



On the Effect of Self Assessment on the Self Efficacy of Iranian EFL Learners

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Abstract

Self-efficacy, people's beliefs about the capabilities they have to perform at a level that influences their lives (Bandura, 1997) is of vital importance for EFL learners. The present research examines the effect of Self-Assessment on promoting Self-Efficacy of Iranian EFL learners. 28 Intermediate Level EFL learners of a Language Institute participated in this quasi-experimental study. 17 participants were in control group and did not receive the treatment component, i.e. self-assessment and 11 were in Experimental group who received the treatment on weekly basis. All participants completed the English as a Foreign Language Self-Efficacy Questionnaire (SFL-SEQ) during the first session of the semester (i.e., pretest) and during the last session of the semester (i.e., posttest). Participants in the treatment group also completed weekly Self-Assessment Questionnaires throughout the semester. Results of a T-test, which tested whether inter-group differences in self-efficacy were different between the control and treatments group at posttest after controlling for participants' pretest self-efficacy scores were not statistically significant. However, results of a T-Test which tested whether intra-group self-efficacy increased from pretest to post-test were statistically significant.