A sample of 46 students participated in this quasi-experimental research study. Quantitative data was gathered through the students' eight-week long self-assessment scorings, the teacher's scorings for experimental and control group and pre-post L2 speaking motivation questionnaire while the qualitative data was obtained from the think aloud protocols and semi-structured interviews. The findings revealed that the self-assessment process was very helpful for students for gaining awareness of their own learning and improving L2 speaking skills, and also had a positive impact on the motivation of Turkish EFL learners' speaking ability. Although no significant difference was found between the experimental and control group in terms of improvement of speaking skills, experimental group still proved a considerable progress. The findings also pointed out that students perceived self-assessment process as an encouraging and engaging way to improve themselves in L2 speaking and take an active part in their own learning. Consequently, the results of the study indicated that self-assessment can be utilized as an effective learning strategy promoting L2 speaking skills and motivation in foreign language education.

Keywords: Self-assessment, L2 Speaking Skill, Motivation, EFL Classrooms

ÖZ

İKİNCİ DİL KONUŞMA BECERİSİNDE ÖZ DEĞERLENDİRME: ÖĞRENCİLERİN ÖZ-DEĞERLENDİRME SÜRESİNCEKİ DOĞRULUĞU VE GELİŞİM ALGISI ÜZERİNE DEĞERLENDİRME

Karakaya, Burcu

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Dr. Enisa MEDE

Mayıs 2017, 107 sayfa

Bu çalışmanın amacı, yabancı dil olarak İngilizce öğreten özel (vakıf, kar amacı gütmeyen) bir üniversitenin hazırlık programında, öz değerlendirme uygulamasının işleyişini ve bu uygulamanın seviyeleri orta düzeyde olan öğrenciler üzerindeki etkisini araştırmaktır. Bu yarı-deneysel araştırmaya, toplamda 46 öğrenci katılmıştır. Öğrencilerin sekiz haftalık öz değerlendirme skorları, öğretmenin hem deney hem de kontrol grubu için notlandırmaları ve ikinci dilde konuşma motivasyonuna yönelik ön ve son anketi aracılığıyla çalışmanın nicel verisi ve öğrencilerle yapılan sesli düşünme protokolü ile yarı yapılandırılmış görüşmelerden nitel verisi elde edilmiştir. Bu çalışmanın sonunda edinilen bilgiler, öz değerlendirme sürecinin, öğrencilerin yabancı dil öğrenimini geliştirmede ve kendi öğrenme süreçleri hakkında daha bilinçli hale gelmelerine yardımcı olduğunu ve ayrıca öğrencilerin konuşma becerilerine yönelik motivasyonlarını arttırdığını ortaya koymuştur. Deney ve kontrol grupları arasında konuşma becerisi gelişimi bakımından hiçbir anlamlı fark bulunamamasına rağmen, deney grubu kendi içerisinde kayda değer bir ilerme göstermiştir. Çalışmada yer alan öğrenciler, yabancı dil konuşma becerisi hususunda kendilerini geliştirmede ve öğrenimlerinde aktif rol alma konusunda, öz değerlendirme sürecinin teşvik ve motive edici bir rolü olduğunu belirtmişlerdir. Sonuç olarak, bu çalışmanın bulguları yoluyla, öz değerlendirme yönteminin yabancı dilde konuşma becerisi gelişimine yardımcı olan ve bu doğrultuda motivasyonu artıran etkin bir öğrenme stratejisi olarak benimsenebileceği görülmüştür.

Anahtar Kelimeler: Öz Değerlendirme, Yabancı Dil Konuşma Becerisi, Motivasyon, Yabancı Dil Olarak İngilizce Eğitimi Alan Sınıflar

ACKNOWLEDGEMENTS

First of all, I would like to thank and present my regards to my thesis supervisor, Asst. Prof. Dr. Enisa Mede, for her great contributions, strong guidance, never-ending encouragement and patience. This thesis would not have been possible without her valuable help and constructive attitudes.

Besides my advisor, I would like to thank to the rest of my thesis committee Asst. Prof. Dr. Kenan Dikilitaş and Asst. Prof. Dr. Wayne Trotman for their encouragement and insightful comments which helped me to have a deeper insight towards my thesis.

I would also like to thank to Merve Selçuk for her unyielding support during this process. She was always there to help me and clear up any question marks in my mind with her motivating attitude.

I would like to express my heartfelt gratitude to my dear family for their never-ending support. This thesis could not have been completed without their encouragement.

Last but not least, I would like to thank Nathan Stone for his endless support, valuable contributions and motivation that he has provided me with throughout this process. He always kept on motivating me till the last moment.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

FIGURES

LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

ELT   English Language Teaching

L2   Second Language

Chapter 1

Introduction

1.1 Overview

Identified as a positive factor for learning, assessment, in general, is a term which has been claimed to contribute to the process of learning, reinforce the knowledge of language learnt, and affect the performance of learners positively (Black & William, 1998; Boud, 1990; Kennedy, Chan, Fok & Yu, 2008). It is pointed out that assessment is a way to determine what learners has achieved, what they still need to work on, what should be followed to fill the gaps they have for more success in the process of learning. While assessment is regarded as a crucial and useful way to follow for success in L2 field, Coronado-Aliegro (2000) criticizes the institutions making use of standardized tests and organizing their curricula and syllabi based on the test to be conducted. Claiming that those institutions do not give priority to the learning process itself but to testing learners, he adds that the quality of language learning drastically decreases due to this mentality of institutions. As Black and William (1998) suggest, more important thing for assessment to be beneficial for learning process is to include students in the evaluation process and encourage them to be engaged with their own learning performance.

In order to encourage learners to actively take part in their own evaluation process, self-assessment has become a trend in the field of assessment. Mousavi (2012) states that self-assessment is a way which allows learners to monitor their own performance while learning; is a proof of what they are able to do in terms of language skills determined as reading, writing, listening, and speaking; and how they deal with the language they learn in different situations. In other words, self-assessment, in the realm of learner autonomy, is an invaluable asset for students to be self-aware of their current abilities, which in turn can help them to be better decision makers when practicing, studying and choosing materials.

When self-assessment is closely gone through, there are two main aspects that need to be taken into consideration: measurement aspect and learning aspect (Butler & Lee, 2010). Serving as summative evaluation, measurement aspect focuses on measuring learners' knowledge of language and how well they perform in language

skills. As Heilenman (1991) explains, self-assessment for measurement provides data to grade learners during their learning process and determines learners' level of language abilities and eligibility. On the other hand, learning aspect of self-assessment emphasizes learners' improvement in language learning process. By self-assessing their competence in language, learners can contribute to themselves in terms of evaluation of skills and level of proficiency. Put differently, self-assessment is an opportunity for learners to reflect and evaluate themselves. They can monitor their performance, modify their learning process, and develop their own learning styles according to their needs and preferences. Along with this, learners will become more involved with the language they are learning and more motivated to be a real part of this process (Paris & Paris, 2001).

The rationale lying behind the idea of self-assessment in language learning was explained shortly by six items determined by Oscarson (1989): *promotion of learning, raised level of awareness, improved goal-orientation, expansion of range assessment, shared assessment burden,* and *beneficial postcourse effects* (p. 4-6).

- *Promotion of learning*: self-assessment is the process of learning itself. It lets learners not only evaluate themselves but also learn from their own performance. The process of self-assessment facilitates learning.

- *Raised level of performance*: When learners monitor their own learning process, they have a chance to determine what they have already learnt, what they need to learn, what they are to modify. They become more aware of their objectives and needs in language learning through self-assessment.

- *Improved goal-orientation*: With the help of assessing their own learning, learners can organize their goals according to their needs they have specified. By this way, they can help and reinforce their learning process as much as they can.

- *Expansion of range of assessment*: Learners' self-assessment for their own performance makes considerable contributions to learning process since self-assessment enables learners to reinforce effective learning in terms of gaining self-confidence in learning, getting over anxiety, and being open to discuss and negotiate the learning process with their teachers and peers.

- *Shared assessment burden*: Since learners themselves are trained to self-assess their learning process, it is a helping hand for teachers who are typically the only people to evaluate learners' improvement. Self-assessment is a facilitator for teachers as well as for learners' language learning process.
- *Beneficial postcourse effects:* Self-assessment teaches learners how to be autonomous learners by allowing them to monitor, reflect and evaluate themselves while being taught second language.

As discussed above, self-assessment is a new trend in the evaluation of learners' competence and performance in foreign language classrooms in contrast to the traditional use of standardized tests for assessment. There are numerous research studies in the literature which have found out that self-assessment brings a lot of advantages to learners' learning process since it gives learners the opportunity to monitor, guide and direct their learning process according to their goal-orientation. With the help of self-assessment, learners gain awareness of their needs, expectations, and objectives. Based on the information they have about their own learning, they are able to design their own study line in order to improve themselves and succeed in language learning.

In the light of discussion above, the purpose of the present research study is to investigate foreign language learners' self-assessment enrolled in an English Language Preparatory School at a private university in Istanbul, Turkey. Specifically, the study attempts to find out how accurate preparatory students can self-assess particularly their speaking ability, explore whether self-assessment is a technique which accelerates L2 learners' speaking performance, explores if self-assessment has any effect on learners' motivation in EFL classrooms, and lastly, questions if self-assessment is thought useful for speaking ability by students.

1.2 Statement of the Problem

When the skills of language are taken into consideration in terms of self-assessment, it is possible to claim that there are millions of tests which consist of multiple choice and comprehension questions for reading and listening skills. Since there are exact answers for those questions, learners can self-assess their reading and listening abilities by those tests any time. However, writing and speaking as

productive skills are very challenging for learners to self-assess their performance. Since writing and speaking require learners to work for their own production, there is neither exact template nor answers for evaluation and self-assessment. In other words, the fact that there are less quantifiable ways to self-assess a learner's ability in the writing and, especially, speaking skills makes self-assessment difficult for learners. All in all, reading and listening testing materials are easily accessible to students, but assessment of a student's writing and speaking skill are usually only available to the student when a third-party rater or instructor is present.

As a recent trend, the focus of classroom applications has started to turn into being more learner-centered rather than a teacher-centered setting. In this sense, self-assessment is one of the essential techniques to put learners themselves in the center of their learning process and allow them to monitor and guide their own performance. However, although self-assessment has been proven to be very beneficial to learners' language learning process, it can be claimed that it is not encouraged sufficiently to be made use of for speaking skills in order to involve learners in a better language learning process.

With regard to the explanations above, there are some points to take into consideration for self-assessment process in speaking classes. First of all, accuracy of learners' self-assessment for their speaking ability is an important area of inquiry in language learning and teaching. In addition to that, it is still a question if self-assessment facilitates learners' proficiency in speaking ability. Furthermore, there are some factors such as motivation, confidence and anxiety of learners influenced by self-assessment process. Thus, what kind of effects self-assessment has on these factors also needs to be figured out. Overall, the aspects and factors related to self-assessment mentioned above indicate the need for more research on self-assessment for the development of the speaking ability of L2 learners in the EFL (English as a Foreign Language) context.

1.3 Purpose of the Study

Self-assessment, in the realm of learner autonomy, is an invaluable asset for students to be self-aware of their current abilities, which in turn can help them to be better decision makers when practicing, studying and choosing materials. With

regard to this, when learners are let self-assess their own production in speaking, the accuracy of their self-assessment and its effects on learners' language learning process is a matter of question. The purpose of this research study, therefore, is to investigate how accurate L2 students self-assess their speaking ability, to explore to what extent self-assessment accelerates L2 students speaking ability, to reveal the effects of self-assessment on learners' motivation towards foreign language learning, and lastly, students' perceptions of their own growth for self-assessment in their speaking ability.

1.4 Research Questions

As stated in the previous part of this thesis, the present study examines learners' accuracy and perceptions of their own growth for self-assessment in their speaking ability as well as effectiveness of self-assessment among L2 learners enrolled in an English Language Preparatory Program at a foundation (non-profit, private) university in Istanbul, Turkey. More specifically, the present study addresses the following research questions:

1. How accurate can L2 students self-assess their speaking ability?
2. To what extent does self-assessment accelerate L2 students speaking ability?
3. What is the effect of self-assessment on students' motivation for foreign language learning?
4. What are the students' perceptions of their own growth for self-assessment in their speaking ability?

1.5 Significance of the Study

Investigating self-assessment of speaking ability in L2 learning, this research study may make some significant contributions to the literature. First, the findings of this study can help explain how Turkish university students view their own L2 speaking performance. As a productive skill, speaking is quite challenging for self-assessment. In addition, the students who are the participants of this study are EFL learners and they cannot have a chance to test their own English speaking ability outside the classroom in contrast to ESL (English as a second language) learners who have an opportunity to practice English in everyday situations as well as classrooms. For this reason, it can be claimed that EFL learners may have some difficulties

evaluating their own speaking performance accurately. Thus, it is worth finding out how accurate EFL learners can self-assess their speaking ability.

The question whether L2 students can accelerate their speaking performance and contribute to it or not is the second aspect worth exploring for this research study. Self-assessment has been proven to reinforce learners' knowledge of language and be very beneficial for their language learning process. However, to what extent students can accelerate their speaking ability during self-assessment process is a matter of inquiry. This research study is conducted to find answers for this issue by comparing the margin of error between students' score and an examiner's score who is professional in testing.

Third, since self-assessment affects students' speaking ability in a way, there is no doubt that it also affects students' motivation for foreign language learning either positively or negatively. Thus, this research study sheds light on what effects self-assessment has on students and what implications can be drawn for further achievement of students. Giles and Byrne (1982) point out that the more self-confident students feel in L2, the more they will feel encouraged to communicate in L2. Tsui (1996) claims that students' motivation to communicate in L2 immediately brings successful outcomes in L2 while less motivated students can be affected adversely and be less successful in L2.

Fourth, identifying factors which affect how students view their own speaking ability in their L2 is also important to find out. As explained in the literature, there are a lot of affective factors which facilitate or hinder learners' self-assessment for their speaking ability. What is more important than this is learners' perceptions about self-assessment and their own growth through self-assessment. The findings of this research study can draw an image of learners for teachers to have a better understanding how students' perceptions for self-assessment differ. Also, it may give some suggestions for further applications of self-assessment.

All in all, no matter how much learner-centered approaches and self-assessment procedures are said to be followed, in foreign language education in Turkey, evaluations and assessments in most of the institutions are under the control of teachers. In order to contribute to this field, this study is conducted to determine

how self-assessment is an effective way to improve L2 learners' English speaking ability, how accurate learners can self-assess their speaking ability, to what extent self-assessment influences learners' motivation and what learners' perceptions would be for their own growth after self-assessment in their speaking ability.

1.6 Definitions

EFL: English as a Foreign Language (Mayo, 2003).

L2: Second language (Winke, 2007). L2 refers to English in this research study.

Assessment: Assessment is a way of evaluation which contributes to the process of learning, reinforces the knowledge learnt, and affects the performance of learners positively (Black & William, 1998).

Self-assessment: Self-assessment is a way which allows learners to monitor their own performance while learning; is a proof of what they are able to do in terms of language skills determined as reading, writing, listening, and speaking; and how they deal with the language they learn in different situations (Mousavi, 2012).

Chapter 2

Literature Review

2.1 Overview

The current chapter presents an overview of the theoretical background on self-assessment provided in the literature. Starting with a brief introduction on what self-assessment is and how it is defined in the literature, this research study gives some more details and findings from the previous studies conducted on self-assessment, particularly in speaking classes. The chapter continues by highlighting the importance and benefits of self-assessment and indicating what the role of self-assessment is in EFL speaking classroom settings. After examining the accuracy of self-assessment, the chapter is concluded by indicating the correlation between self-assessment and motivation as well as providing some insights about self-assessment in Turkish EFL context.

2.2 Defining Self-assessment

Defined as an alternative way to assessment, self-assessment is a kind of practice which allows students to evaluate their own learning, gain awareness of their own learning and be able to make reflections on their own learning (Lee, 2008). As Brooks and Brooks (1993) state, self-assessment is a skill that every student must have as a real-world skill. According to Boud and Falchikov (1989), self-assessment is:

> The involvement of learners in making judgments about their own learning, particularly about their achievements and the outcomes of their learning. Self-assessment is formative in that it contributes to the learning process and assists learners to direct their energies to areas for improvement, and it may also be summative, either in the sense of learners deciding that they have learned as much as they wished to in a given area, or, in formal institutional settings, it may contribute to the grades awarded to students (p. 529).

With respect to the constructivist theories and practices, self-assessment is seen as students' self-examination, self-observation, and self-questioning for their

learning process. Yılmaz (2008) indicates that learning process entails an active engagement of students so that they can form and build up the knowledge they are expected to achieve. When students are in the act of constructing knowledge, they take part in meaningful learning. In order to achieve this, students need to function actively and efficiently in their own learning. Self-assessment directs students to regulate their knowledge and performance while constructing their knowledge.

Regarding the aspect of reflective practice, self-assessment can help students become decision-makers about what they already know, what lacks they have, how they can make their learning more efficient and successful, and what they need to focus on more. In short, if it is conducted and organized well enough, self-assessment can act as a guide to students in their language learning (Anderson, 1998). Along with this, it is stated by Caouette (1990) that students who are concerned about their competence and performance and self-assess them can influence their anxiety, enthusiasm for learning, task persistence, and other motivational factors with self-assessment.

Hill (2013) puts forth that those who self-assess their learning are responsible and self-controlled students since they are willing to associate their performance and productions with the objectives they are supposed to achieve. They are enthusiastic about planning according to future objectives and eager to perfect the things they get right and correct the things they get wrong. Those students, pointed out by Cassidy (2006) need to be self-aware as much as possible so that they can fully reflect on their own learning and benefit from self-assessment practices.

In the act of self-assessment, students, as classified by Donham (2010), experience two kinds of assessment: summative assessment and formative assessment. As the name suggests, summative assessment requires students to evaluate their competence and performance based on their progress on exams, projects or presentations. On the other hand, formative assessment includes activities and practices which provide feedback and reflections on students' learning based on students' drafts and course maps. With the help of formative assessment, students are able to detect their strengths and weaknesses by monitoring their learning and organize their future practices better. It is believed by Reynolds et al., (2006) that

formative assessment facilitates and backs up meaningful learning in the course of self-assessment.

As it is understood from the explanations above, self-assessment is a concept in the language teaching field that comprises three main components: self-monitoring, self-evaluation, and identification and implementation of instructional correctives when needed (McMillan & Hearn, 2008). Essentially, the table below illustrates the cyclical combination of self-assessment process of students. In a nutshell, students, in an organized self-assessment process, determine what objectives they are expected to meet, criticize their performance and strategies they have used based on the criteria and rubrics provided for them according to tasks and activities, and finally design further plans and strategies to perfect their learning process.
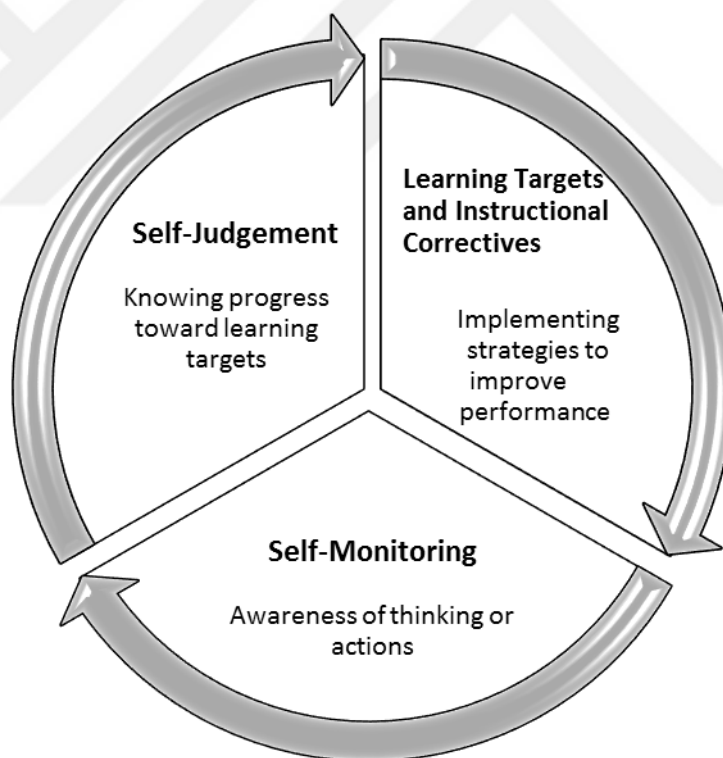
Figure 1. Students' self-assessment cycle (McMillan & Hearn, 2008, *Educational Horizons*, *87*(1), p.42)

2.3 Review of Literature on Self-assessment

There are various researches conducted related to self-assessment in educational fields, particularly in language teaching and learning. Starting from the 1970s to present day, many of them analyzed self-assessment from different perspectives such as efficiency of self-assessment, effectiveness of self-assessment, learners' perceptions on self-assessment in different settings such as primary and secondary schools, colleges and universities. For example, Carr (1977) conducted a research study with forty-eight undergraduate students in order to find out how accurate students could self-assess their learning through guidelines given. As a result of the study, it was concluded that when students were provided the right criteria and rubric to evaluate themselves, they, whether trained beforehand or not, could benefit from practices of self-assessment. Ferguson (1978) and Oskarsson (1978) studied self-assessment focusing on the possibility whether self-assessment could be practiced in standardized tests like placement and proficiency exams. They found out positive implications for the use of self-assessment in formal tests.

The focus of the research studies shifted towards how useful and effective self-assessment could be in order to enhance students' language learning. In the 1980s, the researchers (Wangsotorn, 1980; McCarthy et al., 1985; Oscarson, 1989) who investigated if self-assessment could ease and support language learning and learners' skills concluded that self-assessment could act as a facilitator between students and foreign language being learnt. However, the problem arose after all was the accuracy of the rates given during self-assessment practices. Boud and Falchikov (1989) analyzed the students' ratings and indicated that the students rated themselves high although they didn't meet the objectives because they had studied very hard earlier. Also, they doubted if the teachers' ratings were reliable enough to use for standardization when theirs were compared with the students'. All in all, it was acknowledged that both teachers and students had to be trained for more organized, valid and reliable self-assessment process.

In the 1990s, the researches (Brown & Hudson, 1998; Cram, 1995; Orsmond et al., 1997) were positive about the usefulness of self-assessment for learning. The aim of the studies turned into the investigation of self-assessment in classroom settings. For example, Mowl and Pain (1995) revealed that the students were able to

11

rate their own knowledge and performance correctly and honestly and were very pleased to take part in self-assessment activities since they could reflect on their own learning. Conducting a meta-analysis, Ross (1998) studied the criteria for self-assessment given to students. After a close and detailed investigation, he implied that self-assessment could be very useful for students in language learning if only validity and reliability of criteria was provided.

Since 2000s, the correlation between self-assessment in classroom settings and learner autonomy was studied by some researchers (Gan et al., 2004; Little, 2005; Schunk, 2005). It was concluded in common that self-assessment could affect students positively in terms of motivational factors since they were given a chance to control their own learning and reflect on it.

2.4 Importance and Benefits of Self-assessment

As it is revealed by the brief review of previous studies provided above, it cannot be denied that self-assessment contributes to students' learning process positively. Also, since there are a lot of benefits of self-assessment both for teachers and students, it can be implied that self-assessment has become a recent trend in assessing students' competence and performance.

One of the very important benefits of self-assessment is that students can build up self-efficacy in language learning (McCarthy et al., 1985). Due to the fact that self-assessment helps the establishment of the sense of learner autonomy, it is claimed that students feel more self-confident in speaking and writing classes and do not hesitate to communicate in a foreign language when they are given an opportunity to self-assess their production and performance. It is observed that students become more motivated and willing to produce more through self-assessment practices. Thus, it is possible to claim that self-assessment is a very essential way for self-directed learning by creating autonomous learners.

Through self-assessment, students are able to gain awareness of their strengths and weaknesses while learning based on predetermined objectives. This feature of self-assessment makes learning active and meaningful for students (Zimmerman, 2002). This awareness gained through self-assessment also contributes to students' lifelong learning behaviors and academic achievements. Since they adapt

12

the skills of making correct judgments on their own learning and recognizing challenges and problems and taking actions accordingly, students become more proactive. Through self-assessment methods, students as self-regulated learners acquire the ability to determine what they have in their background and what they need to learn in order to meet the objectives they are expected to. By this way, students can develop active, reflective and critical thinking skills in their language learning.

Since self-assessment acts as a promoter for formative assessment, it is pointed out that students acquire the sense of responsibility for their own work and get more engaged with their learning process (Donham, 2010). In contrast to summative assessment which requires passive evaluation based on tests and final products of students and doesn't allow neither feedback nor interview among students, formative assessment through self-assessment methods and practices becomes more helpful for more purposeful learning in terms of production and improvement in language learning. As students self-assess their performance periodically, teachers have the chance to make some comments on students' production constructively and provide formative feedback for them.

Another benefit that has been observed through the studies conducted on self-assessment methods is that students get accustomed to their own learning process (Andrade & Valtcheva, 2009). In other words, their learning becomes their personal developmental process. Being aware of the objectives they need to achieve, the nature of courses studied, their own improvement and challenges while learning, students can guide themselves through their own findings out of the accumulation of their self-assessment practices.

Diltz (2006) proposed that another benefit of self-assessment is that self-assessment practices facilitate the communication among students and between teachers and students. Students who get the habit of monitoring their own learning, recognizing their mistakes and perfecting their speaking ability are the ones who are willing to talk about their experiences in their own learning process. This situation increases the chances for classroom communication among students and encourages the ones who hesitate to get feedback from their teachers about their production. It

has been revealed that this classroom communication among students becomes teacher-students talks. That is to say that students who notice their mistakes and become more aware of their learning process ask for more help from their teachers in order to make their learning better.

Another important feature that self-assessment includes is that students can feel more comfortable with learning through self-assessment since they are not forced to take standard tests and assessed based on grades they get (Lawson et al., 2012). This also decreases the level of leaning anxiety and brings about more motivational atmosphere for students. With the help of self-assessment practices, assessment becomes a more useful and meaningful tool and students can be assured that their progress and success in language learning is based on their developmental practices instead of final product.

In terms of benefits for language teachers, it is possible to claim that self-assessment methods, preparation of rubrics and criteria for students are a kind of training for teachers. For example, based on the objectives courses expect students to meet, they can organize tasks and activities to be completed and evaluated by students. After that, they can arrange criteria for those tasks and activities determined before. By this way, teachers can take part in students' self-assessment process actively since prior design for self-assessment calls for greater performance and contribute to themselves (Geeslin, 2003).

Last but not least, students are used to traditional assessment system which means that only the grades they get matter. In other words, the higher grades they get, the more they think they learn. Without reflecting on themselves, monitoring their learning, observing their progress, they are supposed to be assessed according to the grade they receive. However, self-assessment is a refreshing way in the field of assessment recently that it acts as a kind of learning opportunity for students as Donham (2010) suggests. Students can contribute to their learning on their own, talk about their outcomes freely and make their plans to go forward in language learning with the help of self-assessment practices. Due to the fact that self-assessment methods entail a kind of process which takes quite time and students' efficiency, self-assessment is a great opportunity for students to notice what they can/cannot achieve beforehand and take necessary precautions and make changes in their

learning styles and behaviors. It is highly significant that students can determine how efficient they are and what needs to be done more to perfect their learning process.

2.5 Self-assessment in EFL Speaking Classroom Settings

As a language teaching trend and approach, communicative language teaching is favored recently in EFL classrooms. Giving importance on communication, interaction, negotiation and particularly learner-centered classrooms, communicative language teaching is closely associated with self-assessment practices in EFL classrooms and highlights the importance of learner autonomy (Graves, 1996). When the characteristics of autonomous learners are closely examined, it is found out that autonomous learners are able to recognize what they have learnt, to modify their target needs based on the objectives they are expected to achieve, to make a choice between strategies and skills to progress their own learning, and to reflect on themselves, in other words self-assess (Dickinson, 1993). For such autonomous learners and communicative classrooms, self-assessment practices are seen essential in order to provoke learners' awareness in their learning process. According to Larsen-Freeman (1986), communicative language teaching methods bring about a change on roles of students and teachers. He adds that:

> The new roles that are available to language instructors are dependent on classroom pedagogy that instills an increased sense of responsibility and ownership on the part of the student. Consequently, language instructors must work to increase student opportunities to speak and communicate in the classroom and to encourage students to define and pursue individual language-learning goals (p.131).

Based on some empirical studies conducted to shed light on self-assessment in EFL classrooms, it has been found out that self-assessment is a very useful method for learners to make them responsible for their own learning and improve themselves accordingly whereas some of them were objected to the use of self-assessment in EFL classrooms. Based on the explanations revealed by Oscarson (1989) and Nunan (1988), it can be implied that self-assessment in EFL speaking classrooms can be quite effective that it injects confidence and motivation into students to communicate

and interact in foreign language. Instilling self-consciousness in learners, self-assessment can make them knowledgeable about what skills they are learning, how well they are performing, and what they can do more for a better understanding of their goals and objectives. By this way, students can be encouraged to cooperate in-and-out of the classroom and feel more engaged with speaking in their foreign language. However, some other researchers (Brindley, 1989; Cohen, 1994) are concerned about the validity and reliability of self-assessment in EFL classrooms. It is stated that students may not be able to self-assess correctly due to subconscious behaviors even though they are trained for self-assessment beforehand. Some factors such as subjectivity and students' desire to rate themselves as high as possible for their classroom identities may be thought as a destructive point for the nature and objectives of self-assessment methods. As Cohen (1994) points out, students may not be able to self-assess their learning effectively if they are not given the right criteria and rubric for it. The quality of the training provided and the rubric given to students matter for the appropriate application of self-assessment. Furthermore, Rolfe (1990) argued that students may sometimes take self-assessment more seriously than they are expected to and be harsher on themselves than their teachers while rating their own learning. According to him, self-assessment is not "a reliable indicator of oral ability" (p. 178).

Due to some conflicts when the findings of the researches mentioned above are compared, it can be deduced that examining communicative performance and speaking abilities of students become a very challenging process for self-assessment practices in speaking classes. The dilemma between assessing the performance on tasks or competence of students may hinder successful applications of self-assessment. There are some ways to overcome those problems and dilemmas and to perfect the process of self-assessment in EFL classrooms according to Nunan (1988). Highlighting that assessment is applied in order to determine if the objectives of a class have been reached at the end of courses, to detect the mistakes while trying to meet objectives and form a relevant guideline for future, he points out that the most significant point to take into consideration for self-assessment purposes and process is that students should be assured to receive sufficient and well-organized training. While building up the habit of self-assessment for students' own learning, Nunan

16

(1988) suggests that students should be given some specific tasks and activities to assess their performance. By this way, self-assessment stands out as a facilitator for communicative language teaching methods in EFL classrooms.

2.6 Accuracy of Self-assessment

The essential point in self-assessment for students is to evaluate their own learning, measure it and determine how successful and efficient it is. As long as self-assessment is conducted well, it will be beneficial for students. It is highly important not to have any misleading sides about the quality of self-assessment (Hill, 2013). As it is clear from the sections above, there are some doubts about the validity and the reliability of the self-assessment practices. In other words, whether students are honest enough with their ratings for their own competence and performance or not, how reliable their scores for themselves are is a matter of question. It can be deduced from the nature of self-assessment that self-assessment could serve for educational purposes of EFL classrooms and be beneficial for students on the condition that students are reliable in their assessment. As Hill (2013) highlights Thomas Jefferson's statement, "the wise know their weakness too well to assume infallibility; and he who knows most, knows best how little he knows" (p. 12). However, students can overestimate their performance and be subjective while reflecting on themselves.

According to Langendyk (2006), unsuccessful students are always prone not to have a sufficient understanding and observation of their own learning process. Most of them think that their proficiency in their learning is always higher than it really is whereas they don't actually have any slightest idea about what they know and what they need to know. It is also added that students are traditionally taught to evaluate their learning based on their grades instead of having a critical overview for their learning. Thus, they do not have an insight into self-assessment practices for their learning. For this reason, this case brings about the inquiry about the quality and the accuracy of self-assessment practices.

Zimmerman (2002) acknowledges that the accuracy of students' self-assessment is also dependent on teachers' encouragement. It is stated that very few teachers teach their students how to evaluate and reflect on their own learning and question themselves about their strengths and weaknesses. It is believed that the idea

of self-assessment could not be adopted by students if they are not guided sufficiently.

Some previous research studies conducted to shed light on the accuracy of self-assessment in different fields revealed that students are not always accurate enough with their ratings and assessment of their own learning. The table below demonstrates details and findings of some of those studies and points out how accurate and inaccurate the participants were with their self-assessment practices:

Table 1

Overview of Recent Research Studies Related to Students' Accuracy in Self-assessment

Author	Procedure & Setting	Results
Kruger & Dunning (1999)	Conducted in the US with psychology and human development students, this research study asked its participants to evaluate themselves based on their performance after completing a written task.	Incompetent scores due to lack of metacognition. Overestimated attitude of students for their skills and performance.
Langendyk (2006)	Conducted in Australia with tertiary-year medicine students, this research study asked its participants to self-assess their performance based on the criteria given beforehand and model answers. The scores given by the students for themselves were compared to educators' later on.	Inflation of low-achieving students for their own performance. Highly critical and harsh scoring of high-achieving students.
Lawson et al. (2012)	Conducted in Australia with economics students, this research study asked its participants to self-assess their own performance on four subsequent sessions. The results of the students were compared to the educators' scores.	Students' great progress on each session in the use of self-assessment procedure more efficiently each time.
Peckham & Sutherland (2000)	Conducted in South Africa, this study asked its participants to self-assess themselves after the final exam. Their summative and formative assessment were compared with the educators'.	A very significant correlation between the students' self-assessment scores and the final grades they got from formal assessment.

To begin with, in the study conducted by Kruger and Dunning (1999) with the students of psychology and human development in the US, it was found out that the students thought they were quite proficient in terms of writing skill and language learning process. It was claimed that their inaccurate estimation was due to their metacognitive knowledge. For more accurate results, it was suggested to assess students formally and let them self-assess their learning after a certain time spent with formal assessment.

In a similar study conducted by Langendyk (2006) with third-year medicine students in Australia, the participants could not self-assess their performance even though they were provided with model answers and certain criteria. Due to lack of language knowledge, lower level students overestimated themselves and found their performance quite satisfactory whereas higher level students rated themselves lower than they were expected. As they were aware of what was expected from them during learning process, higher level students were too critical on their performance.

On the other hand, Lawson et al. (2012), in the study they conducted with economics students in Australia through four subsequent sessions within a period of time, discovered that students could perform quite well when they were assigned with self-assessment. They also concluded that students had to be given sufficient time and training for more accurate self-assessment. They believed that they could self-assess their language learning process better over time.

According to the results Peckham and Sutherland (2000) reached in their research study conducted with chemistry students in South Africa, the discrepancy between students' self-assessment and the issues of accuracy could be got over if students were given a clear set of criteria and explicit rubrics for self-assessment procedures beforehand. Comparing the results gathered from summative assessment and formative assessment of teachers and educators, the study found out a very close correlation between the scores of the teachers and the students. In addition, it is believed that students could be guided and given periodical feedback by their teachers and educators during the process of self-assessment in order to succeed in evaluating their own learning.

There are some ways to reach accurate application of self-assessment by students during their own language learning process. In this case, teachers are seen as facilitators and mediators for students to guide them for reliable and accurate ratings for their own performance. In order teachers to teach students how to implement self-assessment accurately in their classrooms, Rolheiser (1996) proposes four stages (see Table 2 below). It is very advantageous for teachers to make use of the four stages on the growth scheme in order to identify what stage needs to be focused for self-assessment procedures.

As the first stage, teachers should engage their students with defining criteria and deciding what criteria should be included in their rubrics to be given during self-assessment. Generating ideas in class, brainstorming, and fostering negotiation among students could facilitate this stage. With the help of in-class activities followed, students can serve for their own learning at its best and determine the most appropriate criteria for their learning objectives and strategies. In other words, this stage serves as a kind of needs analysis for students.

In the second stage, teachers are expected to act as a model for students about how to make use of the criteria determined by them. Firstly, they should show students how teachers and educators follow the rubric they use for rating students' performance step by step. After that, they should bring some already-assessed samples to their classrooms and allow students to work on them for a while so that they will compare their scores with them later on. According to the level of students, teachers can change the course of the stage accordingly.

The third stage is that teachers should give feedback on students' use of criteria in the second stage. After students conclude their part with criteria, different samples from different students can be shared with all students in order to demonstrate how criteria can be understood differently and to what extent it leads to a change in assessment. Any negotiations and discussions could be very helpful at this stage so that students will be assured to clarify the idea of self-assessment and the use of criteria and rubrics for it.

Finally, as the fourth stage, teachers should determine and analyze objectives and strategies for learning. After indicating how to set up relevant goals for the predetermined objectives, teachers should allow students to determine goals for their

own learning. Students need to be reminded and guided to specify the most appropriate objectives for themselves. This stage helps learners become more aware of their learning process and guide themselves without teachers' guidance.

Table 2

Rolheiser's Growth Scheme for Teacher Implementation of Stages of Student Self-assessment (McMillan & Hearn, 2008, p. 47)

	Stage 1	Stage 2	Stage 3	Stage 4
Level of Implementation	Establishing Criteria	Teaching Students How to Apply Criteria	Providing Feedback to Students on Application of Criteria	Setting Learning Goals and Strategies
Beginning	Criteria given students for their reaction	Examples of applying criteria given to students	Teacher provides feedback	Goals and strategies determined by teacher
Intermediate	Students select criteria from a menu of possibilities	Teacher describes how to apply criteria	Feedback provided by both teacher and students	A menu of goals and strategies is provided by the teacher
Full	Students generate criteria	Teacher models how criteria apply	Teacher engages students in justifying their feedback	Student constructs goals and strategies

To wrap up, the matter of accuracy of students' self-assessment could be resolved by some possible solutions. With the help of explicit criteria and rubrics and teachers' supportive guidance in classrooms, students can make a progress in self-assessment practices and contribute to their own learning accordingly.

2.7 Motivational Factors and Self-assessment: Motivation

Motivation is described as a particular feature of a person who specifies a goal, tries very hard to achieve it being ready to face any challenges and desires the feeling of completeness and satisfaction after achieving the goal (Gardner &

MacIntyre, 1993). Investigating motivation in second language acquisition and foreign language learning, Dörnyei (2005) claimed that L2 students, who have sufficient L2 competence, can be successful in EFL classroom contexts as long as they are highly motivated for their goals. In other words, it is claimed that learners may not be able to succeed in language learning process if they don't have enough motivation although they have very comprehensive knowledge in L2. He believes that motivation is a primary factor which affects success in foreign language learning stating that "high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions" (p. 65).

Furthermore, Gardner (2001) mentioned that motivation represents both learners' being interested in language learning and their attitudes towards learning. According to his findings, there are three components for motivation: learners' desire, effort and positive affect. Bearing these three characteristics of motivation, a motivated learner is the individual who is willing to learn a foreign language, is ready to devote a lot of effort for the desire s/he has, and is pleased with monitoring the learning process holding a positive attitude towards it. It is believed that there is a direct path for learners starting from students' attitudes towards language learning, passing through motivational factors and reaching success in L2 proficiency. Tremblay and Gardner (1995) summarizes the relationship between language attitudes, motivational which lead to achievement in L2 in the following table:

```
┌─────────────────────────┐        ┌─────────────────────────┐
│ Language attitudes      │        │ Goal salience           │
│ *Attitudes towards L2   │───┐    │ *Goal specificity       │
│  speakers               │   │    │ *Goal frequency         │
│ *Integrative orientation│   │    └─────────────────────────┘
│ *Interest in foreign    │   │    ┌─────────────────────────┐
│  languages              │───┼───▶│ Valence                 │
│ *Attitude towards the   │   │    │ *Desire to learn L2     │
│  L2 course              │   │    │ *Attitudes towards      │
│ *Instrumental           │   │    │  learning L2            │
│  orientation            │   └───▶└─────────────────────────┘
└─────────────────────────┘        ┌─────────────────────────┐
            │                      │ Self-efficacy           │
            ▼                      │ *Performance expectancy │
┌─────────────────────────┐        │ *L2 use anxiety         │
│ Language Dominance      │        │ *L2 class anxiety       │
└─────────────────────────┘        └─────────────────────────┘
```
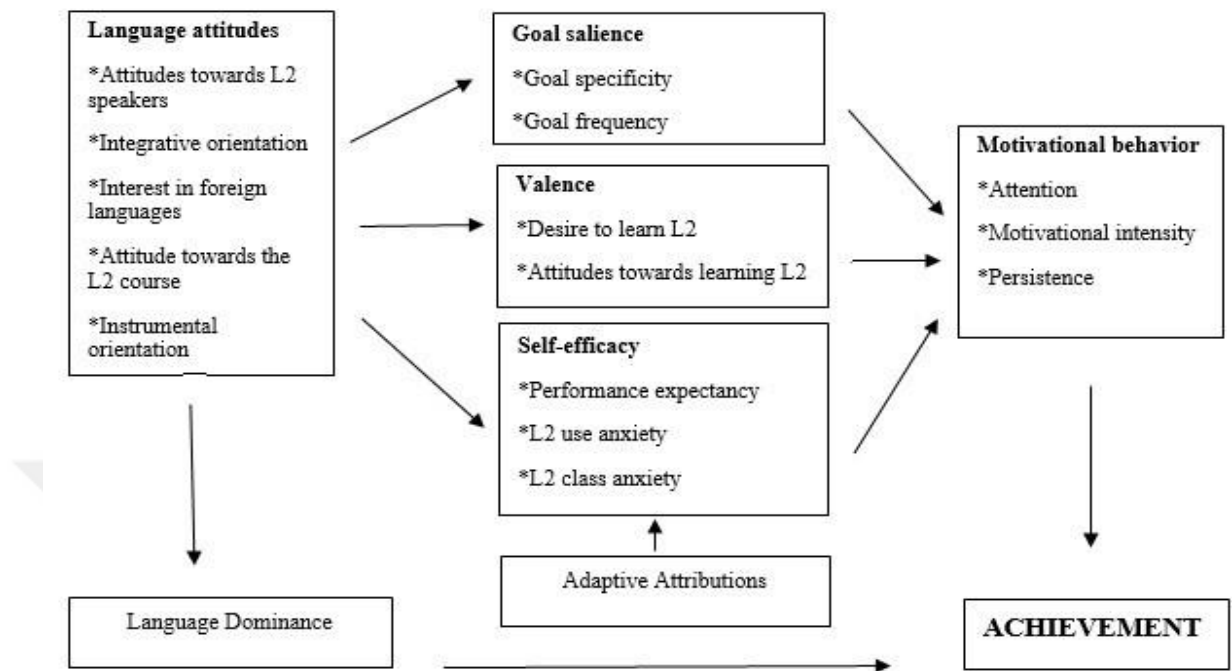
Figure 2. The model of L2 motivation (Tremblay and Gardner, 1995, p. 505)

Once self-assessment and motivation are investigated together, it has been found out that there is a strong relationship between them. For instance, Yashima (2002) found out that communicative language context and self-assessment practices had a considerable influence on the students' motivation and increased their willingness and enthusiasm for learning English as L2. In addition, AlFallay (2004) concluded that the students' whose motivation was considerably high did very well on self-assessment process and their ratings were accurate when they were compared to teachers'. Thus, it was implied that self-assessment and motivation had a mutual relationship. In other words, the students were successful while self-assessing due to their high motivation for learning. Their motivation also increased to a great extent due to their accurate practices in self-assessment.

When students take part in their own learning process and are given an opportunity to monitor their improvement, experience their performance critically and rate their learning, they become more aware of what they are doing to learn a

foreign language. With the help of awareness they gain through self-assessment, they become more willing and motivated with their own learning and more interested in their own performance instead of grades.

As the researchers (Gardner, 2001; Tremblay & Gradner, 1995; Yashima, 2002) pointed out, self-assessment methods and practices have a very considerable effect on motivation of students and their success in EFL contexts. When students' motivation is high, it also affects their desire for learning, their attitudes towards the language they learn, the amount of effort they make, and their courage to face challenges and potential problems during their learning process. Since students act as actual observers of their own learning, they follow self-assessment directions more accurately and become more engaged with their learning objectives, language knowledge and performance. Self-assessment also gives students some time to realize their attitudes towards language learning and change their behavior if necessary. Since self-assessment provides formative results, students can have sufficient time to observe each stage of their improvement. It is a process which gives students a chance to help their own learning while learning whereas summative grades can only help students after their learning process have been completed. To conclude, all these aspects of self-assessment mentioned above contribute to students' motivation considerably.

2.8 Self-assessment in Turkish EFL Context

It is widely accepted that most of the studies conducted about self-assessment of foreign language skills have revealed that it has not been investigated sufficiently in Turkish EFL context (Banlı, 2014; Orhon, 2016; Ünaldı, 2016; Yıldırım, 2001). There are several studies which have attempted to explore self-assessment within Turkish concept in Turkish institutions.

Banlı (2014) in her study attempted to explore the role of self-assessment for the improvement of English writing skills and development of students' awareness in EFL classrooms. Selecting participants from freshman students of Engineering department, the study followed the qualitative case study methods. After students were provided with eight writing sessions prepared by the researcher throughout the study, they were to assess their own performance during those sessions. The data for

this study was collected from self-assessment checklist and questionnaire. The results at the end of the study indicated that self-assessment played a very significant role in the improvement of writing skill for EFL learners. It was also found out that self-assessment helped the students to build task awareness for their writing skill as a productive skill. Thus, it was inferred that self-assessment brought more proficient production in EFL classrooms.

Orhon (2016) aimed to find out whether there was a correlation between students' self-assessment for blogging and portfolio keeping and their language skills in the process of EFL learning. Lasted for ten weeks, the research study selected its participants among pre-intermediate level students in preparatory program in a state university. The students were divided into two groups: the group which wrote personal blogs and the group which kept portfolios of their own assignments. During those ten weeks, they were also allowed to share their folders with their classmates, get feedback from them and have discussions about their self-assessment and their classmates' thoughts about it. The data was collected through self-assessment checklist and a questionnaire based on learner autonomy. The students were also invited to the semi-structured interviews later on. The findings of the study indicated that the students in the blog group, in contrast to the portfolio group, improved themselves in terms of developing writing skills and achieving more successful language learning. They also found self-assessment procedures very helpful for themselves.

Highlighting the shift from teacher-centered classroom environment to learner-centered one, Ünaldı (2016) attempted to find out what the potential effect of self-assessment of foreign language skills was and to what extent it facilitated the proficiency of Turkish students in EFL classrooms. Conducted with freshman students at a state university in Turkey, the study found out that self-assessment had a very significant role in determining the proficiency of Turkish learners. It also revealed that self-assessment helped to create a learner-friendly classroom atmosphere by contributing to learners' motivation and decreased negative effects of formal assessment. As one of the striking findings was that lower proficiency levels inflated their performance whereas higher proficiency levels underestimated their

performance, it was suggested that further studies might take cautions for lower proficiency levels in terms of the accuracy of self-assessment.

Yıldırım (2001) conducted a study in order to investigate if training students would make any difference to perform self-assessment accurately and to self-assess their own writing. The participants of the study were freshman students who studied Engineering and Science at a private university in Turkey. There were two groups of participants: a treatment group which received a series of training on self-assessment before working on their own written production and a control group which self-assessed their writing skill without any instruction of training beforehand. The treatment group was also given a questionnaire in order to determine whether self-assessment was beneficial for students' language learning or not. According to the results gathered, there was a consensus that self-assessment made the students more aware of their own learning. In addition, the students in the treatment group had improved themselves a lot in terms of self-assessment within time while the ones in the control group did not rate themselves accurately enough. However, it was discovered that the students in both groups did not show any differences in terms of improving their writing skills.

As the literature indicates, most of the studies in Turkish EFL context attempted to investigate the issue of self-assessment within the frames of writing skill and the improvement of writing. Thus, the present research study aims to fill the gap by exploring self-assessment focusing on speaking skill in Turkish EFL classrooms.

Chapter 3

Methodology

3.1 Overview

The aim of this chapter is to give detailed information of the essentials of the methodology part of this research study such as psychological paradigm, research design, setting, participants and procedure, reliability and validity, and limitations and delimitations. The details about the type of sampling, data collection instruments, data collection procedures and data analysis procedures are indicated under the title of Procedure.

The research questions which have been investigated throughout this research study are as in the following:

1. How accurate can L2 students self-assess their speaking ability?
2. To what extent does self-assessment accelerate L2 students speaking ability?
3. What is the effect of self-assessment on students' motivation for foreign language learning?
4. What are the students' perceptions of their own growth in L2 speaking ability after the self-assessment process?

3.2 Philosophical Paradigm

The term, *paradigm* in this research study takes its meaning from the definitions by social sciences. According to Lincoln et al. (2011), paradigm refers to a basic set of beliefs which takes the lead to research. In other words, paradigm is a way of researching and exploring a case or a phenomenon. Through paradigms, particular consequences can be reached and possible explanations can be made. Neuman (2009) defines paradigm as "broadly conceived methodologies". Also named as *worldview* (Guba, 1990), paradigm is a philosophical view that a researcher thinks about based on the nature of research. Paradigms vary depending upon research fields, disciplines and researchers' tendencies and prior research experiences. Taking these factors into consideration, researchers' beliefs pave the

way for different research approaches such as qualitative, quantitative, and mixed method approach (Creswell, 2013). In this research study, four paradigms are illustrated as they have been argued in the literature extensively: post-positivism, constructivism, transformative, and pragmatism. The main components of each paradigm are demonstrated briefly on the table below (Creswell, 2013, p.36):

Table 3

Educational Research Four Paradigms

Paradigms	Components
Post-positivism	Determination Reductionism Empirical observation and measurement Theory verification
Constructivism	Understanding Multiple participant meanings Social and historical construction Theory generation
Transformative	Political Power and justice oriented Collaborative Change-oriented
Pragmatism	Consequences of actions Problem-centered Pluralistic Real-world practice

Post-positivism has a deterministic feature which highlights attentive observation and accurate measurement to serve for the purpose. For this reason, it aims to work on outcomes based on observations and delve into individuals' attitudes. It is also highlighted that researchers aim to explain causative relationship or situations that matter for objectives of researches after data analysis process. In a research study which follows constructivism paradigm, researchers value participants' views as much as possible and do not try to classify or categorize responses. Instead, the questions are kept general and built as open-ended questions so that a better understanding will be reached about the setting and context of the participants. That is why, researchers' interpretation is the paramount for

constructivism. In addition, focusing on societies' needs, researches following transformative paradigm guide societies about what needs to be done for any improvement, make participants more aware about each other and take both social and political action to make necessary changes in society.

Regardless of prior problems or issues, pragmatism focuses on "actions, situations, and consequences" (Creswell, 2013, p. 39). Morgan (2007) points out some features of pragmatism as a philosophical paradigm of researches. First, pragmatism does not particularly focus on exact truth or one philosophy. Thus, it directly intertwines with mixed methods research in which researchers put an emphasis on both qualitative and quantitative data equally instead of adopting one kind of technique. Second, researchers following pragmatism have a right to make choice between methods and procedures according to research problems they identify. This brings more valid and reliable outcomes at the end of researches. Third, pragmatism leads to different ways for mixed methods researchers as it brings about different views, techniques, analysis, and hypotheses.

In the light of explanations provided above, this research study adopted pragmatism as its philosophical paradigm. Along with the research questions, pragmatist view served best for the purposes of this study since the researcher was free to choose the best methods to apply throughout the study, and took the advantage of qualitative and quantitative methods to gather more valid and reliable findings.

3.3 Research Design

In the light of mixed method research design that this research study follows, Creswell (2013) focuses on three models of mixed methods research design which are mostly used in research studies. First, *convergent parallel mixed methods* design applies qualitative and quantitative data simultaneously in order to have a deep understanding about the research problem. Necessary assumptions and overall implications are made based on the findings later on. Second, *explanatory sequential mixed method* requires researchers to follow stronger quantitative methods at first and go on with qualitative methods afterwards. The quantitative data collected is illustrated further through qualitative data. It is called sequential since one research

design follows the other. Third, *exploratory sequential mixed method* works reversely when it is compared with explanatory one. Researchers start with collecting qualitative data at first and back up findings with quantitative data afterwards. It is called exploratory because participants' views are explored and analyzed firstly. In order to add more, the quantitative data is collected to specify variables.

Based on the explanations above, this research study followed explanatory sequential mixed methods research design since it employed both quantitative and qualitative research methods and followed explanatory sequence of data collection. Lasted for eight weeks, the students as the participants of this research study were asked to self-assess their speaking ability recording themselves while speaking based on the given topics. Using the speaking assessment rubric, the students gave scores for their own production for eight weeks. In order to find out how accurate the students self-assessed their speaking performance, the eight-week quantitative data was analyzed based on the correlation between the students' ratings for their own performance and the teachers'. Also, the scoring of the teacher for the control group was examined to determine if self-assessment accelerated the students' speaking skills in L2. Following this, another set of quantitative data was collected at the end of eight-week time in order to ascertain the effect of self-assessment on students' motivation on foreign language learning. Finally, the researcher conducted semi-structured interviews with the students for qualitative data to learn about their perceptions towards self-assessment, particularly whether they found self-assessment useful for the growth of their speaking ability.

3.4 Target Population and Participants

This study was conducted at an English Preparatory School offered at a foundation (non-profit, private) university in Istanbul, Turkey. At the beginning of the academic year, it is compulsory for all students to take the proficiency test, covering reading, writing, listening and speaking skills, in order to ascertain if they have sufficient English to start to study their own departments. Passing level for all students to reach is upper-intermediate (B2) level. Students who cannot pass the proficiency test have to take the placement test so that they are placed into appropriate classes for their English proficiency level. The preparatory school

consists of 875 students. This number includes Turkish EFL students mostly and also international students. In each class, there are 18-22 students, maximum 24. While placing the students into the classes, international students in each class are equally distributed (maximum 6 international students in each class). The mission of the program is to provide students with the sufficient proficiency for reading, writing, listening, and speaking skills in English as well as making students reach B2 (upper-intermediate) level at the end of the school year.

The preparatory program adopts a modular system consisting of four modules from A1 to B2, and follows the Common European Framework of Reference for Languages (CEFR). There are 8 weeks in each module. The students have a midterm exam on the fourth week and a final exam on the eighth week. All students in A1, A2 and B1 have 25 hours of English lessons while students in B2 have 20 hours. In B1 (intermediate) level, students have 15 hours of essentials classes, 5 hours of Reading-Writing (R&W) classes, 5 hours of Listening-Speaking (L&S) classes. New Language Leader-Intermediate book is used for Essentials classes and Unlock 3 R&W and L&S for skills classes.

In order to pass a module successfully, students are required to meet the expected scores. All students regardless of their levels have to collect at least 198 points out of 308. This total number includes midterm exam grades and grades based on the assignments students are expected to complete such as portfolio tasks, online assignments, class projects, weekend worksheets. Students who could get 198 have a right to take the final exam whose passing grade is 60 whereas the ones who couldn't collect sufficient points have to repeat the module.

For the purposes of this research study, the participants were chosen from two B1 (intermediate) classes which consisted of 46 students in total: 24 students in experimental group, 22 students in control group. According to the CEFR descriptors, these students have a certain level of proficiency in English. For example, as indicated by CEFR, they could understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar; read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints; write an essay or report, passing on information or giving reasons in support of or against a particular point of view;

interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible; and take an active part in discussion in familiar contexts, accounting for and sustaining views, stating advantages and disadvantages, giving detailed descriptions. The students taking part in this study were 29 females and 17 males; 33 of them were Turkish and 13 of them were international. Their ages ranged between 18-25 and they were all studying as EFL students in a private university' preparatory school in Istanbul, Turkey. B1 level students were chosen for this research study because they were believed to reach a certain level of English as indicated by CEFR and thought to be more conscious of their own learning in English. They were expected to perform better in terms of self-assessment procedures throughout the study

In order to teach the students how to use the self-assessment rubric at the beginning of the module and contribute to the measurement of accuracy of the students' self-assessment for their speaking skills, a native teacher took part in this research study. He has worked as an EFL teacher for 8 years having taught various courses such as Grammar, Academic English, Skills, etc. He has also worked as an examiner for 5 years. He tests candidates in speaking and writing and scores them based on the rubrics provided. Currently, he is teaching 5 hours of Listening and Speaking classes for B1 level every week and taking part in the testing unit of the preparatory program preparing tests for B1 level. Therefore, he was chosen for this study because he is quite experienced in teaching English and most importantly assessment.

3.5 Procedures

In this part of the study, the details related to data collection procedures-types of sampling and data collection tools, the implementation of the whole research study, data analysis procedures, reliability and validity and lastly limitations and delimitations are provided respectively.

3.5.1 Data collection procedures

This research study was based on explanatory sequential mixed method paradigm and mixed methods research design. The participants of the study consisted of 46 intermediate (B1) students and two native teachers.

The current study was conducted in a foundation (non-profit, private) university in Istanbul, Turkey. Necessary permission for data collection was provided by the Head of English Preparatory School at the university. The related data was obtained in the second module of the education year. The details based on data collection procedures and the implementation of the whole research study are explained below.

3.5.1.1 *Instruction in the experimental group.* At the beginning of the second module, the teacher met his B1 students in experimental group of this study in a Listening and Speaking class in order to teach them the speaking assessment rubric adapted from Bonk and Ockey (2003) as the first stage of the research study (Appendix A). In order to standardize the rubric, Bonk and Ockey made use of the rubric for the speaking part of a test which was applied to 1324 examinees as the first administration and 1103 examinees as the second administration. The population consisted of first-, second-, and third-year university students who studied English and English-majors. It was found that the items were reliable to differentiate the examinees based on their speaking skills and performance. The examiners who used the rubric throughout the test in the first administration did not differ greatly and improved their internal consistency in the second administration. The use of multiple examiners with a great range of examinees contributed to the reliability of the use of the rubric for all English and English-major students in all levels.

24 students in the experimental group were delivered the copies of the rubric and went through all the statements on the rubric in detail with the teacher for two class hours. There were items on the rubric such as grammar, vocabulary, fluency, and pronunciation to be rated from 1 to 5. The teacher made clear explanations and made sure each student comprehended the rubric well. Following this, the teacher mentioned the whole process of self-assessment which would take eight weeks. Every student was to speak about a given topic for two minutes every week (Appendix B); record their voice; rate themselves based on the speaking assessment rubric for each recording and submit their files to the teacher every Friday. As they did this every week, the teacher himself also rated the students' recordings. At the end of the eight-week long process, the teacher made it sure that every student's self-assessment for their own performance was also graded by the teacher to be compared

33

at the end of the study. While doing so, the teacher provided the students with feedback based on his notes every next Monday. On the fourth week of the self-assessment process, the teacher conducted think aloud protocols with ten randomly-picked students in order to have an idea about how accurate the students were self-assessing their speaking performance.

3.5.1.2 *Instruction in the control group***.** There were 22 students in the control group who were in B1 (intermediate) level in the same research setting. Those students followed the same syllabus and pacing as experimental group did. As one part of grading in the program, they were assigned to speak about the given topics every week recording their voice and submit it to their Listening-Speaking teacher in the second module which lasted for eight weeks. In contrast to the experimental group, the students in control group, traditionally, submitted their voice recordings based on the same topics given the experimental group and were graded only by the teacher every week. They had not learnt or practiced self-assessment procedures or received any feedback from their teachers based on their speaking performance. Their feedback was only their grade given by their teacher. While grading the students, the teacher used the same rubric as used for the experimental group.

At the end of the whole process, retrieved from the experimental group, the teacher had had 192 voice recordings and 192 self-assessment data in total. Referring to the first research question of the study, the total data mentioned above consisted of the quantitative data of the study. The scoring the students in the experimental group did and the teacher's rating for those students was compared. By this way, it was attempted to find out how accurate the students could self-assess their own performance within time.

In order to answer the second research question of the study, the assessment of the teacher in experimental group was compared with the assessment of the teacher in control group. Drawing comparison between the students' growth in speaking skill in experimental group and control group, the researcher could determine if self-assessment practices contributed to the students' performance in speaking skill.

After the self-assessment process had been completed, the teacher delivered all students the self-assessment motivation questionnaire which consisted of 31 statements related to L2 speaking motivation. This questionnaire contributed to the quantitative data of this research study. Referring to the third research question of the study, it aimed to find out what the effect of self-assessment on students' motivation on foreign language learning was.

As the last stage of the implementation of this research study, the researcher conducted semi-structured interviews with eight students who were randomly selected among the ones in the experimental group. The aim of the semi-structured interviews was to get more in-depth information to back up the quantitative data of the study. The open-ended questions asked addressed the perceptions of the students about self-assessment of their speaking ability. Referring to the fourth research question of the study, the data retrieved from the interviews consisted of the qualitative data.

3.5.1.3 *Sampling.* As simply defined by Etikan et al. (2016), sample is a part of a big population or universe. Identified as a way of data collection, sampling is the appropriate selection of participants based on objectives determined in a research study. In other words, it refers to "total quantity of the things or cases which are the subject of researches" (Etikan et al., 2016, p.1). There are three common sampling methods mentioned in the literature: probability sampling, purposive sampling, and convenience sampling (Teddlie & Yu, 2007). Depending on the research design and aim, researchers are supposed to employ the right sampling to their research studies. As it is indicated, multiple sampling techniques may be adopted for the sake of purpose of researches.

Probability sampling methods are generally applied to quantitative research designs. The key point for this sampling is that everybody in mentioned population has equal probability to be chosen for a research study. For this, the population from which participants will be selected is considerably a large group. As Tashakkori and Teddlie (2003) point out, participants selected by probability sampling methods are to be the most appropriate representatives of the population in order to contribute to the reliability of a research study.

Purposive sampling is primarily adopted in qualitative studies. Population here serves for specific purposes with regards to research problems and research questions. Selection may be made among individuals or institutions. According to Maxwell (1997), the key point for purposive sampling is that "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices" (p. 87). In other words, as the name suggests, the selection of a group of individuals is conducted purposefully.

Convenience sampling is known to highlight some features such as nonprobability and nonrandom sampling and to be adopted in quantitative research studies. As it is understood from its name, participants' being convenient is significant for convenience sampling method. In other words, participants are to be convenient for some criteria such as "easy accessibility, geographical proximity, availability at a given time, or the willingness to participate" in accordance with objectives in research studies (Etikan et al., 2016, p. 2). The key point for the convenience sampling method is for researchers to find accessible participants in a population to make them take parts in their studies.

Since this current research study employs both quantitative and qualitative research designs, it adopts both convenience and purposive sampling. Convenience sampling was benefitted from in order to collect the quantitative data through students' 8 week-long self-assessment process for their speaking ability and the scale to detect if self-assessment procedures affected their motivation towards English language learning. The group of students and the teacher were selected as the participants of this study as it was very easy to access them any time throughout the study; very convenient in terms of language proficiency level as the students were selected among B1 level groups; and willing to take part in the study. For think aloud protocols and semi-structured interviews (qualitative data), purposive sampling method was utilized as one of the purposes of this research study was to find out students' perceptions about self-assessment and if they found it useful for their growth in speaking ability.

3.5.1.4 *Data Collection Instruments.* The related data serving for the purposes of this research study was collected through the three instruments (a

questionnaire, think aloud protocols, and semi-structured interviews) explained in the following section.

3.5.1.4.1 Questionnaire. Adapted from Iwamoto (2015) to be customized to this research setting, the questionnaire used aimed to determine the effects of self-assessment on the students' motivation towards foreign language learning after self-assessment of their own speaking ability for eight weeks. The questionnaire was administered to 24 intermediate (B1) level students in experimental group to find out if they thought that self-assessment made any impact on the experimental group's motivation to speak English more and to take part in speaking skills practices in EFL classrooms. In the questionnaire, there were three parts in total which aimed to get information about the students' attitude towards learning to speak English, L2 speaking motivational intensity and desire to learn to speak English. There were 30 statements on agreement scale in total. The participants indicated their level of agreement at a 5-point Likert type scale ranging from 'strongly agree' to 'strongly disagree'. All statements attempted to find out if self-assessment led to any changes on the students' motivation for English language learning (Appendix C). Attitude towards learning to speak English attempted to measure how positive and enthusiastic the students were. An example item is "I look forward to opportunities to speak English.". The second part focused on L2 speaking motivational intensity and investigates how willing the students became to endeavor in order to improve themselves in speaking skill in and outside the EFL classroom environment. A sample item is "I often think about how I can improve my English-speaking skills.". The third part, desire to learn to speak English measured the students' enthusiasm and eagerness to learn to speak English better and readiness to improve their speaking skills. An example item is "My desire to learn speak English is increasing."

The original questionnaire consisted of 31 statements in total. Two of them were excluded in this research study as they did not address the participants and the setting of this research study. The first item which was excluded was "I think that English is the most important subject in school". Since the questionnaire was conducted with EFL classroom students in an English preparatory school, all courses were in English. Therefore, the participants did not have any other course to compare

with English. For this reason, the item mentioned above was removed. The Second item which was excluded was "Speaking English is important for engineers". Since students were distributed to their classes in preparatory schools regardless their future departments, the item did not match with the population of this research study.

Two items were adapted in total. The 5th item in the first part, Attitude towards learning to speak English, which was originally "I admire Japanese students who can speak English well" was converted into "I admire students who can speak English well". As there were not only Turkish students but also international students in the participant group of the research study, the word, *Japanese*, was excluded in order to make the statement appropriate for all participants. Also, while the 8th item in the third part, Desire to learn to speak English, was originally "I believe that Japanese students should be taught to speak English at school", it was changed as "I believe that students should be taught to speak only English at school".

After conducting the questionnaire, 8 students from the experimental group were randomly selected for semi-structured interviews in order to gain some more detailed insights about the perceptions of students about the use of self-assessment in EFL classrooms, specifically speaking classes.

3.5.1.4.2 Think Aloud Protocols. In order to determine the participants' performance on self-assessment for speaking ability, think-aloud protocols were applied. As Charters (2003) points out, think aloud protocols, conducted in order to collect qualitative data based on participants' beliefs and actions, have two kinds of application: concurrent think aloud protocol collecting data as the task goes on and retrospective think aloud protocol retrieving data after the task is completed. Based on this perspective, the researcher randomly picked 10 students from the experimental group on the fourth week of the eight-week module and asked those participants to rate themselves based on their speaking recording for the week. As they were giving scores for themselves, the researcher stopped the participant to ask several questions based on the scores s/he gave. The questions (Appendix D) focused on how accurate the participants were self-assessing their own speaking tasks. The purpose of the think aloud protocol was to determine how well the students were processing the self-assessment procedure after they had practiced it for three weeks

having been taught how to use a rubric for it. The participants were asked why they rated themselves high or low because it was aimed to find out if they had any reasonable factor behind their scores. Following this, the teacher asked the students if they developed any kind of solutions or strategies for their low scores. Based on the responses, the researcher could have a better understanding about why and how for the students' scores.

3.5.1.4.3 Semi-structured Interviews. In order to learn about the students' perceptions about the application of self-assessment for their English-speaking ability and their growth in speaking, the researcher conducted semi-structured interviews with 8 students who were randomly picked at the end of the research. The questions were open-ended questions and formed by the researcher herself in order to serve for the purposes of this research study (Appendix E). With the help of those questions, it was attempted to determine if the students found self-assessment process beneficial for themselves, whether self-assessment contributed to their language awareness or not; and to what extent it helped them to improve their speaking skills. All in all, the semi-structured interview process provided a clear understanding about the students' perceptions towards the use of self-assessment and their growth in L2 speaking in EFL speaking classrooms.

3.5.2 Data analysis procedures

In order to serve for the aim of this research study, both quantitative and qualitative data were collected from the experimental and control group in B1 (intermediate) level and analyzed accordingly.

In an attempt to answer first and second question of the research, students' self-assessment data were gone through and Statistical Package for the Social Sciences (SPSS) was utilized for the data analysis. Each individual's self-assessment data and the teacher's scorings for each student were used in order to determine the accuracy of students' rating for their own speaking performance. This also showed if the students indicated any progress for self-assessing their L2 speaking skills within time.

For the third research question, the students were delivered a Likert-scale questionnaire about the effect of self-assessment on students' motivation for L2

speaking. In order to retrieve the data from the questionnaire, SPSS was made use of and descriptive statistics was obtained. The overall analysis based on the questionnaire provided results based on possible effects of self-assessment process on students' speaking in foreign language and motivation towards foreign language learning.

In addition to the quantitative data, semi-structured interviews with purposefully selected students provided the qualitative data at the end of the study. The data retrieved through the interviews was analyzed through content analysis (Miles & Huberman, 1994). The process began with the open coding of the data followed by inducing categories from the codes obtained. After that, the categories with related codes were gathered under the students' rationales behind their scores and strategies they follow to improve their L2 speaking. To identify the degree of inter-rater reliability, two instructors in the field of English Language Teaching took part in the identification of the categories from the codes. The raters achieved 83% of agreement on the categories identified.

Finally, the think aloud protocols conducted in the fourth week of the module contributed to this study with qualitative data. As Fontana and Frey (2000) indicated, think aloud protocols emerge from "the desire to understand rather than to explain" (p. 654). From this perspective, think aloud protocols in this research study aimed to obtain qualitative data based on the interpretations and justifications of the participant's self-assessment scores, more precisely to enhance insights about the participants' working memory. Since the participants acted as quasi-researchers through think aloud protocols, they provided a reflection of their inner speech about the foci of this research study. During the think-aloud process, immediate awareness and cognitive abilities of the participants were put in the center by the researcher. Having asked expository questions entailing students' cognitive and comprehensive use of language, it was aimed to find out the rationale behind the students' scorings. The nature of the questions potentially prevented the probable automaticity. It is worth mentioning that the students had already completed three weeks of self-assessment process before the think aloud protocols took place. Thus, the students did not have a "cold-start effect" on them.

Bearing in mind that speakers took several minutes to make up their minds before they actually spoke and the information kept in the working memory might disappear as soon as new information showed up, it was possible to claim that their utterances might not be purely reflecting their ideas as they were. For this reason, in case the think aloud protocols would not provide sufficient deeper thought processes; they were supplemented with the questionnaire and the semi-structured interviews. This approach contributed to the reliability for the data collection process and the aspect of triangulation since the students retrospectively reflected on their speaking performance, had a casual follow-up interview with the researcher as they were answering the think aloud protocol. It was preferred not to have videotaping in case it would pressure the students. For the analysis, based on the inferences obtained from the students' utterances, the researcher decided on three units based on their rationales for high scores, low scores and the solutions they come up with.

All in all, the following table demonstrates the overview of the research questions of the current study and corresponding procedures followed for data analysis process:

Table 4

Overview of Research Questions and Corresponding Procedures

Research Questions	Data Collection Instrument	Data Analysis
RQ1. How accurate can L2 students self-assess their speaking ability? RQ2. To what extent does self-assessment accelerate L2 students' speaking ability?	Students' Self-assessment Scoring for 8 weeks and Teacher's Assessment for Those Students	Correlation Analysis (Hatch & Farhady, 1981)
RQ3. What is the effect of self-assessment on students' motivation for foreign language learning?	Self-assessment Motivation Questionnaire	Descriptive Analysis (Hatch & Farhady, 1981)
RQ4. What are the students' perceptions of their own growth in L2 speaking ability after self-assessment process?	Semi-structured Interviews	Content Analysis (Miles & Huberman, 1994)

3.5.3 Reliability and validity

There are some criteria to take into consideration related to the issue of validity and reliability while conducting a research study. As mentioned by Shenton (2004), these are credibility, transferability, dependability and confirmability. In order to ensure the trustworthiness in this research study, each criterion was followed carefully.

As seen as the most important criterion in order to obtain trustworthiness in a study by Guba and Lincoln (1985), credibility was ensured in this study through the detailed review of prior related studies conducted for self-assessment, particularly language classes. Also, through different methods such as questionnaire, think aloud protocols and semi-structured interviews, the credibility for this study was strengthened.

Transferability refers to the possibility of a study to be conducted in different contexts (Merriam, 1998). In order to ensure this, detailed overview of participants and setting was provided.

In order to establish dependability, which refers to the study which is conducted in the same context with the same methods and participants to determine if results would be the same, detailed overview of data collection and data analysis procedures as well as participants and setting was made available for further researches.

For the conformability, both quantitative and qualitative research design and methods were made use of through questionnaire, think aloud protocols and semi-structured interviews.

3.6 Limitations

There are some limitations to take into account in this research study. First of all, the target population of the study consisted of only intermediate level. Also, it was conducted only in a preparatory school of a foundation university. For this reason, it may be difficult to make generalizations and apply the results and findings of the study to a larger group. This might lead to a lack of external validity for the study.

Another limitation to mention for this study is the number of the participants. As there were 875 preparatory students studying English in the university where the

study took place, 24 students taking part in this study may be considered as insufficient. A larger group could have been selected for the sake of internal validity taking the necessity for more time into consideration.

3.7 Delimitations

Regarding the delimitations of this study, the data retrieved from the students' self-assessment for their speaking ability aimed to find out about the accuracy of the students' ratings and to determine if self-assessment was helpful to accelerate students' L2 speaking ability. When the data was analyzed, it also provided results based on the students' grammar, vocabulary, fluency, and pronunciation. Although the researcher analyzed the data based on accuracy and L2 speaking ability growth, detailed analysis of the data within the frames of the criteria mentioned above could bring different perspectives to the research study.

Chapter 4

Results

4.1 Overview

This chapter covers the results regarding the comparison of the students' self-assessment scores and the teacher's scores for those students in order to find out how accurate the students could rate their own learning performance in L2 speaking during the eight-week module at a foundation (non-profit, private) university in Istanbul, Turkey after they had been taught how to assess themselves using a L2 speaking rubric and received weekly feedback from their teacher. In order to retrieve the results of the data, SPSS was utilized. The data mentioned below were collected through the correlation between the students' self-assessment scores and the teacher's, the comparison of the means of the experimental group and the control group, motivation for L2 speaking questionnaire implemented with the students, think aloud protocols with the students, and lastly the semi-structured interviews.

4.2 Findings about the Students' Self-assessment Retrieved from the Correlation between the Students' and the Teacher's Scoring

In this section, referring to the first research question of this study, the details about the accuracy of the students' self-assessment process based on their own L2 speaking performance are presented. In order to determine if the students could self-assess their own speaking performance in L2 accurately, the scoring of students in the experimental group and the scoring of the teacher was analyzed through bivariate correlation analysis. The retrieved analysis demonstrated whether there was any statistically significance between the students' scoring and the teacher's ratings. The results helped the researcher understand if the students could self-assess their own learning as accurately as their teacher within the predetermined time (eight weeks in total) with the help of the rubric which they had learnt how to use and the weekly feedback they had received from their teacher. In order to convey better understanding of the correlation of the scoring between the students and the teacher,

the following tables demonstrate the results in detail based on the scoring data gathered.

Table 5

The Correlation between the Student #1 and the Teacher's Scoring

		SW1	*TW1*
SW1	Pearson Correlation	1	-.767*
	Sig. (2-tailed)		.026
	N	8	8
TW1	Pearson Correlation	-.767*	1
	Sig. (2-tailed)	.026	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 5, Pearson product-moment correlation was run to determine the relationship between student #1 self-assessment score and teacher's grade. There was a negative strong correlation, which was statistically not significant ($r = -.767$, $n = 24$, $p = .026$). What it means is that self-assessment scores of the student #1 for eight weeks do not match with the teacher's scores at all. The reason behind this negative strong correlation might be that the student might have overrated his speaking performance or underestimated it.

Table 6

The Correlation between the Student #2 and the Teacher's Scoring

		SW2	*TW2*
SW2	Pearson Correlation	1	.721*
	Sig. (2-tailed)		.044
	N	8	8
TW2	Pearson Correlation	.721*	1
	Sig. (2-tailed)	.044	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

The table above presenting the correlation between the student #2 and the teacher's scores indicates that there was a positive correlation, which was statistically significant (r =.721, n = 24, p = .044). As it is understood from the table, the student's self-assessment scores throughout the eight-week long process were close to the teacher's.

Table 7

The Correlation between the Student #3 and the Teacher's Scoring

		SW3	TW3
SW3	Pearson Correlation	1	.945**
	Sig. (2-tailed)		.000
	N	8	8
TW3	Pearson Correlation	.945**	1
	Sig. (2-tailed)	.000	
	N	8	8

**. Correlation is significant at the 0.01 level (2-tailed).

As it is understood from Table 7, student #3 presented an excellent performance in self-assessment for his own speaking ability when his scores were compared with the teacher's. There was a positive strong correlation, which was statistically significant (r = .945, n = 24, p = .000). That means the student #3 rated his own voice recordings as accurately as the teacher or very close to the teacher.

Table 8

The Correlation between the Student #4 and the Teacher's Scoring

		SW4	TW4
SW4	Pearson Correlation	1	.855**
	Sig. (2-tailed)		.007
	N	8	8
TW4	Pearson Correlation	.855**	1
	Sig. (2-tailed)	.007	
	N	8	8

**. Correlation is significant at the 0.05 level (2-tailed).

As the table suggests above, there was a strong positive correlation between the student #4 and the teacher during the self-assessment process since the statistically significant data is as r = .855, n = 24, p = .007. Thus, it is possible to state that the student #4 improved himself in self-assessing his speaking skill and could rate himself almost as accurately as the teacher.

Table 9

The Correlation between the Student #5 and the Teacher's Scoring

		SW5	TW5
SW5	Pearson Correlation	1	.281
	Sig. (2-tailed)		.500
	N	8	8
TW5	Pearson Correlation	.281	1
	Sig. (2-tailed)	.500	
	N	8	8

As shown in Table 9 above, the result of the correlation determined indicates that there was a fairly weak correlation between the scores of the student #5 and the teacher. In other words, it was not statistically significant as the result obtained was as r = .281, n = 24, p = .500.

Table 10

The Correlation between the Student #6 and the Teacher's Scoring

		SW6	TW6
SW6	Pearson Correlation	1	.683
	Sig. (2-tailed)		.062
	N	8	8
TW6	Pearson Correlation	.683	1
	Sig. (2-tailed)	.062	
	N	8	8

Table 10, which reveals the student #6 and the teacher's correlation in terms of self-assessment, shows that there was a moderate correlation (r = .683, n = 24, p = .062). This reveals that the student could perform self-assessment accurately within given time to some extent. However, he could not succeed in self-assessing his own speaking performance perfectly.

Table 11

The Correlation between the Student #7 and the Teacher's Scoring

		SW7	TW7
SW7	Pearson Correlation	1	.845**
	Sig. (2-tailed)		.008
	N	8	8
TW7	Pearson Correlation	.845**	1
	Sig. (2-tailed)	.008	
	N	8	8

*. Correlation is significant at the 0.01 level (2-tailed).

Table 11 suggests that the self-assessment scores given by the student #7 indicated a positive strong correlation with the teacher's scores. As the rates in the table show, there was a statistically significant correlation (r = .845, n = 24, p = .008). It means that the student improved himself in terms of accurate self-assessment process as he could rate his own product close to the teacher's ratings.

Table 12

The Correlation between the Student #8 and the Teacher's Scoring

		SW8	TW8
SW8	Pearson Correlation	1	.828*
	Sig. (2-tailed)		.011
	N	8	8
TW8	Pearson Correlation	.828*	1
	Sig. (2-tailed)	.011	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

As the table displays above, there was a strong positive correlation between the student #8 and the teacher during the self-assessment process since the statistically significant data is as r = .828, n = 24, p = .011. Thus, it is right to claim that the student improved himself in self-assessing his speaking skill and could rate himself almost as accurately as the teacher.

Table 13

The Correlation between the Student #9 and the Teacher's Scoring

		SW9	TW9
SW9	Pearson Correlation	1	.355
	Sig. (2-tailed)		.388
	N	8	8
TW9	Pearson Correlation	.355	1
	Sig. (2-tailed)	.388	
	N	8	8

As shown in Table 13 above, the result of the correlation determined presents that there was a fairly weak correlation between the scores of the student #9 and the teacher. In other words, it was not statistically significant as the result obtained was as r = .355, n = 24, p = .388).

Table 14

The Correlation between the Student #10 and the Teacher's Scoring

		SW10	TW10
SW10	Pearson Correlation	1	.293
	Sig. (2-tailed)		.481
	N	8	8
TW10	Pearson Correlation	.355	1
	Sig. (2-tailed)	.388	
	N	8	8

Based on the results provided, the student #5 didn't perform well. As it can be seen in the table, the result of the correlation showed a fairly weak correlation

between the scores of the student and the teacher. In other words, it was not statistically significant in terms of the accuracy of self-assessment as the result obtained was as r = .293, n = 24, p = .481).

Table 15

The Correlation between the Student #11 and the Teacher's Scoring

		SW11	TW11
SW11	Pearson Correlation	1	.900**
	Sig. (2-tailed)		.002
	N	8	8
TW11	Pearson Correlation	.900**	1
	Sig. (2-tailed)	.002	
	N	8	8

**. Correlation is significant at the 0.01 level (2-tailed).

As it is understood from Table 15, student #11 presented a great performance in self-assessment when his self-assessment scores were compared with the teacher's. There was a positive strong correlation, which was statistically significant (r = .900, n = 24, p = .002). That means the student #11 rated his own voice recordings as accurately as the teacher or very close to the teacher.

Table 16

The Correlation between the Student #12 and the Teacher's Scoring

		SW12	TW12
SW12	Pearson Correlation	1	-.060
	Sig. (2-tailed)		.888
	N	8	8
TW12	Pearson Correlation	-.060	1
	Sig. (2-tailed)	.888	
	N	8	8

As shown in Table 5, Pearson product-moment correlation was run to determine the relationship between student #12 self-assessment score and teacher's

grade. There was a negative strong correlation, which was statistically not significant (r = -.060, n = 24, p = .888). What it means is that self-assessment scores of the student for eight weeks were not close to the teacher's scores at all. The reason behind this negative strong correlation might be that the student might have overrated his speaking performance or underestimated it.

Table 17

The Correlation between the Student #13 and the Teacher's Scoring

		SW13	TW13
SW13	Pearson Correlation	1	.732*
	Sig. (2-tailed)		.039
	N	8	8
TW13	Pearson Correlation	.732*	1
	Sig. (2-tailed)	.039	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

The table above presenting the correlation between the student #13 and the teacher's scores indicates that there was a positive correlation, which was statistically significant (r =.732, n = 24, p = .039). As it is understood from the table, the student's self-assessment scores throughout the eight-week long process were close to the teacher's. In other words, it is possible to claim that the student could get the idea of accurate self-assessment and improved himself during this process.

Table 18

The Correlation between the Student #14 and the Teacher's Scoring

		SW14	TW14
SW14	Pearson Correlation	1	.824*
	Sig. (2-tailed)		.012
	N	8	8
TW14	Pearson Correlation	.824*	1
	Sig. (2-tailed)	.012	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

According to the table above, it is determined that there was a strong positive correlation between the student #14 and the teacher during the self-assessment process since the statistically significant data is as r = .824, n = 24, p = .012. Thus, it can be stated that the student improved himself in self-assessing his speaking skill and could rate himself almost as accurately as the teacher.

Table 19

The Correlation between the Student #15 and the Teacher's Scoring

		SW15	TW15
SW15	Pearson Correlation	1	.930**
	Sig. (2-tailed)		.001
	N	8	8
TW15	Pearson Correlation	.930**	1
	Sig. (2-tailed)	.001	
	N	8	8

**. Correlation is significant at the 0.01 level (2-tailed).

As it is understood from the table above, student #15 presented an excellent performance in self-assessment for his L2 speaking ability when his scores were compared with the teacher's. There was a positive strong correlation, which was statistically significant (r = .930, n = 24, p = .001). That means the student #15 match with the teacher perfectly in terms of scoring L2 speaking.

Table 20

The Correlation between the Student #16 and the Teacher's Scoring

		SW16	TW16
SW16	Pearson Correlation	1	.295
	Sig. (2-tailed)		.478
	N	8	8
TW16	Pearson Correlation	.295	1
	Sig. (2-tailed)	.478	
	N	8	8

Based on the results Table 20 provided, the student #16 could not get better in self-assessment when the scores were compared with the teacher's. As it can be understood from the table, the result of the correlation showed a fairly weak correlation between the scores of the student and the teacher. In other words, it was not statistically significant in terms of the accuracy of self-assessment as the result was as $r = .295$, $n = 24$, $p = .478$).

Table 21

The Correlation between the Student #17 and the Teacher's Scoring

		SW17	TW17
SW17	Pearson Correlation	1	.724*
	Sig. (2-tailed)		.042
	N	8	8
TW17	Pearson Correlation	.724*	1
	Sig. (2-tailed)	.042	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

The table presents the correlation between the student #17 and the teacher's scores demonstrating that there was a positive correlation, which was statistically significant ($r = .724$, $n = 24$, $p = .042$). As it is understood from the table, the student's self-assessment scores throughout the eight-week long process were not very far off the teacher's.

Table 22

The Correlation between the Student #18 and the Teacher's Scoring

		SW18	TW18
SW18	Pearson Correlation	1	.423
	Sig. (2-tailed)		.297
	N	8	8
TW18	Pearson Correlation	.423	1
	Sig. (2-tailed)	.297	
	N	8	8

As shown in Table 22 above, the result of the correlation claims that there was a fairly weak correlation between the scores of the student #18 and the teacher. The result was not statistically significant (r = .423, n = 24, p = .297).

Table 23

The Correlation between the Student #19 and the Teacher's Scoring

		SW19	TW19
SW19	Pearson Correlation	1	.825*
	Sig. (2-tailed)		.013
	N	8	8
TW19	Pearson Correlation	.825*	1
	Sig. (2-tailed)	.013	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Student #19 clearly presents an almost-accurate performance in self-assessment in comparison with the teacher's scoring. There is a statistically positive strong correlation as the data, r = .825, n = 24, p = .013, is seen in the table above.

Table 24

The Correlation between the Student #20 and the Teacher's Scoring

		SW20	TW20
SW20	Pearson Correlation	1	.856**
	Sig. (2-tailed)		.008
	N	8	8
TW20	Pearson Correlation	.856**	1
	Sig. (2-tailed)	.008	
	N	8	8

**. Correlation is significant at the 0.05 level (2-tailed).

The positive strong correlation obtained for the student #20 indicates that the student could get closer to the teacher's scoring while scoring his own speaking performance. The correlation between the student and the teacher was statistically significant as r = .856, n = 24, p = .008.

Table 25

The Correlation between the Student #21 and the Teacher's Scoring

		SW21	TW21
SW21	Pearson Correlation	1	.923**
	Sig. (2-tailed)		.001
	N	8	8
TW21	Pearson Correlation	.923**	1
	Sig. (2-tailed)	.001	
	N	8	8

**. Correlation is significant at the 0.01 level (2-tailed).

As it is understood from Table 25, student #21 progressed really well in accurate self-assessment for his own speaking ability when his scores were compared with the teacher's. There was a positive strong correlation, which was statistically significant (r = .923, n = 24, p = .001). That means the student gave himself accurate scores based on his L2 speaking performance every week.

Table 26

The Correlation between the Student #22 and the Teacher's Scoring

		SW22	TW22
SW22	Pearson Correlation	1	.504
	Sig. (2-tailed)		.203
	N	8	8
TW22	Pearson Correlation	.504	1
	Sig. (2-tailed)	.203	
	N	8	8

As shown in Table 26, there is fairly weak correlation between the scores of the student #22 and the teacher. The result was not statistically significant (r = .504, n = 24, p = .203). It can be claimed that the student improved himself to some extent. However, that was not accurate enough as the teacher's scoring for his speaking skill.

Table 27

The Correlation between the Student #23 and the Teacher's Scoring

		SW23	TW23
SW23	Pearson Correlation	1	.732*
	Sig. (2-tailed)		.039
	N	8	8
TW23	Pearson Correlation	.732*	1
	Sig. (2-tailed)	.039	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

The student #23 displays a positive correlation as the table above shows that r = .732, n = 24, p = .039. It means that the correlation obtained statistically displayed significance. Thus, it is right to say that the student could achieve accuracy in self-assessment on average.

Table 28

The Correlation between the Student #24 and the Teacher's Scoring

		SW24	TW24
SW24	Pearson Correlation	1	-.439
	Sig. (2-tailed)		.276
	N	8	8
TW24	Pearson Correlation	-.439	1
	Sig. (2-tailed)	.276	
	N	8	8

As shown in Table 28, there was a negative strong correlation, which was statistically not significant (r = -.439, n = 24, p = .276). So, self-assessment scores of the student #24 for eight weeks do not match with the teacher's scores at all. The reason behind this negative strong correlation might be that the student might have overrated his speaking performance or underestimated it.

Table 29

Overall Summary of the Correlation Rates Gathered

Number of students in the experimental group (N)	Number of cases with positive correlation (r<0.9-0.7)	Number of cases with moderate correlation (r<0.7-0.5)	Number of cases with weak correlation (r<0.5-0.1)	Number of cases with negative correlation (r<0.0)
24	14	2	5	3

Based on the results retrieved from each student's weekly self-assessment scores for eight-week-long period, the table above displays a brief summary of the correlation rates as a whole. Out of 24 students in the experimental group, 14 students could show a great progress throughout the process of self-assessment. These are the students whose scoring was almost as accurate as the teacher's or very close to it. Also, they provide clear evidence that the majority of the students in the group could utilize the rubric taught well. Thus, their ratings for their own L2 speaking were far from overrating or underestimation. 2 students provided moderate correlation when their scoring was compared with the teacher's. They achieved the feature of accuracy in their self-assessment on average. 5 students out of 24 could not achieve a substantial accuracy with their teacher. The correlation obtained from those was not statistically significant. Lastly, 3 students' self-assessment scoring did not match with their teacher's at all. Due to probable reasons such as overrating and underestimation, those students' scores could not hold any accuracy. All in all, the majority of the group could achieve the accuracy in their self-assessment throughout the eight-week process.

4.3 Findings about the Students' Growth in Speaking Skill Retrieved from the Means of Experimental Group's and Control Group's Scoring

This section presents the findings gathered from the means of speaking performance of the experimental group and the control group. Referring to the third research question of the current study, in order to find out whether the process of self-assessment has contributed to the students in the experimental group and helped them improve their L2 speaking ability, the means of the scoring that the teacher in

the experimental group provided for eight weeks were compared to the means of the scoring that the teacher in the control group obtained for eight weeks. The scores of both groups were analyzed through independent-samples t-test whose details can be seen below:

Table 30

Group Statistics of Control Group and Experimental Group, Week 1

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
t-test W1	1.00	24	9.43	1.67	.34092
	2.00	20	11.4	2.82	.63204

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
t-test W1	Equality variances assumed	4.21	.046	-2.85	42	.007	-1.96	.68
	Equality variances not assumed			-2.73	29.59	.010	-1.96	.78

When the means of the scores given by the teacher in both experimental and control group were compared, it was found that experimental group participants had statistically lower grades (M = 9.43) at the end of Week 1 compared to control group (M = 11.4). However, the results are not statistically significant so we reject the hypothesis and there is no effect of training in the first week.

Table 31

Group Statistics of Control Group and Experimental Group, Week 2

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
t-test W2	1.00	24	10.10	1.65	.33780
	2.00	20	10.80	3.22	.72129

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
t-test W2	Equality variances assumed	10.22	.003	-.92	42	.362	-.69	.75
	Equality variances not assumed			-.87	27.16	.390	-.69	.79

In Week 2, it was observed that experimental group participants had statistically significantly higher grades (M = 10.10) at the end of week 2 compared to control group (M = 10.8). When the performance in speaking skill is taken into consideration, it is clearly seen from the means the tables indicate that experimental group showed a substantial progress over a week. In contrast, it is obvious that control group got lower scores in Week 2 when the scores of current week are compared with Week 1.

Table 32

Group Statistics of Control Group and Experimental Group, Week 3

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
t-test W3	1.00	24	10.33	1.57	.32087
	2.00	20	11.02	3.16	.70848

Table 32 (cont.d)

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
t-test W3	Equality variances assumed	7.64	.008	-.94	42	.352	-.69	.73
	Equality variances not assumed			-.88	26.66	.382	-.69	.77

As the table shows, control group achieved a higher score than experimental group in Week 3. The mean of the weekly speaking scores of experimental group is 10.33 whereas it is 11.02 for control group. Although experimental group proves growth in speaking skill, control group is still performing better.

Table 33

Group Statistics of Control Group and Experimental Group, Week 4

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
t-test W4	1.00	24	10.70	1.35	.27570
	2.00	20	11.72	2.53	.56601

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
t-test W4	Equality variances assumed	5.95	.019	-1.70	42	.096	-1.01	.59
	Equality variances not assumed			-1.61	27.79	.118	-1.01	.62

As shown in Table 33, it was observed that experimental group participants had lower grades (M = 10.70) at the end of week 4 when it is compared to control group (M = 11.72). Taking the previous week's scoring into consideration, both groups still show some progress in L2 speaking. In other words, both experimental and control group display better performance in speaking skill in the fourth week.

Table 34

Group Statistics of Control Group and Experimental Group, Week 5

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
t-test W5	1.00	24	11.22	1.75	.35735
	2.00	20	11.22	2.66	.59656

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
t-test W5	Equality variances assumed	4.97	.031	.006	42	.995	.004	.67
	Equality variances not assumed			.006	31.70	.995	.004	.69

In Week 5, experimental group, which was always graded lower scores by the teacher based on their speaking performance, achieved a really close rate of success when compared with control group. It has got even slightly better. The gap of weekly means between both groups got smaller in the fifth week. As shown in Table 34, the mean of proficiency of speaking in Week 5 for experimental group and control group is 11.22.

Table 35

Group Statistics of Control Group and Experimental Group, Week 6

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
t-test W6	1.00	24	11.68	1.42	.28995
	2.00	20	11.80	2.75	.61495

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
t-test W6	Equality variances assumed	4.25	.045	-.175	42	.862	-.112	.64
	Equality variances not assumed			-.165	27.27	.870	-.112	.67

The table above indicates that control group got better (M = 11.8) in Week 6 than experimental group (M = 11.68). However, the gap between the groups did not get bigger. The slight difference still remained. Yet, what is observed for six weeks is that both groups showed an increase of proficiency in speaking ability.

Table 36

Group Statistics of Control Group and Experimental Group, Week 7

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
t-test W7	1.00	24	11.77	1.40	.28707
	2.00	20	11.97	1.99	.44644

Table 36 (cont.d)

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
t-test W7	Equality variances assumed	858	-.360	-.397	42	.693	-.204	.51
	Equality variances not assumed			-.385	33.26	.703	-.204	.53

As the table displays above, control group again achieved a higher score than experimental group in Week 7. The mean of the weekly speaking scores of experimental group is 11.77 whereas it is 11.97 for control group. Although experimental group proves growth in speaking skill, control group is still performing slightly better in the seventh week.

Table 37

Group Statistics of Control Group and Experimental Group, Week 8

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
t-test W8	1.00	24	12.58	.88	.17974
	2.00	20	11.95	2.35	.52553

Independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
t-test W8	Equality variances assumed	10.45	.002	1.22	42	.633	.517	-.41

Table 37 (cont.d)

Equality variances not assumed	1.14	23.44	.633	.555	-.51

As the table indicates above, when the means of the scores given by the teacher in both experimental and control group were compared, it was found that experimental group participants had statistically higher grades (M = 12.58) at the end of Week 8 compared to control group (M = 11.95). Although there was an undeniable progress of experimental group in L2 speaking, the eighth week is the only period that control group is beaten by the experimental group.

Table 38

Overall Summary of the Means of Experimental Group and Control Group Based on Their Weekly Speaking Performance

	W1	W2	W3	W4	W5	W6	W7	W8
Experimental Group	9.43	10.10	10.33	10.70	11.22	11.68	11.77	12.58
Control Group	11.40	10.80	11.02	11.72	11.22	11.80	11.97	11.95

As it is clearly understood from the table above, both experimental and control group displays growth in L2 speaking ability throughout the eight-week-long process. The growth in control group remains stable and the mean changes between 11.40 and 11.95. In contrast, there is a steady increase of growth in experimental group and the mean ranges from 9.43 to 12.58. As the table reveals, the amount of growth is more in experimental group than in control group. Therefore, this case makes it possible to claim that self-assessment as the treatment of the experimental group contributed to the students' L2 speaking skill and provided a substantial increase in their learning to speak in their foreign language.

4.4 Findings about the Rationale behind the Students' Self-assessment Retrieved from the Think-aloud Protocols

After the implementation process of the think-aloud protocols with the students in the fourth week of the module, there are three themes specified to mention the findings based on the students' responses as in the following table:

Table 39

Themes Determined after the Think-aloud Protocols

Reasons for Low Scores	Reasons for High Scores	Strategies Determined
Subject-verb agreement	Fluency	Reading aloud
Lack of communication skills	Use of target vocabulary	Practising through movies and videos
Lack of vocabulary	Understandable questions	Writing before speaking
Mispronunciation	Minor grammar mistakes	Using EFL applications and online platforms

4.4.1 Students' rationale behind the low score. Firstly, the students were asked what the reason was for their low scoring for their own speaking performance. They made some comments related to the lacks they observe in themselves. As the think aloud protocol was held in the fourth week, it could be implied that the students had gained more awareness about their strengths and weaknesses in L2 speaking. Referring to the rubric, most of them stated that the reason of their low score was mainly due to grammar. The students pointed out their grammar mistakes and explained why it was wrong. The following two excerpts refer to these points:

> […] I marked myself low for grammar. I gave myself 2. There are a lot of sentences which have grammar mistakes. I know the tenses, simple past, simple present tense, etc. But when I speak, I am always making sentences like 'I am know…'. I don't do this when I write. But I can't stop myself when I speak. I notice this mistake when I

listen to my voice recording now. (Student, Think aloud protocol data, 16th December, 2016)

[…] I hear myself use the wrong words. So, I gave myself low for grammar. I said 'education system become better' instead of 'education system becomes better'. Grammar and subject verb agreement. (Student, Think aloud protocol data, 16th December, 2016)

In addition, some of the students mentioned the fluency and pronunciation as they rated themselves low for those items. They stated that they couldn't activate their knowledge in the act of speaking and this blocks their fluency in L2 speaking as shown in the comments below:

[…] I'm not good at communicating like a native speaker. I mean, I cannot keep going. I must pause and think about what I want to say. I think it is about fluency. The others I think ok. (Student, Think aloud protocol data, 16th December, 2016)

[…] Before I speak, I think too many things to say. When I start speaking, I can't put them to practice and speak fast. So, I gave 2 for my fluency, because I always said 'mmm…ok…mmm' and waited too much between sentences. (Student, Think aloud protocol data, 16th December, 2016)

[…] My pronunciation isn't as good as my friends I think. When I listen to them, their English is good to me. But when I listen to myself now, I think I'm bad. I don't think there is grammatical mistakes here. But there are some sounds and words I pronounced wrong. For example, -j sound. For example, I pronounced 'great, finished, education' wrong. (Student, Think aloud protocol data, 16th December, 2016)

Finally, one of the students found himself poor in vocabulary. As he mentioned below, he has a problem with acquiring new words and make use of them while speaking:

[…] I am good at reading. And I know many words. When I try to speak, I can't think them. It has something to do with ability I guess. I memorized all the words in the unit for education. But something blocks. So I rated myself low. (Student, Think aloud protocol data, 16th December, 2016)

4.4.2 Students' rationale behind the high score. The students were also asked what the reason was behind the high scores they gave for their own speaking performance. They explained their strengths in L2 speaking giving examples. The following excerpts are about their fluency:

> […] I gave 4 for my fluency. I think I am fluent. As you can hear, I don't stop and wait between sentences. I am sure I have mistakes for grammar or about words. But my fluency is very good. People listening me can understand me and not get bored. (Student, Think aloud protocol data, 16th December, 2016)

> […] I didn't hear any mistakes. Maybe the grammar and vocabulary were too simple. I understood everything. I mean, obviously. I didn't stop too many times, so I think fluency is fine too. (Student, Think aloud protocol data, 16th December, 2016)

In addition, some of them explained their high scores for vocabulary, grammar and pronunciation. It is obvious that the students tried really hard to use the tenses and vocabulary that they had been taught before as it is understood from the comments below:

> […] I gave high scores for vocabulary and pronunciation to myself. I used words like graduate from, make progress, public schools, strict, cheating, etc. They are about education. My teacher taught me in the class. He will be very happy if he listen to me now. And I didn't hear wrong pronunciation of the words. (Student, Think aloud protocol data, 16th December, 2016)

> […] I love speaking, so I think it was good. I never stop talking. I cannot hear mistakes for vocabulary or grammar part. I used correct verbs for the tenses. And the words were about education. Pronunciation, fluency and vocabulary are pretty good I think. Maybe, there are small grammar mistakes. (Student, Think aloud protocol data, 16th December, 2016)

4.4.3 The strategies that the students developed to fix their lower scores. As for the last question, the students were asked if they strived for making their low scores get higher, what kind of solutions they came up with for their low scores to improve their speaking. Referring to their low scores, the students mentioned what they had done and would do to correct their mistakes and get over their problems in

L2 speaking. The comments below are about students' solutions to improve their fluency:

> […] I have low score for my fluency. In order to improve my fluency in English, I can learn to sing more English songs because I am very interested in music. I can improve my English and I enjoy. There is a website Lyrics Training. It is helpful for my fluency and vocabulary. (Student, Think aloud protocol data, 16th December, 2016)

> […] Because my fluency is not good, I do reading aloud. When I go home, I get an English book and I read aloud. Although I don't understand anything, I read it and hear myself in English. Sometimes I keep time and count words in a minute or more. It is also useful for my pronunciation. I check the words and listen to their pronunciation on online dictionaries. (Student, Think aloud protocol data, 16th December, 2016)

Some students who had problems in grammar came up with some ideas to follow in order to improve themselves in speaking. Two of the students who mentioned the grammar mistakes stated that:

> […] I like speaking English. But when I listen to myself, I know I have grammar mistakes. For this, I started to practice every day. I read and I listen to people in movies and videos carefully. Ad I make short sentence. When I make long sentences, I have more mistakes. (Student, Think aloud protocol data, 16th December, 2016)

> […] For voice recordings, I write my speech on a paper and check it before I speak. If I have grammar mistakes, I change it. Writing helps me see my mistakes. If I write more, I will be better in speaking. (Student, Think aloud protocol data, 16th December, 2016)

Lastly, the students talked about what they did for vocabulary. Most of them preferred to learn vocabulary based on the units they cover at school by heart. Some of them followed different ways to improve their vocabulary which they would make use while speaking as in the following:

[…] I use applications to learn vocabulary. I use one. You can select a category and it gives a list of new words about the category. You can listen to the pronunciation, repeat the words, record your voice. Also, there are tests about the vocabulary to practice. Listening to the words and repeating them is helpful for my fluency and pronunciation too. (Student, Think aloud protocol data, 16th December, 2016)

Based on the reflections above, it is obvious that the students raised some awareness about their speaking ability, their strengths and weaknesses in speaking English. As think aloud protocol took place in the fourth week, it is possible to claim that the students gradually developed some strategies and found some solutions to make themselves better in speaking. Moreover, it is clear that self-assessment has made an effect on the students' motivation for L2 speaking as most of them stated that they had started to do things such as using websites and applications for English speaking, practicing reading and writing to make their speaking better.

4.5 Findings about the Motivation of the Students for L2 Speaking after the Self-assessment Process

This section presents the findings gathered from the quantitative data about the motivation for L2 speaking questionnaire. Before and after the whole process of self-assessment, the students in the experimental group were involved in the implementation of the questionnaire. Following pre-test and post-test design, the students in the experimental group took the questionnaire at the very beginning of the eight-week module as pre-test and took it again after the self-assessment process when the module ended. The data gathered from the pre-test and post-test were analyzed through nonparametric tests related samples on SPSS. After that, the data retrieved were analyzed by comparing means through paired samples t-test. In the light of results, it is possible to claim if self-assessment has made any effect on students' motivation for foreign language learning. The tables below demonstrate the relevant data based on the statistical means and correlations of the pre-post questionnaire:

Table 40

Overall Correlation for Attitude toward Learning to Speak English

Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Attitude-pre	2.66	24	.59772	.26731
Attitude-post	4.23	24	.27444	.12274

Paired Samples Correlations

Pair 1	N	Correlation	Sig.
Attitude-pre & Attitude-post	24	.770	.128

The table above shows the results based on the students' responses for the first section of the questionnaire titled as *Attitude toward Learning to Speak English*. The purpose of this part was to investigate what the students thought about learning how to speak English, what their attitudes were toward it, if they were enthusiastic for learning to speak in English. The correlation between the pre- and post-test for this section is positive, which was statistically significant (r = .770, n = 24, p = .128). As it is understood from the means of the responses of the pre-test, the students were not very positive about speaking English and their motivation was not very high for it. Overall, the responses mostly ranged from strongly disagree to neutral. When the mean of the post-test is taken into consideration, the table depicts an image of a clear increase of the students' motivation rate in terms of the attitudes they had towards learning to speak English. It is very clear that self-assessment made a difference on students' motivational attitudes.

Table 41

Overall Correlation for L2 Speaking Motivational Intensity

Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Intensity-pre	2.77	24	.81887	.25895
Intensity-post	4.51	24	.29694	.09390

Paired Samples Correlations

Pair 1	N	Correlation	Sig.
Intensity-pre &Intensity-post	24	.162	.655

The second part of the motivation questionnaire, *L2 Speaking Motivational Intensity*, aimed to identify what the students did in order to make themselves better in speaking English and what kind of strategies they developed for speaking. The table above displays that there was a fairly weak correlation between the pre-test and post-test ($r = .162$, $n = 24$, $p = .655$). It can be understood that students were not highly motivated to improve themselves in speaking skill at the beginning. For the post-test, the responses mostly ranged from agree to strongly agree. There were just few students who preferred to remain neutral. Other than those, it cannot be denied that the effect of self-assessment has taken a significant role on students' motivation for speaking English.

Table 42

Overall Correlation for Desire to Learn to Speak English

Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Desire-pre	3.01	24	.43665	.14555
Desire-post	4.49	24	.28187	.09396

Table 42 (cont.d)

Paired Samples Correlations

Pair 1	N	Correlation	Sig.
Desire-pre & Desire-post	24	.643	.062

The responses of the students in the third part of the motivation questionnaire, *Desire to Learn to Speak English*, provided a positive correlation between pre- and post-test (r = .643, n = 24, p = .062). The purpose of this part was to measure how motivated the students were to do more for the sake of speaking English. As it can be understood from the table above, the students believed that their enthusiasm and desire to learn to speak English was increasing.

As the tables of pre- and post-test suggest, it is possible to claim that the process of self-assessment made the learners more involved with their own learning. It also contributed to their motivational intensity for learning to speak English.

4.6 Findings about the Students' Perceptions Regarding the Use of Self-assessment in L2 Learning

With regard to identifying the students' perceptions of their own growth in L2 speaking ability after the self-assessment process, semi-structured interviews were carried out with eight students who were randomly selected from the experimental group in order to provide qualitative evidence to the research study. To begin with, the participants were asked if they thought that they had grown and got better in L2 speaking throughout the self-assessment process. Following the first question, the students who claimed that they had benefitted from the self-assessment process were asked in what areas specifically they thought they had improved themselves. After the coding process, two main themes were determined as shown in the following table:

Table 43

Themes Determined after the Semi-structured Interviews

Perceptions of Growth	Fields of Growth
Self-confidence in speaking	Grammar
Gained awareness through self-assessment	Vocabulary
Realization of strengths and weaknesses	Pronunciation and Fluency
Self-regulation	

4.6.1 Findings about the students' perception of growth in L2 speaking. In parallel with the findings of the questionnaire and the results based on the students' scoring, it can be claimed that most of the students in the experimental group had benefitted from the process for their speaking skills in English. Based on the first question of the semi-structured interview, the following comments were evaluated:

[...] I believe that I have benefitted from the self-assessment process. And I can see its effect on my speaking in English. At the very beginning, I was quite shy and not confident. Now I'm not escaping from my international friends or native teachers. I try to speak with them as much as possible. (Student, Interview data, 18th January, 2017)

[...] I strongly agree that self-assessment was beneficial for my speaking ability. When I compare my first voice recording with the one in week 7 or 8, the progress I've made is great. I can understand what has changed so far, what mistakes I have corrected and how aware I have become. (Student, Interview data, 18th January, 2017)

[...] I started the prep school when I was A2 level. We didn't do self-assessment for my homework. I did a lot of homework and the teacher gave scores to me. I didn't know what my mistakes were. But self-assessment in B1 level now helped me a lot.

I know more about myself, my abilities in English speaking. I feel I am a part of my own learning. (Student, Interview data, 18th January, 2017)

[...] Definitely. Self-assessment in our speaking class was very beneficial for me. I learnt how I can manage my mistakes; how can I improve myself without my teacher. My teacher gave feedback to me about my voice recordings. I listened to him and my performance got better. This motivated me a lot. Now I want to speak more. (Student, Interview data, 18th January, 2017)

There were two students who claimed that he hadn't benefit from the self-assessment process throughout the module. One of them explained that he was used to the traditional grading system and he didn't think that self-assessment would be reliable for himself as it is seen in the comment below:

[...] While I was doing self-assessment, I always think if I am right or wrong. Maybe I gave too high scores, maybe too low. I didn't feel that I was doing it right. I don't think I progressed in speaking English. I didn't feel safe and comfortable during it. (Student, Interview data, 18th January, 2017)

The other student pointed out that he found some other ways to improve her speaking ability better than following self-assessment procedure:

[...] I don't think recording my voice and listening to my voice helped my English and speaking a lot. Of course, it helped a little, but it was only for a few minutes. I think to talk to native people and spending time with them can help more. We have more things to improve ourselves thanks to technology (Student, Interview data, 18th January, 2017)

In short, as shown by the comments above, self-assessment process was found very useful for most of the students except for a few of them. It was stated that self-assessment helped the students get more aware and take active part in their own learning process. They could witness their own growth in English speaking and provide immediate help for the mistakes they had observed. All in all, the students were pleased with the self-assessment process which helped them be more conscious learners and improve in English.

4.6.2 Findings about the areas of the students' growth in L2 speaking.

Following the first question, the students who claimed that they had benefitted from the self-assessment process were asked in what areas specifically (grammar, vocabulary, fluency, and pronunciation), they thought they had improved themselves. For this question, the responses can be found in the following quotations:

[...] I think the part I have improved most is the pronunciation. When my teacher gave me feedback about it, he said that I am bad at pronouncing the past verbs like finished, watched, worked, passed. After that, I listened to the right pronunciation and then recorded my voice saying them, and I always listened to them. Whenever I had time. Now I am aware. (Student, Interview data, 18th January, 2017)

[...] Vocabulary was the best part for me. Before I recorded my voice, I looked for the words about the topic of the week and I tried to use them a lot. My teacher like it too. I learnt a lot of new words. (Student, Interview data, 18th January, 2017)

[...] I can say my pronunciation got better. After I saw I wasn't good, I decided to do something for it. I watched movies with subtitles. I could read the word and hear at the same time. Also, my teacher gave me tongue twisters. That was very fun and it helped me very much. Now I am better in pronunciation I think. (Student, Interview data, 18th January, 2017)

[...] I improved myself in grammar and vocabulary a lot. I realized that I was always using present continuous because of Turkish. I was saying 'I am believing/seeing' etc. After I realized this, I was more careful and I think I got over this problem. Also, I got very willing to use different words instead of basic words while speaking. I checked the words all the time. And I learned a lot of new words by this way. (Student, Interview data, 18th January, 2017)

[...] I am good at pronunciation and fluency definitely. When I listened to myself in the first week, I sounded very bad to me and gave low scores for my pronunciation. I watched all the Oscar movies in English with subtitles, listened to the audios on the applications. Listening was very useful. I think it made me more fluent. I didn't stop a lot like 'hmm…hmm…' next weeks. (Student, Interview data, 18th January, 2017)

To sum up, in the light of the responses in the semi-structured interview, the students mostly provided positive feedback about the self-assessment process they experienced. Becoming more aware of their learning, they became more motivated for facing their mistakes and fixing them while they were speaking English. It can be concluded that they came up with their own solutions for their lacks and weaknesses instead of ignoring them.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this research study was to investigate how accurate L2 students can self-assess their speaking ability during given time after they were taught how to use a L2 speaking rubric. Moreover, this study aimed to explore to what extent self-assessment affects and accelerates L2 students speaking ability during eight-week long process; to reveal the effects of self-assessment on learners' motivation towards foreign language learning; and lastly, students' perceptions of their own growth for self-assessment in their speaking ability. In this study, data were collected through both qualitative and quantitative data collection instruments and methods which compromised scoring of the students and the teacher during an eight-week long module, L2 speaking motivation questionnaire and semi-structured interviews. The following sections discuss the findings of each research question in detail.

5.1.1 Discussion of findings of RQ1: How accurate can L2 students self-assess their speaking ability? The first research question attempted to find out whether the students could self-assess their own performance in speaking skill accurately after they were taught how to use a L2 speaking assessment rubric and received weekly feedback from their teacher during eight weeks. The data gathered from each student's scoring in experimental group for their self-assessment in speaking were compared with the teachers' scoring for those students. The analyzed data showed that the students' self-assessment scoring got almost close to the teacher's. The majority of the participants having taken part in this study achieved a great progress throughout the process of self-assessment.

In line with this finding, it may be right to refer to the use of accurate rubric for self-assessment and the way the teacher taught the students about its use. The selection of a poorly organized rubric for self-assessment or insufficient teaching of

it might damage the feature of accuracy in self-assessment. Some studies in the literature conducted in order to determine the accurate self-assessment process of students touched upon the case of accuracy in self-assessment through use of rubric and highlighted the importance of the rubric used for self-assessment. For example, Lawson et al. (2012) found in their study that the students could rate themselves accurately for their writing skills thanks to the correct use of rubric. The students were very engaged with self-assessment of their learning performance since they had a rubric through which they could reflect on their own language learning. In addition, Iwamoto (2015) claimed that students could benefit from the self-assessment process considerably as long as they were provided with the right rubric and criteria. Along with this, it can be claimed that the rubric given in the current research study reinforced the facet of accuracy for the students' self-assessment in speaking.

Another important implication for the accuracy aspect of self-assessment may be the role of the teacher. The teacher in this research study played the key role since he was the person who taught the students beforehand about how to use the rubric for their scoring of their speaking performance accurately and provided the students with periodical feedback based on his own scoring in comparison with the students' ratings. Also, he always made sure that he made meaningful comments on the students' speaking performance while giving feedback. Thus, it can be implied that the majority of the students did not hesitate to rate themselves low since they could come up with meaningful reasons behind their low scores. Zimmerman (2002) claims that the accuracy of students' self-assessment is also dependent on teachers' encouragement. Thus, it may be right to say that the quality of accuracy and successful application of self-assessment depend on teacher's guidance throughout the process. Also, McMillan and Hearn (2008) highlight that teacher should provide students with a well-organized training and have a constructive role for the process of self-assessment. It can be noted here that the students in this research study were always in an interaction with the teacher throughout the eight-week module and the teacher instilled the students the feeling of autonomy towards their own learning in L2 speaking.

Furthermore, the findings of the current research study were in accordance with Yıldırım (2001) and Donham (2010) research studies which revealed that

students could experience accurate self-assessment process for their language learning through effective guidance of the teacher and training provided for the students. The latter also indicated that teachers could receive well-organized training about the use of rubric beforehand if needed in order to have more organized, valid, and reliable self-assessment process.

For the minority group who could not achieve the significant correlation with the teacher in terms of self-assessment, there may be some reasons such as students' overrating and underestimating their speaking skill, lack of motivation for L2 learning, poor understanding of the process. Hill (2013) mentioned that the students who knew less about language learning could overrate themselves while the students who knew more could be harsh and underestimate their language performance. Moreover, pointing out the concerns about validity and reliability of self-assessment in EFL classrooms, Ünaldı (2016) confirmed the benefits of self-assessment for EFL learners, but also referred to one of the striking findings in his study: lower proficiency levels inflated their performance whereas higher proficiency levels underestimated their performance.

5.1.2 Discussion of findings of RQ2: To what extent does self-assessment accelerate L2 students speaking ability? The second research question aimed to find out if students made notable progress throughout the self-assessment process for their speaking ability. The data were gathered from the scores for eight weeks obtained in the experimental group and control group. The analysis showed that there were no significant statistical differences in progress in L2 speaking ability through self-assessment between the experimental group which was taught how to self-assess speaking ability and the control group which was traditionally scored by the teacher only. However, when the data were analyzed within the group, it was revealed that the experimental group improved their L2 speaking skills a lot based on the comparison between their scores for the first week and the last week.

When improvement in L2 speaking ability was taken into consideration, it is clear that self-assessment was an effective way to achieve proficiency in L2 speaking. Banlı (2014) emphasized the role of self-assessment in her research study for EFL learners. It was confirmed that self-assessment helped students build self-

awareness of their language learning and provided more effective and successful production in EFL classrooms. Moreover, Orhon (2016) obtained positive data related to the effect of self-assessment on students' L2 abilities revealing that students' taking an active part in their own learning made them more conscious learners. These arguments support the data gathered in this research study within the frames of improvement in L2 through self-assessment. The experimental group displayed a steady increase of growth in L2 speaking while the growth in control group remained stable. Therefore, it is possible to claim that self-assessment contributed to the students' L2 speaking skills and enhanced a notable rise in their oral performance in their foreign language.

When the growth means of eight week for experimental and control group were closely investigated, it was noticed that they were not significantly different from each other. In other words, self-assessment as the treatment in the experimental group did not make a really big difference in L2 speaking skill when compared with the control group's growth means. One of the reasons behind this might be that the students in the control group might be more successful learners and quick to comprehend things in contrast to the experimental group although they were both B1 level students. Another reason might be different background knowledge and learning styles. The students in the control group might be more successful in L2 speaking in contrast to the other skills while the students in the experimental group might be less proficient in L2 speaking and good at other skills. Furthermore, the students in the control group might have done more to practice their L2 speaking skills outside the school such as talking to the natives, practicing listening more often, watching movies, etc.

In accordance with Lee (2008) and Andrade and Valtcheva (2009), self-assessment is an effective way to help EFL learners to improve their L2 speaking ability and perform better. It is possible to claim based on the findings that students' learning becomes their personal developmental process. Being aware of the objectives they need to achieve, the nature of courses studied, their own improvement and challenges while learning, students can guide themselves through their own findings out of the accumulation of their self-assessment practices. Due to the fact that self-assessment methods entail a kind of process which takes quite time

and students' efficiency, self-assessment can be labeled as a great opportunity for students to notice what they can/cannot achieve beforehand and take necessary precautions and make changes in their learning styles and behaviors. It is highly significant that students can determine how efficient they are and what needs to be done more to perfect their language learning process.

5.1.3 Discussion of findings of RQ3: What is the effect of self-assessment on students' motivation for foreign language learning? In order to learn about the effect of self-assessment process on the students' motivation for L2 speaking, the data were collected through the questionnaire administered. The answers based on Likert-scale was gathered from pre-test and post-test design with the students in experimental group. The students took the questionnaire before and after the self-assessment process. By this way, it was aimed to conceive whether self-assessment led to any changes in students' motivation for L2 speaking during and after the process.

In the light of the results gathered from the questionnaire, it is right to claim that self-assessment helped the students build up positive attitudes towards learning to speak English. One of the important findings is that the students became more willing to speak English understanding the importance of oral production in foreign language. With the help of self-assessment process, they did not hesitate to speak but tried to take the advantage of every opportunity they caught. Their motivation to speak English helped reinforce their L2 speaking learning and communication with their classmates and teacher. As Diltz (2006) emphasizes, students may become more eager to talk about their experiences in their own learning process and more enthusiastic to interact with others in their foreign language as self-assessment within time lets students get the habit of monitoring their own learning, recognizing their mistakes and talk more about perfecting their speaking ability.

Another important finding in terms of L2 speaking motivational intensity is that self-assessment acts as an indicator for EFL learners which made the students organize their study plans and make right decisions based on their weaknesses and strengths in L2 speaking. The findings demonstrated that the students gained in-depth awareness of their own learning and made effort to perfect their oral

production, come up with the ways to improve their speaking skills and foresee what else should be done to keep improving. As AlFallay (2004) concluded in his study, self-assessment process and L2 speaking motivational intensity of students progress simultaneously. The students who did well in self-assessment had an increasing motivation for speaking their foreign language. Similarly, the students who had an increase in their motivational level became more enthusiastic with their own learning through self-assessment.

In addition to the findings above, self-assessment was found to play a significant role for the students' L2 speaking skills and desire to learn to speak English. Thus, it can be implied that self-assessment is a way which gives EFL learners a chance to control their own learning and reflect on it. As Lawson et al. (2012) pointed out in their study, students may feel more comfortable with their learning process through self-assessment since they don't feel the pressure of standard tests and get assessed based on grades they obtain. In line with this argument, self-assessment procedures may be thought to decrease the level of language anxiety and bring about more motivation and desire for learning, particularly L2 speaking. In this research study, since assessment became a more useful and meaningful tool for the students with the help of self-assessment, it was assured that the students' progress and success in L2 speaking was based on their developmental practices instead of final product.

In accordance with the findings and implications of Donham (2010), self-assessment can be regarded as facilitator for students' L2 speaking skills instilling a sense of responsibility for their own learning to speak English while building up motivation and enthusiasm for it.

5.1.4 Discussion of findings of RQ4: What are the students' perceptions of their own growth in L2 speaking ability after the self-assessment process? The last question of this research study attempted to find out what the students' perceptions were towards their own growth in speaking skills after the self-assessment process had come to an end. Having implemented semi-structured interviews, the answers of the participants were analyzed via content analysis inductively.

In line with the findings based on the students' self-assessment scores and the motivation questionnaire, the students' responses for their own growth in L2 speaking ability after the self-assessment indicated that self-assessment was a beneficial process for students' speaking skills. One of the important findings gathered is that self-assessment contributed to the students' awareness of language learning, particularly speaking. As Zimmerman (2002) pointed out, self-assessment helps EFL learners become conscious learners about their competence and performance in L2. In this study, since the students were the actual assessors for their own L2 speaking, they were in a continuous process in which they take part actively. Within time, their accuracy got better and they noticed that their improvement and performance was important instead of the scores they gave for themselves. Moreover, self-assessment helped them recognize their objectives to meet, their strengths and weaknesses they had for their speaking. Their scoring throughout the eight-week long self-assessment process confirmed that the students benefited from the process. It can be inferred that self-assessment was a useful way for students to observe their own growth in English speaking and improve themselves continuously to become more aware language learners.

Another important finding of the semi-structured interview was that self-assessment enhanced the students' growth in grammar, vocabulary, fluency, and pronunciation. As stated before, it can be claimed that self-assessment reinforced the students' motivation for L2 speaking and their self-awareness. Thanks to the self-assessment process, EFL learners may improve their language learning with the help of their increasing motivation and willingness for learning (Lee, 2008). In this research study, it was found out that the students became more engaged with their learning and observe their own performance more closely. They got more motivated to face their lacks and mistakes to fix and perfect them while speaking English. It can be concluded that gaining self-awareness of their own learning and guiding themselves throughout their learning process with the help of self-assessment made students more autonomous learners.

5.2 Pedagogical Implications

  This research study has notable implications to be taken for granted about the use of self-assessment in EFL classrooms, particularly speaking courses. As previously discussed, there are various research studies conducted to shed light on the case of self-assessment since learner-centered classrooms have been found more beneficial and effective for language learning. Focusing on several aspects such as accuracy, affective factors, and students' progress in L2, those studies in the literature aimed to find out the effects of self-assessment mostly in L2 writing courses of EFL classrooms. There are few studies in the literature which have discussed the role of self-assessment in speaking classes, particularly in Turkish EFL context. To fill in this gap, the present research study was designed to go beyond what is already known and attempted to present a new perspective about the use of self-assessment in English speaking classes. Therefore, in this study, self-assessment procedures were investigated and analyzed in speaking classes with intermediate students during eight-week long module.

  Furthermore, in the light of the findings, this research study makes some significant implications for language programs and institutions which teach English as a foreign language. First of all, this study has found out that self-assessment is a good way to give students a chance to take an active part in their own learning. Leaving the traditional grading system, students themselves are given the opportunity to monitor their speaking abilities, reflect on their own performance, and come up with some solutions and decisions based on their observations. Along with this, it is obvious that this case may possibly bring about more autonomous learners and learner-centered classrooms. Instead of following traditional procedures which put teacher in the center of the classroom and make students play a passive role, self-assessment may enhance more communication in classrooms, facilitate the interaction between students and teachers, and provide more meaningful and purposeful learning.

  Secondly, self-assessment has been found to play a key role as a facilitator which accelerates L2 speaking ability in EFL classrooms. Since speaking is a productive skill, students may sometimes find it difficult to guide and improve themselves in L2 speaking. As this is the case, it might not be wrong to assume that

self-assessment will contribute to students' proficiency in language learning. Due to the fact that students become more aware of their own performance and have a control over their own learning process while they self-assess, students can reflect on themselves and provide immediate help for their learning process to speak English.

Finally, as the results of this study revealed, it is possible to claim that self-assessment is a very effective procedure which decreases the level of L2 speaking anxiety of EFL learners and ensures the motivation, enthusiasm and self-efficacy in EFL classrooms. As students are actively involved with their own learning, it can be assumed that self-assessment makes students willing to face their strengths and weaknesses and ready to take necessary actions for the sake of better learning.

Regarding the aforementioned implications, the findings of this research study are significant and crucial for the use of self-assessment in EFL classrooms, especially in speaking classrooms. Thus, it may serve as a model study and provide insights for other further studies which will aim to investigate the case of self-assessment in L2 speaking courses as productive skills. Moreover, it may provide implications for other researches to be conducted about self-assessment in Turkish EFL context.

5.3 Conclusions

The results of the current study indicated that self-assessment, in the realm of learner autonomy, is an invaluable asset for students to be self-aware of their current abilities. The data collected through the self-assessment scores, L2 speaking motivation questionnaire and semi-structured interviews revealed that self-assessment has an important role to help students to be better decision makers when practicing, studying and choosing materials for their own learning in L2 speaking. The findings of the study also proved that self-assessment enhances more purposeful and meaningful language learning by making students take part in their own learning. Moreover, the findings confirmed that students' experiences, perceptions and attitudes are mostly positive and welcoming towards the use of self-assessment in speaking classes.

To conclude, the aim of the current study was, in Turkish EFL context, to investigate how accurate EFL learners could self-assess particularly their speaking

ability, to explore whether self-assessment accelerated students' L2 speaking performance, to detect if self-assessment had any effects on learners' motivation in EFL classrooms, and lastly to identify students' perception of their own growth in L2 speaking after self-assessment process. With the findings and implications gathered, this study suggests that self-assessment should be considered as an effective learning strategy in EFL classrooms for its various benefits for both learners, autonomous learning environment and learner-centered classrooms.

5.4 Recommendations for Further Research

This study has a few important recommendations for further research on the use of self-assessment. First of all, in order to reinforce the accuracy, validity and reliability of the research study, further studies may invite more teachers and examiners to score students' performance instead of having only one teacher as this research study did. When students' scores are to be compared with teacher's scores, it might make a difference to have more teachers in order not to have teacher-biased findings and contribute to the aspect of accuracy.

Second, as this study was conducted with students in B1 (intermediate) level classes, their perceptions and reflections were mainly related to this particular level. Linked as a further step of this study, another study could be implemented to investigate whether the findings will show differences depending on the proficiency level of students.

Third, training students about the use of rubric and self-assessment process took three class hours. In order to make it sure that students have comprehended the process well enough, further studies could keep training sessions much longer before the self-assessment procedure starts. Also, teachers may be provided with a training if the self-assessment process and the rubric to be used is new to them.

As the results revealed that, the experimental group's scores did not differ from the control group's scores very much. For this case, it can be suggested that a further study may spare more time than eight-week long process in order to get more reliable and valid data.

Finally, a comparative study could be carried out with more proficient level of students in an attempt to find out if the level of proficiency leads to any changes

on students' attitudes and perceptions towards the use of self-assessment in L2 classrooms.

Based on the recommendations provided for further research, the results of the present study should be interpreted as suggestive rather than definitive. More research needs to be conducted to see how robust these results are to alternative research settings, data collection tools and estimation techniques.

REFERENCES

AlFallay, I. (2004). The role of selected psychological and personality traits of the rater in the accuracy of self- and peer-assessment. *System, 32*, 407-425.

Anderson, R. S. (1998). Why Talk About Different Ways to Grade? The Shift from Traditional Assessment to Alternative Assessment. In R. J. Anderson & B. Speck (Eds.), *New Directions in Teaching and Learning: Changing the Way We Grade Student Performance: Classroom Assessment and the New Learning Paradigm* (pp. 5-16). San Francisco: Jossey-Bass.

Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory into Practice*, *48*(1), 12-19.

Banlı, S. (2014). *The Role of Self-Assessment Practices in the Improvement of Freshman Students' Writing Performance and Awareness*. (MA Thesis). Çağ University, Institute of Social Sciences, Mersin.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, *80*, 141.

Bonk, W. J., & Ockey, G. J. (2003). A many-facet Rasch analysis of the second language group oral discussion task. *Language Testing*, *20*, 89-110.

Boud, D. (1990). Assessment and the promotion of academic values. *Studies in Higher Education*, *15*, 110-113.

Boud, D., & Falchikov, N. (1989). Quantitative Studies of student self-assessment in higher education: a critical analysis of findings. *Higher Education*, *18*, 529-549.

Brindley, G. (1989). *Assessing achievement in the learner-centred curriculum*. Sydney: National Centre for English Language Teaching and Research: Macquarie University.

Brooks, G., & Brooks, J. (1993). *In Search of Understanding: The Case for Constructivist Classrooms*. Virginia: ASCD.

Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, *32*(4), 653-675.

Butler, Y. G., & Lee, J. (2010) The effects of self-assessment among young learners of English. *Language Testing*, *27* (1), 5-31.

Caouette, L. (1990). *Self-assessment in the Second Language Classroom: A Study of Core French Students Ability to Assess their Own Proficiency*. Alberta: The University of Alberta.

Carr, R. A. (1977). The effects of specific guidelines on the accuracy of student self-evaluation. *Canadian Journal of Education*, *2*(4), 65-77.

Cassidy, S. (2006). Learning style and student self-assessment skill. *Education and Training*, *48*(3), 170-177.

Charters, E. (2003). The use of think-aloud methods in qualitative research an introduction to think-aloud methods. *Brock Education Journal*, *12*(2).

Cohen, A. (1994). *Assessing language ability in the classroom*. Boston, MA: Heinle & Heinle.

Coronado-Aliegro, J. (2000). *Students' Perception of Performance through Self-Assessment*. (MA Thesis). West Virginia University, Institute of Social Sciences, West Virginia.

Cram, B. (1995). Self-assessment from theory to practice. In G. Brindley (Ed.), *Language Assessment in Action* (pp. 271-305). Sydney: National Centre for English Language Teaching and Research.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). United States: Sage.

Dickinson, L. (1993). Aspects of autonomous learning: Interview with T. Hedge. *English Language Teaching Journal*, *47*(4), 330-336.

Diltz, J. (2006). Words to voice: Three approaches for student self evaluation. *Teaching English in the Two-Year College*, *34*, 41-45.

Donham, J. (2010). Creating personal learning through self assessment. *Teacher Librarian*, *37*(3), 14-21.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. London: Erlbaum.

Etikan, I., Musa, S. A., & Alkassim, R.S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1-4.

Ferguson, N. (1978). Self-assessment of listening comprehension. *International Review of Applied Linguistics in Language Teaching*, *16*, 149-156.

Fontana, A., & Frey, J. H. (2000). The interview: From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed., pp. 645-672). CA: Sage.

Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding Successful and Unsuccessful EFL Students in Chinese Universities. *Modern Language Journal*, *88*(2), 229-244.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. London: Edward Arnold.

Gardner, R. C., & MacIntyre, P. D. (1993). A student's contribution to second language learning. Part II: Affective variables. *Language Testing*, *26*, 1-11.

Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 1-19). Honolulu, HI: University of Hawaii, Second Language Teaching and Curriculum Center.

Geeslin, K. L. (2003). Student Self-assessment in the Foreign Language Classroom: The Place of Authentic Assessment Instruments in the Spanish Language Classroom. *Hispania*, *86*(4), 857-868.

Giles, H., & Byrne, J. L. (1982). An intergroup approach to second language acquisition. *Journal of Multilingual and Multicultural Development*, 3, 17-40.

Graves, K. (1996). A framework of development processes. In K. Graves (Ed.), *Teachers as course developers*. (pp. 12-38). Cambridge: Cambridge University Press.

Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17–30). CA: Sage.

Guba, E. G., & Lincoln, Y. S. (1985). *Naturalistic inquiry* (Vol. 75). CA: Sage.

Hatch, E. & Farhady, H. (1981). *Research Design and Statistics for Applied Linguistics*. Tehran: Rahnama Publications.

Heilenman, L. K. (1991). Self-assessment and placement: A review of the issues. In R. V. Teschner (Ed), *Issues in language program direction: assessing foreign language proficiency of undergraduates* (pp. 93–114). Boston, MA: Heinle and Heinle.

Hill, T. (2013). *Student Perceptions of a Self-assessment Environment*. (Dissertation Thesis, University of Pretoria).

Iwamoto, N. (2015). *Effects of L2 Affective Factors on Self-assessment of Speaking*. (Dissertation Thesis, Temple University).

Kennedy, K. J., Chan, J. K. S., Fok, P. K., & Yu, W. M. (2008). Forms of assessment and their potential for enhancing learning: Conceptual and cultural issues. *Educational Research for Policy and Practice*, *7*, 197-207.

Kruger, J. & Dunning, D. (1999). Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, *77*(6), 1121-1134.

Langendyk, V. (2006). Not knowing that they do not know: self-assessment accuracy of third-year medical students. *Medical Education*, *40*, 173-179.

Larsen-Freeman, Diane. (1986). *Techniques and Principles in Language Teaching*. New York: Oxford UP.

Lawson, R.J., Taylor, T.L., Thompson, G.D., Simpson, L., Freeman, M., Treleaven, L. & Rohde, F. (2012). Engaging with graduate attributes through encouraging accurate student self-assessment. *Asian Social Science*, *8*(4), 3-12.

Lee, H. (2008). *Students' Perceptions of Peer and Self Assessment in a Higher Education Online Collaborative Learning Environme*nt. (Dissertation Thesis, The University of Texas, Austin).

Little, D. (2005). The common European Framework and the European language portfolio: Involving learners and their judgments in the assessment process. *Language Testing*, *22*(3), 321-336.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences revisited. In N. K. Denzin & Y. S. Lincoln, *The Handbook of Qualitative Research* (pp. 97–128). CA: Sage.

Maxwell, J. (1997). Designing a qualitative study. In L. Bickman & D. J. Rog (Eds.) *Handbook of applied social research methods* (pp. 69-100). CA: Sage.

Mayo, M. D. P. G., & Lecumberri, M. L. G. (Eds.). (2003). *Age and the acquisition of English as a foreign language*. Clevendon: Multilingual Matters.

McCarthy, P., Meier, S., & Rinderer, R. (1985). Self-efficacy and writing: A different view of self-evaluation. *College Composition and Communication*, *36*(4), 465-471.

McMillan, J. H. & Hearn, J. (2008) Student Self-assessment: The key to Stronger Student Motivation and Higher Achievement. *Educational Horizons*, *87*(1), 40-49.

Mousavi, S. A. (2012). An encyclopedic dictionary of language testing. Tehran: Rahnama.

Mowl, G., & Pain, R. (1995). Using self and peer assessment to improve students' essay writing: A case study from geography. *Innovation in Education and Training International*, *32*(4), 324-335.

Merriam, S. B. (1998). *Qualitative research and case study applications in education. Revised and expanded from*. CA: Jossey-Bass Publishers.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. CA: Sage Publications.

Morgan, D. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, *1*(1), 48–76.

Neuman, W. L. (2009). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Boston: Allyn & Bacon.

Nunan, D. (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press.

Orhon, Y. (2016). *Investigating the Impact of Blogging and Portfolio-Keeping on English as a Foreign Language Learners' Level of Autonomy, Self-assessment and Language Achievement*. (MA Thesis). Pamukkale University, The Institute of Educational Sciences, Denizli.

Orsmond, P., Merry, S., & Reiling, K. (1997). A study in self-assessment: tutor and students' perceptions of performance criteria. *Assessment and Evaluation in Higher Education, 22*(4), 357-369.

Oskarsson, M. (1978). *Approaches to self-assessment in foreign language learning.* Strasbourg: Council for Cultural Co-operation, Council of Europe.

Oscarson, M. (1989). Self-assessment of language proficiency: Rationale and applications. *Language Testing*, *6*(1), 1-13.

Paris S.G. & Paris A. H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychology*, *36*(2), 89–101.

Peckham, G. & Sutherland, L. (2000). The role of self-assessment in moderating students' expectations. *South African Journal for Higher Education*, *14*(1), 75-78.

Reynolds, C., Livingston, R. & Willson, V. (2006). *Measurement and Assessment in Education*. Boston, MA: Pearson Education.

Rolfe, T. (1990). Self-and-peer-assessment in the ESL curriculum. In G. Brindley (Ed.), *The second language curriculum in action* (pp. 163-186). Sydney: National Centre for English Language Teaching and Research: Macquarie University.

Rolheiser, C., ed. (1996). *Self-evaluation…Helping Students Get Better at It! A Teacher's Resource Book*. Toronto: Cooperative Learning Evaluation & Assessment Research Group.

Ross, S. (1998). Self-assessment in second language testing: A meta-analysis and analysis of experiential factors. *Language Testing*, *75*(1), 1-20.

Schunk, D. H. (2005). Self-regulated learning: the educational legacy of Paul R. Pintrich. *Educational Psychologist*, *40*(2), 85-94.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, *22*(2), 63-75.

Teddlie, C. & Yu, F. (2007). Mixed Methods Sampling: A Typology with Examples. *Journal of Mixed Methods Research - Sage*, *1*(1), 77-100.

Tremblay, P., & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *The Modern Language Journal*, *79*, 505-520.

Tsui, A. B. M. (1996). Reticence and anxiety in second language learning. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom: Qualitative research in second language education*. Cambridge: Cambridge University Press.

Ünaldı, İ. (2016). Self and teacher assessment as predictors of proficiency levels of Turkish EFL learners. *Assessment & Evaluation in Higher Education*, *41*(1), 67-80.

Wangsotom, A. (1980). Self-assessment in English skills by undergraduate and graduate students in Thai Universities. In J. Read (Ed.), *Directions in language testing* (pp. 240-260). Singapore: Singapore University.

Winke, P. M. (2007). The psychology of the language learner: Individual differences in second language acquisition. *Studies in Second Language Acquisition*, *29*(01), 143-144.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal,* 86, 54-66.

Yıldırım, İ. K. (2001). *The Effect of Training Students on Self-assessment of Their Writing*. (MA Thesis). Bilkent University, The Institute of Economics and Social Sciences, Ankara.

Yılmaz, K. (2008). Constructivism: its theoretical underpinnings, variations, and implications for classroom instruction. *Educational Horizons*, *86*(3), 161-172.

Zimmerman, B.J. (2002). Becoming a self-regulated learner: an overview. *Theory into Practice*, *41*(2), 64-70.

APPENDICES

A. Speaking Assessment Rubric

	Grammar	Vocabulary	Fluency	Pronunciation
5	Uses high level of discourse structures with near native-like accuracy	Wide range of vocabulary with near native-like use, vocabulary is clearly appropriate to express opinion	Near native-like fluency, effortless, smooth, natural rhythm	Rarely mispronounces, able to speak with near native-like pronunciation
4,5 4	Shows ability to use full range of grammatical structures but makes some errors. Errors do not impede the meaning of the utterances	Lexis sufficient for task although not always precisely used	Speaks with confidence, but has some unnatural pauses, some errors in speech rhythm, rarely gropes for words	Pronunciation is clear, occasionally mispronounces some words, accent may sound foreign but does not interfere with meaning
3,5 3	Relies mostly on simple (but generally accurate) sentences, has enough grammar to express meaning, complex sentences are used but often inaccurately	Lexis generally adequate for expressing opinion but often used inaccurately	Speech is hesitant, some unnatural rephrasing and groping for words	Pronunciation is not native like but can be understood, mispronounces unfamiliar words, may not have mastered some sounds
2,5 2	Uses simple inaccurate sentences and fragmented phrases, doesn't have enough grammar to express opinions clearly	Lexis not adequate for task, cannot express opinion	Slow strained speech, constant groping for words and long unnatural pauses (except for routine phrases)	Frequently mispronounces, accent often impedes meaning, difficult to understand even with concentrated listening

1,5 1	Only says a few words, cannot make a reasonable judgment of student's grammatical ability	Little lexis, inadequate for simple communication	Fragments of speech that are so halting that conversation is virtually impossible	Frequently mispronounces, heavy accent, may speak in a virtually not comprehensible way

B. Speaking Topics for Self-assessment

Week 1	How do you think computers have changed the world?
Week 2	Do you think watching too much TV is bad for people? Why/Why not?
Week 3	Do you think writing email has strengthened or weakened people's writing skills?
Week 4	Do you think your home country has an effective education system? Explain in detail.
Week 5	Do most young people plan on getting married in your country?
Week 6	Can you learn anything about a person from the colors he/she likes? Explain and give examples.
Week 7	What do you think about social networking sites? How do they affect people's lives?
Week 8	What's the most important festival in your country? Describe it in detail.

C. L2 Speaking Motivation Questionnaire

Please indicate your level of agreement with each of the following statements by circling one number on the rating scale that best describe your attitude toward speaking English. Please use the following scale as your guide:

1: Strongly Disagree   2: Disagree   3: Neutral   4: Agree   5: Strongly Agree

Attitude Toward Learning to Speak English

		1	2	3	4	5
1	I enjoy speaking English.					
2	I enjoy speaking English more than reading English.					
3	I enjoy speaking English more than writing English.					
4	I am very interested in learning to speak English.					
5	I admire students who can speak English well.					
6	I would enjoy talking with native English teachers.					
7	I enjoy speaking English more than listening to English.					
8	I look forward to my English speaking classes.					
9	I enjoy English speaking classes more than other classes.					

		1	2	3	4	5
10	I look forward to opportunities to speak English.					
11	I consider speaking English to be one of the most important skills to learn in school.					

L2 Speaking Motivational Intensity

		1	2	3	4	5
1	I concentrate well when I speak English.					
2	I think I try to speak English more than other students.					
3	I speak English as much as possible in class.					
4	I look for opportunities to speak English outside of class.					
5	I make an effort not to make grammatical mistakes when I speak English.					
6	I spend a long time studying English.					
7	I study English more than most of my classmates.					
8	I often think about how I can improve my English speaking skills.					
9	I work hard to become an excellent speaker of English.					
10	I plan to keep improving my English speaking skills even after graduating from college.					

Desire to Learn to Speak English

		1	2	3	4	5
1	I would take an English conversation course in school, even if it were not required.					
2	I wish I had more classes in which I could speak English.					
3	I really want to learn to speak English better.					
4	Learning to speak English is more important than learning to read English.					
5	Learning to speak English is more important than learning to write English.					
6	I seek out opportunities to speak English.					
7	I study English speaking on my own through radio or TV language program.					
8	I believe that students should be taught to speak only English at school.					
9	My desire to learn speak English is increasing.					
10	I wish I could speak English perfectly.					

D. Think Aloud Protocol Question Template

1. Why did you rate yourself low/high for this criterion?

2. What do you think the reason was for your low score?

3. How can you improve yourself about this problem?

E. Semi-structured Interview Questions

1. Do you think you have grown and get better in terms of your L2 speaking? If yes, how? If no, what do you think underlying reasons were?
2. In what areas specifically (grammar, vocabulary, fluency, pronunciation), do you think you have improved yourself?

<div align="center">**F. Curriculum Vitae**</div>

PERSONAL INFORMATION

Surname, Name:	Karakaya, Burcu
Nationality:	Turkish (T. C.)
Date and Place of Birth:	07 October 1990, İzmir
Marital Status:	Single
Phone:	+90 553 592 76 75
E-mail:	brckrkaya@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahcesehir University, İstanbul	2017
BA	Karadeniz Technical University, Trabzon	2013
BA (Erasmus Exchange Program)	Technische Universitat Chemnitz, Germany	2011
High School	Fatma Saygın Anatolian High School, İzmir	2008

WORK EXPERIENCE

Year	Place	Enrollment
2012-2013	Grand English Language School, Trabzon	English Instructor
2013-2014	Nişantaşı University, Istanbul	English Instructor
2014-2016	Üsküdar University, Istanbul	Level Coordinator and English Instructor
2016-	Kemerburgaz University, Istanbul	Level Coordinator and English Instructor

FOREIGN LANGUAGES

Advanced English, Elementary German, Elementary French.

PROJECTS

Coordinator of "Meeting of Cultures" at Nişantaşı University, 2013
- Conducted an international project for students to make use of their foreign language efficiently.
- Enabled foreign university students to be accompanied by Turkish students who were their hosts and buddies.
- Organized Orientation Program and Intercultural Night every week for 8 foreign groups.

Coordinator of "Short Film Project" at Üsküdar University, 2014
- Conducted a short film project and organized a film festival at the end of the project where The best…" is awarded.
- Enabled students to practice their foreign language apart from classroom applications.

Assistant Coordinator of "Community Project" at Kemerburgaz University, 2016
- Assisted the whole process of the project for which students were responsible to help a target population and make a presentation at the end of the project in English showing all steps they took.
- Organized a Presentation Day at the end of the whole process.

CERTIFICATES/SEMINARS/CONFERENCES

- Technische Universitat Chemnitz, *"Code-switching in English Language Teaching Classrooms: Differences between Language Preferences of Learners and Teachers"*, Culture in Language: Academic English, Variation in Research, Germany, 19-21st July, 2013. (Presenter)

- 6th English as a Lingua Franca Conference, Rome, *"The Interaction of English and Turkish in ELT Classrooms"*, Intercultural Communication: New Perspectives from ELF Roma, 4-7th September, 2013. (Poster Presenter)

- Foundation of Oxford Academy, *Oxford Teaching Academy Seminar,* İstanbul, February 2014. (Certificate)

- Foundation of Oxford Academy, *Online Teaching and Learning*, İstanbul, February 2014. (Certificate)

- Terakki Vakfı Schools, *Blurred Lines: Teaching Becomes Learning*, İstanbul, February 2015. (Certificate)

- Çevre College, *A Portrayal of Great Teaching*, İstanbul, February 2015. (Certificate)

- Learning Design with Microsoft Technology – 2016. (Microsoft confirmed Certificate)

- 9th International ELT Conference, Çanakkale-Turkey, "*Identifying Lexical Errors in A2 Turkish EFL Learners: Frequency of the Use of Confusing Verbs in Writing Classes*", 9th International ELT Research Conference Approaches: Beyond the Borders of ELT Methodology, 12-14th May, 2016. (Presenter)

- British Council in collaboration with Özyeğin University, "*Exploring English, skills and employability: Industry, Alumni and Academia*", The State of English in Higher Education, 17 February, 2017. (Audience)

- GlobELT 2017, An International Conference on Teaching and Learning English as an Additional Language, "*The Case of Code-switching: The Interaction of English and Turkish in ELT Classrooms"*, 18-21st May, 2017. (Presenter)

INTERESTS

- English as a Lingua Franca
- Communicative Teaching Approach
- English Language Culture
- Self-assessment in Language Learning
- Sociolinguistics
- Code-switching in EFL Classrooms
- Teacher Language Awareness
- Native-Nonnative Identities of Teachers