The Effect of Classroom-Based Assessment on Iranian EFL Learners Writing Self-Reflection Strategies: Scenario-Based Assessment Model vs Dialogue Journal Writing

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Abstract

This study seeks to implement a scenario-based assessment (SBA) model and dialogue journal writing (DJW) throughout a teaching cycle to examine their impact on enhancing the writing self-reflection strategies of Iranian EFL learners. To this end, 60 EFL learners were selected through convenience sampling and then randomly assigned to two experimental groups and one control group. The first experimental group underwent treatment using a SBA model, which involves engaging with scenario-based tasks, while the second experimental group followed a DJW model, emphasizing reflective journaling. The control group received instruction based on a traditional teacher-centered method. All groups underwent pre-test and post-test assessments to evaluate their writing performance and self-reflection strategies. The collected data were analyzed using MANCOVA, chosen to control for initial differences among groups. The findings revealed that the SBA group significantly outperformed both the DJW and control groups in improving Iranian EFL learners writing self-reflection strategies. The study showed that the SBA approach led to greater engagement in self-reflection and insights into writing practices. The findings of this study suggest that SBA can serve as a powerful pedagogical tool, enhancing learner engagement in self-assessment and reflection. SBA holds promise as both an effective instructional strategy and a valuable assessment tool for classroom teachers, experts, and stakeholders involved.

Keywords: classroom-based assessment, scenario-based assessment, dialogue journal writing, self-reflection, essay writing

Introduction

Classroom-based assessment refers to evaluations conducted by instructors that exclusively focus on the learning that has occurred within their own classroom, without taking into account evaluations in other classes or groups (Bachman & Palmer, 2010). It provides educators and learners with feedback on the standards of the learning performance, assisting its continuous improvement. Assessment for learning, also known as *formative assessment*, focuses on evaluating learners' progress and providing feedback to guide their learning. There are a variety of ways that formative assessment may be carried out. Implementing SBA and DJW are two beneficial methods of formative assessment that may be implemented in the classroom.

According to Banerjee (2019), scenario-based assessment (SBA) is one of the dynamic methods of assessment that examines the academic skills and abilities of learners in a manner that is meaningful, engaging, and organized. He believes that SBA aims to assess learners' ability to utilize language independently and in combination within a created authentic language circumstance. This is achieved through offering a framework for the evaluation like a school, creating figures like teachers and learners, and an ultimate objective like doing a scientific project. Self-reflection, as a characteristic of learners, may also be influenced by classroom-based assessment procedures and methods (de Salvador de Arana, 2018). The act of submitting, altering, and thinking about a new language in SBA might aid learners in maintaining their concentration on their coursework if learning is understood as a dynamic procedure of cognitive restructuring brought about by their engagement with facilitation resources. (Coll et al., 2008a, 2008b; Earl & Katz, 2006). When learners rely on feedback to assist them in developing their ability to control their learning, SBA can serve as a valuable instrument for guiding them during the progression of this capacity.

In the context of formative classroom-based assessment, dialogue journal writing (DJW) is an additional method that may be utilized. This method involves a continuous written discussion between two individuals to exchange experiences, ideas, or thoughts (de Salvador de Arana, 2018). The most common application of this tool in the field of education is as a way of maintaining textual engagement between learners and instructors at all levels of education. The learning of a foreign language (including English and other languages) as well as learning in other areas can be facilitated by its use. Dialogue journals are also frequently used to assess learners' academic techniques as part of their learning process (Boekaerts and Corno, 2005; Glogger et al., 2012). Dialogue journals promote critical thinking, reflection, and enhanced learning, while also teaching effective learning management (Zimmerman, 2008). A well-designed dialogue journal that promotes learner self-reflection would facilitate organizing, expressing, evaluating, supervising, and reflecting on instructional content. Dialogue journals, as noted by Porto (2007), force learners to revisit material and enhance their exposure to EFL, resulting in increased self-reflection.

Metacognitive components are essential for purposeful growth, and encompassing self-evaluation of thoughts, feelings, and actions, as well as recognition of others' viewpoints, preferences, and tendencies. (Carver & Scheier, 1998). Self-reflection is valuable for both instructors and learners since it attempts the achievement of an outcome. David (2006) believes that the objective of reflection is to clarify an issue or get a deeper knowledge of a confusing scenario. Reflection means searching for improved comprehension of the problem and potential solutions.

Self-reflection involves more than simply a series of concepts; rather, it is a systematic approach in which both the instructor and learner draw upon previously taught and/or acquired skills (David, 2006). Teaching and learning both benefit from this use of preexisting knowledge and experience. The level of reflection varies across individuals, and it is this aptitude that distinguishes those who effectively acquire knowledge from their experiences. According to Grant, et. al. (2002), it is a method of facilitating individuals' acquisition of knowledge in a meaningful manner, ultimately resulting in reliable comprehension.

To evaluate mental functions like intellectual assistance, self-reflection, and clarification and to better understand their roles in intentional behavioral modification, academics and practitioners would benefit from the development of trustworthy measurements of these concepts (Grant, 2001). People can participate in self-reflection through various methods. Self-reflection

can be a subconscious evaluation procedure for certain individuals, which may not need much attention. Some individuals may need to consciously make an effort to engage in self-reflection (Ekman, 1992). There is research suggesting that those who are prone to anxiety prefer to use a deliberate and intentional approach to self-reflection. (Mansell, 2000).

Adding to the work of the CBA model, Sabatini and O'Reilly (2013), O'Reilly et al., (2014), and Dean et al., (2019) used scenario-based tasks to test reading literacy. These tasks showed that SBAs can test complex reading processes, mental models, source evaluation, perspectives, and background knowledge. Purpura (2015, 2016) argues that incorporating scenario-based activities in L2 capability frameworks, evaluating sociocognitive and psychological links, and implementing SBA design in online settings for adult ESL courses. Carroll et al. (2015) demonstrated the effectiveness of an SBA design in online adult ESL courses and suggested its application in determining appropriate levels.

Banerjee's (2019) scenario-based language assessment study revealed that L2 learners possess both lexical and content knowledge, but they function differently in creating and exchanging knowledge. Zhang et al., (2019) and Guo et al., (2020) investigated the effects of a single-scenario and essay-last design on middle-school assessment format and writing processes. They discovered that the SBA design did not artificially inflate test or essay results, and that it improved text production efficiency. Bardach et al., (2021) investigated the impact of an online scenario-based learning activity on learner instructors' self-confidence and emotional, motivational, and cognitive preparedness for teaching. Dean et al., (2021) investigated a writing method that integrates SBAs, automated writing evaluation tools, and keystroke logging feathers for interim assessment .Kunnan et al., (2022) developed a scenario-based academic English assessment for Asian universities, evaluating language skills for placement and diagnosis purposes. To validate and assess literacy skills, Anani Sarab and Rahmani (2023) developed a Language Assessment Literacy Test with 35 scenarios. Saeedian and Ghaderi (2023) examined the impact of a teacher preparation course on the decision-making and pedagogical reasoning of 10 foreign teachers in scenario-based classroom contexts.

Educators in California first utilized dialogue journals in the 1980s for sixth-grade English learners (Peyton & Reed, 1990; Peyton & Staton, 1993). Various educational contexts now utilize them, such as adult and children's education, volunteer and instructor development programs, and adult learners (Peyton & Staton, 1996). Dabbagh's (2017) study on DJW among 84 intermediate Iranian learners found a significant improvement in overall writing performance, with the experimental group receiving feedback and the control group receiving conventional instruction. Hapsari et al., (2018) found dialogue journals helpful in writing instruction, encouraging reflection, and expressing ideas. Challenges such as time management, workload, and peer feedback can be effectively addressed through language skill education. Johnson and Cheng's (2019) study found that while Japanese learners who used DJW improved their writing skills, they did not significantly improve their vocabulary usage. Alkayid's (2020) study on the impact of DJW on English vocabulary, organization, and grammar acquisition, as well as learners' attitudes towards writing, found significant enhancements. Yulianawati et al., (2020) found that DJW significantly enhances learners' argumentative text production skills, with most participants finding it motivating.

Rostami Ravari and Fatehi Rad (2021) explored the effects of DJW on the self-regulation and reading comprehension abilities of EFL learners in a language school. In their study, Siahaan et. al. (2021) examined the impact of DJW on the writing proficiency and motivation of high school learners. Valizadeh's (2021) study found that the DJW method significantly improved the

descriptive writing abilities of EFL learners in Turkey, outperforming the control group. In another study, Yulianawati et. al. (2022) found that the reflective learning portfolio method significantly improved the writing skills of undergraduate learners with varying self-esteem levels. Cahyono and Deliany (2022) studied the potential of converting DJW into online DJW, focusing on writing productivity and learners' perceptions of its effectiveness. They found online DJW to be promising and beneficial. Based on what can be concluded from the literature review, there is a crucial need to bridge a research gap regarding the efficacy of the SBA and DJW models in enhancing writing self-reflection strategies. Addressing the previously identified the research gap, the current study employs SBA and DJW approaches to enhance the writing self-reflection strategies of Iranian EFL learners.

A considerable number of Iranian EFL learners have challenges when it comes to writing. Although most EFL English writing in Iranian contexts lacks content, organization, vocabulary, and language use, learners are expected to have mastered a variety of writing skills to meet their academic and occasionally interactional needs over their education at universities, schools, or other educational institutions (Farahani &Faryabi, 2017, Gholami & Barzegar, 2017, Fahim & Rajabi, 2015). They are unable to even document their everyday activities and insights in English educational settings (Gholami, 2008). Utilizing metacognitive and cognitive methods has the potential to improve the effectiveness of teaching and learning. Further research is needed to enhance the currently available knowledge of cognitive and metacognitive-based learning, specifically concerning Iranian EFL learners. This will allow researchers to determine the most effective integration of cognitive and metacognitive-based learning as an intervention for these learners, considering the limited information available on this particular group. Therefore, teaching self-reflection skills is expected to have a significant impact on improving learners' self-confidence, as well as their academic focus and accomplishments. Effective skill education necessitates sufficient and critical support. There is not enough empirical evidence to support the usefulness of self-reflection in learners' educational knowledge and abilities, despite the necessity to look into the deficiencies and segments in learners' writing skills (AlMarwani, 2020). Learners frequently focus on the technical components of writing rather than conceptual abilities such as critical thinking and reflective writing. The issue in EFL settings may stem from the inadequate language skills of EFL learners. Previous studies on self-reflection has mostly examined its effectiveness, but the way learners engage with and benefit from self-reflection has not been thoroughly investigated (Botelho & Bhuyan, 2021). While there is much research supporting the positive impact of self-reflection on learners' writing success, there is a lack of information regarding its impacts when included in different methods of teaching writing. Hence, the purpose of this study was to explore the effect of SBA and DJW on the Iranian EFL learners' writing self-reflection strategies. Consequently, the following research questions were posed:

1- Do SBA and DJW have any significant effect on Iranian EFL learners' writing self-reflection strategies?
2-Which components of writing self-reflection strategies, specifically engagement for self-reflection, need for self-reflection and insight, were mostly affected by the application of SBA model and DJW?

Method

Participants
The study included a group of 60 female EFL learners as the participants. They participated in English language courses at a language center in Tabriz. Their ages spanned from 19 to 32 years.

As bilingual Turkish speakers, they were concurrently acquiring EFL. The participants' initial homogeneity was assessed by administering a sample of the Oxford Placement Test, even though they had the same linguistic background and had been attending English lessons at language centers for a while.

The research included the participants who demonstrated an intermediate level of language ability (B1.2) based on their results. The participants were categorized into three distinct groups: the first experimental group, referred to as the SBA model group, the second experimental group, known as the dialogue journal writing group, and the control group. Every group consisted of 20 learners. The researcher assumed the role of the teacher in each of the three groups. For a number of years, she has been teaching EFL at language institutions, the Ministry of Education, and several universities.

Instruments

In order to assess the homogeneity of the participants, the present study employed a sample of the Oxford Placement Test which measures language proficiency in four essential domains: speaking, listening, reading comprehension, and writing. The speaking component of this exam was excluded due to its lack of relevance to the focus of our study. Cronbach's alpha coefficients were used to assess the instrument's reliability, with all components showing an index of 0.7 or above. Additionally, a panel of experts in language teaching and testing checked the content validity of this test, and confirmed that the assessment items aligned with the content domain.

The impact of the SBA and DJW models on enhancing Iranian EFL learners' writing self-reflection skills was investigated by using Writing Strategies for Self-Reflection Questionnaire in English. The first and final sessions were allocated for conducting the pre-test and post-test. The time allotted for answering the items was thirty minutes. The self-reflection and insight scale developed by Grant et.al., (2002) was employed in this study. The questioner examines three aspects of writing self-reflection strategies: Engagement in self-reflection (6 items), Need for self-reflection (6 items), and Insight (8 items). These components involve the total number of 20 items to be answered by learners. It utilizes a six-point Likert scale, ranging from 1 (indicating strongly disagree) to 6 (indicating strongly agree).

The reliability of this instrument was checked though Cronbach's alpha coefficients for all components which showed an index of 0.7 and above. The treatment sessions commenced once the pre-test was conducted. The content validity of the questionnaire was validated by employing recognized specialists in the fields of language teaching and psychology who confirmed that the test items effectively measured the targeted construct.

Procedure

This study examined the influence of the SBA and DJW models on improving the writing self-reflection abilities of Iranian EFL learners. The writing curriculum comprised 20 treatment sessions. The initial experimental group participated in a writing intervention according to a lesson plan that included individual, pair, and collective tasks, with the teacher offering scaffolding and feedback. The topics were chosen based on the research of Zhang et al., (2019), Dean (2019), Banerjee (2019), and Malyn-Smith (2002). The initial step included preparatory lead-in-tasks, then creating arguments and articles. During the second session of each week, learners were assigned to construct arguments and compose an article on the topic. The treatment involved composing nine essays using a scenario-based evaluation methodology (see Appendix).

The second experimental group was instructed in writing according to the DJW paradigm, with participants composing one entry per session on a designated topic. They were allowed to

articulate their experiences, thoughts, and views, and connect these ideas with their educational engagements. They also participated in free-form writing exercises. The participants were required to provide 18 diary entries as part of the research procedure.

The participants in the control group were also obliged to write essays. They were instructed to work together and exchange their perspectives through written correspondence. The participants had been directed to focus on precisely presenting information, efficiently organizing paragraphs, and using various linguistic and structural components.

The data-gathering process lasted for three months. Furthermore, in the last session, the participants engaged in the posttest and filled out the Self-Reflection Strategies Questionnaire for one more time. Post-testing was planned for the last session for all groups. The researcher examined the learners' questionnaires in all groups. Another teacher also evaluated the assignments to determine the consistency across various raters. Inter-rater reliability was calculated to ensure there was no noticeable variance between the two raters' scores. According to the results, the pre-test scores ($r = 0.83$, $p < 0.05$) and post-test scores ($r = 0.86$, $p < 0.05$) were highly correlated.

Design

This study employed a quasi-experimental design. It utilized a pretest-posttest design, incorporating two experimental groups and a control group. The aim was to investigate a possible cause-and-effect relationship between the dependent and independent variables. The independent variables were the SBA model and DJW and the dependent variable was writing self-reflection strategies. The researchers employed convenience sampling to efficiently choose intact groups and minimize time consumption. The data from the pre-test and post-test assessments have been gathered to investigate the research questions.

Results

The data from all groups was analyzed using MANCOVA to examine the impact of the SBA model and DJW on the self-reflection of Iranian EFL learners and its various components. Reliability and validity analyses were conducted to assess the consistency and construct of the questionnaire items and the submitted responses. The results displayed in Table 1 demonstrate that Cronbach's alpha coefficients for all components surpass 0.7, the Composite reliability coefficients surpass 0.6, and the Average Variance Extracted (AVE) values reach 0.5. Therefore, the self-reflection questionnaire included in the research showed an acceptable degree of reliability and validity for all of its components.

Table1

Reliability and Validity of the Writing self-reflection components

Variables	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Engagement in self-reflection	0.741	0.824	0.543
Need for self-reflection	0.717	0.809	0.515
insight	0.722	0.804	0.544

After considering the reliability and validity of the instrument, the descriptive statistics including the mean and standard deviation of the participants' scores in the pre and posttest were calculated. Table 2 indicates that the SBA group (M = 4.89, SD = 0. 185) outperformed the DJW group (M = 3.93, SD = 0.407) and the control group (M = 3.78, SD = 0.397) in the post-test administration. A MANCOVA analysis was conducted on the collected data from the pre-test and

post-test scores to determine if this discrepancy has reached a statistically significant level. Before conducting the primary analysis, the necessary assumptions were taken into account.

Table 2

Descriptive statistics of Pre and post-test score

Groups	Statistics	Pre-test for Engagement in self-reflection	Pre-test for Need for self-reflection	Pre-test for Insight	Total
SBA	N	20	20	20	20
	Mean	3.33	2.43	3.19	2.9833
	Std. Deviation	0.21	0.29	0.20	0.3954
DJW	N	20	20	20	20
	Mean	3.63	2.22	3.28	3.0433
	Std. Deviation	0.20	0.21	0.18	0.5995
Control	N	20	20	20	20
	Mean	3.19	2.35	3.28	2.94
	Std. Deviation	0.35	0.37	0.24	0.4188
Groups	**Statistics**	**Post-test for Engagement in self-reflection**	**Post-test for Need for self-reflection**	**Post-test for Insight**	**Total**
SBA	N	20	20	20	20
	Mean	5.28	4.29	5.10	4.89
	Std. Deviation	0.19	0.48	0.20	0.185
DJW	N	20	20	20	20
	Mean	4.31	3.37	4.13	3.93
	Std. Deviation	0.24	0.38	0.23	0.407
Control	N	20	20	20	20
	Mean	3.91	3.25	4.20	3.7867
	Std. Deviation	0.33	0.36	0.31	0.3975

The one-sample Kolmogorov-Smirnov, Skewness, and Kurtosis tests were performed to determine the normality distribution of the provided data. Analyzing the data in Tables 3 and 4 reveals that the probability value obtained for the validity of the null hypothesis regarding the distribution of writing self-reflection components in the pre-test and post-test is less than 0.05, which is the probability value of first-type error. Therefore, we cannot assume that the probability distribution of these variables is normal. However, the absolute values of the Skewness and Kurtosis coefficients for all variables in the pre-test and post-test are all less than 2, which indicates no significant deviation from the normal distribution for the probability distribution of the variables.

Table 3

One-Sample Kolmogorov-Smirnov Test of self- reflection components

Pre-test	Engagement in self-reflection	Need for self-reflection	Insight
Test Statistic	0.137	0.201	0.121
Asymp. Sig. (2-tailed)	0.007	0.000	0.030
Post-test	**Engagement in self-reflection**	**Need for self-reflection**	**Insight**
Test Statistic	0.159	0.129	0.140
Asymp. Sig. (2-tailed)	0.001	0.014	0.005

Table 4

Skewness and Kurtosis of self- reflection components

Pre-test	Engagement in self-reflection	Need for self-reflection	Insight
Skewness	-0.357	0.468	-0.115
Kurtosis	-0.328	-0.002	-0.087
Post-test	**Engagement in self-reflection**	**Need for self-reflection**	**Insight**
Skewness	-0.516	-0.017	0.169
Kurtosis	0.085	-0.668	0.672

Following the verification of normality, MANCOVA was employed to address the research questions. Tables 5 and 6 display the results of Box's M Test, which assesses the equality of covariance matrices, and Levene's Test, which examines the equality of variances. Since p is greater than 0.01, the variances of all variables are equal.

Table 5

Box's Test of Equality of Covariance Matrices

Box's M	F	df1	df2	Sig.
16.57	1.27	90.00	8121.67	0.23

Variables	F	df1	df2	Sig.
Engagement in self-reflection	1.92	2	57	0.072
Need for self-reflection	1.01	2	57	0.095
Insight	0.13	2	57	0.121

Table 6
Levene's Test of Equality of Error Variances of self- reflection components in post test

Table 7 demonstrates that the difference among the mean scores of the groups in the posttest after controlling the effect of the pre-test scores has reached a significant level (F = 3.832, p < 0.05, Wilk's Lambda = 0.671, Eta Square = 0.608) and by looking at the mean scores of the groups in Table 2, we can conclude that the scenario-based group with a mean score of 4.89 and SD = 0. 185 outperformed the DJW group (M = 3.93, SD = 0.407) and the control group (M = 3.78, SD = 0.397) in the post-test administration. This shows that by employing the SBA approach, the learners were able to enhance their writing self-reflection methods by a significant 60%.

Table 7
Multivariate Analysis of Variance

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Wilks' Lambda	0.671	3.832	6.000	104.000	0.002	0.608

Furthermore, another purpose of the current study was to determine which aspects of the writing self-reflection strategies were most significantly affected by the treatments. Table 8 shows the MANCOVA analysis of writing self-reflection strategies components for all groups.

Table 8
Tests of Between-Subjects Effects for Writing Self-Reflection Strategies and its Components

Variables	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Engagement in self-reflection	8.029	2	2.224	14.746	0.000	0.609
Need for self-reflection	6.262	2	3.131	12.065	0.000	0.309
Insight	5.697	2	2.847	10.978	0.000	0.435

The results in Table 8 indicate significant differences in the components of engagement in self-reflection (F = 14.746, p < 0.000, Eta Square = 0.609), insight (F =10.978, p < 0.000, Eta Square = 0.435), and need for self-reflection (F =12.065, p < 0.000, Eta Square = 0.309). The

results revealed that performance in writing self-reflection strategies was significantly improved through the SBA methodology in engagement for self-reflection (60%), insight (43%), and need for self-reflection (30%).

This study aimed to investigate the effects of the SBA model and DJW on Iranian EFL learners' writing self-reflection strategies, specifically assessing which components—engagement in self-reflection, need for self-reflection, and insight—showed significant improvement as a result of the intervention.

Discussion

The present study aimed to examine the effects of the SBA and DJW methods on Iranian EFL learners' writing self-reflection strategies and to determine which components of these strategies, namely, engagement in self-reflection, need for self-reflection, and insight, were significantly improved by the intervention. The general findings of the intervention revealed that the SBA group outperformed the DJW and control groups by up to 60% in improving their writing self-reflection strategies. The findings support the theoretical foundation of reflection, which suggests that reflecting on routine or educational experiences leads to acquiring new knowledge and forming new conceptions based on past experiences (Boud, Keogh, & Walker, 2013; Moon, 2013a; Moon, 2013b; Kolb, et.al, 2014). The findings are also consistent with those of several studies that indicate that reflective writing improves learners' writing skills (Salim, et. al, 2021; Sudirman, et. al, 2021; Meza, et. al., 2021; Portman, 2020; Arifin, 2021).

The study suggests that using SBA design in assignments and essays enhances self-reflection in learners' writing, enabling them to engage in deeper reflection on their thoughts, beliefs, and knowledge and provide feedback to clarify situations. The perspectives presented align with Naseri and Motallebzadeh's (2016) study which revealed that Iranian EFL learners significantly improved their reading comprehension, critical thinking skills, and self-regulated learning behavior through interactive, student-centered learning activities. The SBA design encourages self-reflection by focusing on specific areas of education. It also encourages critical analysis, which strengthens instructional practice. Researchers determined that writing classes, incorporating self-reflective procedures, outperformed typical writing sessions in improving learners' writing abilities. This finding corroborated the findings of previous relevant research investigations (e.g., Meihami & Varmaghani, 2013; Sajedi, 2014).

Current research suggests that learners can enhance their writing ability by incorporating appropriate reflective activities in SBA design, guided by a teacher, and engaging with their peers. This validates the findings of Hemmati and Soltanpour (2012) and Ashabi et. al., (2023) who claimed the benefits that may be gained by cooperating and receiving assistance in writing methods. The study reveals that the SBA model aids learners' writing development through explicit and implicit feedback, encouraging self-reflection and self-expression. This approach fosters a better understanding of situations, leads to more satisfactory solutions, and enhances learners' autonomy, engagement, and self-efficacy. These are consistent with the findings of previous investigations (e.g., Kouhpeyma & Kashefian-Naeeini, 2020; Ahmed, 2019). This outcome also verifies the findings of Bardach et. al., (2021) who found that online scenario-based interventions improve self-efficacy and classroom preparedness by integrating feedback and reflection, leading to increased engagement with content. According to the study, scenario writing positively impacts learners ' writing proficiency by fostering self-reflection, personal communication with teachers and classmates, and encouraging open discussions about their perspectives. This can be valued since the findings of Avarzamani and Farahian (2019) indicated that Iranian EFL writers exhibit discernible deficiencies in the application of higher-order thinking during the writing process.

Instead, SBA methodology enhances critical thinking strategies in learners, challenging the traditional teaching framework, which often focuses on submissive behavior and comprehension (Safari & Rashidi, 2015). Birjandi, et al. (2018) argue that, comparatively, a significant proportion of Iranian graduates across all educational levels lack critical thinking abilities and have been exposed to an instructor-centric curriculum that places considerable emphasis on memorization.

This study highlights the benefits of summarization, idea production, and argumentative evaluation in SBA intervention tasks, helping teachers identify and motivate learners to improve their summarization and critical-thinking skills. This verdict supports the findings of Gil et al. (2010), who concluded that the failure to summarize information adequately indicates deficiencies in understanding and cognitive growth, which impact subsequent phases of writing production. Furthermore, its results corroborate the assertions made by Wang et al. (2017) that summary writing requires a methodical approach to evaluating and structuring the most important concepts in a given text in order to construct a rational mental image of its content.

The results show that using a SBA paradigm in contextual learning improves learners ' self-reflection skills in English as EFL writing. Structured practice and self-evaluation tools are provided to them at different stages of performing and creating lead-in tasks and scenarios. This finding backed up findings from other research studies by Gebremariam and Asgede (2023), who revealed that implementing self-assessment techniques in the experimental group resulted in a beneficial improvement in the learner's self-reflective skills. The results also match Botelho and Bhuyan's (2021) study, which found that learners who practiced self-reflection before clinical sessions were better prepared, confident in their performance, and able to resolve uncertainties. The results comply with the findings of Meza et al., (2021), who found that better self-reflection-based training resulted from the use of self-reflection learning. The results were in line with the findings of Klimova (2014) and Sumarni et al., (2018). Klimova (2014) emphasised the importance of self-reflection in enabling learners to gain insights into their experiences and engage in critical thinking about their learning. Sumarni et al.,'s (2018) study also demonstrated that 76% of participants improved their creative writing abilities due to reflection-based instruction.

The findings of the present study show that using authentic materials in a SBA paradigm can improve learners' self-reflection. This finding aligns with other studies indicating that authentic resources may greatly enhance learners writing skills (Aqly, Komariah, & Heriansyah, 2017). It is also in accordance with Arifa (2018) and Sundana (2018), who both suggest that authentic materials significantly enhance learners' proficiency in composing procedure texts and descriptive writing skills. It also verifies Sukmawan and Setyowati's (2019) research, which confirms the effectiveness of authentic materials in teaching writing, stating that analyzing prose through authentic essays enhances learners' comprehension and writing skills. It also supports the study by Ward, et. al, (2019), who found that teaching essay writing using real materials, whether fiction or non-fiction, is equally effective in promoting literacy and language development in English language learners. This outcome overlaps with the findings of Latifah (2023), who confirmed the benefits of using authentic materials in teaching writing, including boosting motivation and facilitating innovative education.

The second aim of this study was to determine the most effective component of writing self-reflection strategies in SBA and DJW models. The SBA methodology has proven to enhance various components of writing self-reflection strategies. Particularly, engagement in self-reflection has improved by 60%, insight by 43%, and the need for self-reflection by 30% (Table 8). Engaging effectively in self-reflection (60%) can be justified by the purpose of the SBA methodology. As Banerjee (2019) states, SBA aims to assess learners' linguistic abilities in a hypothetical real-world

language usage paradigm, using a scenario, framework, tasks, and goal. This aligns with the results of Naseri and Motallebzadeh's (2016) study, which showed that Iranian EFL learners significantly enhanced their critical thinking skills through more engaging learning tasks. It also supports the findings of Cömert and Kutlu's (2018) research, which supports the enhancement of writing skills in Turkish undergraduates through reflection strategies, focusing on paragraph structure, language use, and content. Consistent with the current study, Liu and Brantmeier (2019) have shown that Chinese EFL learners' writing accuracy is enhanced through a self-reflective process.

The findings are also consistent with those of Sierra and Frodden (2017) and Haines, et al. (2020), who found that self-reflection during language learning, influenced by emotional variables, metacognition, and teacher role, improves learner autonomy. It corroborates the findings of Ebrahimi et. al. (2021), who stated that participation in evaluation processes enhanced understanding of norms and criteria for high-quality drafts, motivating better effort and fostering a sense of agency. It is in accord with Adie et. al., (2021), who believe that reflection can enhance EFL learners' linguistic proficiency and that self-evaluation significantly correlates with writing performance. The findings support the results of Gebremariam and Asgede, (2023), who revealed that self-reflection-based education significantly improved participants' writing skills, despite facing challenges in practice.

On top of these justifications, the potential of SBA design offers 30% insight into learners' cognitive abilities and self-monitoring strategies. Research by Sabatini et al. (2014) and Abbas (2016) suggests that reflection-supported writing methods positively impact writing performance and attitudes. Wang and Han's (2018) study supports this argument that reflection improves Chinese university learners' speaking abilities by identifying strengths and weaknesses, formulating development strategies, and boosting confidence. It also backs up the outcomes of Siahaan et al. (2021), who found high achievement, intrinsic motivation, clear evaluation criteria, and continuous feedback are crucial for effective reflective writing.

The SBA possesses the capacity to obtain greater backing and serve as an effective evaluative and instructional structure for educators, stakeholders, and instructors. The positive outcomes of the previously mentioned study provide support for the selection and application of the SBA model. The ability to include intentional writing courses in their curricula can help curriculum planners and syllabus designers for EFL learners benefit from this particular type of education and learning. They have the option to incorporate purposeful writing courses within their educational programs. These courses can effectively support this particular type of teaching and learning.

Additional research is required to comprehend the causative factors of SBA models in different types of writing, such as narratives, persuasive, expository, and descriptive writing, to have a deeper understanding of their influence. Designing stimulating and relevant learning scenarios with a uniform degree of difficulty for all types of learners is a practical challenge. Further research may be carried out by changing the order of tasks and displaying the components of the SBA model in various forms to see whether there are any changes in the results. This will result in a deeper understanding of how SBAs affect the self-reflection techniques of Iranian EFL learners in writing. Improving the self-reflective learning techniques of Iranian EFL learners can be achieved by taking into account the insights drawn from this research.

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Appendix 1

Scenarios and related lead-in Tasks

Number of scenarios	Scenarios and Related Lead-in Tasks

1	**"Should the United states ban advertising to children?' (Ban ads)** Your local newspaper has been running a series of articles about whether or not the united states should ban advertisements intended for children under the age of twelve. Many people have become very interested in the issue, and several have written letters to the editor about it. Your school has asked students to research this issue and then write essays expressing their own views. The best essays will be sent to the newspaper for possible publication. 1. Read and summarize arguments: 1) select feedback for provided summary 2) Write some sentences summarizing an easy article, and 3) Write some sentences summarizing the articles presented in the previous steps 2. Evaluating arguments: 1) Consider arguments for/against: classify reasons of ban or allow, 2) Consider evidence from articles: supports, weakens, or irrelevant, 3. Analyzing arguments: Help classmates critique the arguments in a letter to the editor 4. Present your view in an essay.
2	**"A Nutrition Ambassador"** In order to share its residents' awareness of nutrition and to strengthen community bonds, your township has announced "a nutrition ambassador" event. Residents are invited to learn about a topic on nutrition with two neighbors. Then, together, they will share what they have learned with the community through townships "Health Tips" website. At the end of the event, the community will vote for the most informative post on the website. The winning group will be the ownership's "nutrition ambassadors". As an award, they will receive a gift basket of goodies from the local farms. Ms. Norman, the township's secretary, is the event organizer and has a meeting with some new friends. They present a related essay about the issue, and then they are trying to write a paragraph about "commonly seen unsafe food additives." With regard to that essay. They focus on questions: What are the unsafe food additives? Where can we find these unsafe food additives? What can these unsafe food additives do to our health? 1. Read and summarize arguments: 1) select feedback for provided summary 2) Write some sentences summarizing an easy article, and 3) Write some sentences summarizing the articles presented in the previous steps 2. Evaluating arguments: 1) Consider arguments and describe safe and unsafe food additives 2) Consider evidence from articles: supports, weakens, or irrelevant 3. Analyzing arguments: Help classmates critique the arguments in the essays of classmates 4. Present your view in an essay.
3	**Classroom service learning projects** High school students are going to hold a service learning program and gather some warm clothes and canned foods for communities in need. They are scheduling the time and manner of delivery. They are also trying to absorb more financial support to enrich their project. Now they are writing invitation letters to different people and organizations. 1. Give feedback on a peer's letter with respect to a rubric 2. Evaluate and compare two activities by deciding how well they fit the goals 3. Briefly explain findings to another student 4. Write a persuasive memorandum to a decision-maker.
	Invasive plant spices

4	Your school has announced that it will hold an environmental science fair. Student teams will prepare exhibits to inform their peers and visiting members of the community about current environmental issues. Your team is planning booth on invasive plant species. Invasive species are animals or plants that, if introduced into a new environment, can become a threat to native plants and animals. This invasion can be bad for the economy as well as the environment. There are different ways to prevent the introduction and spread of invasive plant spices, and your team thinks that sharing this information will be an excellent contribution to the schools science fair. Your goal is to write a well-researched pamphlet that will explain the problem of invasive plant spices. The pamphlet will be available to visitors to your booth. First they will be instructed to how to write a pamphlet for their team. Second they will be instructed to tips or advices of pamphlet writing. 1.Gather and evaluate information for a pamphlet: Read an article and generate guiding questions, Evaluate sources for research 2.Use guiding questions to organize information for the pamphlet 3.Review and revise sections of the pamphlet 4.Write headings for two sections of the pamphlet; write two sections of the pamphlet
5	**The Success Principles** Jack Canfield's Success Principles is a self-improvement book outlining 64 guidelines for reaching success in various life areas. Organized into six categories, it emphasizes taking full ownership, being present, and focusing on a vision. Canfield not only explains the success concepts but also supplies many motivating tales and phrases for readers to see the concepts in practice. 1. Support interpretive statements about a book with details from the text 2. Explain whether a character's attitude changes (respond to conflicting interpretations) 3. Help another student interpret the book (plausibility of explanations given the text) 4. Write an essay about the book
6	**''Should students be given cash rewards for getting good grades?'' (Cash for Grades)** Your local newspaper has been running a series of articles about whether or not students should be rewarded with money for getting good grades. Many people have become very interested in this issue and several have written letters to the editor about it. Your school has asked students to research this issue and then write essays expressing their own views. The best essays will be sent to the newspaper for possible publication. 1. Read and summarize arguments: 1) select feedback for provided summary 2) Write some sentences summarizing an easy article, and 3) Write some sentences summarizing a more complex article 2. Evaluating arguments: 1) Consider arguments for/against: classify reasons of rewarding/not rewarding with money, 2) Consider evidence from articles: supports, weakens, or irrelevant, 3. Analyzing arguments: Help classmates critique the arguments in a letter to the editor present your view in an essay.
7	**"Global Warming"** College students are holding a student-run conference on global warming to build understanding of the issue. They have created posters, essays, free discussion sessions, and lectures with the help of their geography professors. They want to raise more consciousness and awareness in their discourse community about the fact that "global warming" has become a serious threat to our planet. They mention factors such as recycling, the impact of fossil fuels (oil, gas, and coal), and the impact of consumerism (buying things). They are going to arrive at the conclusion that what we can do as citizens to reduce the effects of global warming. 1. Read and summarize arguments: 1) select feedback for X's summary 2) Write some sentences summarizing an easy article, and 3) Write some sentences summarizing a more complex article

	2. Evaluating arguments: 1) Consider arguments and classify reasons of global warming, 2) Consider evidence from articles: supports, weakens, or irrelevant 3. Analyzing arguments: Help classmates critique the arguments in an essay to the audiences of the conference 4. Present your view in an essay.

8	**''Should schools encourage parents to place limits on students' use of social networking sites?'' (Social Networking).**
	The middle school councilor has a meeting with the parents of students. She is presenting a lecture about the advantages and disadvantages of "social networking" for teenagers. First, she proposes an article to the audiences and mentions some downsides of social media use, like privacy and safety, risks to their reputation, mental health problems, and inappropriate
	or harmful content. Then she asks parents to present their points of view. At the end the parents state how they Make a Household Plan for Social Media Use.
	
	    1. Read and summarize arguments: 1) select feedback for provided summary 2) Write some sentences summarizing an easy article, and 3) Write some sentences summarizing a more complex article
	    2. Evaluating arguments: 1) Consider arguments and classify reasons of placing limits on students' use of social networking sites , 2) Consider evidence from articles: supports, weakens, or irrelevant
	    3. Analyzing arguments: Help classmates critique the arguments in an essay to the audiences of meeting
	    4. Present your view in an essay.

9	**"The Jeans That Failed Me"**
	   Michelle is a teenager who feels she is old enough to manage the money she earns from her babysitting jobs. Her parents are unsure about this.
	   After several months of effectively managing her own money, Michelle decides she wants to buy a pair of jeans. She is trying to decide whether to buy a pair of designer jeans which are very expensive, or a pair of non-designer jeans which cost much less.
	   After thinking about which type of jeans to buy, Michelle decided to purchase the designer jeans.
	   Michelle purchased the designer jeans at a local department store. She laundered them according to the care instructions but the jeans shrank and no longer fit. Michelle decides to return the jeans and goes to the department store where she bought them.
	   The sales clerk refuses to take the jeans back. Michelle feels the clerk is being unfair. Michelle decides to pursue the matter further.
	
	    1. Identify two ways Michelle could prove to her parents that she can effectively manage her money.
	    2. State two reasons why buying a pair of designer jeans might appeal to a teenager.
	    3. List two consumer actions Michelle should take in order to make a wise purchase of the designer jeans.
	    4. List two steps Michelle needs to follow with the sales clerk once she arrives at the store in order to have a successful return.
	    5. State an action Michelle could take and explain how the action could lead to a successful return.

Biodata

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تأثیر ارزشیابی کلاس درس بر راهبردهای خود انعکاسی نگارش زبان آموزان ایرانی زبان انگلیسی: مدل ارزیابی سناریو محور در مقابل نگارش ژورنالهای گفتگو

این مطالعه به دنبال پیاده‌سازی مدل ارزیابی مبتنی بر سناریو و نوشتن مجلات گفتگودر یک فرآیند کامل است تا تأثیر آن‌ها را بر تقویت استراتژی‌های خود انعکاسی نوشتاری زبان آموزان ایرانی بررسی کند. برای دستیابی به این هدف، ۶۰ زبان آموز زبان انگلیسی به روش نمونه گیری در دسترس انتخاب شدند. سپس شرکت کنندگان به طور تصادفی به دو گروه آزمایش و یک گروه کنترل تقسیم شدند. گروه آزمایش اول با استفاده از مدل ارزیابی مبتنی بر سناریو تحت آموزش قرار گرفتند، در حالی که گروه آزمایشی دوم الزامات آموزش را از طریق مدل نوشتن ژورنالهای گفتگو دنبال کردند. از سوی دیگر، گروه کنترل با استفاده از روش سنتی معلم محور آموزش دریافت کردند. هر دو گروه آزمایشی و گروه کنترلی برای ارزیابی عملکرد نوشتاری خود تحت ارزیابی پیش آزمون و پس آزمون قرار گرفتند. داده‌های جمع‌آوری‌شده با استفاده از منکووا مورد تجزیه و تحلیل قرار گرفت و یافته‌ها نشان داد که گروه مدل ارزیابی مبتنی بر سناریو از نظر بهبود استراتژی‌های خود انعکاسی نوشتاری زبان آموزان ایرانی ، بهتر از گروه‌های نوشتن ژورنالهای گفتگو و کنترلی عمل کردند.این مطالعه نشان داد که رویکرد مدل ارزیابی مبتنی بر سناریو تأثیر بیشتری بر بهبود مشارکت در خود انعکاس و بینش دارد. یافته‌های این مطالعه نشان می‌دهد که مدل ارزیابی مبتنی بر سناریو می‌تواند سطوح بالاتری از کمک و عملکرد را برای ایجاد یک ابزار آموزشی موفق و همچنین یک دستگاه ارزیابی برای معلمان کلاس، کارشناسان و طرف‌های درگیر ایجاد کند.

عبارات کلیدی: ارزیابی مبتنی بر کلاس درس، ارزیابی مبتنی بر سناریو، ژورنال نویسی گفتگو، خود انعکاسی، مقاله نویسی