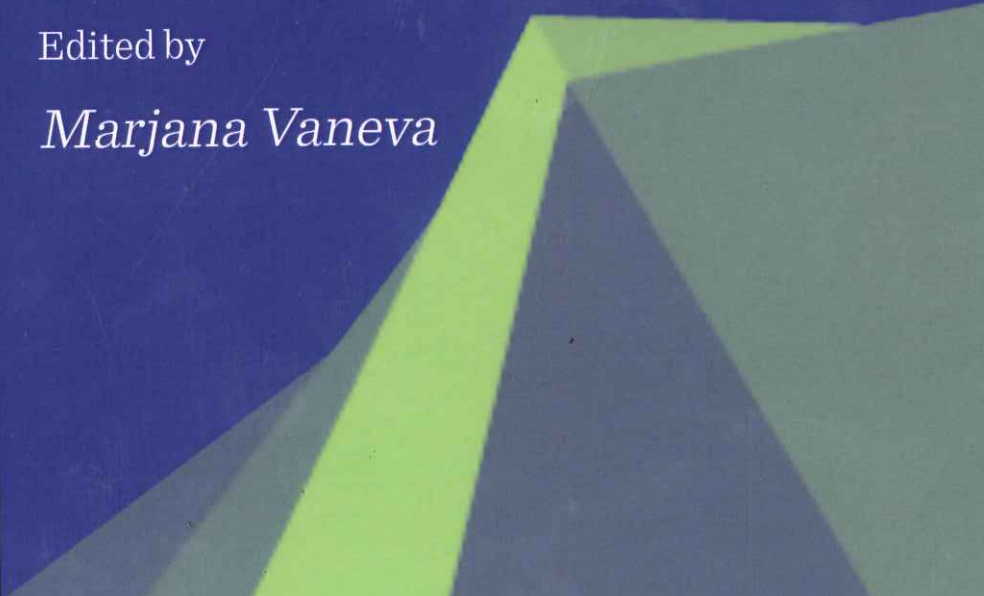


ENGLISH IN NON-ENGLISH-SPEAKING COUNTRIES

Practices, Perceptions,
Challenges, and Perspectives

Edited by

Marjana Vaneva



English in Non- English-Speaking Countries:

*Practices, Perceptions,
Challenges, and Perspectives*

Edited by

Marjana Vaneva

Cambridge
Scholars
Publishing



English in Non-English-Speaking Countries:
Practices, Perceptions, Challenges, and Perspectives

Edited by Marjana Vaneva

This book first published 2022

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Copyright © 2022 by Marjana Vaneva and contributors

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN (10): 1-5275-8114-4

ISBN (13): 978-1-5275-8114-2

TABLE OF CONTENTS

Foreword	x
Andrew Goodspeed	
Introduction	xii
Marjana Vaneva	
Acknowledgements	xv
Contributors	xvi

I. The Purely Linguistic Side of English

Chapter One	2
<i>Macedonian Native Speakers' Linguistic Analysis of Donald Trump's Tweets</i>	
Marjana Vaneva, Ana Arsovska	
Chapter Two	18
<i>The English Present Participle Used as the Postnominal Attributive Modifier and Its Macedonian Equivalents</i>	
Katerina Vidova	
Chapter Three	35
<i>Saying 'No' in English: The Macedonians and Their Negation</i>	
Marjana Vaneva	

II. English in Education

Chapter Four	54
<i>British English vs. American English in the Primary Schools in North Macedonia</i>	
Sashka Delova	

Chapter Five	68
<i>Dyslexia in the ELT Materials for Young Learners, Primary Education Pupils and Adolescents in the Republic of North Macedonia</i>	
<i>Reading without Reading: Effective Inclusion of Dyslexic Students in the ESL Classroom</i>	
Marjana Vaneva, Marija Dzonova	
Chapter Six	88
<i>'Habits of Mind' in English as a Foreign Language Syllabus during Pandemic</i>	
Marija Petkovska	
Chapter Seven.....	113
<i>Andragogy: The Level of Educational Maturity of Polish First-Cycle (BA) English Philology Students</i>	
Marlena Bielak, Artur Urbaniak	
Chapter Eight.....	139
<i>The Impact of the Video Conference Teaching on Students' Communicative and Interactive Skills</i>	
Julijana Zlatevska	
Chapter Nine.....	156
<i>Assessment in EFL Students in the Republic of North Macedonia</i>	
Biljana Temelkova	
Chapter Ten	172
<i>Assessment Techniques to Improve EFL Students' Linguistic Competencies – Perceptions of University EFL Students in N. Macedonia</i>	
Biljana Naumoska-Sarakinska	
III. English in Translation and Interpreting	
Chapter Eleven	200
<i>Current Idiomatic English for Macedonian Translators</i>	
Tamara Jolevska Popov, Sonja Vitanova-Strezova	

Chapter Twelve	218
<i>Aspects and Challenges of Consecutive Interpreting from Macedonian into English</i>	
Iskra Stojanovska	

Chapter Thirteen	235
<i>Macbeth and its Macedonian Translation: Compare and Contrast</i>	
Marjana Vaneva, Ana-Marija Hot	

IV. English in Use

Chapter Fourteen	252
<i>English in Banking in North Macedonia: The Case of Uni Bank</i>	
Marjana Vaneva, Adnan Shefkiu	

CHAPTER TEN

ASSESSMENT TECHNIQUES TO IMPROVE EFL STUDENTS' LINGUISTIC COMPETENCIES - PERCEPTIONS OF UNIVERSITY EFL STUDENTS IN N. MACEDONIA

BILJANA NAUMOSKA-SARAKINSKA

Abstract

Despite the fact that the segment of assessment is an integral and inevitable part of the learning process, oftentimes, it may be perceived in a negative connotation, causing learners to experience stress and anxiety. As such, we are faced with questions such as why this is so, and how it can be resolved, i.e., how we can make assessment more learner-friendly so that they see its significance in their foreign language acquisition, development and improvement.

This paper compares and takes a closer look at two assessment techniques, that of self-assessment and peer-assessment, and their role and importance in the improvement of EFL students' linguistic competencies, by discussing in greater detail their advantages and potential drawbacks. In addition, it also presents and analyses the results of a small-scale survey which was conducted among EFL majors at the "Blaze Koneski" Faculty of Philology in Skopje, N. Macedonia, specifically, the students' perceptions concerning the issue of assessment, with a focus on self- and peer-assessment.

Key words: assessment techniques, self-assessment, peer-assessment, EFL

Introduction

Learning is an on-going process that constantly changes and develops, and the participants in this process – teachers and learners – are always on the lookout for the most efficient and effective methods in the acquisition of knowledge. Assessment is an inevitable segment of any learning process, including foreign language (FL) learning. On the other hand, despite its significance in the process of acquiring and improving knowledge, assessment represents a relatively complex component, primarily due to the numerous negative connotations it evokes, especially among learners. Instead of seeing it as a means to check what and how much has been learnt, and what needs to be revised and/or covered again, assessment elicits feelings of anxiety, fear and stress in learners, and is even seen as a punitive measure, or issued as a threat. The negative feelings assessment evokes among learners are not unfounded, as assessment is often used as a form of punishment by teachers – for lack of discipline, incomplete homework, missing an assignment deadline, and so on.

However, becoming increasingly aware of the importance of assessment in the learning process, teachers are making attempts to apply a variety of methods with which they will carry this segment out, apart from the traditional written tests or oral exams. Nowadays, especially in higher education, assessment is seeing a move away from conventional testing toward assessing what has been learnt, i.e., acquired (Dochy, Gijbels and Segers 2006). According to Gallavan and Kottler, if the learners are offered options, if they are given control over their own learning, and if their opinions are taken into consideration, they show an increased interest in the learning process, take a more active role, and exhibit greater determination to achieve success (Gallavan and Kottler 2009).

Both peer- and self-assessment fall in the category of formative assessment. The main distinction between the two types of assessment – formative versus summative – lies in that formative assessment continuously follows the learners' progress with the aim to provide feedback concerning what has been acquired, which will, in turn, allow the teacher to improve and adjust their teaching, and will help the learners better acquire the material. What makes these two methods of formative assessment attractive and interesting is their rather flexible nature, which allows both teachers and learners enough space to adapt to the specific conditions in which they are applied. The final decision concerning the assessment is ultimately the teacher's, but the learners are also involved to an extent that they feel they are equal participants in this phase of the learning process. Thus, there is

not an increase in only their self-confidence, but also in their engagement in the learning process, and as a result, there is also an increase in their motivation, which results in greater success.

In order for these assessment methods to be successful, however, it is essential that both teachers and learners are well prepared for their inclusion in the teaching and learning process, especially in providing clear guidelines and criteria. Learners need to have a clear idea what is expected of them, and how they can go about achieving that, and the role of the teachers in this is crucial as this is something that they establish. Self- and peer-assessment may be carried out quantitatively (by providing a number grade) or qualitatively (with detailed feedback concerning the positive and negative aspects, as well as suggestions for improvement), or may be a combination of the two.

On Self-Assessment

Self-assessment is a type of formative assessment in which the learners are active participants in the assessment stage itself and have the opportunity to evaluate themselves on the basis of previously-prepared and set criteria. Andrade and Du explain self-assessment as a process in which the learners are expected to think about their effort and learning, and are asked to evaluate that according to clearly defined aims and objectives, identifying the strong and weak points of what they have accomplished, making revisions and improvements where necessary. This method sees positive results in different areas, such as that learners become more efficient, more motivated, and generally speaking, more successful in their acquisition of the material (Andrade and Du 2007; Hughes, Sullivan and Mosley 1985; Schunk 1996; Sparks 1991).

McMillian and Hearn (2008) feel that self-assessment allows learners to evaluate the effort they have put in on the basis of certain aims they need to meet in order to be successful; Johnson and Gelfand (2013) claim that this type of formative assessment prepares learners to be able to objectively evaluate their achievement and determine whether they have managed to meet the set criteria – which prepares them for life outside the academic context. Many teachers incorporate self-assessment in the classroom, despite the fact that some may have doubts concerning its benefits (Noonan and Duncan 2005). According to Ross (2006), there are a number of reasons why teachers decide to include self-assessment in the teaching and learning process, such as:

- self-assessment allows for greater involvement of the learners in this phase of the learning process, and this is due to their participation in the establishing of criteria;
- self-assessment represents a different way of assessment;
- self-assessment offers additional information concerning how prepared the learners are to carry out the assigned task, meant to be completed during class time.

Concerning the consistency of self-assessment, in the context of the assigned tasks – it is set at a high level (Ross, Rolheiser and Hogaboam-Gray 2002; Sung, Chang, Chiou and Hou 2005); however, long-term, and from the perspective of younger learners, the level of consistency is admittedly lower. Various inconsistencies and dilemmas concerning the validity of self-assessment may appear when it is tied in to the final mark, as learners tend to evaluate themselves higher than, in comparison with the grade they would receive from the teacher. However, once the learners have been properly trained and prepared to carry out self-assessment, how they assess themselves in comparison with how they are assessed by the teachers tends to align (Fox and Dinur 1988; Ross, Rolheiser and Hogaboam-Gray 1999; Sung 2005). Generally speaking, research shows that self-assessment results in greater efficacy, greater motivation, and, overall, greater success among learners even without special preparation and training (Hughes, Sullivan and Mosley 1985; Schunk 1996; Sparks 1991). In addition, self-assessment also notes positive results among high school learners' writing skills (Hillocks 1986; Arter, Spandel, Culham and Pollard 1994; Andrade and Boulay 2003; McDonald and Boud 2003).

One factor which is especially significant in how successful self-assessment is is that of feedback. In fact, research shows that the feedback that learners receive is crucial for the success of the learning process (Bangert-Downs, Kulik, Kulik and Morgan 1991; Brinko 1993; Butler & Winne 1995; Crooks 1988). However, despite its great importance, it has also been noted that the majority of learners receive inconsequential feedback (Black & Wiliam 1998), which is, to a large extent, attributed to the fact that teachers simply do not have the time to focus on each individual learner and provide them with detailed feedback. Fortunately, as research has also shown, the feedback does not have to come only from the teacher, but can also be provided by the learners themselves, who are also a helpful source (Andrade and Boulay 2003; Andrade, Du and Wang 2008; Ross, Rolheiser and Hogaboam-Gray 1999).

Self-assessment is an essential component of formative assessment because it motivates the learners to think about the quality of their work instead of just depending on the teacher to do that for them, and to evaluate how much and how well they have met the set criteria and aims, and make the necessary corrections. The emphasis is on the formative element – self-assessment is carried out on tasks that are done by the learners over time and in phases, with the aim to provide them with feedback on the basis of which they will make revisions and improvements. In any case, the learners themselves do not determine their final grade, bearing in mind that there is a natural tendency among learners to ‘pump up’ marks that enter the formal final grade (Boud and Falchikov 1989). The main objective of self-assessment is to involve the learners in the assessment stage of the learning process and, in this way, to improve their learning, as well as to advance their academic self-awareness in the sense of managing their own learning (Pintrich 2000; Zimmerman and Schunk 2004). According to research in this field, the ability to self-manage and manage one’s own learning is closely connected to the level of success that may be achieved. Namely, learners that are able to set their own objectives and aims, who are able to set themselves flexible guidelines, and who are able to evaluate how successful they have been in meeting those aims and guidelines are able to learn more and achieve better results than those learners who have not developed these skills. Self-assessment plays an important role here in that it assumes that the learners are aware of the aims of a given task and are able to evaluate how successful they have been in carrying it out (Schunk 2003).

There are a number of ways in which self-assessment can be carried out successfully, and the teacher can choose from these depending on different factors, such as class size, age, time available, and so on:

- teacher-learner conferences;
- discussion (whole class or small groups);
- journals;
- self-assessment check-lists;
- descriptors.

In order for self-assessment to be successful, it is vital that there is cooperation between the teacher and the learners during the setting up of the task criteria and objectives, since the teaching process is directly tied to the needs of the learners, and them using class time productively is of great significance (Stiggins 2002). According to Rolheiser & Ross, the more concrete the criteria, the more concrete the results will be. Self-

assessment also plays an important role in developing learner independence (Davies 2000): it enables learners to develop critical thinking skills (Skillings and Ferrell 2000), encouraging them to think and to verbalise their thoughts (Overlie 2009).

Advantages and Drawbacks of Self-Assessment

Including self-assessment in the teaching and learning process has significant effects on learning, both short-term, when it affects how well the learners carry out a given task, and long-term, when it helps learners develop self-awareness and allows them to manage their own learning. In order for self-assessment to be a fully successful component of the teaching process, it is important that there are clearly defined criteria on the basis of which the learners will be evaluating themselves; the learners need to be trained how to apply the said criteria; they need to get detailed feedback in connection with the self-assessment they have carried out; and finally, to be set on the right path to apply that feedback in the most productive way. In addition, learners need to be given enough time to make revisions and actually do the self-assessment, and, very importantly, to avoid tying the learners' self-assessment mark with the teacher's final mark. Only when these conditions have been met, will the learners have what is necessary for them to acquire the material and achieve success.

There are a number of ways with which the learners can be involved in self-assessment (Gregory, Cameron and Davies 2000; Paris and Paris 2001; Ross et al. 1999; Stallings and Tascione 1996), but generally speaking, the process is based on the following three steps:

- Step 1: the expectations need to be clearly stated, both by the teachers and the learners; it is easier for the learners to know what they need to do, and how, when they are directly involved in working out what is important for a given task, and how it is carried out well;
- Step 2: self-assessment;
- Step 3: revising and making corrections using the feedback the learners have at their disposal from the previous step.

This process may be combined with other types of assessment, such as peer-assessment and teacher assessment, although significant improvement in learner acquisition is also noted when just the three steps above are present (Andrade et al. 2008). Generally speaking, the learners accept this type of evaluation; they are aware that self-assessment is useful for them,

despite the need for training and practice in order to fully enjoy the advantages of this activity (Andrade & Du 2007). We may note several main points concerning the learners' opinions on self-assessment (Andrade & Du 2007):

- Learners have a positive view of self-assessment once they have had more practice with it. Though they might view it with skepticism at the beginning, once they have carried it out, almost all of them have a positive attitude about it;
- The majority of learners feel that they can evaluate themselves better once they know the teacher's expectations. Though they admit that they do not always carefully read the expectations the teacher has given them, they, nevertheless, need to have clearly stated expectations, criteria and standards;
- Self-assessment means checking the learners' progress, followed by the stages of making revisions and corrections. In this context, learners feel that self-assessment is useful only if they get the opportunity to hand in their work again, for a different, usually higher, grade;
- Learners feel that self-assessment offers numerous advantages – it helps them to focus on the key elements when doing a given task, it helps them acquire the material, it allows them to identify and pinpoint their strong and weak points in learning, at the same time decreasing their anxiety; some even feel that self-assessment has helped to increase their self-confidence;
- Despite the advantages self-assessment offers, however, it is also important to note that both time and training are essential in order to evidence and experience them. In that sense, there might be some 'tension', or a discrepancy in the teachers' expectations and the learners' standards. It is of special significance that the teachers' and the learners' expectations concerning criteria and standards of quality are aligned, and this may be best achieved when the learners themselves are actively involved in the preparation of those standards and criteria.

Despite the benefits self-assessment offers in the teaching and learning process, there are, nevertheless, some doubts concerning how useful it really is. Some teachers feel that it allows the learners to enter into an unwanted 'partnership' with them in the sphere of grading and evaluating, which may lead to a decrease in overall standards, at the same time enabling the learners to unrealistically increase their marks. Teachers also feel that learners may provide incorrect information and manipulate the

descriptors to their own advantage, with the aim of improving their grade. Creating the descriptors may also be an issue in itself, in that it is a serious and laborious task, while the criteria may not be worded well – being either overly general or too detailed. Some teachers also feel that the learners may make mistakes when evaluating themselves, and not be aware of that, due to not understanding the criteria set out by the descriptors and/or not possessing the logical deductive skills necessary to properly carry this activity out. Then, some teachers, as well as learners, feel that evaluating is a teacher's job, and not a learner's; parents may also be of this opinion, and not look very favorably on the teacher assigning this responsibility to learners. These parents, like the learners, may be biased in their view that the teacher is the sole authority when it comes to assessment. Anxiety may also be present in learners who might feel that they are not competent enough to be involved in this segment. This may be overcome by raising the learners' awareness that self-assessment does not form the final mark but it rather helps them to improve their work. The success of self-assessment is to a large extent determined by a number of factors, such as the attitude of both the teachers and the learners concerning this type of assessment, the time and effort put in to motivate and train the learners to carry it out, as well as confidence the learners will be able to do it properly and well, all with the aim of improving their learning.

On Peer-Assessment

Peer-assessment is another type of formative assessment, but this time the learner is set in the role of assessor not of what they themselves have completed, but of what their peers have. Like in the previous case, it has nothing to do with substituting the teacher, but rather, allowing the learners to be active participants in every segment of the learning process. Peer-assessment gained in popularity in the last ten or so years, and it may be used at all levels of education – primary, secondary or tertiary. It is useful for its developmental focus – a learner evaluates and provides a peer with feedback, explaining and exemplifying their comments. The learner who receives that feedback has the opportunity to discuss it with their peer, and to provide their own comments and arguments. This, then, becomes an interactive discussion, allowing for an exchange of opinions and the chance to make revisions and corrections (Topping 2017), which is especially important in acquiring and improving the so-called productive skills and competencies, such as speaking and writing skills – where the activities are carried out gradually, and in phases.

Despite the certain limitations that may impede the successful implementation of peer-assessment, such as class size, learners' age, and proficiency, there are a number of factors that support the inclusion of this formative assessment method in the classroom. Optimally, for greatest success, class size would be no more than 15 to 20 learners, with solid linguistic proficiency, at a higher level of education – secondary or tertiary, for example. As with the previous type of formative assessment, good preparation is essential, so that learners know what to expect and what is expected of them.

In terms of the feedback, there is obviously going to be a notable difference between that received from teachers and that received from peers, as the former will expectedly be more general, while the latter will probably be more specific. What is important, though, is that peer-assessment can be seen as complementary to teacher assessment.

Peer-assessment is a friendly way to receive feedback on one's work; it encourages a feeling of support among peers, unlike teacher assessment, which is seen as more stressful, filling learners with anxiety, dread and fear. One reason for this is that peer-assessment is carried out at a more informal level, as the learners do not see their peers as authorities, but rather, expect encouragement and understanding, thus removing the source of pressure. In addition, this type of formative assessment allows the learners to receive feedback they may decide not to implement, which is not the case with teacher assessment and teacher feedback. Having the learners in the role of assessors is beneficial in that by giving constructive criticism on someone else's work allows them to be more critical of their work; by finding the mistakes and flaws in their peers' work, the learners become more aware of the mistakes and flaws in their own work, and can view them more objectively. Thus, peer-assessment affords the learners a high level of interaction, encouraging open dialogue and a number of other communicative activities which help them to develop socio-cognitive skills, such as discussing, arguing, explaining, and clarifying.

As with self-assessment, peer-assessment can be carried out successfully, and the teacher can choose from these depending on different factors, such as class size, age, time available, and so on:

- learner-learner conferences;
- discussion (whole class or small groups);
- journals;
- peer-assessment check-lists;

– descriptors.

In order for peer-assessment to bring about the desired results, the role of the teacher is instrumental on several levels – they possess the superior knowledge they need to pass along to the learners; they represent a role model of compassion and empathy; and they are well-informed and experienced in this segment, with comprehensive understanding in the necessary standards and criteria (Sadler 1998).

It is important to emphasise that the preparation itself for the introduction of peer-assessment takes a lot of time and effort; contrary to expectations, this activity does not significantly reduce the workload of the teacher. On the contrary, the inclusion of this method of formative assessment in the teaching process – including the strategies needed for learners to provide effective and quality feedback – significantly increases the workload of the teacher (Wanner and Palmer 2018). The beneficial aspect, and this more from the point of view of the learners, is that they receive more detailed and timely feedback, which is not the case with teacher assessment and feedback, where the information tends to be, understandably, more general, and the learners do not receive it immediately.

Another important point concerning the importance of the teacher in peer-assessment is related to the concept of empathy. Here, the learners are expected to evaluate a task done by their peers, to grade it, to provide feedback, comments and notes. However, in addition to the detailed feedback that is expected from them, the way in which it is conveyed is also very important (Thomas, Martin and Pleasants 2011). This is something that can negatively affect learners, and cause them to feel anxiety for fear of being embarrassed in front of their classmates. It is, therefore, very important to pay special attention not only to the content of the feedback, which is undoubtedly important, but also to how it is expressed – that is, in constructive criticism, the emphasis should be on the term ‘constructive’ (Taras 2008).

Unlike self-assessment, peer-assessment offers a greater degree of social interaction, because here cooperation at the peer-peer level is expected. In addition to feelings of relief, this may cause discomfort and unease in some learners, for a variety of reasons. Topping explains peer-assessment as an assessment tool which allows learners to think about and determine the level of quality of their peers' work, and thus to expand their own knowledge by providing detailed and comprehensive comments and notes,

which they can discuss with their peers, with the aim to reach a mutually acceptable decision (Topping 2017).

Although peer-assessment is usually structured to be done during class, it may also be done more informally, and be carried out outside class time. The same variations can occur in relation to the circumstances in which it is carried out – for example, how long the activity lasts, how often it is applied, and so on. The goals of the activity may vary depending on the goals that the teacher has set – for example, the development of cognitive and metacognitive skills, and others.

Advantages and Drawbacks of Peer-Assessment

There are many short-term benefits to peer-assessment in terms of learning, acquisition, and overall learner achievement (Weaver 1995). However, there are also many long-term benefits in the context of developing learners' communicative and collaborative skills, as well additional benefits in terms of helping learners to develop self-management skills connected to their learning and mastering of the material. These benefits of peer-assessment are not one-sided; they include all the participants involved in this process, both in the role of assessors and in the role of assessed. In this sense, peer-assessment helps to develop, sharpen and broaden the learners' social skills, which they will need in life outside the academic context (Van Gennip, Segers and Tillema 2009). By combining the evaluation of the process with the final product, there is improvement in the learners' ability to note the similarities and differences that may occur, as well as the ways in which they can deal with them.

On the other hand, one possible limitation of peer-assessment may be that it has a weaker 'corrective' function as compared to that of teacher assessment (Harrison, O'Hara and McNamara 2015). In fact, this is one of the points of contention regarding the inclusion of peer-assessment in the teaching process, especially from the point of view of teachers. Despite the fact that this method of formative assessment does not decide the learner's final grade (Topping, Buchs, Duran and Van Keer 2017) – it is but one way in which learners receive feedback from someone other than the teacher – some teachers may still be reluctant and often unwilling to relinquish some of their authority in the segment of assessment. Although evaluating and commenting on what has been handed in is quite time-consuming, most teachers still consider themselves to be the biggest authorities in this area, so it is with great reluctance that they allow the learners to get involved. On the other hand, with the inclusion of peer-

assessment, learners receive a different kind of feedback, in some cases even more detailed than what they receive from the teacher, precisely because of these time constraints. In this way, on one hand, peer-assessment helps teachers to reduce and ease their workload, and on the other hand, it helps learners to improve a variety of skills – from academic to social, cognitive and metacognitive skills (Kane and Lawler 1978).

By making learners active participants in all the phases of learning, including this one of assessment, peer-assessment allows learners to take responsibility for their own achievement. It is easy for learners to become passive recipients in the learning process, but then the whole responsibility concerning how much is learned and acquired shifts to the teachers. In this way, the responsibility is distributed more evenly, and learners and teachers become equal partners with a joint aim.

There is no doubt that there are limitations to peer-assessment, just as there are benefits. The preconceptions that teachers and learners may have about peer-assessment can be overcome over time, with good preparation (by the teachers), good training (by the learners), clear instructions and criteria, and plenty of practice. Given the fact that peer-assessment does not determine the final grade, but is an activity that is a part of the learning process, and allows for changes to be incorporated in the final product – is why neither teachers nor learners have any reason to feel disadvantaged.

This activity is quite flexible in terms of where and when it takes place; how often; to what extent it will be structured; to what extent it will be supervised; what task or skill will be peer-assessed; what the ultimate goals will be; whether the teacher will have insight during the activity or only in the final product; whether it will be done individually, in pairs, or in groups; whether it will be one-way, reciprocal, or mutual, in a group; how students will be grouped – whether the selection will be intentional or random, taking into account not only academic factors, but also social and cultural differences; whether it will be anonymous; whether learners will be at the same or different level in terms of linguistic proficiency; whether it will be carried out during class, F2F, or online; and so on (Topping 2017).

EFL Students' Preferences Concerning Peer- and Self-Assessment

A small-scale study was carried out in the spring and fall terms of the academic year 2020/21 among EFL majors at the “Blaze Koneski” Faculty

of Philology in Skopje, N. Macedonia, to see how various assessment practices are perceived by the students, with a focus on peer- and self-assessment, as well as the reasons behind their views.

The participants, freshmen and seniors, were asked to fill out a survey, which was both anonymous and voluntary, and which consisted of nine questions in total. The questions were the following:

- Do you feel that assessment, in general, offers a genuine reflection of a person's knowledge? Please elaborate.
- When you think of assessment, how does it make you feel? Please elaborate.
- Has assessment ever been used as a punitive measure/disciplinary tool? Please elaborate.
- Which type of formative assessment (self- or peer-assessment, or both) do you have experience with?
- Which type of formative assessment (self- or peer-assessment) do you feel is the most objective? Why?
- Which type of formative assessment (self- or peer-assessment) do you feel the most comfortable with? Why?
- In your opinion, what are the advantages/disadvantages of the different assessment techniques?
- What is the best/worst assessment technique, in your opinion? Why?
- Should different assessment techniques be used in higher education, as opposed to primary and secondary education? Please elaborate.

The participants' responses will be provided, and analysed and discussed in the sections that follow.

Methods

A total of 63 participants, 31 freshmen and 32 seniors, all from the Department of English Language and Literature, participated in the survey by answering a set of questions connected to the issue of assessment. The reason why the survey was distributed among freshmen and seniors was to see whether, and what, differences might appear in the answers, since one group is starting their studies, while the other is completing them.

The questions were open-ended in that they required more than a simple yes/no answer from the participants; they required them to elaborate and

explain their responses. The majority of the seniors were more detailed in their answers, while this was lower, and expected to some extent, among the freshmen, as the further along students are in their studies, the more confidence they have when it comes to sharing their opinions.

As previously noted, the students' participation was done on a voluntary basis, and their answers were anonymous. The survey was carried out online, through Google Forms.

Findings and Analysis

The results, presented in order of the research questions (see section *EFL students' preferences concerning peer- and self-assessment* above), are as follows:

- *Do you feel that assessment, in general, offers a genuine reflection of a person's knowledge? Please elaborate.*

This question started out as a closed-ended question, as it required the participants to answer with either a yes or a no, but the second part of it allowed them to elaborate on their response. Interestingly, there were cases where the respondents did not answer directly with a yes/no, but broadened and generalised their response with *generally*, *in most cases*, *usually* to the yes/no answer, with only about half of them explaining their response in more detail. In any case, 78% of the respondents answered with (*generally/usually*) *yes*, and 22% said (*generally/usually*) *no*.

Those who elaborated mentioned the following:

Explanation	
positive responses	negative responses
<ul style="list-style-type: none"> - teachers use different ways to see how much students know; - teachers have lots of experience in this, they can just tell how much somebody knows; - tests aren't the only ways that we get points from, they're just one part the final mark consists of. 	<ul style="list-style-type: none"> - not all students are good at taking tests, and sometimes a bad performance on a test may result in a bad overall grade, which is not a real reflection of the student's ability; - some students do well on a test or exam by cheating, and get a better mark than somebody who did not cheat, but who is better than them.

- *When you think of assessment, how does it make you feel? Please elaborate.*

Here, the participants were not limited in their answers by being given a list of adjectives to describe emotions, but rather had the opportunity to write down their own responses. The following emotions were mentioned, synonymous words being grouped together: *scared, tense, stressed, upset, tired, annoyed, resigned.*

The respondents did, in most cases, elaborate their answers, and this will be looked at in more detail in the *Results* section that follows.

- *Has assessment ever been used as a punitive measure/disciplinary tool? Please elaborate.*

This answer is not illustrated in a chart because it is unanimous, with all of the participants answering in the affirmative, that *yes, assessment has been used as a punitive measure/disciplinary tool.*

- *Which type of formative assessment (self- or peer-assessment, or both) do you have experience with?*

In this question, 20% of the respondents said self-assessment, 65% said peer-assessment, and 15% said they had had experience with both self- and peer-assessment.

- *Which type of formative assessment (self- or peer-assessment) do you feel is the most objective? Why?*

Here, 64% of the respondents perceived self-assessment to be the most objective, while 36% felt that it was peer-assessment.

In terms of the second part of the question, where the participants are asked to elaborate on their response, the majority of the seniors provide a detailed explanation, while only half of the freshmen participants do so. The detailed explanations are as follows:

Explanation	%
= those who answered <i>self-assessment</i> is the most objective: - the student is the only person who can honestly know how much they know, for example, they might have cheated, and the teacher or the other students may not know that; - there is no point in lying because then you are lying to yourself and not learning much.	64%
= those who answered <i>peer-assessment</i> is the most objective: - you can compare what you know with what your peers know, and see if you know more or less than them; - peers are your friends and there is no reason why they will not be honest with you.	36%

- Which type of formative assessment (*self- or peer-assessment*) do you feel most comfortable with? Why?

In this question, 62% of the respondents went for self-assessment, and 38% chose peer-assessment, though it is interesting to note that a number of students also added *teacher-assessment* despite the fact that this was not offered as an option in the question itself.

The second part of the question, the why, was for the most part answered by most of the participants, some providing more thought-out explanations, others just a short explanation of one or two words.

Explanation	%
= those who felt most comfortable with <i>teacher-assessment</i> (despite the fact that it was not offered as an option in the question itself): - the teacher is ultimately going to form our marks; - we've had teachers mark us throughout our education, from primary, to secondary, to university; - I'm used to being marked by the teacher; - at least the teacher won't share my mistakes with the other students.	/
= those who felt most comfortable with <i>self-assessment</i> : - it's less stressful than the others; - I'm the best judge of what I know; - nobody else needs to know what I don't know; - I don't need to compare myself with the others.	62%
= those who felt most comfortable with <i>peer-assessment</i> : - these are our friends; - they don't really have the authority to change our overall mark; - it's not so stressful; - it's not as 'official' (sic); - they'll probably not notice all my mistakes.	38%

- *In your opinion, what are the advantages/disadvantages of the different assessment techniques?*

Here, some of the participants responded only partially, choosing to note advantages/disadvantages of a certain type of assessment, or provided just advantages, and not disadvantages, which might indicate that they either feel that there are no disadvantages, that they simply did not read/understand the question fully, or that they simply wanted to finish faster. Also, this question did not offer respondents an option in terms of who would be carrying out the assessment; this was done intentionally to see how they would formulate their answers.

type of assessment mentioned in the respondents' answers	positive responses	negative responses
teacher-assessment	<ul style="list-style-type: none"> - the teacher has experience doing this; - teachers are experts in assessment; - I'm used to this, teachers always mark our work; - teacher ultimately forms our marks; - it's the teacher's job, they get paid to do this. 	<ul style="list-style-type: none"> - it makes me feel anxious and stressed; - teacher always focuses on the negative aspects, and never gives positive comments; - it takes too long to get our work back; - I don't know where my mistakes are, very general notes.
self-assessment	<ul style="list-style-type: none"> - it's not stressful; - I don't feel anxious; - I'm the best judge of how much I know; - I'm not judged by others; - I feel important; - it's good practice for the future; this makes us feel like we're being taken seriously. 	<ul style="list-style-type: none"> - I don't know if I'm being objective enough; - I'm not sure whether I'm doing it right; - I don't know if the teacher will take self-assessment into consideration when forming the final mark.
peer-assessment	<ul style="list-style-type: none"> - it's not as stressful; - we get more detailed comments; - we get our work faster; - it's anonymous, so the other students don't know whose work they are marking; 	<ul style="list-style-type: none"> - peers aren't competent to mark; - I don't know how seriously the others take this; - peers' comments are not very helpful;

	<ul style="list-style-type: none"> - it's good practice for the future; - we're learning to pay more attention when giving our peers comments. 	<ul style="list-style-type: none"> - I know more than those who mark my work.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

- *What is the best/worst assessment technique, in your opinion? Why?*

- I think it's best if all of them are used, and then a grade is formed from all of them together, like an average;

I don't think a mark can be formed by just one type of assessment; they need to be used together;

- peer- and self-assessment are not stressful, but I think we need more practice; maybe a combination of these?

- it's hard to say which one is the best and which one is the worst, they all have positive sides and negative sides; I guess the good points would have to be weighed against the bad points and see which side tips the scale.

- *Should different assessment techniques be used in higher education, as opposed to primary and secondary education? Please elaborate.*

- yes, the assessment techniques should be used in accordance with the learners' age, and proficiency level – you can't ask primary school pupils to do self-assessment, for example;

- I think so, the older and more mature the students, the more variety in assessment techniques that can be used;

- in primary school, it would probably be best to have just teacher-assessment; in secondary school, besides teacher-assessment, students can also be taught peer-assessment, and then in higher education self-assessment can be introduced;

- at this level, the learners are more mature and they can handle self-assessment, and be objective.

Results

From the data analysis presented in the previous section, there might be points where the students' responses are, at first glance, contradictory. This is not surprising, because the participants answered the questions not as a unit, but rather, as standing alone, and for this reason it becomes evident that some of their answers may seem to contradict each other.

In any case, it seems quite clear that though the significance of assessment as a component in the teaching and learning process is never disputed, changes, are, nevertheless, needed in order to change the students' negative perceptions of assessment, and see it, in practice, as the beneficial tool it really is in the context of (E)FL learning.

What these results show is that there is a reason why assessment is not appreciated by students for its intended purpose, that of assessing a learner's knowledge. Furthermore, another clear point that seems to surface is the obvious need for a variety of assessment techniques to be employed, as well as to use them in accordance with the learners' age and level of proficiency.

Discussion of Findings

The survey questions that the participants were asked to answer, and elaborate on, moved from general to more specific in order to give them a chance to warm up as the questions progressed. There were no questions that were left unanswered, although there were instances when the participants chose not to elaborate on their answers in more detail. Fortunately, the majority of the participants did, to some extent, explain their responses in more detail.

Concerning the first question, as to whether they felt that assessment offers a genuine reflection of a person's knowledge, an overwhelming majority felt that it did, although they were aware that the use of different assessment techniques was vital. This view is also supported by those who felt that assessment was not a genuine reflection of a person's knowledge, since not all students do well on tests, for example. They even went further to mention an example of where one student might cheat and do better on a test, on which, for example, the whole mark is based, than somebody else who did not cheat. Thus, the need for a variety of assessment techniques and strategies is supported by both groups, those who answered the question in the affirmative, and those who answered in the negative.

The answers to the second and third questions are discouraging because there was not one student who mentioned a positive adjective in terms of how assessment made them feel, which was not at all surprising since it was unanimously stated that assessment had been used as a punitive and disciplinary measure. Despite the fact that the majority of students feel that assessment does offer a real insight into a person's knowledge, assessment, itself, invoked in them only negative emotions, such as fear, anxiety, and stress. This should serve as a wake-up call of the importance on working to change students' perceptions of this vital component in the teaching and learning process.

The responses to the fourth and fifth questions are interesting since, on one hand, more students noted that they had experience with peer-assessment, yet they perceived self-assessment as a more objective of the two. Unsurprisingly, they felt more comfortable with self-assessment, but a number of students decided to add teacher-assessment here, as well, which is understandable, since all the participants, without exception, have had experience with it. In that context, it is not surprising that the lesser experience they have had with the other assessment techniques might make them question their objectivity, and might make them feel uncomfortable. Despite being aware of the positive and negative sides of the different types of assessment, the participants are, nevertheless, clear that they would prefer familiarity over comfort.

The last three questions allowed the participants to express their views concerning the issue of various assessment practices, and, in fact, the answers to the three remaining questions indicated that they had a strong grasp of the importance of using a variety of assessment techniques and strategies to get the most objective view of learners' competence and knowledge, as well as the necessity of adjusting and adapting assessment techniques and practices to various other factors, such as the learners' age and (E)FL proficiency, for example.

Conclusion

There is no doubt that it is time to think more seriously about the opportunities available to us in terms of assessment. Self-assessment and peer-assessment offer opportunities for intellectual development and lifelong learning. It is necessary for teachers to enable learners carry out the different types of formative assessment; in this day and age of technological advancement and development, teachers must prepare their learners to think and to assess – both others and themselves. However,

before incorporating and applying these forms of assessment into the teaching process, they must be preceded by thorough preparation, training, and practice.

Self-assessment can be carried out on tasks that are done regularly, usually over a longer period of time; it is not used as a way for the learners to determine their final grade. This method of assessment offers the opportunity for the teacher and the learner to see what has been acquired, and what needs additional revision.

Peer-assessment offers numerous advantages and benefits in the teaching process, in different contexts and with learners at different levels – from primary to higher education. If conducted carefully, peer-assessment – through constructive feedback and comments – helps learners to identify their own strengths and weaknesses, and to focus their attention on where more effort is needed. When successfully conducted, peer-assessment helps learners develop metacognitive as well as other personal and professional skills.

Self-assessment and peer-assessment can in no way replace teacher or computer assessment as the main form of assessment. There are many reasons for this – from time constraints to other more subjective factors – but these assessment methods are still much more than just assessment; their application in the teaching process improves the overall learning process, as well as the development of the learners' thinking and reasoning skills (Salomon and Globerson 1989).

To successfully implement these assessment methods, it is very important to consider the following points:

- Self-assessment and peer-assessment should be used only as formative assessment, as the focus is primarily on learners learning and mastering the skills they will need for work in the XXI century, as well as academic skills necessary in higher education, such as critical thinking and self-reflection. There is little benefit from self- and peer-assessment if they are used for summative purposes.
- Learners should be involved in the assessment and feedback segments from the outset. This means that they should also be involved in deciding which tasks will be assessed, in preparing the criteria according to which the assessment will be performed, as well as in giving feedback to classmates. In this way, learners gain self-confidence, and the power of assessment is transferred from

the teacher to the student. Thus, the learners become equal participants in the teaching and learning process, and they become aware that they should accept responsibility for their own learning.

- Learners need to actually acquire the skill of giving effective feedback – something that is achieved with a lot of practice. When they gain experience in implementing these methods of assessment, learners become more adept at both giving feedback and using it when they receive it from the teacher or their peers.
- Teachers have an important role for the successful implementation of these formative assessment methods. It is, therefore, essential that they have good training and support on how to involve the learners, how to give useful and timely feedback, and how to teach the learners to give their peers useful feedback that will help them improve. Teacher involvement is not as important at the end of this learning process as it is during the learning process.

Self- and peer-assessment are crucial in the ongoing changes in the assessment segment, not only in higher education, but at all levels in the educational process. Learners are becoming increasingly aware of the benefits of these formative assessment methods, as they themselves are involved in all stages of the learning process, and they have the role of active participants, not just passive recipients.

It is worth spending more time not only to include these formative assessment methods in the teaching process, but also to make them more flexible, with a more personalized approach to learning and assessment (Wanner and Palmer 2018), in order for students to get the most out of them. There are moments that need to be tweaked, but in principle, the advantages far outweigh the drawbacks. It is worth mentioning the necessary cultural shift of some deep-rooted beliefs about what evaluation should look like; it actually needs to be rethought and reworked as an active process that *works together with the learners and is not applied to the learners* (Cartney 2010).

Bibliography

- Ainsworth, Larry. and Christinson, Jan. 1998. *Student generated rubrics*. Orangeburg, NY: Dale Seymour.
- Andrade, Heidi. 2001. "Using rubrics to promote thinking and learning". *Educational Leadership*, No. 57 (5): 13-18.

- Andrade, Heidi and Boulay, Beth A. 2003. "The role of rubric-referenced self-assessment in learning to write". *Journal of Educational Research*, No. 97 (1): 21-34.
- Andrade, Heidi and Du, Ying. 2005. "Knowing what counts and thinking about quality: students report on how they use rubrics". *Practical Assessment, Research and Evaluation*, No. 10 (4).
- Andrade, Heidi and Du, Ying. 2007. "Student responses to criteria-referenced self-assessment". *Assessment and Evaluation in Higher Education*, No. 32: 159-181.
- Andrade, Heidi, Du, Ying and Wang, Xiaolei. 2008. "Putting rubrics to the test: The effect of a model, criteria generation, and rubric-referenced self-assessment on elementary school students' writing". *Educational Measurement: Issues and Practices*, No. 27 (2), 3-13.
- Arter, Judith, Spandel, Vicki, Culham, Ruth and Pollard, Jim. 1994. "The impact of training students to be self-assessors of writing". Paper presented at the annual meeting of American Educational Research Association, New Orleans.
<https://files.eric.ed.gov/fulltext/ED370975.pdf>
- Arter, Judith and McTighe, Jay. 2001. *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks, CA: Corwin Press.
- Arter, Judith and Chappuis, Jan. 2007. *Creating and recognizing quality rubrics*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Bangert-Drowns, Robert L., Kulik, James A. and Morgan, Mary Teresa. 1991. "The instructional effect of feedback in test-like events". *Review of Educational Research* No. 61: 213-238.
- Black, Paul and William, Dylan. 1998. "Inside the black box: Raising standards through classroom assessment". *Phi Delta Kappan* No. 80: 139-148.
- Black, Paul and Harrison, Christine. 2001. "Self- and peer-assessment and taking responsibility: The student's role in formative assessment". *School Science Review*, No. 83 (302): 43-49.
- Boud, David and Falchikov, Nancy. 1989. "Quantitative studies of student self-assessment in higher education: A critical analysis of findings". *Higher Education* No. 18: 529-549.
- Brinko, Kathleen T. 1993. "The practice of giving feedback to improve teaching". *Journal of Higher Education* No. 64: 574-593.
- Butler, Deborah L. and Winne, Philip H. 1995. "Feedback and self-regulated learning: A theoretical synthesis". *Review of Educational Research*, No. 65: 245-281.

- Cartney, Patricia. 2010. "Exploring the Use of Peer Assessment as a Vehicle for Closing the Gap between Feedback Given and Feedback Used". *Assessment and Evaluation in Higher Education*, No. 35 (5): 551-564.
- Crooks, Terence J. 1988. "The impact of classroom evaluation practices on students". *Review of Educational Research* No. 58: 438-481.
- Davies, Anne. 2000. *Making classroom assessment work*. Courtney, BC: Connections.
- Deakin-Crick, Ruth, Sebba, Judy, Harlen, Wynne, Guoxing, Yu and Lawson, Hilary. 2005. "Systematic review of research evidence of the impact on students of self- and peer-assessment". Protocol. In *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- Dochy, Filip, Gijbels, David and Segers, Mien. 2006. "Learning and the emerging new assessment culture". In L. Verschaffel, F. Dochy, M. Boekaerts and S. Vosniadou (eds.), *Instructional psychology: Past, present, and future trends*. Oxford, Amsterdam: Elsevier.
- Fox, Shaul and Dinur, Yossi. 1998. "Validity of self-assessment: A field evaluation". *Personnel Psychology*, No. 41: 581-592.
- Gallavan, Nancy P. and Kottler, Ellen. 2009. "Constructing rubrics and assessing progress collaboratively with social studies students". *The Social Studies* No. 100: 154-158.
- Goodrich, Heidi. 1996. *Student self-assessment: At the intersection of metacognition and authentic assessment*. Cambridge, MA: Harvard.
- Goodrich, Heidi. 1997. "Understanding rubrics". *Educational Leadership*, No. 54 (4), 14-17.
- Gregory, Kathleen, Cameron, Caren and Davies, Anne, 2000. *Self-assessment and goal-setting*. Merville: Connection.
- Harrison, Kathy, O'Hara, Joe and McNamara, Gerry. 2015. "Re-thinking assessment: Self- and peer-assessment as drivers of self-direction in learning". *Euroasian Journal of Educational Research*, No. 60: 75-88.
- Hillocks, George. 1986. *Research on written composition: New directions for teaching*. Urbana, IL: ERIC Clearinghouse on Reading and Comprehension Skills.
- Hughes, Billie, Sullivan, Howard J. and Mosley, Mary Lou. 1985. "External evaluation, task difficulty, and continuing motivation". *Journal of Educational Research*, No. 78 (4): 210-215.
- Johnson, Cynthia S., Gelfand, Shelly. 2013. "Self-assessment and writing quality". *Academic Research International*, No. 4.4: 571-580.
- Kane, Jeffrey S. and Lawler, Edward E. 1978. "Methods of peer assessment". *Psychological Bulletin*, No. 85 (3): 555-586.

- Kramer, Sharon. V. 2009. "Engaging the Nintendo generation". In *The teacher as assessment leader*, edited by T. G. Guskey, pp. 227-247. Bloomington, IN: Solution Tree Press.
- McDonald, Betty and Boud, David. 2003. "The impact of self-assessment on achievement: The effects of self-assessment training on performance in external examination". *Assessment in Education*, No. 10 (2): 209-220.
- McMillan, James H. and Hearn, Jessica. 2008. "Student self-assessment: The key to stronger student motivation and higher achievement". *Educational Horizons*, No. 87 (1): 40-49.
- Noonan, Brian and Duncan, C. Randy. 2005. "Peer and self-assessment in high schools". *Practical Assessment, Research and Evaluation*, No. 10 (17). <https://core.ac.uk/download/pdf/239584097.pdf>
- Overlie, Jeffry. 2009. "Creating confident, capable learners". In *The teacher as assessment leader*, edited by T. G. Guskey, pp. 181-201. Bloomington, IN: Solution Tree Press.
- Paris, Scott G. and Paris, Alison H. 2001. "Classroom applications of research on self-regulated learning". *Educational Psychologist* No. 36: 89-101.
- Pintrich, Paul R. 2000. "The role of goal orientation in self-regulated learning". In *Handbook of self-regulation*, edited by M. Boekaerts, P. Pintrich and M. Zeidner, pp. 452-502). San Diego, CA: Academic Press.
- Ross, John A., Rolheiser, Carol and Hogaboam-Gray, Anne. 1999. "Effect of self-evaluation on narrative writing". *Assessing Writing*, No. 6 (1): 107-132.
- Ross, John A., Hogaboam-Gray, Anne and Rolheiser, Carol. 2002. "Effects of self-evaluation on achievement and student beliefs about ability". *Educational Assessment*, No. 8 (1): 43-58.
- Ross, John A. (2006). "The reliability, validity and utility of self-assessment". *Practical Assessment, Research and Evaluation*, No. 11 (10), 1-13.
- Sadler, D. Royce. 1998. "Formative Assessment: Revisiting the Territory". *Assessment in Education: Principles, Policy and Practice*, No. 5 (1): 77-84.
- Salomon, Gavriel and Globerson, Tamar. 1989. "When teams do not function the way they ought to". *International Journal of Educational Research*, No. 13: 89-99.
- Schunk, Dale H. 1996. "Goal and self-evaluative influences during children's cognitive skill learning". *American Educational Research Journal*, No. 33 (2): 359-382.

- Schunk, Dale H. 2003. "Self-efficacy for reading and writing: Influence of modeling, goal-setting, and self-evaluation". *Reading and Writing Quarterly*, No. 19: 159-172.
- Stallings, Virginia and Tascione, Carol. 1996. "Student self-assessment and self-evaluation". *Teacher*, No. 89: 548-555.
- Stiggins, Rick J. 2001. *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Sung, Yao-Ting, Chang, Kuo-En, Chiou, Shen-Kuan. and Hou, Huei-Tse. 2005. "The design and application of a web-based self- and peer-assessment system". *Computers and Education*, No. 45 (2): 187-202.
- Taras, Maddalena. 2008. "Summative and Formative Assessment: Perceptions and Realities". *Active Learning in Higher Education*, No. 9 (2): 172-192.
- Thomas, Glyn, Martin, Dona, and Pleasants, Kathleen. 2011. "Using Self- and Peer-assessment to Enhance Students' Future-learning in Higher Education". *Journal of University Teaching and Learning Practice*, No. 8 (1): 5-12.
- Topping, Keith, Buchs, Céline, Duran, David and Van Keer, Hilde. 2017. *Effective peer learning: From principles to practical implementation*. London, UK: Routledge.
- Van Gennip, Nanine A. E., Segers, Mien and Tillema, Harm H. 2009. "Peer assessment for learning from a social perspective: The influence of interpersonal variables and structural features". *Educational Research Review*, No. 4 (1): 41-54.
<https://doi.org/10.1016/j.edurev.2008.11.002>
- Wanner, Thomas and Palmer, Edward. 2018. "Formative self- and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback". *Assessment and Evaluation in Higher Education*, No. 43(7): 1032-1047.
<https://doi.org/10.1080/02602938.2018.1427698>
- Weaver, Margaret E. 1995. "Using peer response in the classroom: Students' perspectives". *Research and Teaching in Developmental Education*, No. 12: 31-37.
- Zimmerman, Barry J. and Schunk, Dale H. 2004. "Self-regulating intellectual processes and outcomes: A social cognitive perspective". In *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development*, edited by D. Dai and R. Sternberg, pp. 323-349. Mahwah, NJ: Lawrence Erlbaum Associates.