The Role of Peer Assessment in English Learning

Inst. Yasir Salih
University of Diyala
College of Basic Education
basiceng16te@uodiyala.edu.iq

دور تقويم القران في تعلم اللغة الانجليزية

م. ياسر صالح مهدي

جامعة ديالى كلية التربية الاساسية

Abstract

Peer assessment (PA) is a fundamental tool in teaching. There are several advantages of peer assessment learning. As one of the most significant advantages is that students would practice the role of teacher and then obtain the characteristics of a good teacher than. This study aims at evaluating first, the impact of the student's assessment of each other on their English-speaking learning and second, the practicality of implementing PA in teaching \learning process. Key words: assessment, peer, speaking, learning, effect

خلاصة

تعتبر ستراتيجية تقويم الاقران من الادوات المهمة في التعليم. هناك عدة فوائد للستراتيجية منها انها تؤهل الطالب للقيام بمهارات المعلم اضافة الى توفير الوقت و الجهد. فبدلا من ان يقوم المعلم بتصحيح اوراق جميع الطلاب يقوم الطالب بتصحيح اجابة زميله فقط. تدور هذه الدراسة حول اولا: بحث تاثير تقويم الاقران في مادة محادثة اللغة الانجليزية و ثانيا مدى عملانية استخدام الستراتيجية. و لتحقيق هدفي الدراسة طلب الباحث من طلابه ان يختبر كل منهم زميله في مادة المحادثة. و لتحقيق الهدف الثاني قام الباحث بتدوين المعوقات التي تواجه تطبيق الستراتيجية. **كلمات مفتاحية: التقويم، النظراء، المحادثة، التعلم، تاثير**

Introduction

A student at college level is to obtain the knowledge and skills that qualify him to his future career. To achieve such an aim, he needs to depend on himself to a good deal. Peer Assessment is a tool to evaluate the student's achievement by themselves. But it can be used as an activity to develop learning. Having the students assess each other has been a strategy that can make the students better at critical reading, writing, and thinking (Adachi, C., Tai, J., and Dawson 2018). The significance of peer assessment lies in the significance of the student's ability to assess which can be improved only by practicing the assessment process. The current study is to investigate the effect of the implementation of peer assessment on learning English speaking. In addition, the study is to explore the practicality of implementing PA through observing the obstacles on the way of PA application. The less obstacles are noticed the more practical PA would be.

Review of Literature

The Importance of Assessment

Assessment is evidently a significant part of any establishment program. Without assessing what had been achieved, there would be confusion on the way of the establishment success rather than improvement (Carmen Fuentealba 2011). Assessment provides feedback for the establishment to overcome the shortcomings and then, the process would go better at quantative and qualitative levels. In university, assessment is a

fundamental part in the teaching\ learning process. It measures what had been taught so without assessment the college cannot know whether the students acquired the knowledge and the skills they should learn and then, the college can't know whether it achieved the aim or not (Tsunemoto, A., Trofimovich 2021).

Types of assessment

The types of assessment vary according to the aim required to achieve. In addition, the variety in the students' cultural, mental, and other abilities entitles different types of assessment. However, the main types of assessment are as follows (Abdul Ghani bin Md Din 2023):

1. Diagnostic assessment

This type of assessment is to have an idea about the student's level and ability which in turn enables the teacher to choose the suitable materials and methods.

2. Formative assessment

The formative assessment is used to measure the learning process within the course to evaluate all aspects of the teaching\ learning process.

3. Summative assessment

This type of assessment takes place at the end of a learning unit to see to what extent the students met the goal. Specific standards are used to measure the student's achievement.

4. Ipsative assessments

Ipsative assessment is used to make the student compare his achievement to another time one. This type can motivate the student and encourage him to do better.

5. Oral assessment

Frequently prompted by questions or brief tasks, oral evaluations use the spoken word to evaluate students' knowledge and skills. It provides a clearer picture of their skills, thought processes, and conceptual misunderstandings. Additionally, it fosters a stronger sense of connection between teachers and pupils.

Peer Assessment

Peer assessment is a strategy for making the students more responsible. in the classical methods of teaching only the teacher is the authority who has the right to assess the student's achievement and then they wouldn't learn such a critical part in the process of teaching \ learning, assessment. A student in the education colleges must learn the skill of assessment theoretically and practically since he is going to be a teacher. In addition, peer assessment has a great role in enhancing the students' meta-cognitive skills, for example, communication skills, self-evaluation skills, observation skills, and self-criticism. So, this strategy has a considerable role in the students' learning progress in different aspects (Paul Orsmond 2004).

Assessment of English speaking

The assessment of English speaking is different to other skills assessment to a great deal. So, many English teachers face difficulty when conducting the speaking exam. Speaking assessment involves various factors, including pronunciation, fluency, and cultural appropriateness. In addition, speaking assessment takes much longer time than the other language areas take since the examiner would assess one student at a time (Larry Davis 2025).

Research Questions

Since the study is about first, investigating the effect of using peer assessment on English speaking skill and second, the practicality of using peer assessment, the research questions are

1. Does using peer assessment in the class influence the students' speaking skill?
2. To what extent is peer assessment practical?

Research Hypothesis

The researcher hypothesized that using peer assessment in class has a beneficial effect on the students English speaking skill for he noticed that the students felt more comfortable when they work with each other than talking to the teacher. In other words, they suffered less anxiety which in turn would have a debilitating effect on the student's performance.

Methodology

The study is to investigate the effect of using peer assessment on the students English speaking skill. To achieve such an aim the researcher compared the student's English conversation grades before using peer assessment and after using. The researcher is a lecturer at University of Diyala – College of Basic Education. He taught the students of 1st class English conversation in the second course. In the first course another lecturer taught

the students who didn't use peer assessment. About the evaluation of the practicality of the strategy, he listed the problems and obstacles while using peer assessment in the second course. In the second course, the researcher trained the student to rate each other via English speaking checklist (adopted from Cambridge University see figure 1). After a month of practicing English speaking about different situations, he asked the students to rate each other. At the end of the course the students were examined by the researcher (the lecturer) to see if the students performed better than course 1. About the practicality of using the peer assessment strategy, the researcher managed to list the difficulties and obstacles that he noticed when using the strategy. The study community is the students of the department that the researcher works at. The sample of the study is fifty students of 1st class.

Findings and Discussion

After the study had been done the researcher found the following:

1. About the effect of peer assessment on the student's English-speaking learning, the study proved that there was no considerable effect. The average of the grades of 1st class in conversation in the first course was 61.2 out of 100 and 61.4 in the second course. As the individual grades, table 1 shows the comparison between each student's grade in the two courses which, too, proved that there is no effect of the peer assessment strategy on the students' performance at English speaking (see table 1 in the appendix). In addition, to get a more accurate comparison the researcher relied on a Microsoft excel equation to see how many students obtained higher grades and how many obtained lower grades (see table 2).

The researcher attributed such a result (peer assessment has no effect on the students' performance) for:

1. The strategy (PA) can enhance the students' critical thinking and judgment, not speaking skill.
2. Speaking skill needs practicing the language to be improved. Assessing other students' speaking is not practicing the language.

About the second aim of the study (the practicality of implementing peer assessment strategy), the researcher noted down the following issues when implementing PA:

1. **It's time consuming**. Theoretically speaking, PA saves time and effort. But it wasn't the case with speaking since the exam of conversation is individual; it wouldn't be possible to exam all students at a time like other subjects. The time that fifty students needed to be exam with the lecturer's assessment was from two to four hours while it was from four to seven hours with PA. Since the exam was formal and the grades must have been accurate, the teacher couldn't depend on the students' assessment. So, he first assessed the assessment of the students and second, assessed the speaking skill which took, almost, double the time.
2. The sociopsychological factor. The teacher being biased towards specific students for societal reasons has been highlighted by educationists as a defect in teaching for its negative effect on the students' trust in the education establishments (Donna Herford 2022). Such an issue was raised with the students when the implementation of PA. for different societal reasons, some students were biased towards their peers which affected the validity of the assessment.

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Student's	1st course	2nd course	Student's	1st course	2nd course
1.	52	51	26.	75	75
2.	68	70	27.	62	60
3.	64	67	28.	57	60
4.	75	77	29.	57	55
5.	40	45	30.	45	50
6.	82	80	31.	58	55
7.	73	70	32.	68	70
8.	55	53	33.	77	75
9.	60	65	34.	55	50
10.	35	30	35.	61	70
11.	65	68	36.	78	80
12.	40	45	37.	64	65
13.	77	75	38.	40	40
14.	55	57	39.	50	55
15.	60	62	40.	60	58
16.	57	55	41.	68	70
17.	83	85	42.	73	70
18.	45	40	43.	56	55
19.	68	70	44.	72	70
20.	68	65	45.	74	72
21.	77	78	46.	52	55
22.	70	70	47.	55	60
23.	72	75	48.	78	70
24.	64	68	49.	40	40
25.	35	35	50.	45	50
Average	60.24	61.6	Average	61.2	60.8

Table 1. shows a comparison between the students' performance in course 1 and

course 2

Figure 1. A checklist used by Cambridge University7

difference between C1 & C2	if 2nd C higher than1st C	2nd C	1st C	student's number
1	TRUE	52	51	1
2	FALSE	68	70	2
3	FALSE	64	67	3
2	FALSE	75	77	4
5	FALSE	40	45	5
2	TRUE	82	80	6
3	TRUE	73	70	7
2	TRUE	55	53	8
5	FALSE	60	65	9
5	TRUE	35	30	10
3	FALSE	65	68	11
5	FALSE	40	45	12
2	TRUE	77	75	13
2	FALSE	55	57	14
2	FALSE	60	62	15
2	TRUE	57	55	16
2	FALSE	83	85	17
5	TRUE	45	40	18
2	FALSE	68	70	19
3	TRUE	68	65	20
1	FALSE	77	78	21
0	FALSE	70	70	22
3	FALSE	72	75	23
4	FALSE	64	68	24
0	FALSE	35	35	25
0	FALSE	75	75	26
2	TRUE	62	60	27
3	FALSE	57	60	28
2	TRUE	57	55	29
5	FALSE	45	50	30
3	TRUE	58	55	31
2	FALSE	68	70	32
2	TRUE	77	75	33
5	TRUE	55	50	34
9	FALSE	61	70	35
2	FALSE	78	80	36
1	FALSE	64	65	37
0	FALSE	40	40	38
5	FALSE	50	55	39
3	TRUE	60	58	40
2	FALSE	68	70	41
3	TRUE	73	70	42
1	TRUE	56	55	43
2	TRUE	72	70	44
2	TRUE	74	72	45
3	FALSE	52	55	46
5	FALSE	55	60	47
8	TRUE	78	70	48
0	FALSE	40	40	49
5	FALSE	45	50	50
the avarege of the difference of studens' grades between C1&C2: 2.8	total students who obtained higher than C1: 20			

Table 2: the difference in the students' performance between course 1 and course 2