Towards an Enhancement in English Language Teaching and Learning through the Self-assessment Process

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Abstract:

Students should aim to become more independent of their teachers. Carrying out self-assessment is, therefore, the necessity of supporting students' learning. In spite of its importance, self-assessment has not been commonly used in the learning process. The main objective of this article is to first introduce self-assessment as a strategy of learning into classrooms, present the background of the study, and raise an awareness of the importance of using learning strategies including a learner-centred method

of assessment. The study discusses the role of assessment and learning in the classroom, gives more background on self-assessment and its important role in the classroom, and outlines the self-assessment process and its implementation in the learning process. It provides, some pedagogical principles and conclusions that have been drawn from this discussion.

1.Introduction:

There has been much debate on both a student-centred learning and a learner-centred assessment to raise students' awareness of their learning strategies and the need to use modern assessment forms to involve students in the language learning process in order to achieve successful outcomes. However, it seems that traditional methods of assessment would not help students to enhance their performance and would not involve them in the learning process as well. This research was basically carried out to attract the teachers' attention to increase students' awareness of their learning methods for using student self-assessment as a strategy of learning in the classroom, that is, the process of judging one's own ability and learning progress. Basically, self-assessment is a vital component in communicative language teaching supporting students to perform well and make them aware of the learning problems involved. In other words, it is a powerful process for supporting classroom learning, setting goals and checking learning progress. Self-assessment is a judgment made by the student himself about what he knows and does (Nunes, 2004). According to Boud (1991: 5) it is "the involvement of students in identifying standards and/or criteria to apply to their work and making judgements about the extent to which they have met these criteria and standards." Foster (1996) referred to it as 'student self-assessment'. It is a good judgement made by learners

themselves to know a lot about their own performance. Dalala (2014: 55) created a clear simple definition explaining that "self-assessment is using assessment criteria, making judgements and providing feedback before and/or after giving summative grades". Moreover, Alverno College (1994: 1) explained that "self-assessment is the ability of a student to observe, analyze, and judge one's performance on the basis of criteria and determine how one can improve it". Boud (1995) argues that it is not only used to grade student work, but also to determine their good work in any given situation. In addition, it is known as "individual revision with specific criteria, peer revision with specific criteria and portfolios with evaluative comments based on familiarity with specific criteria" (Foster, 1996: 76). Therefore, the self-assessment strategy is particularly useful for lasting and lifelong learning since it is "central to effective learning now and for future learning" (Boud, 1995: 15). Further, Harris and McCann (1994: 63) gave a general description of self-assessment saying that "if we are learning to cook, we learn by thinking about what we have done and then improving on it in the future". Hence, as we shall see, carrying out self-judgement according to assessment criteria and feedback would develop the theory and practice of the self-assessment implementation in any given context. English language teachers, therefore, need to put their beliefs in the self-assessment strategy into practice in the classroom. Boud (1995) claimed that in order to construct new knowledge and enhance their learning, students are always doing self-assessment. Finally, language teachers should consider the role of self-assessment which could prove useful to develop language teaching and learning context.

2- Research Background and Motivation:

Learning usually takes place before any developments happen and thus, "we found that instruction usually precedes development" (Vygotsky, 1962: 101). The Libyan education authority intended to "enhance the performance of all the official employees, teachers, educators, and inspectors, social workers and administrators, through periodical and continuing special training and upgrading programs and courses" (GPCE, 2008: 3 - 4). The major reform of the curriculum in the Libyan secondary education system in 2000 was to involve students in their own learning and enhance their awareness to learn more and perform well through alternative methods of assessment, particularly self-assessment strategy. Harris and McCann (1994) argued that "the ability to carry out self-assessment should be a broad educational objective at secondary level" (p: 88). The reforms were based on "the student as being the focus of the educational process…for transition to a self-learning system" (GPCE, 2008: 6). Moreover, one of the general goals of education in Libya is to enable students to acquire education skills and develop positive trends that help them to communicate effectively and enhance their learning ability through self-learning strategies (ibid). Therefore, the Libyan education authority thought very deeply about "building skills of intellectual knowledge, such as skills of analysis, conclusion and construction of knowledge, and building the capacity recruit knowledge and information for decision-making and scientific solutions to problems faced by the student as an individual or facing the community as a whole" (GPCE, 2008: 7). And thus, decision-makers of the education system in Libya are looking for a better understanding in the learning and assessment process and enhancing student performance through developing their practical language skills

needed for a direct intellectual challenge to the student learning. The curriculum of specialized secondary education system is seeking to "promote education and self-learning and in-service training by all means and methods" (GPCE, 2008: 28). It is, perhaps more important, that students need to become aware of their learning and to be active participants who take a decision about their own learning rather than to be passive ones during lessons in the classroom. Raising students' awareness of their language learning requires evaluating their own performance and dealing with assessment feedback to improve their work.

EFL teachers have an important role in the encouragement of learners to judge their own work and take part in classroom activities (Wragg and Brown, 2001). Ecclestone (1996) appreciated the role of the teaching profession confirming that teachers who want to go into teaching must be at the very top of their teaching profession. Teachers need to appreciate the role of assessment in the development of the language teaching and learning process. Accordingly, the "teachers are often seen as the centrepiece of the current curriculum reforms because they are responsible for facilitating the educational program" (Graue, 1993: 294). Nevertheless, the Libyan teacher still relies on the way of memorization, while most Libyan students prefer dealing with a teacher who adopts new teaching methods and uses different approaches to solve their learning problems and support them to do some thinking and analysis about the situation. However, although Dalala (2014: 269) found that "there is a mismatch between the teachers' beliefs towards self-assessment and the available practice in the classroom". This idea was also confirmed by Shihiba (2011: 297) who states that "none of the teachers who participated in this study reported any practices of peer or self-assessment in their

classrooms; despite the positive views of many of them towards these forms". However, the curriculum maintains a good balance between the theoretical ideas on the student self-assessment and the practical application of these ideas in EFL Libyan classrooms (GPCE, 2008). It is important for these teachers to make students aware of their learning strategies considering the important role of self-assessment in the learning process and employing it as a strategy of language learning in the classroom. Therefore, "teachers who make a serious commitment to learning about self-assessment ... can plausibly anticipate enhanced student motivation, confidence, and achievement" (Wen-ming and Xiao-zhen, 2008: 23). It is clear that there is a very close relationship between the education and assessment process and teachers need to change their attitudes towards both disciplines. So it seems that a change in classroom culture becomes more required (Joyce et al, 2009: 11). Sadler (1989: 141) claimed that "to remove some of the responsibility for assessment from teachers and place it in the hands of students may be considered to have the potential for undermining the teachers' authority". "Subsequently, excluding the tutors' role from the self-assessment process may not be considered an advantage or disadvantage" (Dalala, 2014: 56). Finally, the role of the teacher in the Libyan classrooms, therefore, needs to be transferred to the modern active student's role in which students need to use modern methods of leaning and assessment to judge their performance and develop their language learning skills. In particular, in addition they need to be involved in their own learning, aware of their language learning problems and having very modern ideas about educating themselves through selecting up to date methods of assessment.

3- Assessment and Learning:

Oscarson (2009) illustrated that there is a very close relationship among the disciplines of teaching methods, learning strategies and modern assessment forms. James (2006: 56) emphasized that "teaching and assessment are blended towards the goals of learning, particularly the goal of closing the gap between current understanding and the new understanding sought". Formative ssessment (assessment for learning) is, therefore, intended to decrease the ability of memorization and increase both the ability of thinking and the opportunity of problem solving (Gipps, 1994: 27). Assessment would be a change to the better, namely a way of thinking, teaching, learning and working inside classes and not to just test and measure student work to see how much they know about a subject at the end of the study. Ecclestone (1996: 164) stated that "assessment has to give people the chance to show what they can do, to maximize their learning for their best performance". It is essential to effective teaching (Kelly, 2004), and it is extremely important to improve classroom learning making students to know what knowledge is missed (see Scriven, 1967; Sadler, 1989; Taras, 2005). Orsmond et al (2000: 23) stated that assessment is used "to facilitate students learning; to enable students to become reflective practitioners; and to provide formal accountability and accreditation of knowledge". Hence, there is a need for modern assessment forms such as self-assessment strategy to be an integral part of school's curriculum. Assessment process is not only used to evaluate what has been taught, but also it needs to be integrated in the learning process as well. Thus, it "should continuously provide both 'feedback' and 'feed forward' in everyday classes and at all levels" (Ellis, 2002: 51). In addition, assessment methods have other intended purposes in helping students to be more

motivated for learning, achieving their goals, identifying their weaknesses and strengths and providing them with information on the whole educational process (Herbert, 1997: 142). More importantly, assessment for learning is the current focus of education debate on the issue of student learning enhancement. Nonetheless, there was widespread criticism of the traditional assessment functions such as summative assessment form which is a primarily concerned with the evaluation (measurement) of the students' work after the academic year. However, these methods are still used for assessing student performance in Libyan secondary schools (Shihiba, 2011: 81). From his peer observation experience, (Mohamed, 2014: 38) explained that:

> *For assessment purposes, the teacher checked students' work orally either by asking students to read out their written sentences and paragraphs or by asking them direct question if they had problems. He commented on students' work and gave feedback, which seemed to satisfy students. The teacher gave no indication of how the students' homework will be assessed. No rubric of any kind was introduced.*

In fact, when dealing with this type of assessment, most of students experience high levels of anxiety about grades on exams rather than having a good chance to improve their learning (Boud, 1995: 3). However, on this basis, it was recommended that the national assessment form would be essentially formative (Kelly, 2004). It is important, therefore, that students develop an awareness of how their performance can be enhanced through a useful method of assessment like self-assessment which would support the learner-centred assessment role and develop student language learning in student-centred learning environment (Baron, 1998).

However, there is no doubt that teachers provide them with help and advice to judge their work and solve their learning problems, and most

importantly, to fill the gap between the theory and practice of the self-assessment process in the classroom. With this in mind, finally the successful implementation of a learner-centred teaching depends on to what extent students understand and practice the self-assessment process in the classroom (Shihiba, 2011: 87).

4- The Shift from Self-assessment to a Learning Perspective:

In order to enhance students' learning and involve them in the learning process**,** a considerable shift from self-assessment to a learning perspective becomes more essential and required (Boud, 1995). The shift needs to be from just diagnosing and measuring student learning to using assessment forms that could set student goals and check his/her learning progress (Ecclestone, 1996). A "shift in our expectations of assessment means more attention is now being given to the role of assessment in diagnosing people's learning needs, and then formally recognizing and describing their achievements" (ibid: 4). Taras (2010: 199) highlighted that self-assessment is of great value to students 'difficulties learning that affect them to learn and perform well. So that "assessment and self-assessment are contextualised within learning and teaching context" (ibid: 199). Hence, it is very important to carry out this strategy in the language teaching and learning context. Brown (2005) and Taras (2001, 2002, 2003) claimed that self-assessment has a major role in developing the student learning in the classroom because "it is only the decisions which learners make about what they will or will not do, which actually influence the outcomes of their learning" (Boud, 1995: 15). Using self-assessment entails teachers to create a good atmosphere for learning and encourage students to think and learn more about their work. "Teachers can further support self-assessment by

creating a climate in which students can publicly self-assess" (Ross, 2006: 9). Boud (1995) appreciate the role of self-assessment in supporting individual critical thinking and self-monitoring by which "checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it taking place" (O'Mally and Chamot, 1990: 119). They acknowledged its role in enhancing self-knowledge and learning-how-to-learn language skills and also its role in developing goal-orientation and enhancing creative thinking through problem solving, analytical thinking and effective writing and, etc.

Actually, student self-assessment offers a wide range of facilities and provides the benefit of a good education through empowering students to set and achieve understanding goals; producing better creativity and much participation in the learning process; increasing high motivation and self-directed learning; identifying weaknesses and strengths; supporting practical skills for lifelong learning; identifying the right ways of learning and undermining the teachers' authority and lightening their load in the classroom. And finally, perhaps more importantly, EFL teachers in any given context need to consider these advantages pushing their students to do self-assessment and pure their own work.

5- Developing Student Awareness of Learning Strategies:

It is very important that students heighten an awareness of how their learning can be developed through educational assessment strategies. Teachers, therefore, need to shift the focus of this debate considering that student learning can be enhanced through raising their own awareness of their learning strategies and adopting appropriate methods of assessment.In this regard, Mohamed (2014: 36) concluded that

as language teacher we can help our students maximize the effectiveness of their language learning by raising their awareness of their own learning strategies in different ways. This involves attracting students' attention to how they can develop their metacognitive processes in order to reflect on their own ways of thinking. Furthermore, students' language learning can be enhanced by incorporating learning style differences and learning strategies into lesson plans through the use of different teaching methods, techniques and activities.

Anderson (2002) recommended teachers to help and encourage students to develop their learning skills through identifying actual and potential problems in the language learning process. Mohamed (2014) argued that in order to develop students' awareness of their learning, a language teacher needs "first, to identify the learning strategies they know and use, the learning strategies they know but do not use and finally the learning strategies which they do not know. Second, we should engage our students in a process of strategy awareness raising" (ibid: 35). English foreign language (EFL) teachers and inspectors, therefore, need to change their attitudes towards assessment that engages students in their learning and helps them to make noticeable changes and improvements on their own work instead of controlling the learning process in Libyan schools. Dalala (2014) found that using self-assessment in EFL classrooms was not only enhancing language learning, but also it could raise students' awareness of their own learning through establishing assessment criteria, making judgements and then giving and receiving constructive feedback. In short, these notable steps reflect a qualitative change to effective learning through using a learner-centred method of assessment.

6- Using a Learner-centred Method of Assessment:

The Libyan educational authority planned to improve its education policy by incorporating a learner-centred teaching environment and supporting a self-learning system (GPCE, 2008). This emphasized the centrality and the responsibility of learners to deal with the effective learning and assessment process (Taras, 2001; 2002). It is clear that there is a focus on a student-centred teaching and a learner-centred assessment to involve students in their own learning and to be aware of how their performance can be developed. The new English text books of primary and secondary education in Libya are, therefore, based on a communicative language teaching which seems to be compatible with student self-assessment. The communicative language approach supports natural learning through the national formative assessment system. This may support the use of a learner-centred method of assessment in the Libyan classroom context. Geeslin (2003: 859) highlights that "self-assessment becomes an appropriate component of communicative language teaching". It is clear that there is a fundamental change in the assessment methods while using the communicative language teaching – the effective method of learning adapted to suit student language learning. Again, Rogers (1983) argued that student self-assessment is central to his 'person-centred' approach.

What may be even more important is that, the new English curriculum involved the principles of a learner-centred assessment within student-cantred learning with the aim of integrating educational methods of assessment and supporting the natural language learning skills in Libyan classrooms (GPCE, 2008). (Orafi & Borg, 2009: 250) illustrated that "there was thus clearly a tension between the English curriculum and its

assessment". Thereby, student-centred learning represents "assumptions and beliefs about how people learn" (Gibbs, 1981: 57). In this context, Mohamed (2014: 38) agreed that

> *in order to have a learner-centred teaching environment a number of improvements could be made: (1) the lesson plan should indicate the teaching method and/or technique to be used by the teacher, (2) emphasis should be made on communicative teaching by allowing more time for interaction in the class, which was possible and would have led to better student outcomes, (3) giving more time to students to practice and digest ideas of one part of the lesson before moving to another, and (4) use of a clearly defined learner-centred method of assessment for students' class work and home work.*

So, new challenges for foreign language teachers to use alternative assessment techniques in assessing student work become a crucial topic (Oscarson; 2009). It is very important to raise students' awareness of how and why self-assessment can be used in the classroom. As language teachers, therefore, "we can help our students maximize their learning effectiveness by taking into consideration their learning styles and strategies" (Mohamed, 2014: 35). Teachers, therefore, need to contemplate appropriate assessment procedures in which every assessment activity needs to be considered as a good opportunity for providing students with feedback and involving them in classroom activities (Field, 2007; Black & Wiliam,1998). It is because "no work carried out by a human being is perfect and improvement is always possible and desirable" (Mohamed, 2014: 38). Thus, students need to know how to learn and think about their performance (Orsmond et al, 2000). As a result, skilled student would quickly adjust himself to "analyze and reflect in ways that result in detailed and accurate self-knowledge" (Weimer, 2002:193). Actually, performance

is usually assessed as either correct or incorrect one through which a number of possible remedies to the problems can be practiced. Therefore, "helping the learner to 'learn how to learn' by himself is considered a very important objective" (Oskarsson, 1978: 5). Overall, there emerged a growing awareness of using the beneficial effects of modern assessment methods on student learning in the classroom.

7- Using Self-assessment as a Strategy of Learning:

Self-assessment is a known strategy in the literature of language teaching and learning. This must, therefore, to be a compulsory strategy for achieving effective learning and making students more independent from their teachers (see Taras, 2002; Boud, 1995). And Boud (1995) believed that the theoretical basis for self-assessment is rooted in the constructivist learning theory. And thus, developing one's own learning involves constructing new Knowledge and building good communicating language skills. However, the process of producing or creating something new or more advanced seems to be necessary for Knowledge construction to take place. Further than this, using self-assessment in the social context would develop student language learning skills. Similarly, for example, students will have opportunity to construct new knowledge and improve their performance through classroom activities and learning environment (Boud, 1995). And so, again, the social constructivist learning theory plays a fundamental role in the development of the process of cognition through classroom interaction (Pritchard and Woollard, 2010: 8). Again, therefore, "the use of self-assessment is supported by theories of constructivism and learner autonomy" (Chen, 2008: 237). Self-assessment has thus a main role in creative thinking and improving learning performance through

classroom interaction. And so, the successful learner is a person who constructs knowledge from his own experience through continuous assessment rather than on conducting exams (Benson, 2001). Hence, students can be improved in their own work through using self-assessment and receiving constructive feedback from their teacher and from themselves as well (Foster, 1996). It is clear that "self-assessment has distinctive features that warrant its use. For example, self-assessment provides information that is not easily determined, such as how much effort students expended in preparing for the task...self-assessment is more cost-effective than other techniques...students learn more when they know that they will share responsibility for the assessment of what they have learned" (Ross, 2006: 02). And further, self-assessment is a strategy of formative assessment that helps students to judge and correct their own work making them recognize their strengths and weaknesses and improving themselves (Harris, 1997; Oscarson; 2009; McDonald and Boud, 2003). Oscarson (2009: 234) has explained, for example, that self-assessment is the way to accomplish the self regulation learning. And, also Harris (1997) claimed that student self-assessment can not only help students to be more active, but also it helps them to have 'the daunting task' of achieving learning and communicating in another language. In addition, Cowan (2006) indicated that one of the benefits of the self-assessment process is to make students more independent from their teachers. However, Taras (2003) illustrated that self-assessment means involvement of students in their own learning and improvement of their work with the help of the teacher. And moreover, self-assessment is used to monitor student learning and inform him to do the necessary changes for improvements. "When students accurately identify weakness in their learning, they can more promptly and accurately

self-monitor their learning process and consider what actions to take to overcome those shortcomings" (Nunes, 2004: 334). Oscarson (2009) and (Boud, 1995) appreciated the role of self-assessment in developing critical thinking and giving opinions about how student performance would be enhanced. Moreover, self-assessment is needed for improving creative and motivated learning. Besides, it plays a main role in checking student progress and making decision about what should be done next. Furthermore, it helps in sharing assessment burden and taking students their responsibility to become more independent of their teachers who need to be active, interactive and motivated for learning and assessment practice.

Hence, it is important for EFL teacher to act as a facilitator, a helper, an adviser and/or an organizer of learning rather than a classroom controller. The teachers are required to improve student learning through educational assessment methods and encourage them to employ self-assessment and judge their own work against the required criteria and/or standards. And most importantly, when implementing student self-assessment in the classroom, English language teachers in Libyan schools are particularly invited to support and involve their students in the establishment of the assessment criteria and make them aware of comparing their work and/or performance to certain criteria and/or specific standards. To sum up, on the basis of this, the judgement of students' work is to give them more power over their learning and assessment.

8- The Self-assessment Process:

It has been argued that self-assessment is a good strategy for judging and improving student performance by comparing it to criteria and/or standards (Taras, 2010; Chen, 2008). Boud (1995) explained that

establishing criteria and making judgements are the steps by which assessment by the self can take place. "The self-assessment process is both determining criteria and making judgements" (p: 5). In general, a criterion is defined as a "distinguished property or characteristic of anything, by which its quality can be judged or estimated, or by which a decision or classification may be made" (Orsmond et al, 2000: 30). However, in particular, it is "a requirement of self-assessment to be able to engage with and if possible involve students in discussion and understanding of criteria and/or formulating the criteria used in assessment" Taras (2001: 607). Whatever functions assessment forms have all of them need the same process by which issues of judgements would be made (Taras, 2005). Thus, the process of assessment is the steps that are required to make a judgement in which one compares his work to assessment criteria and/or the required standards that would be achieved. The aim of the criteria is, thus, to limit the selection of exact items which are very important and connected to any type of judgement that needs to be conducted within any context (Taras, 2005: 467). For this reason it is important that students should deal with the assessment criterion which plays a significant role in making students aware of the requirements of good work and helping them to participate in the learning and assessment process. Boud (1995) explained that assessment criteria should include "the area to be assessed, the aims to be pursued, and the standards to be reached" (Boud, 1995:194). Teachers, therefore, need to motivate students and support their learning through the self-assessment process in order to become responsible for their own learning and independent of their teachers. Thus, it is important that they give their students examples of how assessment criteria are used and help

them to deal with the examples in a good way. Finally, in short, it would seem that self-assessment is a normal part of the learning process.

9- Implementing Self-assessment in the Classroom:

As mentioned earlier, implementing self-assessment in the classroom requires learners to identify criteria and/or standards and compare it to their work and the required standards (Boud, 1995; Taras, 2005). Taras (2001) stated that there were three essential steps for practicing self-assessment in the classroom. Firstly, students compare their work to the assessment criteria. Secondly, they consider the improvements resulted from feedback and the comparison of their performance to the agreed criteria. Lastly, students need to grade their own work. And it was recommended that providing constructive feedback by the teacher and giving summative grades after conducting self-assessment is to grant students more power over their learning. The rationale is, therefore, that "learners self-assess without the emotional pressure of the grade, and from an informed position using tutor and peer feedback" (Taras, 2010: 204). Bloxham and Boyd (2007) also stressed this idea saying that withholding summative grades after assessment and receiving feedback is very useful to make students active involvement in the learning process and avoid students' anxiety about their grads. Giving summative grades after using self-assessment and receiving feedback helps students to attract their attention to what they are doing (Taras, 2010; Bloxham and Boyd, 2007). Furthermore, Taras (2003) explained that the suitable time for giving assessment feedback is before giving summative grades. However, Black and Wiliam (1989) argued that giving numerical scores have a negative aspect on student performance. And thus, ignoring these scores helps "students do engage more

productively in improving their work" (p: 13). The regular use of the self-assessment process would support both its implementation in the classroom and its shift from assessment to a learning perspective. Above all, what may be even more important is that, in order to intend and achieve effective learning context, EFL teachers are determined to put their ideas about self-assessment into practice in the classroom.

10- Implications for Teaching:

The research would have a wide range of applications in assessment and education disciplines in any given context, particularly the process of language teaching, learning and assessment. According to Libyan classroom contexts, for example, an English language curriculum innovation was based on the communicative learner-centred approach which requires employing a learner-centred assessment method; thereby student self-assessment is the key of success in adopting these approaches. And thus, a growing awareness would be emerged to enhance teaching and learning through conducting the self-assessment process. This ensures that students need to be the focus of the learning and assessment process in which a smooth transition from self-assessment to a self-learning prospective becomes essential to take place. Implementing this strategy empowers students to be language learning experts supporting practical language learning skills, namely listening, speaking, reading and writing. The skill of writing, for example, is uniquely suitable for critical thinking; increasing self-reflection and making self-expression that could be possible through the process of reviewing and refining ideas. And therefore, language teachers need to employ effective use of the self-assessment process. In addition, students need to enhance their learning and take active

part in in the learning process. Furthermore, the practical implication of this strategy in the classroom discipline requires the judgement of students' work against criteria and/or standards; discussion of the improvements resulted from the comparison of their work to the agreed criteria. Basically, providing the teacher feedback before giving summative grades is to make students self-assess without their anxiety about grades and to give them more power over their own learning. Good practice in self-assessment offers increasing motivation for learning, involving students in the learning process, encouraging decision-making and self-directed learning and having more responsibility and independent learning. Overall, in the light of further research, investigating students' attitudes towards the role of self-assessment in the classroom is of paramount importance and highly recommended.

11- Summary and Conclusion:

There has been much debate on the issue of assessment and learning. Assessment should be used for learning rather than to be just for assessment. Language teachers, therefore, need to shift their focus from assessment to learning perspectives adopting appropriate educational methods of assessment such as self-assessment strategy. They need to change their attitudes towards this strategy that involves students in their learning and helps them to take a decision about what they need to do next. Self-assessment empowers students to be actively involved and have good communication skills in the learning process. EFL Libyan teachers, therefore, are invited to use this strategy in the classroom. Moreover, it is important for them to be determined and put their ideas about self-assessment into practice in the classrooms. However, this action requires a

lot of practice and training in the classroom. For example, the process of identifying criteria and/or standards and comparing work to those criteria and/or standards would require a training course. Giving and receiving assessment feedback is a key characteristic of formative assessment methods. Providing feedback helps students to know their strengths and weaknesses. Hence, it is important for EFL teachers to integrate constructive feedback to raise   students' awareness and improve their learning. Teachers need to transfer their role from being traditional teachers to be scaffolding ones making students aware of their learning strategies - knowing how to enhance their learning through the process of self-assessment.

Further, it is important to prepare and develop the skills and knowledge of teachers to improve standards and keep pace with the developments in assessment and learning. Language teachers are playing a leading role in the education and assessment process. As a result, they always need to receive training courses in interactive teaching methods and in learning and assessment disciplines. Finally, there is an urgent need for qualified teachers to meet the twenty-first century Libyan student's needs for raising students' awareness and enhancing their learning through the self-assessment process.

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