



# **Tutorial Overview by Using Self-Evaluation and Self- Correction Techniques**

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### **ABSTRACT**

The self-evaluation technique (a new method) was used to enable students to assess their peers' works and discover their weaknesses or errors. Then, the self-correction technique was used to correct the errors. Using these two techniques, students simply eliminated the obstacles they had been facing without even asking. These two techniques are a crucial way to guide the students on the right route or path in the teaching and learning process. A qualitative research strategy has been used to underline reasons and opinions for further knowledge of this phenomenon. Leading to the theoretical cognitive modeling of the phenomena by using a survey questionnaire of 38 items with different Likert scales focusing on the problems and obstacles encountered by the students during the learning process inside the classroom. The sample of the current study included (100) participants both (males and females) students of second, third, and fourth-year college students of the English Language Department, AL-Yarmouk University College for the academic year 2021-2022. Lawshe's Method (CVR) and Cohen's Kappa Index (CKI) have been used to ensure the content and face validity of the survey's proportions. Using self-evaluation technique and self-correction technique enhance the pedagogical process of Iraqi universities by making the students evaluate themselves, find learning obstacles, and then correct them.

**Keywords:** Self-Evaluation Technique, Self-Correction Technique, Peer Review, Peer Teaching, Pedagogical Curriculum, Assessing Learning Skills.



## 1. INTRODUCTION

Traditionally, most previous studies were drawn on universities' pedagogical curriculum problems facing EFL students in drama, poetry, corpus linguistics, and applied linguistics (Jaafar, 2013, 2014, 2017). Recently, the focus is shifted into linguistic borrowings within two or more languages. Such borrowings happen when words are adopted from a language and used in another without translation (Jaafar, Buragohain, & Haroon, 2019). Others focus on using techniques of Contextualization in culture feedback and the tourism industry in enhancing the learning process. Perspectives of teachers' corrective feedback also have been used as another technique to enhance the learning process (Phuong & Phuong, 2019). All these techniques are used to focus on teachers' roles in learning English to foreign students. The current

study tries to change this role and shift it to the students' role in the pedagogical learning process by using new techniques knowing by 'self-evaluation and self-correction techniques' which their origins and background would far be explained in the following:

## 2. BACKGROUND OF THE STUDY

Self-evaluation, which is related to decision-making, ought to be reliable and valid. The crucial benefits of self-evaluation in decision-making appear to depend, partially, upon the issue of whether the students can realistically or accurately judge the criteria of their work. However, the veridicality (truthfulness) or realism of self-evaluation is difficult to be certain with, since this criterion could only be judged through deep comparison to other teacher's, parent's, or peer's judgments of performance of external designed

exams or tests (Brown & Harris, 2014). Recently, teachers perform scientific procedures as alternatives to traditional exams or tests (Jaafar, Dzakiria, & Singh, 2021, pp. 1-23). The portfolio collections, performance evaluation, peer assessment, classroom observation, and finally self-correction are joined in the final test as a criterion of the skillful and accomplished teacher (Rolheiser & Ross, 2001). However, self-evaluation and self-correction could take different forms of learning process like:

### 2.1 Peer Review Technique

It is defined as a learning technique by which students are meant to judge, evaluate, and deliver written feedback on their peers' work. A plethora of meta-analyses was reported on the learning efficiency of this technique. Noted that most studies referred to in these peer reviews and meta-

analyses were incorporated into face-to-face teachers' instruction routines (Heller & Bry, 2019).

### 2.2 Peer Teaching Technique

It is defined as a form of teaching where students are meant to teach each other. This technique is well-known to enhance teamwork abilities among students as well as social skills to achieve extensive comprehension among them. Resembling peer review techniques in focusing on the benefits of both actings (learners acting as a teacher and learners acting as students) to enhance the learning process (Ibid, 2019).

### 2.3 Self-Evaluation Pedagogical Curriculums

It is defined as a form of learners' review or judgment on received pedagogical curriculums, learning Materials, and their Functions. This course of homework training and

learning materials was recognized as a very useful technique in the learning process. A median scale of 5 or 6-point Liker ranking from (never useful) to (totally useful) was given to the learners to receive their view or feedback on pedagogical curriculums. This technique is believed in the fact that perfect pedagogical curriculums or textbooks do not exist, as well as the best textbook available for learners and their teachers, are never existing. Receiving this fact, this technique comes to construct as much as possible a curriculum free from drawbacks by putting learners' pedagogical curriculums on a continuing review by the learners themselves (Rahimi & Hassani, 2012).

#### **2.4 Self-Evaluation of Learners' Skills**

It is defined as a form of learners' reviews or discussions on their four

learning skills (listening, speaking, reading, and writing) and evaluates their strengths and weaknesses in each skill. Opening a discussion or dialog among learners about the perfect way to revive the weak skill and enhance the strong one. This technique is meant to be a better one in discovering the weaknesses and finding the solutions since most learners are faced with the same troubles and struggle with the same issues in the learning process. They would be better counselors to each other in terms of the youth team soul (Tyunnikov, 2016).

#### **2.5 Self-Correction Technique**

language learners are making errors as a natural phenomenon of the learning process. Studies have not been stopped on finding the best way to deal with learners' mistakes and errors. These studies came with the truth that If teachers deal with learners' errors from

their views, ignoring learners' viewpoints, they will be blindfolded teachers in dealing with such errors which leads to a weakening teaching process. This technique comes to fix these troubles by using students' self-correction techniques in enhancing the learning process. Ask the students to review their peers' work, collect the errors, and then correct them. The audience of this technique believed in the great benefits of using this method. They believed that learners are more likely to preserve information or correction from their peers than from their teacher and such information is more likely to store in permanent memories of the learners since it comes from a close relation peer (Aghajani & Zoghipour, 2018; Lin, 2019).

### 3. RESEARCH PROBLEMS

Most previous studies used the tutorial overview from teachers'

views and curriculum authors' views neglecting the students' view and their interests. Suggesting what the students' interests are without referring to the students. This study comes over this gap by using self-evaluation and self-correction techniques. The researcher used the changing roles technique (by changing the roles of teachers and replacing them with the roles of students), making the students evaluate themselves, finding learning obstacles, and then correcting them. Leading to solving the pedagogical problems from students' view.

### 4. RESEARCH OBJECTIVES

The objectives of this study surround two main aims:

1- Making a tutorial overview of the pedagogical process of Iraqi universities by using students' self-evaluation techniques.

2- Using Self-Correction

Techniques to enhance the pedagogical process of Iraqi universities by making the students evaluate themselves, find learning obstacles, and then correct them.

## 5. METHODOLOGY OF THE STUDY

Data were collected and presented in the form of tables, which were further illustrated in the form of percentages as well as results were drawn.

### 5.1 Research location of the pilot study

The research Location (research site) of this study (Tutorial Overview by Using Self-Evaluation and Self-Correction Techniques) is in the middle of Iraq, Diyala Governorate, Al-Yarmouk University College (Diyala). To better locate the research site, see the following figure:



Figure 1. Pilot study location at Diyala governorate (Google, n.d.)

### 5.2 Population of the Study

The population of the present study comprised approximately more than (120 students) male and female from the second, third, and fourth-year college students of the English Language Department, AL-Yarmouk University College for the academic year 2021-2022.

### 5.3 The Sample of the Study

Convenience sampling was used in this study. The convenience sampling is Iraqi undergraduate



students at Al-Yarmouk University College, Diyala Governorate, Iraq. This professional organization (Al-Yarmouk University College) is where the researcher worked as a member. So, it is convenient to recruit volunteers through the contact information available to the members of this College.

However, the sample of the current study included (100) participants both (males and females) students of second, third, and fourth-year college students of the English Language Department, AL-Yarmouk University College for the academic year 2021-2022.

### 5.4 Instruments of the Study

A close-ended questionnaire was designed, at the beginning of the academic year 2021-2022, with 38 items of different Likert scales focusing on the problems and obstacles encountered by students during the listening process in the classroom. The answers were

recorded on (2, 4, and 5-point) Likert scale. The researcher personally taught the class and distributed the questionnaires in English without even the students knowing that they were under test to gain a free natural reaction to the questionnaire without any pretending. In terms of validity and reliability, the researcher re-collected the results at the end of the academic year 2021-2022. The results collected at the end of the academic year were shown the same results. So, this survey questionnaire has validity and reliability since it is showing the accurate data of the survey and the consistency of the questions' results used within that survey.

### 5.6 Data and source of data of the Questionnaire

The data and source of data were collected from the questionnaire of Iraqi undergraduate students at Al-Yarmouk University College, Diyala

Governorate, Iraq. The data were analyzed according to two main aspects of the present study:

1- Tutorial overview of the pedagogical process of Iraqi universities

2- Students' self-evaluation and self-correction techniques of the pedagogical process of Iraqi universities.

### **5.7 Data validity and reliability of the pilot study**

Data validity and reliability were used to ensure the accuracy and consistency of the data collected. Since a questionnaire form was used in this study, the content and face validity were the most accurate way to be used according to Lawshe's Method (CVR) and Cohen's Kappa Index (CKI):

#### **5.7.1 Content validity**

Content validity was used to elaborate data validity. Content

validity, otherwise called (logical validity), refers to the extent to which the questionnaire form represents all the faces of the given content. Content validity differs from face validity, in which it does not refer to what the test or questionnaire measures, but rather to what it outwardly appears to measure (Taherdoost, 2016). In other words, a questionnaire form was designed to measure the whole of the given items or behavior under investigation. Having a superficial outcome, preliminary outlook result, a degree of agreement about a particular technique covers all the aspects under research and conveys perfectly the responses of the questionnaire participants. Hence, to obtain the content validity the questionnaire form was exposed to research methodology and applied linguistics panels or experts who have experience of (10- 40 years) in this field.

However, Lawshe's Method (CVR) was used to obtain the content validity value. This method is based on the question: Are the content measured by this questionnaire form essential, useful but not essential, or not necessary to the performance of the construct? Moreover, the panelists answered this question and gave their value according to Lawshe's scale of 'essential, useful but not essential, or not necessary'. Nine experts stated that this pilot is essential, one states is useful but not essential, while the scale 'not essential' gets zero value. Then, the following Lawshe's formula was used to obtain the content validity ratio:

$$CVR = \frac{ne - \frac{N}{2}}{\frac{N}{2}}$$

where (CVR) is a symbolism to the content validity ratio, (ne) is a symbolism to the number of panelists who responded 'essential',

and finally (N) is the total number of the counseled experts. The researcher applied the results or panelists' responses to this formula:

$$CVR = \frac{9 - \frac{10}{2}}{\frac{10}{2}}$$

$$CVR = 0.8$$

In the interpretation of the CVR result, according to Lawshe's Method, the CVR can value between (-1) to (+1). The closer value to the positive (+1), the more essential CVR could be. The closer value to the negative (-1), the more not essential CVR is. In this questionnaire form, the number of panelists who responded "essential" is (9), (1) one panelist responded "useful but not essential", and (0) no one of the panelists responded, "not essential". So, the result of CVR is (0,8) which has a high ratio of content validity of the questionnaire

form according to Lawshe's Method.

### 5.7.2 Face validity

In terms of reliability of the data collected, face validity was used to elaborate data reliability. Taherdoost (2016) illustrated that Face validity is a subjective judgment of the experts or the judges on the process of the qualitative techniques' construct. It is the degree to which the qualitative techniques appear to be related to a specific construct. The qualitative techniques (questionnaire forms) have face validity if their contents simply look relevant to the participants taking the questionnaire. Face validity simply evaluates the appearance of the pilot study in terms of clarity, readability, consistency, and feasibility of the formatting and the style.

To achieve Face validity, the questionnaire was exposed to research methodology and applied

linguistics panels or experts who own experience of (10- 40 years) in this field. All the panelists stated that the quantitative techniques and the procedures used in this pilot study look relevant to the participants who were under investigation. A dichotomous scale of a two-point scale (Yes-No response) was used to provide the opposite option to each other. This type of answer scale did not allow the experts to be neutral on his response to the question "Do you think this questionnaire has face validity?". Then, Cohen's Kappa Index (CKI) was used in analyzing the data collected from the experts' responses to the Yes-No dichotomous scale. According to Cohen's Kappa Index (CKI), the acceptable percentage of the data collected should not be below (0,60%). The number of counseled panelists were (10). From (10) panelists, (9) answered "Yes, I think this questionnaire form has face

validity” and only one answered, “No I Don’t”. So, the percentage is (0.90 %) and it is a high percentage of Face Validity according to Cohen’s Kappa Index (CKI).

## 6. DATA COLLECTION AND INTERPRETATIONS

The primary data were collected from the respondents on different obstacles they faced during their study. The data were presented in the form of tables and then further explanations with the help of percentages were given at the end of the tables.

**Table 1: Students Self-Evaluation About their Four Learning skills**

#	Items	Responses				
		Poor	Not Bad	Good	Excellent	Total
1-	I Find myself in Listening	40	27	26	7	100
		40%	27%	26%	7%	100%
2-	I Find myself in Speaking	34	30	28	8	100
		34%	% 30	28%	8%	100%
3-	I Find myself in Reading	8	32	43	17	100
		8%	32%	43%	17%	100%
4-	I Find myself in Writing	7	33	46	14	100
		% 7	33%	46%	14%	100%

The data presented in table (1) elicited that (40% - 34%) of the students evaluate themselves (poor) in listening and speaking, while in reading and writing Evaluate themselves (good) from the percentage (43% - 46%). This result is outstanding one main reason that our pedagogical process seems to focus on these two skills ‘reading and writing’ since all our tests surround how much our students read from their curriculums and how much information they write in their final examinations. Leaving no tests available for the other

two skills (listening and speaking), since no oral or speaking tests seem to be presented at the final examinations. However, other reasons seem to enhance 'reading and writing' on the other two skills which would be far presented in the following table:

**Table 2: Students Self-Evaluation about Social Medias and Games**

#	Items	The Amount of Time Spending				
		1 Hour	2 Hour	3 Hour	Hour 4 and more	Total
1-	I'm using Facebook for approximately	8 % 8	22 % 22	37 % 37	33 % 33	100 % 100
2-	,Other social media like Viber .Messenger, Instagram ...etc	79 % 79	11 % 11	10 % 10	0 % 0	100 % 100
3-	Watching English Songs and Movie on YouTube	4 % 4	36 % 36	43 % 43	17 % 17	100 % 100
4-	.Using Google chrome, email...etc	77 % 77	23 % 23	0 % 0	0 % 0	100 % 100
5-	Playing games through the network	5 % 5	22 % 22	31 % 31	42 % 42	100 % 100

The data presented in table (2) elicited that (37 % - 33 %) of the students spend three hours or more on following Facebook. This is a lot of time to be spent on such social media (Facebook). Although Facebook presents in the English version, there is another Arabic version to be used by most of our students. So, the benefit of using Facebook to enhance their English background is finished. However, by asking the students to evaluate these results they simply said that this social media is so worthy and needed in their life and they added that it is also worthy to enhance their knowledge about the wide nation and world events. So, it deserves the time spent on it.

Item (2) elicited that students spend less time (79 %) of the students for one hour) on other social media like Viber, Messenger, Instagram ...etc. While they spent more time watching English Songs and Movies on YouTube in item (3). Using Google chrome, email...etc. in item (4) gets less interest by the students, although it is so needed in their pedagogical process. Item (5) demonstrated the vital time students spent on online video games. The table illustrated that (42 %) of the students spent four hours or even more on these video games like (PUBG, Call of Duty, and others) and by asking them why all that time was spent on such video games, they simply answered because it is their only leisure they had to refresh their moods with no other cheap leisure activity available in Iraq. The other percentages are divided between two and three hours on the proportions of 22 %

and 31 % respectively, while the less time spent (one hour) get a less proportion of 5 %.

Our pedagogical process is based on five lectures in a day - five days a week. Since the lecture is about 45 minutes, they spent approximately four hours studying out of twenty-four hours of their day and this percentage is even less than the time they spent on social media and online video games. However, the time they spend on online video games and other social media is parallel with the time they study. Besides, the holidays (National and Islamic) throughout their study enhance the idea that our students spent time on following social media more than in studying. To get benefit from this disadvantage, the researcher suggests making a page on Facebook named "Department of English Language" followed by the students, which enable the department to keep in touch with the



students even though on holidays and more than that posting pictures based on information about English poets, poems, writers, novels, grammar rules, and even English puzzles. Such posting will make the students communicate through comments by using English. The researcher suggested benefiting from social media to follow their students even in their homes. Opening discussion between teachers and their students about the curriculum in different spots. By this method, the researcher discovered that young ladies and men (students) are more likely to interact in the social network than in class. Social networks do not need face-to-face conversations that enable even the shy person to interact without being afraid. For the video games, the researcher encouraged the students to write down their video game victories with their friends on a piece of paper. Encouraging them to participate in their experiences in English would higher up their level of writing skills.

In terms of pedagogical curriculum, students interact freely when they are asked about their feeling and views. Their answers are illustrated in the following table:

**Table (3): Students' views about Pedagogical Curriculum**

#	Curriculum Books	Better to leave	Boring	Good	Interesting	Percentage
1-	Composition	0 % 0	18 % 18	56 % 56	26 % 26	% 100
2-	Comprehension	0 % 0	12 % 12	59 % 59	29 % 29	% 100
3-	Grammar	7 % 7	45 % 45	32 % 32	16 % 16	% 100
4-	Phonology	12 % 12	54 % 54	21 % 21	13 % 13	% 100



5-	Conversation	0 % 0	2 % 2	57 % 57	41 % 41	% 100
6-	Novel	0 % 0	7 % 7	64 % 64	29 % 29	% 100
7-	Drama	0 % 0	3 % 3	56 % 56	41 % 41	% 100
8-	Poetry	0 % 0	6 % 6	56 % 56	38 % 38	% 100
9-	Linguistics	0 % 0	51 % 51	38 % 32	11 % 16	% 100
10-	Research & Essay	0 % 0	14 % 14	59 % 59	27 % 27	% 100
11-	Translation	0 % 0	4 % 4	52 % 52	44 % 44	% 100
12-	Criticism	11 % 11	66 % 66	23 % 23	0 % 0	% 100
13-	French Language	10 % 10	11 % 11	49 % 49	30 % 30	% 100
14-	Arabic Language	0 % 0	1 % 1	66 % 66	33 % 33	% 100
15-	Human Rights	14 % 14	34 % 34	43 % 43	9 % 9	% 100
16-	Computer Science	0 % 0	3 % 3	33 % 33	64 % 64	% 100

Table (3) showed that most students in one way or another admit the importance of taking all their pedagogical curriculum but they struggled by finding them (boring, good, or even interesting). In the composition curriculum, 56 % of the students find it good, while 26 % find their interests and only 18 % of the student find it boring. This is the same situation to



comprehension, conversation, novel, research & essay, translation, French & Arabic language, and finally computer science with a slight difference in propositions. On the other hand, criticism seems to be the most boring curriculum to the students with a proportion of 66 %, to come in next level linguistic with a proportion of 51 %, and 34 % to human rights. Frankly speaking, 11 % of the students see there is no need to study such material 'criticism'! While the scale of interest in this material is left empty with a zero proportion since no one shows an interest in this material. The researcher noted this fact and asked her students why? They answered because it is so complicated and the way the curriculum book tackles the information is so vague and boring so no one feels good about such material. These results showed a weakness in this curriculum book. It gave no interest to the student

with a boring complicated way of discussing literary texts. So, to ensure better understanding and interest to the students, we should focus on this crucial issue in building or constructing a future pedagogical curriculum. Taking into consideration the old pedagogical curriculum mistakes. Trying to update them from time to time according to the problems facing the students who the pedagogical curriculum made for or even to the recent knowledge by recent research papers.

In phonology, students seem to struggle between those who find it unnecessary to study with a proportion of 11 %, and those who find it boring with a proportion of 54 %. While those who find it good or even interesting are between 21 % - 13 % respectively. This percentage of the phonology curriculum showed a significant problem in this pedagogical curriculum that needs

to be corrected. One reason behind such weaknesses is that most pedagogical curriculums are old for more than 15 years ago. Some of them are even older about 35 years ago like composition. Some pedagogical curriculums still talk about very old techniques that are not used anymore nowadays! Leaving a big gap between the new generation of modern technology and old curriculums of old technology. Those who are responsible for pedagogical curriculums should consider these vital issues.

After these results, the researcher asked her students ‘So why do you choose to study English?’. The students showed different reasons behind their decision to study this language. Their answers were collected and presented in the following table:

**Table (4): reasons behind studying English**

#	... I study English because	Proportions % out of 100
1-	I love it	% 6
2-	I think it is important as a Global Language	% 3
3-	My parents want so	% 44
4-	I desire to learn a foreign language	% 2
5-	Make a big jump in my career	% 3
6-	Get satisfaction when I access websites	% 7
7-	It is helpful in tourism and family excursions	% 23
8-	It is a good way to show off	% 12

Table (4) highlights the factors that affect students’ interest in learning English which is 44 % of the students admitted that they are studying English under their parents well. This percentage shows that nearly half of the study sample used to study English with no sufficient reasons or well. Showing a crucial issue to be focused on. The second percentage is gone to tourism and

family excursions by 23 % of the sample of the study. While showing off takes the third high percentage of 12 %. Other reasons for searching the website, jumping into a career, the importance of English as a global language, and being willing to learn a foreign language are hitting 7 %, 3 %, 3 %, and 2 % respectively. Meanwhile, the percentage of studying English as a lovely subject obtains 6 % only. The researcher used self-evaluation techniques and asked the students to evaluate their responses if they are normal or need to work on them. Most students noticed and admitted that these responses need to work on depending on the words 'love what you do to succeed in it'. And by re-asking, the students about 'what are the most suitable reasons could be given for studying English. Their responses divided between 66 % for loving the English language to gain success and 34 % studying English to gain better jobs. They simply eliminated other reasons without even asking for them. They used self-evaluation and then self-correction to their goals and rules. Giving them a chance to discover their choices in a class group is a better way to guide them to the right route or path in the teaching and learning process.

The researcher asked her students (what means of learning do they use to enhance their learning?). Students' answers were collected and illustrated in the following table:

**Table (5): Using Different Means to Enhance Learning Skill**

The Means	Using The Means				Total Percentage
	(Answer (Yes		(Answer (No		
	Number	Percentage	Number	Percentage	
TV 1-	20	% 20	80	% 80	% 100
Radio 2-	2	% 2	98	% 98	% 100
Internet 3-	88	% 88	12	% 12	% 100

Tape recorder 4-	22	% 22	78	% 78	% 100
Traveling 5-	3	% 3	97	% 97	% 100

The importance of utilizing learning tools, which is the topic of this paper, in mastering English language skills cannot be underestimated. Table (5) indicates that using (traveling and radio) as a learning tool is low when compared with other tools or methods. More specifically, the percentage of respondents who used traveling was (3 %) while (97 %) of students do not use this tool and radio was (2 %) while (98 %) of the students do not use radio either. It is expected that the rationale for the former students not to use traveling and radio as a learning method can be contributed to their weakness in listening comprehension. Internets occupies the first place among other learning methods. Around (88) students indicated that they use the internet as a learning method for listening comprehension. In

other words, (88 %) of the total students use the internet. The reason for this overwhelming use of it can be contributed to the joy and entertainment one experiences when watching the internets' social media or YouTube videos. According to the data displayed above, dependence on a tape recorder to learn English language skills is somehow low. Just (22) students, i.e. (22 %), said that they use this method to learn English. Meanwhile, (98 %) of students said that they do not. The researcher believes that these statistics are disappointing as the percentage of those using tape recorders should be higher since this method is easy to use, has a low cost to own, and can be easy to control. Moreover, using the tape recorder can help students record their statements and hear



them again. Unfortunately, the methods of radio and tape recorder are not well-used, although they have so many benefits in helping students improve their listening comprehension. Otherwise, around 20 % of the students indicated that they used TV as a learning method for listening comprehension. In other words, only 20 % used TV and 80 % do not. The reason behind this low percentage is family distractions as was said by the students. Students said they used to watch TV in the presence of their families and a lot of noise and distractions were to be found and leave no way to benefit from this device. By enhancing self-evaluation among students about the best way or tools used to speed the learning process, students agree on watching online English episodes with headphones is the best way to enhance their language interestingly and funnily. The researcher discovered that

students are more likely to find solutions to their problems by using self-evaluation techniques leading to self-corrections to their behaviors in the learning process.

## 7. CONCLUSIONS

It has been concluded that our pedagogical system tends to focus on two skills of the learning process which are 'reading and writing' and underestimate the other two skills 'listening and speaking' since all our tests are in the first two skills. The pedagogical curriculums of Iraqi universities are very old about 15-35 years ago. Using very old techniques that are not suitable anymore nowadays, which leaves a big gap between the new generation of modern technology and old curriculums of old technology. Those who are responsible for pedagogical curriculums should consider these vital issues. Meanwhile, besides the mentioned issues, the time students

spend on online video games and other social media parallel with the time they spend studying if not even more. Besides, the holidays (National and Islamic) throughout their study enhance the idea that our students spend less time studying and then gain less education which needs a high significant interference from the government to correct this system. These results are in terms of the learning process and pedagogical system. In terms of the students' role, the results seem more promising. By using self-evaluation and self-correction techniques, students overcome all these obstacles in the pedagogical system. They simply eliminated the difficulties without even asking for it. They used self-evaluation and then self-correction to their goals and rules. Giving them a chance to discover their choices in a class group is a better way to guide them to the right route or path in the

teaching and learning process.

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## **9. APPENDIXES**

### **APPENDIX (A): SAMPLE OF THE CONTENT VALIDITY LETTER (A QUESTIONNAIRE FORM)**

#### **A letter to the Panelists Member**

Dear Professor/ Associate Professor.

The current study “Tutorial Overview by Using Self-Evaluation and Self-Correction Techniques” tries to achieve the following important objectives:

1- Making a tutorial overview of the pedagogical process of Iraqi universities by using students' self-evaluation techniques.



2- Using Self-Correction Techniques to enhance the pedagogical process of Iraqi universities by making the students evaluate themselves, find learning obstacles, and then correct them.

**You are kindly requested to indicate;**

Is the content measured in this questionnaire form **1)** essential, **2)** useful but not essential, or **3)** not necessary to the performance of the construct?

Your comments, suggestions, modifications, and recommendations will be highly considered and appreciated.

Thank  
you in advance

Shurooq  
Talab Jaafar

#### **Panelist's Comment**

The content measured by this Questionnaire is:

**1)** essential

**2)** useful but not essential

**3)** not necessary to the performance of the construct

**Other comments, suggestions, modifications, and recommendations**

**Panelist's Name:**

**Position:**

**Signature:**

#### **APPENDIX (B): SAMPLE OF FACE VALIDITY LETTER (A QUESTIONNAIRE FORM)**

**A letter to the Panelists Member**

Dear Professor/ Associate  
Professor.

The current study "Tutorial Overview by Using Self-Evaluation and Self-Correction Techniques" tries to achieve the following

important objectives:

1- Making a tutorial overview of the pedagogical process of Iraqi universities by using students' self-evaluation techniques.

2- Using Self-Correction Techniques to enhance the pedagogical process of Iraqi universities by making the students evaluate themselves, find learning obstacles, and then correct them.

**You are kindly requested to indicate;**

If this questionnaire form has Face validity that the procedures used look relevant to the participants who are under investigation? Your comments, suggestions, modifications, and recommendations will be highly considered and appreciated.

Thank  
you in advance

Shurooq  
Talab Jaafar

**Panelist's Comment**

Do you think this pilot study has Face validity?

**2) Yes**

**3) No**

**Other comments, suggestions, modifications, and recommendations**

**Panelist's Name:**

**Position:**

**Signature:**

**APPENDIX (C): CONTENT VALIDITY AND FACE VALIDITY PANELISTS**

Those are the majority of experts who have verified content validity and face validity of pilot study:

1- Prof. A. A., Ph.D. in  
Methodology of Teaching English



as a Foreign Language, Department of English Language, AL-Yarmouk University College, Diyala, Iraq.

2- Prof. S. A, Ph.D. in Methodology of Teaching English as a Foreign Language, Head of Department of English Language, Diyala University, Diyala, Iraq.

3- Prof. K. I. R., Ph.D. in Applied Linguistics, Department of English Language, College of Education for Human Science, University of Diyala, Iraq.

4- Prof. A. H. M., Ph.D. in Applied Linguistics, Department of English Language, College of Education for Human Science, University of Diyala, Iraq.

5- Asst. Prof. E. R. A., Ph.D. in Applied Linguistics, Department of English Language, College of Education for Human Science, University of Diyala, Iraq.

6- Asst. Prof. L. H. A., Ph.D. in Applied Linguistics, Department of English Language, College of

Education for Human Science, University of Diyala, Iraq.

7- Asst. Prof. S. K., Ph.D. in Language and Linguistics, Department of English Language, College of Education for Human Science, University of Diyala, Iraq.

8- Asst. Prof. R. L. U., Ph.D. in TESOL, Department of English Language, AL-Yarmouk University College, Diyala, Iraq.

9- Asst. Prof. A. K. J, Ph.D. in Education, Ph.D. Department of English Language, AL-Yarmouk University College, Diyala, Iraq.

10- Asst. Prof. M. A. N., Ph.D. in Education, Ph.D. Department of English Language, AL-Yarmouk University College, Diyala, Iraq.