

Fostering Self-regulated Learning of Iranian EFL Students: An investigation of the Effect of Self and Peer Assessment in L2 Writing

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Defined as people's ability to regulate and direct their feelings, thoughts, and behaviors, self-regulated learning is a concept in psychology, which has attracted considerable attention and has gained much popularity in English Language Teaching recently. On the other hand, given the paradigm shift in language testing (Gipps,1994), the pendulum of teacher testing and teacher assessment has swung back to self-assessment and peer-assessment as two means of realizing the goals of educational assessment and learner-centered education. The purpose of the current study was to investigate the effectiveness of practicing self- and peer-assessment in a course of writing in enhancing self-regulated learning. In so doing, seventy nine intermediate Iranian EFL students in the form of three intact classes at Islamic Azad University participated in this study. One of the classes was considered as the self-assessment group, the other class was assigned to peer-assessment group and the third class was assigned as the control group of the study. After the conduction of the study and the related intervention and treatment in each group, the scores of the students in the three groups on the pre-test and post-test of self-regulated learning were taken into account. The analyses of covariance revealed that self-assessment and peer-assessment practices had a positive impact on students' level of self-regulated learning . Further analysis indicated that there was not statistically significant difference between the self-assessment and peer-assessment groups in terms of self-regulation. The findings offer theoretical and pedagogical implications for those involved in foreign language education.

Keywords: Self-assessment, Peer-assessment, Self-regulated Learning, Writing.

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