

The Comparative Effect of Self-Assessment, Peer Assessment and Teacher Assessment on the EFL Learners' Second language Writing Development

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The present study intended to investigate the effect of assessment types on the development of L2 writing among Iranian EFL learners. To do so, 60 homogenized upper intermediate learners in Qazvin Islamic Azad University in Iran took part in the study in four groups (three experimental groups and one control group). The learners experienced a pretest of writing, intervention, and a posttest of writing. The results of the study revealed that different types of assessment including teacher, self, and peer assessment increased the familiarity with writing model, correctness, wording, spelling, grammar, pragmatics, and the like. The findings revealed that via such activities the learners' writing could improve. Analysis of the results revealed that different types of assessment such as teacher assessment, peer assessment, and self-assessment significantly affected second language writing development of Iranian EFL learners. The findings also revealed that self-assessment took priority over other assessment types. Meanwhile, peer assessment was conducive to more fruitful results compared to teacher assessment.

Key words: Dynamic Assessment, Feedback, Peer Assessment, Teacher Assessment, Self-Assessment.

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