

The Effect of Self and Peer Assessment Activities in Second Language Writing: A Washback Effect Study on the Writing Growth during the Revision Phase in the Writing Process: Learners' Perspective

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Abstract : The washback effect refers to the influence of assessment on teaching and learning, and this washback effect can either be positive or negative. This study implemented, sequentially, self-assessment (SA) and peer assessment (PA) and examined the washback effect of self and peer assessment (SPA) activities on the writing growth during the revision phase in the writing process. Twenty advanced Arabic as a second language learners from a private school in the USA participated in the study. The participants composed and then revised a short Arabic story as a part of a midterm grade. Qualitative data was collected, analyzed, and synthesized from ten interviews with the learners and from the twenty learners' post-reflective journals. The findings indicate positive washback effects on the learners' writing growth. The PA activity enhanced descriptions and meaning, promoted creativity, and improved textual coherence, whereas the SA activity led to detecting editing issues. Furthermore, both SPA activities had washback effects in common, including helping the learners meet the writing genre conventions and developing metacognitive awareness. However, the findings also demonstrate negative washback effects on the learners' attitudes during the revision phase in the writing process, including bias toward self-evaluation during the SA activity and reluctance to rate peers' writing performance during the PA activity. The findings suggest that self-and peer assessment activities are essential teaching and learning tools that can be utilized sequentially to help learners tackle multiple writing areas during the revision phase in the writing process.

Keywords : self assessment, peer assessment, washback effect, second language writing, writing process

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