



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكرو فيلم

# بسم الله الرحمن الرحيم



**HANAA ALY**



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# جامعة عين شمس

## التوثيق الإلكتروني والميكروفيلم

### قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها  
علي هذه الأقراص المدمجة قد أعدت دون أية تغييرات



### يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



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# **The Effectiveness of Self and Peer Assessment Using Two Online Platforms (Padlet and Google Classroom) on Enhancing Conversation Skills of Learners of English in Language Centres**

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## **ABSTRACT**

The aim of the present study was to investigate the effectiveness of a program based on self and peer-assessment on enhancing EFL learners' conversation skills. The research adopted the quasi-experimental one group pre-posttest design. Participants comprised a Conversation intermediate class (N=7) at *E-planet company*, Al Mokattam branch, Cairo, Egypt. The instruments of the study were: a diagnostic test, an analytic speaking scoring rubric, pre-posttest, and post program reflective videos. A training program based on self and peer assessment using Padlet and Google Classroom applications was developed. The program lasted for 15 weeks (60 hours). Nonparametric statistics were used to measure the effectiveness of the program on EFL learners' conversation skills. Results revealed that the program was effective on enhancing the learners' conversation skills as there were statistically significant differences between the pre and post administrations of the test in favour of the posttest. Finally, a set of pedagogical implications were proposed.

**Key words:** Self-assessment, Peer-assessment, Conversation skills, Padlet, Google Classroom, Language centres

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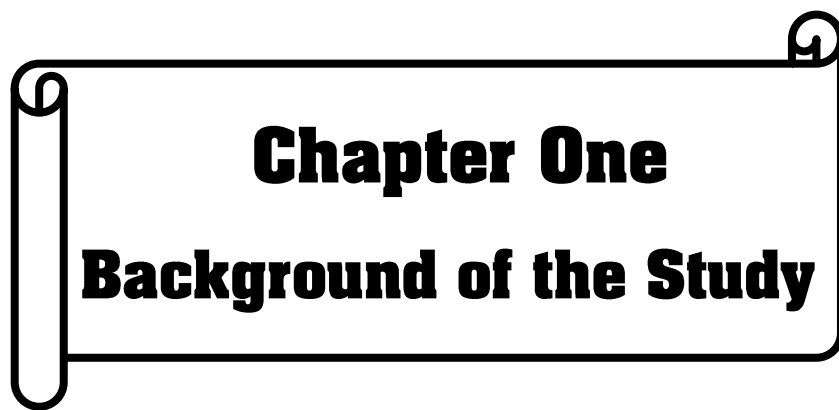
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# **Chapter One**

## **Background of the Study**

# **Chapter One**

## **Background of the Study**

### **1.1. Overview:**

The current chapter outlines the background and problem of this study. It introduces the questions, hypotheses, delimitations, definitions of terms, purpose of the study and the significance of the study. This chapter concludes with an overview of the dissertation chapters.

English has become the dominantly global language due to the increasing number of EFL students learning English as a part of their general education curricula (Graddol, 2006). Most people are speaking English in order to understand and communicate with other people whose first language is English or whose communication is done in English. However, most learners study English grammar and vocabulary without putting what they have learnt into practice. Only learners who have to travel to English speaking countries for the purpose of pursuing their studies or professional careers can speak English fluently. It is through being obliged to speak the English language which helps a speaker of English overcome his or her fear of making mistakes. With such a demanding case, EFL learners seek to enrol in conversation classes to obtain confidence in speaking English.

Thornburry and Slade (2006) defined conversation as ‘the kind of speech that happens informally, symmetrically, and for the purpose of establishing and maintaining social ties’. Conversation fluency varies depending on the automaticity of speakers, speed and coherency, or the length and rate of their speed output. This variation is due to what the speaker is actually using the language for; is he/she planning to travel, immigrate, search for a better job, or sit international tests such as IELTS and TOEFL?

To converse, the speaker sends messages to a listener who is supposed to respond. These messages are a group of ideas and thoughts about a range of topics. These ideas are presented in the form of language components (vocabulary, grammar and pronunciation), language skills (reading and listening then writing and speaking) and conversation skills (techniques used to deliver language components and language skills). The interlocutor or the recipient needs to comprehend well in order to respond appropriately. The sender or the speaker may send his/her message in the form of a presentation (solo or monologue), a dialogue or small group discussions.

Having grasped conversation skills, learners have to develop a sense of assessing what they have learnt and who they are conversing with in order to decide their points of strength and weakness. Therefore, assessment is meant to diagnose the learning process which happens to the learner. It is a process of gathering information from learners to assist them improve and the impact this information will have on the teacher's performance and the learners' achievement.

Angelo and Cross (2012) view assessment as an approach through which the teacher can find out what students are learning and how well they are learning it. On the part of the students, Earl (2003) points out that students use their personal knowledge to make sense of the new information and to construct meaning. This happens through relating the new information to their prior knowledge and continuously reflecting on their learning. As well, students deploy a range of strategies and skills of self-monitoring to realize what they do not understand and decide on ways to reach an understanding. Earl (2003) best described students as being 'their own best assessors, (p. 25)'.

Two formative assessment practices, namely self-

assessment and peer assessment aim to actively involve learners in understanding their learning. When learners are using self and peer assessment to receive information about their learning, this is called Assessment as learning (AAL). If the teacher is conducting a self and peer-assessment strategy, he or she is receiving information about how his/her teaching practices are going on. In this case, self and peer-assessment serves as Assessment for learning (AFL). In their two-year project, Black et al. (2003) concluded that peer and self-assessment enabled the teacher to clarify to their students how their learning achievements are being evaluated starting from setting goals for their work and ways to complete that work successfully.

In self-assessment, it is the learners themselves who need to learn by themselves how to move up to the next level through internalizing the process (James, 1998). Learners, therefore, assess themselves to figure out what they are learning, whether they assimilate what they have learnt, which challenges they still need to concentrate on, techniques they can use to help them better comprehend as well as suggesting other techniques to their teacher so that he/she can modify their teaching to reach the desirable outcome. Ultimately, learners set their own goals and are responsible for their own learning (*Getting started with assessment for learning*).

**CambridgeAssessment.<https://www.cambridge-community.org.uk/professional-development/gswafl/index.html>)**

In peer-assessment, students are better assessors as they can provide accurate and sensitive feedback to one another. In this type of assessment, students utilize higher cognitive skills which are analysis, evaluation and creation. Peer assessors develop –a teacher eye when they apply the –success criteria to their peers’ work and come up with –value judgments