1. Introduction

Self-assessment task-based teaching is a very dynamic process that engages the learners to be active in the classroom and makes the motivation to learn to grow better. Various studies existing in the literature have looked at self-assessment from different perspectives, such as the relationship between self-assessment and student-centered approach or the task-based approach. Self-assessment is a useful and influential process which engages learners more and simultaneously, indirectly improves their language skills and helps them to figure out their own weaknesses. Self-assessment for Boud (1995) has two main elements, (a) making decisions and (b) making judgments. The former includes the standards of performance expected, and the latter looks at the quality of the performance concerning the standards and learners should get involved in both standards. Andrade and Du (2007) looks at self-assessment as part of formative assessment which is the process of formative assessment during which learners reflect and evaluate the quality of their work and their learning and judge and identify strengths and weakness in their work. Klenowski (1995) looked at self-assessment as to the evaluation or judgment of one 's performance and the identification of one`s strengths and weaknesses and has a substantial impact on improving one's learning outcomes. McMillan & Hearn (2008) looked closely at the self-assessment as a way to develop learners' critical thinking and evaluation. They indicated that self-assessment does not mean only that learners simply check off answers on a multiple-choice test and grade themselves. It also involves a process by which learners could (1) monitor and evaluate the quality of their thinking and behavior while learning, and (2) identify strategies that improve their understanding and skills. They found it as a critical skill which enhances learners' motivation and achievement.

The Purpose of the study

Teachers need many strategies and techniques to keep their learners engaged and motivated in classrooms to learn L2 effectively. This research paper aims at investigating the significant role and the advantages of the Learners' Self-Assessment Tasks and activities in enhancing Learning ESL by the undergraduate B.A. English-major learners, University of Bisha, Saudi Arabia. The study aims at exploring the shortcomings while conducting the learners' self-assessments tasks and activities on the learners of ESL in the classrooms. The study also highlights the importance of implementing the self-assessment tasks and activities and gives some guidelines and hints which lead to successful, productive, and effective self-assessment tasks and activities inside classrooms, which leads to successful learners' engagement, motivation, and autonomy in learning ESL.

2. Related-literature Review

Self-assessment and peer- assessment are useful to enhance the learning process. Though, self-assessment is better than peer assessment as learners will be more secured and less threatened to assess their tasks and activities. However many remarkable studies in the literature highlight the significant importance of both, self and peer-assessment and how they lead to an excellent environment to learn L2 productively, Boud (1994), Boud & Feletti, (1998), Spiller (2012).

Learner-Centered Approach and Learner's Self-assessment

Since the decline of teacher-based approaches, the new era of the Learner- centered approach has brought us great techniques to develop the learning and teaching processes. Looking at the foundations /basis of learner-centered approach we find that Learners self-Assessment Tasks

(LSATs) has a strong relationship with the learner-centered approach as they both serve the learner development similarly in many ways directly or indirectly. The common objectives and characteristics of learner–centered approach are shared to a great extent with the ones of the learner's self-assessment and peer-assessment activities and tasks. For instance, the main principles of learner–centered learning for Brandes and Ginnis (1986) are:

1. The learner experiences confluence in his education (affective and cognitive domains flow together.
2. Involvement and participation are necessary for learning.
3. The relationship between learners is more equal, promoting growth, development.
4. The learner sees himself differently as a result of the learning experience.
5. The learner has full responsibility for her/his learning.
6. The teacher becomes a facilitator and resource person.

The student-centered approach includes active learning is flexible as it gives more choice in learning. It is a change of power in the teacher–student relationship, O'Neill & McMahon (2005). In the same way learners' self-assessment makes the learning active and makes the learners participate more in the learning process. Oscarson (1995) showed the relationship between student-self assessment with learner-centered approach and state that it appears as a result of the increased demands for needs-oriented, learner-centered education, there is a growing feeling that tests ought to be integrated into the learning processes chiefly to provide feedback on progress to the learner and need to be controlled.

Formative and Summative Assessments
There are two common types of assessments, formative and summative assessments. The formative assessment has to do with the assessment process for learning and gaining knowledge of the subject matter, which occurs during the learning and learning process. The assessment aims at improving learners' proficiency and enhancing their performance by giving feedback. On the other hand, the summative assessment has to do with the formal evaluation aims at measuring how much learners know and decides the learners' completion of the course, Tessmer (1993;1994), O'Malley and Pierce (1996), Spafford, Pesce, and Grosser (1998), Black and Wiliam (1998), Boston (2002), Yorke (2003), Chappuis, Stiggins, Arter, and Chappuis (2004), Race (2009), Cauley and McMillan (2010). Recent and related studies in the Saudi EFL context have been done which confirmed the importance of and the advantages of formative assessment though such type of assessment not implemented more in Saudi classes, Kariri, Cobern and Bentz (2018), Alotaibi (2019).

This study matches the goals of the formative assessment, which aims at enhancing and engraining learners in the learning process through the learners' self-assessment tasks and activities. Several studies in the literature on self-assessment were conducted on self-assessment and peer-assessment in ESL or EFL context to explore the pros and cons and the self-assessment Task-based Teaching. Alabdelwahab (2002), in an exploratory study investigated the self-assessment portfolio as a method of EFL assessment practices at an intermediate level. The results revealed that most of the learners enjoyed using the self-assessment portfolio, and they found the process helpful and reflecting in their learning. Li (2010) explored how portfolio-based writing

assessment (PBWA) can promote EFL writing development of Chinese university English majors. PBWA class was compared with a non-PBWA class to see the difference between the writing products of the two classes. The results revealed that the portfolio program enhanced the EFL learners' writing ability in many dimensions, including accuracy and coherence, which was noticed in the data of PBWA group. El-Koumy (2010), based on many studies, gave various ways of assessing learners to motivate them in establishing their knowledge and improving their language skills and to be successful in academic and social life. Spiller (2012) looked at the engagement of learners based on the formative assessment and self-assessment tasks and how the tasks can help the learners in shaping their insights. The study discussed how the learners could reflect and evaluated the quality of their works and identify the strengths and weakness.

Alshammari (2016) also investigated the importance of integrating peer- and self-assessment in teaching English as a second/foreign language in Saudi Arabia. The study highlighted how the integration of peer- and self-assessment in teaching can improve the learners' English writing skills. The researcher divided the learners into two groups: (a) learners in group A (the treatment group) engaged in peer- and self-assessment regularly throughout the whole term of teaching, while the learners in group B (the controlled group) did not. The results indicated that group A performed well in the pre-test and post-test better than group B. The results reveal that group A outperformed their group B counterparts on the post-test. Albayram (2017) found how self-assessment could be one of the innovative methods to improve the learners' writing. The study confirmed the self-assessment's efficiency based on literature review and an experiment of 36 secondary school children, Georgian learners of EFL, for one semester**.** The results also confirmed that self-assessment enabled the experimental group learners to develop their writing skill better than the control group student.

3. Methodology

The broad aim of this study is to bring to the notice to the teachers in the EFL environment the importance of self-assessment which is, to quite a great extent, absent in many classes. The advantages of self-assessment are given and reflected during the researcher/teacher's interactions and discussions with learners after the self-assessment tasks and activities. Secondly, the research aims at exploring the views and attitudes of the learners about self-assessment tasks and activities of Second Language in a new environment to compare it with the existing studies in previous literature. The third aim of the reserach is to highlight the various advantages of student-self assessment tasks and activities that help teachers make their classes interesting and the important role and dimension of learners self-assessment tasks in enhancing and engaging the learners in the learning process of L2. Fourthly, the study aims at showing the shortcomings of the LSATs and give crucial steps and suggestions for dynamic and fruitful learners' self-assessments.

The participants

In this study, the participants were mainly college learners of the English Department at the University of Bisha, Saudi Arabia. They were 90 learners from different levels and classes who were studying their Bachelor of Arts in English. They all have experienced the self-assessment Tasks /activities based teaching. They all learn English as a Second Language. The data has been collected from the participants in many semesters to get a larger sample as the number of learners were less in some classes.

The Research Questions
The study aims at addressing and answering the following questions:
1. What are the advantages of the Learners' Self-Assessment Tasks and activities in enhancing Learning ESL by undergraduate B.A. English learners, University of Bisha, Saudi Arabia?
2. What are the shortcomings of using LSATs during teaching ESL?
3. What are the practical and effective ways of using learners' self-assessment tasks and activities to motivate, and engage the learners of ESL?

Procedure and activities
To make learners assess their performance and work inside the classroom, the instructor used to design and develop specific tasks and activities. Most of the tasks were carried out inside classrooms, and very few were outside classrooms. After finishing the task, learners are allowed to open their materials or access the internet to check whether their answers are correct or incorrect. The aim was not only to help them assess the tasks but also to help them develop and enhance their knowledge of the subject matter and to avoid making similar mistakes again or, in general making mistakes repeatedly. The teacher did sometimes took upon the task of showing the learners the sample of the correct answer, either written in sheets or through the digital screen, to compare their answers and assess themselves. The LSATs aim here is to develop learners' knowledge and enhance their performance as it is the case with informative assessment not summative assessment that includes assessment, *for learning* not *of learning*, Tessmer (1993;1994), O'Malley and Pierce (1996), Black and Wiliam (1998), Boston (2002), Stiggins, Arter, Chappuis, and Chappuis (2004), Cauley and McMillan (2010). Such self-assessment tasks also could help in classroom engagement which leads to a dynamic learning process.

There were also two tools used by the researcher to get the learners' views on LSATs, (a) a questionnaire and (b) informal interview with the learners. The questionnaire has been translated into L1 and distributed to the learners to get their attitudes after the self-assessment tasks/activities carried out in the classrooms. The questionnaire consists of various variables to get the learners' views on the advantages and the disadvantages of the LSATs. In the coding process, each variable and question is identified by a name, and is defined by a number of acceptable codes or by a range of valid values. The variables are categorized and given values, (Agree=1, Disagree=2, and neutral =3) as in example (1) included in the questionnaire.
 (1) LSATs helps learners improve their thinking skills.

    a. Agree   = 1
    b. Disagree   = 2
    c. Neutral   = 3

Any variable represents an input to form the desired output in the analysis phase. The dataset also used various independent variables, and they are discussed further in Table one, Table two, and Table three and Figure one to Figure two in the results section 3.The feedback taking through the informal interview with the learners about the LSATs, were given in L1 or in L2 depending on the learners' level of proficiency. Some tasks which were carried out inside the classrooms include, for instance:

A. *Word transcription*: The learners were asked to transcribe some words or sentences they heard.
B. *Open-ended questions on the subject matter.* The learners were asked to write short notes on the differences between language acquisition and language learning.
C. *Writing paragraphs and short essays*: The learners were asked to write on topics discussed previously with their teacher.
D. *Word power understanding*: The learners were asked to put a group of words in English in sentences.

4.   Results and Discussion

In this part we report the learners' views on self-assessment tasks. Table one confirms clearly that learners preferred Student-Self-Assessment Tasks (LSATs) and activities. The majority of learners (80%) agreed that The LSATs are helpful in understanding the entire course and the lectures where LSATs are applied. Around 76.78% said that LSATs are useful to help learners understand the textbook questions.

Table 1. *The Advantages of LSATS*

	The statements	Agree		Disagree		Neutral	
		Freq	%	Freq	%	Freq	%
1	Advantages of LSATs in understanding the entire course.	72	80	11	12.23	7	7.77
2	Advantages of LSATs in understanding the lecture.	73	81.12	9	10	8	8.88
3	LSATs helps in understanding the textbook questions.	69	76.78	12	13.22	9	10
4	LSATs motivates the learners to learn English.	61	67.77	23	25.57	6	6.66
5	LSATS motivate learners attend classes regularly.	49	54.44	28	31.11	13	14.45

Moreover, the learners found LSATs, as interesting activities, would motivate them to learn English and know their gaps, and to great some extent, motivate them to attend classes regularly as it seen in Liang (2006), McMillan & Hearn (2008). Some studies in similar context where English Taught as L2 or as Foreign Language (FL) have come up with a similar results where applying student-self assessments activities would be beneficiary in many ways for the learners of English in tertiary and higher levels, as in Bound (1995), Hanrahan and Isaacs (2001), Brantmeier (2005), El-Koumy (2010). Some learners (Around 10-30%) did not agree that LSATs are helpful as they found self-assessment is challenging and embarrassing when they assess themselves. Some learners felt reluctant to assess themselves. After the discussion with such type of learners, the reason was due to less proficiency in the SL.
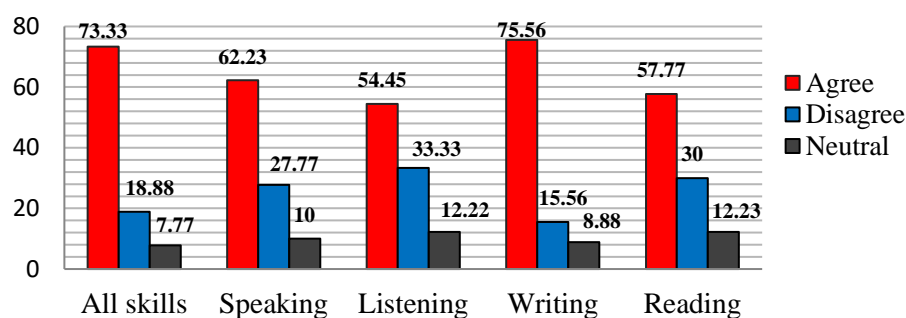
Figure 1. Advantages of LSATs in Improving English Skills

Figure one reveals that LSATs, to a great extent, helps in developing the learners' English skills. It is found that around 73.33% of the learners agreed that LSATs is useful to improve the English skills of the learners. .The learners found the tasks and activities of student-self assessment are fruitful in developing the productive skills, writing and speaking (62.23% – 75.56%), more than the receptive skills, reading and listening (54.45 -57.77%).

In a same context, Alshammari (2016) found that integrating the peer-assessment and self-assessment contributed to developing the EFL learners' English writing skills and supported and recommended the idea of applying the self-assessment studies in various contexts. This study also supported the findings of many similar studies that explored the importance of learners self-assessment in developing all language skills and improving learners' vocabulary competence and learners' autonomy Oscarson, M. (1989), Sheerin (1991), Brown (2005), Brantmeier (2006), De Saint Leger (2009), Baniabdelrahman (2010), Naeini (2011), Brantmeier, Vanderplank and Strube (2012), Sharma, R. et al., (2016), Micán and Medina (2017), Ratminingsih, Marhaeni, and Vigayanti, (2018), Mazloomi and Khabiri (2018), Wong and Mak (2019).

Many studies demonstrated that learners' self-assessment in the classroom contributes significantly to develop the learners personal and cognitive thinking skills in learning English. Table two shows similar to a great extent (63.33) that LSATs helped in improving the thinking skills of the learners. The study showed that LSATs helped more in developing learners' confidence (51.12%) though some learners (31%) still felt shy to assess themselves in some activities. Similarly, Zohar (2004) and Logan (2009) found that the self and peer assessment increased the learners' confidence though some learners were worried regarding the level of their achievement.

Table 2. *Thinking Skills*

	The statements	Agree		Disagree		Neutral	
		Freq	%	Freq	%	Freq	%
1	LSATs helps learner improve his thinking skills	57	63.33	18	20	15	16.67
2	LSATs helps learner be confident in learning English	46	51.12	31	34.44	13	14.44
3	LSATs helps learner be active in the classroom	63	70	15	16.67	12	13.33
4	LSATs develops a learner's autonomy in learning English	52	57.77	17	18.89	21	23.34

El-Koumy (2010) supported a similar idea that learners can develop their thinking skills through self-assessment, especially when this assessment goes online with teachers' assessment. Sullivan and Lindgren, (2002) found that learners' performance improved due to the writing process, self-assessment, and self-reflection. The majority of the learners (70%) said that LSATS helped them be active in the classroom. To great extent 57.77% of the subjects believed that LSATs enhanced their learning autonomy of English. Many studies have found a correlation between self-assessment and autonomy, Chamot and O'Malley (1994), Gardner (2000), Asadoorian and Batty (2005), Andrade and Valtcheva (2009) Willis (2011), Warchulski,(2015), Sevilla and Gamboa (2016), Thanh, (2020).
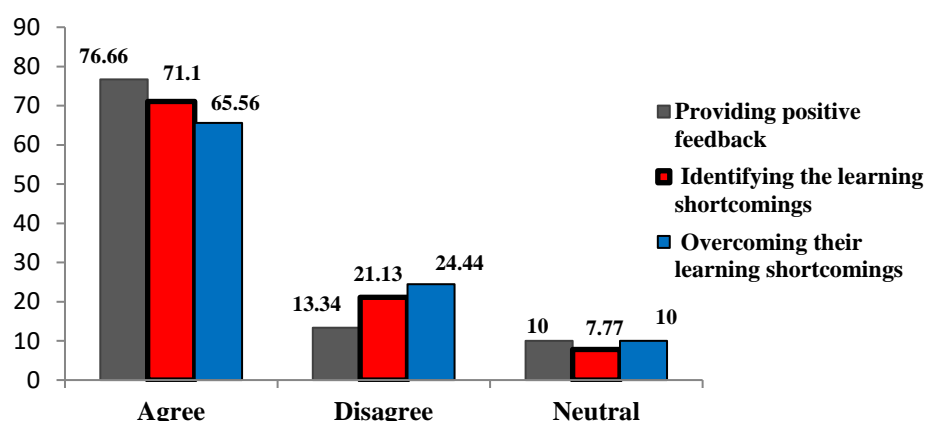

Figure 2. LSATs role in Feedback and Learning Shortcomings

As shown in Figure two, the majority of the learners (between 63%-77%) agreed that LSATs are useful to get positive feedback, identify their learning shortcomings, and help them overcome their learning shortcomings. During the discussion with the learners, they said that they could get 'constructive feedback', and they could remember the information, and LSATs helped them avoid making errors. Similar and interesting studies have shown how learners get feedback and improve and know learning gaps as in, Taras (2003), Liang (2006), Chen (2008), Taylor (2014).

Table 3. *The Disadvantages of LSATs*

	The statements	Agree		Disagree		Neutral	
		Freq	%	Freq	%	Freq	%
1	LSATs do not help in understanding the skills of English	11	12.22	72	80	7	7.88
2	LSATS do not help in improving the thinking and personal skills	13	14.44	69	76.66	8	8.88
3	LSATS do not motivate learning English as a language	9	10	76	84.44	5	5.56
4	LSATS do not help get sufficient feedback.	11	12.24	71	78.88	8	8.88

Table three shows that most of the learners (around 72%) found LSATs are useful in many aspects in understanding the skills of English, developing their thinking skills such as being confident and self-autonomous in learning. Many learners (between 78% to 85%) also said that LSATs motivated

them to learn English better, and they got good feedback. Through discussions, interviews, it was observed that most of the learners liked LSATs and found the tasks interesting and engaging. However, few learners gave some negative views about LSATs who were mostly reluctant and hesitant to adapt to such novel ways of tasks due to less ESL proficiency's competence. It can be observed that this approach was mainly built out of their own lack of faith in their language skills, feeling less proficient getting themselves involved, Mitrovic (2001) Liang (2006), El-Koumy (2010).

5. Conclusion

Learners of ESL/EFL should incite themselves in exploring recent methods and techniques used in teaching; this will motivate, encourage, and create eagerness in them while learning. This study highlights the value of learners' self-assessment as a medium to improve their skills and channel constructive outcomes in learning English as a Second Language. LSATs can help the student understand better their knowledge of English skills. The sequence in the study of LSATs revealed how the students receive strong feedback and proper guidelines, thus invariably promoting in students' learning autonomy in ESL. Based on various variables, the data results outline the several advantages and shortcomings in learners' Self- Assessment tasks. It approved of similar results in the existing literature of learners' self-assessment, Boud (1989), Taras (2003), Liang (2006), (El-Koumy (2010), Thomas, Martin and Pleasants (2011), Warchulski, (2015), Sevilla and Gamboa (2016). LSATs also came in useful for the teachers where they get chances to implement newer methods in the learning of English as Second Language (ESL)/English as Foreign Language (EFL). The findings of the study indicate the following definite advantages of LSATs:

1. Considerable and desired improvement in language skills.
2. Motivation in the learners for efficient learning.
3. Maintaining the enthusiasm and engagement of the learners by involving them actively in the process of learning.
4. Creating strategic means of making teaching and learning much smoother and fun-filled.
5. Facilitating 'autonomy' in a learner of L2 by the natural boost of confidence while performing LSATs.
6. Redirecting awareness about errors in learners via self-assessment tasks.
7. Witnessing conscious learning and participation in learners.
8. Effecting indirectly unique learner's self-assessment tasks.

The consistent need for training such activities can produce effective outcomes from the tasks. Certain specific, repetitive shortcomings of LSATs as observed, (1) Few students feel shy and reluctant about LSATs, this is mainly because of less proficiency in ESL. (2) Lack of significant training before LSATs for almost all of their courses. (3) The unaddressed causes of negativity in learners towards self-assessment.

Suggestions for Productive Self-assessment

Based on the study and the interaction with participants, I recommend some guidelines for better student-self assessment process and most of them exist in the literature itself. Some of them are concerned with the teachers and some others are limited to the learners. A few of these are: (a) Teachers need several workshops on how to be trained to conduct good learners' self-assessment

tasks and activities. (b) Teachers have to good plan accordingly and design their tasks and activities before going to the classrooms to engage the learners in the self-assessment tasks. (c) Teachers also need to be active and pre-determine what patterns and skills of language to assess and in this regard, design their tasks and activities. This will lead to more successful tasks and the teachers can achieve interesting results and learning outcomes. (d) Teachers need to motivate the learners by allotting scores/ marks/credits, or likewise by rewarding with gifts/prizes to make learners enthusiastic in the participation of the activities.(e) Teachers are required to build upon trust amidst themselves and their learners while conducting the self-assessments tasks.

This study can be a starting point for similar yet variant, explorative studies in the area of self-assessment with a larger sample from various universities and institutions in ESL and EFL contexts. Having two different and separate groups, controlled and uncontrolled, would be very beneficial and supportive to bring more transparent and plausible findings and results.

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