THE IMPACT OF SELF-ASSESSMENT ON EFL LEARNERS: A SYSTEMATIC REVIEW OF LITERATURE

ÖZ-DEĞERLENDİRMENİN İNGİLİZCE ÖĞRENENLER ÜZERINDEKİ ETKİSİ: SİSTEMATİK LİTERATÜR TARAMASI

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ÖZ: Bu derlemenin amacı, öğrenci öz değerlendirmesinin öğrenme motivasyonuna, akademik performansa, öz-düzenleyici öğrenme özelliklerine ve öz saygıya etkilerini tespit etmektir. Alternatif değerlendirme türlerinden biri olan öz değerlendirme, öğrencilerin dil ediniminde ilerlemelerini, başarı düzeylerini değerlendirmelerini ve hedeflerinde başarılı olup olmadıklarını belirlemelerini sağlar. Öz-değerlendirme, literatürde fazlasıyla ilgi çekmiş ve araştırılmış bir konu olmasına karşın, literatürün derlenmesi bağlamında yapılan çalışmalar sınırlı sayıdadır. Belirtilen bu boşluğu doldurmak amacıyla, bu derlemede, veri toplama aşamasında doküman analizi tekniği kullanılarak, 24 ampirik çalışma incelenmiş ve bazı kayda değer sonuçlara ulaşılmıştır. İlk olarak, öğrencilerin öz değerlendirmeyi kişisel gelişimleri için önemli bir öz izleme aracı olarak gördükleri ve öğrencilerin tutumlarını yeniden şekillendirmek ve özgüvenlerini artırmak için ise öğretmenler tarafından etkili bir araç olarak kullanıldığı tespit edilmiştir. İkinci olarak, öz değerlendirme uygulamalarının benimsenmesini destekleyen bir ortamın teşvik edilmesinin, öğrenciler arasında bağımsız öğrenmeye yönelik eğilimi beslemekle kalmadığı, aynı zamanda özerkliklerini de geliştirdiği görülmüştür. Üçüncü olarak, bu yaklaşımın öğrencilerin kendi yeteneklerine olan inançlarını önemli ölçüde artırdığı ve son olarak, öz değerlendirme sürecinin öğrenciler tarafından ikinci dil konuşma becerilerindeki yeterliliklerini geliştirmeleri bağlamında ilgi çekici bir teknik olarak algılandığı ve onları eğitim yolculuklarına aktif olarak dahil ettiği belirlenmiştir.

Anahtar Sözcükler: Alternatif değerlendirme, öz değerlendirme, doküman analizi

ABSTRACT: This review aimed to ascertain how learner self-assessment affects learning motivation, academic performance, self-regulated learning characteristics, and self-esteem. As an alternative assessment type, self-assessment enables students to evaluate their progress in learning a language, their level of accomplishment, and to determine if they have succeeded in their objectives. Although self-assessment has been a highly researched topic, limited attention has been paid to consolidating the body of literature. To close this gap, by implementing document analysis during the data-gathering stage, this review examined 24 empirical studies and several noteworthy conclusions were drawn. First, students widely regard self-assessment as a valuable self-monitoring tool for their personal development. This serves as an effective means of reshaping attitudes and enhancing self-confidence. Second, fostering an environment that promotes the adoption of self-assessment practices not only nurtures the inclination towards independent learning among students but also nurtures their autonomy. Third, this approach substantially bolsters students' beliefs in their own capabilities. Lastly, the self-assessment process is perceived by students as an engaging and captivating technique to increase their proficiency in second language speaking skills, actively involving them in their educational journey.

Keywords: Alternative assessment, self-assessment, document analysis

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

Literatürün önemli ölçüde bir kısmı öz değerlendirme (ÖD) konusuna ayrılmış ve bu konuya büyük önem atfedilmiştir. İletişimsel dil öğretimi gibi öğrenen merkezli teknikler, son otuz yılda yabancı dil eğitimi üzerinde önemli bir etkiye sahip olmuştur. Bu teknikler, sınıf içi etkinliklere katılımı teşvik etmekte ve yabancı dil programlarında ortak hesap verebilirliği artırmaktadır (Orhon, 2016). Yabancı Dil Olarak İngilizce (EFL) sınıflarında, öğrenci merkezli değerlendirme tekniklerinin uygulanmasına doğru belirgin bir kayma olmuştur (Harmer, 2001). Bu değişimin ardından, yenilikçi dil öğretim yaklaşımları kullanılmaya başlanmıştır (Yıldırım, 2001). Sonuç olarak, yeni eğitim hedeflerine ulaşmak için öz değerlendirme de dahil olmak üzere çeşitli alternatif değerlendirme yöntemleri uygulanmıştır (Brown & Hudson, 1998). Bu değerlendirme araçları geleneksel olarak akran değerlendirmesi, öz değerlendirme, portfolyo değerlendirmesi ve performansı değerlendirmek için testleri içerir. Belirtilen bu değerlendirme araçları arasında, bağımsız dil öğrenenler için en önemlilerinden birinin öz değerlendirme olduğu düşünülmektedir (Benson vd., 2001; Butler ve Lee, 2010; Gardner, 2000; Morrison, 2011). Özellikle ikinci dil olarak İngilizce (ESL) ve yabancı dil olarak İngilizce (EFL) sınıfları veya ortamları bağlamında öz değerlendirmeye çok fazla ilgi gösterilmesine rağmen, literatürü sentezlemek için çok az veya hiç girişimde bulunulmamıştır. Öz değerlendirmeye odaklanan araştırmaların analiz edilmesi ve bu çalışmaların bulguları, yöntemi, örneklemi ve araştırma yaklaşımı açısından sentezlenmesi, gelecekteki araştırmacıların konu hakkında daha fazla farkındalık kazanmasını sağlaması açısından çok önemlidir. Bu nedenle, bu derlemenin amacı, ana bulgularına, metodolojisine ve örneklem seçimine odaklanarak EFL bağlamında yürütülen öz değerlendirme çalışmalarına ilişkin kapsamlı bir sentez sunmak ve sonuç olarak gelecekteki araştırmacıların konuyu daha iyi anlamalarına yardımcı olmaktır.

Yöntem

Bu çalışmanın veri toplama aşamasında doküman analizi, veri işleme ve sunum aşamasında ise betimsel analiz kullanılmıştır. Belirtilen amaca ulaşmak için, söz konusu incelemede 24 ampirik çalışma— 10 tez (9 yüksek lisans ve 1 doktora tezi) ve 14 araştırma makalesi (13 araştırma yayını ve 1 konferans bildirisi) incelenmiştir. Konuyla ilgili en güncel bulguları ortaya koymak amacıyla 2014-2023 yılları arasında yayımlanan araştırmalar çalışmaya dâhil edilmiştir. YÖK Tez Merkezi ve Science Direct arama motorlarından yararlanılmıştır. Bu nitel çalışma için veri toplamak amacıyla kullanılan yöntem doküman analizidir. Doküman analizi, "hem basılı hem de elektronik (bilgisayar tabanlı ve internet üzerinden iletilen) materyalleri gözden geçirmek veya değerlendirmek için kullanılan sistematik bir prosedür" olarak tanımlanmaktadır (Bowen, 2009, s. 27). Corbin ve Strauss (2014) tarafından ana hatlarıyla belirtildiği üzere, veri toplamaya yönelik bu yaklaşım tarama, kaynakları belirleme, okuma, not alma, anlam çıkarma, ampirik bilgi oluşturma ve sonuçları değerlendirmeyi içeren bir süreci kapsamaktadır. Belge analizinin en önemli avantajlarından biri, araştırmacıların daha önce sunulmuş belgelerden yararlanarak bir çalışmayı tamamlamak için en önemli veri kaynağına erişebilmeleridir (Morgan, 2022).

Bulgular

Çalışma başına örneklem büyüklüğünün dağılımı incelendiğinde, en sık kullanılan örneklem aralığının 31-50 olduğu sonucuna varılmıştır. İkinci en yaygın kullanılan örneklem aralığı ise >131 (n=5) ve 11-30 (n=5) olmuştur. Yirmi dört çalışma arasında sadece bir çalışmada 10 katılımcının altında örneklem büyüklüğü kullanılmıştır. En sık kullanılan araştırma tasarımları yarı deneysel tasarımlar (n=6) ve karma yöntemler (n=6) olup bunları deneysel araştırma tasarımları (=5) ve nicel çalışmalar (n=5) takip etmektedir. En az kullanılan araştırma deseni ise nitel çalışmalardır (n=2). Başka bir deyişle, 24 çalışma arasında yalnızca iki çalışmada nitel araştırma deseni kullanılmıştır. Çalışmaların eğitim seviyelerine göre dağılımı incelendiğinde, EFL öğrencilerinin öz değerlendirmesine odaklanan en popüler eğitim seviyesinin üniversite seviyesi (n=12) olduğu, ardından hazırlık (n=6), ilköğretim (n=3) ve son olarak en az çalışılan eğitim seviyesinin lise öğrencileri (n=1) olduğu görülmüştür.

Sonuç, Tartışma ve Öneriler

Bu derlemenin bulgularına göre, bir dereceli puanlama anahtarında kendi yargılarına atıfta bulunarak öğrencilerin yazma kalitesi artmıştır. Sonuçlar, söz konusu öğrencilerin öz-değerlendirmeyi yazmadaki ilerlemelerini izlemek için bir mekanizma, yazmaya bakış açılarını dönüştürmek için bir yöntem

ve öz-güvenlerini güçlendirmek için bir strateji olarak gördüklerini göstermiştir. Ayrıca, öz-değerlendirme uygulamasının öğrenciler arasında özerk öğrenmeyi geliştirdiği ve İngilizce yazma yeterliliklerini artırdığı varsayılmaktadır. Öz değerlendirme, öğrencilerin okuma, yazma, dinleme ve konuşma alanlarındaki kendi yeteneklerine ilişkin algılarını ve genel dil yeterliliklerini önemli ölçüde etkilediği görülmüştür. Yazma becerisi açısından, öğrenciler öz değerlendirmeyi yazmaya yönelik tutumlarını değiştirmek, kendi yazma gelişimlerini analiz etmek ve güven kazanmak için bir araç olarak algıladıkları belirlenmiştir. İnceleme bulgularına göre, öğrencilerin öz değerlendirme yapması, özellikle yazma yeterliliği konusunda özerk öğrenmeyi teşvik etmektedir.

INTRODUCTION

A burgeoning body of literature has been devoted to and placed paramount significance on the issue of self-assessment (SA). Learner-centered techniques, such as communicative language teaching, have had a considerable impact on foreign language education over the last three decades. These techniques promote involvement in classroom activities and increase shared accountability in foreign language programs (Orhon, 2016). In English as a Foreign Language (EFL) classrooms, there has been a discernible shift towards the implementation of learner-centered assessment techniques (Harmer, 2001). After this shift, innovative language teaching approaches began to be employed (Yıldırım, 2001). As a result, various alternative assessment methods, including self-assessment, were implemented to achieve the new educational goals (Brown & Hudson, 1998). These assessment tools traditionally include peer assessment, self-assessment, portfolio assessment, and testing to evaluate performance. Among these specified assessment tools, one of the most important for independent language learners is considered to be self-assessment (Benson et al., 2001; Butler & Lee, 2010; Gardner, 2000; Morrison, 2011). According to Henner-Stanchina & Holec (1985), self-assessment involves learners to engage in a dual role of both constructing and participating in the evaluation process, assessing their progress based on internal benchmarks aligned with individual goals and learning aspirations. In the EFL context, it is regarded as one of the key components of effective language learning and teaching since it is frequently employed to facilitate student-centered pedagogy, enhance understanding of the learning process, and foster active engagement in learning activities (Weisi & Karimi, 2013).

Self-assessment has drawn considerable attention as an essential component of language learning and instruction that assists students in advancing in their learning. Although much attention has been devoted to self-assessment, particularly in the context of English as a second language (ESL) and English as a foreign language (EFL) classrooms or settings, there has been little to no attempt to synthesize the body of literature. Analysing the conducted research focused on self-assessment and synthesizing these studies in terms of their findings, method, sample, and research approach is crucial since it enables future researchers to gain a greater awareness of the subject matter. Thus, the aim of this review is to present a comprehensive synthesize regarding the self-assessment studies conducted in the EFL context by focusing on their major findings, methodology, and sample choice and consequently helping prospective researchers further understand the issue.

LITERATURE REVIEW

Much of the current literature on language testing and assessment in EFL context pays particular attention to the issue of self-assessment since students play a pivotal role in monitoring language development. Hancock (1994) defines self-assessment as "an ongoing process involving the students and teacher in making judgments about the students' progress in language using non-conventional strategies" (p. 3). The given definition elucidates the significance of continuity in the self-assessment process as well as highlighting that it is a judgment-making process that necessitates the participation of both students and teachers, utilizing a variety of assessment methods. Self-assessment is considered significant due to its emphasis on key components, including students' active participation in the self-assessment process, engagement in reflection and evaluation, and alignment with learning goals. Student involvement entails the identification of standards or criteria to be applied to their work, as well as the assessment of the degree to which the criteria is fulfilled (Bound, 1997). Reflection and evaluation require students to observe the quality of their production (McMillan & Hearn, 2008) while goal alignment enables students to recognize their strengths and weaknesses (Andrade & Du, 2007). Teachers play a crucial role as facilitators in students' learning journeys, and what distinguishes self-assessment from conventional assessment methods

is its primary focus on the individual learner, highlighting that students are central to this iterative process. During self-assessment, students are at the center of the learning process, as they shoulder the responsibility to establish guidelines and requirements to be applied to their work, in addition to examining the amount to which they achieved those requirements (Boud, 2013; Lee, 2006). The other highlighted aspect regarding self-assessment is the prerequisite component of continuity in its nature. According to McMillan & Hearn (2008), as a cyclical process, self-assessment encompasses three interconnected components: "(1) self-monitoring, (2) self-evaluation, and (3) identification and implementation of instructional correctives as needed" (p. 41). The first step includes learners' observation of their own behaviors, thoughts, and actions (Dickinson, 1987). The second step involves critically assessing one's own work or performance against predetermined criteria or standards (Rolheiser & Ross, 2001). The final phase, according to Bruce (2001), aims to identify areas for growth based on self-assessment and take proactive measures to solve any problems or weak areas related to learning. Because of the widespread interest in self-assessment, much study has been utilized to further understand its beneficial impact on language acquisition, as well as establishing possible obstacles and limitations associated with the term, specifically in the EFL setting.

Self-assessment has been associated with the concept of autonomy, as it facilitates students to take responsibility for their language learning and assessment. Holec (1981) defines learner autonomy as the "capacity to independently manage one's learning" (p. 3). As it is suggested by the given definition the concept of autonomy centers around students' independence in terms of students' emphasized control over his/her learning process. The concept of autonomy has been regarded as one of the key components for effective learning since it enables students to take responsibility for their learning, identify any weakness or/and strengths in their learning (Benson, 2001). As autonomy is recognized as an essential requirement for improving learners' ability to acquire knowledge, self-assessment has received increased attention, particularly in the field of EFL education, and is regarded as a critical component in fostering learner autonomy and improving their self-directed learning abilities (Ndoye, 2017). As a result, there has been a huge volume of published research describing the significance of self-assessment in increasing student autonomy, particularly in writing abilities. Using self-assessment tools such as rubrics, portfolios, and reflective diaries has been found to have a major impact on students' self-evaluation in writing activities. Research suggests that using these tools can help students assess their language skills more effectively, leading to increased writing autonomy and consequently to an increased level of performance (Andrade et al., 2009; Balçıkanlı, 2010; Boumediene & Berrahal, 2021; Karakaya, 2017; Khodabakhshzadeh & Mousavi, 2012; Orhon, 2016). In other words, using such evaluation tools in EFL classrooms helps students in managing their own learning processes and regulating their learning strategies independently.

Self-efficacy is another domain that is closely associated with self-assessment, particularly within the EFL context. Self-efficacy is defined by Delcourt and Kinzie (1993) as "individual's confidence in his or her ability to perform the behavior required to produce specific outcomes (p. 36). Self-efficacy has been deemed as a crucial component of leaning since one's self-perceptions of his or her skill in a certain domain can influence their levels of anxiety, the goals they set for themselves, and the techniques they utilize in pursuit of those goals (Bandura, 2006). Bandura et al., (1999) further suggest that engaging in independent and self-directed tasks can enhance perceived self-efficacy, enabling individuals to confront and overcome fears and challenges, reduce stress levels when undertaking diverse tasks, and reinforce perceived self-competence. Self-assessment techniques, due to their enriched capacity to motivate, guide, and help students to monitor their own learning process, have been regarded as an indisputable part of boosting self-efficacy. This concept has been substantiated by the expanding literature that emphasizes the positive relationship between self-efficacy and self-assessment (Baleghizadeh & Masoun, 2014; Chen, 2007; Chung et al., 2021; Panadero et al., 2015; Rolheiser & Ross, 2001). In summary, as previously stated, the given set of skills generated from self-assessment has been regarded as a valuable technique for boosting learners' self-efficacy.

Self-assessment has been interrelated with several domains that are regarded as significant in the second or foreign language learning process, and it has been hypothesized to have many advantages. One other advantage of self-assessment is its strong correlation with metacognitive skills, to the point where metacognition is regarded as the most important ability in the process of self-regulation and self-directed learning (Bhatti & Nimehchisalem, 2020). Brown (1987) explains what metacognition is by focusing on two concepts: (1) cognitive knowledge, which refers to comprehension of oneself as a learner, one's

strategies, and the discernment of when and how to employ them; and (2) cognitive regulation, which refers to the orchestration, oversight, and evaluation of the self-regulatory mechanisms governing one's learning. In accordance with the definition, metacognition entails the capacity to discern one's existing knowledge and areas of ignorance, as well as to cultivate strategies for learning enhancement. Moreover, it is considered as a skill for overseeing and regulating one's individual learning trajectory. In a similar view, Ebrahimi et al., (2021) state that finding methods to improve a learner's metacognitive evaluation, in addition to understanding how self-assessment can boost learner metacognitive awareness, is a readily apparent component of language acquisition. There have been a great number of studies that have emphasized the importance of utilizing self-assessment tools in EFL classrooms as they enrich and increase students' metacognitive skills (Azarnoosh, 2013; Eren, 2023; Ibabe and Jauregizar, 2009; Siegesmund, 2017; Thitle, 2014; Yu & Lee, 2016). It can be concluded that self-assessment and metacognition are closely interconnected, given that the primary objective of self-assessment is to increase students' awareness of their skills of evaluating their own understanding and overseeing their learning endeavors (Ibabe & Jauregizar, 2009).

The issue of motivation has been at the center of effective learning discussions, but especially in the EFL context, it has been a significantly recognized notion. Motivation plays a pivotal role in influencing the pace and efficacy of language acquisition (Dörnyei, 2000). Consequently, significant attention has been devoted to exploring methods to enhance motivation, thereby improving the likelihood of successful learning outcomes. The use of self-assessment tools and techniques is hypothesized to increase one's motivation and the probability of achievement (McMillan & Hearn, 2008). Gardner (2000) elaborates on this bilateral relationship between self-assessment and motivation by stating that self-assessment allows learners to assess their own progress and successes in connection to specific learning tasks and objectives. He further states that this method can be motivating since when students achieve success, it builds their confidence and inspires them to persevere. This view is supported by studies that focused on the correlation between motivation and self-assessment. It has been concluded that as one of the self-assessment tools, writing journals (Birjandi & Tamjid, 2010) and blogging (Fathi et al., 2019) had a significant impact on students' overall motivation. In their more comprehensive study, in the sense of focusing on students' overall achievement, Salimi & Larsari (2015) stated that self-assessment tools had impacted students' overall academic motivation in a significant manner. Self-assessment methods have been determined to yield a beneficial effect not only on writing skills but also on speaking. In her thesis, Karakaya (2017) focused on students' motivation and the effect of self-assessment tools in terms of their likelihood of motivating students to be more engaged in the classroom. The results showed that self-assessment is an effective technique for improving L2 speaking abilities and motivation in foreign language instruction. Moreover, Ibabe and Jauregizar (2009) intriguingly determined that even students who scored low on the motivation scale were still willing to utilize the self-assessment instruments implemented by their instructors. Based on the findings of the studies outlined, it is safe to conclude that the application of self-assessment techniques is an efficient means of enhancing students' motivation and thus increasing the overall success of effective second or foreign language learning.

Self-assessment has been regarded as a beneficial technique in terms of its contribution to students' learning by enriching and increasing their autonomy, self-efficacy, metacognitive skills, and motivation. However, several concerns and limitations have become prominent. One of the main disadvantages of self-assessment has been identified as its problem with reliability. The very core principle of self-assessment has been regarded as motivating students to take responsibility for their own learning process, evaluating and monitoring their language production. However, as Butler and Winne (1995) state, self-assessment allows learners to evaluate themselves based on their own viewpoints, unlike traditional assessments that involve external factors such as teachers, which can lead to subjectivity. In her thesis, Özelci (2024) argues that this notion of subjectivity stems from students' overestimation or underestimation of their own production, which may result in inaccuracies in assessment. Furthermore, another issue that has been claimed to imperil the level of reliability is the students lack of competency and experience to evaluate (Boud, 2013; Blue, 1994). Since students are not trained in the area of assessment and do not possess the information regarding the necessary criteria for accurate assessment, they may potentially be more subjective.

Another disadvantage of self-assessment is the perceived role of teachers in the classroom, which is traditionally regarded as central to the learning process in terms of being expected to implement an appropriate learning method, teach the class, and evaluate student performance based on predetermined criteria. However, since self-assessment puts more emphasis on students' own evaluation and monitoring their own production, some students hold the perception that they are fulfilling the responsibilities typically attributed to the teacher (Irons, 2008). According to Gardner (2000), this scenario can be disheartening for both educators and students. He further elaborates that students may view student autonomy (SA) as an additional burden, potentially leading to a decrease in their respect for teachers. Conversely, teachers may interpret student autonomy as a challenge to their roles and experience a sense of devaluation.

METHODOLOGY

Research Design and Data Collection Instrument

This is a review study that has a particular interest in the body of literature that investigates the issue of self-assessment in language learning and its potential effects. The method utilized to collect data for this qualitative study was document analysis. As a qualitative data collection instrument, document analysis has been described as "a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material" (Bowen, 2009, p. 27). This method of data collection entails scanning, locating sources, reading, taking notes, inferring significance, building empirical knowledge, and evaluating the findings (Corbin & Strauss, 2014). One of the profound merits of document analysis is that, by leveraging previously presented documents, researchers are able to access the most significant data source for completing a study (Morgan, 2022). For this aim, several master's theses, PhD dissertations, and research publications were selected based on the inclusion and exclusion criteria, which will be discussed further in this section. After the selection of documents, the collected data were analysed and summarised in the context of certain categories previously determined by the researcher. Finally, the data obtained were interpreted and evaluated in a comparative manner in the discussion and conclusion sections.

Data Sources

24 empirical studies—10 theses (9 Master's theses and 1 PhD dissertation) and 14 research publications (13 research articles and 1 conference proceeding)—were analysed to conduct the review. To show the most recent findings on the subject, research published between 2014 and 2023 was included in the study. The search engines YÖK Thesis Centre, and Science Direct were used.

Inclusion Criteria

The following criteria were utilized to select research papers:
● In order to narrow the topic specifically to learner self-assessment only the studies that focused on EFL learners' self-assessment were included, and the studies that focused on EFL in-service teachers' self-assessment have not been included in the given review.
● Only the empirical studies were analysed. The review papers were not included.
● Only the studies published between 2014 and 2023 were included.
● Only the studies published in the YÖK (Council of Higher Education) Thesis Centre and Science Direct were included. In the YÖK (Council of Higher Education) Thesis Centre engine, a total of 77 studies were found; however, studies published outside the specified year range, and those that did not focus on the EFL or ESL context were not included.

FINDINGS

In this section, in accordance with the inclusion criteria outlined in the Methodology section, the chosen studies have been classified into five distinct groups: (1) author(s)/year of publication, (2) research objectives, (3) characteristics and size of the sample, (4) research methodologies under consideration, and lastly (5) the final category of the table encapsulates the key findings of each study.

Table 1.
Summary of theses with the inclusion criteria

Researcher(s) Year of publication	Research objective(s)	Sample	Research approach	Major Findings
Adıyaman-Doğan (2020)	To explore the correlation between the self-assessment and self-efficacy of prospective English language educators.	137 pre-service English language teachers	Quantitative	1.A statistically significant association has been found between pre-service English language instructors' self-efficacy and self-assessment.
Orhon (2016)	To understand how EFL learners' autonomy levels and self-evaluations of their language proficiency change as a result of blogging and portfolio keeping.	60 preparatory students	Experimental research	1. Maintaining blogs aided students in assessing their own English proficiency. 2. Students collectively perceived blogging as a constructive facilitator of their language acquisition trajectory in terms of enhancing proficiencies encompassing written expression, vocabulary, and communication skills.
Karakaya (2017)	To examine the role and effects of the self-assessment process on Turkish EFL learners' capacity to speak in a second language.	46 preparatory students	Quasi-experimental research study	1. Students can more effectively understand their own learning and develop their L2 speaking skills by using the self-assessment process. 2. Additionally, self-assessment had a positive impact on Turkish EFL students' motivation to improve their speaking skills.
Başak (2019)	To determine whether there is a substantial discrepancy between how well students rate their speaking abilities and how well professors rate those abilities.	549 university students	Quantitative	1. Students tend to rate their vocabulary, grammar, fluency, pronunciation, and communication abilities lower than their instructors.

Tablo 1 devamı…

Researcher(s) Year of publication	Research objective(s)	Sample	Research approach	Major Findings
Dinçel (2022)	To gain a greater understanding of how potential EFL instructors view self-evaluation, including how they define it, how they feel about it, and what advantages they see in regularly evaluating their writing abilities.	36 EFL pre-teacher	Mixed method	1.Self-assessment has been concluded to be a skill that can be improved through regular guided applications and students had positive attitudes toward practicing self-assessment.
Şentürk (2017)	To demonstrate how students' attitudes toward learning English were affected by self-assessment.	265 preparatory students	Quasi-experimental study	1. Self-assessment tools were well-received by the students, and that they enjoyed using it when it was properly included in the curriculum in their classes.
Budanır (2022)	To investigate the impact of remote self-assessment training on the writing and self-assessment performance of Turkish EFL learners.	46 preparatory students	Explanatory sequential mixed methods design	1.The distant self-assessment training significantly improved the experimental group learners' writing abilities. 2.The experimental group's students scored higher following the training, however, there was no discernible improvement in the control group's performance.
İçden (2019)	To research the potential impact of utilizing particular evaluation tools on EFL undergraduate students' and their perceptions of their own self-efficacy.	102 preparatory students	Quasi-experimental research	1.Continuous self-assessment was found to significantly affect undergraduates' opinions about their own ability.
Eren (2023)	To explore students' attitudes and perceptions regarding these assessment tools as well as the effects of self- and peer-assessment on students' EFL writing skills.	36 preparatory students	Mixed method	1.Assessment techniques were generally considered as effective, and most students had a favourable attitude toward them. 2.The results show that self-assessment had no impact on the participants' writing ability in the self-assessment group, whereas peer-assessment increased the writing skills of the peer-assessment group.

Tablo 1 devamı…

Researcher(s) Year of publication	Research objective(s)	Sample	Research approach	Major Findings
Banlı (2014)	To investigate the contribution of self-assessment techniques to the development of students' English writing abilities.	22 university students	Qualitative case study	1.Students' evaluations of their own writing abilities had a significant impact on their writing skill.

Table 2.
Summary of articles with the inclusion criteria

Researcher(s) Year of publication	Research objective(s)	Sample	Research approach	Major findings
Papajoanu et al., (2021)	To evaluate the effect of self-assessments o language skills.	50 lower secondary school students	Quantitative	1. Students ascribed favourable evaluations to their language competencies, encompassing overarching EFL proficiencies as well as discrete aptitudes in reading, writing, listening, and speaking
Huang & Gui (2014)	To examine students' attitudes towards using rubrics for oral practices.	61 college students	Experimental	1. Students consider alternative self-assessment technique as beneficial.
Runnels (2016)	To examine how did English majors' rate themselves on the CEFR-J can-do statements.	80 English majors from a private university	Quantitative	1.While there were no relationships for reading, there were moderate correlations for listening between the TOEIC and can-do self-assessment scores.
Heidarian (2016)	To demonstrate if employing self-evaluation as an assessment strategy had an impact on improving learners' English writing ability in general and writing processes in particular.	48 female learners	Experimental	1.The study's findings support the notion that self-assessment serves as both a valuable tool for evaluation and an efficient educational strategy.
Ratminingsih et al., (2018)	To inquire how students' independence and writing skills are affected by self-assessment.	425 of seventh grade students	Experimental research	1.The findings demonstrate that self-assessment positively affects students' independence and writing proficiency.

Tablo 2 devamı…

Researcher(s) Year of publication	Research objective(s)	Sample	Research approach	Major findings
Ni'ma et al., (2020)	To establish the effectiveness of reflective journal keeping.	64 students	Experimental research	1. The promotion of students' writing by reflective journals is more successful than standard writing methods. 2. Students with high levels of motivation write more effectively than students with low levels of motivation.
Qasem (2020)	To examine the benefits of Learners' Self-Assessment Tasks (LSATs).	90 university students	Mixed method	1. The findings demonstrated that LSATs encourage students' independence in their ESL study.
Kim (2019)	To evaluate the viability of using rubric-referenced self-assessment to foster learning.	16 female and 3 male students	Mixed Method	1. Students' writing quality improved as a result of using a rubric to reference their own evaluations. 2. Students' learning methods and attitudes were positively impacted by rubric-referenced self-assessment.
Khonamri et al., (2021)	To find out how self-assessment affects EFL students' oral performance.	5 female students from English literature majors	Quasi-experimental	1. Self-assessment exerted a notable influence on the precision of learners' linguistic output.
Kalykbayeva et al., (2021)	To examine how unique self-assessment teaching affects primary school pupils with and without special needs in terms of their self-esteem.	283 students	Quasi-experimental study	1. Self-assessment had a favourable impact on students' levels of self-esteem.
Takarroucht (2022)	To examine to what extend self-assessment is beneficial in terms of increasing self-efficacy.	20 learners	A quasi-experiment study	1. It has been concluded that self-assessment improves learners' comprehension of the requirements for high-quality work and, as a result, can improve favourable assessments of their writing abilities.

Tablo 2 devamı…

| Researcher(s) Year of publication	Research objective(s)	Sample	Research approach	Major findings
Anh et al., (2022)	To examine if students' self-assessment score consistent with the examiners.	28 English-majored students	Quantitative	1. Students' self-rating scores were consistent with those of teachers.
Dhanarattigannon & Thienpermpool (2022)	To investigate how university-level EFL students perceive the practice of self-evaluation.	41 students	A mixed-methods research design	1. It has been concluded that students have positive attitude towards self-assessment tools since they perceive them as helpful in terms of increasing motivation and self-confidence.
Wijaya (2023)	To examine how university-level EFL students in Indonesia value using self-evaluation in their writing processes.	15 English Education Master Students	Qualitative content analysis	1. Self-assessment tools have been found beneficial in increasing autonomy and producing more qualified writing because it helps them become more skilled writers.
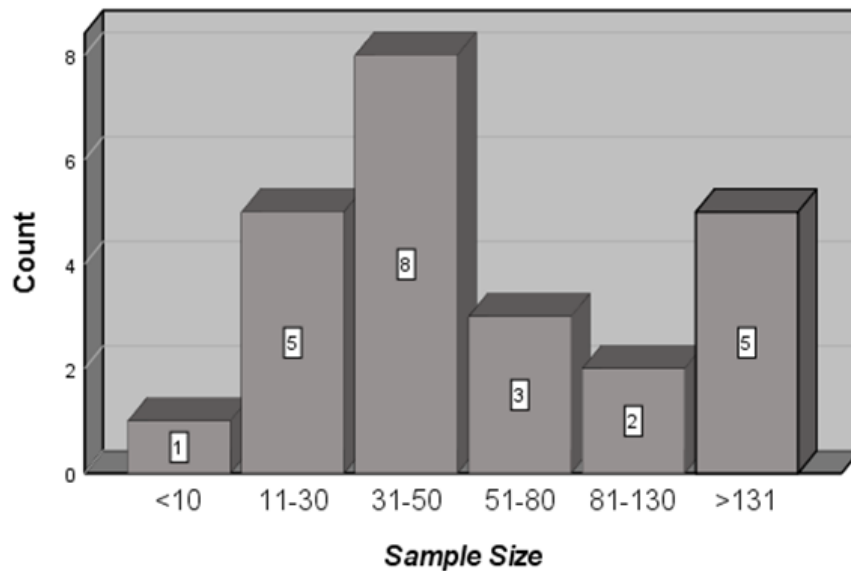
Figure 1. The distribution of sample size

Figure 1 illustrates the distribution of sample sizes across the selected studies, providing an insightful overview of the sample-size composition within the analysed literature. The data presented in the table highlights a prevalent trend towards the utilization of relatively modest sample sizes in the majority of the studies under review. Among the 24 studies encompassed in this analysis, a notable proportion, (n=8), were characterized by sample sizes ranging between 31 and 50 participants. Subsequently, the second most prevalent sample size category, comprised studies with sample sizes falling within the range of 11 to 30 participants (n=5). Furthermore, an equal emphasis was observed on studies featuring sample sizes exceeding 130 participants (n=5). Conversely, the less explored sample size ranges included studies with 51-80 participants (n=3), studies involving 81-130 participants (n=2), and the least examined category pertained to studies with sample sizes below 10 participants, a segment encompassing only one study (n=1).
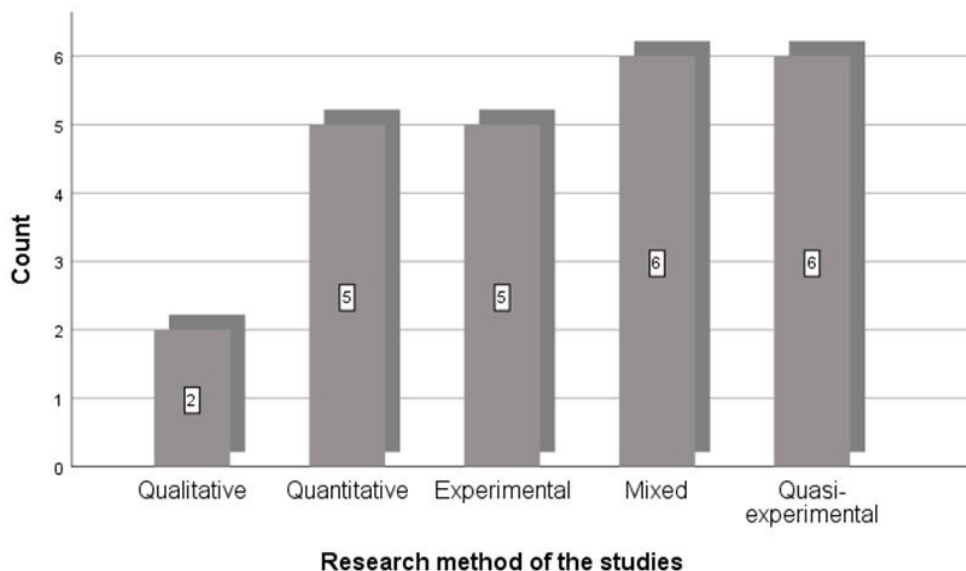

Figure 2. The Distribution of Method Designs

The graphical representation in Figure 2 delineates the distribution of research methodologies employed within the selected studies. The analysis of the graph reveals a classification of the studies into five distinct methodological categories: (1) Qualitative, (2) Quantitative, (3) Experimental, (4) Mixed, and (5) Quasi-experimental. Among the 24 selected studies, six were identified as utilizing mixed methods (n=6). The figure, furthermore, illustrates that, with an equal number of six studies, also employed a quasi-experimental design (n=6). Additionally, five studies opted for a quantitative methodology (n=5), while an

equal number of studies, five in total (n=5), embraced an experimental research design. Among 24 studies the least utilized method design has been the qualitative research approach with two studies (n=2).
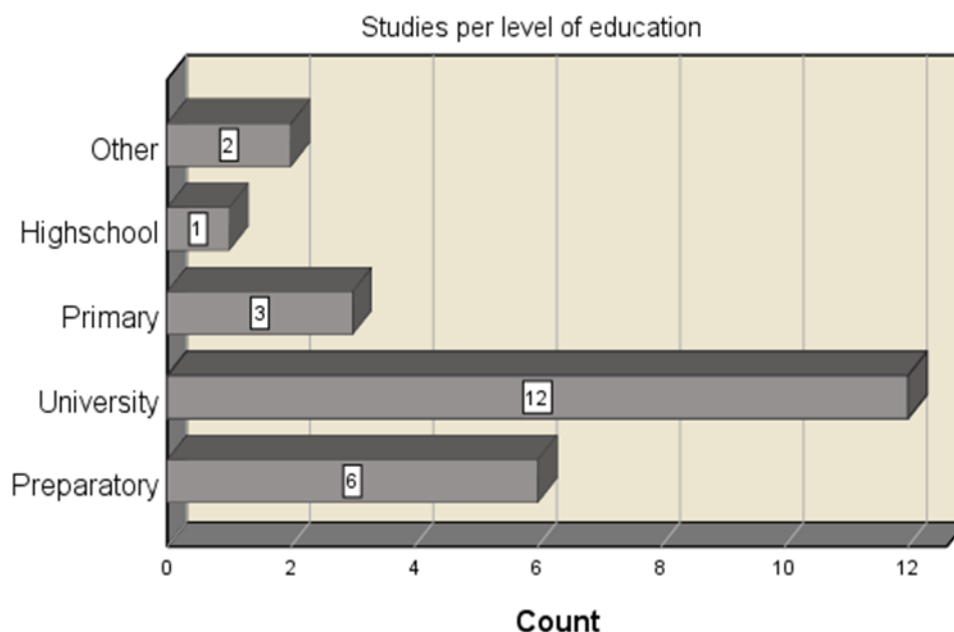

Figure 3. The distribution of studies per level of education

Figure 3 above compares distribution of studies across different education levels. The figure highlights a predominant focus on the university level, with a total of twelve studies (n=12) dedicated to this educational tier. Following the university level, the preparatory level emerges as the second most researched category, with six studies (n=6) conducted in this context. The graph, furthermore, illustrate that primary level and other educational level which characterized by diverse participant age ranges and educational backgrounds, are among the least studied groups, with (n=3) and (n=2) respectively. Notably, out of the 24 studies included in the analysis, only one study (n=1) specifically targeted the high school level, positioning it as the least explored educational category.

DISCUSSION

24 empirical studies—10 theses (9 Master's Theses and 1 PhD Dissertation) and 14 research publications (13 research articles and 1 conference proceeding)—which were published between the years 2014 and 2023 were analysed to conduct the given review. When the distribution of sample size per study was analysed, it was concluded that the most commonly used sampling interval was 31–50. The second most commonly used sample range was >131 (n=5) and the sample size ranging 11 to 30 (n=5). Only one study among 24 used a sample size below 10 participants. The most frequently utilised research designs were quasi-experimental designs (n=6) and mixed methods (n=6) followed by experimental research designs (=5) and quantitative studies (n=5). The least utilised research design was a qualitative study (n=2). When the distribution of studies per level of education was analysed, it was demonstrated that the most popular educational level, which focused on self-assessment of EFL learners, was university level (n=12) followed by preparatory (n=6), primary school level (n=3) and finally the least studied educational level was high school students (n=1).

To communicate assignment goals, provide focused feedback on works-in-progress, and grade final projects, rubrics have been frequently utilised in the EFL context. Rubrics have been proposed to promote learning and writing success by raising students' self-efficacy (Andrade et al., 2009; Arter & McTighe, 2001; Popham, 1997). According to the findings of this review, by referencing their own judgements in a rubric, students' writing quality increased (Kim, 2019), and furthermore, although rubrics had a minimal impact on linguistic precision, they had positive effects on "discourse length, discourse organization, and linguistic flexibility" (Huang & Gui, 2014, p. 126). The results indicated that the students in question regarded self-assessment as a mechanism for self-monitoring their progress in writing, a method for transforming their perspectives on writing, and a strategy for bolstering their self-assurance. Furthermore,

the implementation of self-assessment is posited to cultivate autonomous learning among students and elevate their competence in English writing. It has been concluded that self-assessment training significantly improved learners' writing abilities (Budanır, 2022; Dhanarattigannon & Thienpermpool, 2022; Ratminingsih et al., 2018; Takarroucht, 2022; Wijaya, 2023). Moreover, Khonamri et al., (2021) stated that "self-assessment had an effective role on the accuracy of the learners' production in particular subject verb agreement, word choice, tense choice and error-free clauses and in terms of fluency and organization, this technique was shown to be beneficial (p.84)." Alternative tools used for self-assessment, such as reflective journals, and the promotion of students writing reflective journals have been demonstrated to be more successful than standard writing methods (Ni'ma et al., 2020). One of the other alternative self-assessment techniques whose effects have been investigated is blogging. It has been shown that blogging improved their language skills, particularly their writing, vocabulary, and communication abilities, and they saw blogging as helpful to their language learning process in general (Orhon, 2016).

Self-efficacy has been strongly related to self-assessment, especially in the EFL environment. It is deemed crucial since an individual's self-perceptions of his or her skill in a certain domain can influence their levels of anxiety, the goals they set for themselves, and the techniques they utilize in pursuit of those goals (Bandura, 2006). The findings of the selected research are in line with this view. According to İçden (2019), continuous self-assessment significantly impacts students' perceptions of their own talents in reading, writing, listening, and speaking, as well as their overall language competency. Similarly, it has been concluded that the utilization of self-assessment tools had a positive impact on students' perception of their own speaking production and consequently enhanced their speaking ability since students were more motivated (Başak, 2019; Karakaya, 2017). Moreover, it has been shown that students who kept blogs, which is one of the most practiced self-assessment tools specifically in developing wring skills, were more capable of assessing their own writing production compared to students who did not (Orhon, 2016). Another related domain in successful writing production in terms of self-efficacy is students' ability to identify the prerequisites for high-quality work and assess his/her writing accordingly, the data suggested that self-assessment is a learning approach that can help learners understand pre-set requirements better resulting in more positive judgments of their writing talents (Adıyaman Doğan, 2020; Takarroucht, 2022).

Self-assessment has been suggested to increase students' motivation (Brown & Hudson, 1998; McMillan & Hearn, 2008). The findings of the review are consistent with the literature. According to the findings, students viewed self-assessment procedure as a motivating and engaging way to develop their L2 speaking skill (Karakaya, 2017). Moreover, alternative self-assessment techniques, such as The English Language Profile (ELP), the Learner Style Inventory, and unit-based checklists, have been found to promote self-assessment and help individuals have more positive attitudes towards learning English (Şentürk, 2017). Many students had positive attitudes towards the given assessment tools (Eren, 2023). In terms writing skill, students perceived self-assessment as a tool to change their attitudes toward writing, analyze their own writing development, and gain confidence (Başak, 2019; Dhanarattigannon and Thienpermpool, 2022; Kalykbayeva et al., 2021; Kim, 2019).

Lastly, self-assessment is widely regarded as an important instructional strategy for independent language learning and an especially successful technique for developing autonomous learning (Gardner, 2000). According to the findings of the review, students' self-assessment encourages autonomous learning, particularly in writing proficiency (Dhanarattigannon & Thienpermpool, 2022; Qasem, 2020; Ratminingsih et al., 2018). In contrast, Orhon (2016) demonstrated in his study that there were no significant differences in the levels of autonomy of learners in either experimental or control group.

CONCLUSION

In order to demonstrate the most recent findings on the topic, the research published between 2014 and 2023 were included in the given study. In total, 24 empirical studies—10 Theses (9 Master's Theses and 1 PhD dissertation), and 14 research publications (13 research papers and 1 conference proceeding)—were analysed. The YÖK (Council of Higher Education) Thesis Centre and Science Direct search engines were employed. Studies examining the influence of learner self-assessment on motivational aspects, academic achievements, the cultivation of self-regulated learning tendencies, and the enhancement of learner self-esteem have been systematically identified and subjected to analysis encompassing methodological selection, sample dimension, educational level, and resultant outcomes. When the included studies were examined, it has been concluded that the most frequently utilized sample interval was 31–50. Among 24 studies five of which employed a sample range of 31 to 50. In terms of research approach and

design, it was revealed that quasi-experimental and mixed-method designs were most frequently used research designs in the given studies. The qualitative study was the least often used research design. When the distribution of studies by educational level was analysed, it became clear that the university level was the most studied, while the high school level of education received the least amount of research on the issue self-assessment of EFL learners.

According to the findings of the vast majority of research included in the given review, students considered self-assessment to be a self-monitoring tool for development, a way to alter their attitudes towards, and a way to increase their self-confidence. Furthermore, it has been shown that adopting self-assessment practises also encourage students to learn independently and improve their ability to write in English. Moreover, it has been demonstrated that alternative self-assessment tools, such as reflection journals and encouraging students to keep them, are more effective than traditional writing techniques.

Additionally, the findings posit that self-assessment serves as a pedagogical strategy capable of augmenting learners' comprehension of benchmarks pertaining to superior quality outputs. Consequently, this practice contributes to fostering positive assessments of their own proficiency levels. This demonstrates how self-assessment can increase students' confidence in their own abilities. According to the research, students regarded the self-assessment procedure as a stimulating and interesting way to practise their L2 speaking and become more involved in their education. Students' self-esteem levels were positively impacted by the teaching of self-assessment, and students regarded self-assessment techniques as a way to change their attitudes towards writing, evaluate their own writing development, and feel more confident.

The topic of self-assessment has received an extensive amount of attention, particularly in the past two decades. Although a substantial amount of literature has concentrated more on productive skills such as writing and speaking while neglecting receptive skills such as reading and listening, there has been an increased focus on the issue that has become greater with each passing day. The body of literature predominantly concurs with the benefits of self-assessment. The results of this review are also consistent with the previous studies. The findings of this given review can be summarised as follows: (1) self-assessment is a learning strategy that can increase learners' understanding of effective output, which, in turn, can increase positive assessments of their proficiency; (2) self-assessment procedures are regarded as highly beneficial self-monitoring tools for language development; (3) students' attitudes can be transformed and their self-confidence can be increased through self-evaluation; (4) using self-assessment techniques helps students study on their own and enhances their capacity to learn languages.

Limitations and Implications for Further Research

According to the findings of the given review, it can be concluded that the majority of the body of research has chosen a relatively small sample size. It can be suggested to study a larger group in order to have a deeper understanding of the topic since large-scale studies provide an enriching foundation for both instructors and researchers. Furthermore, when the chosen research design or approach category was examined, it was found that experimental and quasi-experimental research designs have been the most popular for investigating the given issue. For future studies, it can be suggested to focus more on other research designs to diversify the body of literature. Another significant finding was that the overwhelming majority of the studies focused on university-level students. The subject of self-assessment has primarily and extensively been researched in the literature through the perspective of university students. High school and primary-level students have reportedly been overlooked in that regard. The aforementioned restriction is particularly important in the contexts of EFL and ESL since self-assessment procedures tend to place a lot of emphasis on ideas that are highly connected with effective language learning, such as independence, autonomy, and motivation. It is preferable to encourage pupils to be more independent, free from preconceptions of teacher-centric classrooms, and motivated early on in the learning process. This can be best achieved by studying young learners and raising their awareness of the presented concepts.

Upon analysing the selected studies, it came to light that the majority of the researchers had noted a few comparable challenges in their studies. The most frequent obstacle while doing research with a self-assessment focus has been the time restriction. According to many studies, for significant changes to occur, the training period for students to comprehend and grasp the self-assessment strategies was not long enough. The length of implementation is an additional consideration for time restrictions. It has been found in numerous studies that the time provided for implementing self-assessment strategies, particularly those that involve maintaining a portfolio, reflective journal, or blog, must be extended in order for students to benefit from them most effectively. Therefore, it can be advised that future researchers organise their research with

greater caution. To produce trustworthy and accurate results, the proper amount of time should be allowed for the application of self-assessment techniques.

Another key shortcoming that has come to light is how little emphasis has been placed on other language-learning skills. Most of the research was concentrated on writing practises and the potential impacts of alternative assessment techniques on the growth of writing ability. However, it has been noticed that other crucial abilities, like speaking as another productive ability and receptive abilities like reading and listening, have notably received less attention when examining the results of self-assessment techniques. The effect of self-assessment on students' language proficiency and assessment abilities could be better understood through studies based on other skills, particularly speaking ability. It can be suggested for future researchers to focus more on receptive skills and speaking as a productive skill.

Finally, another factor that researchers and instructors should take into account is the attitudes of learners towards self-assessment techniques. It has been determined that even though self-assessment techniques have a positive overall impact on students' learning and have greatly motivated students to practise more frequently, students may initially exhibit some negative attitudes towards the techniques during the implementation and introduction phases. Researchers have found that, in particular, learners who are more accustomed to teacher-centred education may not take the benefits of self-assessment procedures seriously or may simply show general disinterest because they lack the requisite schema. Aspiring researchers and educators are encouraged to guide learners, be as informative as feasible, and finally, give students the time they need to become accustomed to the procedures being discussed.

This study is reduced to the thesis obtained from YÖK (Council of Higher Education) Thesis Centre and Science Direct. Addition of platforms other than these two will give a more comprehensive view of how self-assessment is utilized in different research settings.

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