

# **Role Distribution in Peer Assessment (RDPA) as a Tool for Improving Speaking Skills**

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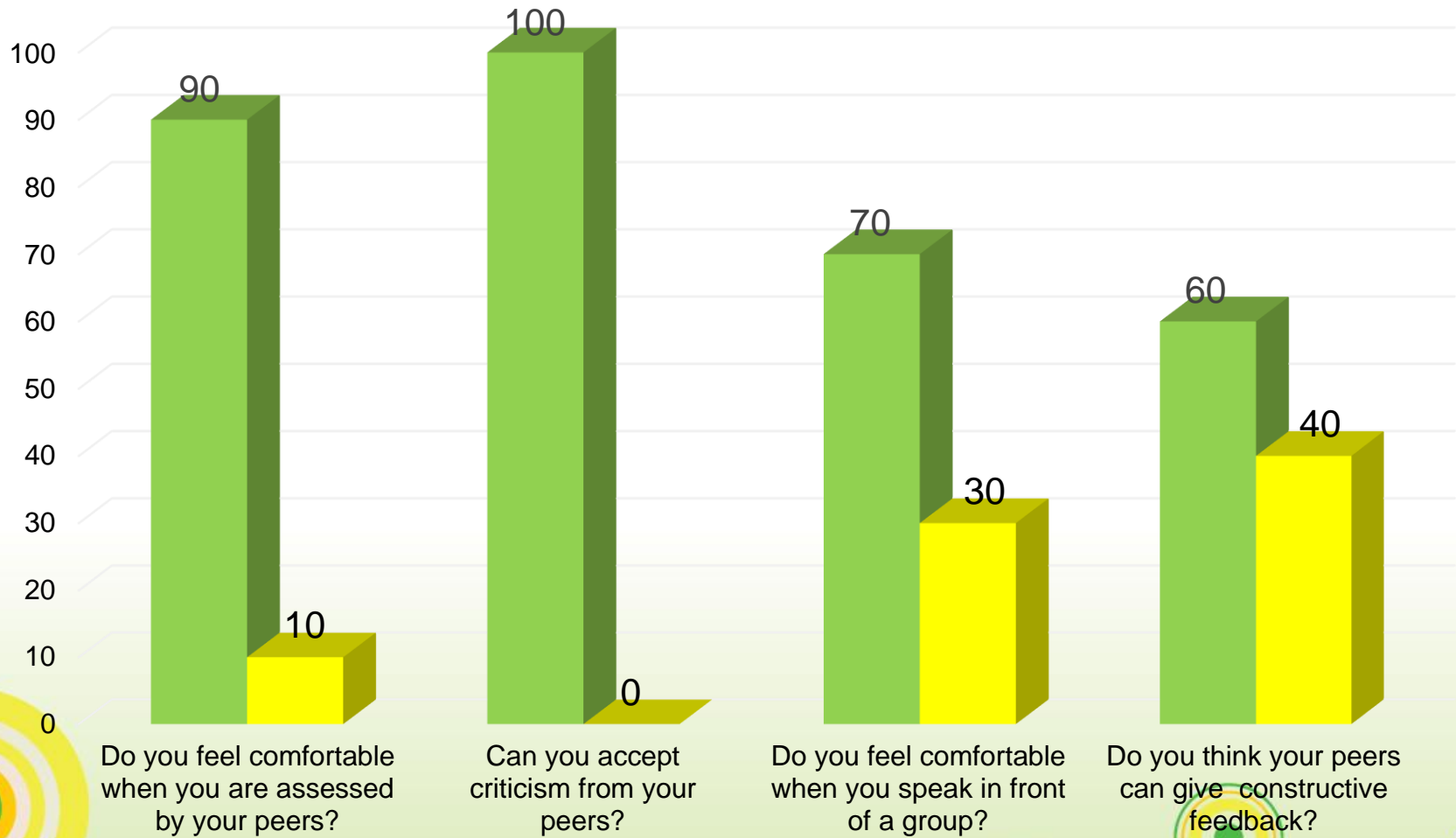
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# Problem statement

- The students tended to make grammatical mistakes while speaking even if they knew the rule.
- I wanted to encourage my students to correct their mistakes by themselves.
- As a young teacher I struggled to implement peer assessment during speaking task.
- Students tended to give general feedback on their peer's speaking.

# SURVEY RESULTS BEFORE THE RESEARCH

Yes No



# Literature review

RDPA is a peer assessment when a learner is assigned to assess his/her peer's one aspect of a language such as grammar, pronunciation and vocabulary and so on.

Second language skills are best learned if speaking is a major component of the learning process, in fact it is essential. Learning to speak moves the student on to developing other language skills such as reading, writing and listening. (The Importance of Speaking in Second Language Acquisition, Helen Khan, March 09, 2017 )

Marks given by students can be as accurate and reliable as those given by lecturers, as long as marking criteria are clearly explained (Orpen, 1982) and, in situations where lecturers are under pressure to evaluate a large number of student assignments quickly, peer assessment can be more reliable than the lecturer's superficial one. (Dr. H.L. Billington. Poster presentations and novel forms of evaluation and assessment, p 219)

# Role Distribution in Peer Assessment (RDPA)



Grammar



Pronunciation



Vocabulary



Time

## Usual peer assessment

Students assess all aspects of language at once.

Students provide general assessment of speaking.

## RDPA

Each student assesses one aspect of a language (grammar, pronunciation, coherency, topical vocabulary)

Students give more detailed feedback to each other.

# The aim:

- To define to what extent **RDPA** improves speaking skills among 15-16 aged students in the ESL classroom



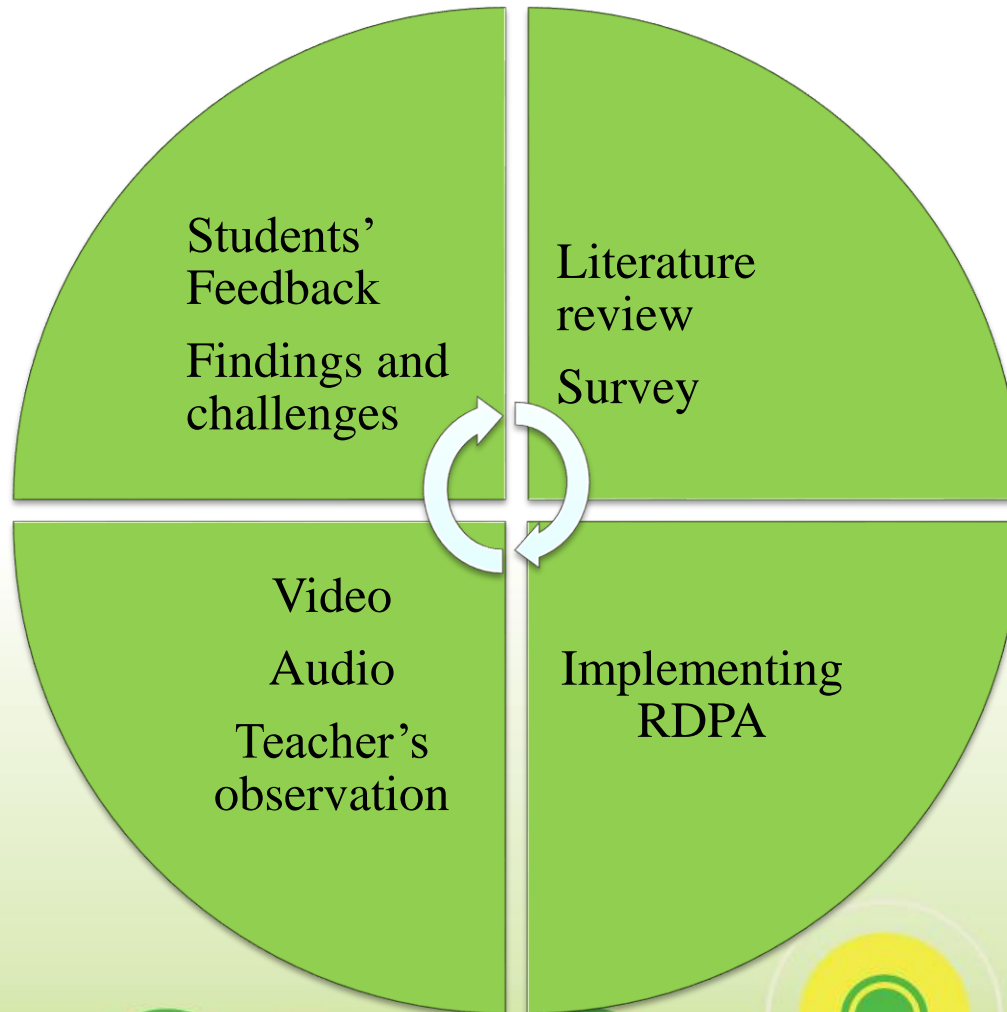


# Research questions:

- How effective RDPA is in the development of speaking skills?
- What other skills could be developed using RDPA?



# Action Research Cycle:





# Research findings

- The key finding is that **Role Distribution Peer-Assessment** promoted increase by 20-30% on average in the learners' formative assessment on speaking.
- They became more confident and responsible, after each peer assessment they made fewer errors in comparison to the previous lesson.
- Although they made mistakes while speaking they corrected themselves consciously.
- Students obtain the habit to present their work in front of the public, which is very crucial for their future career.
- Students' speech become more organized
- The most tasks are in the form of group work so it develops students' skill to work collaboratively and students developed their public speaking skills by presenting their work in front of a group.

# Students' feedback after the research

Student 1: "I learned to give more constructive feedback by focusing on only grammar."

Student 2: "By listening to the feedback given to others I noticed some of my own mistakes."

Student 3: "I became more concentrated while listening to others."

Student 4: "I make fewer mistakes now."

# Challenges:

- This method is time-consuming.
- If students' language proficiency is low this method will not be efficient.
- Assessment criteria should be well-designed.



# Implications

- To assess language objectives in CLIL classrooms
- To develop fixed assessment criteria for effective time management.
- Further research would inform its successful deployment in other subjects.
- To distribute roles according to the language level of students.



# List of literature:

1. [https://link.springer.com/chapter/10.1007%2F0-306-48125-1\\_4](https://link.springer.com/chapter/10.1007%2F0-306-48125-1_4) - Self and Peer Assessment in School and University: Reliability, Validity and Utility by Keith Topping.
2. Peer Assessment as a Teaching and Learning Process: The Observations and Reflections of Three Facilitators on a First-Year Undergraduate Critical Skills Module by Sharon Tighe-Mooney, Meliosa Bracken, Barbara Dignam.
3. Dr H. L. Billington (1997) Poster presentations and peer assessment: novel forms of evaluation and assessment, Journal of Biological Education, 31:3, 218-220, DOI:
4. Nancy Falchikov (1995) Peer Feedback Marking: Developing Peer Assessment.
5. The influence of peer feedback on self- and peer-assessment of oral skills by Mrudula Patri.
6. The Importance of Speaking in Second Language Acquisition, Helen Khan, March 09, 2017 <http://eslarticle.com/pub/english-as-a-second-language-esl/139477-The-Importance-of-Speaking-in-Second-Language-Acquisition.html>