

On the Impact of Self-assessment Vs. Peer-assessment on Iranian Intermediate EFL Learners' Paragraph Writing Ability

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This study was designed to investigate and compare the effectiveness of two types of alternative assessment, namely self- and peer-assessment in improving paragraph writing ability of Iranian Intermediate EFL learners. To achieve the objectives of this study, 45 female learners in the 18-22 age range who were studying in Pardis institute in Rasht were ed among 90 participants based on their performance on OPT. The participants were randomly assigned to two experimental groups and one control group. Each experimental group consisted of 15 participants. A pre-test was administered to three groups. Then, both experimental groups received 10-session treatments that were the use of self-assessment in the experimental group (A) and the use of peer-assessment in the experimental group (B). Meanwhile, the control group received a 10-session placebo that was the use of traditional assessment. A post-test was then administered to all the three groups. The results indicated that there is statistically significant difference between self, peer and traditional assessment. The results of this study revealed that the experimental group (B) that utilized peer-assessment achieved significantly higher proficiency in paragraph writing than the other two groups. Additionally, the experimental group (A) that received the use of self-assessment outperformed the control group. Based on the findings of this study, language teachers can utilize both kinds of alternative assessment to improve their learners' paragraph writing ability. The findings showed that the use of peer-assessment led to more proficiency in the learners' paragraph writing ability. The results of this study can be helpful to teachers, materials developers and syllabus designers in order to make appropriate modification to enhance EFL learners' learning achievements.

Keywords : Paraphrasing, experimental group, substitution evaluation

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