BACKGROUND

Many studies which utilised assessment criteria for self-assessment and peer assessment (SAPA) practice and participants' rating behaviour were quantitatively reported (Farrokh, Esfandiari & Schaefer, 2012; Grez, Valcke, & Roozen, 2012; Khabiri et al., 2011). “Raters’ cognition and use of rubrics in their actual rating have rarely been explored qualitatively in L2 speaking assessments” (Kim, 2015, p. 239).

The use of YouTube as a medium of SAPA practice has yet to be explored despite its perceived convenience and flexibility in assessment (Irwin & Hepplestone, 2012) and its claim in promoting ‘participation and engagement’ (Kessler, 2013).

METHODOLOGY

Paradigm: Qualitative
Sampling: Purposive and homogenous
Participants: Thirteen modest (equivalent to CEFR B1 level) ESL learners
Duration: Twelve weeks
Assessment Cycle: Three
Self-assessment (SA): Three videos
Peer assessment (PA): Fifteen videos

PROCEDURES

Rater Training (Familiarisation with the CEFR)
Participants filmed three two-minute speeches
Participants uploaded videos to a private YouTube channel
SAPA practice (1st cycle)
SAPA practice (2nd cycle)
SAPA practice (3rd cycle)
Focus group interview
Transcription and validation
Analysis (ATLAS.ti)

FINDINGS

CONCLUSION

Implications

- Learner autonomy: Despite lacking in confidence, modest ESL learners could possibly be trained to be autonomous since they accepted peers’ ratings and read comments to improve their oral proficiency.
- Assessment as learning: Learners were trained to assess, reflect and improve their learning. In essence, they became the key assessor for their own oral performance, as envisioned in the principles of assessment as learning.

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REFERENCES


OBJECTIVE

To explore modest English as a Second Language (ESL) learners’ rating behaviour during SAPA practice.

DISCUSSION

- Their lack of confidence in ratings mirrors many studies on SAPA practice whereby learners found it challenging to practise this skill (Vickerman, 2009; Hamer, Kell & Spence, 2007; Bryant & Carless, 2010).

- Learners benefited from peer feedback (Cartney, 2010) and this was reflected from their perceived confidence in speaking.

- Participants were not confident to rate without a teacher. Consistent with findings by Sakai, Takagi and Chu (2010) and Murakami, Valvona and Broduy (2012) to a certain extent that Asian learners were capable of being autonomous in their learning but they were influenced by situations and cultural context.

- Raters tend to prioritise one feature in the speaking criteria and this is normally accuracy or fluency, particularly in the context of non-native speakers (Zhang & Elder, 2011).