

The Effects of Using Self-assessment on L2 Speaking

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Abstract: *Self-assessment is not only a matter of accuracy but also facilitation of developing students' learning ability. The present paper aims to provide a review of the literature on using self-assessment in L2 speaking learning. This critical review focuses on self-assessment as facilitation of self-regulated learning, a useful pedagogical tool, and a motivation promoter. After reviewing several empirical studies, it can be concluded that L2 learners' self-assessment can successfully develop students' second language learning ability. Besides, recording L2 learners' oral production and building an immersive language context can successfully improve L2 learners' self-assessment ability on their speaking performance.*

Keywords: *self-assessment, L2 speaking*

1. Introduction

Earlier self-assessment studies mainly discussed the accuracy of learners' assessment (Boud & Falchikov 1989). Results indicated that the more advanced learners are, the more accurate their evaluation is (Boud & Falchikov 1989; Lew, Alwis, & Schmidt 2010). However, as the development of learner-centered education, researchers realized that self-assessment is not only a matter of accuracy but also facilitation of developing students' learning ability. According to Alderson (2005), self-assessment can help L2 learners build their learner autonomy by providing learners more opportunities to control their language learning, by enhancing their self-awareness, and by giving them a realistic idea of their own abilities (p. 209).

Since many scholars proposed that self-assessment can effectively help students build L2 learning ability, researchers conducted many empirical studies on using self-assessment in L2 teaching and learning. The assessment of speaking, as a challenging skill to test, requires L2 learners' self-assessment to help them evaluate their speaking performance. In order to investigate whether L2 learners' self-assessments develop their L2 learning ability, this paper provides a review of the literature on using self-assessment in L2 speaking learning. The goal of this literature review is to identify and further discuss evidence of the effectiveness of using self-assessment on L2 speaking. In order to build a foundation for such an analysis, it would be important to review the theoretical foundations and empirical findings.

Regarding the theoretical foundations, a preliminary definition of self-assessment and an overview of the past and current research state of self-assessment will be provided. These definitions will build a foundation for understanding the established theoretical framework for investigating self-assessment. As for the empirical findings, the paper will turn to how the theoretical framework has been used in several empirical studies discussing self-assessment in L2 speaking teaching and learning process. This critical review will focus on self-assessment as facilitation of self-regulated learning, a useful pedagogical tool, and a motivation promoter. Besides, effective methods for improving self-assessment ability will also be discussed. Finally, the paper will state the conclusions and the limitations of this research, and promote the suggestions that these findings may have for second language learning and teaching.

2. Theoretical Foundation

As an essential factor of self-regulated learning, self-assessment is a heated topic in the second language teaching field. This paper would focus self-assessment on second language learning and teaching.

Based on the previous studies, there are two aspects of self-assessment. The first one considers self-assessment as a measurement tool. Studies researched the validity and reliability of students' self-assessment. Earlier studies on self-assessment often focus on this aspect. In other words, they focus on the accurateness and correctness of L2 learners' evaluation and assessment. The findings of these studies indicated that advanced learners are usually more accurate when they were evaluating their L2 learning

(Boud & Falchikov, 1989; Lew, Alwis, & Schmidt, 2010).

However, self-assessment is not just an accurate measurement tool. Another aspect considers self-assessment as facilitation of developing learners' learning ability. The significance of learners' self-assessment should not be focused on the correctness and the accuracy, but on the facilitation and development of learners' language learning through participating in self-assessment. According to Black and William (1998), since the 1990s, studies of self-assessment had shifted the focus of attention from the validity and reliability of self-assessment to the relationship between self-assessment and classroom learning, which indicated an increasing interest in self-regulated learning and a conceptual shift from teacher-centered teaching methods to learner-centered instruction (Butler & Lee, 2010). As defined by Boud (1995), self-assessment refers to students' judgment and evaluation of their learning process, especially on their achievement and learning outcomes, and then make decisions about the next step. For example, by doing self-assessment, L2 learners should ask a series of questions to themselves, "How am I going? Is this enough? Is this right? How can I tell? Should I go further?" These questions are helpful for building up L2 learners' self-regulated learning ability, which means that they can gradually take over the ownership of their learning. This paper would discuss self-assessment as the mean of advancing L2 learners' learning.

According to previous studies, using self-assessment as a method of empowering L2 learning can effectively improve students' self-regulated learning ability, serve as a useful pedagogical tool and a motivation promoter.

Paris and Paris (2001) stated that self-assessment could effectively help learners improve their ability of self-regulated learning. Self-regulated learning is a learning process which requires autonomy and control by the learners who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement (Paris and Paris, 2001, p. 89). Students will be able to understand their learning goals, monitor their learning process, evaluate their improvement, strengths, and weaknesses against their learning goals and expectations. Self-assessment can also facilitate L2 students to know the directions and fields that they need to put efforts on in order to achieve their learning expectations. Besides, self-assessment would motivate L2 learners to develop a variety of learning strategies and use them effectively.

Dann (2002) pointed out that self-assessment can also serve as a pedagogical tool. Self-assessment can provide valuable information for teachers to understand their students' learning process, learning strategies, and affective states, which could facilitate L2 instructors to plan and design their lessons according to students' needs and levels. Besides, teachers can also organize a facilitate interaction with their students during their teaching process. In addition, self-assessment can also help teachers to understand students' language anxiety, confusions, and other affective states, which are beneficial for the communication between teachers and students.

Also, McMillan and Hearn (2008) believed that self-assessment increases motivation and engagement. Students' performance will be reflected and evaluated through students' own assessment, and it would give students a sense of control over their language learning, and this feeling would develop positive attitudes towards language learning. Then the learning motivation would also be increased.

The literature review reported here is an attempt to explore the effect of using self-assessment in L2 speaking teaching and learning. By reviewing several empirical studies on self-assessment task and collecting studies' findings and results in a context with a focus on developing speaking skills. It is expected that empirical data can provide a realistic view of whether implementing self-assessment can effectively improve L2 students' speaking learning ability. Besides, with the advantages of self-assessment widely recognized, some studies look at how to develop students' awareness of using self-assessment. Therefore, the useful methods of improving L2 learners' self-assessment ability will also be discussed in this study. The following research questions guided the study:

- 1) To what extent do L2 learners' self-assessments develop their L2 learning ability?
- 2) What are the useful methods of improving L2 learners' self-assessment ability on their speaking performance?

3. Empirical findings

3.1 Self-assessment as Facilitation of Self-regulated Learning

After reviewing massive studies, two empirical studies using self-assessment as a conceptual framework are chosen and synthesized. The effectiveness of using self-assessment as facilitation of self-regulated learning in L2 speaking learning process will be explored based on the empirical studies done by Chen (2008) and Glover (2011).

Chen (2008) has reported a longitude study, which investigated students' self-assessment of their oral performance. Twenty-eight Chinese students took part in the study at a university in southern Taiwan. The assessment procedure included training, observation, evaluation, discussion, feedback and response, involving training for two weeks and two rounds of assessment for ten weeks. The assessment questionnaire was designed by teachers and students collaboratively in the first week. The criteria included four elements in the five levels of scoring: content, language, delivery, and manner. The questionnaire data confirmed that the students had made significant progress in oral assessment, and became more critical and independent. L2 learners' recognition of their strengths and weaknesses was considered as a necessary step in developing a sense of control of their own learning. Therefore, self-assessment is a useful learning task, and it encourages students to take more responsibility for their learning.

Glover (2011) used Common European Framework of Reference (CEFR) as a self-assessment data collection tool to encourage English language learners to reflect what they do when communicating, and to think about what they can do to help themselves to improve their English learning. The participants in the study were 62 first-year students in a English teaching training program. Data for the study consisted of two rounds of reports written by the learners at the beginning and end of the term (October and December), supported by a questionnaire on self-assessment organized after each report. The results showed that self-assessment helped to raise students' language learner autonomy by providing them a chance to evaluate their English abilities. Besides, students' positive attitude towards CEFR tasks also supports the idea that self-assessment can help L2 learners build their learner autonomy by providing learners more opportunities to control their language learning, by enhancing their self-awareness, and by giving them a realistic idea of their own abilities (p. 209).(Alderson, 2005, p. 209).

Both of the two researchers concluded that using self-assessment can effectively improve students' self-regulated learning ability, which promoted students to become more independent in their L2 learning process. However, there are some significant differences between the research procedures of the two studies. First, for the data collection tool, in Chen's (2008) study, an evaluation form and a questionnaire developed by the teacher and students collaboratively were used, while Glover (2011) used Common Reference Levels (CRLs), the tools for self-assessment in the CEFR, as the research instrument. Second, a highlighted step in Chen's (2008) research procedure was that before students actually assessed their English oral performance, the teacher organized a two-week training of peer and self-assessment, students also got the chance to practice, discuss and share their evaluation in class. In contrast, students in Glover's (2011) study were not trained before they were asked to do self-assessment with the CRL. The different research instruments and procedure result in students' different attitude towards self-assessment, which would directly influence whether students would continue using it as a self-regulated method in their future L2 learning. In Chen's (2008) study, although a significant majority of students believe that self-assessment made them more independent and critical, they showed their uncertainty of the objectiveness and accuracy of self-assessment. Glover (2011) found that the vast majority of students had a very positive response to opportunities to use the CRL, some students expressed the difficulty of understanding the meaning of the terms and the usefulness of it. It can be suggested that using a more accurate and authoritative self-assessment tool with some professional training can help students more effectively use self-assessment as facilitation of self-regulated learning.

Based on the two empirical studies that introduced above, self-assessment is an important part in self-regulated learning. Students would willingly use it in their L2 learning process if teachers can provide professional training and valid methods to help them more effectively use self-assessment.

3.2 Self-assessment as a Pedagogical Tool

The effectiveness of using self-assessment as a useful pedagogical tool in L2 speaking learning process will be explored based on the empirical studies done by Huang (2016) and Babaii et al. (2016).

Huang (2016) reported on the implementation of a self-assessment task and its pedagogical implications in a required first-year EFL course in Northern Taiwan. Each student was given his/her own six recorded speaking files from the final speaking test in the last semester, and then they need to complete a self-assessment questionnaire to assess their oral productions. Students were required to listen and transcribe their own speaking audio files in the task, and then analyze their speaking performance in the following prompts: (a) content and organization, (b) pronunciation, intonation, and fluency, (c) word choice and meaning expression, and (d) sentence structure and grammar. Then, they need to discuss what they have improved and what they need to enhance in these areas. Data analysis indicated that, besides assessing L2 learners' speaking tasks, students' self-assessment also provided details of their learning process level, which was more productive than teachers' assessment. The richness of learners' self-assessment may provide useful materials for more learner-centered instructions. The researchers suggested teachers to spend time designing tasks for using self-assessment in their teaching and use that feedback information as a basis for subsequent instruction.

Babaii et al. (2016) investigated the effectiveness of self-assessment through analyzing whether English learners' self-assessment can minimize the perceptual mismatch between teachers and learners in order to achieve L2 teaching success. Twenty-nine English students and six English teachers participated in the study. Teachers were asked to assess students' speaking materials according to an assessing criteria. Meanwhile, students were also required to evaluate their own oral production with the same assessing criteria and practice sessions. Finally, teachers asked the students to evaluate the effectiveness of using self-assessment by completing a questionnaire. It turned out that there was a significant difference in the evaluation of their own speaking ability before and after providing the scoring standard and practice. The results of the study showed that the learners' self-assessment successfully minimize the mismatch between learners' assessment and students' assessment, and that will contribute to the coherence and success of the English language curriculum.

Both of the two studies concluded that self-assessment works effectively as a pedagogical tool in L2 speaking teaching, but they analyzed the usefulness of self-assessment from completely different perspectives. Both of them provided plenty of useful information for future L2 learning and teaching. Huang (2016) examined self-assessment by comparing the different information that teachers and learners could provide, while Babaii et al. (2016) used self-assessment as a tool to minimize the perceptual mismatch between teachers and learners. However, although both of them analyzed the difference between teacher assessment and learner assessment, Huang (2016) did not involve the teachers as the participants in his study, and he just interpreted the richness of information from students' self-assessment without providing samples from teachers' assessment. Therefore, he concluded that teachers could use students' self-assessment information as an instruction for future teaching. In contrast, Babaii et al. (2016) systematically compared the difference between teachers' assessment and students' assessment by providing a teachers' agreed-upon criteria and found that students could use teachers' criteria to assess themselves in order to understand the learning goals and the important content required in the speaking course.

By reviewing the two empirical studies, it can be concluded that as a pedagogical tool, L2 learners' self-assessment is beneficial for both teachers and students, which could help them better understand each other. Students can use teachers' agreed-upon criteria as a self-assessment tool to understand the requirement of the L2 speaking course. Meanwhile, teachers can also use students' self-assessment information to understand students' confusion and improvement in their learning process.

3.3 Self-assessment as a Motivation Promoter

Three empirical studies will be introduced and analyzed for analyzing the correlation between self-assessment and students' motivations in L2 speaking teaching and learning.

Saint Leger (2009) investigated how learners' assessment of themselves as the second language (L2) speakers for 12 weeks. Thirty-two students from the advanced French class took part in the one-semester study. In week 4, 6 and 12, students were required to self-assess their French speaking ability and the level of participation in French classes. The self-assessment questionnaire included vocabulary, fluency and general confidence. Then they need to set learning goals according to their self-assessment. Finally, at the end of the semester, all participants completed the course assessment questionnaire anonymously. Questionnaire data and interviews showed that students believed that self-assessment was an effective method of increasing learning motivation. However, the data suggested a potential mismatch between the desires expressed by learners and the actions taken to achieve them during the semester. Although students set clear goals after they were aware of the problematic aspects of their learning, there is no

significant correlation between the awareness and specific linguistic improvement.

Kissling & O'Donnell (2015) described how speaking performance was evaluated by learners' self-assessment in an advanced-level college foreign language (FL) conversation course. The goal was to train learners to develop the ability to understand their Spanish learning progress and then set personal goals. Participants were 13 learners enrolled in an advanced conversation course at a large, public university in the southeastern United States. Students were required to analyze their oral test records according to the ACTFL PGs (Performance Descriptors designed by American Council on the Teaching of Foreign Languages) in Spanish. They were required to assess the proficiency of each prompt, to outline the strategies that they plan to implement. For the last two rounds of assessment, students need to describe the progress they made since the previous assessments. The learners' self-assessment information indicated that they started to notice different aspects of speaking ability, and they were better able to express their abilities and limitations. In general, the research found that self-assessment is an effective way to improve students' linguistic awareness and goal-setting capability. This ability will promote students' future language learning, because learners who can set specific goals and clear expectations are likely to continue their language learning in the future. Students stated that they would like to practice for better communicating and negotiating in some important situations with Spanish.

Butler & Lee (2010) discussed the effects of using self-assessment by conducting an empirical study at two elementary schools in South Korea. 254 6th-grade EFL learners participated in this study. The researchers administrated two different types of self-assessment in this study. First, students in both the experimental group and control group were required to finish a general self-assessment once at the beginning of the semester and once at the end of the semester. The second one included a series of self-assessments that were specifically designed by language instructors in the two elementary schools for each lesson unit. The regular implementation of self-assessment in class only has a marginal influence on students' motivation, which means that self-assessment did not effectively enhance young learners' motivation, but it had strong effects on improving students' confidence.

A noticeable difference among the three studies is that they conducted their empirical studies to different groups of L2 learners. Participants in Kissling & O'Donnell (2015) and Saint Leger's (2009) studies are adults (college level students), but Butler & Lee (2010) conducted the experiment to young learners (6th-grade students). Both of Kissling & O'Donnell (2015) and Saint Leger (2009) found the correlation between self-assessment and L2 learners' motivation, but Butler and Lee (2010) failed to find the connection. Therefore, we could reasonably conclude that as a motivation promoter, self-assessment works more effectively to adult learners than K-12 learners.

Although the two studies conducted by Saint Leger (2009) and Kissling & O'Donnell (2015) concluded that using self-assessment can successfully motivate students' in their L2 speaking learning process, Saint Leger (2009) found a gap between students' strong motivations and specific L2 speaking improvement. Butler and Lee (2010) failed to find the correlation between self-assessment and learning motivation. The different research results can be attributed to a significant difference in the data collection tools that the three studies used. In Saint Leger's (2009) study, he used three self-assessment questionnaires designed by the research group to help students reflect on their own learning behavior and set their personal learning goals. Butler & Lee (2010) developed the self-assessment items were pre-constructed based on the textbook units. In contrast, Kissling & O'Donnell (2015) used a Performance Descriptors (PG) designed by ACTFL (American Council on the Teaching of Foreign Languages) as a self-assessment tool.

It is reasonable to state that the different data collection tools in the three studies result in the different research results. Kissling & O'Donnell (2015) used a professional scale designed by an authoritative foreign language teaching council, and probably the scale has a higher validity and reliability than a questionnaire developed by the researcher. Therefore, the performance descriptors that they used could better help students realize their weaknesses and strengths in a longitude study, and then learners set learning goals in the aspects that they need to improve. However, in Saint Leger's (2009) and Butler & Lee (2010)'s study, the questionnaire they designed probably could not effectively help students find the problems in their L2 oral productions; the students' goal-setting did not conform with their actual learning situations. Thus, Saint Leger (2009) found that there is no correlation between students' strong motivations and linguistic improvement. As for Butler & Lee (2010), they even did not find the correlation between motivation and self-assessment.

However, although Kissling & O'Donnell (2015) successfully find that using self-assessment can help students' set learning goals and motivated their future L2 learning, the sample size of the study is too small (n=13), we still need further investigation under the same topic.

In short, self-assessment can more effectively work as a motivation promoter to adult learners than young learners. Besides, it can more successfully serve as a motivation promoter when students can successfully assess their weakness and strengths in their L2 oral productions. After setting learning goals in the fields that they really need to improve, students would make significant improvement and then have a stronger motivation in their L2 speaking learning process.

3.4 Useful Methods for Improving Self-assessment

Based on the previous discussion, most empirical studies found that self-assessment can effectively work as facilitation in their L2 learning process. Therefore, it is also necessary to discuss several methods to improve students' self-assessment ability, which would help students develop their awareness of using self-assessment in their L2 learning. Two empirical studies are introduced for exploring the useful methods of improving self-assessment.

Smith and Sodano (2011) compared the self-assessment of two groups of undergraduate students. The experimental group used lecture capture technology for observing and analyzing their presentation skills, while the control group did not. The researchers installed the Echo360 System or a mini camcorder to capture students' presentations. After all the students completed the presentations, the teachers emailed students in the experimental group the links of their presentation videos, and then students need to fill the self-assessment questionnaire after reviewing the captured presentation. Students in the control group completed the self-assessment of their performances without reviewing their recorded presentation videos. Findings revealed that students in the experimental group were able to apply what they observed from the videos when conducting future presentations. The results indicated that when students are given more opportunities to observe themselves in presentations, they will improve their self-assessment ability of public speaking skills. Meanwhile, their nervousness will also be potentially reduced.

Dolotic (2016) examines whether the immersion approach could improve students' self-assessment ability and oral communicative skills with French. He implemented the research in a French language summer camp, which could provide French learners a language context surrounded by the target language inside and outside the classroom. The participants were 24 young French learners. First, a speaking test required students to describe four images for four minutes, and then the oral productions of the test were recorded as students' self-assessment materials. After that, students need to complete a criterion-referenced questionnaire in order to measure their self-assessment ability. The research results showed that at the beginning of the camp, students were unable to evaluate their French speaking abilities, but they made great improvement and were better able to evaluate their skills at the end of the program. The success of the research can be attributed to the power of domestic immersion, which forced learners to use the target language to communicate and interact with others in daily conversations. This environment effectively helps learners accurately diagnose their communicative improvement and weaknesses.

Both of the two studies found that the methods they used can help students better assess their speaking materials and oral productions, but they discussed the topic in different settings with different research methods. As for research methods, Smith and Sodano (2011) compared students' self-assessment data between experimental group and control group; Dolotic (2016) compared pre-test and post-test with the same group of students. Besides, the two studies also investigated different speaking skills. Smith and Sodano (2011) focused on presentation skills, which is an important part of L2 speaking ability, while Dolotic (2016) required students to assess their storytelling skills.

A noticeable method that Smith and Sodano (2011) used in their study is the lecture capture technology, which could videotape students' presentation. Although Dolotic (2016) and other studies introduced above recorded participants' speaking materials, they cannot see their facial expressions and body language, which works as significant facilitation in L2 learners' presentation. Therefore, Smith and Sodano (2011) found that participants in the experimental group expressed their awareness of the importance of body language and wanted to improve their gestures, posture, or engagement with the audience through observing many details in their presentations. Compared with Smith and Sodano (2011), Dolotic (2016) created an immersive French context for all participants. Students are only allowed to use French in the summer camp, so through many practical daily experiences and interactions with a variety of interlocutors, students were perhaps able to gain a more realistic understanding of their ability to use language in authentic contexts.

In short, both of the lecture capture technology and immersion approaches work as useful methods to improve students' L2 speaking self-assessment ability. Lecture capture technology is strongly suggested when students are required to assess their own presentation skills. Creating an immersive language

context also helps students find their strengths and weaknesses of their L2 use in an authentic language environment.

4. Discussion

There are two research questions upon starting the paper. The first research question seeks the effectiveness of using L2 learners' self-assessment as facilitation of developing their learning ability. According to the research results in the empirical studies introduced above, it can be concluded that self-assessment can primarily work as facilitation of self-regulated learning, a pedagogical tool, and a motivation promoter.

To begin with, self-assessment is an important part of learning autonomy, and it can work as facilitation of self-regulated learning. Chen (2008) and Glover (2011) found that students would like to take responsibility for their own L2 speaking learning process after using self-assessment. The methods of introducing and using self-assessment would contribute to students' attitude towards self-assessment, which could directly influence whether L2 learners would continue using it as a self-regulated method in their future second language learning. Professional training and practice of how to use self-assessment are necessary for helping students understand the meaning of this kind of individual evaluation. Besides, teachers should also carefully choose or design the self-assessment tools with high reliability and validity, which could help students more accurately assess themselves.

Also, both of Huang (2016) and Babaii et al. (2016) concluded that self-assessment works effectively as a pedagogical tool in L2 speaking teaching by analyzing the topic in perspectives of teachers and students. Self-assessment can build a connection between students and teachers by providing useful information to each other. On the one hand, Students can use teachers' agreed-upon criteria as a self-assessment tool to understand the requirement of the L2 speaking course, and it can help L2 learners more effectively learn the course. On the other hand, teachers can also use students' self-assessment information to understand their confusion and improvement in their learning process, and then they can give students individual help, or tailor in-class activities and teaching materials according to students' actual needs.

As for motivation promoter, Saint Leger (2009) and Kissling & O'Donnell (2015) concluded that self-assessment could successfully motivate adult learners in their L2 learning process, but Butler & Lee (2010) didn't find the correlation between self-assessment and motivation among K-12 learners. Therefore, perhaps self-assessment works as a motivation promoter more effectively to adults than K-12 students. Besides, valid self-assessment tools can help students successfully aware of their strengths and weaknesses, and then they can set learning goals in the fields that they need to improve; what comes next is that students would make great improvement and then have a stronger motivation in their L2 speaking learning process.

The second research question concerns the useful methods which can help students improve their self-assessment ability. It can be concluded that teachers should use different ways according to different speaking skills that need to be assessed. According to Smith and Sodano (2011), for training students' self-assessment ability of presentation skills, lecture capture technology is a useful tool to help students evaluate their facial expressions and body language, which is an important factor of presentation skill. Besides, based on Dolosic's (2016) study, using immersive language context helps students find their strengths and weaknesses of their L2 use in an authentic language environment.

5. Conclusion

After analyzing the empirical studies which explore the correlation between self-assessment and L2 speaking learning, the research findings can be concluded into the following two points.

First, generally speaking, L2 learners' self-assessment can successfully develop students' second language learning ability. Students can monitor their learning process and evaluate their own state of understanding the goals and standards that are defined by the curriculum through self-assessment; professional training and valid assessment tools are necessary for helping students effectively use self-assessment as a self-regulated learning method. Besides, self-assessment can also serve as a useful pedagogical tool, because it can help teachers and students understand each other. Students can use a self-assessment tool to understand the requirement of the L2 speaking course, and teachers can also use students' self-assessment information to understand their confusion and improvement. In the aspect of

motivation, the studies discussed above found that self-assessment can better motivate adult learners than young learners, and self-assessment would motivate students more effectively when students can successfully aware their weakness and strengths in their L2 oral productions.

Second, several useful methods can successfully improve L2 learners' self-assessment ability on their speaking performance. First, recording and reviewing L2 learners' oral production can help students evaluate their speaking ability. Videotaping is strongly suggested for training the self-assessment ability on students' presentation skills because watching themselves can help them observe their facial expressions and body language. Besides, building an immersive language context can also help students evaluate their language use in an authentic situation, which could help them better assess their speaking performance.

Although the research obtains several significant findings, it also has some limitations. First, this literature review only synthesized 2-3 empirical studies for each aspect of self-assessment, which are not representative for studying more influence of using self-assessment and the most effective way to improve self-assessment ability. More empirical studies and researches are needed for further comparing and analyzing. Besides, the empirical studies in this paper analyzed the correlation between self-assessment and L2 speaking ability in completely different settings with entirely different participants. Therefore, more comparison and discussion among these influential factors are needed for concluding some more useful and objective findings.

6. Suggestions for Future Teaching and Learning

For future language teaching and learning, it is strongly suggested that both teachers and students use self-assessment in their L2 teaching and learning. On the one hand, teachers should use self-assessment as a pedagogical tool in their L2 speaking teaching, provide professional training and choose valid self-assessment tools for students. L2 learners' self-assessment will provide valuable information for teachers for understanding students' confusions and improvement. In the classroom, L2 instructors should create an immersive language context as far as possible, record and videotape students' speaking performance and require students to listen and observe their own oral productions. These methods can effectively develop students' awareness of using self-assessment.

On the other hand, students should also use self-assessment in their L2 learning process, because it can develop L2 learners' self-regulated learning ability, and hence, become more independent and critical in their second language learning process. Besides, self-assessment can also motivate students to set learning goals according to the strengths and weaknesses in their L2 speaking performance.

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