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The Impact of Tasks' Peer Assessment on Students' Cooperative Learning
The Case of Third Year Students of English at the University of 8 Mai 1945/ Guelma

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Dedication

First, I dedicate this work to my wonderful mother who is a woman not like no other, the woman who never ceases to care and give. To my model in life that keeps pushing me forward every time I feel down.

To my father; that great man who has helped me along all of my life. My hero who spoiled me and kept encouraging me to pursue whatever I like.

Words fail to describe my gratitude to my wonderful parents who mean the world to me.

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This dissertation is dedicated to every single member in my little family; special feelings of thanks and gratitude go to my parents first.

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Abstract

The aim of the current study is to investigate the impact of tasks' peer assessment on enhancing students' cooperative learning. It attempts to figure out how students perceive peer assessment of tasks as an alternative method to the traditional ways of assessment. Also, it seeks to find out what benefits can students achieve when cooperating together to assess each other. Therefore, we hypothesize that engaging students in tasks' peer assessment would enhance their cooperative learning. In order to check the former hypothesis and answer the research questions, we have employed the quantitative descriptive method because the phenomenon can be observed, analyzed and described. Also, a questionnaire has been administered to 70 third year students at the department of English, University of 8 Mai 1945, Guelma. The latter seeks to understand how students perceive peer assessment of tasks as a new way of assessment and whether it affects their collaboration with their classmates. The findings of the questionnaire revealed that most of third year students received tasks' peer assessment as a good and beneficial strategy for both students and teachers. In addition, the majority of them claimed that this strategy tends to improve their cooperative learning techniques. In respect to the findings, we conclude that tasks' peer assessment has a major impact on enhancing cooperative learning. Furthermore, this research contributes in adding a considerable amount of knowledge to the existing body of literature. As a result, we highly recommend University's teachers to adopt this strategy in classrooms and we urge them to develop students' capacities to become cooperative learners.

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List of Abbreviations

CBG: Cooperative Base Groups

CL: Cooperative Learning

CRA: Criterion-referenced Assessment

FCL: Formal Cooperative Learning

ICL: Informal Cooperative Learning

NRA: Norm-referenced Assessment

PA: Peer Assessment

STAD: Student Teams Achievement Division

TGT: Teams Games Tournament

TL: Traditional Learning

TPS: Task Peer Assessment

TPS: Think Pair Share

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General Introduction

Educational systems all over the world used to depend on traditional, teacher-centeredness techniques. However, recently, the learning process has taken different turns than before. Several methods and strategies have been adopted to enhance learning. Furthermore, Students are more encouraged to take a considerable part in classroom activities and they are highly motivated to develop their own capacities and skills. Consequently, teachers should let students express themselves and get the opportunity to be involved in their own learning.

Today's classrooms necessitate learners to cooperate together to improve their results and therefore, their academic achievements. Every ones' idea will be gathered together with others' ideas to produce complete and constructive answers. In addition, cooperative learning will give students the chance to develop a sense of responsibility, trust and commitment. They will also learn how to solve activities easily and quickly and how to effectively manage their time.

Not only involved in the learning process, but also in assessment. Students need to take part in assessing themselves as well as assessing their peers. This engagement will help them gain new skills as it may also help them in their future career through gaining an experience in making assessment. As it is becoming more common in educational settings, teachers have seen the necessity to implement the needed tasks to achieve this end. Thus, students' engagement in assessing each others would help them to work cooperatively and to acquire knowledge.

1. Statement of the Problem

Teachers of the department of English (Guelma) use several techniques to assess their students on the basis of what they have learned from the course. However, they do not involve the students in the evaluation process. They often use traditional and individualistic methods of assessment that cannot fit learners' requirements. Thus, Cooperative learning is an approach that is not sufficiently utilized in universities because of teachers' tendency to not trust the students' assessment of their peers as well as their capacities to do so. Besides, many students prefer to work individually rather than engaging in a group work due to the traditional methods that have been used with them for years. Consequently, Third year students at the department of English would feel detached and would only depend on their teachers to assess them rather than depending on their peers. Hence, students lack necessary skills that are needed to effectively manage the assessments of tasks; they cannot rely on their peers' judgments. So, it would be helpful to integrate tasks' peer assessment techniques in classrooms for the enhancement of cooperative learning. Moreover, this would encourage students to work in groups and establish their own assessment criteria. Hence, this research addresses the following questions:

1. Does engaging students in tasks' peer assessment enhance their cooperative learning techniques?
2. How would students perceive tasks' peer assessment as a new way of assessment?

2. Aims of the Study

Whether in colleges, schools, or Universities, learners tend to learn more when they work cooperatively. Students' engagement in their own learning process may carry many benefits for both learners and teachers. Thus, the aims of the current study can be divided into two parts: firstly, it aims to investigate the extent to which teachers are implementing tasks' peer

assessment in their classroom and to explore students' attitudes towards the latter as a new strategy adopted by teachers. Secondly, it is meant to see how assessing each others would be beneficial for them in terms of enhancing their cooperative learning.

3. Research Hypothesis

A lot of classroom tasks require students to work cooperatively to assess each other. Ignoring the importance of implementing tasks' peer assessment in classroom setting may prevent students from experiencing the cooperative learning atmosphere. So, we hypothesize that:

H1: if students engage in tasks' peer assessment, this would enhance their cooperative learning.

H0: if students engage in tasks' peer assessment, this would not enhance their cooperative learning.

The null hypothesis shows that there is no relation between tasks' peer assessment and the enhancement of cooperative learning.

4. Research Methodology and Design

4.1. Research Method

To investigate the impact of Tasks' peer assessment on students' cooperative learning, a quantitative descriptive method is used. This method is used due to the nature of the study; it tends to demonstrate how Tasks' peer assessment enhances students' cooperative learning. In addition, to test the hypothesis, a questionnaire was administered to students. Consequently, this would guarantee achieving the intended goal of the research.

4.2. Population of the Study

The population of this study is composed of Third year students at the Department of English, University of 8 Mai 1945, Guelma. The sample is selected randomly to be representative of the whole population. Third year students are used as the study population because they are exposed to different types of tasks in different modules. However, they usually do not engage in these tasks cooperatively, they rather work individually. The questionnaire would be administered to the whole population of the study which is composed of 200 third year students.

4.3. Data Collecting Tools

To achieve the intended goal and to confirm the hypothesis, a questionnaire was administered to students in order to explore the impact of tasks' peer assessment on students' ways of learning. It is composed of three sections. Through the questionnaire answers, students would help us in answering the research questions. This tool would provide us with more knowledge and insights which would help us to reach the research aims at the end.

5. Structure of the Dissertation

The dissertation starts with general introduction which will cover general background about the topic. Also, it is divided into three main chapters. The first two chapters are theoretical, and the last one encompasses the practical part of the research. Chapter one is entitled "Cooperative learning ", it covers definitions of cooperative learning , types, basic elements, theories of CL, difference between cooperative and collaborative learning, advantages and disadvantages of CL. Also, it investigates the role of cooperative learning in EFL classrooms and the purpose behind using it. Furthermore, it explains the process it undergoes. Chapter two is devoted to tasks 'peer assessment. It deals with general background, definitions of tasks, and assessment, types of tasks, challenges that may hinder its application, and its contribution in learning foreign language.

Chapter three “Field investigation” tackles description of the students’ questionnaire. In addition, it analyzes and discusses the results of the questionnaire. In the general conclusion, some recommendations, and study limitations will be mentioned.

CHAPTER ONE

Cooperative Learning

Introduction

Traditional teaching methods are not enough to fulfill learners' needs; this has led to the shift to a more learner-centered approach where learners are responsible for their learning and its outcomes. Consequently, integrating Cooperative Learning in foreign language classrooms has become very common, and learners are supposed to work together and help each other to learn and improve their achievements and skills. Cooperative Learning has been proved to be an effective method for learners to achieve certain goals through exchanging ideas, knowledge, and experiences between them.

This chapter attempts to discuss Cooperative Learning with all its aspects. Thus, it presents multiple definitions of Cooperative Learning; it also sheds light on the difference between Cooperative Learning and Collaborative Learning, Cooperative groups and traditional groups. Besides, this chapter offers a short overview of its basic elements, types, strategies as well as its advantages and disadvantages. Moreover, it provides the major theoretical perspectives underlying Cooperative Learning.

1.1. Definition of Cooperative Learning

Many scholars in many disciplines have contributed to provide a considerable body of work to define cooperative learning and its aspects. In 1991, Johnson and Johnson have examined three major settings where students can meet together. First, they interact with each other to figure out who is better than the other. Second, they work alone towards their ambitions without taking into account their classmates' attempts. Finally, they work together by considering how each one takes part in the given task (as cited in Cornelius- Ukpepi, Algazor, & Odey, 2016, p.67). Sharan (2010) has indicated that Cooperative learning is a successful process that includes various methods which guide students to achieve their goals (p.301). Besides, Agawa (2013) has suggested that cooperative learning boosts learners to interact whether in pairs or in groups to elevate their sense of autonomy and their use of social skills that would be integrated into classroom activities (p. 99).

Moreover, Cooperative learning involves more than just asking students to work together in groups. Instead, a conscious thought about the students to make the experience as successful as possible (Jacobs, 2004, p.1). In addition, according to Gambari and James (2013), CL is a model of teaching used to eliminate the achievement gap while traditional methods focusing on individualism in schools may attribute to the achievement gap, Cooperative Learning focuses on independence and learning teams (p.2). Furthermore, Johnson and Johnson (2018) have asserted that Cooperative Learning occurs when the learners have the willingness to improve their and their peers' learning (p.62). Furthermore, Cooperative Learning can also be defined as a new way employed in teaching which involves special knowledge and skills that make teaching suitable and create a sense of responsibility in learners (Cornelius-Ukpepi, Aglazor & Odey, 2016, p.67).

So, what we can draw from the previous definitions is that cooperative learning is a modern model of teaching where learners can benefit themselves as well as their peers in accomplishing certain academic goals. They also can, together with their peers, overcome any difficulties in the process of learning.

1.2. Cooperative Learning versus Collaborative Learning

Over the years, there has been confusion in using both concepts, most people use them interchangeably. Dooly (2008) has defined Cooperative learning as a process meant to facilitate the accomplishment of a specific end product or goal through people working together in groups. However, Collaborative learning is broader; it means working together toward a common goal. It may also encompass the whole learning process where students are responsible for one another's learning as well as their own (p.21). In other words, even though they seem different, there is a commonality between them which lies in the fact that both Cooperative Learning and Collaborative Learning stimulate peer interaction and promote social skills through working in groups.

Besides, Patesan, Balagiu and Zechia (2016) have claimed that: "Collaborative Learning is seen as a method of teaching and learning in which students get together into teams to explore a significant question or create a meaningful project". That is, Collaborative Learning is a method that involves students working together to fulfill a certain task that is asked by their teachers. However, "Cooperative Learning is a specific kind of Collaborative Learning as students work together in small groups on a structured activity"(p.480).

From the above mentioned definitions we can say that teachers divide their students into small groups and provide each student with what s/he is going to do in order to help others in completing what is being asked. Even though collaborative learning is broader than cooperative learning, they may seem the same since they both involve working in groups.

1.3. Cooperative Learning as an Alternative Technique to Traditional Learning

Many scholars have devoted their works to the differences between CL and TL. Ahmed and Mahmood (2010, p.160) have concluded that Cooperative learning, as opposed to traditional learning, stands as an entertaining and successful strategy that produces better results and constructive learning. They have added that since this strategy demands interaction, then, students will be more attached to each other than before. Moreover, Baghcheghi, Koohestani and Rezaei (2011, p.880) have revealed that : “Cooperative learning techniques in comparing with traditional learning methods can result in increasing communication skills especially in interactive skills and follow up the problems domains among nursing students”.

From what it is mentioned above, we can say that CL (as a joyful strategy) becomes the major technique adopted in classes as compared to TL which involves students working alone in a boring environment. The following table best summarizes the distinction between both CL and TL:

Table 1.1*Traditional vs. Cooperative Groups*

Traditional groups	Cooperative groups
Low interdependence	High positive interdependence
Member takes responsibility only for self	Members are responsible for own and each other's learning
Focus is on individual performance only	Focus is on joint performance
Individual accountability only	Both group and individual accountability Members hold self and others accountable for high quality work
Assignments are discussed with little commitment to each other's learning	Members promote each other's success doing real work together, helping and supporting one another's efforts to learn
Teamwork skills are not directly taught	Teamwork skills are emphasized
A leader is appointed to direct members' participation	Members are taught and expected to use social skills Leadership is shared by all members
No group processing of the quality of its work	Group processes quality of work and how effectively members are working together
Individual accomplishments are rewarded	Continuous improvement is emphasized

(Note: adapted from Nedeva, Shivacheva, Zheleva & Atanasova, 2015, 227)

1.4. Basic Elements of Cooperative Learning Groups in EFL Classrooms

Cooperative learning groups must have some basic elements in order to facilitate their learning and benefit from each other's experience. Cooperative learning activities in EFL classrooms should be based on the following elements: positive independence, individual

accountability, face to face promotive interaction, interpersonal and small group skills, and group processing.

1.4.1. Positive Interdependence

The instructor provides his or her learners with a specific and clear task where each one of them is assigned with a certain role to ensure that all the learners are involved in the work equally and fairly. According to Jones & Jones (2008); “positive interdependence is the belief that the individual is dependent on the contribution, inclusion, and success of the others in the group in order to be successful” (p.66). Besides, positive interdependence is considered by many to be the defining quality and most important component of cooperative group work. When established successfully, positive interdependence results in students' recognizing that their individual success is inextricably linked to the success of every other member of the group” (Frey et al., 2009, Para.1).

Simply put, learners should be aware of the importance of working together because the results of the task and the effort they would put in the work determines their success or failure. If the outcomes of the tasks are good, all the learners would be rewarded the same way because they have worked cooperatively toward a common goal.

1.4.2. Individual Accountability

To achieve their desired goal, the individual group members are responsible for the success or failure of the work. Laal, Geranpaye and Daemi (2013) have stated that “individual accountability is the belief that everyone will be accountable for her/ his performance and learning” (p. 286). Besides, according to Kagan and Kagan (2009), individual accountability in Cooperative learning takes place when individual students make a public performance, i.e. performing or sharing what they have learned or mastered in front of their group members (as cited in Puji & Lammers, 2015, p.216). In this sense, accountability lies in the fact that individuals are required to fulfill their tasks and they should be responsible of what they

present to their group members because the results of an individual would highly influence the results of the remaining group members.

1.4.3. Face to Face Promotive Interaction

Tanner, Chatman, and Allen (2003) have asserted that students must have time and opportunity to exchange ideas orally and discuss the concepts in hand (para.9). Moreover, Har (2005) has indicated that although some of the group work may be parceled out and done individually, some must be done interactively, and perhaps most importantly, teaching, helping, and supporting with group members providing one another with feedback, challenging reasoning and conclusions (p.1). Furthermore, Face to Face Promotive Interaction occurs when group members promote other's learning by helping, sharing, and encouraging efforts to learn (Johnston, 2009, p.1).

This means that learners through face to face interactions share what they know to the other members in order to maximize the benefits to reach their final and mutual goal. Besides, Learners of the same group gather in order to raise each other's productivity and creativity as well as to boost each others to put more effort on the work.

1.4.4. Interpersonal and Small Group Skills

For the sake of making the group functions efficiently, group members should acquire some important social skills that help them to monitor the group members. According to Mercendetti (2010), “ Implementing a social skills program within the classroom has numerous positive outcomes for students which result in greater psychological health such as social competencies and higher self-esteem” (p.12). Besides, Buchs and Butera (2015) have insisted on the importance of social skills as a tool of effective cooperative learning through integrating such social skills in teaching in order to highlight the necessity of creating a cooperative atmosphere and letting students to be part of the process (p.9).

In this regard, Brown and Thomson (2000) have indicated that, for a group work to be effective, students must be taught task skills, which include skills and strategies for learning; and interpersonal skills, which ensure the smooth functioning of the group (p.39). In other words, teaching task skills to learners in order to grasp what was introduced to them is quite important, however, the combination of task skills with small group skills is what would encourage learners to work together as well as to accomplish their work successfully.

1.4.5. Group Processing

The fifth elements of successful cooperative learning process is group processing. According to Gillies (2016) group processing involves students reflecting on their progress and their working relationships. They also ask questions such as what have we achieved? What do we still need to achieve? And how might we do that? (p.42). Besides, group processing occurs when members of a group discuss and analyze how well their group is functioning and how they may improve their group's productivity (Beaman, 1980, p.21). According to Kaufman, Sutow and Dunn (1997), group processing requires members to periodically assess how well they are working together and how they could improve to ensure successful and efficient completion of their academic tasks, as well as score high in tests (p.39).

Simply put, group members need to be open to each other in a way that they share their concerns with each other to find an accurate solution through free communication and mutual understanding among the group members. In addition, group' instructors push teammates to meet and gather to evaluate their work and to suggest any possible tips to enhance the quality of their work.

Figure 1.1*Alignment between Principles of Cooperative Learning and Elements of the Course.*

Principle	Definition	Course Implementation
Positive interdependence	The group has a clear task or goal.	The project was divided in clear milestones and deliverables (Appendices A and B). The deliverables for the project established from the very beginning of the semester.
Individual and group accountability	The group is accountable for achieving its goals. Each member must be accountable for contributing a fair share of the work.	Students are expected to work together as a team through milestones and deliverables of the project. However, as part of the project, students are also expected to contribute individually. Two thirds of the project are graded as a team but about a third of the project is graded individually. In addition, students perform a self and peer evaluation at the end of the semester.
Interpersonal and small group skills	Basic teamwork skills: as a group, provide effective leadership, make decisions, build trust, communicate, and manage conflict.	Students are expected to work in-class and out-of-class throughout the entire semester. However, during class time, the instructor and TAs monitor group performance and facilitate conflict resolution when needed.
Face-to-face promotive interaction	A group member teaches classmates about a topic.	As part of the individual portion of the project students are specialized in one aspect of the system. However, in order for the team to complete the prototype, everyone must understand the system's functionality as a whole. In addition, students utilize in-class time to work on the project and help each other as a team.
Group processing	As a group, make decisions about which behaviors to continue and which behaviors to change.	Team retrospectives are used as a mechanism for group processing. For every milestone students are asked to reflect on what went well and what challenges they encountered. They commit to improve at least one team behavior from milestone to milestone.

Table 1. Alignment between Principles of Cooperative Learning and Elements of the Course

The design of the CNIT 280 systems analysis and design 4.2 Learning in Context

Adapted from: “Fostering Cooperative Learning with Scrum in a Semi-Capstone Systems Analysis and Design Course”, Magana et al, 2018, p.77.

In summary, the inclusion of these elements in classrooms promotes the sense of help, share, support, and leadership among the group members. Furthermore, they work together to achieve the intended goal in the end by building positive and healthy relationships between them. Besides, Johnson et al (1994) have suggested that once these five elements are structured in cooperative settings, the roles of the teacher and students will be changed remarkably. The teacher becomes not the “sage on the stage”, but “the guide on the side” (as cited in Tran, 2013, p.104). Therefore, teacher and learner do not have the same traditional function as before, it has rather shifted to make the learner more responsible and more engaged in the classroom activities while the teacher plays the role of monitor and instructor to guide the students in case of confusion. Moreover, the modern educational system requires the classroom setting to be more learner-centered for the sake of engaging the learner in all types of classroom activities. So, learners here play the role of the teacher to themselves to gain more knowledge and experience from different sources rather than just one source which is mainly the teacher.

1.5. Types of Cooperative Learning

There are three different types of Cooperative learning that gather students together in teams: Formal Cooperative learning, Informal Cooperative Learning and Cooperative base groups.

1.5.1. Formal Cooperative Learning

Yassin, Razak and Maasum have claimed that in this type, students may take more than one week to finish the given task and reach the final goal (2018, p.645). Moreover, it is agreed upon scholars that CL is the basis of different Cooperative Learning operations. They are not randomly placed, but rather organized previously. This organization will include the tasks that they are going to deal with as well as observing and checking the progress of the groups with interaction from the teacher if the situation needs in order to provide a comfortable atmosphere that would encourage the cooperative learning (Johnson, Johnson & Smith, 1998, p.8). Singh and Agrawal too have supported the previous idea by clarifying the process of FCL. They have said that the role of all teachers here is to explain the lecture for students, divide them into groups, provide them with materials that help them finish the task, and specify what each member should do. Then, teachers control students while working and explain more if there is something ambiguous. The process keeps going the same way until the task is finished. Then, teachers assess every student and decide if working together is good for them or not (2011, p.3). So, FCL is generally used by teachers in order to present any lesson after clearly setting the objectives and make everything that is concerned with Cooperative Learning clear and easy to understand.

1.5.2. Informal Cooperative Learning

This type lasts for only a limited period of time. Unlike Formal Cooperative Learning, Informal Cooperative Learning takes only one session to complete the given task. Individual are not selected based on a particular basis, but they can alternate regularly. This kind is

generally applied to enable students to learn more from the task, give them a chance to think with a good state of mind, and order the given material. ICL makes certain that students grasp what has been learned and give a conclusion to the lecture (Macpherson, 2015, p.9). Gillies, Ashman and Terwel have added that pre and post preparation is essential for students in order to remain them interacted in such type of CL. In addition, teachers should let students exchange ideas together in forms of pairs so that to get well prepared (2008, p.30). It is true that ICL can be achieved in a limited period of time and without requirement, but that does not ignore how much it is useful for students since it is the only way for them to think freely and process what they have just learned.

1.5.3. Cooperative Base Groups

Cornelius-Ukpepi, Aglazor and Odey have stated that this kind of group occurs for a long period of time with the same members in the group whose major task is to encourage each other and provide help whenever it is necessary (2016, p.69). According to Johnson and Johnson, Cooperative base groups ameliorate students' presence; make their works as well as their school unique by providing it with a personal touch, and make learning better. CBG is much needed in classes with a larger size and especially when the tasks given to students are hard and complicated (2018, p.6). Accordingly, we can say that CBG's are groups that last for a whole semester if not a year. They are generally selected with a given attention to members who will in return incorporate together and receive assistance and aid in order to reach a given purpose.

To sum up, here is a distinction between the three types of CL:

Table 1.2*Types of Cooperative learning*

Formal Cooperative Learning	Informal Cooperative Learning	Cooperative Base Groups
Completes assignment, lesson, unit, project to maximize own and groupmates' learning	Discusses assigned questions for few minutes to focus attention, organize knowledge, set expectations, create mood, ensure cognitive processing & rehearsal, summarize, precue next session, provide closure	Permanent, lasts for one semester, one year, or several years to ensure all members make academic progress and develop cognitively and socially in healthy ways
Teacher Procedure	Teacher Procedure	Teacher Procedure
Make Pre-Instructional Decisions	Conduct Introductory Focused Discussion	Structure Opening Class Meeting To Check Homework, Ensure Members Understand Academic Material, Complete Routine Tasks Such As Attendance, And Prepare Members For The Day
Explain Task & Cooperative Structure	Conduct Intermittent Pair Discussions Every Ten Or Fifteen Minutes	Structure Ending Class Meeting To Ensure All Members Understand The Academic Material, Know What Homework To Do, And Are Making Progress On Long-Term Assignments
Monitor Learning Groups And Intervene To Improve Taskwork & Teamwork	Conduct Closure Focused Discussion	Members Help And Assist Each Other Learn In-Between Classes
Assess Learning And Process Group Effectiveness		Conduct Semester Or Year Long School Or Class Service Projects

Adapted from Johnson and Johnson, 2007, p.50

1.6. Major Theoretical Perspectives Underlying Cooperative Learning

There have been concentrated efforts to bring up theories suitable for the application of Cooperative Learning in classrooms. Many scholars have contributed to enlarge the existing knowledge concerning this matter to help the students develop a sense of cooperation.

1.6.1. Cognitive-Developmental Theory

Tran (2013) has indicated that Cognitive Theory explores how the process of thinking and learning occurs by considering the inside of the human mind (p.106). This means, that

Cognitive Theory seeks to understand the human mind and the processes occurring inside o

it. In this sense, the Cognitive Developmental Theories of cooperation include those of Vygotsky and Piaget.

1.6.1.1.Vygotsky's view

Vygotsky (1978) has emphasized on the importance of social interaction and the surrounding environment as well as the culture in shaping the child's cognition and in helping them in the process of making meaning (as cited in McLeod, 2018). That is to say, children cannot learn on their own, they need the help of people surrounding them who could be older than them like parents, or from other children like peers. Moreover, this theory has been widely applied in recent educational settings because it is the most innovative theory and because of the excessive demands of learner-centered teaching and learning. Moreover, the principles of this theory lie in the fact that learning precedes development where social interactions are the building block of learning and development. To this end, the child needs more skillful and more knowledgeable others in order to learn which Vygotsky has named it the zone of proximal development (ZPD) (Shabani, 2010). Vygotsky has defined ZPD as:

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers (P.238).

In this respect, Vygotsky's Theory of Cognitive Development denotes that learning occurs only in cooperation and collaboration. Thus, children who learn from different sources tend to perform better than those who receive information from one source.

1.6.1.2. Piaget's View

Piaget believes that all children go through the same stages of development; however, they differ in rates (Lefa, 2014, p.1). This means that all children have the same process of development from the sensory-motor stage until the formal stage, but they do not learn the

same way and at the same pace. Some children learn faster and better than others, however, according to Lilienfeld et.al (2011) Piaget has ignored the development of children from the non-western background and has only emphasized the development of children in western-societies (as cited in Babakr et.al p.520). That is to say; Piaget has neglected the role of culture in the developmental phases of the child because we cannot examine children's development without referring back to their cultural and social backgrounds. The main focus of this theory is the development rather than learning. McLeod (2018) has suggested that the goal of the theory is to explain the mechanisms and processes by which the infant, and then the child, develops into an individual who can reason and think using hypotheses (p.2).

In addition, Piaget has always encouraged the creation of a cooperative atmosphere in classrooms through the active participation of learners in building their own knowledge with less help from the teacher (Habi, 2010 p.56). So, putting a learner in an atmosphere where he can exchange ideas, perspectives, and knowledge, helps him to develop and to grow.

1.6.2. Social Interdependence Theory

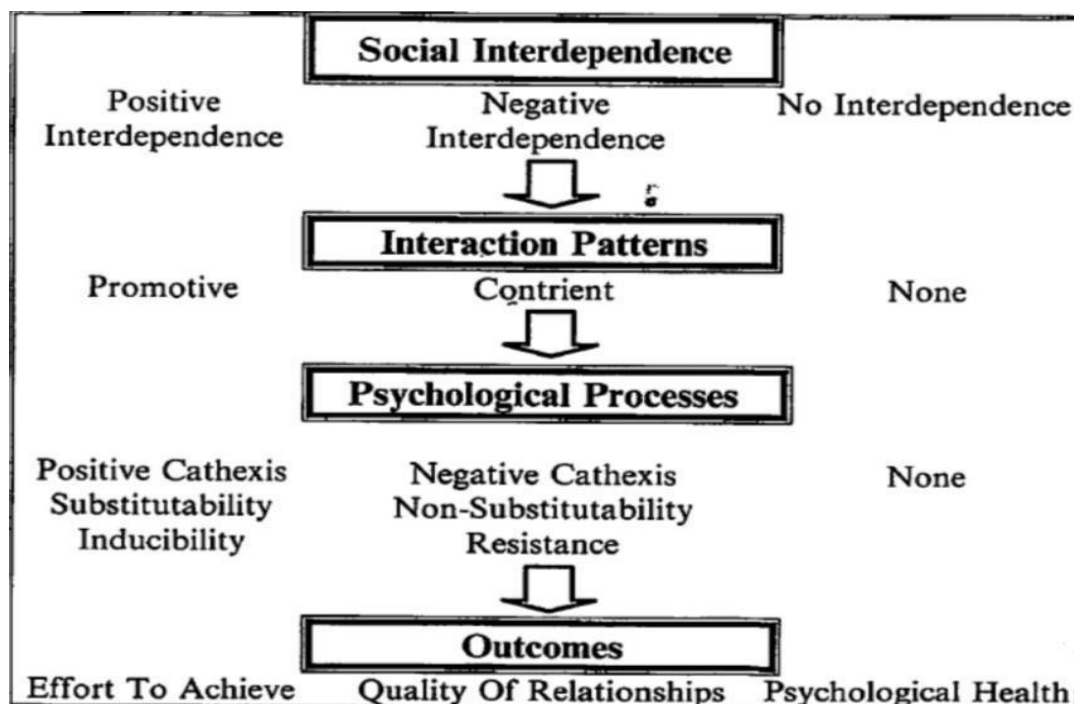
Social Interdependence is also another important theory of cooperation. Furthermore, this theory has been first proposed by Lewin (1935) who has suggested that goal interdependence results in the group being a "dynamic whole"; so that a change in the state of any member or subgroup changes the state of any other member or subgroup (as cited in Johnson & Johnson, 2015, p.7). This implies that all the individuals in the group should work together to achieve a common goal because the success of one member or a subgroup would be a reflection of the success of the group as a whole. Moreover, Deutsch (2011) who has been the student of Lewin has proposed an extension of his theory; he has indicated that the efforts of the group members impact the attainment of an individual's goal which will result in what is called

social interdependence. In this theory, we can distinguish three types of Social Interdependence, Positive Social Interdependence (Cooperation), Negative Social Interdependence (competition), and No Interdependence. Deutsch (2011) has defined Positive Interdependence as the existence of a strong relationship between the group member's efforts where the achievement of one's goal can only occur if the other members also achieve their goals.

Consequently, group members seek to reach the ultimate benefit for the members who they are cooperating with. While Negative Interdependence according to Deutsch (2011) is defined as existing when a situation is structured; so that individuals' goal achievements are negatively correlated; each individual perceives that when one person achieves his or her goal, all others with whom he or she is competitively linked fail to achieve their goals. This means that group members are not working to achieve a common goal by the end of the work through working cooperatively they rather work individually to reach their own goals at the expense of other member's goal. Thus, they are competing against each other where the success of a member or a subgroup happens only if the others fail to attain their goal, and the benefit from this work occurs only at the individual level (p.24).

Figure 1.2

An overview of Social Interdependence Theory



Adapted from: “The Teacher’s Role in Implementing Cooperative Learning in Implementing Cooperative Learning in Classroom, Johnson and Johnson, 2007, p.11”

The previously mentioned figure suggests that Positive Interdependence occurs when each individual is making an effort to achieve his/her goal only if the other members are working cooperatively and elevating each other’s efforts to achieve the same goal. While Negative Interdependence is merely about members of the group competing against each other in which individuals work on achieving their objectives only by restraining the others from attaining the same thing which eventually results in the others failing. However, No Interdependence means that the group members are working to achieve a certain goal where none of the members cares if the other succeeds or fails in achieving it

1.7. Cooperative Learning Strategies adopted in EFL classrooms

As Cooperative Learning involves more than one student cooperating together with other members to produce better results; it needs some strategies and techniques; so as it becomes more structured and organized. These techniques help students, not only in being responsible for their own works, but also in being more interested in their teammate's works. There are several techniques for CL; some of them are:

1.7.1. Learning Together

In this technique, different group members (who are of different sex, capacities, and language proficiency...) cooperate together to reach a certain end. It is characterized by putting too much emphasis on teamwork. Moreover, in this technique, it is normal that groups which will be more interested in the success of each other will gain more support and knowledge. Also, teaching students social skills such as confidence, assistance and support is highly valued. It is a method that focuses more on the group in contrast to other techniques of

CL. In the Learning Together technique, students will not be assessed individually, but rather evaluation will be based on both their group performance and whether they interact and exchange ideas with other groups (Deivam, 2016, p.28). Adams (2003) has confirmed the latter by claiming that in learning together strategies, a group of about five students work together to finish the given task. The focus here is on how to collect students together and how students will see themselves. In addition, the teacher is the one who provides marks to students (p.12). According to its name “the learning together strategy”, it seems that it is the most effective strategy that focuses on the group more than the individual.

1.7.2. Student Teams Achievement Division (STAD)

In this technique, groups of four heterogeneous students cooperate together to see if the presented lesson is clear to everyone. After they finished, they will engage separately in tests without any help from the others. The teacher then compares their results with the averages they took before and sees if there is a difference. Their scoring will be based on whether students could reach or override their previous scores. The results of each individual are collected together to form one mark which will be the result of the whole group. This process lasts from three to five sessions (Slavin, 2011, p.19).

Tiantong and Teemuangsai (2013) have described the process of STAD. They have claimed that teachers should divide students into groups of four or more members. At first, they will give them the subject of the lecture. Second, they will provide them with an activity that will motivate them to work. Then, another task (that is more difficult from the first) will be given to them with an attempt to assess them. This time, teachers ask them to work in groups to see if they have acquired complete knowledge about the lecture. Students together may make use of external academic material that would help them cooperate together to reach the final goal (As cited in Jamaludin and Mokhtar, 2018, p.572). As a final step, students will individually pass a test about what they have gained from the team work. Then, the results will be compared to their scores before they get involved in the STAD technique to see if

they benefit from it or not. The final marks will be collected together to form one team mark. Of course, groups that reach the best mark will be rewarded (Jamaludin & Mokhtar, 2018, p.573). From its name, we can say that this strategy is there to help students achieve results that they cannot reach if they work individually.

1.7.3. Jigsaw

It is a method that was developed by Elliot Aronson and his fellows in 1978. In Jigsaw I, a group of six students works together in teams. The teacher divides the material into different parts and distributes these parts to students. For instance, "a biography might be divided into early life, first accomplishments, major setbacks, later life, and impact on history". After that, every individual in the group examines his or her part. Students who get the same part gather themselves to form one expert team and compare together what they have found. Finally, students join their original groups and each member in the group, as an expert in his or her part, tries to make things clear for the other members in the group (Slavin, 2011, p.24). Bousbai and Hamdini (2019) have supported the first claim. They have said that every single individual should become a teacher to other individuals in other teams. Then, they will return to their first division groups. After finishing the task, these individuals may take tests (p.380).

In 1994, Slavin has developed Jigsaw II where students work in groups of four or five. Unlike Jigsaw I which requires students to engage in parts from the lecture, Jigsaw II requires them to read a chapter from a book or a short story that is related to a specific topic and master it. Like what happens in Jigsaw I, Jigsaw II also demands from students to create groups of experts and talk together about the same topic. After that, students join their groups again and each one has to teach his or her classmates in the group about the topic that she or he became an expert in. Finally, each student will pass a test and like in STAD, students who can reach the norms will be rewarded (Mattingly & Van Sickle, 1991, as cited in Slavin, 2011, pp.24-25). Jigsaw I, together with Jigsaw II will allow students to improve their learning by being exposed to different parts of the lecture separately.

1.7.4. Teams-Games-Tournament (TGT)

A group of heterogeneous students engages in activities basically in the form of games that are based on something they learnt. Scoring, in this case, will be given to both the individuals and the group as a whole. However, success will be based on group scoring (DeVris, Edwards & Wells, 1974, as cited in Gull, Shehzad, 2015, p.248). In TGT, Tiantong, Teemuangsai have added: “Students play games with members of other teams to add points to their team scores” (p.87). In addition, Annurwanda (2018) has confirmed that: “The game consists of questions that have content relevant to the main topic and to boost up students’ self-confidence in their ability to exert their self control over motivation, behavior and social environment”(p.1) .In brief, Slavin (2011) stated that TGT is similar to STAD with competitions and contests instead of tests (p.20). Generally, TGT seems an entertaining strategy since it includes games instead of academic tasks that students get used to.

1.7.5. Think Pair Share (TPS)

A strategy designed by Prof. Frank Lyman (1981). McTighe and Lyman (1988) have described TPS as a strategy that encompasses many forms and it could be broken down into three different steps. First, the 'Think' step where students are asked to form ideas about a given question. Second, the 'Pair' step where students discuss what they have found through the thinking process in pairs to create a final decision. Third, the 'Share' step where each pair shows their final answers to their classmates. What differentiates the TPS strategy from other strategies of CL is that this strategy provides students with the opportunity to think individually about the given question before they check their answers with their peers (as cited in Sharma & Saarsar, 2018, p.94). Similar to the first claim, Ma’arif and Ashlihah have mentioned that in TPS strategy, students learn how to form ideas about a certain topic and how to listen to their classmates. It is created to have an impact upon students’ participation. Also, it makes it easy for them to express their ideas freely (2017, p.85). To sum up, the TPS strategy is composed of three steps. In the first step, students will use their minds to think

about answers for the given question. The second and the third steps, students meet and express their opinions to their partners.

1.8. Strengths and Weaknesses of Cooperative Learning

Working together sounds good for some, but not well for others. Here are some of the advantages and disadvantages mentioned by different scholars and researchers.

1.8.1. Strengths of Cooperative Learning

Both teachers and students can benefit from Cooperative learning. Chamisah has stated that CL gives students the chance to clearly say their opinions, built an entertaining atmosphere where they could interact together and exchange information (2013, p.143). Moreover, Patesan, Balagiu and Zechia have claimed that CL helps students to know the strategies that should be adopted in group works, to know what each of them should do, to select a leader for the group that will present them later, and to trust every member in the group in order to reach the task's goal. They have added that CL enhances their level in English; so that they can fluently speak in front of strangers not only their mates (2016, p.482). In the same context, Sutherland, McMaster and Marshall have agreed that: "Cooperative learning may provide a desirable context for students with learning and/or behavior problems to practice newly learned skills, both academic and social" (2003, p.15). McGroarty in his work, has stated that CL gives chances to students to learn other related skills, allows students to communicate together; so that they develop their linguistic skills, to be exposed to different types of activities, and to help them built positive connection between students from the same group(1989, p.128).

In line with what is mentioned above, Quinn has declared that: "Cooperative learning is perfect for teaching science students problem solving, critical thinking, and how to work in groups" (2006, p.16). Moving to another opinion, Panitz has stated that one of the benefits of CL is that in cooperative classes, teachers do not focus on each individual, but rather on all

the members together, unlike in traditional cases where the teacher focuses only on one student, and that what make the latter feels anxious(1999, p.60). In my opinion, Panitz is right because generally students produce more when they are free and not anxious.

In light of what has been said above, we can say that CL has numerous benefits. It makes students learn how to work in a group with a sense of leadership, trust and confidence. Also, CL would create a friendly atmosphere where all students interact with each other. In addition, it enhances their communicative and linguistic skills, supplies them with new background and encourages them to work and do their best to reach the aim of the task and achieve better results.

1.8.2. Weaknesses of Cooperative Learning

Even though it seems a useful method, but CL also has some weaknesses. According to his study, Altun has confirmed that in order to insure success, all members should be productive and the activity should be easy to fit their levels and this is hard to achieve in practice. He has added that stress among unsuccessful students affects the success of the group (2015, p.462). More specifically, Ghufron and Ermawati have argued that CL needs a long period of time to arrange and plan, dynamic teacher-student collaboration which is difficult to reach, and a lot of practice (2018, p.669). Another weakness in CL is that “an individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process” (Beebe and Masterson (2003), as cited in Burke, 2011, p.88). Furthermore, Chamisah has stated that in a CL classroom, the teacher cannot observe all members of the group as when in a normal session. Additionally, when the members of the group discuss something, the class becomes noisy. Moreover, this method may not fit all students because some would prefer to rely on teachers' information rather than the one of their classmates. Another thing he has added is that during students' discussions, teachers may not focus on the language practiced. Finally, sometimes the act of deciding the members of the groups is not fair. Some good students will find themselves working with others that they do nothing but putting the burden on their classmates' shoulders (2013, p.143). So, they will depend

on them and in the end take the same mark. It is true that CL can be problematic in certain cases, but with teacher-students collaboration, everything would be regulated.

Conclusion

Throughout what we have seen, we can conclude that Cooperative Learning is a very important strategy that should be adopted in all schools and Universities. Since it involves learners cooperating together to reach a certain goal, then, CL has a lot of benefits for both teachers and learners. When cooperating together, students will benefit from each other's knowledge and ideas, build positive relationships and develop their abilities and skills. So, we can say that, whether in a Formal, Informal or in a Cooperative Base Group, CL may have many positive impacts on students. For this, it is high time to raise their awareness about the necessity of adopting CL in order to build a successful generation.

Chapter Two

Tasks' Peer Assessment

Introduction

Over the last decades, language teaching classrooms have taken a different path; not only in the way teachers present their lessons, but also in the way they assess their students. Teachers have renovated the old ways of assessment by giving students a voice and by involving them in the assessment process, more specifically, in peer assessment of tasks. The latter would make students depend more on themselves and develop a sense of self-confidence in them. Also, by correcting their peers' tasks, they will gain experience in assessment in addition to the amount of knowledge they may take from their classmates' answers. Hence, this chapter is devoted to tasks' peer assessment. It starts with definitions of assessment and its types with an emphasis on Peer Assessment. Then, it moves to the principles of peer assessment design and its approximate structure. The chapter also tackles the definition of tasks and the difference between group work and tasks' peer assessment. Furthermore, it strives to talk about the guidelines that should be followed when implementing PA of tasks and the role that the latter plays in EFL classrooms. Further, the chapter shows us the challenges that may hinder the success of this process. Finally, it tackles the link between cooperative learning and peer assessment.

2.1. Definition of Tasks

While students engage in the process of assessing themselves or assessing each other, of course, they need a material to be assessed, and this material can only be exercises and tasks about what has been learned before. Nunan has claimed that there is not a single definition for the word task. Moreover, He has stated that tasks have different definitions and these definitions differ from one field to another (1989, p.5). According to Collins English

Dictionary (2020), "A task is an activity or piece of work which you have to do, usually as part of a larger project". Likewise, Long (1985, p.89) has claimed that: "A task is a piece of work undertaken for oneself or others, freely or for some reward" (as cited in Nunan, 1989, p.5). By these definitions, we can understand that a task is a job or an assignment asked from an individual or from a group of individuals to be fulfilled and accomplished. Interestingly, when teachers and students use tasks, then we can specifically call them Academic tasks. Nespors has added that: "The term "academic task" is used here to refer to the social and cognitive processes involved in the production of academic products attached to organizational rewards (e.g., grades)" (1987, p.204). In simple words, academic tasks are those tasks that are held in classrooms to test students' cognitive abilities based on what has been learned before.

2.2. Definition of Assessment

Different Scholars in the field of assessment have provided a set of definitions for Peer Assessment. Among them, Brown (1990) who has defined assessment as a collection of measures associated together to indicate the complicated features and criterion of one person or a group of people. This process includes collecting and explicating data about what the student has achieved during the learning process. They are generally used to indicate where students have succeeded and where they have failed; so that teachers can help them to achieve better results (As cited in Yambi, 2018, p.1). According to The Cambridge Online Dictionary, assessment is defined as "the act of judging the amount, value, quality, or importance of something, or the judgment or decision that is made". Besides, Shermits and Di Vesta (2011) have suggested that: "Assessment is (a) a set of procedures (b) designed to provide information about students' development, growth, and achievement (c) as compared with a standard"(p.1).

Therefore, from the above definitions, we can conclude that assessment is a number of operations collected together to form judgments about students' accomplishments and progress based on a particular criterion of evaluation.

2.3. Types of Assessment

Assessment has many types; the most important ones are those that will be tackled in this chapter.

2.3.1. Formative Vs Summative Assessment

Starting with Formative assessment, Rea-Dickins has claimed that this type occurs when the teacher employs the data obtained from the conducted assessment about a student growth as a pattern to work more on it in class (2000, p.376). According to Voinea (2018) formative assessment has the scope of guiding the instruction in such a way to meet the students learning needs and to make them regulators of their own learning (p.10). Furthermore, Cullinane (2011) has asserted that formative assessment helps students develop their critical thinking and improve their learning (p.1).

However, summative assessment is another type used to evaluate students' learning. It is concerned with the assessment of what students gain, obtain and realize from what has been learned. It generally takes place at the end of the term or the academic year (Cheng & Fox, 2017, p.5). According to States, Detrich and Keyworth (2018) summative assessment is an appraisal of learning at the end of instructional unit or at a specific point of time (p.1). Moreover, summative assessment is a periodical process that may influence students' learning to determine students' strengths and weaknesses (Ilya, 2014, p.115).

Accordingly, formative assessment is a method used by the teacher to detect where the students have troubles through asking questions to individuals or to a group of learners and

the teacher provides the learners with constructive feedback in order to overcome those troubles. Whereas, summative assessment is not a continuous process as formative assessment, it occurs at some point of time not to evaluate students' learning and understanding, but to evaluate the final products and outcomes of learning.

2.3.2. Formal Vs Informal Assessment

Formal assessment is defined as the intentional way of assessment which occurs at the end of the course in a form of a test, essays, or exams. (Wright, n.d.p.1) .Moreover, formal assessment involves the use of specific strategies to determine the degree to which students have achieved the learning outcome (Federation University, 2020, Para.7). This denotes that formal assessment is an organized way of assessment which the teacher uses to identify the gap in the knowledge, and to detect students' weaknesses as well as the degree to which they grasped the learned material. Besides, via this means, the teacher would be able to discover his/her students' level.

Another type of assessment is informal assessment which is distinct from the previous type. According to Navarrete, Wilde, Nelson, Martinez & Hargett (1990): “informal assessment is used to indicate techniques that can be easily incorporated into classroom routines and learning activities” (1990, p.5). Besides, Villanueva (2016) has asserted that informal assessment refers to techniques that can be easily incorporated into classroom at any time (para. 5). That is to say, informal assessment is a process in which the assessor uses some informal methods to evaluate his /her students on the basis of what the assessor has observed all along the course and can happen in everyday class activities.

2.3.3. Norm-referenced Vs Criterion-reference Assessment

Many scholars have compared between criterion-referenced and norm referenced assessment. Lok, McNaught and Young (2015) have claimed that they are both beneficial for learners, however, in different manners. For criterion-referenced assessment, they have

explained that it shows the development and the advancement of every single individual. As opposed to CRA, norm-referenced assessment shows the difference between each member from the same team (p.6). Similarly, Drew (1973) has claimed that: “The norm-referenced evaluation framework utilizes an external referent which compares the performance of a given child with other children” (p.325). Whereas, for him: “Criterion-referenced evaluation may have a referent that is external to the child in the form of an absolute skill mastery level or criterion which is the instructional goal” (p.326). In brief, the main difference between both CRA and NRA is that the former, as its name indicates, individually assesses students’ achievement based on specific criteria, however; the latter compares students with each others.

2.4. Alternatives in Assessment

Assessment is a very critical process in which the teacher indicates how well his/her students have performed in certain tasks. However, involving students in the process of assessment is a beneficial move for both teachers and students. According to Falchikov (2003), getting students involved in the assessment process is an essential step that all teachers should follow. She has claimed that students are already engaged in assessment; however, in a different way. The only difference is that students before have been assessed by their teachers rather than peers. She has added that what students have to do is to provide teachers with something to correct with a total ignorance of the criterion of scoring. Then, as soon as teachers finish the correction, they return the works to students with a final mark and some comments if needed (not always) (p.102). Consequently, students will learn nothing about the assessment and its standards because they have never faced it and because they are not aware of the scoring criteria or which standards of assessment the teacher follows. Whereas, Taras (2002) has claimed that this is a wrong way because when doing so, then, the only matter for learners will be the mark (p.508). For that, several alternatives were proposed in the assessment process, students are more likely to engage in assessing themselves and each other,

this process is known as Self Assessment, and Peer Assessment.

2.4.1. Self Assessment

Scholars have suggested different definitions to self-assessment. According to Andrade and Valcheva (2009): “Self assessment is a process of formative assessment during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly” (p.13). At the same point, Gurbanov has added that Self assessment makes students take part in their own learning and discover where they are right and where they are wrong; so that to become effective participants (2016, p.99). Furthermore, Sharma, Jain, Gupta, Batta & Dhir (2016) have added that: "Self-assessment is the process by which the students gather information about and reflect on their own learning and is considered to be a very important component of learning” (p.226). Indeed, self-assessment is a good technique that will give students an opportunity to judge themselves and to know more about their strengths and weaknesses. It will also enable them to develop a sense of responsibility and honesty.

2.4.2. Peer Assessment

Another type of assessment, which is the core of our research, is peer assessment. According to Tighe-Mooney, Bracken & Dignam (2016), Peer Assessment occurs when students evaluate the works practiced by their partners by giving marks and judgments (p.2832). Gopee has agreed with the previous definition by claiming that PA requires students to give marks to their peers' works and receive comments following a specific criteria (2001, p.117). While, Topping (1998) has defined PA 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" (p.249). More specifically, Landry, Jacobs, and Newton have argued that while engaging in a PA task, the whole work will depend on students, with a focus on the way they think and on how they see and understand things (2015, p39). Hence, we can say that peer assessment is an alternative method

where students take the role of a teacher in assessing each other's tasks and activities and providing feedback. Therefore, all teachers should follow this technique and let students take part in the classroom.

2.5. Principles of Peer Assessment Design

Researchers in the field of assessment have considered peer assessment as the ultimate substitute for the traditional methods of assessment. For this sake, they have proposed many designs that follow certain measures and norms. Like any other form of assessment, peer assessment has to follow the guide principles of assessment which are: validity and reliability. According to Bronson (2007), peer assessment design has to be credible and valid and should reflect the content in the question (p.2). That is to say, in order for PA design to be valid it should be consistent and representative of the course's content as well as the measurement of the intended goal.

Reliability is another measure in PA design; Divjak & Maretic (2017) have indicated that reliability is studied through analysis of variations that occur across raters and across different peer-assessment of the same individual rater. The former is commonly referred to as intra-rater reliability, while the latter is known as inter-rater reliability (p.26). Furthermore, Schunn et.al (2016) have declared that This measure (Reliability) examines how consistently each student's pattern of ratings is with the ratings produced by the other students to determine the stability or trustworthiness of the resulting mean rating across students for each document(P.7). This suggests that reliability is a key measure in PA where learners play the role of raters to their peers; the scores should be consistent and should follow certain scoring criteria.

To sum up, in order to implement an effective peer assessment design, instructors should identify and provide learners with the guide principles of any type of assessment. Moreover, PA design is valid only if it is accurate; that is to say that learners assess exactly what they are

supposed to assess. On the other hand, in a reliable PA design, learners play the role of raters to their peers where their scores should be consistent; learners should avoid being biased while assessing their friends' works to guarantee the reliability of the scores.

Table 2.1

Topping's Typology of Peer Assessment in Higher Education

Variable	Range of Variation
1 Curriculum area/subject	All
2 Objectives	Of staff and/or students? Time saving or cognitive/affective gains?
3 Focus	Quantitative/summative or qualitative/formative or both?
4 Product/output	Tests/marks/grades or writing or oral presentations or other skilled behaviours?
5 Relation to staff assessment	Substitutional or supplementary?
6 Official weight	Contributing to assessee final official grade or not?
7 Directionality	One-way, reciprocal, mutual?
8 Privacy	Anonymous/confidential/public?
9 Contact	Distance or face to face?
10 Year	Same or cross year of study?
11 Ability	Same or cross ability?
12 Constellation Assessors	Individuals or pairs or groups?
13 Constellation Assessed	Individuals or pairs or groups?
14 Place	In/out of class?
15 Time	Class time/free time/informally?
16 Requirement	Compulsory or voluntary for assessors/ees?
17 Reward	Course credit or other incentives or reinforcement for participation?

Adapted from Topping, 1998, p.252

As illustrated in the table above, Topping's Typology of PA in higher education demonstrates the steps of implementing PA in classrooms. According to Berg, Admiraal and Pilot, the steps from 1 to 7 refer to the mechanisms of PA and the functions that they fulfill (p. 21). That is to say, PA practices should cover all the subjects in the curriculum, define its goals whether it brings benefit to the learners or not, identify the type of assessment (formative /summative) suitable for a particular task, and the function it holds when administering the official grades to the learner; learners can substitute the teacher through providing final official grades, or they can be supplementary to the teacher; learners provide their peers with comments and feedback, whereas, the final official marks are administered solely by the teacher.

The steps from 7 to 9 illustrate the manner and the direction PA takes. It can be one-way or mutual. The former means that the assessment is a one-way process which means that only one learner can assess his/her peer without exchange, while the latter means that learners can exchange their works to assess each other mutually. Furthermore, learners have the choice to make the assessment anonymous or public, face to face, or distant.

Moreover, the steps from 10 to 13 display the method followed to administer feedback by the learner. They should consider the level of learners, whether they are from the same of cross-year, they share the same intellectual level or not, how the feedback is given (individually or in pairs, and how it is received by their peers (individually or in pairs).

Finally, steps from 14 to 17 are about the place of performing PA, it can be performed in the classroom, or outside the classroom (home), besides, learners can participate in the PA voluntarily or obliged by the teacher.

2.6. The Approximate Structure of Peer Assessment

Peer assessment is a beneficial process for both the assessor and the assessed because it helps them to develop and trust their abilities to assess each other. Moreover, it, like any other

process, has a certain structure that governs its activities and gives insights about the process. The following techniques make up the structure of the peer assessment process.

2.6.1. Task Performance

The most important component of tasks' peer assessment is task performance. "The first technique, questions (or tasks), is the tasks that students undertake in the assessment process. The students' responses to the questions are the focus of the AFL process and therefore suitable questions are those that require students to demonstrate their thinking and justify their solutions" (Dole and Lauf, 2010, p. 320).

This implies that task performance or learners' answers of the questions asked are the basis and the building block of any peer assessment process, that is to say, the PA process begins with the learners' willingness to engage in tasks that are meant to be assessed by their peers.

Furthermore, Kollar and Fischer (2010) have illustrated how task performance is important in this PA process through Van Gennip's study that suggests that a group of students cooperate to do a certain task which is building a robot. Furthermore, His study aims to measure the degree of collaboration and interaction among the members of the group and to test whether the performance of the group adds more to the knowledge of its members than the performance of the same task by an individual (p.5).

In this regard, Task performance as a peer assessment technique substantiates the capacity of learners to perform a single task cooperatively and to benefit from one another's knowledge in order to enrich and enlarge their perspectives. Additionally, it increases the sense of interaction among peers and challenges their mental and cognitive abilities.

2.6.2. Feedback Provision

Peer feedback is primarily about rich detailed comments but without formal grades, whilst peer assessment denotes grading (irrespective of whether comments are also included). Whether grades are awarded or not, the emphasis is on standards and how peer

interaction can lead to enhanced understandings and Improved learning (Liu & Carless, 2006, p.280). Simply put, in this step, learners present their works or performances to their peers to check them and to provide them with adequate notes on how well they performed this particular task without giving them any grades which are in fact the role of the teacher.

Furthermore, the process of giving feedback should identify what the peers are asked to assess. It is whether the product of the learner's performance or the process they have gone through to reach the final product. However, the recent studies shed light on giving feedback on the final product rather than the process. Also, for better and purposeful feedback, the feedback giver should know more about the product of the feedback receiver through asking clarification questions that lead eventually to enhancing the quality of learning (Kollar & Fischer, 2010, p.5).

Gielen, Peeters, Dochy, Onghena and Struyven (2010) have ensured that "in addition to stimulating the "Mindful reception", peer feedback may also increase the frequency, extent, and speed of feedback for students while keeping workload for teachers under control (p.305). That is to say, it is true that peer feedback is not fully accurate, but it is a great opportunity for both learners and teachers. In fact, it is more helpful to the teacher because it allows all the learners to be assessors and it lessens the burden on the teacher's shoulder and allows the teacher to evaluate his learners' progress through their feedbacks.

It is also worth mentioning that feedback provision done by peers involves the learners in a more cooperative atmosphere. In this case, they exchange what they already know and absorb what is new from their peers' comments in order to develop their knowledge and skills.

2.6.3. Feedback Reception

The next step, after commenting on the assessed work or effort, is about the assessed reaction towards those assessments. According to Kollar and Fischer (2010), in the study of Gielen .et al, learners respond to their assessors 'feedback only if they do not understand any of the ideas mentioned in the comments or if they need an explanation to clarify some points (p.5). Moreover, feedback reception allows students to see their works from another

perspective and also helps them focus on the aspects of their works that seem problematic (Reinholz, 2016, p.311).

Consequently, these interactions, after receiving the feedback from their peers, will lead to increasing the level of communication and cooperation among the members of the group which is the core aim of peer assessment. Also, it helps students to detect the faults in the students' works.

2.6.4. Revision

Van Steendam, Rijlaarsdam, Sercu and Van den Bergh (2010) have addressed that there is a significant difference between individual revision and the cooperative one. They have suggested that cooperation is only beneficial in this stage when there are certain instructions to follow about the peer assessment strategy and have assumed that cooperative revision where the learners interact and exchange their distinct views is more helpful to their learning than the individual revision (pp.318-19).

In other words, revision is the last step in the peer assessment process to recapitulate all the mistakes done in the task. One possibility is that the assessed corrects his own mistakes based on the assessor's comments without his interference in the process which means less interaction happens and no communication is held between the two counterparts. While the second possibility is that the assessed and the assessor both work together cooperatively in order to achieve a better product than the first one.

2.7. Group Work Vs Task's Peer Assessment

Group work and peer assessment are generally used interchangeably due to their close link. However, scholars have identified the difference between them. Culp and Malone have stated that group works refer to the process of cooperating together with a group of people who share different skills (1992, p.35). From what they have said, we can say that group works are beneficial for students because by interacting with each other, they can develop their skills and

capacities. However, teachers have found it difficult to correct all students' papers of exams and provide constructive feedback to all of them. Also, teachers find it difficult to assess all individuals together in one time. In this sense, Hassanien (2006) has indicated that: "... giving the same mark for each group individual is inequitable." (p.34). Similarly, Bouzidi and Jaillet (2009) have claimed: "The post-exam phases are difficult to put into practice with a large number of students, particularly, the feedback phase" (p.257). Due to this fact, teachers find that it will be a good thing if they introduce what we call Peer Assessment as an alternative strategy for assessing students. Denman and Al-Mahrooqi (2018) have declared that: "Alternative assessment largely emerged in response to the perceived inadequacies of more traditional or conventional forms of assessment, and especially to their shortcoming when applied to learners with special needs" (p.1). The latter will be very beneficial for both teachers and students. On one hand, because of peer assessment strategy, teachers will figure out the efforts that every student makes during working on tasks. On the other hand, students will feel relaxed because they will guarantee that every member of the group will get what he or she deserves (Johnston & Mile, 2004 as cited in Frankland, 2007, p.145). Consequently, both teachers and students will feel more comfortable by applying this strategy.

2.8. Guidelines for Implementing PA of Tasks

Many researchers have shed light on the necessity of making students learn first about how to assess a student. Gurbanov (2016) has stated that introducing a new strategy to students is not an easy task. Teachers have to comprehend the reasons why they adopt this strategy first and build a clear image of it from the very beginning (p.100). More specifically, Liu and Li (2014) have claimed that: "... training should be provided to prepare students with critical assessment skills and to assist them in switching roles from learners to assessors" (p.287). In addition, Finn and Garner (2011) have concluded that: "In particular, relevance to curriculum outcomes, reflective learning, training, support, and resource allocation needs to be considered in planning peer assessment" (446). Interestingly, the term "training" is common in both

quotations, which indicates that students need first to know the basics of assessing their peers' tasks and built enough knowledge about it before involving in this process.

In addition to the ones mentioned above, Bryant and Carless (2009) have found that PA could carefully be applied through steps. At first, teachers should provide students with the necessary skills needed to apply a PA task in one lecture. These skills should be implemented first on students' papers following the teachers' standards of assessment. Then, another lesson is devoted to posters that students elaborated with a clear explanation of the previous standards. Finally, students will start correcting their peers' papers after the teacher had given them a sample of the one who has done a good job (p.8). Also, Wride has encouraged students to discuss and exchange each others' drafts in class which will in return enhance their way of thinking (2017, p.9).

In fact, not only students need to prepare themselves for this strategy, but also teachers need to be cautious while introducing it. Law and Lu have concluded that while conducting a PA task, teachers should be careful and ensure the success for both the assessors and the ones assessed because both have different directions which cannot lead to the same result. Also, they have added that teachers should train their students before or during the activity by giving them direction especially when it comes to feedback (2012, p.272). Indeed, it is not an easy task for both teachers and students to get involved in a new strategy. Teachers cannot engage students in a PA task without preparation, and this preparation needs time and effort in order to achieve better results.

2.10. The Role of Tasks' Peer Assessment in EFL Classrooms

The inclusion of Peer Assessment in classrooms tends to appear helpful and beneficial for both teachers and learners, it plays a crucial role in the students learning. At one hand, Chin (2016) has claimed that PA may have different usages (p.13). That is, PA may benefit and affect students at different levels. On the other hand, Jung (2016) has indicated that in EFL contexts, group-assessment in the classroom for learners may be a useful way to learn how to

assess effectively and what kind of factors they have to consider when doing group-assessment (P.4). Perander (2016) has pointed out that peer assessment is mainly used to evaluate and to improve learners' understanding and mental abilities through writing tasks, yet it can be used to assess other skills as the oral proficiency skill (P.6). Simply put, peer assessment in the EFL classroom is a beneficial method for learners to gain knowledge about the norms and the criteria of assessment used in order to assess each other accurately.

More specifically, Lutze-Mann (2015) and Ross (2006) have stated some benefits that would help both teachers and students in the classroom while dealing with tasks. First, they have claimed that PA achieves the same results of the assessment criteria and it is not a time-consuming strategy. Also, it can tell something about the accomplishments and the performance of students which may lead to the enhancement of their results. Moreover, it has an effective role in making students courageous enough by knowing how to assess their tasks. In addition, it encourages them to take part in the classroom and raise their awareness of critical thinking. Furthermore, it provides them with opportunities to express their opinions and generate comments about their peers' tasks. Finally, they have added that PA promotes also other skills for students like working cooperatively (as cited in Alzaid, 2017, p.162). Furthermore, a study conducted by Omar, Shahril, and Sajali also has revealed that PA makes it easier for assessors to know where their peers are wrong and evaluate their works through teaching (2018, p.203).

Spiller also was one of those who have spoken about PA's benefits and roles. He has claimed that involving peers in assessment can affect students in many positive ways. He has said that PA enhances their level of learning by cooperating together and supporting each other. Then, he has added that this strategy will also enhance the way they assess their peers and the way they formulate comments and it can help them in producing rational decisions. Furthermore, he has claimed that the ones that are assessed will work with their assessors' remarks towards success and progress; so that to promote their positions and degrees in

learning (2012, p.11). Accordingly, Topping's words have summarized the above by saying: "Peer assessment involves students directly in the learning process and may promote a sense of ownership, personal responsibility, and motivation" (1998, p.256).

In the light of what has been mentioned above, PA can have many effects on students not only inside the classroom but also outside it. By applying this strategy, students will learn how they were assessed previously by their teachers and they will also know the basics of assessment. In addition, they will get a chance to express freely their opinions about their peers' works, and more importantly, they will add some skills and abilities to their background which in return will improve their achievements and results.

2.11. Challenges of Tasks' Peer Assessment

It is not an easy task to get into a peer assessment task and ensure success. Davies has stated that PA cannot achieve better results if students do not trust each other. He has added that if they only give feedbacks and grades without any consideration, then this would weaken its usage (2006, P.81). Moreover, Divjak and Maretic (2015) have mentioned some of the risks that may threaten the reliability of this strategy. They have claimed that if the assessed are from the acquaintances of the assessors (e.g.: friends, family members...etc) then, that would affect the results negatively (as cited in Divjak and Maretic, 2017, p.24). Another problem in PA tasks is time; PA is considered among many researchers as a time-consuming strategy. For example, Hanrahan and Isaacs (2001) have claimed that PA consumes a lot of time to the extent that some students will think that this process will add nothing to their knowledge comparing to the time it needs (p.65). Furthermore, Brew (1999) has claimed that when you evaluate a student; that means that you have power over him or her exactly like what happens with teachers and students (as cited in Liu and Careless, 2006, p.285). As it is mentioned above, generally students are classmates and friends, that is to say, they are from the same age and level, so they will not find it easy to accept someone who is not their teacher to practice power over him or her in class.

Also, according to Topping (2017), PA can have another serious problem; it is difficult for students to reach the appropriate feedback when comparing to teachers (p.3). So, since it is their first time, the assessor find it difficult to provide the assessed with the comments they deserve. Finally, Wanner and Palmer (2018) have concluded that students need to have sufficient knowledge and training about the strategy before getting involved in (p.4). Even though peer assessment has been used in many educational settings in recent years; there is little attention given to the studies about the implementation of peer assessment in EFL classrooms. However, it is claimed that it is not as efficient as the teacher assessment and it could be affected by learners' biases towards their friends. In addition, learners' oral and written proficiency, which take the lion's share in EFL classrooms, does not allow them to evaluate their peers who share the same level. Hence, in order to overcome these challenges, teachers should allocate enough time for students to practice and learn the basics before getting involved in a task peer assessment.

2.12. Cooperative Learning and Tasks' Peer Assessment

As discussed in the previous chapter, cooperative learning is a method which serves to get learners to share their knowledge and benefit from one another. Moreover, it has a strong connection with peer assessment because they both encourage learners to develop social skills. In this regard, Kaufman et.al (1999) have stressed that Peer assessment, in which the learning and assessment activities coexist, can provide the essential conditions for cooperative learning: reducing the effect of the 'hitchhikers', who fail to fulfill their responsibilities in teamwork, but manage to get the same score as their more successful teammates (as cited in Yurdabakan, 2011. p.157). Similarly, Mooney, Bracken and Dignam (2016) have argued that facilitating students to partake in some form of assessment interaction alters the balance of power and encourages some control over their own learning (p.2833).

Besides, Dooley and Bamford (2018) have indicated that peer assessment bridges the gaps in learners' knowledge and helps them to take an active role in the process of learning through

giving detailed and accurate feedback to their peers (p.2). This means that learners are no longer dependent on their teachers to provide them with feedback about their strengths and weaknesses; peer assessment can guarantee them the ability to assess each other freely to enhance their own and their peers' learning.

In other words, peer assessment teaches learners to be autonomous and responsible without any sign of imbalance in assigning the tasks to the members through guaranteeing equality of chances among the members of the learning group. Furthermore, learners would work in a more interactive and cooperative atmosphere. This means that; peer assessment can guarantee for them the ability to assess each other freely which leads to the improvement of their own and their peers' learning because they are no longer dependent on their teachers to provide them with feedback about their progress in learning.

Conclusion

The present chapter has highlighted on different aspects of the Peer assessment process. It has covered all the aspects concerning tasks' peer assessment including its definition, types and dimensions, guidelines, principles, structure and challenges. So, throughout what has been discussed, we can say that PA of tasks may benefit both students and teachers in different ways. By involving them in assessment, students will learn how they were assessed previously by their teachers, how to make a constructive feedback for their peers, and how to take responsibility in managing their own learning. Although, it seems difficult to be adopted because it needs too much time and efforts in order to be applied in a good manner, but it is the only way for teachers to take off the burdens out of their shoulders and let students take charge in their assessment. Finally, this chapter explored the link between the two theoretical chapters by providing the literature that combines them.

Chapter Three

Field Investigation

Introduction

The two previous chapters were devoted to discuss the theoretical findings related to Cooperative learning and Tasks' peer assessment which make up the variables of our research. In the first chapter, we have discussed the efficiency and importance as well as the usefulness of cooperative learning in EFL classrooms. While in the second chapter, we have explored the main aspects that govern peer assessment and how learners can benefit from tasks' peer assessment. This chapter is devoted to explore and investigate the relationship between the two variables.

At first, we have agreed on choosing two data collection tools which are a descriptive questionnaire and a test to administer to students, yet due to the current Corona Virus pandemic and the lockdown, it has been impossible to administer the test. So, we have only used a descriptive questionnaire as a research tool to explore the relationship between cooperative learning and tasks' peer assessment. Furthermore, this chapter presents the description of the questionnaire as well as the analysis of the findings which serves to answer the research questions of the current study. The chapter concludes with some pedagogical implications and recommendations.

3.1. Students' Questionnaire

3.1.1. Population of the study

To achieve the goals of our study, we have selected third year students at the department of English, faculty of letters and languages, University of 08 Mai 1945 (Guelma) as a sample. The reason behind choosing them is that they have dealt with tasks as a tool to test their

learning skills especially in modules like (written expression, Grammar...etc). Also, since they have studied about three years, they have cooperated together and engaged enough in peer assessment tasks as a strategy to assess their works. So, they are more suitable to our study. Accordingly, seventy (70) students out of 150 third year students were randomly selected to answer our questionnaire. To guarantee the representativeness of the sample, this research will follow Krejcie and Morgan's model of sampling (as cited in Cohen, Manion & Morrison, 2000, p.94).

3.1.2. Aims of Students' Questionnaire

In this research we have relied on one data collection tool which is a students' questionnaire. The questionnaire was administered to Third year students to investigate to which extent students participate in cooperative learning activities, and to explore how students perceive tasks' peer assessment as an alternative method of assessment. Besides, the questionnaire seeks to figure out the relation between the variables of our research. Furthermore, the results of the questionnaire would help in checking the validity of the research hypothesis.

3.1.3. Description of Students' Questionnaire

The questionnaire conducted represents the data collection tool of the current research and it is drawn back on the basis of information discussed in the previous two chapters. It consists of eighteen questions divided into three main sections. Some of the questions are multiple-choice questions; others are close-ended questions. Moreover, other questions sometimes give students the opportunity to express their opinion freely where they can specify, and justify their answers. The questionnaire ends with an open-ended question where students can add some further comments, suggestions, or recommendations.

The first section which is entitled "General Information" consists of only two questions. It seeks to gather personal information about students such as their age, and their level of proficiency in English. The second section consists of six questions about "cooperative learning". Students have been asked to tell how important cooperative learning for their

learning enhancement. Next, we have asked the students to describe their experience in participating in cooperative learning activities. The third section is devoted to questions about the relationship between Tasks' Peer Assessment and cooperative learning, and it consists of ten questions. First, we have asked students about how they prefer to work and how often they engage in peer assessment tasks. Next, we have asked them about what can hinder the application of tasks' peer assessment in EFL classrooms. Finally, we have tried to find the link between the two variables through asking questions about how tasks peer assessment provides learners with the necessary skills to be cooperative learners and enhances cooperative learning. The last question is an open- ended question for students to add any information they know about the topic discussed.

3.1.3. Administration of the Questionnaire

The research questionnaire was available online on July 16th, 2020 through the use of Google questionnaire. The latter was due to Corona virus (COVID-19) which has prevented us from meeting students at the University. Also, it has caused many problems which affect the reliability of the work because we cannot guarantee if students make use of other external sources to fulfill the given gaps. Students have known that this questionnaire is an essential part for our research and how much their answers are appreciated. Despite all the circumstances, the process is still anonymous and personal; so that students can freely express their opinions. However, only few students were willing to cooperate and answer the given questionnaire. Some do not even have access to internet to check their accounts and others only saw it and pass without answering. So, we have suffered in collecting answers especially at the last moment. All in all, only seventy (70) students out of 100 needed responses have answered the given questionnaire.

3.1.5. Data Analysis and Interpretation from the students' questionnaire

Section One: General Information

Question One: How old are you?**Table 3.1***Students' Age*

Years	Numbers (N)	Percentage (%)
20	31	46,3 %
22	14	18.6%
23	16	22,18%
27	9	12,92 %
Total	70	100%

Table 3.1 demonstrates the age of the informants in the questionnaire. About half of the informants (46, 3%) who answered are twenty years old (20). Other students (22,18%) are twenty three years old (23). However, fourteen informants (18, 6%) are twenty two years old (22). Only nine informants (12.92%) are twenty seven years old (27) .This implies that we have informants from different ages and that our sample is not homogeneous.

Question Two: How long have you been studying English?**Table: 3.2***Years of Studying English*

	Numbers (N)	Percentage (%)
10	40	65%
12	25	25,49%
13	5	9,51%
Total	70	100%

The majority of the informants (65%) have studied English for Ten years, whereas twenty five (25, 49%) have studied it for twelve years. Only five students have studied English for Thirteen years. This indicates that the informants have studied English for a considerable period of time which denotes that they have enough background knowledge to answer the questionnaire.

Section Two: Cooperative Learning

Question Three: How do you prefer to work?

Table 3.3

Students' preferences

	Number (N)	Percentage (%)
In groups	38	55,1%
Individually	31	44,9%
Total	70	100%

More than half of the students (55, 1%) said that they prefer to work in groups. This implies that most learners understand better in group work. Moreover, they claimed that working in groups helps them develop critical thinking, reasoning, and deeper understanding of the learned material. It also motivates them to maximize their competencies and knowledge as individuals. However, the remained informants (44, 9%) indicated that they prefer to work individually. It is worth mentioning that the individual differences can highly influence students' preferences. Furthermore, they claimed that they do not share the same thoughts as others and there would be lots of conflicts among the members of the group because some will try to impose their opinions on the rest.

Question Four: To what extent is cooperative learning important to you?

Table 3.4

The Importance of Cooperative Learning

	Number (N)	Percentages (%)
Very important	24	34,8%
Important	36	52,2%
Not important	10	13%
Total	70	100%

Concerning Cooperative learning importance to students, half of the informants (52,2%) confirmed that cooperative learning is important. Moreover, 34,8 % of the them picked the option “very important”. This indicates that the majority of the informants consider cooperative learning important for their learning. So, they have claimed that it helps students to maintain good relationships with each other, create a healthy educational environment and develop the different learning skills. Others answered that learning in groups using different learning activities helps students to improve their level through exchanging ideas and views in an enjoyable atmosphere and it also motivates the introvert students to overcome their shyness to engage in group work. So, students admitted the necessity of cooperative learning in order to learn more and to gain extra information from the other peers. Only ten students (13%) opted for the option “not important”. This denotes that not all students consider cooperative learning important. They claim that when they engage in group work they never benefit from it because there are some students who either try to impose their ideas or take the effort to provide their partners with ideas in the first place. In addition, other students think that working in groups creates imbalance among the members because not all the members have the same level or mental abilities which would result in creating dependent students.

Question Five: How often do you engage in group works?

Table: 3.5

Frequency of engaging in group work

	Number (N)	Percentage (%)
Always	14	18,9%
Sometimes	45	65,2%
Rarely	10	14,5%
Never	1	1,4%
Total	70	100%

Concerning students' frequency to group work, the majority of the informants (65, 2%) chose the option "sometimes". This indicates that the majority of students have not experienced cooperative learning as much as it is necessary for their learning. However, some students (18, 9%) opted for the option "Always". This suggests that not all the students have the same tendencies toward studying techniques; some of them always prefer to work in groups. Ten other students (14, 5 %) selected the option "rarely". This indicates that there are some students who have not witnessed much of group work activities during their time of study. Whereas, only one student (1,4 %) claimed that they have never participated in group work before.

Question Six: Do you think that learners benefit from group work?

Table 3.6*Benefits of group work*

	Number (N)	Percentage (%)
Yes	57	82,6%
No	13	17,4%
Total	70	100%

As indicated in the above table, students have been asked whether group work is beneficial to them or not. The majority of the informants (82, 6%) answered “yes”. This denotes that cooperative learning is highly valued among students and most of them consider group work as an effective method to gain knowledge. However, few informants (17, 4%) chose the option “No”. This implies that students’ preferences vary from one student to another.

Question six (Continuation): if yes, is it because CL:

Table 3.7*The Reasons of Adopting Cooperative Learning*

	Number (N)	Percentage (%)
creates an enjoyable atmosphere	15	32,2%
develops the sense of leadership	5	8,5%
ameliorates communicative skills	20	42,4%
improves learning	10	16,9%
Others	/	0%
Total	50	100%

As a continuation to the previous question, the above mentioned table demonstrates the results of why students consider cooperative learning beneficial. The majority of the

informants (42, 4%) declared that cooperative learning ameliorates communicative skills. This indicates that students do not engage in group work only for the sake of gaining extra knowledge, they rather work on their communicative skills. Moreover, some (32,2%) claimed that group work creates an enjoyable atmosphere. This implies that working in groups is more enjoyable for learners than individual work. Other students (16, 9%) opted for the option that group work improves learning. This denotes that learners participate in group work for further aims than gaining communicative skills; learners gain knowledge and learn more from their peers' experiences. Only (8,5%) of the participants answered that cooperative learning develops the sense of leadership. They think that developing a sense of leadership is secondary and it is not as important as the other options. No one (0%) opted for the choice "others".

Question Six (Continuation): if no, is it because CL (more than one option):

Table 3.8

The Reasons of Neglecting Cooperative Learning

	Numbers (N)	Percentage (%)
creates a noisy atmosphere	5	46,4%
time consuming	2	42,9%
creates free riders	11	57,1%
generates inequality of assessment	2	42,9%
others	/	0%
Total	20	100%

Concerning the reasons of neglecting cooperative learning, students can choose more than one option. The majority of the informants (57, 1%) opted for the third option. This indicates that students think that cooperative learning can create free riders who depend on other

members to do their work without paying any significant effort. Other students (46, 6%) claimed that group work creates a noisy atmosphere. This implies that there are calm students who think working in groups creates noise and can disturb them while working. Moreover, some students (42, 9%) believe that cooperative learning generates inequality of assessment. This indicates that not all members pay the same effort in group work and as it is mentioned in option three, there are students who depend on others to accomplish their part of the task which would create an inequality of assessment. No one (0%) opted for the option “others”.

Question Seven: Do you feel that you are responsible enough to get engaged in cooperative groups?

Table 3.9

Students' responsibility towards Cooperative Groups

	Number (N)	Percentage (%)
Yes	59	86.8 %
No	11	13.2%
Total	70	100%

Concerning students responsibility towards engaging in cooperative groups, almost the majority of the students participated in the questionnaire declared that they are responsible enough to engage such kind of groups. While, (13.2%) of them indicated the opposite. They claimed that they have learned from their teachers how to work cooperatively. Also, they added that they know the basics and they are courageous enough to engage in this strategy.

Question Eight: Have you ever participated in cooperative learning activities?

Table 3.10*Students' Participation in Cooperative Learning Activities*

	Number (N)	Percentage (%)
Yes	59	84,1%
No	11	15,9%
Total	70	100%

Concerning table 3.10, we have asked students if they have ever participated in cooperative learning activities. The majority of the informants (84, 1%) answered “yes”. This indicates that most of Third year students have participated in group work before. Only few informants (15,9%) opted for the option “No”. This implies that there are some students who have not had the chance to be part of cooperative learning activities.

Question Eight (Continuation): if yes, describe your experience.

We have provided the students with an open question to describe their experience in participating in cooperative learning tasks. Students' experiences can be summed up as follow:

- Despite the fact that there have been some disagreements at the level of designing the outline and the way of presenting, it has been very enjoyable experience that helps in reducing stress
- Unfortunately, it was not that much satisfactory because I think it has created free-riders.
- The teacher have divided us into groups, and provided us with different topics to

identify. We have exchanged our information. It was very helpful because each one gives an idea about the topic to build a coherent and a rich answer.

- It was productive and helpful in knowing how others think and analyze the situation in hand.
- Group work sometimes fills the gaps in knowledge. In my case, during a group work I gain new perspectives.
- We had a group work to prepare for a presentation at the university but it was not very successful as in groups there members who work harder than others.

On the basis of their answers we can conclude that most students have been a part of cooperative learning experience. Some of them found it beneficial and useful to develop their critical learning and to learn from the peers' experiences, however, others considered it as a waste of time and the majority of the group members depend on others to do their parts of the work.

Section three: Enhancing Cooperative Learning through Tasks' Peer Assessment

Question Nine: As an EFL learner, do you prefer being assessed by teachers, by peers or by yourself?

Table 3.11

Types of Assessment that Students Prefer

	Number (N)	Percentage (%)
Teacher's assessment	15	21.7%
Peer-assessment	50	72.5%
Self-assessment	5	5.8%
Total	70	100%

According to the results obtained, the majority of students (72.5%) claimed that they prefer to

be assessed by their peers. They have justified their answers by saying that in peer- assessment, students are at the same level; there is no teacher to blame them; therefore, they will not fear from making mistakes, but rather they will work so peacefully. They have added that since their classmates are always besides them; then, they will obviously notice their weaknesses. Also, some declared that the teacher is an assessor for a huge number of students, then; his assessment will not be detailed or accurate enough as the one conducted by peers. In addition, (21.7%) prefer to be assessed by their teachers. However, only a small percentage of the participants (5.8) voted for self-assessment as a way to assess their works. Including the obtained results, there are participants who opted for more than one option. This confirms the success of the proposed strategy in EFL classes. Students seem that they are familiar with tasks' peer assessment what lead them to vote for it as a dominant choice.

Question Ten: Do you often engage in tasks' peer assessment?

Table 3.12

Students' Engagement in Tasks Peer Assessment

	Number (N)	Percentage (%)
Yes	45	68,2%
No	21	31.8%
Total	66	100%

As it is shown in the previous table, most of the students (68.2%) declared that they have engaged in tasks' peer assessment. Whereas, (31.8%) of the whole population claimed that they did not engage in such kind of tasks in classrooms. This implies that most of third year students have experienced peer assessment tasks as a strategy to assess their peers' works.

Question Ten (Continuation): While engaging in TPA, do you prefer to be the assessor of the assessed?

Table 3.13

Assessor/ Assessed

	Number (N)	Percentage (%)
The assessor	16	24%
The assessed	10	14.5%
Both	27	39%

As a continuation to the question, when asking about if they want to be the assessors or the assessed, (39%) of the informants claimed that there is no difference between being the assessor or the assessed. While, 24% chose the assessor and 14.5% opted for the assessed. The obtained results indicate that the majority of students do not have a problem in whether being the assessor or the assessed.

Question Eleven: To what extent is Tasks' peer assessment effective in EFL classrooms?

Table 3.14

The Effectiveness of Tasks' Peer Assessment in EFL classrooms

	Number (N)	Percentage (%)
Very Effective	17	24.6%
Effective	42	60.9%
Not Effective	11	14.5%
Total	70	100%

As indicated above, the majority of students (60.9%) claimed that PA tasks are effective in EFL classrooms. Also, some students (24.6%) mentioned that Tasks' PA is very effective if adopted in classrooms. However, only (14.5%) affirmed that Tasks' PA is not an effective strategy. Though the degree of effectiveness differs from one student to another, it can be said that the majority of them consider tasks' peer assessment as an effective strategy that should be adopted in EFL classrooms.

Question Twelve: Do you agree that tasks' Peer assessment helps students develop their knowledge?

Table 3.15

The Effect of Peer Assessment on Developing Students' Knowledge

	Number (N)	Percentage (%)
Strongly agree	10	14.5 %
Agree	44	63.8%
Neutral	10	13,1%
Disagree	3	4.3%
Strongly disagree	3	4.3%
Total	70	100%

As shown in table 3.15, the majority of participants (63.8%) agreed that PA tasks help in developing students' knowledge. Also, some informants (14.5) stated that they strongly agree with the latter. Further, (13.1%) of them remain neutral. That is; they neither agree nor disagree with the expression proposed above. A small number of participants (4.3%) mentioned that they disagree with the previous statement. Equally to them, also (4.3%) indicated that they strongly disagree with the effect of tasks' PA in developing students' knowledge. The above statistics reveal that adopting such a strategy in EFL classrooms may

help develop students' background knowledge. Interestingly, when asking them to justify their answers, most of them said that PA helps students discover their knowledge; it facilitates the learning process especially if there are students who are ashamed of seeking help from the teacher; thus, they tend to seek help from their peers. The latter will also allow them to raise their level of learning and bring out their energies and knowledge that they do not realize that they had. They added that if the group is composed of students with higher levels, they will all improve their levels as they already share different ideas regarding the subject matter.

Question Thirteen: While engaging in tasks' peer assessment, as an assessor, do you express your feedback freely?

Table 3.16

Students' Freedom in Expressing Feedback

	Number (N)	Percentage (%)
Yes	59	86.8%
No	11	13.2%
Total	70	100%

Following the findings exhibited in the previous table, the absolute majority of participants (86.8%) opted for yes. This entails that teachers do not interfere to tell them what to write as a feedback. So, assessors are free to write what they really see that it is needed to be written especially because students know each other (their level, performance, knowledge and achievement...etc) very well. Additionally, only few informants (13.2%) selected "no" which proposes that teachers do interfere while writing comments especially when the comments are harsh. So, they will reinforce them with examples to follow; so that the ones assessed do not feel offended.

Question Fourteen: Do you think that it is necessary to adopt this strategy as a new way of

assessment in EFL classrooms?

Table 3.17

Adopting Tasks' PA as a New Way of Assessment

	Number (N)	Percentage (%)
Yes	39	55.1%
No	31	44.9%
Total	70	100%

According to table 3.17, more than the half (55.1%) of the participants claimed that tasks' peer assessment is a good strategy; hence it is a necessity to adopt in EFL classes. Participants stated that the latter helps both students and teachers. More specifically, they added that tasks' PA improves learners' skills, creates a sense of leadership, and gives them the chance to learn from others' mistakes. Also, students will feel less threatened and express freely their feedbacks. However, (44.9%) of the participants claimed the opposite. They justified their answers by saying that Tasks' PA is a time consuming strategy, not always truthful, and it lacks credibility since both the assessors and the assessed are in the same scale.

Question Fifteen: In your opinion what may hinder the application of tasks' peer assessment (you can choose more than one answer)?

Table 3.18*Obstacles of TPA Strategy*

	Number (N)	Percentage (%)
Biased assessment from learners towards their friends	40	59.9%
Time consuming	35	50.7%
Lack of knowledge of the assessment criteria	34	49.3
Not reliable and truthful	30	47.9%
Others	5	15%

When asking about what may hinder the application of the proposed strategy, 59.9% of the participants chose the first option (biased assessment from learners towards their friends). This confirms that since students know each other, they will support their friends even if they are wrong. Almost equally, 50.7% of them claimed that TPA is a time consuming strategy which requires a lot of efforts to encourage students to engage in such type of assessment. Also, students are not so much professional and experienced to correct and assess their peer's works. Moreover, (49.3%) voted for the lack of knowledge of the assessment criteria. This confirms that not all students are familiar with the assessment criteria. So, they have to learn enough about this strategy before getting involved in. In addition, 47.9% of the participants declared that TPA is not reliable and truthful. The answers can be manipulated as well as the assessment criteria which will in return threaten the test's reliability and truthfulness. Those who opted for other options, (15%) of them added that in TPA, students may not accept feedback from others as they may make them feel offended. Peer pressure, subjectivity and selfishness also are among their additional options.

Question Sixteen: Do you consider tasks' peer assessment as a platform for activities that motivate students to work cooperatively?

Table 3.19*Students' Motivation towards Peer Assessment Tasks*

	Number (N)	Percentage (%)
Yes	62	89.8 %
No	8	10.2%
Total	70	100%

As it is displayed above, 89.8% of the informants agreed that tasks PA is considered as a platform for activities that motivate learners to work in groups while few participants (10.2%) did not agree with the proposed statement. This entails that students believe that TPA is an effective strategy that promotes group works.

Question Seventeen: Does engaging in tasks' peer assessment enhance cooperative learning?

Table 3.20*The Influence of Tasks' Peer Assessment on Cooperative Learning*

	Number (N)	Percentage (%)
Yes	63	89.9%
No	7	10.1%
Total	70	100 %

As displayed in the table above, the majority of the informants (89, 9 %) claimed that engaging in TPA may enhance students' skills of cooperative learning. It helps in reducing conflict management and increasing communicative skills. Moreover, it boosts the learners' tendency to engage in group works and encourage them to exchange knowledge and experiences with each other. However, few participants (10.1%) claimed the opposite. They declared that

TPA cannot provide learners with extra skills for CL because when students meet together, they will only chat, laugh and exchange jokes with each other.

Question Seventeen (continuation): If yes, is it because Tasks' peer assessment and cooperative learning? (You can choose more than one answer)

Table 3.21

The Benefits of TPA and CL

	Number (N)	Percentage (%)
Supply you with extra knowledge	35	50.7%
Promote a sense of responsibility	39	56.2%
Enhance learning	28	40.6%
Improve academic achievement	26	37.7%

As seen in table 3.21, when asking those who picked yes as an answer, 56.2% of the informants asserted that TPA together with CL can promote a sense of responsibility. This entails that when students engage in a task PA, they will work cooperatively towards a certain end and this can only be achieved when they feel engaged and responsible to produce a representative unit. Also, some students (50.7%) mentioned that through engaging in TPA, students will cooperate together; therefore, they will be supplied with extra knowledge. In addition, TPA helps students build the necessary skills for cooperative learning. Further, 40.6% chose the third option claiming that both TPA and CL enhance students' learning process. Finally, if both strategies adopted together, 37.7% of the participants declared that this will improve the academic achievement.

Question Eighteen: if you have further comments or suggestions, you are welcome.

A significant number of the students participated in this questionnaire have added comments concerning the research topic that could be summarized as follows:

- Cooperation is better when you choose your peer.
- Interacting with classmates gives you the ability to be aware of the way they think and resolve problems.
- It is an interesting topic to tackle; I think this strategy should be widely used not only at universities, but also in schools.
- I think that there is an intimate relation between tasks' peer assessment and cooperative learning because the former makes students more acceptable to exchange their knowledge and skills to others what may enhance cooperative learning.
- This topic is interesting; it should be investigated especially in EFL classes.

3.1.6. Summary of Findings from Students' Questionnaire

The first section which is entitled "general information" is devoted to discuss students' age and the years of studying English. It is noticed that our sample is not homogenous because we have had informants who do not share the same age. Moreover, it demonstrates for how long informants have been studying English. The majority of the informants have been studying English for ten years which denotes that they have enough knowledge and language skills to analyze and answer the required questions. Besides, they are mature enough to be responsible for their learning.

Concerning the second section which deals with "Cooperative Learning", the findings revealed that the majority of the students 52,2% acknowledged the importance of cooperation to accomplish their learning tasks, which implies that cooperative learning is crucial and has a paramount importance. Furthermore, more than half of the students tend to prefer working in groups over individual work. Also, students frequented cooperative learning more than one time during their journey of learning. Some students always engage in cooperative learning, whereas, the majority participates in cooperative learning activities from time to time. This implies that there are some teachers who use this strategy in day to day activities yet, not all teachers make use of it .Furthermore, it is noticed that cooperative learning is beneficial to

them because it ameliorates their communicative skills as well as their learning in general; however, some students considered it as a waste of time and a main reason for creating free-riders. Also, it is shown that they are responsible enough to be engaged in a TPA. Finally, in the last question in this section, students described their experience in participating in group work activities. Their answers revealed that cooperative learning can be the reason to improving students learning as well as their relationship with their peers and may help them overcome their social anxiety. However, not all students are capable of coping with group work due to their individual differences.

Concerning the third section which is devoted to “Enhancing cooperative learning through tasks’ peer assessment”, all participants confessed that there is a positive relationship between CL and TPA. At first, Students’ answers revealed that they prefer to be assessed by their peers claiming that PA entails a continuous self-development. Consequently, if students anticipate that they will have to assess their peers’ works, they will do their best to equip themselves with the necessary knowledge and skills; so that to provide a comprehensive feedback. In addition, their engagement in such types of tasks before indicates that most of them are familiar with this strategy, hence; they are aware about its importance and efficiency. Also, they do not have a difference between being the assessors or the assessed. More specifically, most students 63,8% consider TPA as an effective strategy that should be widely used.

Additionally, in their opinions, tasks’ PA helps develop their knowledge and it may also supply them with extra skills that they did not have before. This entails that PA helps students to foster their skills in assessment by having a chance to spot the errors made by their peers and at the same time they receive a beneficial feedback, hence, the extent of the required knowledge expands. Also, through this strategy, students will freely express their opinions towards their peers. Furthermore, since they considered it as a good strategy for them; they agreed that this strategy should be adopted not only in Universities, but also in schools and colleges. What may hinder its application; students claimed the inequality of assessment as a main reason. Finally, when directly asking them about if engaging in TPA enhances CL, they

concluded that students' engagement in this strategy plays an important role in enriching their cooperative skills. Also, they will be more excited and responsible to engage in tasks that will encourage them to work cooperatively.

Conclusion

As an attempt to answer the research questions of this study, we have used only one research tool in order to confirm or neglect the former research hypothesis. In this chapter, we have examined students' answers to the questionnaire. The findings of the questionnaire revealed that the majority of Third year students value cooperative learning and often use it to accomplish their tasks. Moreover, it discussed the reasons to which they prefer or neglect cooperative learning. Indeed, there have been some contradictions in students' answers where they do not clearly state their position about cooperative learning when they were asked to justify their choices. Besides, the majority of students declared that tasks' peer assessment can be regarded as a successful method of assessment because it helps them overcome their fear from teachers' assessment. Accordingly, students' answers indicated that there is an intimate relationship between cooperative learning and tasks' peer assessment. This indicates that tasks' peer assessment can be used to enhance learning as well as students' skills during cooperative learning activities.

General Conclusion

1. Concluding Remarks

In lights of what has been stated in this dissertation, and as an answer to the research questions, we can say that students perceive TPA as a good and effective way for improving learners' cooperative learning skills. Students seem to be self-dependent learners and depend more on themselves in the learning process. However, of course while adopting this strategy; they cannot get totally rid of the guidance and the support they receive from their instructors. Moreover, through the results obtained from the data gathering tool, most of third year teachers have involved their students in tasks' PA. So, it is time to confirm the research hypothesis which states that if students engage in tasks' peer assessment, then; their cooperative learning skills would be enhanced. The data collected from the questionnaire have also revealed that TPA tends to motivate learners to work cooperatively. By doing so, they will feel responsible and less threatening, develop their levels through exchanging knowledge, fill the gaps rose in their minds about a particular part of the lesson, and reach the task goals easily. This chapter will close up with some of the recommendations that teachers should supply students with before get involved in a task peer assessment.

2. Research Implications and Recommendations

This research aims at raising students' awareness about the importance of getting involved in peer assessment tasks to develop their cooperative learning skills. In order to realize a successful atmosphere where the procedures can easily work on, both teachers and students must take into consideration the following points:

- Teachers should first test students' acceptability to be exposed to the former strategy; so that to see whether this strategy would help them to reach the lecture's goals. Since not all students have the same level, then; teachers should take into consideration what may fit all of them.

-Teachers must prepare students very well before involving them in this strategy. They should provide them with samples about groups who have already experienced this strategy and speak about its advantages and what benefits it can bring for their success. Also, they should clarify each step carefully to achieve better results.

-Teachers should let students practice this strategy many times and make them learn the necessary critical skills they need while providing feedback to their peers. They should train them very well before getting involved in this strategy to perform in a good way.

-Tasks should be designed in a way that encourages students to be more cooperative and to learn more about their respective other, and to make the student aware of his/ her responsibility towards his learning. Also, according to the presented lesson so that students can remember what they have learned and successfully answer them. That is to design tasks about what was presented to them to reach the objectives of the lesson more easily and quickly. Also, teachers should vary the tasks to not make students bored.

-Teachers should let students work together and only interfere when they ask for help. They should make them learn how to depend on themselves, to encourage all members to participate and only guide them or answer their questions.

-Teachers should reward students who have done a good job in order to motivate them and promote the proposed strategy. Such as, giving extra marks or providing them with positive feedback in front of their classmates.

-Students should respect each others' point of views and accept their feedback because the latter make them discover their strengths and weaknesses. Providing positive feedback will affect the teams' performance positively and encourage them to reach their goals.

-Students should be trustworthy because it is a responsibility to correct their peers' tasks. When they trust each other, students can freely express their ideas.

- Students have different personalities and different ways of learning. Thus, cooperative learning should be applied in classrooms in order to merge all those differences and to create a more relaxing atmosphere where all the students can take part and to benefit from what has been taught.

-At the end, since University students are mature enough, then, we recommend all Guelma's University teachers to adopt this strategy and give students a voice to get engaged in their own learning process.

3. Research Contributions and limitations

This study contributes to the existing body of literature which investigates the relation between cooperative learning and tasks' peer assessment. It consists of two theoretical chapters and one practical chapter to consolidate the information presented and confirm the research hypothesis.

The current research has some limitations. The accomplishment of this study has been through many obstacles that have hindered the flow of work. The following points represent some constraints that we have encountered:

- The first and the major obstacle we have faced is the lack of primary and reliable sources that serve the current study. The most popular libraries which contain limitless number of sources do not provide access to all countries or the access requires money .Besides, sources concerning the first chapter mostly belong to Johnson and Johnson, even we find other researchers who tackle the topic of cooperative learning always refer to Johnson and Johnson's works.

- Second, the world has gone through a mortal pandemic which has caused a paralysis in all the domains especially schooling. Consequently, this has hindered the physical contact with the supervisor that usually helps a lot in organizing the work.

- Third, concerning the data collection tools, at first we have chosen two research tools which are a test and questionnaire to the students, yet administering the test to the students has been impossible because doing an online test can influence the works' reliability as we cannot apply online peer assessment. Furthermore, administering the questionnaire in an online form has many disadvantages, among them: students' unwillingness to answer the questionnaire, the difficulties to gather a considerable number of informants, and the lack of seriousness in some of the respondents' answers.

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Appendix

Students' Questionnaire

Dear students,

The aim of our research is to investigate the effect of tasks' peer assessment in enhancing students' cooperative learning. So, in order to carry on our study, a questionnaire is needed to reach the previous aim. Your answers would definitely help us confirm or reject the research hypothesis. Therefore, you are kindly invited to answer our questions by selecting the appropriate answers and providing full answers whenever it is necessary.

Thank you for your collaboration and precious comments.

OULAB Imene

BOUKHERIS Marwa

Department of English

University of 8 Mai 1945, Guelma

Section One: General Information

1. How old are you?

.....

2. How long have you been studying English?

.....

Section Two: Cooperative Learning

3. How do you prefer to work?

In groups	
Individually	

4. To what extent is Cooperative Learning important to you?

Very important	
Important	
Not important	

5. How often do you engage in group works?

Always	
sometimes	
Rarely	
Never	

6. Do you think that learners benefit from group work?

Yes	
No	

- If yes, is it because CL

creates more enjoyable atmosphere	
develops a sense of leadership	
Ameliorate communicative skills	
Improve learning	
Other (s) (please specify below)	

.....

.....

-If no, is it because CL (you can choose more than one option):

Creates a noisy atmosphere	
Wastes time	
Creates free riders	
Generated inequality in assessment	
Other (s) (please specify below)	

7. Do you feel that you are responsible enough to get engaged in a TPA?

Yes	
No	

8. Have you ever participated in cooperative learning activities?

Yes	
No	

- If yes, describe your experience briefly.

.....

.....

.....

Section Three: Enhancing Cooperative learning through tasks' peer assessment

9. As an EFL learner, do you prefer being assessed by teachers, by peers or by yourself?

(you can choose more than one)

Teacher's assessment	
Peer-assessment	
Self-assessment	

10. Do you often engage in tasks' peer assessment?

Yes	
No	

-If yes, as an assessor or assessed?

.....

11. To what extent is Tasks' Peer Assessments effective in EFL classrooms?

Very effective	
Effective	
Not effective	

12. Do you agree that Tasks' Peer-assessment helps students develop their knowledge?

strongly agree	
Agree	
Neutral	
Disagree	
Highly disagree	

13. While engaging in tasks' peer assessment, and as an assessor, do you express your feedback freely?

Yes	
No	

14. Do you think that it is necessary to adopt this strategy as a new way of assessment?

Yes	
No	

15. In your opinion, what may hinder the application of tasks' peer assessment? (you can choose more than one answer)

Biased assessment from learners towards their Friends	
Time consuming	
Lack of knowledge of the assessment criterion	
Not reliable and truthful	
Other (s) (if others please add them below)	

.....
.....

16. Do you consider tasks' peer-assessment as a platform for activities that motivate students to work cooperatively?

Yes	
No	

17. Does engaging in tasks' peer assessment enhance cooperative learning?

Yes	
No	

- If yes, is it because Tasks' Peer Assessment and Cooperative Learning: (you can choose more than one answer)

Supply you with extra knowledge	
Promote a sense of personal responsibility	
Enhance learning	
Improve academic achievement	

18. If you have further comments or suggestions, you are welcome.

.....

.....

.....

Thank you for your help

Résumé

L'étude présente vise à investiguer l'impact de l'évaluation de pairs sur l'apprentissage coopératif. Et elle tente à comprendre comment les étudiants apercevaient l'évaluation des pairs comme une nouvelle méthode d'évaluation qui remplace les anciennes méthodes. Ainsi, elle cherche à montrer les bienfaits de cette technique durant la procédure d'évaluation de pairs. Par conséquent, on hypothesise que la participation des étudiants à l'évaluation de pairs peut améliorer leur apprentissage coopératif. Dans le but de vérifier l'hypothèse et pour répondre sur les questions de la recherche actuelle, on a adopté l'approche descriptive qualitative pour qu'on puisse analyser et étudier avec exactitude cette dernière. Une méthode d'investigation qui consiste à distribuer un questionnaire descriptif à 70 étudiants au hasard sur les étudiants de 3^{ème} année licence, spécialité lettres et langue anglaise au sein de l'université 8 mai 1945 à Guelma, le but de ce questionnaire c'est de voir si les étudiants sont conscients de l'importance de cette nouvelle méthode d'apprentissage. En outre, la majorité des étudiants avoue que l'apprentissage coopératif améliore leurs techniques d'apprentissage. On déduit que l'évaluation des pairs a un impact majeur sur l'amélioration de l'apprentissage coopératif. Cette recherche ajoute des informations valables à la littérature qui déjà existe. A la fin, on recommande les Professeurs de les Universités à adopter cette technique, et on les exhorte à améliorer les capacités des étudiants pour devenir des apprenants coopératifs.

الملخص

تهدف الدراسة الحالية إلى البحث في تأثير تقييم الأقران للمهام على التعلم التعاوني للطلاب. تحاول هذه الأخيرة معرفة كيفية استقبال الطلاب لإستراتيجية تقييم الأقران للمهام باعتبارها طريقة بديلة للطرق التقليدية للتقييم. كما أنها تسعى إلى معرفة الفوائد التي يمكن للطلاب تحقيقها عند التعاون معاً لتقييم بعضهم البعض. لذلك فإننا نفترض أن إشراك الطلاب في تقييم زملاءهم للمهام من شأنه أن يعزز تعلمهم التعاوني. من أجل التحقق من الفرضية السابقة والإجابة على أسئلة البحث، فقد استخدمنا المنهج الوصفي الكمي لأنه يمكننا من ملاحظة الظاهرة، تحليلها و وصفها بشكل دقيق. كما تم توزيع 70 استبياناً لطلاب السنة الثالثة في قسم اللغة الإنجليزية جامعة 8 ماي 1945 بقالمة الذي بدوره يهدف إلى فهم كيفية إدراك الطلاب إلى تقييم الأقران للمهام باعتباره طريقة جديدة للتقييم و ما إذا كانوا قد خضعوا لها سابقاً. كشفت نتائج الاستبيان أن معظم طلاب السنة الثالثة تلقوا تقييم الأقران للمهام كإستراتيجية جيدة و مفيدة لكل من الطلاب و الأساتذة. بالإضافة إلى ذلك، رجح معظمهم أن هذه الإستراتيجية تميل إلى تحسين تقنيات التعلم التعاوني. من النتائج السابق تحليلها، يمكننا أن نستنتج أن تقييم الأقران للمهام له تأثير كبير على تعزيز التعلم التعاوني. علاوة على ذلك، يساهم هذا البحث في إضافة قدر كبير من المعرفة من خلال التطرق إلى النقاط السالف ذكرها و التي تكمن في صلب هذا الموضوع. نتيجة لذلك، نوصي و بشدة مدرسي الجامعات إلى تبني هذه الإستراتيجية في الفصول الدراسية و نحنهم على تنمية قدرات الطلاب ليتعاونوا معاً الذي بدوره يعزز قدرة الطلاب على التعلم الذاتي عامة و الجماعي خاصة.

