

<https://www.doi.org/10.31918/twejer.2141.29>

e-ISSN (2617-0752)

p-ISSN (2617-0744)



Peer Assessment in EFL Writing Classes:

Investigating Kurdish Students' Attitudes

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Abstract

Peer assessment refers to students assessing their peers' work and providing grades and/or feedback. This study investigates Kurdish EFL students' attitudes toward peer assessment. To this end, the peer assessment technique will be utilised in teaching academic writing to second-year students in the English Department, College of Basic Education. Participants will be trained on how to assess their peers' writing by using Jacobs et al 's (1981) writing scale as a descriptor grading model. This scale provides five subscales for evaluating a written paragraph, namely: content, organization, vocabulary, language use, and mechanics. After implementing this model for 16 weeks, the students have shown positive attitudes toward implementing peer assessment in their writing classes as a practical assessment technique.

Keywords: Peer assessment, Assessing writing, EFL classes

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1. Introduction

Higher education literature bears witness to the significance of self and peer assessment. This can be partly ascribed to the developing conceptions of the teaching-learning process. Current approaches are dialogical ones that accentuate students should be actively engaged in their own learning, where they collaboratively build knowledge. On the contrary, traditional assessment gives the authority to the teacher to make decisions; consequently, it would result in limiting students' potential for development. Furthermore, when students are invited to actively partake in and making judgments about assessment design, this would prepare them for subsequent working experience (Rianita, 2012).

It is believed that assessment is the engine that drives the students' learning (John Cowan, 2005). Well-designed assessment techniques can encourage active learning, especially when the assessment delivery is innovative. This innovative type of assessment is referred to as an alternative or authentic assessment in the literature. According to Hamayan (1995) (cited in Abbasian, Khezzinejad, and Teimourtash, 2017), alternative assessment refers to the techniques which are used by teachers within the context of instruction and can be easily integrated into the daily activities of the classroom. This type of assessment also focuses on the communicative meaningfulness of evaluation.

Since social and collaborative skills are necessary for students in the 21st century. It has become a must to readdress the traditional individualistic concept of assessment (Wride, 2017).

Hence, the assessment of student learning in a higher education setting has experienced a shift from "traditional testing of knowledge towards the assessment of learning" (Abbasian, Khezrinejad, and Teimourtash, 2017). In light of this shift in assessment, educators tend to use some more indirect and formative approaches to assessment rather than summative techniques. Aligning the instruction with this type of assessment requires providing students with sufficient opportunities to receive feedback from their learning. Furthermore, they need to be enabled to have an active role in the learning and assessment processes. Hence, it becomes a must for students to possess the required skills to regulate their studying and have the ability to reflect on their learning outcomes and practices.

As for teaching writing in the context of the current study, teacher-centeredness and traditional approaches to English teaching, including writing pedagogy, have been dominant in Salahaddin University for decades. Many teachers are still inclined to maintain all the ownership in the assessment process. Accordingly, there is a need to rethink assessment according to the contemporary approaches to teaching.

Recently, an educational shift from teacher-centred to the student-centred model of teaching gained recognition and became widespread in the Kurdish Higher Education scene upon the educational reform in 2007. Accordingly, writing instruction has developed from product-oriented, which concerns the forms of the written products that students compose, to a process-oriented approach, where the final product of the writing is emphasised. Conforming to this new model of teaching, peer assessment in teaching writing, which is a part of formative assessment, is increasingly being utilised by EFL teachers.

This study aims to:

- Investigate Kurdish EFL students' attitudes toward implementing peer assessment in EFL writing classes.
- Provide an accurate reflective account on the part of the researcher regarding the utilization of peer assessment in her writing classes.

1.1 Peer Assessment

In general terms, assessment constitutes a focal part of any instructional process. Involving both students and teachers in assessment is progressively gaining acceptance. More importantly, it is recommended to make teachers and students understand the underlying rationale of assessment and let them assume control over its methods, processes and results (Cheng and Waren, 2005).

Topping (1998, p.250) provides a definition for peer assessment where he considers it as 'an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status.

Gielen et al. (2011) identify five distinctive goals of peer assessment, namely: assessment tool, learning tool, learning how to assess tool, active participation tool, and social control tool.

Doubtless to say, providing feedback on the part of teachers is often considered as a key factor for improving students' writing skills; however, it is not the only source that may contribute to improving such a skill (Maarof, Yamat, and Li, 2011). Peer assessment can be of great significance in this respect. Similarly,

Panadero, Jonsson, and Strijbos (2016) assume that promoting students' active involvement in assessment is "an integral part of the assessment for learning".(page number)

As self-directed and cooperative learning is progressively brought into focus in modern education, teachers tend to utilise more collaborative activities that increase the active engagement of students. Li et al. (2016) consider peer assessment as a prevalent example that has been widely applied in EFL writing classes recently. It is worth mentioning that Richards and Schmitt (2010, p.390) use different terminologies: peer review/ peer feedback/peer editing when peer assessment is used in writing.

Tighe-Mooney, Bracken, and Dignam (2016) define peer assessment as “students’ assessing their peers’ work and providing grades or feedback” (p.2832). When assessing peers, students individually judge each other’s contribution based on a predetermined list of criteria.

When assessing peers, students make decisions about each other’s writing and decide what constitutes ‘good work’. Thus, utilising such assessment criteria takes students deeper into their learning and allows for feedback and reflection on the learning process (Wride, 2017).

Spiller ((as cited in Wride, 2017, p.11) considers peer assessment as "a natural extension of the move from a teacher-centred to a student-centred model of education". It is regarded as one of the highly contextualised kinds of learning for it draws attention to learner autonomy, metacognitive skills, students’ collaboration, and a dialogical model of learning.

1.2 Assessing Writing

Assessing students' learning has experienced a shift from "traditional testing of knowledge towards the assessment of learning" in higher education contexts (Cheng and Waren, 2005).

Savic (2009) maintains that the necessary change needed in the higher education system should be manifested in students' assuming a more active role as participants in the learning process. Peer assessment challenges traditional teacher and learner roles, increases students' responsibility for their own and their peers' success, and provides them with the opportunity to critique judgments. Thus, it develops active, autonomous, responsible and reflective learners. Similarly, Abbasian, Khezzinejad, and Teimourtash (2017) consider peer assessment a learning tool that can be used to develop "different skills such as those required for professional responsibility, judgment, and autonomy".

According to Ketabi (2015), traditional models of writing emphasised the cognitive aspect is disregarding the cultural and social nature of this skill. In this product-oriented process, the emphasis was laid on writing assignments and how to respond to literary texts. The traditional model of teaching writing proved to be inactive, and there was a need to shift it toward a process-oriented one. Hence, the 'focus on the form' was changed to 'focus on the writer'. Accordingly, the social and cultural aspects of writing were then taken into account, and writing came to be recognised as an act that occurs within a context with a specific purpose to achieve.

Teaching and assessing writing skill is a complex process that involves many aspects of the language. Nonetheless, the new

teaching approaches place certain responsibility of learning on students' shoulders and involves them in assessing their own and peer's writing. This statement is further emphasised by Xiang (2004) when he believes that in order for the students to improve writing ability, it is necessary for them to be able to assess and edit their own and peer's writing. When students review and provide feedback on each other's work, they also exchange knowledge and learn from and with each other. This is why Wride (2017, p.6) calls it "assessment for learning, NOT assessment of learning".

Ashraf and Mahdinezhad (2015) view peer-assessment as another way of challenging students' reliance on the teacher for receiving feedback in their language learning. It lays stress on cooperative work learner autonomy when they provide comments and feedback to their peers. Besides, many students find it easier to detect mistakes in other students' writing than on their own. Therefore, peer-assessment can be a helpful mechanism to promote students' self-assessment.

1.3 Perceived Advantages of Peer Assessment

Topping (1998) asserts that the importance of peer assessment lies in the fact that it necessitates students' critical engagement with the assessed material, i.e. to compare their performance with their peers, which eventually leads to identify gaps in their own knowledge. This independent mode of assessment can reveal students' capacities that can only be demonstrated by someone who is working independently. Hence, it provides them with some insights into the assessment process and promotes their critical thinking, independent judgment, interpretative skills, and hypothesis formulation. This alternative assessment anticipates students to apply their knowledge and skills so as to read with

understanding, analyze, synthesise and evaluate each other's writing. Hence, this interaction brings a mutual benefit, both for the evaluator and for the one who is being evaluated.

Min (2006) accentuates the fact that when students learn and practice assessing and editing skill, the skill will be reflected positively on developing their own writing skill. Doubtless, to say, peer assessment provides the students with opportunities to think and relate in negotiating with different ideas leading to the development of learners' awareness of the audience to whom he is writing. Similarly, Double, McGrane, and Hopfenbeck (2018) maintain that when students perform both the role of assessor and being assessed themselves, they can potentially attain more information for their own learning.

Besides, Money et al. (2011) argue that assessing peers provides students with experiential learning and social support. That said, it has the potential to broaden a student's support network to develop friendships with other students that expand beyond the formal school hours. Furthermore, it promotes students' self-empowerment and enhances coping with the problems.

Similarly, Spiller (2012) accentuates the positive effect of peer assessment. Among the most important advantages put forward by him are the following:

- Encourages collaborative learning through consideration of what constitutes 'good work' and promotes development and improvement,
- It gives the students a sense of ownership of the assessment process,

- Students gain a more sophisticated understanding of the gaps in their learning and gain a better grasp of the learning process,
- Promotes student writing skills, including clarification, reviewing and editing,
- Reduces the power imbalance between teacher and students,
- Enables students to become active participants in a learning community and gain an identity within this community, and
- Emphasises that assessment is part of learning where mistakes are considered opportunities rather than failures.

According to Landry, Jacobs, and Newton (2015), peer assessment is a practice that is getting recognition and being used frequently in a higher education setting. They attribute the increasing importance of peer assessment to the following reasons:

- It is time-saving since it allows students to immediately provide and receive feedback on their writing. This would help teachers to invest time, especially when the class sizes and faculty workloads tires teachers.
- It promotes students' active involvement and allows them to be familiarised with the rubrics that their teachers will subsequently use for grading.
- It provides students with the opportunity to revise their written assignment after receiving feedback and prior to the final submission. Consequently, the students would learn through

the revision process, and this would enable them to improve the quality of their final drafts.

2. Methodology

2.1 Population

The sample for the current study was composed of 42 male and female students in the English department/college of basic education. A convenience sampling was adopted in this study since the sample was taken from a group of students easy to contact or to reach. The use of readily accessible students was more economical as the researcher herself was teaching the second graders writing skill module. One of the intact second-grader groups was chosen randomly and divided into 14 home groups of 3 throughout the academic year 2019/2020. The whole population was 120 students, but only 42 of them acted as the subjects of the study.

2.2 Data Collection Tool

A questionnaire is used to elicit Kurdish EFL students' attitudes toward peer assessment. It consisted of 25 items with a 3-point Likert scale (agree, undecided, and disagree). The questionnaire reliability was calculated, and the overall Cronbach Alpha Coefficient of the questionnaire was (0.83), which indicated a high degree of consistency. Hence, the instrument proved to be a reliable one.

Furthermore, a descriptive analysis will be provided by the researcher as regards the real implementation of peer assessment in writing classes demonstrating how peer assessment was carried out on the part of the students, identifying students' and the teacher's

roles, the techniques used, the challenges encountered, and providing solutions as to how to overcome these challenges.

Data Analysis and Discussion

This study was conducted to investigate Kurdish EFL students' attitudes toward utilising peer feedback in assessing writing skill. To this end, the mean scores and the percentage of the agreement were tabulated as is shown in table (1) below:

Table (1) The descriptive statistics of students' questionnaire

Items	Mean	SD	Agreement %
The 1-Peer assessment helped improve my writing ability as a whole.	4.14	0.65	82.86
2-Peer assessment increased my enthusiasm in writing.	4.19	0.60	83.81
The 3-Peer assessment made me pay more attention to the details in my own writing.	3.76	0.54	75.24
4- Learning writing through peer assessment familiarised me with new styles and different mechanics used in English writing.	4.43	0.51	88.57

5- Peer assessment helped me recognise my own mistakes.	4.14	0.36	82.86
The 6-Peer assessment helped improve my knowledge about English grammar in writing.	3.95	0.38	79.05
The 7-Peer assessment helped improve my ability in organizing ideas and contents in my writing.	4.14	0.36	82.86
8-I learned to improve and edit my writing after practising peer assessment.	4.19	0.60	83.81
9-I felt more relaxed when doing peer assessment in group activities with peers.	4.42	0.50	92.38
10- I would prefer to be assessed by a teacher than by a peer.	3.15	0.49	30.33
11- Peer assessment helped us know each other better and become closer friends.	3.76	0.75	90.48
12- I was able to assess my peers' writing and provide relevant feedback.	4.00	0.45	80.00

13- Peers were able to assess fairly and accurately.	2.32	0.89	56.57
14-I felt embarrassed when my writing was assessed by a peer.	3.90	0.44	78.10
15-I felt uncomfortable when I assessed my peers' writing.	3.95	0.38	79.05
16-Peer assessment lessened the negative feelings of being assessed by an authority figure.	4.24	0.44	84.76
The 17-Peer assessment allowed me to take part in the assessment process.	4.43	0.51	88.57
The 18-Peer assessment helped me to become more responsible and autonomous.	4.14	0.36	82.86
19-Peer assessment promoted interaction among students.	4.57	0.51	91.43
20-Peer assessment encouraged me to critically analyse my peers' writing.	4.19	0.60	83.81

21-Peer assessment acquainted me with the assessment criteria.	4.48	0.51	89.52
22-Feedback from peer assessment was as useful as assessment by a teacher.	3.95	0.38	79.50
23-Some students did not take the process seriously.	2.19	0.87	43.81
24-Comparing my writing with my peers' helped identify gaps in my own knowledge.	4.14	0.36	82.86
25-Peer assessment is boring and time-consuming.	2.13	0.98	41.81

The student's response to the first item shows that 82.86% of them agree that peer assessment helped improve their writing ability as a whole and enabled them to produce better pieces of writing. As for item No2, 83.81% of the students agree that peer assessment increased their enthusiasm in writing. In other words, peer assessment made them more energetic and eager to participate. As for item No3, 75.24% of the students agree that peer assessment made them pay more attention to the details in their own writing. Hence, after being provided feedback from their peers, the students acknowledge devoting more time to think about their writing

thoroughly and achieve great improvement in their writing. In item No4, 88.57% of the students agree that learning writing through peer assessment familiarised them with new styles and different mechanics used in English writing. This entails the students obtained a broader vision of English writing, and this in turn, leads to learning how to write professionally. As for item No5, 82.86% of the students expressed their agreement that peer assessment helped them recognise their own mistakes, which indicates that receiving peer feedback allowed them to hit upon their own mistakes and amend them in future writing opportunities.

As for item No6, 79.05% of the students mentioned peer assessment helped improve their knowledge about English grammar in writing. Being exposed to the different writing styles of peers enabled the students to diagnose the common grammatical mistakes committed by their peers and benefit from them. That said, the peer assessment process was clearly reflected in students' own writing. In item No7, 82.86% of the students agree that peer assessment helped improve their ability in organizing ideas and contents in their writing. It seems that peer assessment led them to have a clearer perception and attend to unity and coherence issues in their writing. As for item No8, 83.81% of the students asserted that they learned to improve and edit their writing after practising peer assessment. Incorporating peer feedback into teaching enabled the students to hone their writing skill and systematically rectify their drafts. As for item No9, 92.38% of the students maintained that they felt more relaxed when doing peer assessment in group activities with peers. This agreement is further affirmed by item No10, where 30.33% of the students agree that they would prefer to be assessed by a teacher than by a peer. While 69.66% of them are in favour of being assessed by a peer because they might be less demanding than the teacher. This indicates that they feel more

stress-free and laid-back when assessed by a peer. This can be attributed to the fact that being assessed by an authority usually creates emotional tension and unease.

In item No11, 90.48% of the students state that peer assessment helped them know each other better and become closer friends. This accentuates the positive role played by working in a group and assessing peers, which is embodied in promoting students' social skills and helping them to build rapport and strong interpersonal skills. As for item No12, 80.00% of the students said that they were able to assess their peers' writing and provide relevant feedback, which denotes students' self-efficacy. In item No13, 56.57% of the students assert that their peers were able to assess fairly and accurately. This means that relatively half of them do not trust their peers' judgement, and 43% of the students claimed that their peers have an inadequate understanding of the assessment criteria; they believe only their teacher's feedback that counts. As for item No14, 78.10% of the students said that they felt embarrassed when their writing was assessed by a peer. Many students do not perceive their teacher as their rival; hence they easily and willingly take their teacher's comments. However, when it comes to their peers' comments, they are likely not to have a relaxed attitude toward them and take these comments sensitively. As for item No15, 79.05% of the students felt uncomfortable when they assessed their peers' writing. Simply put, this can be attributed to students' lack of experience in providing constructive feedback on their peers' writing. Moreover, in some cases, students' anxiousness is the consequence of students' maturity level. They feel apprehensive about having their peers being hurt.

In item No16, 84.76% of the students agreed that peer assessment lessened the negative feelings of being assessed by an

authority figure. This result accords with the result of item No10, where the majority of the students preferred to be assessed by a peer than by a teacher. As for item No17, 88.57% of the students agree that peer assessment allowed them to take part in the assessment process. This implies that the students no more consider themselves as students only; instead, they appreciate being in a position that allows them to have stake in their own learning and have a hand in deciding how to recognize and produce influential writing. As for item No18, 82.86% of the students acknowledge that peer assessment helped them to become more responsible and autonomous. This percentage of the agreement shows that the students value peer assessment and hold it in high regard because it enables them to be more in control of their own learning. It seems that they enjoyed feeling like a teacher, which in turn would assist them in their future profession as a teacher. As for item No19, 91.43% of the students agreed that peer assessment promoted interaction among students. It follows that peer assessment developed students' social skills and yielded in creating good rapport among them.

As for item No20, 83.81% of the students reported that peer assessment encouraged them to critically analyse their peers' writing. It seems that peer assessment improved students' critical thinking and contributed to broadening their critique capabilities. In item No21, 89.52% of the students think that peer assessment acquainted them with the assessment criteria necessary for carrying out the assessment. It paved the way for them to take into consideration the criteria assessment when they did their writing. As a result of being exposed to peer assessment, the students became aware of the criteria for assessing any piece of writing and were provided with the necessary skills to apply standards. As for item No22, 79.50% of the students consider receiving feedback

from peer assessment was as useful as assessment by a teacher. This reveals their satisfaction with the process of peer assessment and their sense of fairness. Nonetheless, 20.50% of the students disagree and have a converse attitude. In item No23, 43.81% of the students think that some students did not take the process seriously. In other words, some students provide feedback in a short time and without enough preparation. They inattentively offer positive comments, such as 'Good writing', disregarding the quality of their peers' writing. As for item No24, 82.86% of the students reported that the importance of peer review and maintained that comparing their writing with their peers' helped identify gaps in their own knowledge. This means that peer assessment helped diagnose the insufficiencies in their own work and improved their meta-cognitive skills. As for item No25, 41.81% of the students considered peer assessment as boring and time-consuming. They deplored peer assessment for it required them to devote time to assess their peers' work, which they found tedious since it diverts attention away from the academic subjects. On the other hand, 58% of the students considered it interesting and believed that the academic gains were worth the time invested.

So far, a comprehensive analysis of the results has been provided. Pondering upon these results reveals the fact that Kurdish EFL students have shown positive attitudes toward implementing peer assessment in their writing classes. The agreement percentage of most of the items indicates that the students are in favour of utilising peer assessment in their learning.

2.3 Reflection on Experience

Peer assessment was utilised by the researcher in writing classes with the intent to enable students to help each other, plan

their learning, identify their strengths and weaknesses, and develop social and personal skills. They were informed that peer assessment is not diminishing the role of the teacher but as a means to enable them to engage with their writing more effectively. This was based on the conviction that peer feedback is provided in greater volume and with greater immediacy than teacher feedback.

First, the students were provided with an instructive session on how to give and receive feedback; then the assessment processes were clarified, i.e. the peer assessment format was clearly specified, and they were acquainted with the grading criteria to be utilised (Jacobs et al's writing scale), which included key areas for feedback. They did exercises and regularly practised peer assessment, and provided feedback on draft essays of other groups. Finally, essays were revised and submitted for the summative assessment of the module.

From the beginning of utilising peer assessment in the writing classes, the researcher tried not to make a misstep when approaching peer review, that is, to assume that students already have the needed skills for commencing peer feedback and that simply integrating peer review to teaching would yield fruitful results. Therefore, much time was spent on familiarizing the students with peer review, and the following tips were taken into consideration (Nilson, 2003):

- Identifying and teaching the skills required for peer review
- Teaching peer review as an essential part of the writing process

- Regularly reminding the students that peer review is an opportunity for them to learn how to write effectively.
- Defining the role of the peer-reviewer as that of a reader, not an evaluator.

In addition to these tips, Wride (2017) assumes when preparing for peer assessment, students need to be exposed to skills like developing communication skills, working in groups, dealing with conflict, problem-solving, negotiation, and giving and receiving feedback.

Prior to the real implementation of peer assessment in her writing classes, the researcher explained the importance of this technique and familiarised them with the concept of peer assessment. This was done based on the conviction that without a solid understanding of the mechanisms underlying peer assessment, it would be difficult to use peer assessment successfully in the classroom. On the other hand, according to Panadero, Jonsson, and Strijbos (2016), it is important for teachers to be aware of both the benefits and the limitations of peer assessment so as to “make informed decisions on how to implement peer assessment in their classrooms”.

After being acquainted with the rationale behind peer assessment, the researcher spent time establishing a supportive environment of trust in the classroom, moreover, she tried to incorporate peer collaboration in a range of ways. For instance, students were asked to search in the group about specific topics, brainstorm in pairs, prepare students' made materials and flashcards in pair, and work in a group to write proverbs and their counterparts in Kurdish.

The practical implementation of the process of peer review employed in the current study was a formative one that took the following steps:

- Introducing the students to the assignment and criteria for assessment
- Training them on how to use the grading rubric, assess, and provide feedback
- Completing and submitting a draft
- Assessing the drafts of other students and giving feedback
- Reflecting on the feedback received and revising their work for final submission
- Assignments were graded by the instructor.
- The instructor reflected on the activity in collaboration with the class.

As successful peer assessment necessitates both effective implementation and management, the researcher integrated it as a systematic approach into the module design. The effectiveness of these approaches was monitored by her and the co-teacher, who shared the writing module with her by reflecting on the process. Furthermore, the students' outcome was a good indication of the usefulness of peer assessment.

Throughout the teaching process, peer assessment was used as a technique where students worked in pair/group, reviewed, and suggested changes on their peers' writing before the submission of

the final version to the teacher. From the beginning of the implementation, the researcher considered that the students understand the significance of collaborative learning. Therefore, they were informed that they were not allowed to provide arbitrary feedback; instead, their feedback was based on the model being adopted (Jacobs et al's writing scale) within a specific timescale. Moreover, the students were provided with quality peer assessment training and tangible examples including how to give feedback.

Boud et al. as cited in Wride, 2017), claim that working with peers leads students to gain the skills like communication of knowledge and understanding; ability to work with others, managing learning and how to learn, critical inquiry and reflection, exploration and the sense of discovery, and development of research skills.

It is worth mentioning that peer assessment encouraged students to engage with the material more actively. As a consequence, it enhanced deep learning through recurrent rounds of review and feedback. Furthermore, continuous development was noticed in students' writing as a result of collaborative activities. Moreover, their performance became better in terms of compositional organization, formulating the topic sentence, including good supporting details. In other words, the implementation of peer assessment in writing classes for 16 weeks yielded better results with regard to the shape and internal pattern of their paragraphs, which tended to be clearer. Moreover, their organizational skills were sufficiently mastered.

2.4 Challenges Encountered

Peer assessment is not an easy job to carry out since it requires some essential skills like time management, socialising, critical thinking, and above all, high proficiency in the target language. Hence, peer assessment tends to be a challenging and complex process (Hansson (2014), Cited in Ayachi, 2017). An important barrier to employing peer assessment is the fact that this type of assessment is time-consuming in terms of designing and monitoring. Peer assessment was adopted with the hope of integrating writing activities into writing classes without having an extra time commitment. Although it revealed positive learning benefits for students, it was not time-saving for the teacher since it needed a considerable amount of effort to design, implement, and monitor high-quality activities.

Another challenge posed by implementing peer assessment was the students' lack of experience with this type of assessment. Mostly, they lacked a high-level understanding of the process itself and initially struggled on how to provide constructive feedback; yet, this challenge was mitigated through the provision of appropriate scaffolding and training.

In addition, some students felt that their peers, who were still themselves learning the language, did not have enough qualification to enable them to critique their work. That said, they disregarded their peers' comments and recommendations, for they distrusted them. Furthermore, peer grading can reinforce tensions among assessors and assessees (Panadero, Jonsson, and Strijbos, 2016).

Similarly, Norton (2009, p.141) maintains that peer assessment is often considered unfair because students do not trust each other's judgements, worry about favouritism and friendship influencing marks, feel it is the responsibility of the lecturer and so on. Norton recommends raising students' awareness of their concerns about unfairness and informing them of the steps that have been taken to address their concerns. Thus, he proposes many solutions to ensure that a group mark is fair to all. For instance, moderation by the teacher, or estimation of each individual's contribution to the task based on a rubric, and having sufficient scores contributing to the overall mark to minimise the effect of each mark. By taking these simple steps, students' anxiety about the marks would be reduced, and they start concentrating on the learning opportunities this process affords them.

In addition, the teacher's academic knowledge in grading students' outcome is a positive point in favour of the teacher that makes his/her feedback better align with assessment objectives and therefore yield in better outcomes (Double, McGrane, and Hopfenbeck, 2018). Moreover, since peer assessment is basically a social activity, it is not free from subjectivity and students' interpersonal beliefs interference (Rotsaert, Panadero, and Schellens, 2018).

Gielen et al. (2011) expressed their concerns concerning the quality of feedbacks in terms of effectiveness, fairness, validity, reliability, accuracy and value of student assessments. The following procedures were taken by the researcher in the current study so as to reduce these concerns and overcome them:

- providing some training in assessment

- developing clear marking criteria
- having multiple assessors for each piece of work
- involving students in the ‘assessment dialogue’ to clarify the assumptions that staff make in marking student work.

Conclusion

This research has shown that Kurdish EFL students have shown positive attitudes toward implementing peer assessment in their writing classes as an effective assessment technique. The majority of students are in favour of utilising peer assessment in their learning. To a large extent, the findings of the current study provide support for the use of peer assessment for improving academic performance. The present findings are encouraging for those looking to utilise peer assessment to enhance learning. It follows from the results of this research that peer assessment needs to be viewed as a successful practice and a responsibility shared between the teacher and students. To put it differently, teachers and students work for hand in glove in this respect. For this reason, the fruition of the peer assessment sessions is contingent on how well the sense of shared responsibility is displayed.

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پوخته

هه‌ل‌سه‌نگاندنی هاو‌ل بریتیه له پرۆسه‌ی هه‌ل‌سه‌نگاندنی نووسینی قوتابیانی له لایهن هاو‌له‌کانیان و دانانی نمره بۆیان. لهم توێژینه‌وه‌یه‌دا دیدگای قوتابیانی کورد دهرباره‌ی به‌کاره‌ینانی هه‌ل‌سه‌نگاندنی هاو‌ل ده‌خاته‌ روو. بۆ به‌جی گه‌یاندنی ئی‌مانجی توێژینه‌وه‌که، ته‌کنیکی هه‌ل‌سه‌نگاندنی هاو‌ل به‌کارده‌هێنریت له‌ فیرکردنی کارامه‌ی نوسین بۆ قوتابیانی قوناغی دووهم له‌ به‌شی ئینگلیزی/ کۆلیژی په‌روه‌رده‌ی بنه‌ره‌تی. به‌شداربوان راده‌هێنرین له‌ سه‌ر هه‌ل‌سه‌نگاندنی هاو‌ل به‌ پێی پێوه‌ری جه‌یکۆبس ۱۹۸۰. ئهم پێوه‌ره له‌ پینچ به‌ش پێک ده‌یت: ناوه‌ڕۆک، رێکخستن، ووشه، به‌کاره‌ینانی زمان، و میکانیکی نوسین. دوا‌ی به‌کاره‌ینانی ئهم ته‌کنیکه بۆ ماوه‌ی (۱۶) هه‌فته، قوتابه‌کان دیدگایه‌کی ئهرێنیان پێشاندا به‌رامبه‌ر به‌کاره‌ینانی هه‌ل‌سه‌نگاندنی هاو‌ل له‌ فیرکردنی کارامه‌ی نوسین وه‌ پێیان وا بوو که ته‌کنیکی کاریگه‌ر بوو بۆ فیربوون.

الخلاصة

تقييم الأقران عبارة عن تقييم كتابة الطلاب من قبل أقرانهم و تزويدهم بالدرجات. تحقق هذه الدراسة في آراء الطلاب الكورد اتجاه تقييم الأقران. لهذا الغرض، سيتم استخدام تقنية تقييم الأقران في تدريس الكتابة الأكاديمية لطلاب المرحلة الثانية في قسم اللغة الإنجليزية/ كلية التربية الأساسية. سيتم تدريب المشاركين على كيفية تقييم الأقران حسب معيار جي‌كوب ۱۹۸۰ والذي يتألف من خمسة محاور: المحتوى، الترتيب، المفردات، استخدام اللغة، وميكانيكية الكتابة. بعد تطبيق تقنية تقييم الأقران لمدة ۱۶ اسبوع، تبين أن الطلاب اعتبروها تقنية فعّالة و أظهروا آراء إيجابية نحو استخدام هذه التقنية في تدريس الكتابة الأكاديمية.

