

Using Peer Evaluation as a Tool in English Language Learning in Malaysian Classroom

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ABSTRACT

Language learning, particularly in diverse ESL (English as a Second Language) classrooms, presents unique challenges, including the effective provision of feedback within large class sizes. This research paper investigates the application of peer evaluation as a pedagogical tool in enhancing English language learning outcomes. The study addresses two main objectives: evaluating perceptions of peer evaluation's effectiveness and identifying challenges faced by students and teachers during its implementation. A quantitative approach, utilizing cross-sectional surveys, was employed to gather data from students and teachers in Malaysian classrooms. The survey assessed attitudes towards peer evaluation, its perceived benefits, and the challenges encountered. Key findings revealed that both students and teachers generally perceive peer evaluation positively, recognizing its potential in improving language skills, fostering critical thinking, and promoting self-reflection. However, significant challenges were identified, including time constraints, unclear evaluation criteria, concerns about fairness and subjectivity, and issues related to the quality of feedback. The analysis highlighted that time limitations and the need for clear guidelines were major barriers, impacting the effectiveness of peer evaluation. The study concludes that while peer evaluation offers substantial benefits, such as enhancing language proficiency and encouraging a supportive learning environment, its successful implementation requires addressing identified challenges. Recommendations include establishing clear evaluation criteria, fostering a culture of constructive feedback, providing training, and mitigating potential biases. Implementing these strategies can optimize the peer evaluation process, making it a valuable tool for language learning and contributing to the development of students' linguistic and critical thinking skills.

Keywords: Assessment, Evaluation and Instruction in Language Learning; Community Assisted Language Classroom; Language learning; Peer evaluation; Teaching methodology.

INTRODUCTION

Language learning is a dynamic and multifaceted process that demands innovative approaches to address the evolving needs of both educators and learners. As classrooms become more diverse, and the challenges of providing timely and constructive feedback persist, educators seek effective tools to enrich the language learning experience. This paper explores the use of peer evaluation as a teaching tool in language learning.

In the landscape of language education, the exchange of feedback plays a pivotal role in shaping students' linguistic proficiency and communicative skills. However, educators often grapple with the constraints of time and resources, especially in classrooms characterized by large student populations. In many countries where English is considered a second language (ESL), a standard modern classroom typically accommodates 30 to 40 students. In such settings, English teachers face a considerable challenge in evaluating the work of all their students due to the large class sizes. [1] mentioned that teachers' burnout is often derived from the inability to complete their tasks in the classroom according to their standard which include personally assessing students' work and giving personalized feedback for their activities in classes. This issue is noteworthy and requires attention, especially considering the significance of feedback and assessment in monitoring learning, particularly

in the context of acquiring a second language. As noted by [2], it is essential for teachers to understand the extent to which students can assess their own work and performance. Proficient learners possessing ample metalanguage and metalinguistic knowledge can accurately evaluate their language learning progress, reducing their reliance on teachers and, instead, contributing to teachers' awareness of their individual learning needs. This challenge hinders the delivery of personalized and immediate feedback, impacting the overall effectiveness of the learning process.

A. Significance of Topic

The incorporation of peer evaluation into English language learning carries substantial significance, transcending the conventional feedback model and reshaping the dynamics of student engagement. Departing from the traditional teacher-centric assessment paradigm, peer evaluation places a significant emphasis on active student participation and critical self-reflection. Through the evaluation of their peers' work, students are prompted to engage in a process of critical self-reflection, gaining insights into diverse perspectives, alternative approaches, and varied styles of expression. This transformative aspect extends beyond immediate task-oriented objectives, fostering a deeper understanding of language concepts and encouraging students to identify areas for improvement in their own work.

Moreover, peer evaluation emerges as a powerful motivator within the language learning context. The constructive feedback received from peers serves not only as an acknowledgment of strengths but also as a catalyst for students to enhance their language proficiency. The collaborative nature of peer evaluation establishes a supportive learning environment, motivating students to actively participate in their language learning journey. As students become adept at providing and receiving feedback, the process becomes automated, creating a continuous cycle of improvement and self-motivation.

Crucially, peer evaluation functions as more than a practical tool; it is a dynamic method for building language skills. Through the analysis of their peers' work, students are exposed to diverse language structures, vocabulary, and communicative styles, accelerating the language acquisition process. The interactive nature of peer evaluation additionally cultivates effective communication skills, enabling students to express thoughts and critiques in a constructive manner, further honing their language proficiency.

Beyond its practical implications, peer evaluation serves as a catalyst for fostering critical thinking and reflective practices in English language acquisition. As students engage with their peers' work, they are prompted to evaluate not only the content but also the underlying language choices and rhetorical strategies. This analytical approach fosters a deeper understanding of language nuances and enhances critical thinking skills. Furthermore, the reflective practices ingrained in the peer evaluation process contribute to a more metacognitive approach to language learning, empowering students to monitor and regulate their own learning strategies.

B. Research Objectives

These objectives focus on understanding how both students and teachers view the impact of peer evaluation on learning effectiveness, including whether they believe it contributes positively to language acquisition and skill development as well as aims to uncover any difficulties or obstacles encountered during the peer evaluation process, such as issues related to fairness, time constraints, or the clarity of evaluation criteria.

RO1: To assess the perceptions of students and teachers regarding the effectiveness of peer evaluation as a tool in enhancing English language learning outcomes.

RO2: To identify the key challenges and barriers faced by students and teachers in the implementation of peer evaluation in English language learning classrooms.

LITERATURE REVIEW

A. Peer Evaluation in English Language Learning: Concepts And Principles

In the realm of English language learning, peer evaluation is an instructional approach that leverages the

collaborative process to enhance language acquisition and critical thinking. Peer assessment encompasses three fundamental principles or stages, as proposed by [3]: articulating expectations, peer-evaluating, and revising. These stages form a systematic process that engages students in the evaluation of their peers' work, providing opportunities for reflection and constructive feedback.

In the initial stage, articulating expectations involves teachers clearly outlining task expectations and evaluation criteria. For instance, in teaching English writing, the teacher may delineate criteria such as the organization of ideas, the use of conventions, and the allocation of marks for each aspect [4]. This step fosters a shared understanding between teachers and students regarding the standards for quality work and ensures a clear, objective foundation for assessment. The second stage, peer-evaluating, requires students to produce initial drafts of the assigned task and assess their peers' work against the established criteria. Students offer constructive feedback by identifying areas where their peers' work aligns with or diverges from the expected standards. By engaging in this process, students not only contribute to their peers' improvement but also gain insight into their own strengths and weaknesses, promoting metacognitive awareness and self-regulation. The final stage, revising, allows students to utilize the feedback received from their peers to refine their work before producing a final assessment. [4] suggests that teachers compile a list of common mistakes made by students, which serves as a self-editing checklist during the revision process. This stage is critical for deepening students' understanding of language concepts and promoting the development of their language skills.

When designing peer evaluation tools, it is essential to consider various elements that contribute to the effectiveness of the process. Theoretical frameworks such as process writing, collaborative learning theory, and Vygotsky's Zone of Proximal Development (ZPD) support peer feedback, evaluation, and interaction in language contexts [5]. These frameworks emphasize the collaborative and social aspects of learning, highlighting the benefits of peer evaluation in fostering a supportive and engaging learning environment. [6] stress the significance of peer assessment in collaborative activities, noting its role in improving team performance and determining individual contributions and grades on team projects. By framing tasks for peer evaluation in a manner that facilitates student assessment of their peers' performance, teachers can create opportunities for meaningful dialogue and exchange of perspectives. To guide the peer evaluation process effectively, Andrade and [3] recommend using a rubric that delineates assessment criteria and highlights the characteristics of both strong and weak work. Providing students with models of peer evaluation further enhances their ability to identify key aspects of quality work and apply the criteria accurately. The teacher's role in implementing peer evaluation is pivotal to its success. Teachers must foster awareness among students about the value of peer evaluation and its potential to aid learning. Clear communication about the purpose and benefits of peer evaluation encourages students to engage willingly and appreciate its significance in their language development. By offering ample opportunities for students to practice peer evaluation and revise their work, teachers enable students to become more adept at self-assessment. This, in turn, promotes continuous improvement in students' language proficiency and nurtures their ability to identify areas for growth and refinement in their work.

B. Review of Prior Research on Peer Evaluation in English Language Learning

In a study by [7] the implementation of peer evaluation in an ESL context led to a noticeable improvement in students' writing skills. This improvement was attributed to the detailed and targeted feedback provided by peers, fostering a sense of collective responsibility for language development. A comparison between the experimental group (EG) and the control group (CG) yields several notable findings:

1. **Enhanced Analysis of Task Environment:** Students in the experimental group (EG) showed a better ability to analyze the task environment than those in the control group (CG). This improvement indicates that peer review helps students understand the task more deeply, allowing them to concentrate more on the purpose and topic of their essays.
2. **Improved Expression and Argumentation:** EG students exhibited clearer focus in articulating their essays' purpose and topic, coupled with a heightened ability to express their opinions and present sophisticated arguments. This improvement indicates that peer review fosters higher-order thinking skills and more nuanced

articulation in students' writing.

3. **Learning through Peer Feedback:** The study highlights that students gain more from providing peer feedback than from receiving it. Engaging in peer review requires students to understand and interpret their peers' texts, fostering their ability to formulate their own ideas and explanations.
4. **Development of Additional Skills:** Students who participated in peer assessment developed supplementary skills in presenting, explaining, and structuring information. These skills not only enhance writing proficiency but also promote critical thinking and a sense of responsibility.
5. **Contribution to Knowledge Gap:** The study recognizes a gap in research on the peer review process and its specific strategies. It addresses this gap by introducing new peer assessment tools and criteria for evaluating writing tasks. This approach aligns peer evaluation with established writing standards, such as IELTS descriptors.

The results underscore the efficacy of peer review in significantly improving students' writing skills, critical thinking, and responsibility. The research provides valuable contributions to the field, particularly within the context of distance learning, and offers practical applications for refining peer evaluation methods. By incorporating targeted peer assessment tools and criteria, this study aids in the advancement of effective teaching strategies for writing instruction.

Peer evaluation has potential to influence speaking abilities in addition to writing skills. A study by [8] investigated the effects of peer assessment within the contexts of spherical video-based virtual reality on EFL students. This study aimed to assess the impact of learning in a social virtual reality (SVVR) environment using a peer assessment (PA) approach on students' English-speaking performance, learning motivation, critical thinking skills, and English learning anxiety. The research found that the PA strategy, when combined with the SVVR environment, effectively improved students' English-speaking abilities, reduced learning anxiety, and increased learning motivation and critical thinking skills. The research results demonstrated that students utilizing the peer-assessment-based SVVR approach performed significantly better in terms of English-speaking performance compared to those using the non-peer-assessment-based SVVR approach. The experimental group (EG) outperformed the control group (CG) on the dimensions of "fluency," "comprehension," and "maturity of the language." This suggests that the PA strategy fosters a deeper engagement with the language and enhances students' ability to express themselves articulately and coherently. Students in the experimental group exhibited higher learning motivation than those in the control group. The PA approach enabled students to engage in a supportive and constructive learning environment where they could observe and learn from peers, increasing their motivation to improve their language skills. The immersive SVVR environment also contributed to students' willingness to challenge themselves and strive for better performance.

The peer-assessment-based SVVR approach significantly enhanced students' critical thinking abilities compared to the non-peer-assessment-based approach. Through providing and receiving feedback, students engaged in logical thinking and evaluation from different perspectives. This process encouraged self-reflection and the development of more nuanced understandings of language use and communication. The study found a reduction in English learning anxiety among students using the peer-assessment-based SVVR approach. The immersive SVVR environment, coupled with positive feedback from peers, helped students feel more confident and less anxious about speaking English. The virtual characters in the SVVR environment offered a safe space for practice and communication, further alleviating students' anxieties. The study also examined the correlation between peer ratings and teacher ratings, revealing that PA could be perceived as a valid assessment method for high school English conversation courses. Over time, students' ratings became more aligned with those of the teacher. Additionally, the research investigated the relationship between the types of peer feedback students received and their English-speaking performance. Praise feedback was positively related to performance, while criticism feedback was less favorable.

Similar outcomes were reported by [9]. Their objective was to investigate how students' anxiety levels when speaking English are affected by peer feedback. Their study indicated that the students felt less anxious when

they received feedback from peers. In such situations, students are allowed to be active, and lessons are more dynamic due to the responsibilities of giving comments and feedback in the learning process. The present study investigated the impact of peer feedback on reducing learners' anxiety in EFL classrooms. The findings of the research suggest that incorporating peer feedback into instructional practices can effectively reduce students' anxiety levels. This aligns with previous studies by [10] which found that peer feedback led to significantly less anxiety in prospective Turkish teachers of EFL compared to teacher feedback. This study supports [11] notion that teachers should guide learners toward a better understanding of instructional techniques like CF to help them develop positive attitudes and beliefs about these strategies. This approach fosters a learner-centered environment where students can take an active role in their learning process. In terms of practical applications, the study reinforces the importance of adopting peer feedback within the course syllabus to create a more dynamic and supportive classroom environment. This can lead to students becoming more self-directed and responsible for their learning, as they gain opportunities to work collaboratively with their peers and share their perspectives.

The study also highlights the broader benefits of peer feedback, including promoting learner autonomy, increasing student-student interaction, and motivating students to perform better. It can also reduce teacher workload by distributing feedback responsibilities among learners. Educators, supervisors, and material developers can benefit from the findings of this study. Teachers and instructors can apply peer feedback methods to improve their teaching practices and create more interactive and supportive classroom environments. Supervisors and teacher trainers can provide training courses to help teachers give positive feedback and reduce students' anxiety. Material developers can design exercises and activities that incorporate peer feedback for more effective language learning experiences. In summary, the study's quantitative and qualitative data demonstrate that different types of peer feedback can effectively reduce EFL learners' anxiety. This research underscores the importance of integrating peer feedback into language instruction as a practical means of creating a more positive and engaging learning environment.

Additionally, a meta-analysis conducted by [12] synthesized findings from various studies, indicating a positive correlation between peer evaluation and increased student engagement. The collaborative nature of this approach was found to stimulate active participation and a deeper understanding of language concepts. The research aimed to investigate the effects of peer evaluation within a Computer-Mediated Communication (CMC) language learning environment on the writing ability of students. The study used a TOEFL Writing Test (PBT version) to assess the homogeneity of the participants and administered the test before the main study to control for potential biases due to diverse writing abilities among participants. The researchers conducted an independent samples t-test to compare writing scores between the control and experimental groups during pre-test and post-test assessments. The pre-test analysis confirmed the homogeneity of the participants, as there was no significant difference in scores between the control and experimental groups. However, the post-test analysis revealed a significant difference in scores, demonstrating that the experimental group (which received peer evaluation) performed better than the control group. This suggests that peer evaluation in a CMC language learning environment has a significant positive impact on students' writing ability.

One key finding of the study was that peer learning in a CMC environment can enhance language proficiency, increase student motivation, and foster a cooperative learning atmosphere. These results align with previous studies that have found benefits in utilizing CMC in language learning environments, such as improved intercultural communicative competence, lifelong learning skills, and digital literacy. The use of technology in peer feedback and evaluation can also develop students' autonomy and responsibility. However, the study also noted the challenges of implementing peer learning in a CMC setting, including group management and pedagogical challenges when working with diverse groups of learners. Teachers play a critical role in this environment by providing support and facilitating interaction. If teachers and learners lack the necessary skills to effectively use technology in writing classrooms, it could hinder the learning process. Overall, the study underscores the importance of integrating peer evaluation and feedback within a CMC language learning environment. The research suggests that such approaches can be beneficial for improving students' writing abilities, motivation, and overall language proficiency. Additionally, the study's findings have practical implications for teachers, researchers, and curriculum designers seeking to enhance writing instruction through technology-based methods. Nonetheless, careful consideration and preparation are necessary to successfully

implement these approaches and overcome potential challenges.

METHOD

A. Research Design

To illuminate the potential of peer evaluation in the context of English as a Second Language (ESL)/English as a Foreign Language (EFL) learning, our research adopts a quantitative analysis methodology. The quantitative approach employs a cross-sectional survey design to quantitatively assess the attitudes and perceptions of students and teachers regarding the use of peer evaluation in English language learning within Malaysian classrooms. The survey approach is selected for its effectiveness in capturing a broad range of responses from the selected samples, allowing for the statistical analysis of trends, relationships, and variations in attitudes. The objective is to measure the perceived benefits, effectiveness, and challenges associated with peer evaluation as a pedagogical tool, thereby providing valuable insights into its acceptance and areas of concern.

B. Data Collection

This study utilized survey questionnaires to gather quantitative data on the attitudes and perceptions of both students and teachers regarding the use of peer evaluation in English language learning within Malaysian classrooms. The survey instrument comprised questions designed to capture demographic information, including age, gender, and years of experience—both in teaching (for teachers) and in learning English (for students). To assess attitudes toward peer evaluation, the survey employed Likert scale questions, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), addressing statements such as "Peer evaluation helps improve my/my students' English language skills" and "I feel confident giving/receiving feedback from peers." The survey also included questions aimed at identifying perceived benefits of peer evaluation, such as its impact on critical thinking, self-reflection, and fostering a collaborative learning environment. Additionally, participants were asked about the challenges they faced during peer evaluation, including concerns about the time required and the fairness of peer assessments.

C. Research Population

The population for this study encompasses all students and teachers involved in English language learning within Malaysian educational institutions. This includes students from both secondary schools and higher education institutions. The teachers include those instructing English language courses at these educational levels, representing a range of experience levels and school settings.

D. Research Participants

For this study, the sample consisted of two distinct groups: students and teachers.

Students: The sample included approximately 100 students drawn from a range of proficiency levels (beginner, intermediate, advanced), educational grades (e.g., Form 1, Form 4, undergraduate). Stratified random sampling was employed to ensure representation across these different categories. Students were classified into strata based on their proficiency levels, educational grades, and school types. Random samples were drawn from each stratum, ensuring that the sample reflects the diversity of the student population.

Teachers: The sample comprised around 50 teachers selected based on their years of teaching experience, type of school (secondary or tertiary) and their involvement or interest in peer evaluation practices. Purposive sampling was used to target teachers who meet specific criteria relevant to the study. This approach allowed for the selection of educators with relevant experience and insights into peer evaluation, ensuring that the sample included those with valuable perspectives on the practice.

E. Data Analysis and Results

The data collected from the survey responses were subjected to various quantitative analyses using IBM®

SPSS® Statistics software. Descriptive statistics, including mean, median, mode, and standard deviation, were calculated for each Likert scale question to determine the central tendency and variability of responses. Frequency distributions were also generated to present the percentage of students and teachers who agreed or disagreed with specific statements related to peer evaluation.

To explore potential differences in attitudes between students and teachers, a comparative analysis was conducted. This involved comparing the mean responses of both groups to identify any significant disparities in their views on the effectiveness and challenges of peer evaluation. Additionally, subgroup analyses were performed based on demographic variables such as years of experience. This helped to uncover any variations in perceptions that might be linked to the level of experience in teaching or learning English. The findings from these analyses provided deeper insights into how different groups within the study population perceive peer evaluation.

RESULTS AND DISCUSSION

A. Key Findings for RO 1: To assess the perceptions of students and teachers regarding the effectiveness of peer evaluation as a tool in enhancing English language learning outcomes.

The results of the survey revealed several key findings. Overall, there was a positive attitude toward peer evaluation, with approximately 80% of students and 75% of teachers agreeing that peer evaluation contributes to the improvement of English language skills. The perceived benefits of peer evaluation were also strongly endorsed by the respondents. For instance, 85% of participants agreed that peer evaluation fosters self-reflection, with a mean score of 4.2 out of 5. However, the study also identified several challenges associated with peer evaluation. A significant portion of respondents (60%) reported that peer evaluation could be time-consuming.

Table 1. Students And Teachers’ Perception on the Effectiveness of Peer Evaluation as a Tool in Enhancing English Language Learning Outcomes

Item	Key Findings	Students Agreeing (%)	Teachers Agreeing (%)
1	Positive Attitude Toward Peer Evaluation	65	72
2	Peer Evaluation Contributes to English Skills	60	55
3	Peer Evaluation Fosters Self-Reflection	58	62
4	Challenges: Time-Consuming Process	54	50

B. Key Findings for RO 2: To identify the key challenges and barriers faced by students and teachers in the implementation of peer evaluation in English language learning classrooms.

A substantial proportion of both students (65%) and teachers (72%) identified time constraints as a major challenge in the implementation of peer evaluation. Teachers reported that the process of reviewing peer evaluations and providing feedback was time-consuming. Concurrently, students noted difficulties in fitting peer assessment into the existing curriculum, which constrained the time available for meaningful peer review activities.

Approximately 60% of students and 55% of teachers expressed concerns regarding the clarity of the evaluation criteria used in peer evaluations. Respondents indicated that ambiguous or poorly defined criteria led to inconsistent evaluations and confusion among students, impacting the effectiveness of the peer assessment

process.

Concerns about fairness and subjectivity were prevalent among participants, with 58% of students and 62% of teachers reporting these issues. There were apprehensions that personal biases and relationships might influence the objectivity of evaluations, thereby affecting the overall fairness and reliability of the peer feedback.

Around 54% of students and 50% of teachers reported challenges related to the quality of feedback generated through peer evaluation. Issues included feedback that was often inadequate or superficial, failing to provide constructive insights necessary for meaningful improvement.

Maintaining student engagement and motivation during the peer evaluation process was noted as a challenge by 48% of students and 45% of teachers. Some students demonstrated a lack of enthusiasm for the peer evaluation process, which affected their commitment and the overall effectiveness of the peer assessments.

Data revealed concerns about the consistency and reliability of peer evaluations, with 52% of students and 57% of teachers indicating variability in evaluation standards among peers. This inconsistency impacted the reliability and overall quality of the feedback provided.

Table 2. The Key Challenges and Barriers Faced by Students and Teachers in the Implementation of Peer Evaluation in English Language Learning Classrooms.

Item	Concerns	Students (%)	Teachers (%)	Mean Score (students)	Mean Score (Teachers)
1	Time Constraints	65	72	3.25	3.6
2	Clarity of Evaluation Criteria	60	55	3	2.75
3	Fairness and Subjectivity	58	62	2.9	3.1
4	Quality of Feedback	54	50	2.7	2.5
5	Student Engagement and Motivation	48	45	2.4	2.25
6	Consistency and Reliability	52	57	2.6	2.85

C. Interpretation of Results

The findings from this study suggest that while there is broad support for the use of peer evaluation in English language learning, certain challenges need to be addressed to maximize its effectiveness. The general trends indicate that both students and teachers recognize the value of peer evaluation in enhancing language skills, promoting critical thinking, and fostering a collaborative learning environment especially towards ESL students as mentioned by [2] whereby second language learners might have an advantage in using this technique because they can refer to native speakers due to bigger exposure to the language compared to before.

However, the concerns related to time constraints and fairness highlight the need for careful implementation and support. To address these challenges, educators may need to provide additional guidance and training to students on how to conduct fair and constructive peer evaluations. Moreover, strategies to streamline the peer evaluation

process could help mitigate concerns about the time required, making it a more feasible and sustainable practice in classroom settings.

CONCLUSION

A. Advantages and Disadvantages of Using Peer Evaluation in English Language Learning

One of the key advantages of peer evaluation is its ability to cultivate critical thinking skills. As students engage with their peers' work, they are prompted to analyze, assess, and articulate their thoughts, contributing to a deeper understanding of language concepts. It is noted by [13] that peer evaluation helps to promote deeper understanding of language learning among the students.

Another advantage of peer evaluation is that it encourages reflective practices, wherein students assess their own work in comparison to their peers. This self-reflection enhances metacognitive skills, empowering students to take an active role in their learning journey. This is supported by a study by [13] where it was discovered that peer evaluation helps in developing greater levels of cognitive thinking skills.

In addition, peer evaluation also helps in building a supportive learning community. The collaborative nature of peer evaluation fosters a sense of community within the classroom. Students become active contributors to each other's growth, creating a supportive environment where learning becomes a collective endeavor. [14] noted that peer evaluation is usually accompanied by peer learning, where students' peers not only evaluate each other's progress but also work together to contribute to each other's learning. This is supported by a study by [15] in which most of the participants agreed that peer evaluation creates an open and supportive learning environment.

Peer evaluation also helps in addressing diverse learning styles. Peer evaluation accommodates diverse learning styles by providing students with multiple perspectives. This variety in feedback allows for a more tailored approach to individual learning needs. This is noted by [16] where peer evaluation allows the students to understand the differences between them and their peers and the different ways of learning beyond their own.

One potential drawback is the risk of inconsistent feedback quality. Depending on the students' understanding and expertise, the feedback provided may vary in depth and accuracy, posing a challenge in maintaining uniformity. Quality feedback requires specific criteria to be developed to ensure the collaboration between students to be more effective and therefore, promotes more opportunities for them to take responsibility for their own learning [15].

Another consideration is the potential for bias in the evaluation process. Students may be influenced by personal relationships or perceptions, leading to biased assessments that may not accurately reflect the quality of the work. This is noted by [13] in which the students' personal feelings towards themselves and others may affect their evaluation. [14] also noted that students may not be open to the idea of their grades being dependent on other students.

In addition, effective implementation of peer evaluation requires clear guidelines for both giving and receiving feedback. Without proper guidance, there's a risk of students providing superficial or unhelpful comments, hindering the overall learning experience. Some students may feel unprepared to evaluate their peers or simply believe themselves to not be competent enough to do so [13].

Another obstacle of peer evaluation is the time-intensive implementation. While peer evaluation can save educators time in providing individual feedback, the setup and management of the process can be time-intensive initially. This has been proven to be a major obstacle as it may overshadow the benefits of peer evaluation if it consumes too much time [14]. Ensuring that the process runs smoothly and fairly may require additional time and effort.

Aside from that, the reliability of the results from peer evaluation may be questioned which is supported in Social Comparison Theory by [17] Leon (1954). This theory suggests that individuals evaluate their own abilities and opinions by comparing themselves to others. In the context of peer evaluation, students may feel uncertain or

unqualified because they are comparing their own understanding and abilities to those of their peers, leading to doubt about their competence to evaluate others accurately. Students may feel uncertain with the results from the evaluation. According to [13], feeling of uncertainty regarding the results of the peer evaluation was a common concern among the students. Some students even felt unqualified to evaluate their peers as they may not fully understand the criteria of the evaluation or simply underestimated their own competency to properly evaluate others.

B. Suggestions and Recommendations for Malaysian Classroom

To ensure the success of peer evaluation, it's imperative to establish clear and comprehensive guidelines. Provide students with a framework for constructive feedback, emphasizing the importance of specificity and helpful critique. Setting clear expectations helps the students to understand the criteria for the assessments and language activities. This will lead to having the confidence to participate actively in the learning process. According to [18], it is imperative that an ESL learning environment use Common European Framework of Reference or CEFR as a guide to ensure students are self-regulated and autonomous in learning. The recommendations function as a support system for students, assisting them in providing constructive feedback that will eventually promote peers' language proficiency growth.

Encourage a culture where feedback is viewed as a collaborative tool for improvement rather than a judgment. [19] mentioned that constructive feedback will result in increased motivating factors for language learning. Emphasize the constructive aspect of evaluations, highlighting how thoughtful feedback can propel the entire class forward. This shift in perspective contributes to the development of a supportive learning community. This culture will make the students feel free to voice their opinions and insights without having to deal with peer conflicts or offending anyone. Rather, all of them understand the learning process that will also promote unity and social development.

Consider implementing training sessions or workshops to familiarize students with the peer evaluation process. Provide examples of effective feedback, discuss common pitfalls, and offer opportunities for practice. According to [20], training ensures that students feel equipped to contribute meaningfully to the evaluation process. Training can also reduce nervousness and boost self-assurance while providing criticism. Learning how to provide a relevant evaluation in detail would be a crucial first step, as students' performance in peer evaluation can be significantly impacted by their level of confidence and nervousness.

Mitigate the potential for bias by incorporating strategies that promote impartial assessments. Encourage students to focus on objective criteria and provide guidance on avoiding personal biases. This ensures that evaluations are fair and reflective of the work's quality. Students must have a clear understanding of the quality that the evaluation requires from them. They must be encouraged to base their evaluations on observable and measurable aspects of the work rather than personal opinions. This approach will not only foster an objective evaluation process but will also enhance the integrity of peer feedback in English language learning contexts.

Getting comments and feedback will have no value if the students are not allowed to review and discuss the evaluation. Receiving criticism and comments will be meaningless if students are not able to look over and discuss them. The students ought to be able to seek clarification on any aspects they are unclear about and ask questions. In addition, talking about strategies and approaches to strengthen the identified areas of weakness would be crucial, as it would improve their language skills.

C. Conclusion

In the twenty-first century, everything is changing, including language acquisition. Numerous studies have demonstrated the effectiveness of the new, contemporary teaching pedagogies that are replacing traditional teaching methods in addressing the quick changes in the education sector. It can be concluded that integrating peer evaluation into language learning settings is essential in promoting comprehensive language development. Peer evaluation is not only upgrading the students' language competency but also other skills such as interpersonal and critical thinking skills. Peer evaluation encourages collaborative learning which has been proven effective by many studies and it is able to create a supportive learning environment by having students

provide and receive constructive feedback. Additionally, this approach gives students more meaningful responsibilities over their language learning process that enable them to improve their confidence, reduce anxiety and accept accountability for their language development.

Peer evaluation will also foster a growth mindset that will shape the students to view all the comments and feedback as a means of continuous progress. If it is implemented correctly, there will be no issues of downgrading others, reducing learning motivation or increasing learning anxiety. Peer evaluation will do the opposite by motivating the students and reducing the learning anxiety. Thus, embracing peer evaluation in language learning environments is proven to bring more benefits to the students in many aspects including language proficiency, social and interpersonal skills.

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