

Efficacy of Self-Assessment in Written Production among High School Students

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Abstract : The purpose of the present study is to find the efficacy of high school student self-assessment of written production. It aimed to explore the following two research questions: 1)How is topic development of their written production improved after student self-assessment and teacher feedback? 2)Does the consistency between student self-assessment and teacher assessment develop after student self-assessment and teacher feedback? The data came from the written production of 82 Japanese high school students aged from 16 to 18 years old, an American English teacher and one Japanese English teacher. Students were asked to write English compositions, about 150 words, for thirty minutes without using dictionaries. It was conducted twice at intervals of two months. Students were supposed to assess their own compositions by themselves. Teachers also assessed students' compositions using the same assessment sheet. The results showed that both teachers and students assessed the second compositions higher than the first compositions. However, there was not the development of the consistency in coherence.

Keywords : feedback, self-assessment, topic development, high school students

Conference Title : ICLLLT 2015 : International Conference on Linguistics, Language Learning and Teaching

Conference Location : London, United Kingdom

Conference Dates : July 25-26, 2015