

Affective Filter and Use of Peer Assessment Technology in Foreign Language Acquisition

Dr. Sarah Jacoba
Assistant Professor (Teaching)
Department of Languages (French)



Today's Talk



Background :
peerScholar



My Study: theory
and application



Results: anxiety
levels, test results



Factors for
consideration

Background: peerScholar

peerScholar website:

<https://app.peerscholar.com/>

AACU VALUE rubrics:

<https://www.aacu.org/value-rubrics>

Background: peerScholar

Joordens, S., Paré, D., Walker, R., Hewitt, J.& Brett, C. (2019). *Scaling the Development and Measurement of Transferable Skills: Assessing the Potential of Rubric Scoring in the Context of Peer Assessment*. Toronto: Higher Education Quality Council of Ontario.

https://heqco.ca/wp-content/uploads/2020/04/Formatted_UTSC-Peer-Assessment-Paper_FINAL.pdf

My Study: Theory and Application

Oral skills courses at Lakehead:

Fren 1511	A2-B1	(2019, 2020)
Fren 2101	B1-B2	(2020 , 2021)
Fren 3510	B2	(2020)

Study participants: 55

Results: test results and anxiety levels

“I most enjoyed the fact that multiple people got to comment and critique my work, **allowing for multiple points of view.**”

(Fren 1511)

“**If multiple people commented on a part that was a bit unclear** (like my second point) I knew I needed to specifically work on that part before my interaction with my professor.”

(Fren 3510)

Results: test results and anxiety levels

“[peerScholar] showed me
[...] that **studying is a
process and not an event.**”

(Fren 1511)

“Peerscholar [...] allowed me
time to create, evaluate and
reflect. **These three steps
are crucial to success and
Peersoclar hit all of them.**”

(Fren 2101)

Results: test results and anxiety levels

“I believe [the absence of nerves] is because **my peers were instructed to give constructive criticism.** [...] For these reasons, I was not worried about what my evaluator might be thinking.”

(Fren 1511)

“**We have been practicing giving feedback in class** so I think that did help me give constructive feedback in a encouraging sort of way to help my classmates.”

(Fren 3510)

Results: test results and anxiety levels

“I realized we were all in the same situation and would, therefore, cause less judgment amongst each other.”

(Fren 1511)

“There was also a sense of empathy involved, because **we are all going through the same process** and most of us are nervous people!”

(Fren 3510)

Results: test results

Class	Mean, Median and SD in % (w/o PS)	Mean, Median and SD in % (w/ PS)	Exam Mean, Median and SD in % (Post PS)
Fren 1511 (2019, 13 students)	73.69 ; 76 10.72	66.62 ; 70 ; 14.58	61.23 ; 64 12.61
Fren 1511 (2020, 11 students)	76.6 ; 78 11.49	75.64 ; 72 11.18	72.6 ; 76 14.12
Fren 2101 (2020, 15 students)	66.27 ; 62 11.54	68.67 ; 71 14.91	66.93 ; 70 15.49
Fren 2101 (2021, 12 students)	67.5 ; 72 16.56	60.67 ; 64 19.03	64.33 ; 69 17.37
Fren 3510 (2020, 5 students)	67.25 ; 71.25 12.58	72 ; 72 7.04	68.4 ; 72 10.31

Completion Rates



Completion Rates

Activity Completion



FREN 2101, 2020

Activity Completion



FREN 2101, 2021

Completion Rates



Factors for consideration

“I also had an issue with feeling guilty for grading one of my peers particularly low [...]. I want [my classmates] to succeed in their studies.”

(Fren 1511)

“I did not edit another students work **due to my embarrassment from my work.**”

(Fren 2101)

Bibliography (1 of 2)

- Barkley, Elizabeth F., et al. *Collaborative Learning Techniques: A Handbook for College Faculty*, 2nd Edition, Jossey-Bass, 2005.
 - Gascoigne, Carolyn. “Classroom Climate and Student-to-Student Interaction in the Post-Secondary French Classroom”. *The French Review* 85.4 (March 2012): 717-727. <https://www.jstor.org/stable/23214726>
 - Horwitz, Elaine, et al. “Foreign Language Classroom Anxiety”. *The Modern Language Journal* 70.2 (Summer 1986): 125-132. <https://www.jstor.org/stable/327317>
-

Bibliography (2 of 2)

- Joordens, S., Paré, D., Walker, R., Hewitt, J.& Brett, C. (2019). *Scaling the Development and Measurement of Transferable Skills: Assessing the Potential of Rubric Scoring in the Context of Peer Assessment*. Toronto: Higher Education Quality Council of Ontario. https://heqco.ca/wp-content/uploads/2020/04/Formatted_UTSC-Peer-Assessment-Paper_FINAL.pdf
 - MacIntyre, Peter D.. “Does Anxiety Affect Second Language Learning? A reply to Sparks and Ganschow”. *The Modern Language Journal* 79.1 (Spring 1995): 90-99. <https://www.jstor.org/stable/329395>
 - Phillips, Elaine M., “The Effects of Language Anxiety on Students’ Oral Test Performance and Attitudes”. *The Modern Language Journal* 76.1 (Spring 1992): 14-26. <https://www.jstor.org/stable/329894>
-