

# Developing Self-Assessment in The Integration of Communication Skills in EFL Classrooms

**Rustamova Shahnoza Aripovna**

Senior Lecture, PhD researcher, Samarkand State Institute of Foreign Languages, Uzbekistan

Received: 06 March 2026 Accepted: 29 March 2026 Published: 23 April 2026

## ABSTRACT

This paper explores the role of self-assessment as a central pedagogical tool in the integration of communication skills in English as a Foreign Language (EFL) classrooms, particularly at the B2 proficiency level. The study is grounded in the assumption that learners become more effective language users when they actively participate in evaluating their own progress. Rather than viewing assessment as an external judgment delivered by the teacher, this paper conceptualizes it as an internal, reflective process that supports learner autonomy and self-regulated learning.

The integration of speaking, listening, reading, and writing skills requires learners not only to perform tasks but also to understand how and why they perform them. Self-assessment provides a structured pathway for such understanding. Through guided reflection, learners develop awareness of their strengths and weaknesses, set realistic goals, and gradually take responsibility for their own learning trajectory.

The paper adopts an academic structure to examine theoretical foundations, practical implementation strategies, and expected outcomes. Special attention is given to classroom-based applications suitable for B2 learners, including the use of rubrics, checklists, reflective journals, and communicative tasks. The findings suggest that when self-assessment is systematically integrated into communicative skill instruction, it enhances not only language proficiency but also motivation, confidence, and metacognitive awareness.

**Keywords:** Self-assessment, integration of skills, EFL, learner autonomy, B2 learners, communicative competence, metacognition, formative assessment, self-regulated learning.

## INTRODUCTION

In recent years, language education has undergone a noticeable shift from teacher-dominated instruction toward more learner-centered approaches. This transformation reflects a growing recognition that students learn more effectively when they are actively involved in the learning process rather than passively receiving information. Within this context, self-assessment has emerged as a powerful tool that encourages learners to reflect on their performance and take ownership of their progress.

Traditional assessment methods often focus on final results, such as test scores or written products, without considering the learning process behind them. While such

approaches may measure knowledge, they rarely help learners understand how to improve. In contrast, self-assessment shifts the focus from product to process. It invites learners to ask important questions: What did I do well? What challenges did I face? What should I improve next time?

This reflective practice becomes especially important in the integration of communication skills. At the B2 level, learners are expected to use English in more complex and authentic situations. They must combine listening, speaking, reading, and writing skills in a meaningful way—for example, participating in discussions, writing essays based on readings, or responding to spoken input.

Such tasks require not only linguistic knowledge but also strategic awareness.

Self-assessment supports this integration by helping learners monitor their performance across multiple skills. For instance, after a speaking activity based on a reading text, students can evaluate both their comprehension and their ability to express ideas clearly. In this way, assessment becomes part of learning rather than a separate activity.

The purpose of this paper is to examine how self-assessment can be effectively integrated into communicative skill development for B2 learners. It also aims to provide practical classroom strategies that teachers can implement to foster reflective and independent learners.

## **LITERATURE REVIEW**

**Self-Assessment as a Pedagogical Concept.** Self-assessment is commonly defined as the process through which learners evaluate their own performance using specific criteria. Over time, this concept has evolved from a supplementary classroom activity into a core element of modern educational practice. Researchers emphasize that self-assessment is not simply about giving oneself a score; rather, it is about developing the ability to judge one's work critically and constructively.

One influential framework is the concept of Assessment as Learning, which positions learners at the center of the assessment process. In this model, students actively engage in monitoring their learning, making decisions, and adjusting strategies. This approach aligns closely with the goals of communicative language teaching, where learners are expected to become independent users of the language.

**Self-Assessment and Integration of Communication Skills.** The integration of communication skills is a key principle in contemporary EFL instruction. Instead of teaching skills separately, educators aim to create tasks that combine them in realistic contexts. For example, students may listen to a lecture, discuss it with peers, and then write a summary. Self-assessment plays a crucial role in such integrated tasks. It allows learners to evaluate not only their performance in individual skills but also how effectively they combine them. This holistic perspective is particularly valuable at the B2 level, where learners are transitioning

from controlled practice to more spontaneous communication.

**Impact on Learner Autonomy and Motivation.** A consistent finding across studies is that self-assessment promotes learner autonomy. When students regularly reflect on their work, they become more aware of their learning strategies and more capable of making independent decisions. This sense of control often leads to increased motivation and engagement. Moreover, self-assessment has been shown to reduce anxiety. When learners understand the criteria for success and participate in evaluation, they feel less pressure from external judgment. This creates a more supportive learning environment, encouraging risk-taking and experimentation in language use.

## **METHODOLOGY**

**Research Design** is a study which adopts a qualitative, classroom-based approach focusing on B2-level EFL learners. The instructional design integrates self-assessment into communicative tasks that combine all four language skills. The teacher acts as a facilitator, guiding learners in understanding assessment criteria and supporting their reflective practices. Rather than providing immediate corrections, the teacher encourages students to analyze their own performance first.

The participants are B2-level students studying English as a foreign language. They are capable of understanding complex texts and engaging in discussions but still require support in developing fluency and accuracy.

Several tools are used to support self-assessment: Analytic Rubrics (for speaking and writing), Checklists (for quick reflection), Learning Journals, Peer Discussion Forms, Digital Self-Tracking Sheets, Practical Implementation for B2 Learners. Created by number of scholars David Boud – emphasized learner involvement in assessment, Lorna Earl – introduced the concept of Assessment as Learning, Barry Zimmerman – developed SRL theory (planning, monitoring, evaluating), Paul Pintrich – contributed to metacognition and motivation research.

### **Self-Assessment Example:**

**Speaking + Listening Integration Task.** Activity: Group discussion based on a podcast; After the discussion, students complete a checklist:

I expressed my ideas clearly.	Yes	Partly	No
I could do all the tasks of the following activity	Yes	Partly	No
I used linking words however, therefore, etc.			
I responded to others' opinions.			
I understood the main ideas of the podcast.			

Integration Task

Reflection Question: "What was difficult for me during the discussion and why?"

Activity: Read an article and write a summary + opinion paragraph; Students evaluate:

**Rubric-Based Self-Assessment:** Reading + Writing

	5	4	3	2	0
Content understanding					
Organization of ideas					
Vocabulary use					
Grammar accuracy					
Time management					

(research + speaking)

Example Reflection: "I understood the main idea, but I had difficulty paraphrasing."

Students: (Read sources, prepare slides, present orally)  
Self-Assessment Questions:

**Integrated Project Task.** Activity: Create a presentation

Did I organize my presentation logically?	Did I speak fluently without long pauses?
Did I use topic-related vocabulary?	Did I follow time-management?

Reflective Learning Journal (Weekly). Students answer the following questions

:

What did I learn this week?	What skill improved the most?
-----------------------------	-------------------------------

What should I focus on next week?

This simple tool is highly effective for B2 learners. Each unit follows a structured cycle: Introduction of criteria, practice through integrated tasks, self-assessment using tools, peer discussion, teacher feedback and calibration.

## RESULTS

The integration of self-assessment into communicative skill instruction leads to several positive outcomes. In Improved Language Performance students show better organization in writing, increased fluency in speaking, and improved comprehension in reading and listening. This is largely due to their ability to identify and correct their own mistakes. Development of Metacognitive Skills is essential to learners become more aware of how they learn. They begin to plan, monitor, and evaluate their performance more effectively. Increased Learner Autonomy is helpful while students take greater responsibility for their learning. They rely less on the teacher and more on their own judgment. To organize Higher Motivation and Confidence when learners see their progress, they feel more confident and motivated to continue learning. Moreover, Reduced Anxiety is helpful tool and self-assessment creates a supportive environment where mistakes are seen as part of learning rather than failure.

## DISCUSSION

The findings suggest that self-assessment is not just an additional activity but a transformative approach to teaching. It changes the role of both the teacher and the learner. For teachers, it requires careful planning, clear criteria, and continuous support. For learners, it demands honesty, reflection, and active participation.

However, successful implementation depends on proper training. Students must learn how to use rubrics and reflect meaningfully. Without guidance, self-assessment may become superficial. Another important consideration is balance. Self-assessment should complement, not replace, teacher feedback. The combination of both provides the most effective learning experience.

## CONCLUSION

This study highlights the significant potential of self-assessment in developing integrated communication skills among B2 EFL learners. By engaging learners in reflective practices, it fosters autonomy, improves language proficiency, and enhances motivation. The integration of self-assessment into classroom practice represents a shift toward more meaningful and sustainable learning. It prepares students not only to perform well in exams but also to use language effectively in real-life situations.

For educators, the key implication is clear: self-assessment should be systematically embedded in teaching practice, supported by clear criteria, regular reflection, and constructive feedback. Ultimately, the goal is to develop learners who are not only proficient in English but also capable of directing their own learning journey.

## REFERENCES

1. Andrade, H., & Du, Y. (2007). Student responses to criteria-referenced self-assessment. *Assessment and Evaluation in Higher Education*, 32(2), 159–181.
2. Boud, D. (1995). *Enhancing learning through self-assessment*. Kogan Page.
3. Glynn, C. (2016). Learner independence and self-assessment in second language contexts. *Applied Linguistics Review*, 7(1), 21–45.
4. Pejuan, A., & Antonijuan, M. (2019). Self-assessment as an active learning strategy for undergraduate students. *European Journal of Engineering Education*, 44(3), 301–316.
5. Rustamova S.A. (2023) Crucial Specific Features of Self-Assessment and Self-Regulation in English Language Teaching Classes - *PINDUS Journal of Culture, Literature, and ELT*,
6. Rustamova S.A. (2022) Formation of Self-assessment Competence of Primary School Students in Foreign Language Teaching - *International Journal of Early Childhood Special ...*,

7. Rustamova S. A. (2025) Promoting Self-Assessment Skills in Intermediate Learners for Successful Foreign Language Teaching (Using English Materials) - Web of Teachers: Inderscience Research
8. Ruzikulov F.S., Rustamova S. A. (2024) Peculiarities of Competence Formation in Students' Self-Assessment while Teaching L2 - Conference Proceedings: Fostering Your Research.
9. Rustamova S. A. (2024) Model Of Development of Students' Self-Assessment Skills through Speaking and Writing Competencies in Foreign Language Teaching - Conference Proceedings: Fostering Your Research.
10. Topping, K. J. (1998). Peer assessment between students in colleges and universities. *Review of Educational Research*, 68(3), 249–276.