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Encouraging Peer Assessment by Using Tool-Mediated Collaborative

โดย

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Project Title: Encouraging Peer Assessment by Using Tool-Mediated Collaborative

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Abstract

As we knows, Thailand is a member of ASEAN Community 2015. My students will be ASEAN workers and they should realise the importance of mastering English as an important tool of communication of ASEAN community so that they will not get left behind. Therefore, English for Work course will prepare them to be ready from how to find a job to how to communicate in the work place. Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. The purpose of this study was to investigate how good students can perform the tasks by peer assessment and find out what attitudes the students have towards peer assessment learning by using tool-mediated collaborative. The participants consisted of 220 students learning English for Work course with the researcher in the first semester of the academic year 2015 at Rajamangala University of Technology Srivijaya, Songkhla. The research instruments were: two parts of questionnaires: how good students can perform the tasks assessed by peers and students' attitudes towards peer assessment by using tool-mediated collaborative. Data of the study was analyzed using descriptive statistics where frequency counts were tabulated and converted to percentages and mean. The results were 41 out of 55 groups were assessed that their tasks about translating job advertisement from English into Thai were excellent at relevant to the task. More than 35 out of 55 groups were assessed that their tasks about filling up job application forms were excellent at relevant to the task and authentic material. About 20 groups were assessed that their tasks about writing résumés were excellent at developed, interesting tasks, good vocabulary and clear attractive layout. 41 groups' tasks for letters of job application were excellent in purposeful and consistent. About 30 groups were assessed that their tasks of company profile were excellent at authentic material, relevant to the task and purposeful. 98.64% of the students agreed that the tasks assigned were designed to enhance learning. Surprisingly, only 5.91% of the students disagreed that the tasks allowed fading of support so that learners may move nearer toward assessment autonomy.

Key words: Peer Assessment, Tool -mediated learning, Enhance, Collaborative

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First of all, I would like to thank my family, then all of my students who are my subjects in this study.

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Chapter One: Introduction

1.1 Introduction

I have taught English for Work course for 5 years and I thought when I corrected my students' assignments, I always found that most of them copied someone else's work. The problems were they could not write the assignments by themselves and had not tried to learn anything from the assignments. Therefore I as a teacher thought of finding a better way by having them work together and encourage them to learn by themselves. Peer assessment is my solution to address these problems. As we know, Thailand is a member of the ASEAN Community 2015. My students will be ASEAN workers and they should realise the importance of mastering English as an important tool of communication in the ASEAN community so that they will not get left behind. We already knew that some countries like the Philippines and Singapore which have such good human resources mastering English so that they got more chances to work at foreign companies or abroad, ten percent of 18.6 million of Filipinos are working abroad because of their good English skills. In Singapore, with English as its official language, has more competent workers for certain, (Jessie Cheong, Director Connector of Singapore associated with Educational Testing (ETS). The founder of Center for Professional Assessment Thailand Robert E. Woodhead also said ASEAN needs to make some standards for professional workers, especially related to their English skills (ATARANEWS.com, 2015).

In my situation, I have been teaching English to students majoring in Engineering, Business and other fields of studies. They are quite poor in English. When they graduate, the things that they need to deal with when applying for the jobs are reading job advertisements, writing résumés, job interviews, group discussion at workplaces etc. They cannot do this without proficiency in the English language. English for Work course will prepare them and equip them with skills needed on how to find a job and how to communicate in the work place. I really hope that peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. It's a powerful way for the students to act as the "assessor' and to gain an opportunity to better understand assessment criteria. The transfer of ownership of the assessment process to them, potentially increases their motivation and engagement. In doing so, students might be encouraged to learn more deeply, building up their understanding, rather than just their knowledge of the facts, as well as

gaining an insight into their own approach to an assessment task in comparison to their peers. This makes peer assessment an important component of Assessment for Learning, rather than simply a means of measuring performance. Peer assessment is particularly useful in aiding your students to develop judgment skills, critiquing abilities and self-awareness. It has many potential benefits. It gets students used to discussing their work with their peers, it can help to build a collaborative environment and it helps students to improve and enhance their understanding. That's why I want to do the research for my English for Work course.

1.2 Purpose of the Study

1. To investigate how well students can perform the tasks by peer assessment.
2. To find out what attitudes the students have towards peer assessment learning by using tool-mediated collaborative.

1.3 Context of the Study

The participants consisted of 220 students learning English for Work course with the researcher in the first semester of the academic year 2015 at Rajamangala University of Technology Srivijaya, Songkhla.

1.4 Definition of Terms

Peer Assessment is a process through which students and instructors share in the evaluation of student work. Researchers find that peer assessment deepens students' understanding of their own learning and empowers students to become more actively engaged and self-directed in their learning processes. Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria.

Tool -mediated learning is a term that defines an environment where students use tools Internet and English language to mediate their learning

Enhance is to increase in strength or amount.

Collaborative means Peer support and collaborative assessment helps students extend their academic skills and abilities. It seems that sharing and reviewing each other's work motivates them to extend their normal approaches to learning and helps them become more sophisticated in their thinking.

Unit 2 Reviewed Literature

2.1 English Language

English as an international language is learned and spoken worldwide. It is said to be the language of the 21st century. It is a common language used for communication by people from different backgrounds and ethnicities to communicate among themselves. There are many reasons why learning English is so important. English is an official language in a large number of countries. English is the necessary trade language used in a global market place including many of the world's top films, books and music. Therefore people who know English will be able to have a greater cultural understanding. Last but not least, most of the content on the internet is in English. So knowing English will enable us to access an incredible amount of information which is available online.

ASEAN Economic Community 2015 (AEC), unites 10 ASEAN countries, which are Thailand, Myanmar, Laos, Vietnam, Malaysia, Singapore, Indonesia, Philippines, Cambodia, and Brunei. AEC 2015 will bring a new era of economical cooperation to all 10 countries. Investors can invest anywhere in these countries. Workers can work anywhere in these countries also with no tight restriction like before. Competition will get fiercer for those who are not well-prepared. All 10 countries agreed to use English as the language for business.

The average English skill level of Thai people measured by TOEFL iBT is 75 points from 120 points, as of the year 2010 (www.wallstreetenglish.in.th). When compared to other ASEAN countries, except Brunei, Thailand is only ahead of Cambodia, Laos, Burma, and Vietnam. Thailand lags far behind major ASEAN countries like Singapore, Malaysia, Philippines, and Indonesia. This indicates that Thais need to improve their English skills to compete with other countries, or many will lose their jobs or find it hard to work when the AEC takes effect. Workers with better English skills will help improve Thai economy and make the country more competitive. It will also attract more foreign investors to Thailand. The job market in Thailand will be directly affected. Many people from ASEAN countries will have the right to work in Thailand across multiple industries. On the other hand Thai people will also be able to work abroad to earn more money. The 7 occupations that will be most affected are doctors, nurses, engineers, accountants, surveyors, dentists, and architects. New job positions at 6,000,000 will be created. This is roughly calculated from just 1% of the

total population of ASEAN countries (www.wallstreetenglish.in.th) . Thai people should get ready for AEC 2015 compared to those who are AEC ready. Otherwise, it would be harder to find a new job. The only solution is to learn and practise more English. English will be the language for business in AEC 2015. Many countries that used to be a colony of the British Empire will have little trouble when having to communicate in English like Myanmar, Malaysia and Singapore. In the near future, China, Japan, and South Korea, will join the AEC as well. This means English will become even more necessary. With more job candidates, employers will have tighter criteria for hiring new employees. Those who want to be successful in their career will have to work harder and be more determined about how they want their work life to be.

2.2 Peer assessment

Peer assessment is a process through which students and instructors share in the evaluation of student work. It can have many different forms. Researchers find that peer assessment deepens students' understanding of their own learning and empowers students to become more actively engaged and self-directed in their learning processes (Falchikov, 2005; Sivan, 2000). Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. They take an active part in providing feedback to their peers. It's a powerful way for students to act as the 'assessor' and to gain an opportunity to better understand assessment criteria. It gives a sense of control and responsibility of the assessment, thereby potentially increasing their motivation and engagement. Having a glimpse of their peer work, the students might get a broader view of the whole learning process consequently, building a better understanding of their own. This makes peer assessment an important component of Assessment for Learning, rather than simply a means of measuring performance. Peer assessment is particularly useful in aiding the students to develop judgment skills, critiquing abilities and self-awareness.

According to Boud (1995), all assessment including self-assessment comprises two main elements: *making decisions about the standards of performance* expected and then making *judgments about the quality of the performance in relation to these standards.* When self-assessment is introduced, it should ideally involve students in both of these aspects.

Andrade and Du (2007) provide a helpful definition of self-assessment that focuses on the formative learning. Self-assessment is a process of formative assessment during which

students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly (2007, p.160).

There are few points needed to be taken into consideration in the implementation of peer assessment. One, identifying learning activities for which peer feedback would be helpful to students. Two, considering the degree to which you want students to be involved. The advantage of having students actively involved in developing scoring guidelines is increased accuracy when students implement the guidelines during peer assessment. The disadvantage is that students are not yet experts in the content area. For classroom situation that calls for the lowest level of student involvement, an instructor can intervene through the following:

- An instructor prepares model answers and guidelines for feedback, which students use to assess the work of peers.
- Peer assessment grades are recommendations only, and the instructor makes final grading decisions.
- Students are required to participate and any student unhappy with a peer assessment grade could seek an independent assessment by the instructor.
  In the highest level of student involvement:

- Students and instructors work together to prepare model answers and scoring guidelines.
- Students then use the negotiated guidelines to assess the work of peers.
- Students are then responsible for providing feedback to the other students.

An effective implementation of peer assessment is increasingly attained as students become familiar and confident in using it. The evidence suggests that students become better at peer assessment with practice (Falchikov, 2007). Students need practice to gain confidence in peer assessment and to become more competent at it. Other classroom practices can also help to prepare students for peer assessment, such as exchange and discussion of lecture notes.

As the most valuable aspect of peer assessment is its potential to enhance learning, marks can cloud matters as they tend to preoccupy people at the expense of everything else.

To ensure the success of peer assessment, an instructor must make clear from the beginning important guidelines to follow and to address concerns like student biases, final grade, and effective feedback giving.

An instructor must fully discuss with students the criteria of any given task. It should be stressed that feedback, not grading, is the emphasis of the assessment; hence, teaching them how to give constructive criticism and descriptive feedback is essential. Create a classroom environment conducive to this type of assessment by small feedback groups, requiring members to justify their judgments and stressing that the final grade will be shared by both student assessors and the instructor. Finally, the benefits of peer assessment such as seeing appropriate connections between the feedback received and the quality of their work, evaluating their own, and becoming a self-directed learners must be understood and manifested.

The role of instructor is evolving into a partnership with students to help students learn how to critically evaluate their own learning and thinking. Peer assessment helps in this endeavor. The peer assessment is a way of saving the instructor's time, the benefits of peer assessment to students are how to prepare extensively for effective peer assessment. The instructors allow time for students to view the value of peer assessment.

Students won't simply agree to award each other high marks. This can be alleviated by requiring students to justify their marking decisions, reducing the extent to which peer assessments "count" towards final grades, rewarding groups for dealing with this type of activity and penalizing them for lack of action, and designing schemes to increase student responsibility and ownership. Students won't fear reprisals from peer to whom they've awarded low marks. The instructors should alleviate this concern by stressing the importance of evidence and criteria, requiring students to justify their ratings, and/or using averages of several peer ratings rather than single ratings. Students don't lack the knowledge or experience to carry out the tasks. Students can be given the relevant knowledge through effective training. Also, the instructors should design the tasks to encourage development of student confidence and skills by repeating the experiences and assigning multiple students to assess the same work and discussing lessons learned. Existing friendships pattern won't interfere with peer assessment. The instructors should discuss this potential problem with students before they engage in assessment. Also, explain what specific scores or grades mean, and how non-realistic assessments can be harmful for learning. Explain that relatively few people perform at the highest or lowest levels. Students won't find assessing themselves or

their peers stressful. Well planned and executed schemes will minimize stress. Help students gain satisfaction from the increased power and responsibility they receive from peer assessment. Compliment students for their honesty and help them convert a sense of failure into a sense of valuable self-appraisal. It won't take students too long to get through the marking process. Time can be saved by planning and implementing peer assessment schemes carefully. (Boud, D 1995 and Falchikov, N, 2005)

Peer assessment for assessing both individual efforts and contributions to group work across a wide variety of activities. Peer assessment can be designed to be done openly, encouraging comparison and discussion, or anonymously depending on the assessment task and context. The key point is for you to ensure that the participants understand the purpose of peer assessment and what is expected of them. Preparation and clear assessment criteria are essential to supporting 'good' peer assessment.

The higher education literature testifies to an extensive interest in self and peer assessment. The interest in self and peer assessment is partly driven by changing conceptions of teaching and learning. Contemporary approaches emphasize the active engagement of students in their own learning, learner responsibility, metacognitive skills and a dialogical, collaborative model of teaching and learning. Assessment processes in which the teacher holds all the power and makes all the choices limit the potential for learner development in all of these aspects. Teachers who see dialogue and the co-construction of knowledge as a core part of their teaching conceptions need to consider the importance of inviting the students to share more fundamentally in the assessment processes. While many academics are trying to design classroom learning opportunities that reflect the principles of constructivist learning, this principle is frequently ignored in the design and implementation of assessment tasks. Many academic teachers still tend to retain all the ownership and power in the assessment process. There is a need to think about assessment in ways that align more closely with the constructivist learning and self and peer assessment can play an important role in this respect. Furthermore, as noted by Boud and Falchikov (2006), active participation by students in assessment design, choices, criteria and making judgments is a more sustainable preparation for subsequent working life.

Making judgments about the progress of one's own learning is integral to the learning process. This brings a natural tendency to check out the progress of one's learning. Further learning is only possible after the recognition of what needs to be learned.

Self-assessment encourages reflection of one's learning process, which gives one sense of control and ownership of one's learning. Consequently empowering students to become responsible and independent learners, which may motivate further learning. Moreover, self-assessment as it promotes potential partnership and emphasises the formative aspects of students' assessment, is well aligned with the shift in the higher education focus on student learning rather than teacher performance. Its very nature being open and not strictly structured accommodates diversity of learners' readiness, experience, and backgrounds.

Self-assessment begins to shift the culture from a prevalent one in which students undertake assessment tasks solely in the spirit of pleasing the lecturer (Boud, 1995). Focus shifts away from satisfying the lecturer and more towards the quality of the learning. Boud (1995), in statement "a slow dawning that it was not others I should be satisfying in my learning endeavours, but myself' (p. 3), invokes a picture of how student assessment endeavours are misdirected.

Self-assessment emphasises on student responsibility and making judgments is "a necessary skill for lifelong learning" (Boud, 1995, p.11). Additionally, the self-assessment process can help "to prepare students not just to solve the problems we already know the answer to, but to solve problems we cannot at the moment even conceive" (Brew,1995, p. 57).

Boud (1995) argues that the way in which self-assessment is implemented is critical to its acceptance by students. According to Boud (1995), the implementation process needs to include a clear rationale, explicit procedures, reassurance of a safe environment, students' confidence Besides, students' engagement in the formulating criteria for self-assessment tasks can help them to deepen their understanding of what constitutes quality outcomes in a specified area. Students should participate in building the criteria for judgment as well as in evaluating their own work (Boud, 1995). In terms of the ways in which the criteria are set up, students need to be completely clear about the standards of task to which they are desiring for practice in thinking about sample work in relation to these criteria.

Much of the self-assessment literature claims that self-assessment can promote learning most effectively when it does not involve grading. For example, Kirby and Downs (2007, p.490) argue for the benefits of a "formative, low stakes, criterion-referenced assessment".

According Falchikov, (2007, p.132) "Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (Falchikov,(2007, p.132). Moreover, peer feedback can encourage collaborative

learning through interchange about what constitutes good work. If the course wants to promote peer learning and collaboration in other ways, then the assessment tasks need to align with this. It is also important to recognize the extra work that peer learning activities may require from students through the assessment. Boud, Cohen & Sampson (1999, p.416) observe that "if students are expected to put more effort into a course through their engagement in peer learning activities, then it may be necessary to have this effort recognized through a commensurate shift in assessment focus".

Peer learning draws on the "cognitive apprenticeship model" (Kvale, 2006). Students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. The conversation around the assessment process is enhanced. Research evidence indicates that peer feedback can be used very effectively in the development of students" writing skills.

Students engaged in commentary on the work of others can heighten their own capacity for judgment and making intellectual choices. Students receiving feedback from their peers can get a wider range of ideas about their work to promote development and improvement.

Peer evaluation helps to lessen the power imbalance between teachers and students and can enhance the students" status.

The focus of peer feedback can be on process, encouraging students to clarify, review and edit their ideas.

It is possible to give immediate feedback in order that formative learning can be enhanced. Peer assessment processes can help students learn how to receive and give feedback which is an important part of most work contexts. Peer assessment aligns with the notion that an important part of the learning process is gradually understanding and articulating the values and standards of a "community of practice" (Wenger, 1999, cited in Falchikov, 2007, p.129). Drawing on Wenger"s ideas, Falchikov suggests that "learning involves active participation in a „community of practice" in which members of the community determine and structure their own practices, and construct identities in relation to these communities" (2007, p.129). Peer commentary in the assessment process initiates into the community to hear, experiment with and gradually internalize the norms of the community. A simple introduction to the concept of peer feedback is to invite students to exchange lecture notes in the final segment of a class and to discuss perceived gaps and differences in understanding.

Thus, it is beneficial to promote peer involvement in assessment where particular characteristics are present. These include features which:

1. Are designed to enhance learning;

2. Require learners to take responsibility for their actions;

3. Encourage a reflective approach to learning;

4. Require students to identify and apply standards and criteria;

5. Provide some degree of modelling and/or scaffolding;

6. Involve learners in judging their performance or that of their peers—developing and using Sadlers's (1989 and 2005) evaluative expertise, providing, seeking and utilising feedback;

7. Allow learners to practise peer and self-assessment skills in a variety of contexts;

8. Allow fading of support so that learners may move nearer toward assessment autonomy.

Optimum design elements for peer assessment

Studies show many variants of the use of peer feedback for improving writing. Van den berg et al (2006) experimented with seven different peer assessment designs and arrived at the following list of optimal elements: Peer assessment to support future learning

Unit 3 Research Methodology

3.1 Subjects

The participants were 220 students learning English for Work course with the researcher in the first semester of the academic year 2015 at Rajamangala University of Technology Srivijaya, Songkhla.

3.2 Instruments

The research instruments were: two part questionnaires:

Part 1: How well students can perform the tasks assessed by peers.

Part 2: Students' attitudes towards peer assessment by using tool-mediated collaborative.

3.3 Data Collection

The data collection process for this study included six procedures as follows:

Procedure

Step 1: The first day of English for Work class, the teacher explained to 220 students what they were going to do in the next five weeks. The teacher told the students to use Internet and English language to mediate their learning. The students had to search their tasks in English on the Internet and print them out and then complete them. The teacher divided them into a group of four so there were 55 groups in total. They were told that they had to complete five tasks, namely, translate the job advertisement, fill in the job application forms, write their own résumés, write a letter of job application and complete the table of company profile in order within five weeks. They had to finish each work and submit it week by week.

Step 2: Each student in each group had to finish his or her own task and then the group had to choose the best work to hand in to the teacher.

Step 3: The teacher collected 55 completed tasks which were distributed to other groups for assessment following the criterion given by the teacher.

Potential problems or concerns were discussed by the teacher with the students before peer assessment. It was explained that existing friendship pattern will not (should not) interfere with peer assessment, which will not be harmful to their learning. It was further explained that final scores or grades for the course will be given by the teacher whether their performance was at the high or low levels. The students will not find assessing themselves or their peers stressful.

Step 4: After peer assessment, the tasks were submitted back to the teacher together with the assessment criteria form.

Step 5: These were then given back to the original group for seeing how good their tasks were.

Step 6: All tasks were again collected by the teacher for analysis.

3.4 Data Analysis

Data of the study was analyzed using descriptive statistics where frequency counts were tabulated and converted to percentages and mean.

Chapter Four: Results

The main issues addressed in the study were:

1. How well can students perform the tasks by peer assessment?

2. What attitudes do the students have towards peer assessment by using tool-mediated collaborative.

Part 1: How well students can perform the tasks assessed by peers.

Table 1 Peer Assessment by using tool-mediated collaborative for Job Advertisements

	CRITERION	5 Excellent	4 Good	3 Average	2 Poor	1 Very poor	Mean
1	Relevant to the task	74.55% (41)	23.64% (13)	1.81% (1)			4.73
2	Purposeful	54.55% (30)	40.00% (22)	5.45% (3)			4.49
3	Comprehensible	40.00% (22)	52.73% (29)	7.27% (4)			4.33
4	Clear attractive layout	38.18% (21)	41.82% (23)	16.39% (9)	3.64% (2)		4.15
5	Consistent	43.64% (24)	45.45% (25)	9.09% (5)	1.81% (1)		4.31
6	Concise	30.91% (17)	41.82% (23)	25.45% (14)	1.81% (1)		4.02
7	Well-formed	34.55% (19)	42.27% (26)	16.36% (9)	1.81% (1)		4.15
8	Knowledgeable	54.55% (30)	30.91% (17)	14.55% (8)			4.40
9	Authentic material	65.45% (36)	23.64% (13)	9.09% (5)	1.81% (1)		4.53
10	Interesting tasks	45.45% (25)	45.45% (25)	7.27% (4)	1.81% (1)		4.35
11	Good vocabulary	30.91% (19)	52.73% (29)	14.55% (8)	1.81% (1)		4.13
12	Good grammar	27.27% (15)	50.91% (28)	20.00% (11)	1.81% (1)		4.04
13	Developed	34.55% (19)	45.45% (25)	16.36% (9)	3.64% (2)		4.22
14	On time	96.36% (53)	3.64% (2)				4.96

	CRITERION	Yes	No				
1	Wordy	14.55% (8)	85.45% (47)				
2	Dull	14.55% (8)	85.45% (47)				
3	Plagiarized	25.45% (14)	74.55% (41)				

Table 1 shows that 41 out of 55 groups were assessed that the tasks of job advertisements were excellent in terms of its relevance to the task. There were 15 groups were assessed that their tasks were excellent at good grammar. 53 group submitted their tasks on time. Eight groups were assessed that their work was wordy and dull. 14 groups were assessed as plagiarized.

Table 2 Peer Assessment by using tool-mediated collaborative for Job Application forms

	CRITERIA	5 Excellent	4 Good	3 Average	2 Poor	1 Very poor	Mean
1	Relevant to the task	63.64% (35)	30.91% (17)	5.45% (3)			4.58
2	Purposeful	42.27% (26)	40.00% (22)	9.09% (5)	3.64% (2)		4.31
3	Comprehensible	41.82% (23)	49.09% (27)	7.27% (4)	1.81% (1)		4.31
4	Clear attractive layout	36.36% (20)	43.64% (24)	18.18% (10)	3.64% (2)		4.18
5	Consistent	43.64% (24)	41.82% (23)	12.73% (7)	1.81% (1)		4.27
6	Concise	32.73% (18)	45.45% (25)	20.00% (11)	1.81% (1)		4.09
7	Well-formed	41.82% (23)	40.00% (22)	16.36% (9)	1.81% (1)		4.22
8	Knowledgeable	41.82% (23)	38.18% (21)	18.18% (10)	1.81% (1)		4.20
9	Authentic material	67.27% (37)	25.45% (14)	5.45% (3)	1.81% (1)		4.33
10	Interesting tasks	41.82% (23)	38.18% (21)	12.73% (7)	7.27% (4)		4.15
11	Good vocabulary	27.27% (15)	49.09% (27)	21.82% (12)	1.81% (1)		4.02

12	Good grammar	20.00% (11)	56.36% (31)	20.00% (11)	3.64% (2)		3.93
13	Developed	40.00% (22)	45.45% (25)	12.73% (7)	1.81% (1)		4.24
14	Timely	85.45% (45)	12.73% (7)	1.81% (1)			4.84
	CRITERIA	Yes	No				
1	Wordy	1.81% (1)	98.18% (54)				
2	Dull	12.73% (7)	87.27% (48)				
3	Plagiarized	9.09% (5)	90.91% (50)				

From table 2, it can be concluded that the job application forms of more than 35 out of 55 groups were assessed as excellent with reference to its relevance to the task and authenticity of the material. Five groups were assessed as plagiarized.

Table 3 Peer Assessment by using tool-mediated collaborative for Résumés

	CRITERIA	5 Excellent	4 Good	3 Average	2 Poor	1 Very poor	Mean
1	Relevant to the task	58.18% (32)	40.00% (22)	1.81% (1)			4.56
2	Purposeful	42.27% (26)	43.64% (24)	9.09% (5)			4.38
3	Comprehensible	52.73% (29)	40.00% (22)	7.27% (4)			4.45
4	Clear attractive layout	34.55% (19)	45.45% (25)	18.18% (10)	1.81% (1)		4.13
5	Consistent	43.64% (24)	43.64% (24)	10.91% (6)	1.81% (1)		4.29
6	Concise	32.73% (18)	45.45% (25)	20.00% (11)	1.81% (1)		4.09
7	Well-formed	40.00% (22)	52.73% (29)	5.45% (3)	1.81% (1)		4.31
8	Knowledgeable	40.00% (22)	41.82% (23)	16.36% (9)	1.81% (1)		4.20
9	Authentic material	45.45% (25)	40.00% (22)	14.55% (8)			4.31
10	Interesting tasks	36.36% (20)	52.73% (29)	10.91% (6)			4.25

		5 Excellent	4 Good	3 Average	2 Poor	1 Very poor	Mean
11	Good vocabulary	36.36% (20)	54.55% (30)	9.09% (5)			4.27
12	Good grammar	25.45% (14)	61.82% (34)	10.91% (6)	1.81% (1)		4.11
13	Developed	38.18% (21)	41.82% (23)	18.18% (10)	1.81% (1)		4.16
14	Timely	90.91% (50)	5.45% (3)	3.64% (2)			4.87
	CRITERIA	**Yes**	**No**				
1	Wordy	9.09% (5)	90.91% (50)				
2	Dull	10.91% (6)	89.09% (49)				
3	Plagiarized	12.73% (7)	87.27% (48)				

From table 3, it shows that the résumés of about 20 groups were assessed as excellent in terms of developed, interesting tasks, good vocabulary and clear attractive layout. Fifty groups submitted their tasks on time. Seven groups were assessed as plagiarized.

Table 4 Peer Assessment by using tool-mediated collaborative for Letters of Job Application

	CRITERION	5 Excellent	4 Good	3 Average	2 Poor	1 Very poor	Mean
1	Relevant to the task	70.90% (39)	29.09% (16)				4.71
2	Purposeful	74.55% (41)	20.00% (11)	5.45% (3)			4.69
3	Comprehensible	60.00% (33)	32.73% (18)	7.27% (4)			4.53
4	Clear attractive layout	49.09% (27)	42.27% (26)	3.64% (2)			4.45
5	Consistent	74.55% (41)	16.36% (9)	9.09% (5)			4.65
6	Concise	45.45% (25)	42.27% (26)	7.27% (4)			4.38
7	Well-formed	61.82% (34)	27.27% (15)	10.91% (6)			4.51
8	Knowledgeable	58.18% (32)	36.36% (20)	5.45% (3)			4.53
9	Authentic material	67.27% (37)	32.73% (18)				4.67

10	Interesting tasks	54.55% (30)	38.18% (21)	7.27% (4)		4.47
11	Good vocabulary	60.00% (33)	34.55% (19)	5.45% (3)		4.55
12	Good grammar	61.82% (34)	32.73% (18)	5.45% (3)		4.56
13	Developed	69.09% (38)	27.27% (15)	3.64% (2)		4.65
14	Timely	98.18% (54)		1.81% (1)		4.96
	CRITERIA	Yes	No			
1	Wordy	5.45% (3)	94.55% (52)			
2	Dull	7.27% (4)	92.73% (51)			
3	Plagiarized	12.73% (7)	87.27% (48)			

From table 4, it can be seen that the letters of job application of 54 out of 55 groups were assessed as excellent with regard to punctuality of submission. The tasks of 41 groups were excellent in purposeful and consistent. Seven groups were assessed as plagiarized.
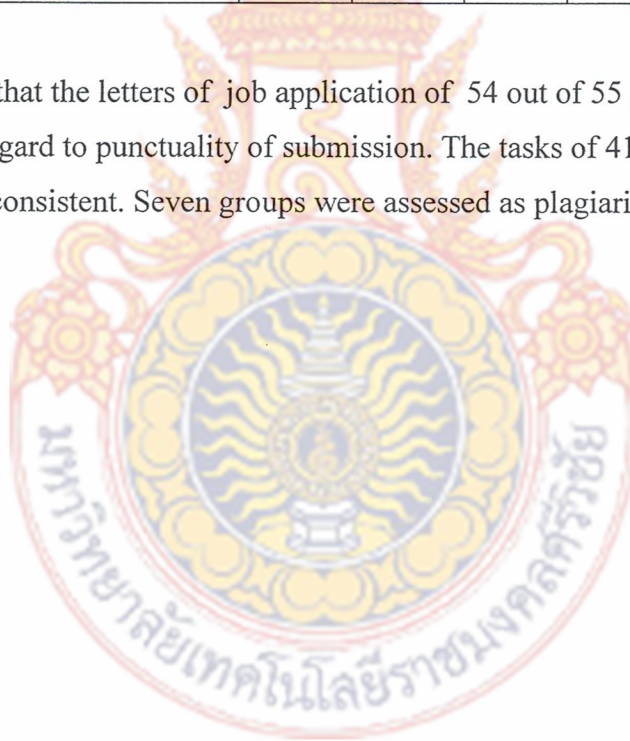
Table 5 Peer Assessment by using tool-mediated collaborative for Company Profiles

	CRITERION	5 Excellent	4 Good	3 Average	2 Poor	1 Very poor	Mean
1	Relevant to the task	54.55% (30)	36.36% (20)	7.27% (4)			4.40
2	Purposeful	56.36% (31)	38.18% (21)	5.45% (3)			4.51
3	Comprehensible	50.91% (28)	42.27% (26)	1.81% (1)			4.49
4	Clear attractive layout	23.64% (13)	36.36% (20)	18.18% (10)	3.64% (2)		3.25
5	Consistent	42.27% (26)	36.36% (20)	10.91% (6)	5.45% (3)		4.25
6	Concise	38.18% (21)	42.27% (26)	12.73% (7)	1.81% (1)		4.22
7	Well-formed	42.27% (26)	45.45% (25)	3.64% (2)	3.64% (2)		4.36
8	Knowledgeable	41.82% (23)	45.45% (25)	9.09% (5)	3.64% (2)		4.25
9	Authentic material	52.73% (29)	40.00% (22)	7.27% (4)			4.45
10	Interesting tasks	40.00% (22)	40.00% (22)	14.55% (8)	5.45% (3)		4.15
11	Good vocabulary	43.64% (24)	49.09% (27)	7.27% (4)			4.36
12	Good grammar	43.64% (24)	45.45% (25)	10.91% (6)			4.33
13	Developed	40.00% (22)	43.64% (24)	16.36% (9)			4.24
14	Timely	92.73% (51)	5.45% (3)	1.81% (1)			4.91
	CRITERIA	Yes	No				
1	Wordy	7.27% (4)	92.73% (51)				
2	Dull	9.09% (5)	90.91% (50)				
3	Plagiarized	9.09% (5)	90.91% (50)				

From table 5, we can say that 51 out of 55 groups submitted their tasks on time. About 30 groups were assessed that their tasks were excellent at authentic material, relevant to the task and purposeful. Five groups were assessed as plagiarized.

Part 2: Students' attitudes towards peer assessment by using tool-mediated
collaborative.

Table 6 Students' attitudes towards peer assessment by using tool-mediated
collaborative.

	5 Strongly Agree %	4 Slightly Agree %	3 Neutral %	2 Slightly Disagree %	1 Strongly Disagree %	Total % (n=220)	X (Mean)
1. Are designed to enhance learning	70.45% (155)	26.82% (59)	2.73% (6)				4.68
2. Require learners to take responsibility for their actions	78.64% (173)	20.00% (44)	1.36% (3)				4.77
3. Encourage a reflective approach to learning	50.00% (110)	45.00% (99)	4.09% (9)	0.91% (2)			4.44
4. Require students to identify and apply standards and criteria	25.00% (55)	61.36% (135)	13.64% (30)				4.11
5. Provide some degree of modelling and/or scaffolding	45.45% (100)	41.36% (91)	11.82% (26)	1.36% (3)			4.31
6. Involve learners in judging their performance or that of their peers	66.36% (146)	30.00% (66)	3.64% (8)				4.63
7. Allow learners to practise peer assessment skills in a variety of contexts	66.82% (147)	30.00% (66)	3.18% (7)				4.64
8. Allow learners to practise self-assessment skills in a variety of contexts	64.55% (142)	31.36% (69)	4.09% (9)				4.60
9. Allow fading of support so that learners may move nearer toward assessment autonomy	34.55% (76)	45.00% (99)	14.55% (32)	2.73% (6)	3.18% (7)		4.05
10. Peer feedback can encourage collaborative learning through interchange about what constitutes good work.	67.27% (148)	27.73% (61)	4.09% (9)	0.45% (1)	0.45% (1)		4.61

From table 6, it can be concluded that 98.64% of the students (214 out of 220 students) agreed that the tasks assigned were designed to enhance learning. Moreover, 97.27% agreed the tasks required learners to take responsibility for their actions. Surprisingly, only 5.91% of

the students (13 out of 220 students) disagreed that the tasks allowed fading of support so that learners may move nearer toward assessment autonomy.

Students' comments

Benefits

1. Be Relaxing and enjoyable.

2. Know how to learn collaboratively.

3. Be satisfied with the assessment.

4. Work harder and pay more attention.

5. Make more friends from different faculties.

6. Enthusiastic with assignment.

7. Be more responsible.

8. Work systematic.

9. Submit assignment on time (Be punctual).

10. Feel that peer assessment helps them to understand more in their tasks.

11. Try their best and put more effort to have the best task.

12. Get knowledge.

13. Know about their mistakes and errors in tasks.

14. Edit and develop their tasks after peer assessment.

15. Revise homework.

16. Learn a lot of vocabulary on Internet.

17. Not get bored and exchange the ideas.

18. Not be selfish because everyone in group has to submit his or her task to the group.

19. Very good teaching technique to have a peer assessment.

20. Doing assignment and peer assessment help them to get a better grade.

21. Learn how to be autonomous learners.

22. Learn how to assess their classmates' tasks.

23. Learn how to have self-assessment.

24. Learn how search the information on Internet.

25. Have good attitudes towards English.

26. Be happy every time when learning.

27. This course allows students to learn how to use technology.

28. Learning more when peer assessment.

Problems

1. Some students in the group refused to do their own work.
2. Some students did not submit their work on time.
3. Some groups did not understand how to assess other groups' tasks because they don't understand the criteria and purposes of the work.
4. Some groups were biased to other groups so the results of the peer assessment are false.

Students' suggestions

1. This peer assessment technique should be used for other semesters.
2. The results of self assessment, peer assessment and teacher assessment should be made averagely.

Chapter Five: Findings and Discussion

The 220 students were encouraged to do the tasks assigned by the teacher for five weeks and each week they had to assess their peers' work. All the groups must search for the tasks in English on the Internet. The results were found to show how good the students in each group could perform their tasks. It is possible to give immediate feedback, so formative learning can be enhanced. Peer assessment processes can help students learn how to receive and give feedback which is an important part of most work contexts. The teacher already made sure the criteria for peer assessment are clear and fully discussed with students and learning environment incorporates peer learning and collaboration in a range of ways.

There are two purposes of the study: to investigate how well students can perform the tasks by peer assessment and to find out what attitudes the students have towards peer assessment learning by using tool-mediated collaborative.

From doing five assignments in five weeks, it was found that 50 up out of 55 groups were good and excellent at submitting the tasks on time. It showed that the students were responsible for their own learning. 14 groups for the tasks of translating job advertisement from English into Thai were evaluated as doing plagiarized work. It seems to me that there were a lot of job advertisement on Internet having both Thai and English versions. That's why the students submitted plagiarized tasks. Only 5 groups for job application form and company profile were assessed that their work copied from the original tasks. In my opinion, the students had to fill up the own information in the job application form and transfer some information from the company profile into the tables, this allow them to think and learn on their own.

When looking at students' attitudes towards peer assessment by using tool-mediated collaborative, unsurprisingly, 98.64% of the students (214 out of 220 students) agreed that the tasks assigned were designed to enhance learning. Moreover, 97.27% agreed the tasks required learners to take responsibility for their actions. Peer assessment deepens students' understanding of their own learning and empowers students to become more actively engaged and self-directed in their learning processes (Falchikov, 2005; Sivan, 2000). Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria.

From the students' comments, it was found that the students engaging in providing feedback to their peers was a powerful way for students to gain an opportunity to better understand assessment criteria. It can also transfer some ownership of the assessment process

to them, thereby potentially increasing their motivation and engagement. In doing this, the students were encouraged to learn more with peers such as exchange their ideas and information, increase learner autonomy, motivation of peer assessment learning and good attitudes towards English and Technology. Moreover, the students gained an insight into their own approach to an assessment task in comparison to their peers. According to Kvale 2006, students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. The focus of peer feedback can be on process, encouraging students to clarify, review and edit their ideas. Peer feedback can encourage collaborative learning through interchange about what constitutes good work. Besides, the students accepted that they put more attention and worked harder on their tasks in order to attain a better work. Boud, Cohen & Sampson (1999, p.416) observe that "if students are expected to put more effort into a course through their engagement in peer learning activities, then it may be necessary to have this effort recognized through a commensurate shift in assessment focus". Nevertheless, some students denied to do their own tasks, maybe because they did not understand clearly the criteria and purposes of the work. The key point is to ensure that the participants understand the purpose of peer assessment and what is expected of them. Preparation and clear assessment criteria are essential to supporting 'good' peer assessment. Also some groups have biases towards other groups so the results of the peer assessment could be unreliable. It's very important to consider friendship or bias will not interfere with peer assessment. The teacher should discuss the problems which might happen before the students engaged in assessment so that the students will feel more confident in assessing their peers. Overall, most students liked peer assessment and suggested this should be used for English for Work course in the next semester. Additionally, the grades or scores should come from the results of self assessment, peer assessment and teacher assessment.

Conclusion

The role of instructor is evolving into a partnership with students to help students learn how to critically evaluate their own learning and thinking. Peer assessment helps in this endeavor. Peer assessment is a way of saving the instructor's time. The benefits of peer assessment to students are: encourages reflection on one's own learning, promote learner responsibility and independence, encourage student ownership of the learning. Students can help each other to

make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process. Using English language and Internet as a mediated collaborative helped the students have good attitudes towards English and learn how to use technology to get information they needed. The results were: Translating job advertisement from English into Thai of 41 out of 55 groups were assessed as excellent with regard to its relevance to the task while 15 groups were assessed as excellent with reference to good grammar. Fourteen groups were assessed as plagiarized. More than 35 out of 55 groups were assessed as excellent as to the tasks' relevance and authenticity. Five groups were assessed as plagiarized. About 20 groups were assessed that their tasks about writing résumés were excellent in terms of developed, interesting tasks, good vocabulary and clear attractive layout. Seven groups were assessed as plagiarized. From students' attitudes towards peer assessment by using tool-mediated collaborative, it can be concluded that 98.64% of the students (214 out of 220 students) agreed that the tasks assigned were designed to enhance learning. Moreover, 97.27% agreed the tasks required learners to take responsibility for their actions. Surprisingly, only 5.91% of the students (13 out of 220 students) disagreed that the tasks allowed fading of support so that learners may move nearer toward assessment autonomy.

Suggestions

As I have learned from the research, peer assessment is a powerful and useful tool to be used in enhancing students' learning and it should be used in every course.
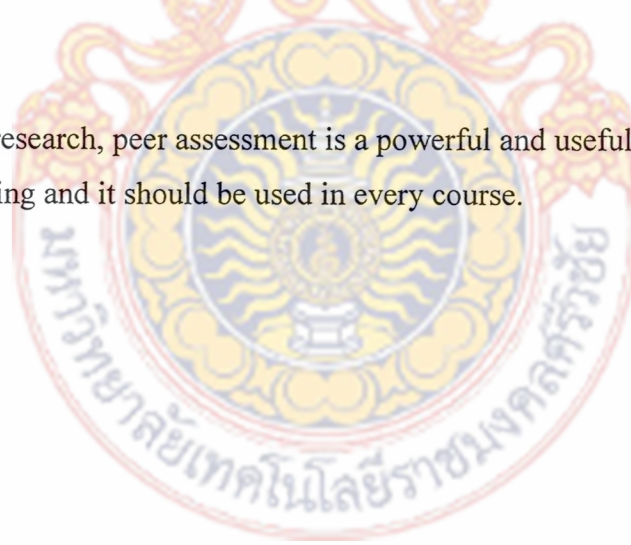
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Appendix

Criterion for Assignment Assessment

Assignment ....: Topic: ....Group.............

	CRITERIA	5 Excellent	4 Good	3 Average	2 Poor	1 Very poor
1	Relevant to the task					
2	Purposeful					
3	Comprehensible					
4	Clear attractive layout					
5	Consistent					
6	Concise					
7	Well-formed					
8	Knowledgeable					
9	Authentic material					
10	Interesting tasks					
11	Good vocabulary					
12	Good grammar					
13	Developed					
14	On time					
	CRITERIA	Yes	No			
1	Wordy					
2	Dull					
3	Plagialized					

Name………………………………………………………… Class………..No………

Instruction Please put a tick √ to indicate your opinion to show your attitudes towards peer assessment by using tool-mediated collaborative.

Attitude Measurement   5   means   Strongly Agree
                              4   means   Agree
                              3   means   Neutral
                              2   means   Disagree
                              1   means   Strongly Disagree

	5 Strongly Agree %	4 Slightly Agree %	3 Neutral %	2 Slightly Disagree %	1 Strongly Disagree %	Total %(n=72)	X (Mean)
1. Are designed to enhance learning							
2. Require learners to take responsibility for their actions							
3. Encourage a reflective approach to learning							
4. Require students to identify and apply standards and criteria							
5. Provide some degree of modelling and/or scaffolding							
6. Involve learners in judging their performance or that of their peers							
7. Allow learners to practise peer and self-assessment skills in a variety of contexts							
8. Allow learners to practise peer and self-assessment skills in a variety of contexts							
9. Allow fading of support so that learners may move nearer toward assessment autonomy							
10. Peer feedback can encourage collaborative learning through interchange about what constitutes good work.							

Comments

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Suggestions

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Author's vita

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