



NOVICE EFL TEACHERS' VIEWS ON PEER ASSESSMENT

Okan ÖNALAN¹

Abstract

There is compelling evidence on potential effectiveness of peer assessment; however, the focus of earlier research on peer assessment as an instructional tool has largely addressed the correlation and reliability of grading conducted by teachers and learners. Despite the large body of literature on peer assessment, research that focuses on teachers' perceptions on peer assessment has been somewhat limited. More research on perceptions and views of teachers about the use of peer assessment as a teaching tool is necessary in order to account for the change of teacher and student roles which is naturally dictated by peer assessment as well as how such a change could be perceived by the teachers. This study aims to report on the Turkish novice EFL (English as a Foreign Language) teachers' views about peer assessment in teaching English as a foreign language. The data for the current study was obtained from nine teachers who worked at the Preparation Class of a state university in Turkey using semi-structured group interview. Results revealed teachers' limited understanding of peer assessment, infrequent use of peer assessment in their instruction, and some perceived benefits and challenges of peer assessment. Results also revealed that the novice EFL teachers' views about and use of peer assessment is significantly affected by their narrow understanding of peer assessment due to a lack of training during undergraduate years, the role of examinations and teachers in the existing educational environment, perceived benefits and challenges in its implementation, and learners' willingness for accepting and incorporating peer assessment.

Key words: *Peer assessment, teachers' perceptions, teachers' views, EFL, teacher education, teacher training, language teaching.*

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¹Dr., Milli Savunma Üniversitesi, Kara Harp Okulu, oonalan@kho.edu.tr, ORCID: 0000-0003-4015-0903

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Öz

Akran değerlendirilmesinin etkinliğine dair güçlü bulgular bulunmaktadır. Ancak akran değerlendirilmesinin eğitimsel bir araç olarak kullanılması hakkında daha önce yapılan çalışmalar, çoğunlukla öğretmen ve öğrenciler tarafından verilen notların güvenilirliği ve bu notlar arasındaki korelasyon üzerine odaklanmıştır. Alanda birçok çalışma olmasına karşın, öğretmenlerin bu konudaki algıları ve görüşlerine yönelik çalışmalar azdır. Akran değerlendirilmesinin öğretmenler tarafından aslında nasıl kullanıldığı, kullanılmasıyla birlikte ortaya çıkan yeni öğretmen ve öğrenci rolleri ve bu değişen rollerin öğretmenler tarafından nasıl algılandığı ile ilgili daha fazla çalışma yapılması gerekmektedir. Bu çalışmanın amacı yeni mezun Türk İngilizce öğretmenlerinin, İngilizcenin yabancı dil olarak öğretilmesinde akran değerlendirilmesinin yeri hakkındaki görüşlerini belirlemektir. Çalışma, bir devlet üniversitesinin Hazırlık Okulunda çalışan dokuz İngilizce öğretmeni ile yarı yapılandırılmış odak grubu görüşmesi yöntemiyle gerçekleştirilmiştir. Bulgular öğretmenlerin akran değerlendirilmesinin hakkındaki sınırlı algılarını, akran değerlendirilmesini derslerinde nadir olarak kullandıklarını ve öğretmenler tarafından aktarılan bazı fayda ve uygulama zorluklarını ortaya koymuştur. Sonuçlara göre öğretmenlerin akran değerlendirilmesinin hakkındaki düşünceleri üzerinde, üniversite eğitimlerinde bu konuda eğitim almamış olduklarından dolayı oluşan kısıtlı bilgilerinin, mevcut eğitim sistemindeki sınav merkezli ve öğretmen odaklı ortamın, tespit ettikleri bazı fayda ve zorlukların ve öğrencilerin bu konuda istekli olup olmamalarının önemli etkisi bulunmaktadır.

Anahtar Sözcükler: Akran değerlendirilmesinin, öğretmen algıları, öğretmen görüşleri, öğretmen eğitimi, yabancı dil öğretimi.

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1. Introduction

Peer assessment, in its most general sense, is defined 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” (Topping 1998, 250). It mainly includes the process of grading the works or performances of peers by the use of appropriate standards (Falchikov, 2001). It can be perceived as an interactive learning activity that improves performance, knowledge, motivation, and self-efficacy of learners (Cho and Cho 2011; Hsia et al. 2015; van Zundert et al. 2010). Learners who engage in peer assessment learn not only by receiving comments from peers, but also through giving comments to other peers (Li et al. 2010). Therefore, peer assessment is a valuable tool that enhances the learning process as well as the quality of instruction.

Research on peer assessment suggests that it has numerous advantages. Findings of various studies reveal that peer assessment helps learners improve metacognitive skills, (Zariski, 1996), develops critical thinking and feedback skills (Sluijmans, 2002; Topping, 1996; Topping et al., 2000), enhances self-esteem and motivation (Biri, 2014), and raises learner awareness on strengths and areas of improvement (Al-Barakat and Al-Hassan, 2009; Ashenafi, 2015; Bay, 2011; Koç, 2011). What is more, by providing learners the necessary criteria about their expected work, peer assessment requires learners to think critically on their own performances, resulting in improved contribution to their own efforts (Kathy, 2000).

There is compelling evidence on potential effectiveness of peer assessment; however, the focus of earlier research on peer assessment as an instructional tool has largely addressed the correlation of grading between teachers and learners (Boud et al. 2013; Brown et al., 2015; Li et al., 2015). Additionally, a significant body of literature is centered around students’ perspectives, performances and experiences on peer assessment (Topping 1998; Tucker et al., 2009; Willey and Gardner, 2010; McGarr and Clifford, 2013; Planas Lladó et al., 2014). Although much can be suggested about ideal forms of peer assessment in teaching, there is still limited empirical research on how teachers use it in practice. In other words, research on perceptions and views of teachers about the use of peer assessment as a teaching tool is somewhat limited. Therefore, it is important to understand teachers’ actual views on peer assessment to bring about positive change (Adachi et al., 2018). This study was conducted upon this necessity.

2. Literature Review

Previous research has predominantly studied peer assessment using a comparative approach between learner assessment and teacher assessment to see effectiveness and reliability of the former. This line of research has also scrutinized students' perception and views on peer assessment. Students have been found to make use of peer feedback to revise their own work (Cho and MacArthur, 2010; Hu and Lam, 2010; Yang, Badger, and Yu, 2006) and in some studies they have been observed to appreciate peer feedback better than teacher feedback due to its interactive nature (Zhao 2010). Moreover, students have indicated their willingness to conduct peer assessment together with teacher assessment (Lee 2015; Lei 2017).

Despite the large body of literature on peer assessment, research that focuses on teachers' perceptions on peer assessment has been somewhat limited (Adachi et al., 2018; Zhao, 2018). Especially, the change of teacher and student roles which is naturally dictated by peer assessment as well as how such a change could be perceived by the teachers has been a topic of concern for researchers. In Freedman's (1987) study with 560 writing teachers, most participants conveyed a considerable level of doubt about the helpfulness of peer assessment for English writing. Similarly, Mangelsdorf (1992) reported that teachers that took part in the study viewed peer assessment as too vague. Correspondingly, Rollinson (2005) maintained that the rigorous preparation phase of peer assessment could result in teachers' unwillingness to use it, especially when course or examination constraints were taken into consideration. Also, in their study where they interviewed eight teachers, Liu and Carless (2006) concluded that time constraints and unreliability of peer assessment drove teachers away from using peer assessment as a part of their instruction.

Similarly, Adachi et al. (2018) identified a number of challenges in the implementation of peer assessment reported by the academics in higher education. These challenges include time constraints, learners' and teachers' low motivation for getting involved, students' superficial engagement, insufficient feedback skills, and technical difficulties. Similarly, Panadero and Brown (2017) conducted surveys to 751 teachers across a variety of educational fields and concluded that students' distrust in peer feedback led to the infrequent use of peer assessment by educators across instructional contexts. Such findings have unveiled valuable information on how teachers view peer assessment in different contexts and why they may be reluctant to use it in their teaching. Still, further research is necessary from different fields and educational context in order to shed light upon teachers' views on the use of peer assessment. Moving from that point, this study aims to report

on the Turkish novice EFL (English as a Foreign Language) teachers' views about peer assessment in teaching English as a foreign language.

3. Methodology

3.1 Research Questions

Based upon the previous literature on teacher views about peer assessment, this study addresses the following research questions:

1. How do novice EFL teachers perceive and define peer assessment?
2. How frequently do novice EFL teachers use peer assessment in their teaching?
3. What views are reported by novice EFL teachers on the benefits of peer assessment?
4. What views are reported by novice EFL teachers on the challenges of peer assessment?

3.2 Design

A qualitative approach was employed in the current exploratory study. A semi-structured focus group interview was used, and a number of reasons were effective as to why the researcher opted for this research design. First of all, focus group interviews provide rich and in-depth understanding of the participants views and perceptions (Gillham 2000, 10). Secondly, focus-group interviews produce data and insights that cannot be easily reached without the interaction found in a group setting (Lindlof & Taylor, 2002). Also, interview data show relatively high validity since data is collected via direct contact with participants, which enables the researcher to check for a deeper understanding by investigating and observing non-verbal communications (Denscombe 1998). Finally, semi-structured focus group interviews allow discussions about the research questions not only between the researcher and the participants, but also among the participants themselves, which paves the way to a better understanding of the responses.

3.3 Participants

The data for the current study was obtained from EFL teachers who worked at the Preparation Class of a state university in Turkey. All teachers were invited to take part in the study with an informed consent form through email. Nine teachers volunteered to participate. All of the nine participant

teachers were new-graduates or were in the first year of their teaching career; therefore, they were perceived as novice teachers. They all graduated from English Language Teaching (ELT) departments of their universities. They taught an average of 24 hours of extensive English weekly. The courses they taught included the four skills (reading, listening, speaking and writing) as well as task-based activities that aimed at practicing vocabulary and language form in context. Six of them were female and three were male teachers.

3.4 Data Collection, Data Analysis and Procedure

The following questions were used in the semi-structured focus group interview: “a) What is peer assessment in your opinion?; b) Do you use peer assessment in your classes? Why and why not?; c) What do you think are the benefits of peer assessment?; d) What do you think are the challenges of peer assessment?”. The group interview was conducted in the mother tongue of the participants (Turkish), which helped to enrich the content of the discussion data and created a comfortable atmosphere. This also encouraged the participants to openly discuss the challenges of peer assessment. The focus group interview lasted around 60 minutes and was audio-recorded for transcription. Deductive content analysis was used based on the semi-structured questions mentioned above (Krippendorff, 1980; 2004). The transcribed interview was analyzed through extensive and repeated reading in order to identify and report common patterns, themes and variances (Miles and Huberman, 1994). For reliability purposes, two experts from the field analyzed the emerging themes independently, and based on their consensus, the themes upon which they agreed were reported in the results section.

4. Results

4.1 Perceptions on Peer Assessment

The data collected from focus group interview revealed teachers’ limited understanding of peer assessment. All of the teachers viewed peer assessment as solely students grading each other’s performances or work especially in speaking or writing classes. Here are some of their excerpts:

In my opinion, students’ grade each other in peer assessment. I mean I score students in most of the cases, but when I want them to get involved in the lesson, sometimes I ask them to give scores to each other.

Peer assessment is simply students' evaluation of their friends. They grade each other. I do this mostly in my writing lessons.

When kids mark each other, this is called peer assessment. Especially when we do presentation in the class, I ask the other students to give a score to their presenter friend.

The teachers' understanding of peer assessment as only "grading classmates" results from the limited instruction and training about peer assessment they had received during their undergraduate years. All the participants admitted that they did not know much about peer assessment, which had not been presented as an alternative teaching method during their pre-service training, nor as a part of in-service training in their current institution. However, those participants who graded their own classmates during university years reported some perceived advantages of peer assessment. They stated that they later tried peer assessment in some of their classes and discovered some possible benefits. Some of the participants said they used peer assessment as instructed by the coursebook they use. Here are some of the excerpts they made on this issue:

Our teachers at the university did not give sufficient information on the use of peer assessment. We just saw peer assessment as a pair work activity to facilitate communication. Nothing much other than that. But, now our course books and teacher's books sometimes tell us to use peer assessment in writing and speaking. I do it and find it useful. Some students like it, too.

In some of the courses I took at the university, our teachers talked about peer assessment, but rather superficially. Some teachers made us grade some of our peers in writing courses, that is, they use it as a tool to compare their grades with ours, but we never discussed it in detail. Now, as a teacher, I sometimes ask my students to grade their friends' paragraphs. They can be very harsh, but they enjoy it.

I once graded one of my friends' micro-teaching session. I also gave feedback about her performance. That was quite beneficial for her and even for me. Later, after I started working as a teacher, I tried to use it in my classes because it is somehow useful for my own students.

Tendency to Use Peer Assessment

During the discussion on whether they make use of peer assessment in their teaching, some of the teachers said they seldom used it while others stated they did not use it at all. Responses in the discussion revealed that the use of peer assessment was infrequent among the participants. Still, when used, peer assessment is employed mainly in three occasions: when teachers

conduct interactive pair work, when they feel the need to save time on grading written work that is not very crucial, and when peer assessment is recommended by the task in the coursebook or by the instruction in the teacher's book. Here are some of their statements on the topic:

I do not use it in my classes. To be honest, it never occurred to me that I should. Maybe, I need to learn more about it.

When the lesson is too teacher-centered, in order to change the focus, I ask my students to speak to each other related to the task, and I want them to evaluate their friends' speaking performance from 1 to 5. This helps them to be more interactive and there is room for communication in the target language. I do pair work frequently, but I can rarely do the peer assessment bit.

Sometimes I assign writing tasks to my students, but short ones in the classroom. Then, I ask my students to grade their peers' writing. This saves time because there is not enough time for me to see all of them. Also, by this way, they can interact. I do not take those grades into account, but students learn from each other.

Since I am a new teacher, I occasionally make use of the lesson instructions given in the teacher's book. In some tasks, peer assessment is recommended. The teacher's book tells how to use peer assessment with general directions. In fact, I was surprised to see how effective peer assessment can be in teaching English. I thought students would not be able to give suitable grades, but their evaluations were more to-the-point than I had expected.

4.2 Benefits of Peer Assessment

The third question posed to the participants during the focus group interview was about the perceived benefits of peer assessment. Here, teachers who did not incorporate peer assessment into their teaching could not comment much; however, as the discussion unfolded with other teachers commenting on the benefits, they stated a few ideas on how they thought peer assessment might be useful. This was a form of reflection and contemplation. Specifically, teachers who commented on actual and possible benefits of peer assessment centered their ideas around three areas: interaction among students and teamwork; understanding teacher expectations and standards; and improved learning experience with feedback skills. Here are some of the participants' comments on the topic:

To me, the most important benefit of peer assessment that I have observed is its interactive nature. Students learn to cooperate. They listen to each other. They learn to work as a team.

I have noticed that my students understand my expectations from them better when they do peer assessment. For example, when they observe and evaluate their friends' presentations, they ask me questions about my standards of a good presentation. They ask me what I expect from a presentation. This helps them reflect on their own work as well.

I believe that my students understand me better as a teacher when I do peer assessment. They see how difficult it may be sometimes to be a teacher.

I think peer assessment improves students learning one way or another. They become more engaged in the process. Engagement is important, you know. When they get more involved in the lesson, they learn better.

They have to be careful while giving feedback to their friends. They learn to give constructive feedback. If they criticize harshly, they know it is going to be their turn soon. So, peer assessment improves their feedback skills.

4.3 Challenges of Peer Assessment

The final stage of the focus group interview was on the challenges of peer assessment. It became obvious that teachers had more to say about the perceived challenges of peer assessment compared to its benefits. In most cases, challenges were presented as the main reason behind teachers' infrequent use of peer assessment in the classroom. Their comments indicated their low motivation in engaging with peer assessment. It was evident that teachers found peer assessment too idealistic, i.e. theoretically valuable, but not very practical. The researcher also observed salient non-verbal clues that support this standpoint as most participants agreed by nodding when a teacher talked about the challenges of peer assessment. Four main challenges emerged from the discussion: time constraints; students' low proficiency and reliability of their judgements; inappropriateness to the exam-centered system; and incompatibility with the teacher-driven classroom culture. The following comments reflect participant teachers' opinions on the topic:

Considering the benefits, I may want to do more peer assessment in the classroom, but I have a coursebook to finish and a curriculum to follow. There is even just enough time to finish these. Peer assessment needs more time in the classroom, you have to discuss with students why they gave those grades etc. Yet, I do not have that much time.

Most students cannot give correct grades or feedback to their friends because they do not have enough proficiency themselves or their English level is not enough to express themselves correctly. How can I trust their judgements?

My students ask me questions about the exam all the time. If something is not in the exam they refuse to do it. In real exams, I am the one that grades the papers or presentations. Therefore, peer assessment is not suitable for our system. Our system is mostly exam-centered. My students want to know what grade I would give them rather than their friends' grades.

Some of my students enjoy peer assessment, but most of them do not take it seriously. Peer assessment turns into a regular chit chat after some time. I feel I lose the control of my class. Peer assessment is learner centered, but what we do in class is mostly teacher-centered. I need to overcome this problem first.

The focus group interview finished with participants' agreement on their need to learn more about the use and dynamics of peer assessment. They argued that an in-service training focusing on peer assessment and other alternative assessment methods would improve their understanding of such tools.

5. Discussion

In the current study, nine Turkish EFL teachers were interviewed using a semi-structured focus group interview. A considerable amount of data was collected through the discussions and the qualitative analysis of the transcribed data has revealed some significant findings. First of all, results show teachers' limited understanding of peer assessment. Their perceptions in general did not go beyond peer grading. Few teachers mentioned about the interactive nature of peer assessment or learning from each other (Lundstrom and Baker, 2009) and none talked about critical thinking and feedback skills it improves (van Zundert et al, 2010). This can be explained by participants' lack of instruction in acknowledging the value of peer assessment and their lack of experience in using it in their classrooms. The findings are in line with those of Zhao (2018), who concluded that teachers had a narrow understanding of peer assessment that is confined in the borders of grades without any reference to feedback. Similarly, lack of instruction in peer assessment leading to limited understanding of peer assessment has also been reported by Harris and Brown (2013). On the other hand, contrary to the findings of the current research, some studies reported more in-depth perception of peer assessment by their participants (Bay, 2011; Gielen et al, 2011; Adachi et al, 2018). Thus, instruction,

especially during the undergraduate years, seems to have a positive impact on teachers' comprehensive perception of peer assessment as an instructional tool.

Teachers in the present research show a low tendency towards using peer assessment on account of their limited knowledge. Some never use it at all. Nonetheless, infrequent as it may, the interactive nature of peer assessment as well as the instructions in the teacher's books seem to have a moderate role in overcoming teachers' reluctance. Similarly, some other perceived benefits lead to its use in the classroom. One aspect specified by the teachers in the discussion as a value of peer assessment is students' acknowledging standards and teacher expectations. Understanding the standards is a crucial part of learning (Boud and Holmes; 1995) and teachers suggest that peer assessment helps students grasp their expectations. However, to some extent, understanding teachers' expectations here connotes empathy, where students recognize the difficult aspects of teacher assessment, rather than understanding standards for better learning from an instructional and educational point of view. Such a connotation has not been mentioned in previous research on peer assessment, but the perceived benefits that have emerged in this research have been reported in other studies as well (Liu and Carless, 2006; Gielen et al, 2011; Adachi et al, 2018). Still, despite such perceived benefits, teachers show hesitancy in using peer assessment in their instruction, which is partly due to the challenges reported by the participants.

The challenges that have emerged in this study are strongly interrelated. The exam-centered education system creates a classroom environment where peer assessment is encouraged to occur as long as it prepares students for their exams. This is another reason why peer assessment is so infrequent among the participant teachers. Peer assessment is seen by teachers to be too idealistic, in other words, time-consuming yet less effective than teacher assessment which actually prepares the students better for examinations. Also, teacher assessment helps the teachers keep the class under control, which is another characteristic of teacher-driven instruction. Therefore, the use of peer assessment in instruction is highly infrequent, if any. The rooted teacher-centered teaching culture also leads to high expectation of accuracy, where mistakes are less tolerated (Zhao, 2018). Then, mistakes are demonized instead of being perceived as opportunities of constructive feedback and improvement. Consequently, teachers' concerns about incorrect grading or inappropriate feedback prevent teachers from appreciating and using peer assessment. These findings have also been echoed by Liu and Carless (2006) who have reported four areas of challenges for teachers to use peer assessment:

reliability of students' judgements on peer writing, teachers' expertise, the disruption of power relations between teachers and students, and time and resources constraints. The findings are also in line with other studies which conclude that teachers' positive attitudes result in increased use of peer assessment whereas negative attitudes towards peer assessment leads to its infrequent use in the classroom (Panadero and Brown, 2017; Zhao, 2018).

6. Conclusion

This study has revealed that the novice EFL teachers' views about and use of peer assessment is significantly affected by their understanding of peer assessment, the role of examinations and teachers in the existing educational environment, perceived benefits and challenges in its implementation, and teachers' and learners' willingness for accepting and incorporating peer assessment. The current study has shown some possible reasons behind the infrequent use of peer assessment in the EFL setting.

EFL teachers need to develop a comprehensive understanding of peer assessment and how it facilitates language learning. This can be achieved either by improved emphasis on peer assessment during the undergraduate education or by in-service training sessions. Also, teachers should be encouraged to use peer assessment in their classes and observe its benefits and challenges firsthand. Accepting peer assessment as solely peer grading can severely underestimate the potential of peer assessment as an instructional tool.

Teachers should be instructed to design peer assessment creatively to address different instructional purposes, such as helping learners understand the assessment criteria in an exam-centered culture. Regarding learners' different levels of proficiency, peer assessment groups can be organized according to proficiency levels or formed by learners themselves. Considering the time constraints, peer assessment should not be constrained to the classroom, but rather could be carried out outside the classroom via online learning management systems, and thus, teachers should be trained to use it a complementary teaching tool this way, too. Willingness and experience in using peer assessment can be facilitated by organizing trainings, conducting professional discussions and encouraging reflection on peer assessment.

This study has been carried out with a small number of novice teachers at one institution. Although emerging results may seem generalizable, more comprehensive data should be collected from teachers with different backgrounds and various years of expertise. This study is limited in capturing EFL teachers' views of peer assessment; thus, further

research might include a larger sample group from different institutions, levels and disciplines. Investigating what motivates teachers to use peer assessment in and out of classrooms will also be a valuable future research topic.

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GENİŞLETİLMİŞ ÖZET

YENİ MEZUN İNGİLİZCE ÖĞRETMENLERİNİN AKRAN DEĞERLENDİRMESİ İLE İLGİLİ GÖRÜŞLERİ

Giriş

Akran değerlendirmesi, en geniş anlamıyla “öğrencilerin kendileriyle benzer statüde bulunan akranlarının öğrenme çıktılarını miktar, değer ve nitelik açısından değerlendirmesi” olarak tanımlanmaktadır (Topping 1998, 250). Ancak akran değerlendirmesinin eğitimsel bir araç olarak kullanılması hakkında daha önce yapılan çalışmalar, çoğunlukla öğretmen ve öğrenciler tarafından verilen notların güvenilirliği ve bu notlar arasındaki korelasyon üzerine odaklanmıştır. Alanda birçok çalışma olmasına karşın, öğretmenlerin bu konudaki algıları ve görüşlerine yönelik çalışmalar azdır. Akran değerlendirmesinin öğretmenler tarafından nasıl kullanıldığı, kullanılmasıyla birlikte ortaya çıkan yeni öğretmen ve öğrenci rolleri ve bu değişen rollerin öğretmenler tarafından nasıl algılandığı ile ilgili daha fazla çalışma yapılması gerekmektedir.

Çalışmanın Amacı ve Yöntem

Bu çalışmanın amacı yeni mezun Türk İngilizce öğretmenlerinin, İngilizcenin yabancı dil olarak öğretilmesinde akran değerlendirmesinin yeri hakkındaki görüşlerini belirlemektir. Çalışma, bir devlet üniversitesinin Hazırlık Sınıfında çalışan dokuz İngilizce öğretmeni ile yarı yapılandırılmış odak grubu görüşmesi yöntemiyle gerçekleştirilmiştir.

Bu bilgiler ışığında, bu çalışma aşağıdaki araştırma sorularına cevap aramaktadır:

1. Yeni mezun İngilizce öğretmenleri akran değerlendirmesini nasıl algılamakta ve tanımlamaktadırlar?
2. Yeni mezun İngilizce öğretmenleri akran değerlendirmesini ne sıklıkla kullanmaktadırlar?
3. Yeni mezun İngilizce öğretmenlerinin akran değerlendirmesinin faydaları hakkındaki görüşleri nedir?
4. Yeni mezun İngilizce öğretmenlerinin akran değerlendirmesinin zorlukları hakkındaki görüşleri nedir?

Bulgular ve Sonuç

Bulgular öğretmenlerin akran değerlendirmesi hakkındaki sınırlı algılarını, akran değerlendirmesini derslerinde nadir olarak kullandıklarını ve öğretmenler tarafından aktarılan bazı fayda ve uygulama zorluklarını ortaya koymuştur. Sonuçlara göre öğretmenlerin akran değerlendirmesi hakkındaki düşünceleri üzerinde, üniversite eğitimlerinde bu konuda eğitim almamış olduklarından dolayı oluşan kısıtlı bilgilerinin, mevcut eğitim sistemindeki sınav merkezli ve öğretmen odaklı ortamın, tespit ettikleri bazı fayda ve zorlukların ve öğrencilerin bu konuda istekli olup olmamalarının önemli etkisi bulunmaktadır.

Bulgulara dayanarak, İngilizce öğretmenlerine, üniversite yıllarında ve mezun olduktan sonra, akran değerlendirmesi ile ilgili derinlemesine bilgi ve daha fazla eğitim verilmesinin gerekli olduğu değerlendirilmektedir. Ayrıca, müfredatta ve ders içi uygulamalarda, öğretmenlerin akran değerlendirmesini kullanması teşvik edilmeli, uygulama sonrasında ortaya çıkan fayda ve mahzurlar tartışılarak, öğretmenlerin bu konuda daha fazla düşünmeleri sağlanmalıdır. Akran değerlendirmesi, öğretmenlere, sadece öğrencilerin birbirine not vermesi olarak değil, öğrencilerin birbirlerine geri bildirim vermeleri, takım çalışması becerilerini geliştirmeleri, iletişim becerilerini artırmaları ve değerlendirme kriterlerini anlamaları için bir fırsat olarak aktarılmalıdır.