Integration of Students Self-Assessment in the Teaching of Listening to the First Year BA students at the College of Education, Aden: Benefits and Challenges

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Abstract: This basic qualitative study aims at investigating the integration of students self-assessment in teaching listening to the first year BA students at the college of Education Aden, department of English. To answer research questions data were collected from the students' assessment and teacher's assessment that 38 students were asked to assess themselves through two quizzes and final exam given by the researcher. The quizzes and exam were evaluated by the mean of an analytical rubric that enables students to evaluate their work. Moreover, data were collected through structured interview with 17 students and a questionnaire was distributed to 38 students for more triangulation. The findings of students' assessment and teacher's assessment revealed that students are able to assess themselves accurately if they were provided with adequate guidance and continuous training on how to use self-assessment. Interview and questionnaire results showed that resisting to self-assessment was one of the challenges that some students at beginning due to lack-confidence and the most popular reason was cultural acceptance where it was new in students' educational culture. However, results showed that using student's self-assessment as a complementary tool to enhance student's learning has many benefits: helps to recognize their strengths and their problems and then work on them , it increases students' autonomy and makes them responsible of their learning.This study recommends that self-assessment should be applied with four skills for its advantages in improving students' learning. Students should learn how to assess their works in the early stages of their educational programs.

Introduction:

Student self-assessment is considered as a mean that enables students to evaluate their own learning(Logan, 2015, p.2). Andrade and Du (2007) defined student self -assessment as " is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work and revise accordingly"(p.160).

In other words, student self-assessment is a tool that empowers students to judge their own learning and performance strategies, and provide feedback to themselves where their knowledge is weak based on well-understood standards and criteria, then determine the next steps or plans to enhance their performance (Mcmillan and Hearn, 2008).

Muñoz & E. Alvarez (2007), has added that student self-assessment is a method which students collect information about their learning and reflect on. It encourages students to assess their own personal progress in knowledge, to evaluate their skills and attitudes toward learning. Self-assessment guides student to wider realization and understanding of herself or himself as a learner.

Statement of the Problem:

In the College of Education context in Aden, the process of evaluating students' performance is hidden because it left in the hands of instructors whose experience enable them to evaluate the mistakes in students' performance. The instructor judges students learning by using traditional methods such as test or final exam which usually take place at the end of semester or year (Mcmillan and Hearn, 2008). Therefore, the EFL learners seldom assume the reasonability of their learning and conduct self-assessment. Although, traditional method of assessing students is implemented widely and effective in schools and colleges in Aden/Yemen, Students still need more than grads if they seek to develop their intelligence (Klenowski,1995, p.20). As Taras (2002 as citied in Falchikon, 2003) argued that " We are sending out the wrong message to students. Little wonder that, too often, their main focus of interest is the grade" (p.102). On other hand, it is assumed that in using self- assessment student are consciously involve in the process of evaluating their work, analyzing their errors and mistakes they have committed, hence they learn from themselves. This will help learner develop their metacognitive ability which is self-observation, self-judgment, self-reaction, task analysis, self-motivation, and self-control (Heidrian, 2016, p.81).

Research Questions:

This study tries to answer the following research questions:

1. Was there a consistency between students' perceptions of their progress in the listening course and their teacher's evaluation of their progress?
2. What challenges did students face when assessing themselves?
3. What benefits did students find in implementing self-assessment?

Significance of the Study:

The current study sheds the light on the integration of students self-assessment in the listening course taught to the first year BA students at the college of Education Aden, department of English. It finds out whether students' self-assessment can be used as an effective tool in teaching listening. Furthermore, the advantages as well as the challenges that students face when they self-assess themselves.

This study offers a new way of using self-assessment in Yemeni EFL listening course. By allowing students assess their performance and making them responsible of their learning. It may contribute new knowledge on improving Yemeni EFL learners' listening ability. It may also be important for EFL students, since it may help them to find their strengths and weaknesses in learning and work on them.

Furthermore, this study can be significant for English teachers and may help them to improve their teaching and evaluate their strategies because it shows them different techniques in evaluating students' progress in learning process and supplement their usual ways of assessment method. The importance of this study can be enhanced because seldom studies have been done that address the use of self-assessment in Yemeni listening classes. In addition, the finding of this study will provide suggestions and recommendations to help those in charge of educational policies and curriculum design to enhance the teaching and learning EFL. Moreover the findings of this study will provide information to the growing theoretical literature related to integrate students' self-assessment in teaching of listening.

Limitations of the Study:

The following study has focused mainly on the first-year undergraduates at the department of English language, Faculty of Education , University of Aden, during the first semester of the academic year 2019-2020. This study investigates the integrating students' self-assessment in teaching of listening skills. It focuses only on the benefits and challenges of using self-assessment. This study does not take into account participants' culture or English language proficiency levels of the students.

Review of Literature: **The Importance of Students' Self-Assessment in Teaching EFL**

The most important factor in instructional process is what the learner already knows, that teacher should achieve this and teach accordingly. Such a method seems that students do not

learn what they taught even though when instruction is planned with great care and in an effective way that engages students in this learning process the outcomes often bear little or far away to what was aimed (William, 2011, p.3). As a result, self-assessment should integrate to the instructional process because of its essential position in learning. Self-assessment is considered as an effective tool that helps students to understand the purpose of their learning, engages them in their learning to think about their progress and find ways of changing, adapting and improving their learning (Kavaliauskiene, 2012).

Challenges of Using Self-Assessment:

In comparison with the traditional method assessment, self-assessment is an effective way for evaluating learners, however still has number of issues that prevent it to be a complementary technique for learners evaluation. The most obvious and perhaps the most likely to discourage teachers and learners is the issue of reliability. Gardner (2000) believes that there are a number of reasons which may lead to unreliability such as, doing assessment by learners, learners' age, their first language, their culture, way of doing assessment. (Heidarian, 2016). In other words, most of students are not aware that they self-assess their performance because they do not have the experience which may lead to a lack of understanding of the assessment process which in turn leads to a lack of objectivity and reliability about their own work (Muñoz and Alvarez, 2007).

Benefits of self-assessment:

Self-assessment has many advantages which have been referred to in different studies. According to Muñoz and Alvarez (2007), self-assessment promote autonomy and responsibility for learning. Since self-assessment elicits students to recognize their problems and strong point and work on them. Learners can control their own learning and become autonomous. It has been argued that self-assessment is essentially part of autonomous learning and without self-assessment learners will have not real autonomy learning(Andrade, 2010), (Gender, 1999). So, by implementing this method learners would become more independent and aware of their capabilities.

Self-assessment enhances learners' motivation. According to Joyce, Spiller, and Twist (2009) when learners know how to develop their learning and practice it in real world, they will be motivated genuinely. Self-assessment is also helpful in learners' thinking. Liang (2006) states that self-assessment is growing learners' thinking and giving them the chance to make their work meaningful, it is also, a good way for instructor to encourage them to evaluate their own work. According to Lam (2010) other advantages of self-assessment are ''1) building up linguistic awareness, 2) self-assessment as monitoring tool, 3).'' (p. 25).

Self-Assessment and Listening Instruction:

listening skill is a complex process as Lund (1991) stated that, "Listening exists in time, rather than space, it is ephemeral in nature…the sound system of the language poses a significant problem"(p.201). However, traditionally teaching listening method was viewed as a passive skill through which the listener or hearer received information sent by message senders. While, recently listening is viewed as an active and interpretive process by which the message is not fixed but is made or created by participants (Javaherbakhsh, 2010, p.56). According to Logan (2015) discussed that, In old methods of teaching listening the responsibility of learning were not upon the shoulders of the students where the teachers set goals, chose the materials and control the equipment. Therefore, There were a little space for students to be a part of teaching process. As a result, learners regarded as a passive over hearers rather than active participants in listening process.

Methodology: Research Design

This current study is descriptive it adopts mixed methods approach that combines both qualitative and quantitative data in order to investigate the integration of students' self-assessment tool in the teaching of listening skills in the first level, department of English, Faculty of Education Aden, University. However, The researcher selected the students of the first level in Academic year 2019/2020. The selection of was based on a sample of convenience which is defined as those participants who the researcher can have easy access to (Creswell ,2012, p.145). Since the participants were available to take part in the study In addition, the researcher was an instructor at the same department and level at the first year. Thus, the researcher selected group one where the participants' number were thirty -eight students.

Instruments for Data Collection and Analysis:

In order to collect the required data the researcher applied three data instruments: Students 'assessment, Interview and Questionnaire. This study adapted triangulation method according to (Nobel & Heale)." Triangulation is a method or observer in a research study, can help ensure that fundamental biases arising from the use of a single method or a single observer are overcome" (2019. p.1).

Teacher's assessment and Students' Assessment:

The First instrument which was used to collect the data is two listening tests and an exam. Two listening tests were chosen from the website of *open forum book* (www.oup.com/elt/openforum) to measure the students' abilities in assessing themselves in listening skills. Quiz 1and Quiz 2 consist of 10 questions which were adapted to fit the goals that students seek to achieve to improve their listening skills. at the end of the test there was a

small rubric enables students to evaluate their performance during the test. This small rubric has six criteria to be chosen: (Excellent, Very good, Good, Poor and Very poor) (see Appendix A). Allowed students to assess their answers. After students handed the test papers to the teacher to evaluate them, she started to correct them , then made a comparison between her assessment and students' assessment and find out if there is consistency by making correlation analysis using Spss program . Finally, the finding will display in tables.

Final Exam, was chosen from *open forum book* (www.oup.com/elt/openforum) and *British Council website* (https://learnenglish.britishcouncil.org/skills/listening/b1-listening/making-decision). The exam consists of three main parts, the first two parts include 10 questions while the last part has six questions which were modified to match students' learning goals. Thus, the researcher chose the questions that can measure students' ability in assessing their improvement in listening skills. to help students assess themselves in the exam the researcher designed at the end of exam a small rubric with six clusters Excellent, Very good, Good, Poor and three question (See Appendix C) enable students evaluating their answers. Exam paper were corrected by the researcher to make correlation analysis between students' assessment and her evaluation and discovered correspondence between the two assessments.

Interview:

The interview was conducted face to face by the researcher with 17 participants who were chosen randomly form the investigation group.

The interview was recorded and transcribed then analyzed by means of hand coding the data that is identifying, categorizing, and labeling patterns and themes pertinent to the four research questions. Mackey and Gass (2005) stated that "in qualitative research, coding is usually grounded in data"(p.241). Each interview lasted between 10 to 15 minutes.

Questionnaire:

The researcher used an opinion questionnaire to answer the four questions for more triangulation. The researcher administered this questionnaire to 38, that is to the entire group toward the end of first semester during week 10. Thus, the researcher used the data that were collected from the interview to find out if the opinions of those 17 students were similar to the other of their classmates. In this questionnaire the researcher used the Likert-scale questions Close-ended questions, where these kinds of questions are the most popular questions in Questionnaire (Mackay, 2006,p.38).

A five-point Likert-scale (Strongly Agree, Agree, Neither Agree nor Disagree, Strongly Disagree, Disagree). was used to elicit the respondents' responses.

Results and Discussion: Student and teacher's Assessments results

Research Question 1

Is there a consistency between students' perceptions of their progress in the listening course and their teacher's evaluation of their progress?

Quiz One

Correlations		Students' Assessment in Quiz One	Teacher's Assessment in Quiz One
Students' Assessment in Quiz One	Correlation Coefficient	1.000	.611[**]
	Sig. (2-tailed)	.	.000
	N	38	38
Teacher's Assessment in Quiz One	Correlation Coefficient	.611[**]	1.000
	Sig. (2-tailed)	.000	.
	N	38	38
**. Correlation is significant at the 0.01 level (2-tailed).			

As can been seen from table 4.1, the value of correlation coefficient in quiz one was 611 out of 1000, which indicating a high level of significance , which in turns can be interpreted as a positive relationship between Teacher's Assessment and Student's Assessment. Waters (2017) stated that, " A prefect correlations expressed as r = +1.0 & -1.0, while no correlation would be r=0" (p.1).

Quiz Two

Correlations		Students' Assessment in Quiz Two	Teacher's Assessment in Quiz Two
Students' Assessment in Quiz Two	Correlation Coefficient	1.000	.784[**]
	Sig. (2-tailed)	.	.000
	N	38	38
Teacher's Assessment in Quiz Two	Correlation Coefficient	.784[**]	1.000
	Sig. (2-tailed)	.000	.
	N	38	38
**. Correlation is significant at the 0.01 level (2-tailed).			

As shown in table 4.2 the correlation between Students' Assessment and Teacher's Assessment is 784 out 1000 reflected in the level of 0.01 (2. Tailed). This result is similar to that in quiz one flagged with two stars to indicate the high level of significant which once again, confirms the positive correlation between Teacher's Assessment and Student's Assessment.

Final Exam

Correlations		Student's Assessment in the Exam	Teacher's Assessment in the Exam
Student's Assessment in the Exam	Correlation Coefficient	1.000	.899**
	Sig. (2-tailed)	.	.000
	N	38	38
Teacher's Assessment in the Exam	Correlation Coefficient	.899**	1.000
	Sig. (2-tailed)	.000	.
	N	38	38
**. Correlation is significant at the 0.01 level (2-tailed).			

As seen above the value is at level 0.01 which indicates positive relationship between teacher's evolution and students' self-assessment.

Discussion of the Findings:

The results aimed to compare the teacher' assessment as correction and give feedback with scores and students' assessment, through assessing themselves with a small rubric at the end of both quizzes and final exam, indicate that a significant consistency between teacher's assessment and students' assessment.

Interview Results:

The Interviews were conducted with seventeen students of the first level group one, at the English Department Faculty of Aden. The aim of the Interview was to answer the second, third, fourth and fifth research questions: The results of these interviews were divided into themes according to the thematic method of analyzing qualitative data. The results are described as follows:

Students' Self-assessment Challenges:

Resistance is One of Students' Self-assessment Challenge that nine students (52%) replied yes that they were resisting self-assessment at the beginning. They commented that self-assessment is something new to our culture no one asked us before to assess ourselves. These results matches Blue's studies (1994) when he pointed out that self-assessment is difficult in many cultures where the teacher is the controller and assessment and grading is one his/her responsible while students are passive recipients of knowledge and evaluating process.

Self- assessment is Teacher's Responsibility. Sixteen of students (94%) answered by "No". They explained that the responsibility should be for both teacher and students at the same time.

They stated that after they were taught how to assess themselves they feel more responsible for their learning and they now able to know their mistakes and find a way to correct them and improve their listening skills. This findings go in line with Muñoz & E. Alvarez (2007), " when more concrete and descriptive scales are provided, students are able to assess themselves more accurately" (p.5).

Students' Self-Assessment Benefits:

When asked about the benefits of self-assessment eleven students (64%) had answered that putting goals and working on to them, was a good process to improve their listening skills because they worked hard to achieve them, consequentially. their listening skills get developed. This result similar to Liang's (2006) findings, when she emphasized that, self-assessment increases learners' knowledge of their learning goals and thus, motivates them to redirect their learning to achieve these goal. Therefore, their learning progressed.

Self-assessment is an effective strategy improving students' learning where the majority of students (87%) replied, that self-assessment is a good technique to develop their learning progress. These outcomes equivalent to the findings of Muñoz & E. Alvarez (2007), when he argued that "First of all, self-assessment fosters autonomy and responsibility for learning. Since self-assessment triggers reflection and awareness, learners can take control of their own learning and become autonomous" (p.6).

Self-assessment is a powerful tool to discover students' weaknesses and strengths where Almost all the students (100%) unanimously agreed that self-assessment helped them extremely to detect their weak areas in the listening skills in order to find out a way to fix these weaknesses. According to Muñoz & E. Alvarez (2007), self- assessment improve students' critical thinking, because it allows them to make self-monitor and control their learning, consequence self-assessment lead students to the development of stronger learning skills and improved performance (p.6).

Self-Assessment Empowers Listening Skill:

There was a consensus on this answer where all the seventeen students (100%) responded by "yes", that self-assessment enable them to develop their listening skills. this result matches Ochoa's finding(2007) when he mentioned that, self-assessment engages students in goal-sitting, so they set a plan to achieve them. Self-assessment engages students to self-reflections where they reflect on their learning process, and focus on their strengths and weaknesses. Thus, self-assessment empowers students to own their leaning and improve it (para.18).

The Questionnaire:

Challenges of Self-Assessment

Table 2 the Challenges of Students' Self-Assessment

	Strongly Agree	Agree	Neither Agree Nor Disagree	Strongly Disagree	Disagree
1. I feel more anxious when I asked to assess myself.	12 (31.6%)	13 (34.2%)	4 (10.5%)	2 (5.3%)	7 (18.4%)
2. I think, I am not objective enough when assessing my own work.	1 (2.6%)	2 (5.3%)	10 (26.3%)	3 (7.9%)	3 (7.9%)
3. I think assessment is the job of teacher.	10 (26.3%)	12 (31.6%)	11 (28.9%)	15 (39.5%)	9 (23.7%)

A large number 13 (34.2%) of the students expressed that at the beginning of using self-assessment they were worried and feared doing it. This result is similar to the study of Black, et al.(2004) who pointed out that "assessment feedback often has a negative impact, particularly on low-achieving students, who are led to believe that they lack-ability‖ and so are not able to learn‖" (p. 9). It may be due to students who were shy or confused whether to agree or disagree with the idea. Muñoz & Alvarez (2007) in their study stated that few of students viewed the teacher as a very objective evaluator. This perception may reflect a culture bias which is the traditional one-way role of the teacher-student evaluation (p.15). Given the traditional schooling that students had been exposed to, it can be claimed that their shyness can be justified as it is the first time that the students had been asked to self-assess their own performance.

the Benefits of Students' Self-Assessment

	Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Disagree
1. I Feel more responsible for my own learning when I am asked to assess myself.	20 (52.6%)	18 (47.4%)	0	0	0
2. Self-assessment helps me to discover my own strengths and weaknesses.	21 (55.3%)	16 (42.1%)	1 (2.6%)	0	0
3. Self-assessment helps me to find my own mistakes before I receive any feedback from the teacher.	9 (23.7%)	19 (50.0%)	8 (21.1%)	2 (5.3%)	0
4. Self-assessment empowers me to think critically about what I have done and what I need to fix for next time.	15 (39.5%)	20 (52.6%)	3 (7.9%)	0	0
5. It helps me to see the gaps in my own learning and	18 (47.4%)	19 (50.0%)	1 (2.6%)	0	0

begin self-repair to correct my learning toward the learning goal.					
6. It increases my knowledge of my learning aims and thus enhances my motivation to obtain my goals.	11 (28.9%)	23 (60.5%)	4 (10.5%)	0	0

Results from the table shows that the majority 20 (52.6%) of the students felt responsible for their learning when they used self-assessment tool. Similarly, 21 (55.3%) responded that self-assessment guided them to discover their weaknesses and strengths. This result implies the benefit of self-assessment as an effective tool to enhance students' learning . Geeslin (2003) pointed out that " self-assessment as a formative tool helps learners recognize their strengths and weaknesses and hence improve specific aspects of their performance" (p.53). Self-assessment also helped students in making self-repair and achieve learning goals; the responses in this regard seemed almost equal between strongly agree 18 (47.4%) and agree 19 (50.0%). Furthermore, the larger number 23 (60.5%) of students agreed that self-assessment increased their knowledge and helped them to achieve the goals they set to enhance their listening skills. Apparently, self-assessment is a good tool to empowers student to be aware of their learning.

Students' Opinion on Using Self-Assessment Method

	Strongly Agree	Agree	Neither Agree Nor Disagree	Strongly Disagree	Disagree
1) The self-assessment was useful.	16 (42.1%)	19 (50.0%)	3 (7.9%)	0	0
2) Self-assessment is a useful strategy for evaluating my learning progress and if something works or not.	12 (31.6%)	16 (42.1%)	9 (23.7%)	1 (2.6%)	0
3) Self-assessment makes me an active learner and empowers me to improve my listening skills.	13 (34.2%)	17 (44.7%)	8 (21.1%)	0	0

Table 3 indicated that the majority 19 (50.0%) of the students perceived that the positive progressing of self-assessment on their learning while a large 16 (42.1%) number of students agreed that students' self-assessment was an effective strategy that allowed them concentrate and control their learning. Andrade(2010) stated that, "self-assessment can raise student academic performance by teaching pupils self-regulatory processes, allowing them to compare

their own work with socially-defined goals and revise accordingly"(p.67). in light of this, it can be claimed that students' self-assessment method had beneficial effect on students by promoting and enhancing listening skills.

Conclusion and Recommendation:

This study aimed to investigate the integration of student self-assessment in the teaching of listening and its benefits and challenges for the first year BA students at the college of Education Aden**.** Based on the overall findings, it is possible to assume that the study revealed that the students are able to assess themselves accurately if they are provided with assessment criteria and trained on how to use self-assessment. The involvement of students in the assessment process increases their self-confidence, achievement, and satisfaction with their performance, subsequently; this makes them feel that they are a part of the process of learning and teaching.

The findings from the students' interview and questionnaire indicated that resisting to self-assessment was one of the challenges. The researcher observed that some of the students disliked assessing themselves at the beginning of the training. There are several reasons for this resistance: lack of confidence, doubt in their ability to make accurate self-assessment of their progress. This finding is similar to the study done by Black, et al. (2004) which shows that "assessment feedback often has a negative impact, particularly on low-achieving students, who are led to believe that they lack-ability and so are not able to learn" (p. 9).

Moreover, some students in the interview added that self-assessment is something new to their educational culture, and no one had asked them before to assess themselves; thus, they did not want to do it.

The results obtained from the interview and questionnaire reported that few students pointed out that evaluation is the teacher's responsibility because, they believed that teacher's evaluation is valid and reliable. As a result, students do not want to participate in the evaluation process. This perception reflects cultural acceptance, where assessment is teacher-dominated and students heavily depend on their teacher's assessment

Results showed that using student's self-assessment as a complementary tool to enhance student's learning has many benefits: Self-assessment helps students to see the gap in their learning. It makes them aware of their own learning and enables them to recognize their strengths and their problems and then work on them. In addition, students' self-assessment empowers students to think critically on what they have done and what they need to fix for next time.

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دمج التقييم الذاتي للطلاب في تدريس الاستماع إلى اللغة الإنجليزية طلاب السنة الأولى بكالوريوس في كلية التربية عدن: الفوائد والتحديات

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الملخص: تهدف هذه الدراسة النوعية الأساسية إلى التحقق من مدى تكامل التقييم الذاتي للطلاب في تدريس الاستماع لطلاب السنة الأولى بكالوريوس في كلية التربية عدن، قسم اللغة الإنجليزية. حيث امتدت الدراسة على مدى 12 اسبوع. للإجابة على أسئلة البحث تم جمع البيانات من تقييم الطلاب وتقييم المعلم حيث طلب من 38 طالبا تقييم أنفسهم من خلال اختبارين وامتحان نهائي قدمه الباحث. تم تقييم الاختبارات والامتحان من خلال نموذج تقييم تحليلي يمكن الطلاب من تقييم عملهم. علاوة على ذلك، تم جمع البيانات من خلال مقابله منظمة مع 17 طالبا وتم توزيع استبيان على 38 طالبا لمزيد من التأكيد. كشف نتائج تقييم الطلاب وتقييم المعلم أن الطلاب قادرون على تقييم أنفسهم بدقة ويمكن أن يكون هناك أتساق بين تقييمات المعلم والطلاب أذا تم تزويدهم بالتوجيه الكافي والتدريب المستمر على كيفيه استخدام التقييم الذاتي. أظهرت نتائج المقابلات والاستبيانات أن مقاومة التقييم الذاتي كانت واحده من التحديات التي واجهها بعض الطلاب في البداية بسبب عدم الثقة في أنفسهم وان السبب الاكثر شيوعا هو القبول الثقافي حيث أنه جديد في الثقافة التعليمية لدى الطلاب. ومع ذلك أظهرت النتائج أن استخدام التقييم الذاتي للطالب كأداة تكميلية لتعزيز تعلم الطلاب له فوائد عديدة: يساعد على التعرف على نقاط القوة لديهم ومشكلاتهم ومن ثم العمل عليها، كما أنه يزيد من استقلالية الطلاب ويجعلهم مسؤولين عن تعلمهم، كما بالإضافة إلى أنه يعمل على تحسين القدرات ما وراء المعرفية لدى الطلاب لأنه يمكّن الطلاب من التفكير بشكل نقدي فيما فعلوه وما يحتاجون إلى إصلاحه في المرة القادمة. ولذلك فان التقييم الذاتي يزيد من معرفة الطلاب بتعلمهم من خلال جعلهم يحددون الأهداف التي يحتاجون إلى تحقيقها لتحسين تعلمهم. توصي هذه الدراسة بضرورة تطبيق التقييم الذاتي في الاربع المهارات فال اللغة الانجليزية. مهارة الاستماع، مهارة التحدث، مهارة القراءة، مهارة الكتابة لما له من فوائد في تحسين تعليم الطلاب. يجب ان يتعلم الطلاب كيفيه تقييم اعمالهم في المراحل الاولى من برامجهم التعليمية.

الكلمات المفتاحية: التكامل، التقييم، تقييم المعلم، التقييم الذاتي للطلاب.