The Effect of Self-Assessment Activities along with Usual Curricula on the Self-Efficacy Beliefs of Iranian EFL Learners

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چکیده

Self-efficacy is known as a strong characteristic of human beings that has key effects on the learning, motivation and many features that will lead to achievement in life. In recent years there has been effort to find strategies to enhance this belief. This study aimed to investigate the effect of continuous self-assessment activities on Iranian EFL learners' self-efficacy beliefs. Fifty-one female learners, aged 17-25, on intermediate level participated in this experimental study. Participants randomly, were divided into two groups (26 in experimental group and 25 in the control group). This study lasted during two continuous academic courses in an EFL institute in Isfahan, Iran. Four sources of self-efficacy were considered as a skeleton for this study and some self-assessment activities (self-assessment questionnaire and dialogue journal) helped to create these sources in the experimental group. Progress checks applied to make more reliable results every two weeks. Pretest and posttest self-assessment and self-efficacy questionnaires used to collect data. The results of ANCOVA analysis which tested research question 1, whether self-assessment activities improve self-efficacy beliefs, were statically significant. Correlation coefficient analysis addressed research questions 2 and 3. These results revealed positive and significant relationships between task specific scores on SEQ and self-assessment scores, and course confidence grades on SEQ and self-assessment grades. This study may introduce a new direction in the classroom activities to help the students to increase the rate of future learning in a more effective way. Also it may show important points for instructors in terms of course methodology.