



The Effects of Self-Editing Versus Peer-Editing on Iranian EFL Learners' Critical Thinking Skills

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Abstract

Despite a large number of studies pinpointing the role of writing as an effective tool for language learning, little is known about the effect of different types of editing in writing on critical thinking skills. This study attempted to investigate the impact of two major types of editing (self-editing vs peer-editing), on critical thinking skills of Iranian EFL learners. To do so, a quasi-experimental method with pretest-posttest control group design was used. A total of 74 intermediate female students from a high school in Hamedan, Iran were selected out of a whole available population of 90 students through a Nelson test (200A). Subsequently, they were divided into two experimental PE (n=24) and SE (n=25) groups and one control group (n=25). This study was held for ten sessions that included one pre-test session, eight editing sessions for experimental groups, and a session dedicated to the post-test. The Watson- Glaser Critical Thinking Appraisal (Watson & Glaser, 1980) was administered twice to all three groups, as the pre-test and post-test. All groups were taught the same material and received similar instruction except that the SE group was also instructed on how to edit their own drafts of writing; and the PE group was taught how to edit their partners' pieces of writing. Analysis of ANCOVA revealed a significant difference between these three groups. Both experimental groups outperformed the control group with the self-editing group showing a better performance than the peer-editing group. The findings seem to have implications for both teachers and materials developers.

Key Terms: Self-editing, Peer-editing, EFL Learners, Critical Thinking