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Submission ID : VIC47

An Investigation into the Effects of Peer Assessment in Speaking on First-Year Non-English Majors

Submission Topic : Strand 2: Teaching Methods and Applied Linguistics

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Submission Summary : Peer assessment technique has been an topic that has gained considerable attention from researchers and teachers in language teaching. It can enhance the speaking performance of the learners and motivate them in their own learning. This study set out to investigate the impacts of peer assessment on developing the speaking performance on first year non-English majored students. These learners were selected for this study because they were not specialized in English and speaking skill was a challenge for freshmen for many reasons. A survey with pre-test and post-test were carried out among 90 first year students who came from different departments and were at the same level in English. 45 students were in control group with individual speaking tasks and teacher correction and 45 others were in experimental group with dominant technique of peer correction in speaking. The result indicated that peer assessment brought a significant effects on the interest and motivation of the learners towards speaking skill. In addition, students of the treatment group showed more confident and fluent in their speaking test. They were not embarrassed and nervous of the pressure of speaking in front of their classmates.This suggests that peer correction in speaking can engage students in activities in which they would be active participants.