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Self-Assessment and Peer-Assessment in Writing Course of Iranian EFL Students: An Investigation of Writing Anxiety

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ABSTRACT

The beneficial role of self-assessment and peer-assessment as the sub-categories of alternative assessment in second language (L2) has received much attention in the existing literature. However, the effect of self- and peer-assessment in English as a Foreign Language (EFL) writing courses on learners' affective variables has remained relatively under-researched. Therefore, the purpose of this study was set to investigate the effect of self- and peer-assessment activities on writing anxiety of Iranian EFL learners. To this end, a sample of 46 English major students from two intact classes of an Islamic Azad University in Iran participated in this study. These two classes were randomly divided to a self-assessment group (N=22) that were instructed to self-assess their writing tasks and a peer-assessment group (N=24) who were trained to assess the writings of their peers. The experimental conditions in which self- and peer-assessment activities were practiced for each group lasted for one university semester. The data were gathered via administering the Second Language Writing Anxiety Inventory (SLWAI) before and after the study intervention. The results indicated that both self-assessment and peer-assessment activities significantly contributed to reducing the writing anxiety of the participants. Further analyses, however, revealed that the students' writing anxiety in the peer-assessment group was significantly lower than that of the self-assessment group on the post-test, suggesting that peer-assessment activities were more effective in reducing writing anxiety of the participants. The findings of the present study may have theoretical and pedagogical implications for L2 teachers and researchers.

Keywords: *Alternative Assessment, Self-Assessment, Peer-Assessment, Writing Anxiety, EFL*

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1. Introduction

With the turn of the century, second language (L2) testing has experienced a paradigm shift from a positivist psychometric paradigm to a constructivist edumetric paradigm or from the traditional testing approaches to the recently emerged assessment approaches (Gipps, 1994; Pope, 2005). Assessment is viewed as an indispensable component of learning and is claimed to positively influence the learning process by improving the learning quality and enhancing the learners' sense of reflection and autonomy (Orsmond, Merry, & Reiling, 2000). Among the sub-categories of assessment types, alternative assessment (Brown & Hudson, 1998) including self-assessment and peer-assessment has been widely acknowledged to be appropriate for

both language learning and metacognitive development (Liu & Brantmeier, 2019).

Self-assessment, also known as self-rating, self-testing, self-appraisal, self-evaluation, and self-estimate is viewed as "an internal or self-directed activity" (Oscarson, 1989, p. 1), a process in which learners assess their own product or performance against a set of standards. Self-assessment is an "internal" assessment from the perspectives of the students to self-asses their knowledge and skills (Oscarson, 1989). It is argued that self-assessment aids students in making judgements and decisions about their language competencies and set learning aims and goals more effectively (Butler, 2018). It is also a kind of learner-centered approach which empowers learners to monitor, plan, and take the

control of their own learning and fosters self-regulated learning (Pintrich, 2000). As far as research evidence is concerned, it has been found that self-assessment increases learning self-consciousness, fosters autonomous learning, enhance self-regulation, reduces language learning anxiety, and increases learner confidence and performance (e.g., Butler, 2018; Little, 2007, 2009; Oscarson, 1989). As Spiller (2012) stated, the engagement of learners in setting criteria for self-assessment tasks can aid them in shaping their insights of what constitutes quality products in a particular area. Such an understanding and awareness helps them to exert extra efforts to produce better quality products.

Peer assessment, also referred to as peer evaluation or peer review, is defined as “a communication process through which learners enter into dialogues related to performance and standards” (Liu & Carless, 2006, p. 280). Considered as a kind of formative assessment and learner-centered approaches in second language (L2) writing instruction, peer assessment has the potentials to provide the L2 learners with the opportunity to have discussion on their written drafts and explore others’ judgements of them (Hyland, 2000, 2019). Peer-assessment is also argued to enhance learners’ quality of writing and their writing motivation by providing them with scaffolding processes (Shih, 2011; Zhao, 2018). Peer-assessment appears to be less implemented in the Iranian EFL context as it is not very congruent with the test-oriented educational system and fails to objectively measure the learners’ level of knowledge. Nor is it practical, costly, and economical to be used for the relatively big population of Iranian EFL learners. Moreover, EFL learners are likely not to take peer-assessment seriously or get involved in doing peer evaluations (Ashraf & Mahdinezhad, 2015).

With regard to L2 writing, an effective writing instruction should shape good writing habits among the learners so that they could carry out written tasks more effectively (Baker, 2016). One of these good habits is to encourage students to improve the quality of their writing according to the feedback they receive on various dimensions and pieces of their writings (Bean, 2011). In spite of the fact that provision of such regular feedback can be very effective for learners’ planned writings and thoughtful revisions, giving regular feedback to the students can be very demanding and time-

consuming for teachers since they should dedicate much time to reviewing the learners’ drafts and giving their opinions on various mechanical, rhetorical, and linguistic dimensions of the writing tasks (Baker, 2016). Moreover, L2 writers may be reluctant to consistently answer and pay attention to all feedbacks they receive and may also feel uncomfortable to be provided regular feedback just by the teacher (Jonsson, 2013). In the meantime, considering the inadequate class hours devoted to L2 writing classes, practitioners may not be able to give feedback on various drafts of learners in relatively crowded classes. Therefore, L2 writing practitioners and L2 writing researchers have considered peer-assessment and self-assessment as potentially effective alternatives for the traditional teacher-centered writing courses (Jensen & Fischer, 2005).

Writing in a foreign language is considered as a cognitively challenging activity which is highly affected by affective and motivational variables (Han & Hiver, 2018; Kormos, 2012). Psychological variables related to L2 writing are able to substantially improve learners’ writing outcomes by enhancing their amount of engagement and interest in writing more high-quality drafts (Piniel & Csizér, 2015). One of these writing psychological factors is writing anxiety which is generally defined as “a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing” (Hassan, 2001, p. 4). This avoidance is likely to cause “fear of the writing process that outweighs the projected gain from the ability to write” (Thompson, 1980, p.121). Various researchers have considered writing anxiety as a multi-faceted construct encompassing several dimensions. For instance, Rankin-Brown (2006) stated that writing anxiety consists of (1) frustrations because of self-assessment and self-expectations on one’s writing quality; (2) fear of teacher evaluation; (3) fear of peer-evaluation; and (4) fear of losing one’s identity. Also, Cheng (2004) considered L2 writing anxiety as a three-dimensional construct. Drawing on physiological, cognitive, and behavioral dimensions of writing anxiety and the impacts of these dimensions on L2 writing outcome, Cheng (2004) maintained that L2 writing anxiety is grounded in (1) *somatic anxiety*, i.e., one’s beliefs of the physiological impacts of an



anxiety experience, which leads to the increase in feelings of apprehension (e.g., nervousness and tension), (2) *cognitive anxiety*, the mental dimension of the anxiety experience, which is created by negative emotions, preoccupation with performance, and concerns about others' expectations and (3) *avoidance behavior*, which is shaped by procrastination, withdrawal, or avoidance to perform a particular behavior. Several other factors which may cause anxiety experiences in language learners include L2 writing self-confidence, linguistic knowledge, L2 writing self-efficacy, perceived L2 writing performance, and context of writing (Cheng, 2002; Latif, 2007).

With regard to the Iranian EFL context, a number of empirical studies have been carried out to investigate the impact of self-assessment and peer-assessment activities on L2 writing competencies (Birjandi & Siyyari, 2011; Fathi, Mohebiniya, & Nourzadeh, 2019; Fathi & Shirazizadeh, 2019; Iraj, Enayat, & Momeni, 2016; Mazloomi & Khabiri, 2018; to name a few). However, the effects of these two types of alternative assessment on writing anxiety have remained under-researched. As a result, in order to shed more light on the effectiveness of self-assessment and peer-assessment in affecting L2 writing anxiety, the objective of this study was set to explore the effect of self-assessment and peer-assessment on writing anxiety of a number of Iranian EFL students.

2. Literature Review

With the turn of the century, L2 assessment has undergone a kind of paradigm shift in which the traditional positivistic norm-referenced tests were replaced by more constructivist learner-oriented assessments which are claimed to have more potentials in learning enhancement rather than objective measurement of the learning (Gipps, 1994). Within this new assessment paradigm, much attention was given to alternative assessment and its sub-dimensions which were considered as effective alternatives to traditional types of tests (Hamp-Lyons, 2009). Categorized as two main types of alternative assessment, self-assessment and peer-assessment have enjoyed significant research attention by L2 teachers and researchers (Sambell, McDowell, & Montgomery, 2012).

Among the accumulated body of research conducted on alternative assessment in L2 classrooms, the

employment of self- and peer-assessment in L2 writing courses have received much research attention and a significant number of studies have been conducted to evaluate the impact of these two dimensions of alternative assessment on writing performance and affective variables related to L2 writing (Liu & Brantmeier, 2019; Zhao, 2018). For example, Choi (2013) investigated the impact of peer feedback combined with teacher feedback on L2 writing performance. Seventy-five college students, randomly assigned to the experimental or the control group, constituted the participants of this study. Both the experimental and the control groups received teacher feedback, whereas the experimental group carried out peer feedback activities, and the control group were also engaged in self-reflective revision. The data were gathered via teacher and peer feedback, timed writing, an L2 writing anxiety scale, as well as assessment of a sample essay. The results revealed that there were significant differences between teacher and peer feedback. Peer feedback combined with teacher feedback turned out to be more effective in enhancing L2 knowledge and reducing L2 writing anxiety.

In another study, Kurt and Atay (2007) carried out a study to investigate the effects of peer feedback on the writing anxiety of Turkish prospective teachers of English. A sample of 86 prospective English teachers took part in this research. During the eight-week study, the teachers in the experimental group, who had received training on peer feedback, were required to work in pairs in their writing class, provide feedback on each other's essays and talk about their feedback with each other before submitting them to their instructors. On the other hand, prospective teachers in the control group were provided with only teacher feedback on their essays. Data were gathered by means of the Second Language Writing Anxiety Inventory (Cheng, 2004) administered at the beginning and end of the study and via interviews conducted with 20 experimental group prospective teachers at the end of the semester. Results obtained from the quantitative data demonstrated that the peer feedback group felt significantly less writing anxiety than the teacher feedback group at the end of the study. The interview results showed that the participating prospective teachers benefited from the peer feedback process by becoming more aware of their mistakes. In addition,

during the process the participants received comments from their peers, and this collaboration encouraged them to improve the quality of their essays. Also, Yastibaş and Yastibaş (2015) investigated the effects of peer feedback on Turkish EFL students' writing anxiety and perceptions towards it. The participants were 16 English major students from a Turkish university. The study employed a mixed-methods research design and lasted for eight weeks. The data were collected through conducting two interviews and the administration of Second Language Writing Anxiety Inventory by Cheng were used. The results obtained from both quantitative and qualitative data revealed that the participants held positive perceptions towards writing after experiencing peer-feedback. Moreover, the results demonstrated that the learners maintained employing peer feedback in writing classes contributed to reducing their writing anxiety, enhanced their confidence, and improved their writing by collaborating with and learning from each other. Further analysis of the quantitative data also revealed that employing peer feedback in writing classes decreased their writing anxiety in terms of cognitive, somatic, and avoidance anxiety.

In another study, Jahin (2012) explored the existing level of writing apprehension experienced by Saudi prospective EFL teachers and their existing level of essay writing ability. Moreover, the impact of peer reviewing on writing apprehension level and essay writing ability of the participants was assessed. The data were gathered through administering Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004) and an essay writing test. To this end, forty EFL prospective teachers constituted the participants of this study. These participants were equally divided into a control group (n=20) and an experimental group (n=20). The two groups were homogeneous with regard to academic level, first language background, and L2 language proficiency. As for the treatment of the study, the participants of the experimental group were instructed through peer-reviewing essay writing sessions, whereas the participants of the control group were instructed through the traditional teacher feedback-based essay writing. The findings revealed that peer reviewing significantly contributed to reducing writing apprehension and improving essay writing ability of the participants.

Conducting a meta-analysis, Li et al. (2019) synthesized findings obtained from 134 effect sizes from 58 studies. It was found that, compared to students who did not participate in peer assessment, the learners who participated in peer assessment demonstrated a significant increase in their performance. In addition, the investigation of the factors that were likely to affect the peer assessment effect, rater training turned out to be the most critical factor. In other words, it was found that peer-assessment would be more effective in affecting the performance of the learners, if students received rater training. In another study, Ratminingsih, Marhaeni, and Vigayanti (2018) explored the effect of self-assessment on autonomy and writing performance of a group of participants. In so doing, the impact of implementing self-assessment practices on writing performance of two samples of Indonesian learners were investigated with regard to three genres of texts. As for the study intervention, the participants of the experimental group were engaged in self-assessment activities whereas only teacher assessment existed for the students of the control group. A validated scale for learners' autonomy as well as writing competence tests were given to the participants to measure the required data. The findings of the study indicated that self-assessment significantly contributed to improving both learner autonomy and writing performance of the participants.

3. Methodology

The procedure presented in the current study is a part of a bigger project (Fathi & Khodabakhsh, 2019) in which the effects of implementing self- and peer-assessment activities on several cognitive and affective L2 writing dependent variables were examined. This paper, nevertheless, presents the details pertaining to the objective of this study with writing anxiety as the only dependent variable of the study.

3.1 Participants

In order to accomplish the objectives of the present study, a sample of 46 Iranian English major students was recruited as the participants of this study. The participants were students from two intact classes who were studying English literature at an Islamic Azad University in Iran. They consisted of both male and female students whose ages varied from 20 to 25 with the mean age of 21.26. In fact, these students were taking an English writing course as an obligatory two-credit course for the



undergraduate college students of English majors. The study lasted for 12 weeks during which a two-hour session class was held every week. The two classes were randomly assigned to a self-assessment group (N= 22) and a peer-assessment group (N= 24). Because it can be argued that general language proficiency may potentially affect the writing performance and writing anxiety, a validated language proficiency test (OPT) was administered to the students of both groups prior to initiating the treatment of the study. The purpose of administering the language proficiency test was to examine the homogeneity of the participants in both groups in terms of general language ability.

3.2 Instruments

3.2.1 Language Proficiency Test

To homogenize the participants of the study with regard to general English proficiency, Oxford Placement Test (OPT) (Allen, 2004) was given to the students of both groups (self- and peer-assessment). OPT is viewed as a reliable and valid standard English proficiency test which can be administered to different number of learners with various proficiency levels (Allen, 2004). The version of OPT used in this study contained multiple-choice items measuring vocabulary, grammar, and reading. There was also an optional writing section. The reliability coefficient of this test as measured by Cronbach's alpha in the current study turned out to be 0.81.

3.2.2 Second Language Writing Anxiety Inventory (SLWAI)

In order to measure writing anxiety of the participants in this study, SLWAI which contains 22 items and was developed by (Cheng, 2004) was used to gather the data. SLWAI includes three underlying components: somatic anxiety (as indicated by negative feelings such as tension), cognitive anxiety (as indicated by negative expectations, preoccupation with performance), and avoidance behavior (as indicated by avoidance in writing). SLWAI is considered as a highly reliable and valid measuring instrument (Cheng, 2004). The questionnaire has a Likert-type 5-choice response format: 1 (strongly disagree), 2 (disagree), 3 (undecided), 4 (agree), and 5 (strongly agree). The distribution of items across three subcategories is as follows: (1) cognitive anxiety (1,3,7,9,14,17,20,21), (2) somatic anxiety (2,6,8,11,13,15,19), and (3) avoidance behavior (4,5,10,12,16,18,22). The reliability coefficient of the scale, as

estimated by Cronbach's Alpha formula, was calculated to be 0.82 in the current study.

3.3 Procedure

As it was previously explained, prior to starting experiment, the language proficiency test (i.e., OPT) was given to the participants of the two intact classes in order to ensure the homogeneity of the two groups. Then the writing course whose purpose was to make the students become familiar with basics of paragraph writing began as the intervention of the study. During the writing course, one two-hour session was held each week for a period of one semester. As for the intervention of this study, self-assessment and peer-assessment activities were carried out in the two experimental groups. Both groups were taught by the same instructor who used the same materials and coursebook. The main coursebook used for both groups was *Paragraph Development* (Arnaudet & Barrett, 1990).

In the early sessions of the writing course, the basic instructions on writing a paragraph were given to the students. These basic instructions consisted of detailed explanations on how to brainstorm on a topic, to write a topic sentence, to support main idea by using supporting sentences, to write concluding sentences to restate the main idea, to relate sentences with each other through transition expressions, and to write more cohesive and coherent paragraphs. In addition, the learners were instructed on how to develop a better introductory, body, and concluding paragraphs. Furthermore, the students of both self- and peer-assessment groups were trained on how to use the writing scoring rubric to assess the written tasks and essays. To fulfill the particular objectives of the study, the students of the peer-assessment group were required to evaluate the written tasks and the paragraphs of their peers on a regular basis, whereas the students in the self-assessment group were required to assess their own written paragraphs and tasks. To collect the data to investigate the only dependent variable under the investigation of the present study, the Second Language Writing Anxiety Inventory (SLWAI) was administered to measure writing anxiety of the participants as pre-test and post-test of the study.

4. Results

As it was pointed out above, OPT was first administered to the students of both

groups to ensure that they were homogeneous in terms of general language proficiency. Then in order to statistically analyze the OPT mean scores of the two groups, an independent-samples *t*-test was carried out. The results of the independent-samples *t*-test (see Table 1) revealed that no statistically significant difference existed between the mean scores of the peer-assessment group ($M = 41.92$, $SD = 11.26$) and the self-assessment group ($M = 44.42$, $SD = 11.31$); $t(44) = -.796$, $p > 0.05$, indicating that both groups were homogeneous in terms of global English proficiency.

Table 1: Results of the OPT for each group

| Groups | M (SD) | T | Sig. |
|-----------------|---------------|-------|------|
| Peer-assessment | 41.92 (11.26) | -.796 | .430 |
| Self-assessment | 44.42 (11.31) | | |

Further, for the purpose of investigating the impact of peer- and self-assessment practices on the writing anxiety of the participants, two paired-samples *t*-test were run to trace the change in the mean scores of both groups from the pretest to posttest. As presented in Table 2, there was a statistically significant decrease from the pretest to posttest of writing anxiety for both the peer-assessment group ($t(23) = 8.02$, $p < 0.00$) and the self-assessment group ($t(21) = 4.51$, $p < 0.00$). As it is seen in Table 2, the writing anxiety mean score for the peer-assessment group decreased from 72.36 on the pretest to 63.15 on the posttest. Similarly, the mean score of writing anxiety for the self-assessment group decreased from 71.23 on the pretest to 67.24 on the posttest. These results indicated that writing anxiety of both groups decreased significantly after experiencing the self- and peer-assessment activities during the intervention.

Table 2: Paired samples *t*-test for writing anxiety scores in each group

| Groups | Pre-test | | Post-test | | <i>t</i> | Sig. |
|-----------------|----------|-----------|-----------|-----------|----------|------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | |
| Self-assessment | 71.23 | 15.03 | 67.24 | 10.65 | 4.51 | 0.00 |
| Peer-assessment | 72.36 | 13.05 | 63.15 | 12.56 | 8.02 | 0.00 |

Additionally, a One-way Analysis of Covariance (ANCOVA) was carried out on writing anxiety scores in order to investigate the impact of the two types of alternative assessments implemented in the present study on the L2 writing anxiety. The independent variable was the type of intervention (i.e. self-assessment versus peer-assessment), and the dependent variable was the participants' scores on the

post-test of writing anxiety. The pre-test scores of writing anxiety acted as the covariate in the ANCOVA analysis.

As a pre-requisite of ANCOVA analysis, it was revealed that the assumptions of normality, homogeneity of variance, linearity and homogeneity of regression slopes were all satisfactory. More specifically, the assumption of homogeneity of regression slope was investigated by testing the interaction effect of the independent variable and the covariate. The interaction effect of writing anxiety on the pre-test and the independent variable was not significant ($p = 0.10$).

The results of the ANCOVA analysis (see Table 3) employing the General Linear Modeling approach in SPSS revealed that there was a statistically significant difference between the peer-assessment group and self-assessment group in the mean scores on the posttest of writing performance; $F(1, 43) = 38.27$, $p = 0.000$, partial eta squared = 0.47). These results showed that doing peer-assessment activities was more effective than doing self-assessment activities in reducing writing anxiety of the participants.

Table 3: ANCOVA results for writing anxiety scores

| Source | Type III | | Mean Square | F | Sig. | Partial Eta Squared |
|-----------------|-----------------------|----|-------------|---------|------|---------------------|
| | Sum of Squares | df | | | | |
| Corrected Model | 1971.399 ^a | 2 | 985.699 | 65.006 | .000 | .751 |
| Intercept | 107.942 | 1 | 107.942 | 7.119 | .011 | .142 |
| pre. Anxiety | 1639.064 | 1 | 1639.064 | 108.095 | .000 | .715 |
| Group | 580.286 | 1 | 580.286 | 38.270 | .000 | .471 |
| Error | 652.014 | 43 | 15.163 | | | |
| Total | 206313.000 | 46 | | | | |
| Corrected Total | 2623.413 | 45 | | | | |

5. Discussion and Conclusions

As an attempt to shed more light on the effects of alternative assessment on affective variables in L2 writing, the purpose of this study was set to examine the effect of self-assessment and peer-assessment on writing anxiety of Iranian EFL students. The results of the present study indicated that both self- and peer-assessment activities significantly contributed to reducing the writing anxiety of the participants. In other words, students' engagement in the assessment process helped them to feel more comfort and less apprehension in doing writing tasks. Since both self- and peer-assessment activities provided the participants with more agency and control over their own evaluation and writing assessment process, the participants were likely to have held positive attitudes towards self- and peer-assessment. These positive



attitudes may have caused the participants of both groups to feel less apprehension and negative emotions often experienced in doing writing tasks. This finding is at variance with the findings of a number of studies reporting that some degrees of apprehension may exist in self- and peer-assessment processes (Suzuki, 2009; Topping, 1998, 2003; Weisi & Karimi, 2013).

In addition, the results also indicated that the students' writing anxiety in the peer-assessment group was significantly lower than that of the self-assessment group on the post-test, suggesting that peer-assessment activities were more effective in reducing writing anxiety of the participants. This finding supports that of Nawas (2020) who found that EFL learners felt more anxiety in self-assessment than in peer-assessment. Also, this finding is consistent with the findings of the existing previous studies (e.g., Jahin, 2012; Kurt & Atay, 2007; Yastıbaş & Yastıbaş, 2015), suggesting the peer-assessment plays a significant role in reducing writing apprehension of the participants.

Furthermore, the reduced anxiety of the peer-assessment group may be justified in light of Vygotsky's (1978) social development theory, which underscores the significant role of social interaction in learning. In Vygotsky's social development perspective, a rich social atmosphere would encourage learner interaction and enhances learning. Therefore, it can be argued that the incorporation of peer-assessment activities is likely to have created an effective and non-threatening learning environment for L2 writers to act optimally within the zone of proximal development (ZPD) hence their writing anxiety was substantially reduced. From this perspective, the peer-assessment activities may have acted as a kind of kind of scaffolding (Aljaafreh & Lantolf, 1994) which was effective in reducing writing apprehension of the participants. More simply said, it can be argued that the collaborative nature of the self- and peer-assessment activities might have mitigated the anxiety level of the participants of the peer-assessment group.

Although it may be hypothesized that the fear of being evaluated by others may provoke anxiety among L2 writers, the friendly and collaborative nature of peer-assessment activities in this particular EFL context is likely to have reduced the anxiety of the participants. According to Horwitz's

(2010) argument, anxiety is a multifaceted concept, but language anxiety or foreign language anxiety is characterized as a situation-specific anxiety, therefore, peer-assessment activities as a particular learning environment may have affected learners' anxiety in writing. This finding is partially at variance with the findings of Fathi, Ahmadnejad, and Yousofi (2019) who found that the fear of other evaluation made the participants feel less comfortable and less assurance in L2 writing.

With regard to one key implication of the present study, it is argued that although L2 practitioners may be more accustomed to traditional, teacher-centered test orientations and nor are they be very willing to employ self- and peer-assessment activities in their own classrooms, these teachers are recommended to incorporate self- and peer-assessment activities in their writing instruction since these alternative assessment activities would soon surface and the apprehension and negative emotions and attitudes towards writing would change into positive perceptions and feelings. Since it is argued that Iranian EFL writing courses are still predominantly teacher-centered and do not allow much students' participation in the assessment process (Naghdipour, 2016), self- and peer-assessment as two types of alternative assessments can be considered as an effective substitution to enhance the writers' quality of writing and to reduce their writing apprehension. By practicing peer- and self-assessment activities in their writing classrooms, EFL practitioners can offer a more responsible and active role to their learners in the assessment process, by means of which writing anxiety of the EFL learners can be significantly reduced.

Considering the importance of alternative assessment in L2 learning as well as the significance of replication studies in L2 writing research (Porte, & Richards, 2012), the need to carrying out further empirical studies on the role of alternative assessment in affecting affective variables of L2 writers seems much warranted since it is claimed that psychological and individual variables are likely to influence the writing processes of L2 learners (Kormos, 2012). Also, future researchers are recommended to employ qualitative or mixed methods research designs in order to be able to gain deeper insight on the role of self- and peer-assessment practices and their effect on cognitive and affective variables related to L2 writing.

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