

Modest ESL Learners' Rating Behaviour
during Self-assessment and Peer-assessment PracticeMardiana binti Idris¹ and Abdul Halim bin Abdul Raof²¹Kolej Matrikulasi Teknikal Johor, Malaysia²Language Academy, Universiti Teknologi Malaysia, MalaysiaEmail: ¹ anaidram7337@hotmail.com, ² m-halim@utm.my

BACKGROUND

- Many studies which utilised assessment criteria for self-assessment and peer assessment (SAPA) practice and participants' rating behaviour were quantitatively reported (Farrokhi, 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).

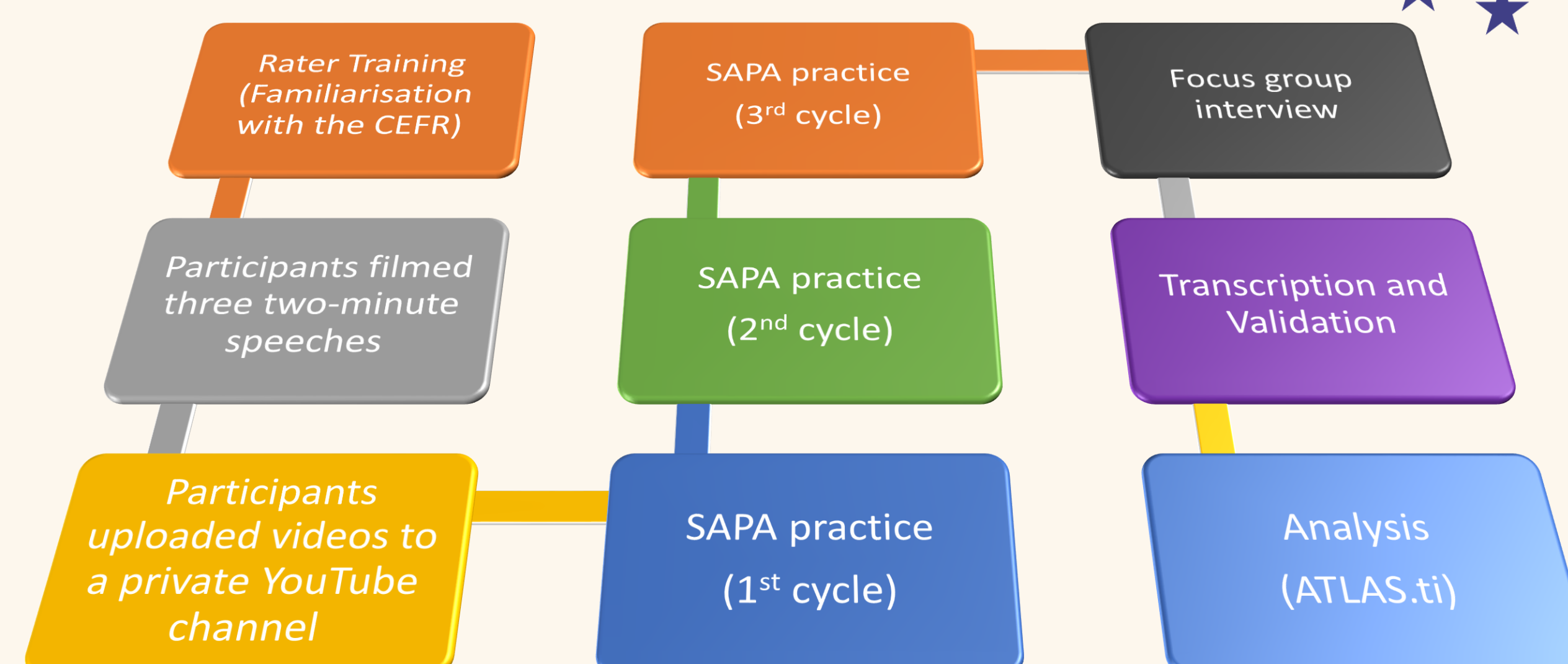


METHODOLOGY

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

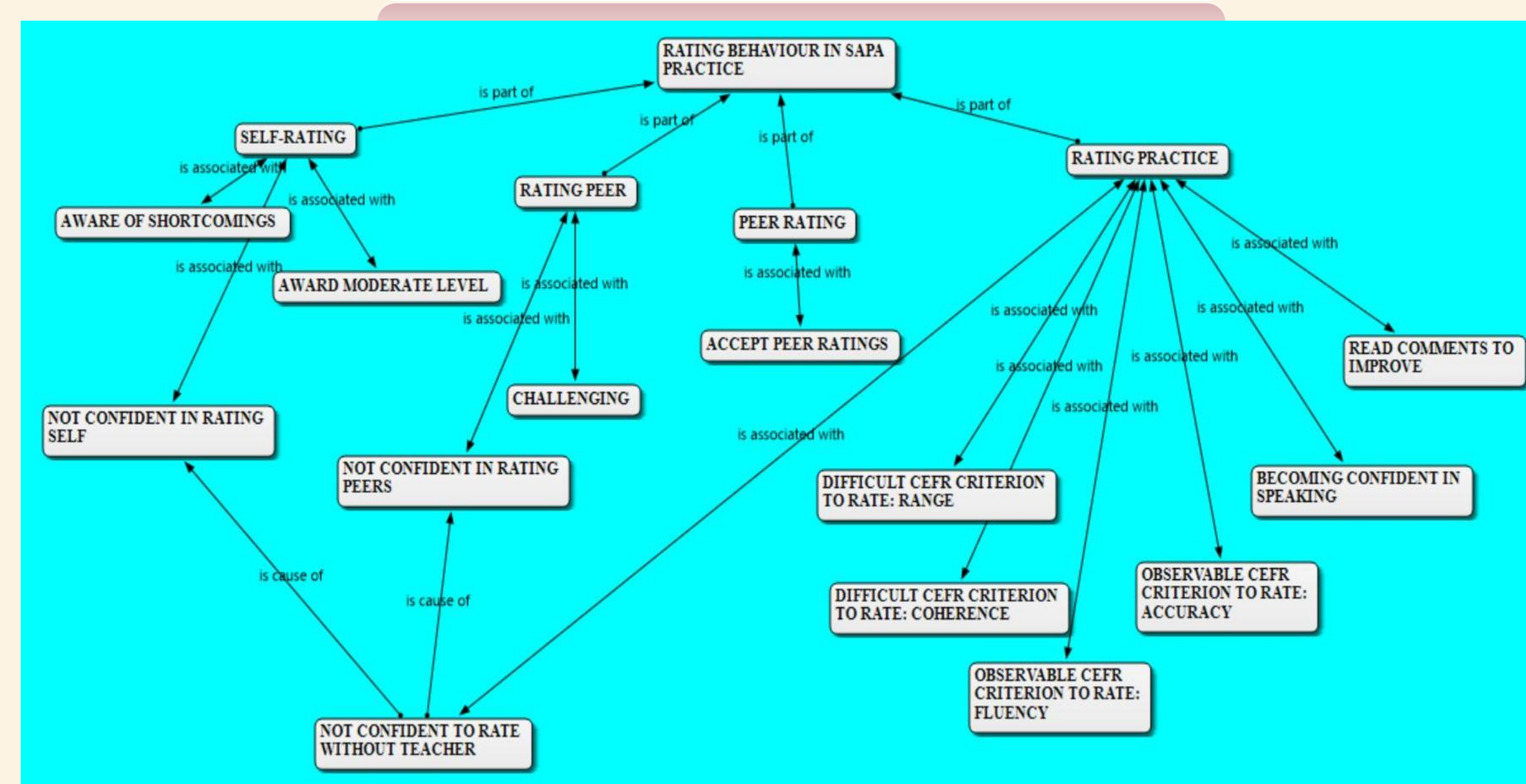


OBJECTIVE

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



FINDINGS



*Network view extracted from ATLAS.ti



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.
- Online platform for SAPA practice:** Optimising assessment flexibility format and its platform (Irwin & Hepplestone, 2012) through the use of cost-effective and user-friendly YouTube channel.

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- 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 Broudy (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).

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