

The Comparative Effect of Practicing Self-Assessment and Critical Thinking Skills on EFL Learners' Writing Ability

Authors : Behdokht Mall-Amiri, Sara Farzaminejad

Abstract : The purpose of the present study was to discover which of the two writing activities, a self-assessment questioner or a critical thinking skills handout, is more effective on Iranian EFL learners' writing ability. To fulfill the purpose of the study, a sample of 120 undergraduate students of English SAT for a standardized sample of PET. Eighty-two students whose scores fell one standard deviation above and below the sample mean were selected and randomly divided into two equal groups. One group practiced self-assessment and the other group practiced critical thinking skills while they were learning process writing. A writing posttest was finally administered to the students in both groups and the mean rank scores were compared by t-test. The result led to the rejection of the null hypothesis, indicating that practicing critical thinking skills had a significantly higher effect on the writing ability. The implications of the study for students and teachers as well as course book designers are discussed.

Keywords : writing ability, process writing, critical thinking skills, self-assessment

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