

The Comparative Effect of Teacher- and Peer-assessment on EFL Learners' Self-confidence

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Abstract—This research was conducted to investigate whether there is any significant difference between the impact of teacher-assessment and peer-assessment on the personality feature of self-confidence of EFL learners. To fulfill the purpose of this study 60 female students from Resalat high school in Qazvin were selected non-probabilistically using convenience sampling strategy. These students who were in two classes first take a self-confidence test of 56 items. Then both classes underwent six sessions of reading comprehension practice followed by quizzes. In one class the test papers were scored by the teacher (i.e. teacher-assessment) and in another they were scored by classmates (i.e. peer-assessment). At the end of the program, the self-confidence test was administered again. The means of pre- and post-tests of self-confidence were compared using t-test. Moreover, if the pre-tests of both classes were proved homogeneous, the results of post tests could be also compared for significance of any mean difference. Finally, the result showed that there was a significant difference between the effects of peer-assessment and teacher-assessment on EFL learners' self confidence. After comparing the effects of teacher- and peer-assessment on the participants' self-confidence peer-assessment, however, turned out to be more effective in improving the EFL learners' self-confidence than teacher-assessment.

Index Terms—teacher-assessment, peer-assessment, self-confidence

I. INTRODUCTION

Every teacher knows that his/her job entails more than just imparting education to the students. The teacher is also believed by Harris (2012) responsible for building confidence in the classroom and must create a safe learning environment where students can feel comfortable to make errors and help them to correct themselves. By being constructive and supportive, s/he can create a safe classroom where the students will be confident and comfortable in their learning. Being an assured and confident person has many benefits, in personal lives, learning, employment, career development as well as business. To be a successful person, one must have the skill of self-confidence. To be more confident, people have to somehow generate this faith or trust in their abilities. Confident people have deep faith in their future and can accurately assess their capabilities. One of the favorable goals of education should be making students to judge about their own and others' work. Assessment indicates how higher level students learn by providing the priority of all institutions (Boud, 2007). Actually, the teachers and learners try to discover the principles of making judgments according to standards of learners work. Assessment and testing have a strong effect on the lives and careers of young people. Peer assessment is the assessment of student work by other students. Peer -assessment is a favorable learning tool in education that helps teachers to gain abilities that are crucial in their working life. Peer -assessment that has an essential role to play in assessment, can also be used as an item in assessment set. It causes an immediate help in the classroom.

Teacher-learner cooperation causes assessment of instructors' capacities that are students' effects of the instructors and achievement in abilities and thoughts. While several studies have evaluated learner assessment of teaching, few studies have a comparison between teacher assessment and peer assessment. As a result, this study was conducted to better understand how teachers-assessments of students' skills and abilities compare to peer-assessment in terms of self-confidence.

II. LITERATURE REVIEW

Self-confidence

Self-confidence is the first step to progress, development, improvement and success. There may be people with a lot of abilities and a lot of information but unable to taste success due to not having enough self-confidence. On the

contrary, some members of the community who only possess average abilities and knowledge may have high chances to improve what they want as a consequence of managing an unfailingly true self-confidence. (Ajan Raghunathan, 2001)

Self-confidence is not actually a general feature that affects all aspects of a person's life. Typically, individuals may feel very confident in some aspects of their life while they do not feel confident at all in other areas. For development of self-confidence many factors are crucial. Parents' feelings specially in children's early years are essential to children's thinking about themselves. Parents by providing acceptance cause children to have a good belief about themselves. Children will feel incapable, if one or both parents discourage them to be an independent person or express disapproval. However, if parents encourage their children's to be an independent person and love them when they mistake, children will learn to accept themselves and become self-confident.

Surprisingly, there is no relationship between lack of self-confidence and lack of skill. Lack of self-confidence is the result of parents too much attention to their children's unrealistic beliefs or principles. In framing feeling about self, friends' influence is as important as parents and society. In college years that students re-test beliefs and develop their own personal characteristics, they are sensitive to effects of their friends. Assessment as a natural component of any teaching methods can be regarded as the origin of what happens in university studies and thus it can be suggested that teachers can spend among one third to half of their teaching time dealing with assessment issues. (Schaffer, 1991).

Assessment

Assessment and testing have an essential influence on the lives and jobs of people. Decisions taken by schools affect the values and chances of their classmates and more important are their results of examinations. When the results are used to judge about teachers and schools, they also influence students' prospects.

Peer assessment

Peer Assessment is used to decide on individual's group activity. If the learners do not support peer Assessment, this type of assessment can be difficult to perform. As students evaluating other students in peer assessment, it can provide chances for students to reply and criticize. Some papers encourage peer assessment usage and several authors have examined its validity and reliability in a number of performances such as student presentations, group activity, projects, reviews or essays handed out to the class, etc. (Billington, 1997; Topping, 2005).

Majdoddin (2010) found that peers-assessment, since it entails students in the process of assessing one another's abilities, is potentially prewired for this goal. Peer- assessment makes students to have a critical judging ability which they will take with them to their social adult life. When feedback is provided by peers through peer-assessment, scaffolding comes in to help students learn more deeply. The base of such framing is social, so it helps to the group integrity.

Teacher assessment

MannWebmasters (2011), found that in the case of teacher-assessment, teachers face assessment from the time they start training. During their training period and through the rest of their career, irrespective of whether they remain in the classroom or move into leadership positions which do not involve a formal teaching component, they continue this when they take up their first position. Assessment in some form contributes teachers throughout their careers.

To measure the improvement, the teacher will formally assess students' functions. Of course, teacher will be informally assessing their learning at other times to help them plan future teaching. They may, for example, listen to the students read or look at their work. Some schools will also use optional examines to assess students' improvement.

In some countries teacher-assessment plays an essential role. For example, in Sweden, assessment and testing is performed by teachers and indicates teacher authority in school law about which students had no right of request until fairly recently. Assessments must be performed regarding national outcomes and grading criteria. However, teachers should provide equity and justice against pressures to produce favorable goals in terms of not making themselves or the school 'look bad' by interpreting these factor for themselves and balance stress (Andersson, 2004).

To achieve outcomes that they plan and set out to improve, Self-confident people trust in their own performance. This belief needs to be realistic. Self confidence does not mean that an individual can improve anything and everything, even absurd goals. It simply means that the person will influence his own fate, a positive frame of mind and is likely to make the best use of his abilities and skills in improving positive goals.

Since assessment and self-confidence play vital role in teaching and learning process, the results of this research can help language teachers to increase students' self-confidence. Self-confidence is one of the main factors of success and this factor plays a major role in teaching and learning. In this study, the researcher is going to analyze which kind of two assessments (teacher- assessment and peer-assessment) is more important in this regard.

III. OBJECTIVE OF THE STUDY

Since assessment and self-confidence play vital role in teaching and learning process, the results of this research can help language teachers to increase students' self-confidence. Self-confidence is one of the main factors of success and this factor plays a major role in teaching and learning. In this study, the researcher is going to analyze which kind of two assessments (teacher-assessment and peer-assessment) is more important in this regard.

IV. RESEARCH QUESTION

Is there any significant difference between the effects of teacher-assessment and peer-assessment on EFL learners' self-confidence?

V. METHOD

A. Participants

The researcher selects 60 female students from Resalat high school in Qazvin. These students who have been put accidentally by the school principal in two classes of thirty are selected non-probabilistically using convenience sampling strategy as the researcher herself conducts both classes. The participants who are by average 14 to 16 years old are in grade one in high school and are in the intermediate level of language proficiency. They will attend English class two sessions a week, each taking 90 minutes, according to the regular school schedule.

B. Study Materials

The test that is to be test-retested (for pre- and post-test purposes) in this research is an academic self-confidence questionnaire adapted from, Tan and Yates (2007). www.qu.edu.qa/students/services/scc/e-resources/self-confidence/php&www.wordpress.com. The questionnaire with 56 questions, has both positive and negative items. Negatively worded items in questionnaire indicates where subjects respond favorably or unfavorably to all items.

C. Procedure

The participants of this research are in two pre-specified groups as they have been put in two classes of thirty by the school administration. At first the pretest of self-confidence is administered to both groups and their scores are kept. In class A the teacher collects the papers and rates them in class while the students are waiting for the results. In class B after the teacher collects the papers, she draws the scoring table (which specifies marks allotted to each item and item set) on the board and asks the students to come and take a paper in blind. Now they rate the papers and their reported scores are recorded for them. After six sessions of so doing, the same test of self-confidence is administered to both classes and the variations in mean scores of the first and second administrations will be spotted and then the significance of mean differences within the groups will be verified via specific statistical tests. Additionally, a statistical test of homogeneity is going to be performed on the results of the self-confidence pre-test; if both samples are proven homogeneous then the results of the post-tests of both groups can be also compared statistically.

VI. RESULTS

Table 4.1 represents the related descriptive statistics.

TABLE 4.1.
DESCRIPTIVE STATISTICS FOR SELF-CONFIDENCE IN TWO GROUPS ON PRETEST

Group	N	Range	Min.	Max.	Mean	Median	Mode	SD
Peer-assessment	30	139	69	208	160.77	155.00	139 ^a	36.482
Teacher-assessment	30	139	72	211	157.67	150.00	90 ^a	39.656

a. Multiple modes exist. The smallest value is shown

As can be seen in the table above, the average mean score in peer-assessment group was 160.77 with the standard deviation of 36.48, and the mean score in teacher-assessment group was 157.67 with the standard deviation of 39.65. The mean self-confidence of the two groups are not far from each other.

Table 4.2 and Table 4.3 show the self-confidence scores obtained in peer-assessment and teacher-assessment groups on pretest.

TABLE 4.2
SELF-CONFIDENCE SCORES IN PEER-ASSESSMENT ON PRETEST

Score	Frequency	Percent	Valid Percent	Cumulative Percent
69	1	3.3	3.3	3.3
84	1	3.3	3.3	6.7
105	1	3.3	3.3	10.0
135	1	3.3	3.3	13.3
139	3	10.0	10.0	23.3
140	1	3.3	3.3	26.7
141	3	10.0	10.0	36.7
146	1	3.3	3.3	40.0
148	1	3.3	3.3	43.3
150	1	3.3	3.3	46.7
154	1	3.3	3.3	50.0
158	1	3.3	3.3	56.7
169	1	3.3	3.3	60.0
178	1	3.3	3.3	63.3
185	1	3.3	3.3	66.7
196	1	3.3	3.3	70.0
198	1	3.3	3.3	73.3
199	1	3.3	3.3	76.7
200	3	10.0	10.0	86.7
201	2	6.7	6.7	93.3
203	1	3.3	3.3	96.7
208	1	3.3	3.3	100.0
Total	30	100.0	100.0	

156-158VALID

TABLE 4.3.
SELF-CONFIDENCE SCORES IN TEACHER-ASSESSMENT ON PRETEST

Score	Frequency	Percent	Valid Percent	Cumulative Percent
72	1	3.3	3.3	3.3
90	2	6.7	6.7	10.0
91	1	3.3	3.3	13.3
134	1	3.3	3.3	16.7
136	1	3.3	3.3	20.0
137	1	3.3	3.3	23.3
139	2	6.7	6.7	30.0
140	2	6.7	6.7	36.7
142	1	3.3	3.3	40.0
145	1	3.3	3.3	43.3
149	2	6.7	6.7	50.0
151	1	3.3	3.3	53.3
153	1	3.3	3.3	56.7
156	1	3.3	3.3	60.0
164	1	3.3	3.3	63.3
190	1	3.3	3.3	66.7
195	1	3.3	3.3	70.0
197	1	3.3	3.3	73.3
200	2	6.7	6.7	80.0
201	2	6.7	6.7	86.7
202	1	3.3	3.3	90.0
205	1	3.3	3.3	93.3
211	2	6.7	6.7	100.0
Total	30	100.0	100.0	

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To use parametric or nonparametric data analysis test, the normality distribution of the scores was tested. To check the normal distribution assumption of scores for self-confidence of the two groups, One-Sample Kolmogorov-Smirnov Test was utilized. The results of this analysis are represented in Table 4.4.

TABLE 4.4.
ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST OF NORMALITY FOR SELF-CONFIDENCE IN TWO GROUPS ON POSTTEST

Group	Mean	N	Sig.
Peer-assessment	160.77	30	.378
Teacher-assessment	157.67	350	.425

The normality test results showed insignificant Sig. of .37 and .42 for self-confidence in peer-assessment and teacher-assessment groups respectively. The Sig. for both groups are greater than selected significance, i.e. .05 ($p > \alpha$); thus it can be stated that two sets of scores have normal distribution. As a result, the parametric Independent Sample Test was applied to compare the mean self-confidence score of two groups on pretest; otherwise the nonparametric Mann Whitney U Test would be used. The results of Independent Sample Test are set forth in Table 4.5.

Levene's Test in Table 4.5 showed that the hypothesis of equal of variances is proved because p value which was .65 is greater than .05 ($P > \alpha$).

TABLE 4.5.
INDEPENDENT SAMPLES TEST FOR COMPARING THE SELF-CONFIDENCE IN TWO GROUPS ON PRETEST

Levene's Test for Equality of Variances			T-test for Equality of Means		
F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.
.203	.654	.315	58	.754	3.100

T -test results revealed that there was no significant difference in self-confidence between peer-assessment and teacher-assessment groups on pretest ($t = .315, p = .75$), in which the t -observed was less than the t -critical of 2.00, and the Sig. was more than .05 ($p > \alpha$). Therefore, it can be concluded that the two groups are not far from each other regarding self-confidence before experiencing the treatment.

Then the self-confidence posttests of the two groups were compared. The descriptive statistics for self-confidence on posttest of the two groups are demonstrated in Table 4.6 below.

TABLE 4.6.
DESCRIPTIVE STATISTICS FOR SELF-CONFIDENCE IN TWO GROUPS ON POSTTEST

Group	N	Range	Min.	Max.	Mean	Median	Mode	SD
Peer-assessment	30	149	83	232	183.63	195.00	162 ^a	37.430
Teacher-assessment	30	141	73	214	159.90	156.00	194	35.471

a. Multiple modes exist. The smallest value is shown

The table above demonstrates that the average mean self-confidence posttest score in peer-assessment group was 183.63 with the standard deviation of 37.43 while the mean score in teacher-assessment group was 159.90 with the standard deviation of 35.47. Participants in peer-assessment groups outperformed those in teacher-assessment group.

Table 4.7 and Table 4.8 (See pages 50, 52) show the self-confidence scores obtained in peer-assessment and teacher-assessment groups on posttest.

Inferential Analysis of the Data

To choose parametric or nonparametric data analysis test, the normality distribution of the scores was checked. To test the normal distribution assumption of scores for self-confidence on posttest of the two groups, One-Sample Kolmogorov-Smirnov Test was used. The results of this analysis are laid in Table 4.9.

TABLE 4.7.
SELF-CONFIDENCE SCORES IN PEER-ASSESSMENT ON POSTTEST

Score	Frequency	Percent	Valid Percent	Cumulative Percent
83	1	3.3	3.3	3.3
102	1	3.3	3.3	6.7
141	1	3.3	3.3	10.0
142	1	3.3	3.3	13.3
143	1	3.3	3.3	16.7
145	1	3.3	3.3	20.0
152	1	3.3	3.3	23.3
160	1	3.3	3.3	26.7
162	2	6.7	6.7	33.3
175	1	3.3	3.3	36.7
180	1	3.3	3.3	40.0
186	1	3.3	3.3	43.3
190	1	3.3	3.3	46.7
195	2	6.7	6.7	53.3
196	1	3.3	3.3	56.7
198	1	3.3	3.3	60.0
205	1	3.3	3.3	63.3
209	1	3.3	3.3	66.7
210	1	3.3	3.3	70.0
213	2	6.7	6.7	76.7
214	1	3.3	3.3	80.0
218	2	6.7	6.7	86.7
220	1	3.3	3.3	90.0
223	1	3.3	3.3	93.3
227	1	3.3	3.3	96.7
232	1	3.3	3.3	100.0
Total	30	100.0	100.0	

195valid

TABLE 4.8.
SELF-CONFIDENCE SCORES IN TEACHER-ASSESSMENT ON POSTTEST

Score	Frequency	Percent	Valid Percent	Cumulative Percent
73	1	3.3	3.3	3.3
93	1	3.3	3.3	6.7
96	1	3.3	3.3	10.0
123	1	3.3	3.3	13.3
131	1	3.3	3.3	16.7
140	1	3.3	3.3	20.0
142	1	3.3	3.3	23.3
143	1	3.3	3.3	26.7
144	1	3.3	3.3	30.0
145	1	3.3	3.3	33.3
146	1	3.3	3.3	36.7
147	1	3.3	3.3	40.0
148	2	6.7	6.7	46.7
155	1	3.3	3.3	50.0
157	1	3.3	3.3	53.3
159	1	3.3	3.3	56.7
165	1	3.3	3.3	60.0
174	1	3.3	3.3	63.3
185	1	3.3	3.3	66.7
191	1	3.3	3.3	70.0
194	3	10.0	10.0	80.0
196	1	3.3	3.3	83.3
197	2	6.7	6.7	90.0
200	1	3.3	3.3	93.3
206	1	3.3	3.3	96.7
214	1	3.3	3.3	100.0
Total	30	100.0	100.0	

155valid

TABLE 4.9.
ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST OF NORMALITY FOR SELF-CONFIDENCE IN TWO GROUPS ON POSTTEST

Group	Mean	N	Sig.
Peer-assessment	183.63	30	.487
Teacher-assessment	159.90	30	.571

One-Sample Kolmogorov-Smirnov Test found Sig. of .48 and .57 for self-confidence posttest in peer-assessment and teacher-assessment groups respectively. The Sig. for both groups are more than selected significance, i.e. .05 for this study ($p > \alpha$); consequently it can be claimed that two sets of scores are normally distributed. So, the parametric Independent Sample Test was applied to compare the mean self-confidence score of two groups on posttest; otherwise the nonparametric Mann Whitney U Test, which is a nonparametric test, would be used. Table 4.10 clarifies the results of Independent Sample Test.

Levene's Test in Table 4.10 showed that the assumption of equal of variances is supported since p value ($p = .72$) is more than .05.

TABLE 4.10.
INDEPENDENT SAMPLES TEST FOR COMPARING THE SELF-CONFIDENCE OF TWO GROUPS ON POSTTEST

Levene's Test for Equality of Variances			T-test for Equality of Means		
F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.
.125	.725	2.521	58	.014	23.733

Cheng & Warren (2005) revealed that students, when assessing their peers' language skills had a less positive feeling, but they are not very different from the other assessment factors. Students and teachers act differently in their respective marking behaviours and the ways oral and written language skill were interpreted. While students obtained positive feedback from the peer assessment exercise, a question mark hangs over including peer assessment for both language proficiency and the other factors into the common assessment process.

According to Patri (2002) Peer-feedback on PA may contribute learners to assess their peers' proficiency if assessment factor are correctly selected after training course.

Dochy et al (2006) suggested that students' sense of responsibility will increase when they use a mixture of different new assessment forms. Topping (1998), believes that peer-assessment is a preparation in which students think about the amount, value, level, and quality of success of the outcomes of learning of peers of similar position.

In the present study, it was also found that the peer-assessment group showed improvement in their self-confidence after six sessions of peer-assessment practice, and the differences between these two groups in the degree they had improved in self-confidence was significant. In other words, the effects of the practice of peer-assessment and teacher-assessment on the self-confidence of the two groups were different in posttest.

Saito and Fujita (2004) also showed that peer-assessment is more similar to instructor's rating than other types of assessment. To justify this result, they suggested psychological criterion such as students' self-esteem, self-confidence, a cultural value of modesty, and habits of overestimating self-ability as accountable for this finding. If this suggestion of theirs is considered to be right, it appears that the present study was advantageous enough in monitoring these intervening factors. It should be noted that during the present study, the students knew that no high-stake decision was to be made on the basis of their peer- ratings, and although the students showed no self-confidence and willingness in the beginning, the participants were always supported to know that they could make it as well as a teacher or expert rater.

According to Raghunathan (2001), Self-confidence is the first step to progress, development, achievement and success. There may be people with a lot of abilities and a lot of knowledge but unable to taste success due to not having enough self-confidence. On the contrary, some members of the community who only possess average abilities and knowledge may have high chances to achieve what they want as a result of managing an unfailingly true self-confidence.

Studies show that teacher-assessment causes a sense of nervousness for the students at the end of course. It is stated that there is a sense of anxiety among students about the assessment and test. When learners are involved in the assessment process, the negative sense from learners will be removed. Students should be responsible for assessment process and do their teachers' job. (Zakian, Moradan, & Naghibi, 2012, p.1)

Results of Hypothesis Testing

Independent Samples Test detected significant difference in self-confidence between peer-assessment and teacher-assessment groups on posttest ($t = 2.52$, $p = .01$), in which the t -observed was more than the t -critical of 2.00, and the Sig. was less than .05 ($p < \alpha$). Therefore, the null hypothesis of this study was rejected. Therefore, with 95% confidence, it can be claimed that there is a significant difference between the effects of peer-assessment and teacher-assessment on EFL learners' self confidence.

VII. DISCUSSIONS AND CONCLUSIONS

The findings indicated that teacher- and peer-assessment are indeed influential in improving the EFL learners' self-confidence. After comparing the effects of teacher- and peer-assessment on the participants' self-confidence peer-assessment, however, turned out to be more effective in improving the EFL learners' self-confidence than teacher-assessment.

Therefore, language teachers, specifically those teaching the language skills, are highly recommended that they include more educational practices such as peer-assessment in their teaching; this matter can guarantee both the learning

of the students and increasing their self-confidence and motivation which is by itself an important factor in learning too. They also need not worry about the reliability of the students' peer-ratings since learners can also get more and more accurate in assessment as any expert rater does after enough training and practice is offered.

1) peer assessment have a great contribution to make self-confidence in EFL learners. During peer assessment, students develop a better understanding of their own strengths and weaknesses, providing a broader assessment than test scores alone, becoming more responsible for their own learning, and improving the student-teacher relationship, which in turn increases their self-confidence and achievement. It does seem to be important to involve students in 'co-designing' the factor for evaluation in peer assessment. In comparison with teacher assessment students have increased engagement with learning, especially goal setting, clarifying outcomes, taking responsibility for learning, and/or increased confidence in peer assessment.

2) peer assessment students can learn the skills of what and how to assess from one another. It also can help develop students' understanding of their own requirements. Classrooms characterized by these processes will enable teachers to review their teaching in the light of student feedback. Students' understanding of achievement and how this is increased also, happens through peer assessment.

This study shows that students should receive some training in peer assessment and be familiar with the concepts and terms which are necessary for assessing themselves. So it can be inferred that contrary to traditional methods of language teaching, peer-assessment should be regarded as a day-to-day activities in classrooms and should be built into the national policies.

VIII. IMPLICATIONS

In this study that was about The Impacts of Teacher's And Peers' Assessment On EFL Learners' Self-confidence, the results showed that peers' assessment group had higher self-confidence in comparison with teacher's assessment group. It means that it is necessary for Iranian high-schoolteachers to put aside traditional methods of teaching which are teacher-centred and all assessments and evaluations are responsibility of teacher and follow more newly developed methods of teaching like peer-centred methods of teaching and let them share some responsibilities.

Self-confidence is essential for developing English competence. I think that this paper points out the importance of self-confidence in order to make peers 'more participation. all these points show that the importance of self-confidence as a vital factor in language learning and teaching should not be underestimated.

Because of importance of peer assessment policy implications should concentrate more on peer assessment rather than the creation of new or separate policies. It is clear from this review that students should be taught the skills of peer assessment .It appears that peer assessment can help to develop students' understanding of their requirements. Teachers require peer assessment issues to be further built into both initial training and continuing professional development. So, there is a need for teacher commitment to move from teacher dependent relationship in teacher assessment to interdependent relationship in peer assessment. In peer-assessment students may have more motivations to compete with their peers and impress them. So, by peer-assessment students can have more improvements in their classroom activities and show a sense of "well-being" "enjoyment" and "attainment" along with higher self-confidence in comparison with teacher- assessment.

IX. SUGGESTIONS FOR FURTHER RESEARCH

Given the results of this study, here is a list of suggestions for further study and research based on the objectives and results of this research:

1: This study has been conducted of intermediate Iranian EFL students. Further study is required to see if teacher's and peers' assessment has any impacts on pre-intermediate and advanced Iranian EFL students' self-confidence.

2: Due to manageability and practicality issues only female students have been selected for the purpose of this study. Further study is required to see if teacher's and peers' assessment has any impacts on male EFL students' self-confidence.

3: This study is about "the impacts of teacher's-and peers'-assessment on EFL learners' self-confidence. Further study is required to see if self-assessment, teacher assessment, and peer assessment has any impacts on EFL learners' self-confidence level.

4. Further study needs to be done with a larger number of participants.

5. More representative samples of different school areas in Iran are necessary as well as comparing students with learning disabilities and students without learning disabilities.

APPENDIX A. QUESTIONNAIRE

Direction: There are 56 questions in this questionnaire. For most of the questions, different choices are offered. Please tick the one that corresponds to your opinion or write your answer down for descriptive questions

SELF-CONFIDENCE QUESTIONNAIRE TEST

No Always	No	No sometimes	Yes sometimes	Yes	YA – Yes always	
1	2	3	4	5	6	1-I can follow the lessons easily
1	2	3	4	5	6	2-I day-dream a lot in class
1	2	3	4	5	6	3-I am able to help my classmates in their schoolwork
1	2	3	4	5	6	4-I often do my homework without thinking
1	2	3	4	5	6	5-If I work hard, I think I can go to the Polytechnic or University
1	2	3	4	5	6	6-I pay attention to the teachers during lessons
1	2	3	4	5	6	7- Most of my classmates are smarter than I am
1	2	3	4	5	6	8-I study hard for my tests
1	2	3	4	5	6	9- My teachers feel that I am poor in my work
1	2	3	4	5	6	10-I am usually interested in my schoolwork
1	2	3	4	5	6	11-I often forget what I have learnt
1	2	3	4	5	6	12-I am willing to do my best to pass all the subjects
1	2	3	4	5	6	13-I get frightened when I am asked a question by the teachers
1	2	3	4	5	6	14-I often feel like quitting school
1	2	3	4	5	6	15-I am good in most of my school subjects
1	2	3	4	5	6	16- I am always waiting for the lessons to end
1	2	3	4	5	6	17- I always do poorly in tests
1	2	3	4	5	6	18-I do not give up easily when I am faced with a difficult question in my schoolwork
1	2	3	4	5	6	19-I am able to do better than my friends in most subjects
1	2	3	4	5	6	20- I am not willing to put in more effort in my schoolwork
1	2	3	4	5	6	21- I know intuitively what is right for me
1	2	3	4	5	6	22- I confide in my Self
1	2	3	4	5	6	23-I live my truth
1	2	3	4	5	6	24-I am sincere
1	2	3	4	5	6	25-I have challenged all my limiting beliefs
1	2	3	4	5	6	26-I fear nothing
1	2	3	4	5	6	27-I have a clear vision for my life
1	2	3	4	5	6	28 I make my own choices
1	2	3	4	5	6	29- I do not prevaricate
1	2	3	4	5	6	30-I do not procrastinate
1	2	3	4	5	6	31-I am the author of my own life
1	2	3	4	5	6	32-I live my destiny not my fate
1	2	3	4	5	6	33-I listen to my messages
1	2	3	4	5	6	34-I hear my messages
1	2	3	4	5	6	35-I am fulfilled by life
1	2	3	4	5	6	36-I do only what I truly value
1	2	3	4	5	6	37-I never tell others what to do
1	2	3	4	5	6	38-I never make other people wrong
1	2	3	4	5	6	39-I have no tolerations
1	2	3	4	5	6	40-I follow my path

Descriptive questions

41-Who help you, when you need it?

42-From whom do you raise questions when you do not understand information?

43-In what manner do you express your opinions, when they are inconsistent with others' opinions?

44-When do you express your opinions in the classroom?

45-When do you speak normally in a self-confident manner?

46-Where do you look at when speaking to people?

47-What do you say when asked to do something you do not want to do?

48-When do you express your feelings of anger or boredom in an appropriate manner?

Self-Report: Specific (Academic) Confidence

49- Please rate how confident you are about doing well on this test.

50 -Knowing that the average IQ score is 100 and 68% of people who take the IQ test get between 85 and 115, and 95% get between 70 and 130, what would you think your score will be?

51 - How do you think you will perform compared to students from your class?

52 - How do you think you will perform compared to high school students?

Self-Report: General Confidence

53- How confident do you feel about your math abilities?

54- How confident do you feel about your verbal abilities?

55- What do you think, when you receive a high grade on a test/paper?

56- Why do you consider yourself a smart person?

ACKNOWLEDGEMENT

First and foremost, I am grateful to my thesis committee members, Dr. Bahador Sadeghi, Dr Mohammad Taghi Hassani and Dr. Ramin Rahmany who contributed to this research. My best regards go to my supervisor, Dr. Sadeghi, for his suggestions, motivation, tolerance and comments throughout the research. My gratitude is also expressed to my advisor Dr Mohammad Taghi Hassani for his remarkable advice. I would like to express my special thanks to my husband and my parents and all those who have helped and supported me during the research.

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