



An Investigation into the Effect of Self-assessment on Improving EFL Learners' Motivation in EFL Grammar Achievements

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Abstract

In recent years, there has been an increasing focus on the role of the student in the learning process and boosting motivation for English as Foreign Language (EFL) learners. Motivation is widely considered to be a key aspect of being a successful learner. Moreover, there is a general consensus in the literature that motivation is one of the key learner characteristics. This present study aims to examine the impact of self-assessment as an alternative form of assessment on enhancing motivation and EFL learners' grammar achievements. To this end, the students in the experimental and control groups were all exposed to the same content and instructional method and had the same instructor. There was only one difference. The students in the experimental group self-assessed themselves, while the students in the control group were assessed by their instructor. The design of methodology is quasi-experimental design. The results revealed that self-assessment has a strong role in promoting the learners' motivation in EFL grammar achievements. The results have provided further evidence confirming that self-assessment as an alternative form of assessment is a useful for accounting for students' performance and learning. The present study has shed light on how self-assessment was found to affect learners' achievements and motivation in class. The issue of English grammar instruction in EFL classroom is intriguing and could have some recommendations for future research. As discussed in methodology, the method applied for control group was the conventional method, while a further study could present teaching grammar through other methods.

Keywords: *Student's Academic Motivation; Self-Assessment; Academic Assessment; EFL Learners*

INTRODUCTION

Enhancing academic motivation in EFL textbooks and assessing it requires a change in the perspective of both teachers and students towards new teaching and assessment methods. This transformation cannot happen unless they have confidence in the efficacy of these new approaches. Moreover, the drive and motivation among teachers and students to implement these changes and methods cannot be achieved without the inclusion of self-learning and self-efficacy in education and evaluation. By incorporating these concepts, new teaching and assessment methods can be introduced more effectively. This means that students should not only be accountable for learning their own lessons, but also for evaluating their own progress (Zareh, 2006). Hence, according to Zareh (2006), structural change in education over the past two decades has included not just learning but also measurement and evaluation. Self-assessment and other forms of assessment allow students to actively participate in evaluating their own and their peers' progress (Zareh, 2006). The increased focus on new categories of evaluation has resulted in significant discussions and ongoing research into the feasibility of employing self-evaluation. This is not only because Self-evaluation may be really important in developing and strengthening the students of classroom courses such as philosophy, etc., as well as their independence and self-reliance, but also because self-evaluation can be effective in reducing the workload of teachers to some extent. It is normally accepted that to be able to evaluate students' performance, different evaluation methods should be used to measure it (Harris, 1997). In fact, Harris agrees that evaluation is crucial to learning a lesson among different students; because assessment makes students understand their needs and focus

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on understanding the learning process. Nevertheless, in traditional classes that are common in Iran, the teacher is the only person who conducts the evaluation (Tamjid & Birjandi, 2011). In this regard, traditional evaluation is a type of evaluation that has only one correct answer, while performance tests are like written and reading tests in classroom courses, and this type of evaluation does not seem so simple praise (Tamjid & Birjandi, 2011). Nonetheless, to be able to compensate for the restrictions of teacher evaluation, other evaluations, such as self-evaluation, have received more attention (Tamjid & Birjandi, 2011). Students learn to evaluate their learning process under the new approach, allowing them to recognize their strengths and limitations. On the other hand, motivation is regarded as the main and key factor in students' learning success. In this regard, Dornyei (2000) argues that "motivation is the primary driver for student learning." Acquiring knowledge about human behavior, either by accident or based on common sense, is necessary but not sufficient. With a systematic method, important facts and relationships can be clearly defined and the basis can be determined. Based on that behavior, it can be accurately predicted. The systematic approach is founded on the notion that behavior is not haphazard, but rather a result of a person's beliefs and attitudes. Hence, this study will investigate the impact of self-assessment as a different form of assessment on enhancing students' academic motivation and grammar performance in English as a Foreign Language (EFL). The research question is: is there a significant difference in English Grammar achievement of Iranian EFL learners when comparing students taught using self-assessment (Experimental Group) and those taught using traditional methods (Control Group)?

This study aims to investigate the effect of self-assessment as an alternative assessment form on Iranian EFL learners' motivation in EFL Grammar achievements. There are even fewer studies investigating impact of self-assessment as an alternative assessment in English teacher education programs in an EFL context. Existing studies usually focused on motivation, satisfaction level of participants, student engagement, and perceptions of students and many of these studies were conducted in non-EFL context. Moreover, few studies investigated the impact of self-assessment as an alternative assessment form on students' achievements. These studies are either conducted in non-EFL contexts or not with student teachers of English. Following this exploration, the secondary purpose was to analyze if there was a significant difference between the implementation of self-assessment as an alternative assessment and traditional classroom in the improvement of grammar achievements of Iranian EFL Learners who are studying English language teaching as FEL learners in English institutions.

LITERATURE REVIEW

Definition Assessment

The word "assessment" is derived from the Latin root "ad-sedere," which means "sitting together," as per Wang and Wang (2007). Moreover, they think that instruction and feedback from students serve as the foundation of "evaluation" in general. Researchers have used several definitions of evaluation. For example, Erwin (1991) views assessment as "a specific procedure of analyzing, interpreting, and using the information to enhance student learning and growth". According to Angelo (1995), "the purpose of assessment is to understand and enhance student learning" (p.7). According to Richards and Schmidt (2002), assessment is a methodical way to obtain data and draw conclusions regarding student performance. They also believe there are different ways of conducting assessments, including tests, interviews, questionnaires, observations, etc (Hamayan, 1995). Assessment is described as "gathering, sorting, and evaluating information to make choices regarding student performance" by Airasian (1994). He adds that "evaluation may be done in the classroom to discover students' difficulties, rate academic achievement, provide pupils feedback, and plan instruction" (16). From the viewpoint of Noonan (2000), assessment is a

sub-component that refers to "tools, techniques, and methods of collecting and interpreting information about what learners can do".

Definition of Self-assessment

Self-assessment as a different form of evaluation has received substantial attention in recent times, with a focus on gauging students' learning capabilities (Naeini, 2011). As per Noonan (2000), the increased emphasis on learner-centered and self-directed learning is linked to the rising attention in self-assessment. Richards and Schmidt (2002) describe self-assessment as:

Self-assessment refers to "controlling one's performance in the process of language learning after testing one's proficiency in a language. They also point out that self-evaluation is an instance of a metacognitive strategy in school teaching" (Salimi & Larsari, 2015).

In this regard, Harris (1997) asserts that self-evaluation is a main factor in teaching a lesson that helps the learner achieve independence and self-regulation because students can control the progress of their individual necessities. Also, Liang (2006) defines the word "self-assessment" as follows:

1. In learner-centered programmes, self-assessment is crucial.
2. Self-assessment differs from teacher evaluation in that it is created for distinct goals, such as summative or final assessment.
3. Self-assessment is the capacity to appraise one's own learning outcomes and development.

Advantages of Self-assessment

Over the past ten years in learning and teaching, there has been a lot of interest in self-assessment (Coombe & Canning, 2002). According to Liang (2006), there are numerous reasons to adopt self-assessment. One of the most common is that teachers struggle to meet all of their students' evolving learning needs (Kruidering-Hall et al, 2009). Some scholars, including Coombe and Canning (2002) and Liang (2006), claim they discussed the benefits of using self-assessment. Their discussion of the benefits of using self-assessment is as follows:

1. Increasing learning;
2. Improving students' knowledge of one's own learning;
3. Enhancing students' focus on goals;
4. Increasing the amount of evaluation in effective areas;
5. Reducing the assessment burden for teachers;
6. Improving learner independence (Kavaliauskiene, 2004).

One of the pivotal justifications for implementing self-assessment is emphasized by Harris (1997). Self-assessment is a crucial learning method for foreign language education as it enables the learner to track their progress and form a connection between their individual needs and the learning process. In this context, Liang (2006) conducted a study examining the connection between self-assessment and language lessons focused on writing skills. Hence, he points out six advantages of using self-assessment in his classrooms. These advantages are as follows: First, self-evaluation directly enriches learning. In fact, it involves students in their own activities. Second, he emphasizes that self-assessment promotes students' independency, and self-confidence improves their language teaching (Frankland et al., 2007). Third, self-assessment allows students to assess their own performance during their lessons (Larsari & Wildova, 2022). Fourth, the author also asserts that self-assessment motivates students to pay attention to course materials and exams. Fifth, self-assessment enhances students' understanding of their own learning needs. Lastly, it can

also decrease the workload of the teacher (Opataye & Ewim, 2021).

Dickinson (1987) offers three justifications for employing self-assessment in education. Initially, assessment results from self-evaluation, which in and of itself are considered an important educational goal. Second, self-evaluation plays a vital role in autonomy. Thirdly, self-evaluation is a way to reduce the evaluation pressure on the teacher. Moreover, Oscarson (1989) offers six justifications for self-assessment techniques. He begins by highlighting how self-assessment improves learning. Second, it raises both instructors' and students' levels of awareness of perceived capability levels. Moreover, through self-assessment, students are encouraged to pay close attention to course content and develop evaluative attitudes about what and how they are learning (Larsari, 2021).

Students need to understand what they are capable of, how far they have come, and what they can achieve with the necessary abilities, according to Blanche (1988). Finally, because learners learn about their learning objectives through reflection, self-evaluation is largely dependent on goal orientation (Lin, 2021). Fourth, language learners' involvement in process evaluation broadens their view of the learning process. Finally, by using self-assessment techniques, students take part in their own evaluation and collaborate with their teacher on it (Wangchuk et al., 2021). Moreover, since the capacity to evaluate current development is one of the key components of autonomous language learning, self-assessment may have long-term advantages. According to Brown (2004) and Rashidi and Nejad (2018), a variety of second language acquisition concepts provide the theoretical foundation for self-assessment. One of these concepts, according to Brown, is the idea of agency and independence, which is a cornerstone of effective learning. Also, he emphasizes that developing internal motivation is the most crucial aspect of learning a language or any skill set, and that learner participation boosts this motivation. Liang (2006) also points out the benefits of self-evaluation in this way: self-evaluation increases students' motivation and independence by increasing their knowledge of educational goals and learning needs (Promtara, 2018).

Empirical Review

Birjandi and Tamjid (2010) investigated how reading proficiency as a self-assessment tool influenced Iranian EFL learners' willingness to read English texts. The sample was made up of two groups of 60 intermediate English students at Rasht Azad University. The same teacher used the same course materials and teaching strategy to teach both the experimental and control groups. There was just one distinction. Although the students in the control group were evaluated by their instructor, those in the experimental group evaluated themselves. The findings showed that self-assessment has little part in encouraging students' willingness to read English-language books. Zareh (2006) explored the association between various assessment methods and Iranian trainees' reading competency by putting two self-evaluation and conferencing strategies to use. His research's findings demonstrated the need for different assessment methods to be used in education and evaluation programmes. Similar research was conducted by Besharati (2004), however she focused on how different assessments affected Iranian EFL students' listening skills. Similar results were found in his study, which calls for the use of peer and self-assessment procedures.

Hotard (2007) made experimental research on the effects of self-assessment on student learning mathematics through motivation. This study conducted at the University of Louisiana. He looked at the motivational impacts of student self-assessment on learning gains for 81 students in an alternative high school doing Algebra I. Throughout the course of two instructional units, this research was conducted. Also, he split the classes into two groups. For the first unit, one set of students used rubrics to evaluate their own work, whereas the other group did not. Treatments for both teams were swapped during the second unit. Data for both units' pre- and post-tests was

gathered. A paired t-test was used to compare the student learning improvements under each therapy. Also, the two-sample t-test for comparing two population means was used to analyse the average learning gains for each therapy. At the end of the research, he found that there is no significant difference. Therefore, self-assessment does not have any effect on student learning through motivation. In other study ([Tavakoli, 2010](#); [Larsari et al, 2022](#)) tried to look at the relationship between self-assessment and teacher-assessment on performance testing and alternative assessment. He found that there is a high correlation among self-rating and self-classroom assessment and teacher-assessment. After end of research, he also concluded that the relationship between self-assessment and teacher-assessment are significant.

[Finch and Taeduck \(2002\)](#) also conducted empirical research which regarded self-assessment as a valuable means of improving oral abilities. They developed a test focusing on the improvement in spoken English of 1700 Freshman University students over an academic year (64 hours). This was administrated and evaluated using established oral – test criteria. They looked at improvement rather than level of achievement, and the conversation – English course taken by the students was the basis of the test. The obtained results indicated that preparation for the test needed active spoken participation in lessons, lessons tended to utilize task- based communicative teaching methods, the means became the end- the test was not only a reason for developing oral skills, but also a means of achieving that goal.

RESEARCH METHOD

Design of the study

This study's objective is to look at the impact of utilizing self-assessment as an alternative form of assessment on enhancing learners' motivation towards achieving better results in English as a foreign language (EFL) grammar. A non-equivalent control group design, a sort of quasi-experimental methodology, is used in this study where two complete classes were randomly selected as the experimental and control groups ([Creswell, 2014](#)). Studies that used experimentation looked at the relationships between dependent and independent parameters. The motivation for the English Grammar course is a dependent variable in this study, whereas the teaching approaches (self-assessment and conventional approach) are independent factors. The academic motivation questionnaire was delivered to the experimental and control groups as a pre-test prior to the experimental process. In the course of the experiment, the control group (i.e., the traditional approach) was not be presented before the class time while the experimental group (i.e., the self-assessment classroom) was presented before the class time to free up the class time for students' cooperation and collaboration. The academic motivation test questionnaire was administered as a post-test to the experimental and control groups at the conclusion of the experimental phase.

Participants

The participants were selected from a group of male and female English as Foreign Language (EFL) learners in three English institutions in Tehran, Iran, who were aged between 7 and 12 years old. 60 students were chosen from this group and were approached to participate in the study. After selecting 60 students from the population of primary EFL learners of English institution in Iran, the researcher administered a grammar test to homogenize the students' level of proficiency. Some of the participants were then dropped from the study. The remaining participants were split into two groups at random such as experimental and control, each of which was further divided into smaller groups. The participants were not selected randomly but instead were chosen based on their availability for the study using a convenience sampling method. The selection in convenience sampling is determined by the participants' accessibility for the study ([Mackey & Gass, 2005](#)).

Materials and Instrumentations

Grammar Friends 1

The English textbook "Grammar Friends 1" developed by Time Ward (213) published by Oxford University Press, will be used in this study. The book includes 15 lessons. With respect to the schedule time, the instructor will teach only 7 lessons in 15 sessions twice a week. The focus of this English textbook is on the teaching EFL grammar for young children 7-12 years of age ([Meidiastuti & Safitri, 2021](#)).

Grammar Test

This test consists of 25 four-choice (Multiple-choice) questions that are selected from Standardized tests by Macmillan Publisher for straightforward books – Beginner and elementary level and adapted based on the language level of the six graders of primary school students. In order to adapt the tests in some limited cases, the words and nouns used in the tests will be localized/contextualized with familiar words for Iranian primary students.

1. Pre-test Grammar

It is a 25-item grammar test which using the grammatical rules presented in the sentence and expressions for the experimental study. The pre-test of grammar was used at the starting of the study to test the participants' degree of closeness with the main structures. This test consists of multiple-choice (25 items).

2. Post-test Grammar

It is a parallel form of 25-item pre-test in which the sequencing and organization of items have been changed to remove the effect of learning and memorization of items. At the conclusion of the therapy sessions, it was designed to assess the participants' short-term recall of the taught syntactical rules.

3. Scoring of the Grammar Test

Each question was receive one point as part of the scoring process; hence, each accurate response received one point, while incorrect replies or questions with no answers received zero points. The sum of scores in the delayed post-tests will be used to determine the level of the development of the target grammatical knowledge.

Gardner's Attitude/Motivation Test Battery (AMTB)

A questionnaire created by Gardener's ([Gardner, 2004](#)) to gauge the individuals' motivation levels. It has 50 items, and six choices are offered in front of each one: "Strongly disagree," "Moderately disagree," "Slightly disagree," "Slightly agree," "Moderately agree," and "Strongly agree." The questionnaire used a Likert scale for rating, which ranged from one to six. The Liker scale of 1, 2, 3, 4, 5 and 6 with each number representing, "Strongly disagree", "Moderately disagree", "Slightly disagree", "Slightly agree", "Moderately agree", and "Strongly agree" respectively were utilized in the questionnaire. The reliability of the questionnaire was .830 which was valuable for doing and collecting data.

Data Collection Procedure

A motivation questionnaire was provided to the students at the start of the semester to assess their degree of motivation. In fact, before teaching the children how to read, the teacher had them complete a pre-motivation questionnaire. The standard class teaching schedule includes a teaching and practice portion on one of the reading skills starting in the second session and continuing for

at least five further sessions. After that, the identical skills were taught to both groups, and a reading comprehension exam was given. Using a 1–5 Likert scale, the students are expected to rate their own mastery of the reading skill that was covered in each session. While the control group got training on the identical reading abilities and experience using those skills, there was no self-assessment offered to them, the experimental group's pupils were evaluated by both the teacher and themselves. Instead, multiple-choice tests created by teachers were utilized to evaluate the students. To determine if self-assessment had any effect on the students' motivation, these groups were given a post-treatment questionnaire at the conclusion of the term.

FINDINGS AND DISCUSSION

This research sought to ascertain the impact of using self-assessment as an alternative assessment on improving learners' academic motivation in EFL Grammar achievements. To do the necessary statistical analyses and address the research question and study hypothesis, the data collection technique was meticulously carried out, and the raw data were imported into SPSS (version 25).

Descriptive analysis

This section presents a descriptive analysis of the experimental and control group members. Tables 1 and 2 report the characteristics of the respondents in this study.

Table 1. Age variable (experimental group)

Age	Frequency	Percent	Cumulative Percent
7	14	46.7	46.7
8	4	13.3	60.0
9	3	10.0	70.0
10	3	10.0	80.0
11	1	3.3	83.3
12	5	16.7	100.0
Total	30	100.0	

As it can be seen, in the experimental group the 46.7% of samples are with age of 7 years old.

Table 2. Gender variable (experimental group)

Gender	Frequency	Percent
Male	13	43.3
Female	17	56.7

As it can be seen in Table 2, gender variable in the control group is given. As the results show seventeen are male and form 56.7% percent of the sample. That is, 56.7% percent of the individuals in the control group are male, whereas; thirteen are female and make up 43.3% percent of the sample, i.e, 43.3% individuals in the control group are female. Based on the Table 4, we can observe that the percentage of male more than the percentage of female in the control group.

Table 3. Age variable (control group)

Age	Frequency	Percent	Cumulative Percent
7	11	36.7	36.7
8	4	13.3	50.0
9	4	13.3	63.3

Age	Frequency	Percent	Cumulative Percent
10	4	13.3	76.7
11	2	6.7	83.3
12	5	16.7	100.0
Total	30	100.0	

As it can be seen in Table 3, in the experimental group the 36.7% of samples are male with age of 7 years old.

Table 4. Gender variable (control group)

Gender	Frequency	Percent
Male	17	56.7
Female	13	43.3

In the control group the 43.3% of samples are women and 56.7% are male. Majority of the respondents in experimental and control group aged 20 which is 46.7% of the population in the experimental group and 36.7% of the population in the control group.

Analysis of the Research Question

The aim of this study was to ascertain the effect of self-evaluation as an alternative assessment on enhancing the academic motivation of EFL learners in their grammar achievements. To test the null hypothesis that "self-assessment has no significant impact on improving academic motivation in EFL grammar achievements," two t-tests were performed on pre- and post-test data using independent samples. Table 5 provides the relevant descriptive data before reporting the findings of the first t-test.

Table 5. Descriptive Statistics of Two Group's Gain Scores on the Pre-test and Post test

Group	N	Mean	SD
Experimental	30	8.9	3.85
Control	30	3.28	2.11

The data in Table 5 demonstrates that the experimental group had a higher mean score of 8.9 and a larger standard deviation of 3.85 compared to the control group's mean score of 3.28 and standard deviation of 2.11. Table 6 displays the outcomes of the independent-samples t-test that was performed to ascertain the statistical significance of the mean difference.

Table 6. Comparison of the Mean Gain Scores on the Pre-test and Post-test for the Control and Experimental Groups using an Independent-Samples T-test

Levene's Test for Variances			T-test for Means			
Factor	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.
Equal variances assumed	16.720	.001	-10.3	118	.001	-5.65
Equal variances not assumed			-10.3	94.50	.001	-5.65

The information in the second row is presented since Table 4.6's data indicates that there was not an equal distribution of variance between the two groups ($F=16.72$, $p=0.00105$).

According to the findings, there was a -5.65 mean difference between the two groups' means ($t = -10.3$, $df = 94.5$, $p = 0.001$ 0.05). This suggests that the null hypothesis was rejected, indicating that the incorporation of self-assessment as an alternative assessment has a meaningful impact on enhancing Primary EFL Learners' motivation in English as a foreign language (EFL) grammar achievement.

Discussion

This study's objective was to look at the impact of self-assessment as an alternative form of assessment on Iranian English as a Foreign Language (EFL) learners' motivation in terms of their grammar achievement. The study posed one main research question and hypothesis, and the findings were subsequently presented. Regarding to the research question referred to whether self-assessment have any influence on promoting learners' motivation in EFL Grammar achievements. Based on obtained findings from the research question, we observed that the experimental group's mean scores were 8.9 and the SD was 3.85, whereas the control group's mean scores were 3.28 and the SD was 2.11. The experimental group outperformed better than the control group, as can be observed. Nonetheless, an independent-samples t-test was conducted to determine if the means were statistically different or not. The variances between the two groups were not similar, as shown in Table 2 ($F = 16.72$, $p = 0.001$ 0.05). As a result, the information in the second row is reported. The findings demonstrate a significant difference between the means of the two groups ($t = -10.3$, $df = 94.5$, $p = 0.001$ 0.05), with a mean difference of -5.65. It may be claimed that the null hypothesis was disproved as a result, which shows that the self-assessment as alternative assessment has a significant effect on improving learners' academic motivation in EFL Grammar achievements.

These results are consistent with the theoretical and empirical studies that contribute to the significance of self-assessment in language teaching. The results extend the findings of previous studies (Butler & Lee, 2010; de Saint Léger, 2009). The results of the present study confirm the findings of de Saint Léger (2009), who claims that as a result of self-assessment, self-perception evolves positively over time in relation to fluency, vocabulary, and self-confidence in speaking in L2. Her study emphasized the potential pedagogical advantages of self-assessment at both cognitive and affective levels. These results are also in line with the findings of Butler and Lee (2010), who found that learners' ability to self-assess their performance improved over time as they concluded that self-assessment left a positive but marginal effect on English learners' performance and confidence.

CONCLUSIONS

This study sought to investigate the effect of self-assessment as form of alternative assessment on Iranian English as a Foreign Language (EFL) learners' motivation for grammar achievements. The results support the effectiveness of self-assessment in promoting EFL learners' motivation and can be used to inform educational practices. The authors suggest that increasing awareness among students and teachers about the benefits of self-assessment, as outlined by Tamjid and Birjanid (2010), may be a useful first step in incorporating self-assessment into Iranian EFL grammar instruction. In fact, it is intended that we should increase students' and instructors' knowledge of self-assessment because it is uncommon in Iranian FEL contexts. So, by including self-assessment exercises in regular ELT lessons, students may better understand the desired learning outcomes, identify their strengths and shortcomings, and make plans for future progress. Secondly, the students' comprehension of the learning goals can be improved by fostering a positive environment in the evaluation. For illustration, providing thorough instructor comments for

modeling is an illustration of how to foster a conducive atmosphere for evaluation. Thirdly, teachers should choose "clear criteria to base their assessment on" if they want to use self-assessment in their classrooms. In order to assess students' achievement, teachers and students must both agree on specific criteria (Liang, 2006). He really added that "well-defined grading standards and appropriate descriptors tend to providing a close guidance in the evaluation" as well (p.1). Fourth, the researchers assume that guided experience with assessment leading to independent self-assessment and create a feeling of autonomy and accountability. There are some implications for the educational instructors, teachers and policy makers to implement the concept of self-assessment in primary schools. So, the students can evolve their own learning:

1. The researchers should pay attention to improving self-assessment of students.
2. Policy-makers should consider applying self-evaluation and motivation in the field of education.
3. The proper implementation of self-evaluation is immediate need of the hour in teaching and learning textbooks and materials.

LIMITATION & FURTHER RESEARCH

The results have provided further evidence confirming that self-assessment as alternative form of assessment is a useful for accounting for students' performance and learning. What the present study has shed light on is that self-assessment was found to affect learners' achievements and motivation in class. The issue of instruction English grammar in EFL classroom is an intriguing one, which could have some recommendations for future research. As discussed in methodology, the method applied for control group was the conventional method, while a further study could present teaching grammar through other methods. The current study investigated the effect of flipped learning classroom on students' grammar achievement; further experimental investigations can examine the effect of self-assessment on other variables such as vocabulary, pronunciation, and so on. For example, the following questions can be raised:

1. To what extent does using self-assessment improve students' vocabulary knowledge?
2. To what extent does using self-assessment improve primary students writing ability?
3. What is the role of self-assessment in improving English pronunciation of the sophomore students at the university?
4. Is there any relationship between using self-assessment and improving the students' listening?

In the light of available literature, even though the relationship between motivation and self-assessment is marked significantly important to improve students' learning. There remains still need for further research which can throw light on the self-assessment of intermediate students with a special focus on motivation. Similarly, more experimental studies are required to support, develop and affirm the link between learners' motivation and self-assessment.

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