

The Effect of Self-assessment Training on Iranian EFL Students' Expository Writing Performance

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Abstract – The present study investigates the effects of self-assessment training on the EFL learners' expository writing. The main goal of the study is to raise students' awareness through using self-assessment checklist as a revision technique for recognizing weakness of their assignments. This study is a mixed-method, which is consisted of two phase of quantitative and qualitative data collection and focus on answering the research questions. The statistical sample is consisted of sixty female students randomly selected from one of the language institutes in the city of Malayer, in Iran. The Oxford Placement Test is administered in order to set up two homogenous groups, namely, the experimental and the control. Before launching the treatment, a pre-test of writing is administered to measure the students' writing proficiency level. The experimental group received the treatment by applying self-assessment checklist five times in the revision stage of their writing; while, the control group was treated with regular writing program described as the traditional approach in this research study. All the written papers of the two groups are scored by a standard analytic rubric. Two raters selected for this study but they are not engaged in the whole research. The raters scored the pre and the post-test collected essays. The statistical results lead to highly significance improvement that the self-assessment training has positive effect on their writing performance based on the trained traits of expository writing. In this regard most of the learners have positive perception toward self-assessment questionnaire. This study can help most of the teachers who don't have enough time to correct every single mistake. However, further research is needed in different genres.

Keywords: self-assessment training, expository writing, Iranian EFL students, self-assessment questionnaire.

I. INTRODUCTION

It is generally confirmed that in order to evaluate students' skill. It is necessary to use a variety of methods of assessment. In traditional classroom of Iran, the only evaluator is the teacher who observes all the students activities and participations. Such evaluation is tolerable for multiple choice tests which have one correct answer, but not for productive skill such as writing compositions and essays is not desirable (Birjandi,2010). Cumming (2009) also asserts that, experienced instructors of English as a second or foreign language usually use 27 different

types of decision making behaviors while assessing a single composition. In order to indemnify the limitations of teacher-assessment, alternative assessment including self-assessment is the focus of attention. In this modern view towards assessment, learners are trained to assess their own learning progress, and can identify their own strengths and weaknesses (Tavakoli, 2010).

Whereas there is significance body of studies that work on self-assessment (Falchikov & Boud, 1989; Dodd, 1995; Brew, 1999; Ross et al., 1999; Bulter and Lee, 2010; Javaherbakhsh, 2010; Zapities, 2010; Birjandi, 2011; Yagoubi, 2012), less investigation is notified to specify criterion of the self-assessment sheet which used as a revision tool for writing compositions, and learners' attitude toward self-assessment wasn't fully explored so far. Due to the fact that the studies carried out in EFL context are few, specifically in Iran so the researcher in this study investigating the effectiveness of self-assessment training on students' writing performance. The other goal of the study is to determine the existing research gap and apply the results to the teaching/testing contexts.

II. LITERATURE REVIEW

A. Self-assessment

Boud (1995) defined self-assessment as the involvement of the students in identifying the standards or criterion to be applied to their work and making judgments about the extent to which they have met these criteria. Harris and McCann (1994) described the concept "self-assessment" as useful information about students' expectation and needs, the problems and worries, how they feel about their own learning process, their reaction towards methods being used and what they think about the materials of courses.

Brown and Hudson (1988, p.666) listed some advantages of the self-assessment as:

Self-assessment can be designed to be administered relatively quickly. 2) The students' direct involvement in the assessment process is inevitably. 3) Such involvement may help students understand what it means to learn a language autonomously. 4) Both the students' involvement and their greater autonomy can substantially increase their motivation to learn the language of their choice.

In a similar perspective, Nunan (1988) argued that learner self-assessment can be an indispensable enhancement to teacher assessment and self-assessment provide one of the most beneficial means of developing both critical self-awareness of what is to be a learner and how to learn the modified skills. In approving of this reason Dickinson (1987) recommended the following issues:

1. Assessment leading to evaluation is the major concern or objective and training the learner in the respect is valuable to learning.
2. Assessment is the necessary part of self-direction.

3. Self-instructional programs involving many students and applying self-assessment is one way to lessen the teachers' assessment burden.

B. Overview of Self-assessment Studies

Investigating the effects of training self-assessment on narrative writing skills, Ross, Rolheiser and Hogaboam-Gray (1999) found that teaching self-assessment skills improved accuracy, especially in those who tended to overestimate themselves, and had a positive outcome on achievements among low achievers which helped them to better recognize the teacher expectations. Ross et al. (1999) asserted that language students have to be taught to self-assess their work correctly. Mok et al. (2006) used self-assessment in teacher education, having student self-assess themselves at the beginning, middle, and end of learning sequences. The students found self-assessment supportive and they found that assessment make them aware of their own learning at the end of the study.

Oscarsson (1989) conducted a research and found some practical instructional merits of self-assessments for teachers. Self-assessments allow teachers to gain information on the students' affective states which are not usually available when other types of assessments are applied. Self-assessment potentially reduces teachers' assessment burden. If self-assessment does indeed help students become autonomous learners, one might expect that it would have a long lasting effect on their learning beyond one individual course.

The key element in applying of self-assessment practices in the writing class is to address the necessity of developing strong habits in drafting and revision (McCarthy et al, 1985; Boud & Falchikov, 2006; Bardine & Fulton, 2008). By applying directed revising activities, students are more likely to present a final draft of higher quality (Zimmerman & Kitsantas, 2002). It is suggested that teaching students to revise their written essays in expository writing classes will provide a lifelong habits of revising skill and will improve student writing in other domains (Boud, 1995; Zimmerman & Kitsantas 2002). This process of learning to revise begins at the novice stage of writing development and is gradually raised by encouraging students to look thoughtfully at their own work. Although almost all synonyms for self-assessment can be used to describe some form of revising, several concepts of self-assessment are commonly used to denote particular and specific revising exercises including: responding to drafts, self-correcting, and self-monitoring (Flower & Hayes, 1977).

Andrade and Du (2007) indicated students' attitudes towards self-assessment, and found that students reported positive attitudes towards self-assessment after extensive practice. They also pointed to the need for clear criteria, the continued use in revision to improve work quality and thus grades, and commented on increased motivation and learning.

III. METHODOLOGY

The main purpose of this mixed-method study is to answer the research questions. In this regard, the study is conducted under the experimental pre-test, post-test design in order to discover how EFL learners' writing performance is affected by the self-assessment training. Data is analyzed through independent t-test, paired t-test, and Pearson correlation statistical tests. The first phase of the study or the primary focus of the present study is concerned with quantitative data collection and the second phase is qualitative data collection. The consequences of the second phase clarify more on the procedures and process of quantitative analysis phase (Creswell, 2004).

A. Research Questions

Three research questions are formulated in this mixed-method study according to the objectives of the research:

- 1) Does self-assessment have any corrective effects on students' writing development in general?
- 2) What is/are the effect(s) of self-assessment on EFL learners' expository writing performance in terms of content, organization, and language use specifically?
- 3) What are the students' perceptions towards self-assessment questionnaire?

B. Research Hypotheses

H₁: Self-assessment does not have any optimizing influence/effect on students' writing performance.

H₂: There is no significant effect(s) between self-assessment and EFL students' expository writings performance in terms of content, organization, and language use.

C. Participants

The participants in this study were sixty female EFL intermediate students of age 18-20 years who were randomly selected from one of the English language institutes in the city of Malayer. The classes were intact and, all of them were Iranian and the Foreign Language they were learning was English. In order to examine the Language knowledge or proficiency level of participants of the experiment the standardized Placement Test Oxford is conducted. After randomly dividing the participants into experimental and control groups, their writing proficiency levels are determined by Pre-test administration. They are scored by the valid analytic rubric of (Jacobs et al.1981).

D. Instruments

Three instruments are used in this mixed-method study to collect quantitative and qualitative data about the subjects. The first instrument was the analytic rubric which is used for pre and post-test section in order to score the ability of participants in writing. The second one is self-assessment sheet in the form of a check list considered as a treatment for experimental group. The self- assessment sheet assessed students writing ability in three aspects: a) content (introduction-body-conclusion), b) organization (coherence and logical relationships between sentences and paragraphs), and c) language use which is referred to structure or word order, mechanics and appropriate use of transition words. The third instrument is self-assessment questionnaire and this part engaged the students' attitudes toward employing of self-assessment to their writing. The self-assessment questionnaire has four Likert scales as 'strongly agree', 'agree', 'disagree', and 'strongly disagree'.

E. Procedure

The procedure of this study consists of two steps of qualitative and quantitative in order to answer the research questions. The procedures for the two phases are described in the following section.

1. The placement test of homogeneity is administered to 100 students to homogenize the students. Those who scored over 47 points out of 70 points are acceptable as intermediate level to participate in this study. Subsequently they are divided randomly to both experimental and control groups, which 30 subjects is assigned to each experimental and control groups. Pre-test is administered for both groups to see their writing ability. For calculating their writing marks the teacher uses expository analytic rubric which the total scores was 100 and each trait has separate points. After obtaining their scores the mean difference between the two groups are calculated to figure out whether there is any statistical significant difference between the two groups before conducting the treatment. In pre-treatment session the teacher describes the procedures, objectives, content of self-assessment, and importance of the study to the participants of the experimental group and trained them for four sessions in order to guide them how to apply self-assessment checklist according to the guidelines of Ross (2006).

2. After demonstration session the subjects of control group are assigned to write a regular writing procedure in the class after they wrote their first draft, the teacher asked them to revise their writing at home. In the next session the teacher collected their papers and gave them an analytic score according to the scoring grid, at the end gave back their papers to them to see their performance but did not ask them to rewrite their writings again.

3. Two groups write five compositions in each session but experimental group used self-assessment sheet as a tool to revise their writing in revision stage after they were trained. So they revised their writings and score them according to the scoring key. At last, the teacher collected the compositions and self-assessment sheets to check the left mistakes and errors in self-assessment sheet which the students have forgotten to consider. The validity of self-assessment

sheet is proved by expert judgment. The teacher scored students' composition by analytic rubric which its criteria are as the same as scoring key of self-assessment sheet. The control group would write their compositions with regular procedure in the class and their essays were scored by teacher's scoring grid.

4. After treatment time, on the post-test session, the teacher gave the same topic to both groups to see their performance. Using the same topic was because of avoiding the effect of subjects' knowledge on their performance. According to Bachman (1995) test performance is affected by individual attributes that are not part of test takers language ability; including test takers' cognitive and affective characteristics, and their real world knowledge which should be considered as the source of test bias. Finally, the means of the control and experimental groups are compared through descriptive statistics, paired t-test, and independent t-test. The inter-rater reliability of pre and post-test is calculated in purpose of correlation coefficient reliability of both raters. At the end of the study self-assessment questionnaires are distributed among some random selected of experimental group to figure out their perception towards using self-assessment checklist.

F. Data Analysis

In order to test the hypotheses of the research a set of statistical test including descriptive statistics of placement test, pre and post-test, and inferential statistics including, paired t-test, independent t-test, Levene's test for Equality of Variances, Pearson Correlation Coefficient run by SPSS. Finally, the qualitative analysis of the third research question is calculated. The data analysis of the statistical results is supported in relation to the research questions and hypotheses created by the study.

IV. RESULTS

A. Descriptive statistic of placement test

The outcome of administering intermediate placement test of the Oxford is presented in the following in order to ensure the non-existence of outliers and normal distribution.

Table1: descriptive statistic for Proficiency Test

	N	Range	Mean	Std. Deviation
Placement test for all subjects	60	21	55.86	6.87

The Q-Q plot is intended to confirm the homogeneity of variance across two groups (Fig-1). As observed here there are no outliers across the two groups of participants; therefore, the two groups are qualified to be compared in any experimental condition.

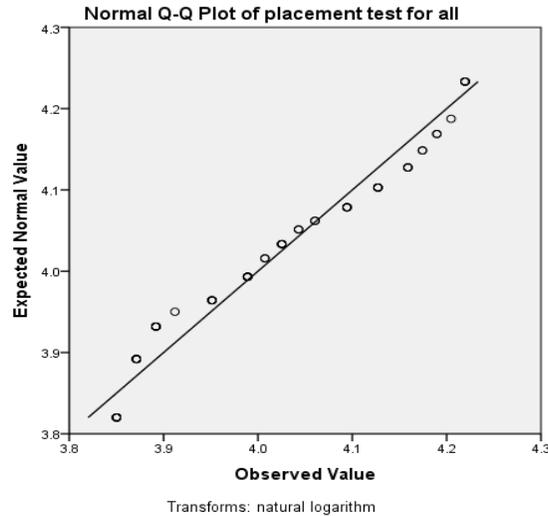


Figure 1

B. Descriptive statistics of pre and post-test

Descriptive statistics of the pre and post-test of both groups are tabulated in the table. The results expressed here are the mean difference between experimental and control groups.

Table 2: Descriptive Statistics

	N	Mean	Std. Deviation
Total-pre and Post-test control group	30	64.30	5.53
Total-pre and Post-test experimental group	30	66.50	6.70
Total-pre and Post-test experimental group	30	64.46	4.98
Total-pre and Post-test control group	30	88.20	4.01

C. Paired t-test and independent t-test

In order to answer the research question the paired t-test is conducted on the pre and post-test of the both groups to find out the effect of treatment before and after the experiment. In table 3 below, the sig.2-tailed of both groups are compared at $p=0.05$. Here alpha level ($.000 \leq 0.05$)

indicated that it can be concluded that the experimental group has remarkable improvement for the total variable of content, organization, and language use.

Table 3: Paired t-test

	N	Mean differences	df	sig.(2-tailed)
Total pre and post-test control group	30	2.86	29	0.67
Total pre and post-test experimental group	30	-23.73	29	0.000

The result of Independent t-test is very significant. The interpretation of the results of the self-assessment test led to highly significant improvement in the total variable of the experimental group in comparison with control group. This independent t-test was conducted and the test indicates that there is a significant difference between both experimental and control groups of post-test performance at $p = .000 \leq 0.05$.

Table 4: Independent t-test statistics

	N	Mean	df	Sig.(2-tailed)
Post-test of control	30	66.50	47.41	
Post-test of experimental	30	88.20	58	0.000

D. Levine's test

The result of the Levine's test for Equality of Variances indicated that there is normality of variances or similar variances in two groups because the P-value is bigger than 0.05. The table is presented in the following.

Table 5: Levene's test for Equality of Variances

	Mean Differences	t	sig	
Post total control and experimental	Equal variances assumed	-26.76	-18.76	0.078
	Equal variances not assumes	-26.76	-18.76	

E. Inter-rater Reliability

The last calculated result of quantitative analysis is inter-rater reliability. In order to ensure that there is some correlation between the scores as rated by raters for pre and post-test of the two groups, various writings of pre and post-test of both groups are selected randomly and the two raters scored their papers according to the analytic rubric and the mentioned criteria.

Table 6: Inter-rater reliability

Writing Variables	r
Content	0.87
Organization	0.86
Language use	0.87
Total	0.94

V. ANALYSIS OF QUALITATIVE PHASE OF THE STUDY

The self-assessment questionnaire distributed among the students of experimental group and contained ten questions about the effects of using checklist as a revision tools in their writing. The scale of each question was Likert. The validity of questionnaire is approved by expert judgments of two professors who are expertise in field of writing. The results of students' attitudes about each question are demonstrated in (Appendix A).

VI. DISCUSSION, CONCLUSION, AND IMPLICATION

The main purpose of this study is to investigate whether self-assessment training has any effect on Iranian EFL students' writing or according to Oskarsson (1988) self-assessment could improve learning and encourage students to become autonomous learners. In this study the main observed traits are content, organization, and language use which are considered in students writing, self-assessment checklist, and analytic rubric. This mixed method study is a combination of quantitative and qualitative design where the result of the qualitative part of the research is depended on the data analysis of the quantitative part, so the effect of self-assessment training in the quantitative phase followed by the attitudes of students regarding self-assessment checklist. The result of inferential statistics reveals that experimental group improved their writing based on notified criteria. The result of the study indicated that self-assessment training does affect the students' writing capabilities and self-assessment checklist can assist students to be independent and figure out their weaknesses and strengths areas of their writing by using can-do-statement. This research can guide the teachers who teach writing skill to find out the needs of the students.

The main captivated finding that materialized in the study is the specific criterion included in the self-assessment checklist used as a revision technique leads students to have progress and improvement in their expository writing because the can-do-statement promote students' awareness regarding three sections of content, organization and language use. Oscarson (1998); Flower and Hayes (1981) focus on the importance and effective of providing EFL learners with the set of criteria to revise their writings.

In process of writing, at different stages students received oral and written feedback during or at the end of their compositions, this is helpful and has many advantages but doesn't help the learner recognize their abilities and self-correction. Thus, this technique provides opportunities for students in real life situation such as classroom to learn self-rating, self-access centers, and evaluate their language use domain. Teachers can assist learning for learners by applying assessment tasks in order to make their students independent and self-regulated, but it is necessary to focus that the nature of input in their provided tasks should be related to the response of students according to Palmer and Bachman (1996). The other contribution of this study is to teachers who have to correct every mistake and error of students' writings but it is time consuming, so self-assessment relieves such a responsibility of teachers and raise students awareness of critical criteria existing in evaluating writings so no more complaints of their low grades. Assessing different skills is the belief that evaluation tools are most useful when they are used over time; when they involve the students in decision making about what and how to evaluate (Ekbatani, 2000).

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Appendix A

Items of the Self-assessment Questionnaire

Q1) I think that applying self-assessment checklist to my composition can improve my writing proficiency. This question generally asks the students' attitudes toward applying self-assessment. The responses illustrated here.

Table 7

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	60%	40%		
N	18	12	0	0

Q 2) I can recognize what important criteria are (such as grammar, punctuation, coherence) in writing by using self-assessment checklist.

Table 8

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	40%	60%		
N	12	18	0	0

Q3) I can recognize my mistakes and use correct form by applying self-assessment checklist.

Table 9

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	26.66%	73.33%		
N	8	22	0	0

Q 4) Using self-assessment checklist can raise my awareness to recognize my weakness in writing composition.

Table 10

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	33.33%	60%	6.66%	
N	10	18	2	0

Q5) I think that using self-assessment checklist is a very difficult technique to apply to my composition.

Table 11

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent		10%	37%	53%
N	0	3	11	16

Q6) I think that using self-assessment checklist can improve six traits of my writing such as content, vocabulary, grammar, punctuation, etc.

Table 12

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	27%	60%	13%	
N	8	18	4	0

Q7) I think that applying self-assessment checklist can guide me how to organize my writing logically.

Table 13

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	37%	56%	7%	
N	11	17	2	0

Q8) I like the "organization" part of self-assessment checklist than the content part.

Table 14

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	27%	40%	17%	17%
N	8	12	5	5

Q9) I like the "Content" part of self-assessment checklist than the "language use" part.

Table 15

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	40%	20%	33%	7%
N	12	6	10	2

Q 10) I like the "Language use" part of self-assessment checklist than the "content" part.

Table 16

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree
Percent	30%	40%	17%	16.66
N	9	12	5	4

Appendix B

Self-assessment Questionnaire

سوالات زیر را با دقت بخوانید و پاسخ دهید، اگر نظر خاصی برای هر سوال دارید در زیر آن مطرح نمایید.

1) I think that applying self-assessment checklist to my composition can improve my writing proficiency.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

2) I can recognize what important criteria are (such as grammar, punctuation, coherence) in writing by using self-assessment checklist.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

3) I can recognize my mistakes and use correct form by applying self-assessment checklist.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

4) Using self-assessment checklist can raise my awareness to recognize my weakness in writing composition.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

5) I think that using self-assessment checklist is a very difficult technique to apply to my composition.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

6) I think that using self-assessment checklist can improve six traits of my writing such as content, vocabulary, grammar, punctuation, etc.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

7) I think that applying self-assessment checklist can guide me how to organize my writing logically.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

8) I like the "organization" part of self-assessment checklist than the content part.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

Please mention why if your answer is A, B, or C.

9) I like the "Content" part of self-assessment checklist than the "language use" part.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

Please mention why if your answer is A, B, or C.

10) I like the "Language use" part of self-assessment checklist than the "content" part.

A) Strongly agree B) Agree C) Disagree D) Strongly disagree

Please mention why if your answer is A, B, or C.

Prompts which used for both groups and the topics were selected from the book '501 Writing'.

Prompt (pre-test for both groups): What is your favorite food? Can you make it? How? Can you cook? Do you like cooking? Why? Which foods can you cook? Imagine you have a guest what kind of food do you prefer to make? How do you prepare it? Explain completely.

Experimental group Prompts:

Prompt 1: The first time we try something new can be exciting, frightening, and enlightening. Tell about an important "first experience" in your life and what you have learned from the experience. Many experiences in our life are memorable and emotional because they forced us to examine our basic beliefs and values. Tell about such an experience in your life.

Prompt 2: Where is/are the best place(s) have you ever visited in holidays? What is the best time to visit that place? Describe the place that you visit? Do you like it? Why? Did you have a good time there?

Prompt 3: What is your birth order in your family? Compare your characteristics with your brother or sister? How is your relationship with your siblings? Describe your relationship with them.

Prompt 4: Many of us spend hours in front of our computers and communicate more by e-mail or instant-messaging than in person. Some people believe that this is good because it helps shy people communicate more openly with others. Others believe that computer communication prevents us from developing interpersonal skills and limits our ability to have meaningful relationships with others. How do you feel about this issue? Compare face to face relationship with other kind of communication? What are the advantages and disadvantages of both, communication with computers, cell phone, and communications personally when you see each other? Use specific reasons and examples to support your position.

Prompt 5: Have you ever got in trouble? Was it funny or memorable? Explain.

Control group Prompts:

Prompt 1: Imagine you get up one day and when you look yourself in a mirror, suddenly you recognize that you changed to a man, so if you were a man what types of clothes would you like to wear that looks good on you? Which styles do you like? Do you like to follow all fashion things? Explain .Talk about your appearance.

Prompt 2: If you want to choose a job in the future what kind of job do you prefer? Why? Explain. What do you want to be in the future? In the future what will you decide to do? What are your decisions and plans for the future?

Prompt 3: What is/are your favorite interest(s)? Do you like it/them? Why? Explain it. Are they still interesting and enjoyable for you? What are your favorite interests in your free time? How do you pass your free time? Where do you go? What do you do? Explain clearly and completely.

Prompt 4: What are your unhealthy habits? How do you cope with? If you want to feel healthy what do you do? When you want to start your day with full of energy what are your suggestions and how do you pass your times to feel fresh? If you feel exhausted and tired one day what will be your solutions to get rid of it?

Prompt 5: Imagine it is your mother's birthday, what are you going to buy for her? How is her feeling? Do you surprise her? Dose she like the gift that you buy for her? Do you prepare a cake for her? Describe all the events that happen in such celebration?

Prompt (post-test of both Groups): you have different friends, who is your close friend? Talk about her personal profile, such as her characteristics, age, feeling, name, her personality? How is her behavior? What does she like and doesn't like? Describe her completely as a friend.

"Self-assessment checklist"

Name: _____ Last name: _____

Give yourself 5 points for choosing each number 1.

Give yourself 2.5 points for choosing each number 2.

Give yourself 1.25 points for choosing each number 3.

Number 4 has no point, give yourself zero.

Part one: Content (Introduction, Body, and Conclusion)

I can write a good introductory paragraph that has controlling idea or show my view point clearly.

- 1) **I can do it absolutely well** 2) **I can do it adequately good**
3) **I can do it but poorly** 4) **I cannot do it at all**

I can explain the topic clearly with consistent purpose that supports my main idea.

- 1) **I can do it absolutely well** 2) **I can do it adequately good**
3) **I can do it but poorly** 4) **I cannot do it at all**

I can explain each idea meaningfully, and clearly that illustrates in the body.

- 1) **I can do it absolutely well** 2) **I can do it adequately good**
3) **I can do it but poorly** 4) **I cannot do it at all**

I can write conclusion that summarizes the main idea of the composition, and states clearly my view point.

- 1) **I can do it absolutely well** 2) **I can do it adequately good**
3) **I can do it but poorly** 4) **I cannot do it at all**

Total score 20

Part two

Organization

I can write each paragraph with a clear focus and purpose.

- 1) **I can do it absolutely well** 2) **I can do it adequately good**
3) **I can do it but poorly** 4) **I cannot do it at all**

I can write each paragraph that includes certain topic sentences.

- 1) **I can do it absolutely well** 2) **I can do it adequately good**
3) **I can do it but poorly** 4) **I cannot do it at all**

I can write the information in logical order and develop meaningfully.

- 1) **I can do it absolutely well** 2) **I can do it adequately good**
3) **I can do it but poorly** 4) **I cannot do it at all**

I can build up sentences and paragraphs by correct use of coherence and cohesion markers.

- 1) **I can do it absolutely well** 2) **I can do it adequately good**
3) **I can do it but poorly** 4) **I cannot do it at all**

Total score 20

Part three

Language use (Vocabulary, Grammar, Mechanics)

Accuracy of vocabulary

I can use appropriate range of vocabulary in my composition.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

I can employ correct use of vocabulary with clear meaning.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

I can write correct use of words form.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

Total score 15

Grammar

I can write grammatical sentences with correct form.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

Mistakes and Correction

I can employ correct use of verb's form and tense.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at al

I can use correct form of subject verb agreement in each structure.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

Mistakes and Correction

I can write structures with correct order.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

Mistakes and Correction

I can use articles, pronouns, prepositions appropriately.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at

Total score 25

Mechanics

I can write words and sentences without misspelling.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

Mistakes and Correction

I can use punctuation such as dot, comma, semicolon and etc. appropriately.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

Mistakes and Correction

I can apply capitalization of the words in the sentences which is necessary.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

Mistakes and Correction

I can write my composition with good hand writing.

- 1) I can do it absolutely well 2) I can do it adequately good
3) I can do it but poorly 4) I cannot do it at all

Total score 20