**The Impact of Using Peer Assessment Strategy Based on E -
Environment on Developing Writing Skill
of Future Teachers of English in Egypt**

By

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1-1-Introduction

Online teaching became a key area of interest recently in every field of education as well as English language teaching. Using the online teaching and applying the online strategies make teaching and learning English language easier and enjoyable. (Cinkara, 2013, p.1). Online environments help to apply good interactive leaning which based on learner-centered activities and learning. These online environments, such as Google.doc or Wikis, support communication, participation and collaboration and allow students to engage in authentic learning tasks (Goold et al., 2010, p.704).

Peer assessment as a strategy used in online learning had increased attention recently. Gielen et al., (2010) found a number of studies almost tripled since Topping published his review on peer assessment in 1998. Peer assessment can be defined as a form of participative assessment where students grade and/or provide feedback on the works of their peers (Topping, 2009, p.1). In addition to, Peer-to-Peer assessment is a process through which students and instructors share in the evaluation of student work. It can have many different forms. Researchers found that peer assessment deepened students' understanding of their own learning and empowered students to become more actively engaged and self-directed in their learning processes (Falchikov, 2005).

A web-based peer assessment system successfully may assist students in developing their understanding. Students' achievement increased significantly because of the peer assessment process and the number of students willing to participate in learning activities. "Peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners. Products to be assessed could include writing, oral presentations, portfolios, test performance, or other skilled behaviors. Peer assessment can be summative or formative." (Topping, 2009, p. 27).

To teach English Language to Future teachers, they should study the four domains of English—reading, writing, speaking and listening—the hardest one for students to perform and for teachers to teach, was the art of writing. (Roybal , 2012, p.6)

English writing skill is the hardest skill because the person who writes a narrative, expository, persuasive or descriptive essay expresses what he wants to say by words only. As we know that when we communicate, we use verbal and non-verbal language to make the listener understand. (Geng, 2011, p.1), But Writing involves thinking and expressing ideas in a written way with no verbal or facial expressions. All language skills are persuasive in nature; they must convince the reader to continue, the listener to continue, and the speaker to continue, whether the speaker is talking through speech orally or in writing. Writing, however, is persuasive in that the writer is constantly trying to persuade and attract the reader to go on reading. (Roybal, 2012, p.7)

Regarding the problem above of teaching writing skill, the researcher suggested to use a strategy that can help in solving this problem. The suitable teaching strategy, like peer assessment based on online program may help the teacher solve the problem of teaching writing skill especially, because this strategy could employ student- centered activities more than teacher-centered activities.

1-2-Problem statement

Referring to the experience of the researcher as a teacher of English for about sixteen years, and the low-scoring results of a diagnostic essay writing test that was conducted by the researcher on 30 future teachers who were in the fourth year studying in faculty of education for the academic year 2016-2017 there is a problem with Future teachers of English' writing skill especially in writing essays that they have a problem in conveying their thinking or writing functional writing keeping the appropriate structure of this writing. Upholding the researcher's notice, some researches that were conducted in Egypt, proved that there was a problem in writing skill with students in schools in general and with Future teachers in particular, such as the research of Abdallah (2014), Salem, (2013), Ahmed (2011) and Ahmed (2010).

To the best of the researcher's knowledge, there were some Egyptian studies addressing EFL writing, most of which highlighted that the experience of Egyptian future teachers underscored a wider lack of attention to EFL writing problems and challenges. Among these studies were Hassan (2001), Ibrahim

(2002), Mekheimer (2005), and Abdel-Latif (2009). So the need of this study was to present a proposed strategy in order to develop and enhance the writing skill of future teacher, and as a result, this may also enhance writing skill in schools with students.

1-3-Research Questions

Taking the study aims into account, the research questions are as the following:-

1-What is the effectiveness of using Peer assessment strategy based on E-environment on developing the writing skill of Future teachers of English, Fourth year, Faculty of Education , Tanta university in Egypt?

In addition, from this main question, there are two sub-questions arise from this main question, which are-

٢- Is there any development in the experimental group participants' writing over time?

3-Is there a correlation between using peer assessment strategy based on electronic environment and developing writing skill of Future teachers of English?

1-4-Research Hypotheses

1- There is a statistically significant difference at the 0.5 level between the mean scores of the experimental group on the first category (Task achievement) of writing skill pre-test and post-test in favor of the post-test.

2- There is a statistically significant difference at the 0.5 level between the mean scores of the experimental group on the second category (Coherence and cohesion) of writing skill pre-test and post-test in favor of the post-test.

3- There is a statistically significant difference at the 0.5 level between the mean scores of the experimental group on the third category (Grammar) of writing skill   pre-test and post-test in favor of the post-test.

4- There is a statistically significant difference at the 0.5 level between the mean scores of the experimental group on the fourth category (Vocabulary) of writing skill   pre-test and post-test in favor of the post-test.

5- There is a statistically significant difference at the 0.5 level between the mean scores of the experimental group on the fifth category (Organization) of writing skill pre-test and post-test in favor of the post-test.

6- There is a statistically significant difference at the 0.5 level between the mean scores of the experimental group on the sixth category (Spelling and punctuation) of writing skill pre-test and post-test in favor of the post-test.

7- There is a statistically significant difference at the 0.5 level between the mean scores of the experimental group on Total scores of writing skill pre-test and post-test in favor of the post-test.

8- There is a correlation between using E- environment based on peer assessment strategy and developing the writing skill of Future teachers of English.

9- There is a statistically significant effectiveness of E-environment based on peer assessment to develop the writing skill of Future teachers of English in Egypt.

1-5-Objectives of the study

The overall goal of this study was to develop Writing skills and facilitate teaching the art of Writing by using a proposed Strategy based on E-Environment. The present research should have attempted to achieve the following objectives:

1-To know the impact of a proposed Strategy based on E-Environment on developing Writing skills of Future teachers of English, fourth year, faculty of Education, Tanta University in Egypt.

2-To know the correlation between using peer assessment strategy based on electronic environment and developing writing skill of Future teachers of English.

3-To know how the program based on a proposed strategy help the Future teachers of English, Fourth year, faculty of Education, Tanta University will develop their writing skill in Egypt.

1-6-Significance of the study

1- Facilitate the methods of teaching writing skills.

2- Develop writing skill with future teachers that will help indirectly the writing skill in schools later by these future teachers.

3- Let future teachers practice more writing by using an interesting way and develop their writing skill by themselves using peer assessment strategy.

4- Ascertain participants' current writing proficiency level that can be considered an attempt to evaluate future teachers' subject matter knowledge, which is an essential component of the educational program for the teachers of English who teach English as a foreign language. (Cross, 1995, pp.34-35).

5- Preparing an online program based on using the strategy of peer assessment to facilitate and develop Writing skill of Future teachers of English.

1-7-Study limitations
Human Borders:
This study was conducted on the students of fourth year of faculty of Education, English department.
Time Limits:
This study was conducted in second term of academic year 2016-2017.
Subjective limits:
-E-environment based on peer assessment strategy
-Writing essay for fourth year students (Future teacher), Faculty of education, English department.
1-8-Research community and sample
The community of the research was the students of the fourth year (Future teachers, faculty of Education, English department, Tanta University, El Gharbia Governorate. The sample of the research consisted of 30 students of fourth year (Future teacher), Faculty of Education, English department, Tanta University, EL Gharbia governorate. This sample of 30 future teachers was the experimental group.
1-9-Research instruments
The research included the following:-
1- A peer response sheet taken from the Intro Europe (The writing handbook) by Gyula Tanko
2- A pre/post writing test taken from TOEFL Exercise Book, 2010.
3- An online program based on peer assessment strategy prepared by the researcher.

1-10-Research variables

Independent variables:

- E-Environment based on peer assessment strategy.

 Dependant variable:-

- the writing skill of Future teachers of English, fourth year, faculty of Education, Tanta University, Tanta, El Garbia governorate, Egypt.

1-11-Research Method

The researcher used the quasi experiment Method to know the effectiveness of using an online program based on peer assessment strategy on developing writing skill of Future teachers of English, and used the descriptive method to write and prepare the literature review.

1-12-Research design

The researcher used one group Pre-test, Post-test

1-13-Research procedures

The researcher carried out the following procedures:-

Reading and describing the literature reviews related to peer assessment strategy and writing skill.

1- Prepare and write a peer response sheet for Future teacher of English to be used when they assess their peers' writings.

2- Prepare a pre and post test that related to the type of essay writing that EFL practiced using peer assessment strategy and subjected this test to a group of judges to be validated in its timing and goal.

3- Prepare and build an online program and activities based on peer assessment strategy.

4- Subjecting the online program and activities which based on peer assessment strategy to a group of judges to validate them.

5- Selecting the research sample from Future teachers of English (faculty of Education, fourth year) as an experimental group.

6- Conducting the pre test of writing essay on the research sample before the implementation of the strategy of peer assessment.

7- The implementation of peer assessment strategy through the online program and activities of writing skill.

8- Conducting the post test of writing essay on the research sample after the implementation of the strategy of peer assessment.

9- Data collecting, analyzing, and discussing using the appropriate statistical methods.

10- Writing the recommendations.

1-14 The Statistical methods used in the research:-

-Alpha Cronbach formula to calculate the reliability of the research instruments (Writing test).

-Paired Samples t-test to compare the means between the pretest and posttest.

-Eta square formula to measure the effect size of peer assessment strategy based on online program.

1-15-Research findings

1- There is a statistically significant difference at the 0.5 level between the mean scores of the experimental group on Total scores of writing skill pre-test and post-test in favor of the post-test.

2- Eta square value is 0.775438 and means that the e- environment with the peer assessment strategy is very effective to develop the writing skill of Future teachers of English.

3-There is a correlation between using E- environment based on peer assessment strategy and developing the writing skill of Future teachers of English.

1-16-Recommendations

Despite the limit scope of the present study, the researcher recommends and suggests the followings:

-Training teachers in schools and universities to use the strategy of peer assessment in teaching the other different types of writing, as the researcher applied the strategy on only one type of writing which is essay writing.

-Using different online activities that enable the usage of the strategy of peer assessment in teaching and practicing writing.

-Working on educating teachers about the importance of using the strategy of peer assessment in the teaching of writing skill.

-Providing suitable training and rehabilitation opportunities for teachers of English in Faculty of education and all stages of education to increase their ability to implement electronic programs based on peer assessment strategy in teaching the other skills of English language.

-Focusing on the existence of centers for the production of e-learning content in all educational institutions and applying the quality standards, instructional design, teaching and learning theories, and modern strategies.

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