

Effects of Self and Peer assessments on enhancing the writing performance: a study on the revision phase during the writing process: Arabic as a foreign language: learners' Perspective

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أثر التقييم الذاتي وتقييم الأقران في الرفع من مستوى الأداء في الكتابة: دراسة عن عملية الكتابة أثناء مرحلة المراجعة من منظور متعلمي اللغة العربية كلغة أجنبية

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Abstract:

Alternative assessments such as self- assessment and peer- assessment have become essential learning devices that can help learners improve their writing. This study investigated the effect of self-assessment and peer-assessment when the teacher's grading rubric is shared with the students as analytical self- and peer- assessment forms. The study implemented self- assessment and peer-assessment in the form of an analytical rubrics to examine the effects of self- assessment and peer assessment on the version phase during the writing process. Twenty advanced Arabic foreign language learners from a private school in the USA participated in the study. They wrote and then revised a short Arabic story as part of the course writing tasks. Qualitative data from ten interviews and 20 students' post-reflective journals were collected. Data was thematically synthesized and organized. The findings indicated positive effects on the revised version of the writing task: peer- assessment contributed to enhancing description & meaning, promoted creativity, and improved textual coherence, whereas self-assessment led to detecting grammatical errors. Furthermore, both self- assessment and peer assessment had common effects, including helping the writers meet the writing genre conventions and develop metacognitive awareness. However, the findings also demonstrated negative effects: writers showed bias toward self-evaluation, and peer assessors expressed reluctance to rate peers' writing performance. The findings suggest that self- assessment and peer assessment are essential learning devices that can be sequentially utilized to help learners tackle multiple writing gaps in the revision phase during the writing process.

Keywords: Self-assessment, Peer-assessment, writing process, revision.

الملخص:

أصبحت أساليب التقييم البديلة، مثل التقييم الذاتي (Self-Assessment) وتقييم الأقران (Peer Assessment) أدوات تعليمية أساسية التي من شأنها أن تساعد المتعلمين في تحسين مستوى الكتابة. هدفت هذه الدراسة إلى استقصاء أثر التقييم الذاتي وتقييم الأقران وذلك عند مشاركة سلم التقدير التحليلي (Analytical Rubric) مع المتعلمين في صورة نماذج تحليلية للتقويم الذاتي وتقويم الأقران. وقد وُظِّفَت الدراسة نموذجاً تحليلياً للتقييم الذاتي وآخر لتقييم الأقران لفحص

الآثار التي يُحدثها هذان النمطان من التقييم عندما يقوم المتعلمون بمراجعة كتاباتهم خلال عملية الكتابة. شارك في الدراسة عشرون متعلماً من مستوى متقدم في اللغة العربية بوصفها لغة أجنبية من مدرسة خاصة في الولايات المتحدة الأمريكية. وقد طُلب منهم كتابة قصة قصيرة باللغة العربية ثم مراجعتها ضمن مهام الكتابة في المقرر الدراسي. ومن خلال عشر مقابلات مع الطلاب، إضافة إلى عشرين يومية تأملية، تم جمع البيانات النوعية وترتيبها على نحو موضوعي ثم تحليلها. أظهرت النتائج آثاراً إيجابية على النسخة المنقحة من الكتابة إذ أسهم تقييم الأقران في تعزيز الوصف وبناء المعنى، والاثراء الإبداعي، وتحسين الاتساق النصي، في حين ساعد التقييم الذاتي على اكتشاف الأخطاء النحوية. كما كشفت النتائج أن كلا النمطين من التقييم أسهما في مساعدة المشاركين على الالتزام بأعراف الجنس الكتابي المستهدف، وتنمية الوعي ما وراء المعرفي لديهم. ومع ذلك، أظهرت النتائج أيضاً بعض الآثار السلبية؛ حيث أبدى المشاركون تحيزاً عند تقييم كتاباتهم أثناء التقييم الذاتي، كما أظهر المشاركون عند تقييم الأقران تردداً في تقدير مستوى أداء زملائهم الكتابي باستخدام الأرقام. وتشير نتائج الدراسة إلى أن التقييم الذاتي وتقييم الأقران يعدان أداتين تعليميتين مهمتين يمكن توظيفهما بصورة متتابعة لمساعدة المتعلمين في معالجة جوانب القصور المتعددة في كتاباتهم في مرحلة المراجعة ضمن عملية الكتابة.

الكلمات المفتاحية: التقييم الذاتي، تقييم الأقران، عملية الكتابة، مراجعة الكتابة.

Introduction:

The product-oriented approach has often been emphasized by traditional L2 writing instruction, where learners have to write a single writing draft that is primarily judged in terms of accuracy and correctness. This one-time writing method, however, prioritized features at the surface level over other important aspects of writing, such as coherence, cohesion, organization, and idea development (Raimes, 1985). Modern L2 writing instruction has recommended a process-oriented approach to L2 writing, which introduces writing as idea generation through a recursive cycle and writing as an activity that evolves and develops through many stages of edits and revisions.

The integration of Self and Peer assessment in this writing process has been heavily valued, where learners are asked to assess their own and/or their peers' writing products so that learners are treated as active participants in the learning process. The need for alternative assessments such as self and peer assessment during the writing process is essential, as writing is a demanding skill that requires not only grammatical and lexical knowledge but also the ability to structure and communicate ideas effectively. Learners need to use their linguistic knowledge to produce ideas, yet they must simultaneously use their strategic competence in planning, drafting, and revising texts. Hence, for learners to produce good writing quality, they must be oriented to manage language accuracy, coherence, and content organization (Seiffedin & El-Sakka, 2017).

The revision phase represents an important step in the process-oriented approach, a phase in which learners revisit their ideas, reorganize them, enhance meaning, and resolve structural issues. Self-assessment can scaffold learners to mirror their drafts against the criteria provided for them by the teacher, learn about their strengths and weaknesses, and make informed decisions about necessary reforms (Andrade & Valtcheva, 2009). Peer assessment creates opportunities for learners to get feedback provided by readers, detect gaps that they may have missed, and improve organizing and expressing their ideas.

Research on feedback in L2 writing points out that peer feedback contributes to writing improvement and also highlights that the effectiveness of peer feedback relies on how learners interpret and utilize it (Hyland & Hyland, 2006; Yu & Lee, 2016). Recently, research shows that learners engage differently in peer feedback during revision, indicating that simple comments may not lead to writing improvement (Zhang & Hyland, 2023). Therefore, investigating self-assessment and peer assessment during the revision phase is important to understand how these two practices may strengthen learners' skills to critically evaluate their own and peers' writing, help learners make effective revisions, and take responsibility for their own learning.

Self and Peer assessment:

Self-assessment is also called self-reflection, self-evaluation, self-critiquing, and self-review (Matsuno, 2009). Similarly, peer assessment is also known as peer response (Caulk, 1994), peer feedback, peer evaluation, and peer review (Zou et al., 2018; Patchan et al., 2018), and all these various terms are interchangeably used (Andrade et al., 2007; Bartels, 2003). As for the current study, self and peer assessment are the two terms to be used throughout the paper.

Self-assessment was first defined as the learners' involvement in judging their learning outcomes based on their understanding of the assessment criteria (Boud & Falchikov, 1989). Later, self-assessment was seen as judging one's learning process and the learning outcomes based on pre-designed criteria (Rolheiser & Ross, 2000). Finally, self-assessment has been considered a formative assessment that actively involves learners in the learning process by assessing the quality of their work and evaluating the objectives and assessment criteria (Andrade & Valtcheva, 2009).

On the other hand, peer-assessment is defined as a process where individuals assess the quality of their peer's work (Falchikov, 1995). Peer-assessment is also viewed as "an arrangement for peers to consider the level, value, worth, quality and successfulness of the products and outcomes of learning of others with similar status (Topping, Smith, Swanson & Elliot, 2000, p. 150).

Self and Peer Assessment in the FL/ second langue context:

In the context of second language (SL) and foreign language (FL) learning, self- assessment and peer assessment belong to the category of alternative assessments.

Conventional assessment practices usually tend to make learners have a passive role as only recipients, whereas assessments such as self and peer assessment can have consequences on the learning process (Eckstein & Noah, 1993) as they create a way for learners to discover their strengths and weaknesses and make informed decisions about areas for improvement. Moreover, self and peer assessment can work as tools in evaluating the capabilities of learners while, at the same time, supporting learners in their performance (Cheng & Curtis, 2004). The educational value behind self and peer assessment, therefore, is not only about the learning outcomes evaluation, but also about learners' participation and engagement in the learning process.

Self-assessment has been reported to be a positive contribution to learners' writing development (Bing, 2016, p. 99). By looking through their own written work, learners are prompted to discover their own writing abilities and have opportunities for improvement. This process of reflecting on their writing promotes learners to think critically about writing (Singh & Terry, 2008); subsequently, learners can become aware of their writing strengths and limitations and be able to make informed decisions on what to revise and improve. Rather than relying only on errors identified by the teacher, learners have to monitor the evolution and the growth of their writing by themselves. In this perspective, the learning process involves learners self-assessing their own writing performance and handing over the responsibility to them to make informed decisions about enhancing the quality of their writing (Vasileiadou & Karadimitriou, 2021). In this sense, self- assessment leads to creating learning autonomy, as learners need to evaluate progress and determine the next learning goals.

Motivating learners is another contribution that has been attributed to self- assessment (Sharma et al., 2016). Learners are usually motivated to learn when they are in charge of the progress of their performance and engaged in defining the next learning goals. Motivation emerges when considering the learners' self-assessment results in relation to their interests and learning needs (Lee, 2017). Self-assessment can notify the teacher of the learner's perceptions of what they can and cannot do, which enlightens the teacher on the learning needs and helps adapt the next suitable instructional resources, and secure the necessary support (Black & Wiliam, 1998). Nevertheless, the effectiveness of self-assessment relies partly on learners' level of understanding of assessment criteria and their capability in making logical judgments about their own performance.

Peer assessment, similarly, has been widely viewed as a beneficial practice as it provides feedback to learners and makes learners provide feedback as well (Berg, 1999; Paulus, 1999). When evaluating their peers' written products, learners examine texts, study and apply assessment criteria, and think of a variety of ways to develop and organize ideas. At the same time, receiving feedback from peers allows writers to discover other perspectives on their writing and understand writing gaps that they may not have independently recognized/ Peer assessment, moreover, is a way to make learners collaborate and interact to solve writing issues (Yu & Lee, 2016), create discussions and negotiation over the writing requirements and criteria, have learners be exposed to other interpretations, and have them exchange suggestions for improvement. These interactive practices promote analytical writing skills as learners are required to justify judgments they make and explain the suggestions they offer, and consider the intended meaning behind n language choices.

Developing a wariness of the audience is another contribution of self- assessment. When learners assess a peer's writing, they live an experience of writing from the readers' perspective. This perspective enables learners to read the ideas more clearly, evaluate arguments that are logically woven, and judge whether the intended meaning is also clear to someone other than the writer. Furthermore, peer assessment helps learners have a metacognitive awareness of their writing skills by having them reflect on the strengths and weaknesses of written products, including their own writing (Dochy et al., 1999; Rea-Dickins, 2008; Topping, 1998). The observation and evaluation learners do on their peers' writing results in awareness of problems in their own written works that leads to a better understanding of the criteria associated with "good" writing. This awareness can eventually underpin self-regulatory writing skills, making learners able to monitor and amend their writing strategies independently (Villamil and de Guerrero, 2006).

Rubrics in Assessments:

A rubric is "a coherent set of criteria for students' work that includes descriptions of performance levels on the criteria." While analytical rubrics separately describe the performance on each criterion,

holistic rubrics describe the performance “by applying all criteria at the same time and enabling an overall judgment about the quality of the work” (Brookhart, 2013). Criteria of rubrics have three fundamental features: they should be evaluative, contain quality definitions of the criteria, and have a scoring strategy (Popham, 1997; Reddy & Andrade, 2010). Rubrics can be used in summative and formative assessments (Andrade, 2005; Jonsson & Svingby, 2007). While rubrics serve evaluative and decision-making functions in summative assessments, they have instructional purposes when utilized in formative assessments (Andrade, 2000).

Within the formative assessment context, many studies in an FL and SL learning context have suggested that rubrics can enhance learners' performance. For instance, rubrics were reported to develop self-grading accuracy skills (Babaii et al., 2016) and help learners develop self-regulatory learning skills. Rubrics, when used in formative assessments, can also enhance learners' motivation toward learning (Wollenschlager et al., 2016), mainly because rubrics can help learners get to know “what aspects of their work need what kind of attention” (Brookhart, 2013).

Rubrics integrated in alternative assessments, such as self and peer assessment, are effective when they are used as learning tools because they can clearly and systematically provide learners with the criteria dimensions (Stevens & Levi, 2013) and enable learners to comprehend the task requirements and meet the teachers' expectations; eventually, learners understand the ultimate learning goals behind the writing task (Andrade, Du & Wang, 2008; Panadero & Jonsson, 2013). Better learning gains are more likely to occur when learners have clear and systematic criteria for the assessment (Andrade & Valtcheva, 2009), and therefore, the current study integrated analytical rubrics into self- and peer-assessment forms.

Although several studies highlighted the effects of self- and peer-assessment in Second/foreign language writing, few have investigated the potential effects of self and peer assessment (together) on writing growth during the writing process. Therefore, this study sought to explore the learners' perspectives on the effects of self and peer assessment on revision phase in the writing process. The study seeks to answer the following questions:

1. Does the self-assessment have effects on the writing progress during the revision phase in the writing process? If so, what kind?
2. Does the peer-assessment have effects on the writing progress during the revision phase in the writing process? If so, what kind?

Material and methods:

- **The writing task:** Learners were asked to write a double-spaced three-page story. They were required to write a short story in Arabic as part of a midterm grade; three weeks prior, learners had read and watched several Arabic stories and had received prolonged explanations by the teacher on what makes a story a good story. Afterwards, the teacher discussed the writing prompt and evaluation criteria; then, the teacher handed the learners the grading rubric to be used as a guide throughout the self- and peer-assessment and revision process.
- **Self and Peer assessment:** Self and peer assessment were designed to mirror the teacher's grading analytical rubric. Peer assessment form was adapted from Lee (2017), with four-level ranking descriptors for each writing component, whereas the self-assessment form was a checklist design adapted from Nimehchisalem (2014), with one-level descriptors for each writing component. Both forms had a summative assessment section adapted from Hung (2012) for self and peer assessors to provide summative comments and suggestions about the writing performance.
- **Participants and setting:** The study involved 20 high school students, 14 females and 6 males, aged 15-17 years. All participants were Arabic as a foreign language learner, and were all native English speakers. Most participants were born in the USA, except for four who were born outside the USA but moved to the USA before age 5. A total of twelve participants were heritage Arabic speakers, while the other eight were heritage speakers of Urdu, Ethiopian, and Bengali. The participants were enrolled in an Islamic school in the Midwest of the USA. Arabic was a mandatory subject from K to 12th grade. The participants' Arabic writing levels ranged from intermediate to high.

A demographic survey of six questions was administered to get an overview of the participants' prior experience with self- and peer-assessment. As can be seen in Table 1, 75% of the participants had experienced taking self-assessment, while 80% had experienced taking peer assessment. Interestingly, the survey revealed that no prior experience with self and peer assessment in Arabic classes.

Table (1): Demographic information

SN.	Experience with self and peer assessment	Yes	NO	Percentage
1.	Writing in Arabic outside of the class	11	9	55%
2.	Experience with self-assessment	15	5	75%
3.	Experience with peer assessment	16	4	80%
4.	Experience with self-assessment in Arabic classes	0	20	0%
5.	Experience with peer-assessment in Arabic classes	0	20	0%

Semi-structured interviews and Reflective Journals:

The twenty participants were prompted to write post-reflective journals about Self and peer assessment. The reflective journal included open-ended questions about the learner's opinions and experiences regarding the effect of self- and peer-assessment during the revision phase in writing a story. In English, the participants wrote an average of a page and a half of reflective responses.

Ten participants were intentionally selected for the semi-structured interview based on their contributions to the Self and peer assessment. This purposeful selection is essential for the richness of data (Raworth et al., 2012). Each interview lasted for approximately fifteen minutes. The interviews were held via the Zoom App, as Zoom is categorized by its simplicity and user-friendliness (Archibald et al., 2019). At the beginning of each interview, participants were told to express their opinions freely and that their identities would be kept anonymous. The interview questions were predetermined to elicit details about the effects that peer-assessment, on one side, and self-assessment, on the other side, created during the revision phase and the degree and depth of those effects on revised writing.

Procedure:

The participants were assigned to write a story in Arabic, a writing task that was part of a midterm grade. The researcher requested the teacher's evaluative rubric and designed self- and peer-assessment forms that mirror this rubric. Then, the researcher handed the research consent forms to the learners and asked them to have their parents sign them and bring them back the following day. The researcher's intervention started after the participants finished writing the first draft. First, the teacher and researcher extensively explained the purpose of Self and peer assessment and guidelines regarding the implementation of Self and peer assessment. Since the participants had an extensive experience taking Self and peer assessment in other subjects, the researcher skipped the training part. The following day, participants were handed the self-assessment form to start assessing their own writing (first draft). The self-assessment lasted for minutes. The following day's class period, learners were given the peer assessment forms along with an anonymous peer's first writing draft. This peer assessment lasted for fifty minutes. Afterwards, learners were given four days to revise their first writing draft by considering the comments, ratings, and suggestions made in Self and peer assessment forms. Learners wrote their post-reflective journal in class two days after the second draft submission. Three days later, the researcher started sending interview invitations by email. A total of twenty interviews were administered via Zoom.

Analysis of Data:

Qualitative data collected from interviews were recorded and then transcribed; the post- Self and peer assessment reflective journals were later attached to the interview data for data synthesis. The data was thoroughly read, and the content was comprehensively conceptualized. Finally, the data was thematically analyzed to look for major themes and patterns. Data was then coded using the NVivo application version 12.0.

Findings:

Data synthesized from interviews and post-journal reflections revealed several effects of Self and peer assessment on the participants' writings during the revision phase of the writing process. Figure (1) demonstrates the effects that Self and peer assessment had on the revised version of the participant's writings. The study revealed that peer assessment contributed to enhancing description & meaning, promoted creativity, and improved textual coherence, whereas self-assessment led to detecting grammatical errors. Moreover, both self and peer assessment had effects in common, including helping the writers meet the writing genre conventions and developing metacognitive awareness.

Effects of peer-assessment on the revision:**Improving description and meaning:**

The data synthesis demonstrated that peer-assessment provided an exposure experience for the participants to see how their peers did. While peer assessing, the participants read how their peers described the scenes and events in the story, which triggered the peer assessors' minds to focus more on enhancing the description in their writing in the second writing draft. The interviews and the post-reflective journals revealed that, the revised writing draft, assessors improved their descriptions and

integrated more content words and phrases after assessing their peer's writing. The following excerpts from interviews and post-reflective journals display the participants' experience with disregard:

- **Student 1:** Peer assessment helped me fix the content and add descriptions to the story. In my peer's story, I saw new Arabic stories that I never thought of..... the descriptions were brilliant, so yes, I went back to my paper add those to my story.
- **Student 2:** I did my best to say things about the characters and things in my story, and then peer assessment helped me improve those descriptions and learned many more words and expressions from it.

Improving meaning was inspired by peers' comments and feedback in the summative section of the PA form. In that section, the peer writers received prompting comments to improve meanings in some parts of the story (e.g., rewriting phrases, substituting words, etc.) to resolve vagueness. Those comments scaffolded the peer writers to improve meaning delivery in the revised version of the writing. Comments such as "what do you mean by this?", in this part, I think you meant to say....." were very helpful in fixing and clarifying meanings.

- **Student 1:** going back on my own story and looking back at my language because my classmate mentioned that she did not really know what I was trying to say with my story in some parts.
- **Student 2:** Peer assessment made me come back to my paper and realize! Oh, I need to go back there like it is very foggy, what is going on here, or oh this word does not work here, or this part seems to be incomplete, so, it helped me see my weaknesses, so yea, it helped to consider my classmate's comments.

In short, the peer assessment activity provided opportunities to the peer assessors to learn content words and focus on enhancing descriptions from reading their peers' writing, and throughout peer feedback, the peer writers were also able to pay attention to issues related to vague sentences and phrases.

Improving textual coherence:

The data shows that peer-assessment vastly contributed to revealing the gaps, in the first draft regarding the flow of ideas. Many participants, namely peer assessors, reported that reading their peers' writing thoroughly helped them locate the ideas flow breakdowns. Then, the comments and suggestions that peer-assessors provided in the self-assessment regarding this issue benefited both the peer assessors and peer writers. Comments related to consistency, redundancy, transitions were very enlightening for the peer writers to amend and improve the textual coherence. The data showed a great appreciation from the peer assessors to read the peer's writing and explore how the flow of ideas was woven and constructed. This experience prompted the peer assessors to go back to their writing and improve the textual coherence in their writing too. Consider the following excerpts:

- **Student 1:** I know one of the stories was, like, the plot was good; I mean, the sequence was really good, so it helped me realize, oh, my story is not in any order and was not, and so I could understand what was going on at that time. I think I really enjoyed it, and also, going back and reading other people's stories helped me get mine better, so I liked that too.

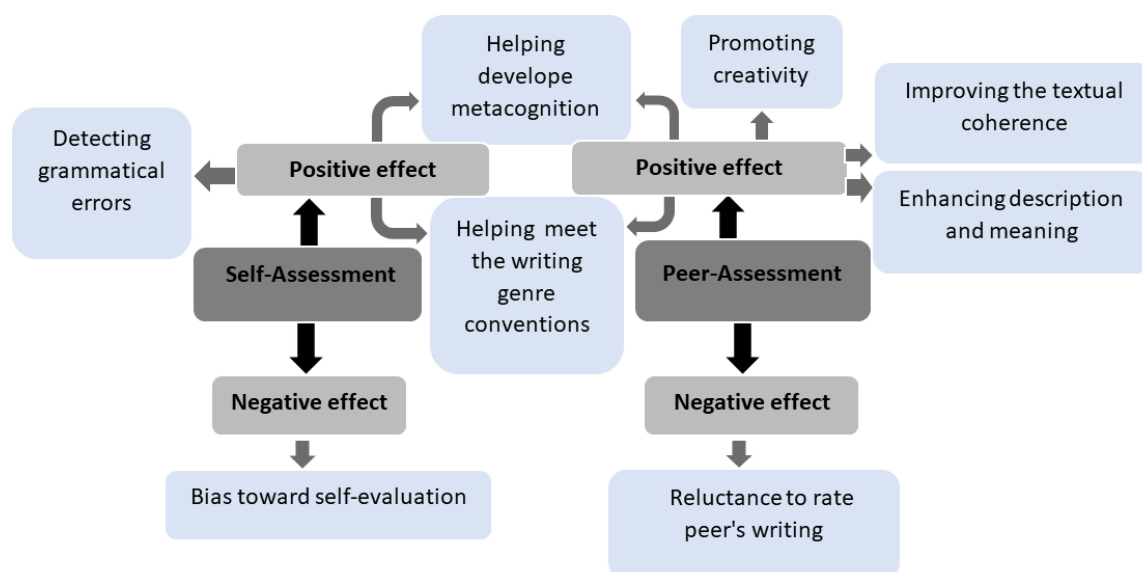


Figure (1): The positive and negative effects of self and peer assessment on some aspects of the writing performance.

Similarly, the feedback and comments the peer-writers received in the peer-assessment activity form allowed them to strengthen the organization, sequences, and the flow of ideas in the second writing draft:

- **Student 1:** The feedback was super helpful; it triggered my attention to problems like transitions and the order of events in my story.
- **Student 2....** One of the comments was about some problems in my storyline and repetition, so I took care of that too.....

Amending the textual coherence in the second draft was helpful in two ways: peer assessors observed how peer writers had done it in their writing (through reading peer writers' written product), and peer writers received the feedback comments provided by the peer assessors.

Promoting creativity:

The peer-assessment exposed the peer assessors to new ideas and thoughts while reading for peer review. The peer assessors stated that their peers' writing inspired them to go back to their writing to add and develop ideas to make the story more interesting and suspenseful to read. The following dialogue excerpts between the researcher and the participants show how reading peers' writing during peer-assessment **promoted creativity**:

- **Student 1:** I also like the peer review because it gave me ideas, like what I have not thought about on my own..... Yes, reading was where I got those new ideas
- **Researcher:** What kind of ideas?
- **Student 1:** Well, things like how to make the story more interesting and add suspense to it.
- **Student 2:** I feel that my writing improved, and I got new ideas from peers and fixed old Mistakes...
- **Researcher:** Ideas like what?
- **Student 2:** I read the paper, and then I found it quite attractive about how events developed, and so I tried to work on improving that part in my paper.
- **Student 3:** But peer assessment kind of helped my writing by being more creative and open to more ideas.

The creativity level increased because the process of the peer-assessment allowed the peer assessors to read others' writing. Subsequently, the participants added and modified their original ideas. Similarly, the feedback provided by the peer assessors assisted the peer writers to pay more attention to developing ideas in the story. Many participants reported that their peers' comments and suggestions triggered **more thoughts and more details**:

- **Student 4:** When I was reading my story, it was so clear, beautiful, but when my peer read it, she said, like hey, this can be better, you may change this part and improve this part....so that was really helpful because I would have caught that with their comments and make ideas much better.
- **Student 5:** I think yes because the other reader pointed out something I did not notice before...they gave me more ideas to improve my story that I might not have thought of...Like, I improved my introduction and the ending because of the feedback I got.

peer-assessment promoted creativity through the exposure to new ideas when reading peers' writing in one hand, and through the comments and feedback received from their peers. Peer assessors had the chance to examine how their peers' developed events in their writing, whereas the peer writers utilized their peer assessors' remarks and suggestions to improve the creative part of their writing.

Reluctance to rate peers' writing performance:

The synthesis of interviews and post-reflective journal data uncovered hesitation from the participants to rate their peers' performance. Many participants were hesitant to give numbers on each writing area as instructed in the peer-assessment form. The reluctance to rate peers' writing performance is considered a negative effect because, in assessment forms, numbers are always alarming indicators for drawing attention to gaps and strengths, and this may result in neglecting to address some writing gaps when working on the second writing draft. The following excerpts show the learner's hesitation and reluctance to assign numbers to their peer's writing performance.

- **Student 1:** I think the rating thing was hard thing to do. I didn't feel like giving numbers; usually, numbers are scary to me.
- **Student 2:** I liked how the teacher gave us this chart to rate, as it is kind of a rubric, but like, it was hard to evaluate someone with numbers.....

On the contrary, participants showed no hesitation in giving suggestions and comments in the PA form. **Consider the following thread between the researcher and a student:**

- **Researcher:** You said you did not like the rating part. How about the summative assessment? I mean, at the end, where you give comments and ideas?
- **Student 3:** That part was my favorite. I felt free to express my opinion... but numbers, no, I do not feel comfortable with that. I am not the teacher to give my peer a score.

In short, the participant demonstrated a reluctance to assign numbers to their peers' writing performance in the peer-assessment form, whereas they showed willingness to give feedback and offer ideas. This may suggest that the participants preferred to be less blunt and direct in peer-assessment by providing comments and suggestions rather than rating with numbers. Numbers, in the participants' perspective, are "scary" and judgmental.

Effects of self-assessment on the revision:

Detecting grammatical error:

Interviews and post-reflective journals revealed that self-assessment prominently scaffolded the participants' ability to detect grammatical issues. While self-assessing their own writing, many students reported noticing more grammar-related gaps, such as spelling errors, incorrect tense usage, and problems in sentence structure. The following are some selected excerpts from interviews and post-reflective journals that show how self-assessment helped the participants identify some of **the grammatical errors**:

- **Student1**: I think self-assessment, it kind of helped catch spelling and grammar mistakes. I changed the present to the past and things like that.
- **Student2**: and so, for my self-review, I could see grammatical mistakes because when I read it over, I could see many issues with grammar.
- **Students3**: When I self-assessed my story, I found that it helped a lot because it made my paper better; I fixed the grammar and spelling, and so.

The question of why the self-assessment mainly revealed grammar gaps can be related to the fact that the self-assessment form design was a checklist one. One of the participants expressed a key justification by saying: "it was easy to look at the checklist and check for grammar mistakes". **Here is an excerpt from the interview dialogue**:

- **Student1**: I caught many spelling mistakes and problems in my sentences while doing a self-check on my writing.
- **Researcher**: How?
- **Student 1**: Well, It was easy to look at the checklist and check for grammar mistakes.

The self-assessment clearly had a positive effect on the revised writing version, particularly on the editing part. The participants were able to tackle grammar-related issues in their writing by looking at the self-assessment checklist form. They were able to keep track of the grammar-related requirements through the checklist in the self-assessment form design, although the self-assessment checklist also prompted content requirements. One possible explanation is that the nature of the checklist assessment requires speed, and that checking for grammatical gaps is less time-consuming than checking for meaning, which requires deeper thinking.

Bias to self-assess writing performance:

An assessment's effect is considered "negative" when it leads to "undesirable" consequences (Hung, 2012). When it came to self-assessing their writing performance, subjectivity was an issue expressed by the participants in the interviews and post-reflective journals. Some stated that it was difficult for them to assess their writing performance objectively; they overestimated their performance and overrated it. This bias for their writing performance may have negatively influenced the quality of their self-assessment. Consequently, self-assessors may not have fully succeeded in having a well-revised second draft. As explained in the methodology section, the self-assessment form was a checklist design with rating descriptors. The participants would check their performance on each writing area by giving a score. **The following excerpts show what some participants stated about the self-assessment in terms of subjectivity and objectivity**:

- **Student:1**: When you're looking at your own work, you think in your mind that yours is already kind of good enough because you read it a couple of times and it looks fine.
- **Student:2**.... I thought my story was perfect and gave myself a high score....
- **Student: 3**. I don't feel comfortable self-assessing myself because I could either be way too harsh on myself or extremely cocky and believe that my paper is the best thing anyone has ever written.
- **Student: 4**. I did not know how to self-assess my story accurately... it was not easy

In short, self-assessment resulted in subjectivity: the participants turned out to be biased to rating their performance. The participants' bias in self-assessing writing performance is considered to be a negative effect because the participants were not able to produce an objective assessment about their own performance.

Effects in common of both self and peer assessment:

Helping meet the writing genre conventions:

Both self-assessment and peer-assessment helped the participants fulfil the required genre conventions, namely, the story genre. The analytical descriptors included in the self- and peer-assessment forms seemed to guide and remind the participants of the structure and narrative nature of

the writing task (story). The participants were able to systematically check the availability of the main building blocks of writing (e.g., exposition, conflict, resolution, character description, etc.) in their writing. The following excerpts from interviews and post-reflective journals demonstrate how the participants found both **the self-assessment and peer-assessment useful in this regard**:

- **Student1**: I liked how the teacher gave us the forms; it is kind of a rubric; instead of just finding mistakes, I really enjoyed the process of going back to my writing, finding how the resolution of the story looked like, how I described many details about the characters, I think it was a good experience with both self and peer assessment.
- **Student 2**: I liked the forms when they went through each point; for example, in the climax, I would go specifically to the climax and read that; it helped me go specifically in pinpoints or like go to each section, and make sure each section is good enough, instead of reading the whole thing and trying to figure it all out.
- **Student 3**: I think going specifically on the components of the story, it made my thoughts organized, like pointing out the climax and resolution as well as rising actions.

Inexperienced writers often lack knowledge of writing genre conventions, and providing them with descriptors to help them check and identify the main components of the narrative genre in their writing seemed to be very effective. The above excerpts showed how the participants found it helpful to track the availability of the main story components by checking the descriptors in the self-assessment and peer-assessment forms. Because those descriptors were systematic and analytical, both the peer assessors and self-assessors were able to highlight and point out those components.

Developing metacognitive awareness:

The participants reported that they developed an explicit knowledge of their writing strengths and weaknesses. Self-assessment and peer-assessment forms prompted the participants to pay attention to several writing areas (e.g., spelling, tenses, descriptions, textual coherence, etc.), and learners repeatedly had to check their writing performance to meet those requirements. This process of going back and forth, checking, and amending the writing made the participants construct a metacognitive awareness about what they do better and where they need to improve. Several participants expressed that they became more aware of their writing struggles and successes:

- **Student1**: The forms showed me what I was better at and what I was bad at, ... it was actually, a good way to improve my story before submitting it to the teacher it really helped.
- **Student 2**: After this whole process of Self and peer assessment, I understood my paper, my strengths, and my weaknesses.....

Moreover, the participant developed explicit knowledge about their learning writing style. The data elicited from the interviews and journals demonstrated that many participants (learners) were able to learn about some of their writing features. For example, some learners found out that they tended to be more descriptive, while others reported being inclined to use short sentences to convey the meaning: Student 1: I think the whole process of self and peer review made me learn my writing style after I went through my writing over and over, I could see I was using many descriptions of situations and events in my story....

- **Student 2**..... I saw that I was using many short sentences I do not know why, but I think it was more, I think it was easier to express what I wanted to say and not get lost.

Building a metacognitive awareness (having explicit knowledge) was a result of paying close attention to what they had written for the assessment: reading, reviewing, evaluation, and reflection, which apparently enabled the participants to be more familiar with what they can do and what they cannot.

Conclusion and discussion:

This study examined the roles of self-and peer-assessment in enhancing writing performance during the revision phase of the writing process from the perspective of foreign language learners.

The findings from synthesizing interview and post-journal data suggested that both self-assessment and peer-assessment had two common effects on writing enhancement: helping writers meet writing genre conventions and develop metacognitive awareness.

The findings also indicated that peer-assessment contributed to enhancing description and meaning, promoting creativity, and improving textual coherence. On the other hand, self-assessment proved to be a valuable tool for detecting editing issues.

A negative effect resulting from peer-assessment was that peer assessors were reluctant to rate (with numbers) their peers' writing performance. Also, self-assessment was found to create bias when the writers self-assess their writing performance. The findings suggest that when are sequentially implemented, they can have positive effects on revised writing versions.

The metacognitive awareness resulted from both self- and peer-assessment helped the learners to have an explicit knowledge about, for example, their writing style, weaknesses, and strengths. This

finding resonates with what Bardine & Fulton (2008) suggested that self- and peer-assessment can lead to building metacognitive awareness about learning.

Another effect created by both self- and peer-assessment helped participants fulfil the genre requirements. The narrative writing components, such as exposition, rising action, and resolution, were explicitly prompted in self- and peer-assessment forms. This seemed to keep the participants constantly reminded of the narrative genre requirements.

Enhancing description & meaning, promoting creativity, and improving textual coherence were promoted only by peer-assessment. These effects seem to be caused by the collaborative and interactive nature of peer-assessment. The exposure to new vocabulary, phrases, and ideas seemed to inspire the participant to elevate their writing in terms of description and creativity. Also, improving coherence looks to be a result of reading others' writing and giving and receiving feedback. This finding is underpinned by the writing collaboration theory and also resonates with what Hu & Lam (2010) stated: peer-assessment provides collaboration opportunities where learners can support each other's performance.

Editing issues turned out to be scaffolded by self-assessment. The assessment form of self-assessment prompts both content and grammar-related requirements. Yet these prompts were a checklist design; therefore, the participants would be more likely to find it easier to catch grammatical issues using a checklist-designed assessment form, than catching content-related issues, which require deeper consideration.

The negative effects that self- and peer-assessment had on the participants were attitudinal. While peer-assessment caused the participants to be reluctant to rate their peers (giving numbers to their performance), self-assessment caused bias when participants self-assessed their own writing.

Reluctance to rate peers seems to be a way to consider peers' feelings and "save face". The participants preferred to give comments and suggestions rather than clear-cut scores, which would sound more judgmental. Thus, bias that self-assessment created seems natural as subjectivity could emerge when someone has to self-assess his/her own performance. Yet, one of the goals of self-assessment in this study was not to have the participants rate their performance, but to go through their writing and get familiar with their own writing.

Pedagogical implications:

Considering the findings of the current study, self- and peer-assessment can be sequentially utilized to address a wider range of writing areas during the revision phase of the writing process. Learners can start with self-assessment and then peer-assessment or vice versa. This process of using both self- and peer-assessment can scaffold the learner to double-check the writing performance, which leads to better revision results. This was proved when results revealed that out that self-assessment led to addressing some similar writing areas as peer-assessment. Moreover, the two assessments tackled different writing areas (e.g., self-assessment led to detecting editing gaps, whereas peer-assessment promoted creativity, improving textual coherence, etc.). Therefore, having both self- and peer-assessment can also help ensure that different writing areas are tackled.

Designing well-structured, analytical Self and peer-assessment forms to revise the writing draft would be beneficial for beginner and intermediate writers in two ways: it helps them structure their writing and reminds them of the content requirements. Novice and intermediate writers, especially when learning another language, need a more analytical and structured guide than a holistic one. While holistic assessment forms are also important for some writing situations, analytical self and peer assessment forms are effective when introducing new writing tasks of specific genres that require specific structure and coherence qualities.

Limitations and recommendations for further research:

Despite the attempt to triangulate the data through interviews and post-journals, examining the participants' actual writing would have been more insightful. A close look at the progress from the first draft to the second draft can verify the interview data and may lead to uncovering other findings. Another limitation of this study was the lack of the teacher's scope. Interviewing the class teacher would have provided the teacher's input, which is always a vital angle for validating and confirming learning-related results.

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