

Peer Assessment in EFL Classes: Attitudes and Friendship Bias

تقييم الأقران في فصول اللغة الإنجليزية كلغة أجنبية: المواقف وتحيز الصداقة

Évaluation par les Pairs dans les Cours d'EFL : Attitudes et Biais d'Amitié

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ملخص:

أدى إشراك المتعلمين في القسم إلى ظهور تقييم الأقران الذي اعتبر وسيلة فعالة للتقييم ولكنه يثير تساؤلات بشأن موثوقية وصحة التغذية الراجعة المقدمة، ومواقف المتعلمين تجاهها. تهدف هذه الورقة إلى تسليط الضوء على تقييم الأقران من خلال استكشاف مواقف معلمي اللغة الإنجليزية كلغة أجنبية تجاهه وكذلك التحقق من آراء معلمي اللغة الإنجليزية كلغة أجنبية حول تنفيذه. علاوة على ذلك، فإنه يبحث في إمكانية تحيز الصداقة وكذلك آثار هذه الممارسة على مواقف المتعلمين. ولتحقيق هذه الغاية، قامت الباحثة بدراسة ميدانية في ثانوية الطيب العربي بسبدي بلعباس، بالاعتماد على مجموعة متنوعة من الأدوات: استبيان لـ 170 تلميذاً في السنة الثانية ومقابلة مع 4 معلمين للغة الإنجليزية كلغة أجنبية. أظهرت النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية نادراً ما يستخدمون أنشطة تقييم الأقران. ومن ناحية أخرى، فإن التلاميذ لديهم اتجاهات سلبية تجاهها.

الكلمات المفتاحية: تقييم الأقران؛ التغذية الراجعة؛ تحيز الصداقة؛ مواقف معلمي اللغة الإنجليزية؛ معلمي اللغة الإنجليزية

Abstract:

Involving learners in class led to the emergence of peer assessment which was seen an effective way of assessment but it raises questions regarding the reliability and validity of the feedback provided, and learners' attitudes towards it. This paper aims to shed light on peer assessment by exploring EFL learners' attitudes towards it as well as checking EFL teachers' views about its implementation. Furthermore, it investigates the possible friendship bias as well as the impacts of this practice on learners' attitudes. To reach this aim, a field study was conducted in Taibi El Arbi High School, Sidi Bel Abbes, relying on a variety of tools: a questionnaire for 170 second year EFL pupils and an interview to 4 EFL teachers. The results revealed that EFL teachers rarely use peer assessment activities. On the other hand, pupils hold negative attitudes towards it.

Keywords: Peer Assessment; Feedback; Friendship Bias; EFL Learners' Attitudes; EFL Teachers

Résumé :

L'implication des apprenants en classe a donné naissance à l'évaluation par les pairs comme un moyen d'évaluation efficace, mais elle soulève des questions quant à la fiabilité et à la validité du feedback fourni, ainsi qu'à l'attitude des apprenants à son égard. Cet article vise à présenter l'évaluation par les pairs en explorant les attitudes des apprenants de la langue anglaise de son égard et les opinions des enseignants de la langue anglaise sur son implémentation. En outre, il étudie les possibles biais d'amitié ainsi que les impacts de cette pratique sur les attitudes des apprenants. Pour y parvenir, le chercheur a mené une étude de terrain au niveau du lycée Taibi El Arbi de Sidi Bel Abbès, en s'appuyant sur divers outils: un questionnaire auprès de 170 élèves de deuxième année d'EFL et un entretien avec 4 enseignants d'EFL. Les résultats montrent que les enseignants utilisent rarement les activités d'évaluation par les pairs. D'autre part, les élèves ont des attitudes négatives à son égard.

Mots clés: L'évaluation par les pairs; Feedback; Biais d'amitié ; les attitudes des apprenants de la langue anglaise ; des enseignants de la langue anglaise

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Introduction

In EFL classrooms, some learners prefer being provided by the teacher feedback in second language writing texts and oral presentation because it gives them a basis for improvement. However, others may feel uncomfortable and embarrassed when being corrected by the teacher. In traditional language classes, the teacher is the sole source of knowledge; as a result, learners feel that they play the role of passive receivers of information but through the practice of peer assessment, they may have the opportunity to express their knowledge. While others reject their peers' feedback and grade for their writing drafts and even for their oral presentation since it is not concise and not trustworthy.

The present paper will go deeper in the subject in order to identify and investigate attitudes EFL learners hold towards peer assessment. It will show to what extent peer assessment is a useful or an embarrassing process to them.

The purpose of this paper is to have an idea about EFL learners' attitudes towards the use of peer assessment when judging and grading written works and oral presentations and to show to what extent learners are likely to accept being evaluated by their peers in order to implement this strategy in the classroom.

Consequently, the researcher strives to answer the following questions:

- 1) Do secondary school EFL teachers use peer-evaluation in their classes?
- 2) What attitudes do secondary school EFL learners hold towards the use of peer assessment?

The following hypotheses might be attributed to the two aforementioned research questions:

- 1) EFL teachers use peer assessment frequently in their classes to create a motivational atmosphere for learners to work independently from them.
- 2) Most of EFL learners have negative attitudes towards the use of peer assessment in the classroom because of their classmates' lack of expertise and skills, in addition to the issue of reliability and validity of the feedback provided.

This study took place in "El Taibi El Arbi" secondary school in Sidi Bel Abbes. To check the formulated hypotheses, the researcher used a variety of tools: a pupils' questionnaire which was directed to one hundred seventy pupils from second year classes who were chosen randomly and an interview that was addressed to four teachers. A structured questionnaire and structured interview were employed to gather data on participants' perceptions and attitudes towards the use and the effectiveness of peer assessment.

1. Background of the Study

Assessment plays an important role in the context of education. It is a vital part of the teaching-learning process at school. Traditionally, teachers have been the assessors who grade pupils' performances and give feedback about the progress and abilities of the pupils. Nevertheless, since the 1990s one has witnessed the increasing popularity of alternative assessment methods which

aim to involve pupils into assessment procedure. This type of assessment methods has been implemented in the context of EFL classes.

(Akli, 2010) states that the most visible types of assessment within the Algerian educational system were for many years summative, measuring the pupils' achievement through testing and examination. This fact lasted until the launching of the educational reform in 2001 which is grounded on constructivism and Competency-Based Approach to Language Teaching (CBALT) and aimed at improving the quality of the teaching materials in the Algerian middle and secondary schools as well as the teachers' work. Indeed, there is an appeal to stress the importance of formative assessment and to call attention for its neglect for many years.

One important technique among the "alternative assessment" methods is peer assessment which is the focus of the present study. Peer assessment has gained much importance in educational research. In this respect, (Topping.K, 1998) states that when it comes to assessing pupils' writings in EFL contexts specially in traditional teacher-centered classrooms, the incorporation of peer assessment as a learning tool besides the usual teacher assessment not only can change learners' perspective toward various types of assessments, but may also lead to outcomes at least as good as teacher assessment and sometimes better.

The impact of peer assessment on language learning is very important to deal with, but its efficacy seems to depend on many factors including, language levels, familiarity with the assessing criteria, the type of skill being assessed, and the possible presence of bias such as gender and friendship and the most important is pupils' attitudes towards the technique itself.

2. Significance of the Study

Recently, peer assessment has become a controversial concept in education in which much research evidence highlighted the effectiveness of peer assessment and its potential advantages including the promotion of learners' responsibility, metacognitive development, autonomy, and deep learning. On the other hand, significant research findings point to its ineffectiveness in improving pupils' marks and performance, poor quality feedback, and potential bias that's why it was exposed to a great examination.

3. Problem Statement

Recent developments in the field of assessment stress the influence of assessment on learning and show a switch in assessment responsibilities from the teacher to pupils. Involving students in the assessment of their peers' oral presentations and written works seems very beneficial but also raises questions about reliability and validity of the feedback provided and about the attitudes of learners towards it.

4. Literature Review

Peer assessment as an active learning method has become a research topic of great interest. This method is believed to be an efficient tool for developing pupils' critical thinking and self

regulating learning skills but it is assumed that its effectiveness is dependent on learners' attitudes towards it.

1.1. Basic Definitions and Types of Assessment

Assessment is an umbrella term that refers to measuring the performance of the pupils and the progress that they are making. It helps teachers to diagnose learners' problems and to provide them with useful feedback.

Another definition was given to assessment by (Palomba, 1999, p. 4) is that it is the systematic collection, review and the use of information about educational curricula in order to promote learning and development, in addition to (Brindley.G, 2001, p. 137) who defined the term assessment as

a variety of ways of collecting information on a learner's language ability or achievement

Many researchers assumed that assessment is of paramount importance in the learning process. (Black, 2003) stated that an assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Assessment process is differentiated into two types: summative assessment and formative assessment.

1.1.1. Summative Assessment

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process.

This sort of assessment is known as "Assessment of Learning" that is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade, and often a scaled grading system enabling the teacher to differentiate pupils.

According to (Harlen, 2014), Summative assessment has a set of features that make it different from formative assessment. It:

- Relates to achievement of broad goals expressed in general terms rather than the goals of particular learning activities.
- Results reported at certain times not as an everyday part of learning.
- Uses evidence obtained when pupils are involved in special tasks or tests as part of, or in addition to, regular work
- May be based on teachers' judgments, tests or a combination of these.
- Involves judging the achievement of all pupils against the same criteria or mark scheme.
- Requires some measures to assure reliability.
- Typically provides limited, if any, opportunities for pupil self-assessment.

1.1.2. Formative Assessment

According to (Cowie, 1999), formative assessment is the process that teachers and learners use to identify and respond to pupils' learning in order to improve that learning during learning. To put it more accurately, formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring.

Using formative assessment enables teachers to monitor pupil's learning and adjust their teaching strategies as needed. It provides them with the opportunity to clear up misconceptions that develop as new material is presented. It also provides clues regarding needs for differentiated instruction.

Moreover, (Douglas, 2010) has stated that formative feedback also provides pupils with information about how to eliminate the weaknesses and which steps to take in order to guarantee further development. This kind of feedback is also very crucial in EFL context in order to assure the betterment and refinement of pupils' language skills.

1.1.3. Difference between Alternative and Traditional Assessment

To distinguish between "traditional" and "alternative assessment", (Falchikov.N, 2005) stated that "traditional assessment" relies mainly on standardized testing emphasizing the importance of objectivity, standardization and reliability. However "alternative assessment", on the other hand, arose as a reaction to "traditional assessment" in the 1990s. It consists of all those: *"efforts that do not adhere to the traditional criteria of standardization, efficiency, cost-effectiveness, objectivity..."* as stated by (Garcia, 1994, p. 355)

It aims to gather evidence about how students are approaching, processing, and completing 'real-life' tasks in a specific domain". It provides teachers with *"useful information about what can form the basis of improving their instructional plans and practices"* (Richards, 2002, p. 335).

(Falchikov.N, 2005) points out that the most important difference between "traditional" and "alternative assessment" is related to the role of pupils in the classroom and the amount of power that teachers give to them. In the case of "alternative assessment" pupils are engaged in assessment process and, also gain more control of the process of assessment as well as their own learning.

Among the methods that are considered as alternatives in assessment are as follows: conferences, portfolios, performance assessment, peer and self assessment.

1.1.4. Self-Assessment

Self assessment in an educational setting involves pupils making judgments about their own works (on their own essays, reports, projects, presentations, performance, dissertations and even exam scripts).

Self assessment was a major concern of numerous researchers such (Andrade, 2003) who define it as a process of formative assessment during which pupils reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise their work accordingly.

On the other hand, (Luoma.S, 2013) provided a helpful definition of self-assessment which is the process whereby language learners evaluate their own language skills, in most of the time in connection with a language course or as part of other forms of language assessment. Another branch of alternative assessment that was exposed to greater examination is peer assessment.

1.1.5. Peer Assessment

Peer assessment is the process whereby groups and individuals critically evaluate and assess their peers' performances, whether for writing, oral or visual presentations. According to (Boud F. &, 2007), peer assessment demanded from pupils to supply their peers with feedback or grades or both on a product or a performance, based on the criteria of excellence for that product that pupils may have been involved in determining.

(Topping.K, 2009) has defined peer assessment as an arrangement for learners to consider and diagnose the level, the value and the quality of performance or product of their peers. Writing, oral presentations, portfolios, test performances, or other skilled behaviors, all these products can be assessed. He stated that peer assessment can be summative or formative. Under this definition, peer assessment is expected to motivate pupils to share responsibility, reflect, discuss and collaborate with peers. (Boud, 1990, p. 102) argued that assessment of pupils *"intends to improve the quality of learning....[and]the accreditation of knowledge or performance"*

These two aims can be differentiated in terms of formative assessment which serves the needs of pupils' learning and summative assessment, which serves the needs of the society to evaluate the final results of learners.

5. Research Design and Methodology

In order to carry out this study, data were collected from different sources. The following section is mainly devoted to the informants and their description.

5.1. Target population

The population of this study was 170 pupils from six 2nd year classes (letters and philosophy, letters and foreign languages, mathematics, experimental science).The sample population in this research was selected randomly which means that the whole population had the chance of being selected to participate in this research work. They are second year learners of the secondary school and English teachers who were targeted to respond to the research instrument addressed to them.

5.2.Learners' Profile

The participants of this study consisted of 170 EFL pupils of the secondary school "El Taib El Arbi " from the total population. These pupils ranged between (15-18) years of age. In addition, they come from literary and scientific streams.

Female participants (pupils) constituted 70% of the total sample and the remaining 30% were male pupils. These pupils were supposed to study in a constructivist classroom where the Competency-Based Approach is applied using new alternative ways of assessment such as peer assessment reflecting and judging their classmates' performances.

5.3. Teachers' Profile

Along with learners, the present study involved 4 EFL instructors who were invited to participate in the research. They teach English in the same secondary school. Their ages ranged between (26-50.) years. No one of them is English native speaker, they are all Algerians. Their experience in teaching English ranges from 4 to 20 years and all of them hold the "Licence" degree, they teach the three levels: first, second and third year. Only two of these teachers were teaching pupils who contributed in this study.

5.4. Pupils' Questionnaire

The questionnaire is a research instrument that researchers use for the collection of data. It is said that questionnaires are quite popular data-collection tools. (Oppenheim.A.N, 1992, p. 100) has numbered the main features of well constructed questionnaire. According to him it is:

"Neither some sort of official form, nor is it a set of questions which has been casually jotted down without much thought. We should think of the questionnaire as an important instrument of research, a tool for data collection. The questionnaire has a job to do: its function is measurement"

Since the researcher aims to measure the different secondary school EFL learners' attitudes towards the use of peer assessment in the classroom, she used a questionnaire. The questionnaire of the present study consists of questions that are of different types. The first type is close-ended questions which require answers with 'yes' or 'no'. Multiple-choice questions is the second type which involves a set of responses and the respondents are required to select one answer or more in addition to an attitudinal Likert scale. This 5-point Likert scale was intended to evaluate pupils' opinions about peer assessment during oral presentations.

The questionnaire is divided in two parts. The first part contains 14 questions designed to measure the pupils' attitudes towards the use of peer assessment in writing, they are in the form of yes/no questions and multiple questions. The second part of the questionnaire is in the form of 5-point Likert scale from 1 to 5, where 5 stood for "Strongly agree", 4 stood for "Agree", 3 for "Neutral", 2 for "Disagree" and 1 stood for "Strongly disagree".

The questionnaire was separated into two parts: the former deals with writing and the latter deals with speaking. Since both skills are different, attitudes might be different too. The resort to this instrument as the pivotal data collection instrument is mainly due to the nature of the investigation. Since attitude is considered as an unobservable concept, therefore, the only way of its evaluation is through the use of questionnaires.

5.6. Teachers' Interview

For the sake of gathering further information about the research problem, the questionnaire was followed by a second research instrument which is the interview. The interview is a conversation between the interviewer and the participants. It is a method of data collection that is used by many researchers. Qualitative interview data often gather more in-depth insights on participant attitudes, thoughts, and actions. The resort to another instrument (interview) is due to the researcher's belief that it might compensate the weakness of the first instrument, in other words, by combining different research methods, researchers confirm findings by overcoming the limitations of a single method. On the other hand, (Oppenheim.A.N, 1992, p. 45) summarized the ideal characteristics of an interviewer stating that it is:

Unlike most other techniques requires inter-personal skills of a high order, putting the respondent at ease asking questions in an interested manner, noting down the responses without upsetting the conversational flow, giving support without introducing bias.

The research method that the researcher resorts to is a structured interview which is the most formal one; it is a one way conversation. The interviewer within this procedure seeks answers to a set of predetermined questions. In this study, 4 teachers from the secondary school were interviewed one week before the administration of the questionnaire. A number of open form questions have been used to get an in-depth insight and rich information about EFL teachers' perceptions towards the effectiveness of peer assessment and to what extent they are willing to apply it in the classroom.

After collecting data from the previously mentioned research instruments, i.e., learners' questionnaire and the teachers' interview, a quantitative and qualitative procedure of data analysis was carried out.

6. Analysis of Pupils Questionnaire

The questionnaire below intends to explore the different secondary school EFL learners' attitudes towards the use of peer assessment in the classroom

Part one: writing assessment

Question 01: it aims to identify whether pupils prefer their teacher assessment or not. The results of this question are illustrated in the following Figure:

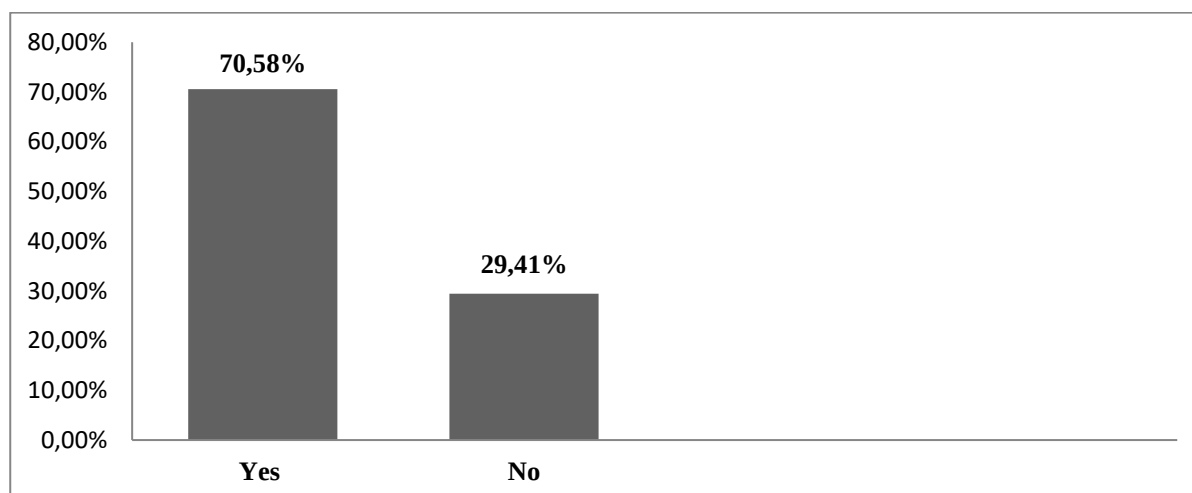


Figure 01. Teacher's Assessment.

As the Figure 3.6 shows, **(120)** pupils **70.58%** of the total number of pupils admitted that they prefer their teacher's evaluation since he is more knowledgeable and skillful in the assessment process and he is the only one who will provide them with an accurate and honest feedback, however; the remaining **(50)** pupils **29.41%** do not prefer their teachers' assessment. According to them the marks that he gives to them do not reflect their real level and if he provides them with a bad mark it will disappoint them claiming that he is strict in scoring. Moreover, he makes them feel frustrated when he evaluates their work in front of their classmates.

Question02: it aims to show if pupils like their peers' assessment when making written mistakes. The results are represented in the following Figure:

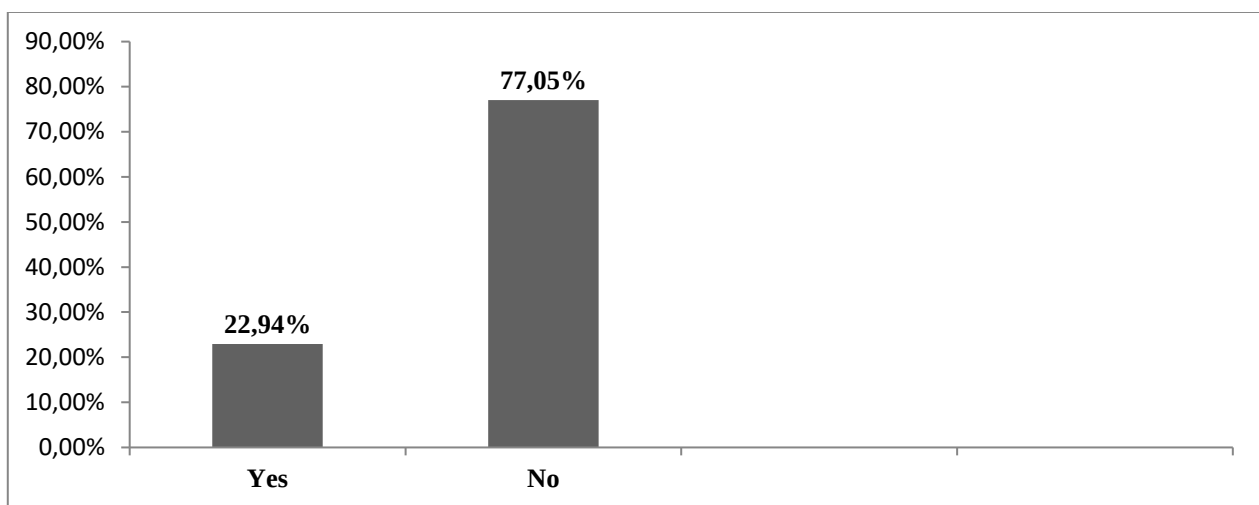


Figure 02: Attitudes towards Peer assessment.

Pupils' responses revealed that without the help of the teacher, **(131)** pupils **77.05%** of the total population do not like to be assessed by their peers since they lack expertise and skills for the evaluation process and peers do not have similar competencies to really evaluate each other and identify strengths and weaknesses in their products, however; **(39)** among pupils **22.94%** enjoyed being evaluated by their peers. They admitted that their peers' advice can be easily applied to improve their writing in addition to being generous in grading their written works as well as to better their oral performances.

Question 03: This question is intended to reveal if learners refuse their peer assessment because of these reasons.

Statements	Number of pupils	percentage
You do not trust their correction.	22	16.79%
They are not skillful enough for correction	84	64.12%
You like your teacher's	25	19.08%

assessment		
Total	170 pupils	100%

Table 1. Reasons behind pupils' negative attitudes towards peer assessment.

As the table shows, (22) pupils 16.79% from the respondents reported that they refuse peer assessment because they do not trust their peers' correction whether it is accurate and concise or not, and (84) among them 64.12% stated that their classmates lack skills and expertise to correct their mistakes, however;(25) among them (19.08%) admitted that they simply prefer their teacher's assessment assuming that he is the fountain of knowledge and his feedback is more effective than that of their peers.

Question 04: for the sake of obtaining information on whether or not peer assessment is useful in the classroom, learners were asked if they acquire more knowledge when being assessed by their peers. The results of this question are represented in the Figure below:

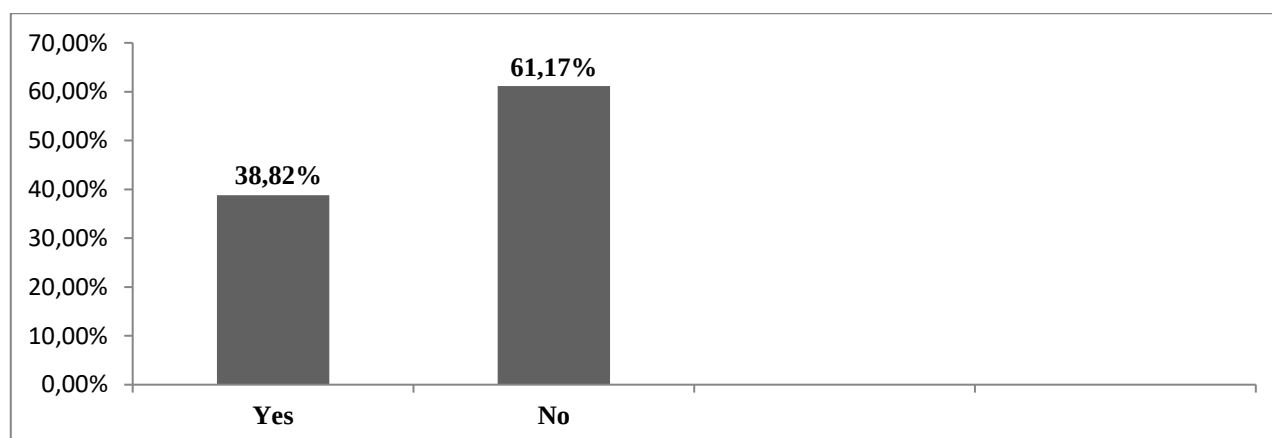


Figure 03: Knowledge acquisition in peer assessment.

From the figure above,(66) pupils 38.82% from the total population stated that they obtain some knowledge from their peers during peer review process reporting that this technique teach them how to correct and reflect on their peers' compositions, at the same time learn from their mistakes. However, the majority (104) of pupils 61.17% revealed that they do not obtain knowledge from their classmates during the peer assessment process because they share the same level and similar language proficiency.

Section two: analysis of the Likert scale.

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Peer assessment helps me to understand how to make a good oral presentation.	10 (5.88%)	5 (2.94%)	4 (2.35%)	85 (50%)	66 (38.82%)
2. Peer assessment helps to improve my ability to identify strengths and weaknesses in my classmates' presentations	3 (1.76%)	9 (5.29%)	15 (8.82%)	44 (25.88%)	99 (58.23%)
3. Peer assessment helps to improve my English skills	7 (4.11%)	11 (64.70%)	26 (15.29%)	52 (30.58%)	74 (43.52%)
4. The fact that my classmates assess me motivates me to work harder on my presentation.	3 (1.76%)	5 (2.94%)	35 (20.58%)	46 (27.05%)	81 (47.64%)

1st Statement: it aims to identify whether or not peer assessment helps to make a good oral performance.

Statement One indicated that (151) of the participants 88.82% reported that they agree on the fact that peer assessment helps them to produce a good oral presentation, however; (15) among them 8.82% regarded that peer assessment is not helpful in producing a good oral presentation, and the remaining (4) pupils 2.35% were neutral. They were in a state of uncertainty concerning the effectiveness of peer assessment whether or not it helps to understand how to make a good oral presentation.

2nd Statement- it intends to know whether or not peer assessment makes learners skillful enough to assess their classmates and identify strength and weaknesses in their oral presentation.

Statement two shows that (143) pupils from the total population 84.11% claimed that peer assessment helps them to improve their capacities to identify strengths and weaknesses in their classmates' oral presentations, however; (12) among them 7.05% viewed that peer assessment is

useless for the identification of strengths and weaknesses in the peers' oral presentations and the remaining (15) pupils 8.82% were neutral.

3rd Statement- intends to know whether or not peer assessment is useful for the improvement of the learners' English skills.

Statement Three displays that (126) pupils from the participants 74.11% believed that peer assessment is useful to improve the pupils' English skills, however; (8) among them 4.70 % disagreed on the fact that peer assessment helps them to better their English skills, and 26 pupils (15.29%) were neutral.

4th Statement -this statement aims to show to what extent peer assessment is stimulating for learners to work harder to improve their oral presentation.

Statement Four shows that (127) of the respondents 74.70% reported that peer assessment stimulates them to work harder on their oral presentation, however; (8) among them 4.70% showed their disagreement on the fact that peer assessment motivates pupils to make more efforts on their presentation , and the remaining (35) pupils 20.58% claimed that they are neutral.

7. Results of the Questionnaire

Most pupils who responded to this questionnaire preferred the teacher's evaluation believing that he is an expert in his domain and the best one in assessing his learners' level and identifying their needs. In other words, he is the fountain of knowledge and their spoon feeder.

During writing courses, peer review is supposed to provide the opportunity for pupils to read their classmates' papers carefully and to receive constructive feedback and get good marks. But the majority of pupils have negative attitudes towards peer assessment of written works arguing that they don't know how to evaluate writing; they simply do not know how to make an adequate assessment. They felt that their peers offered unspecific, unhelpful and even incorrect feedback because they lacked the knowledge of the second language. Pupils feel that their limitations in terms of language skills and expertise constrained them to contribute in the peer review process. Putting pupils in judgment of their classmates can also make them uneasy about giving their peers' honest grades and comments since their level do not allow them to well rate their peers' performances. On the other hand, pupils may not take peer assessment activities seriously, or may not like it at all because of the possibility of being discriminated, misinformed or misunderstood. Subjectivity is one of peer assessment weaknesses that pupils are afraid of allowing friendship to influence their marking. Females' shyness is a key factor of such refusal; they may not like the assessor or feel shy to ask him for clarifications and explanations.

On the other hand, most of learners have positive attitudes towards peer assessment during oral presentations, they admitted that it is useful in producing a good oral presentation taking into account their peers' advises .It enables learners to identify strengths and weaknesses in their classmates' performances since it will improve their language proficiency and their English skills considering it as an incentive to work harder in their oral presentations.

8. Analysis of Teachers' Interview

The results of the interview are summarized as follows

Question 01: it aims to get an idea about teachers' perceptions concerning peer assessment if it is motivating and worth their time.

One teacher stated that peer assessment will be stimulating and worth her time only if learners share the same competencies to maintain standards of quality and if learners are of a few number. The second one stated that peer assessment is not a good way to evaluate a pupil and that it is waste of time since her learners are not able to assess their classmates. While, the third one reported that their learners are not accustomed to work in pairs, they will create a chaotic atmosphere, so that they will waste time, however; the last teacher stated that peer assessment is not stimulating reporting that her learners prefer her assessment, they will engage unwillingly in the process and that it does not worth her time since her pupils will not take peer assessment activity seriously.

Question 02: it seeks to show if teachers use peer assessment just to reduce their assessment responsibilities.

Three teachers stated that the use of peer assessment is not a pretext to reduce the teachers' responsibilities since he will evaluate his learners' performances after each peer evaluation activity. Only one teacher reported that teachers use this technique in order to reduce their responsibilities claiming that during writing activities, the correction scale will help learners to correct their peers' written work. Therefore, it will be easy for teachers to re-rate their performances.

Question 03: it aims to demonstrate the main constraints that they may face when implementing peer assessment in the classroom.

A teacher stated that not all pupils are able to identify the mistakes in their peers' drafts even if they are good learners; the second one reported that learners are unable to recognize their mistakes or the type of mistakes their classmates did-if it is spelling or grammatical mistakes-the third one claimed that pupils may not be honest in correction, they may act unethically and cheat their peers; the last one stated that she mistrust the feedback that pupils provide for their peers (the reliability and validity). They will waste time in conflict and creating noise.

9. Results of Teachers' Interview

English teachers of "El Taib El Arbi" secondary school are used to rely on a variety of traditional ways of assessment like tests and homework at the end of a unit or the semester to assign a final grade for their pupils, to judge their progress easily and quickly and finally rank them. They resort very rarely to new techniques of assessment such as peer assessment because their pupils are not competent enough to evaluate their classmates' performances and hold negative attitudes towards this technique. According to these teachers, peer assessment would be incentive and effective only if teachers are used to implement it and learners are accustomed and eager to engage in peer assessment activities in addition to the limited number of pupils to handle the continuity of such activities. Peer assessment strategy might never be used to reduce the teachers' responsibilities as to involve the learner in the classroom and to make him autonomous because teachers are supposed to score their pupils' work and supply them with useful feedback ,but it seems that this technique is not useful with EFL learners of this secondary school due to a number of hindrances such as pupils' lack of expertise and language proficiency, the problem of their feedback's reliability and validity and the possibility of being subjective when evaluating; as a result, it is seen as a non-effective technique the Algerian teacher might implement in his classroom.

10. Discussion of the Main Findings

In the beginning of this study, it was suggested as a first hypothesis that secondary school EFL teachers use peer evaluation frequently in the classroom to create a motivational atmosphere for EFL learners to work independently from them. The study revealed that two teachers do not use peer assessment at all since their pupils are not qualified to provide an accurate feedback and recognize mistakes on their classmates' written work. However, only two teachers use this technique very rarely just to break the routine and to involve pupils in the assessment process. They resorted to this technique whenever their pupils appreciate it and engage willingly on such activities. These results nullify the first hypothesis.

In the second hypothesis, the researcher suggested that most of EFL learners have negative attitudes towards the use of peer evaluation in the classroom because of their classmates' lack of expertise and skills, in addition to the reliability and validity of the feedback provided. This study showed that pupils experienced greater peer pressure in the peer assessment activities especially when they realize that their works have to be reviewed by their classmates but not teachers, pupils may believe that only the teacher is able and knowledgeable to evaluate and provide constructive feedback. That stress may be caused by inexperience with peer assessment.

Pupils are aware of their own shortcomings in subject areas; having doubts about their own ability and objectivity; feeling that peer assessment process may be unfair taking into account its social effect such as friendship or hostility; and their view that it is the teachers' job to assess. A large number of pupils may suspect their peers' abilities, especially those who get lower scores perceive peer assessment as inaccurate in addition to their feeling that peers maybe either easy or hard markers, depending on whether peers were generous or mean assessors and that would not serve them. Learners may feel motivated to impress their peers especially those who do not like, they may criticize them severely, hurting their feeling and wasting time in conflict. Peer assessment's credibility could be corrupted because of friendship bias and lack of honesty. All these above-explained results confirmed the second hypothesis put by the researcher.

Conclusion

Despite the complexity and difficulty of peer assessment, it is vital for teachers to adopt any teaching strategy that would motivate the students to be an integral part in the learning process. Although "El Taib El Arbi" secondary school teachers of English attempted to apply peer assessment activity in the classroom, pupils showed unwillingness to engage in such forms of alternative assessment even after it becomes of great interest in recent years. Such refusal is the main result of these teachers' over-reliance on traditional forms of assessment despite of the emergence of the learner-centered approach in the Algerian educational system in the 90's, but through training and practice, such negative attitudes and reaction may change.

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