

Peer- and Self-Assessment in Primary School English Language Classrooms

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Abstract

Peer- and self-assessment could benefit the pupils in learning English language as a second language due to the aspects of essential whole group and individual reflections within the practice. This paper intends to investigate the practices of peer- and self-assessment among the national primary school English language teachers in a district in Selangor, Malaysia via a mixed methods approach. A survey was administered on 244 teachers, followed by interview and classroom observation on eight subset participants. From the survey, approximately 93% of the respondents had an emerging practice of peer- and self-assessment in their English language classrooms, which happened 50% of the time. The interview and observation findings show that the teachers needed extra time to train the pupils for the practice of peer- and self-assessment, mostly on written work, but also applicable during reading and speaking lessons. Pupils could apply self-assessment by knowing their levels and what to be done, sometimes based on worksheets and checklists. Sometimes, peer- and self-assessment were difficult and confusing among the pupils with lower English language proficiency levels. In the classroom, the pupils needed more time to receive guidance and training from the teachers in order to practise peer- and self-assessment, despite not fully in English. This implies that the teachers were attempting to enact peer- and self-assessment among the pupils, albeit rather deviating from the target language at times.

Keywords: peer- and self-assessment, English as a second language, primary school, assessment for learning, teachers, mixed methods

1. Introduction

1.1 Classroom Assessment of English as a Second Language in Primary Schools

One of the buzzwords in the practices of assessment for English learning is peer- and self-assessment as a part of school-based assessment. In Malaysia, this school-based assessment practice has been researched among the instructors in secondary schools (Alla Baksh et al., 2019; Sathasivam et al., 2019), higher education (Bhatti & Nimehchisalem, 2020; Nimehchisalem et al., 2018; Vasu et al., 2016), and primary schools (Amrien Hamila & Arshad, 2020; Jones, 2010; Rodhiana et al., 2022). Peer- and self-assessment is useful yet difficult to practise in a primary school classroom. Apparently, teaching and learning English as a second language adds to the difficulty. Moreover, in-depth research on this practice of assessment for learning is still scarce (Black, 2015; Black & Jones, 2006). Teachers' English assessment practices had constantly been surveyed with the result of being at the basic level (Rothinam, 2023; Sathasivam et al., 2019). Therefore, this paper aims to investigate the English language peer- and self-assessment practices in primary schools.

Peer- and self-assessment are parts of the assessment for learning practices which make formative assessment more pupil-centred. In the previous studies, the practice of peer- and self-assessment within the assessment for learning concept had been defined as a step to activate the pupils as the "owners of their own learning" (Black & William, 2018; Hopfenbeck, 2018; William, 2018). Peer- and self-assessment were practised along with sharing learning objectives and success criteria, questions and classroom discussion and feedback (Lysaght & O'Leary, 2017). Lysaght & O'Leary (2017) had surveyed on the Irish primary school teachers' practices of assessment for learning via the assessment for learning audit instrument. With permission from Lysaght & O'Leary, this instrument has been adapted for the survey on the Malaysian English language teachers' assessment for learning practices adjacent to the CEFR-aligned curriculum in 2017 (Abdul Hakim Ali et al., 2018; Farah Hussan & Mahani, 2021; Nurul Farehah et al., 2023; Rodhiana et al., 2022). The following section discusses further on the underlying theories and the practices of primary school English language peer- and self-assessment.

1.2 Peer- and self-assessment

The peer- and self-assessment practices require the pupils to be trained in understanding their own abilities in a pupil-centred classroom. This is arduous especially for the young learners of English as a second or foreign language. The underlying theories during peer- and self-assessment include socio-cultural interactions (Chappuis, 2009; Vygotsky, 1978), social cognitive (Bandura, 1989), and English language assessment (Bachman & Palmer, 2010). Despite a known fact that self-assessment can be a tool for the pupils to reflect on their learning as a part of an important cognitive aspect based on multiple intelligences (Ausubel, 1968; Gardner, 2008), this practice may not

be easily inflicted on the young learners of a second language.

However, the peer- and self-assessment skills could develop the pupils' learning capacity and could be beneficial as a lifelong skill, adjacent to self-regulated learning. The possibility of practising peer- and self-assessment may rely on the teachers' planning, sharing learning objectives and success criteria, and the utilisation of specific feedback in verbal or written (Amrien Hamila & Arshad, 2020; Wong & Mak, 2019). This usually depends on the teachers' and the pupils' perceptions towards the peer- and self-assessment practices, whether in the form of embedded activities or explicit judgements (Husna et al., 2018; Lucas, 2022; Norsharina & Maslawati, 2020; Sewagegn & Dessie, 2020). Teachers have their own interpretations of the practice based on the school requirements and perhaps are affected by the pressure from the stakeholders among parents or gatekeepers, which had happened in Singapore (Kiren, 2021). For instance, traditional examinations caused test anxiety among pupils who assumed that their teachers were too strict in the frequent tests, but the teachers' formative assessment practices had little weightage in the pupils' final reports (Nimehchisalem et al., 2023). Nevertheless, formative assessment which include peer- and self-assessment in the English language has been affirmed as capable of upgrading the pupils' proficiency (Nor Hasnida et al., 2018; Norhasim & Mohamad, 2020; Norsharina & Maslawati, 2020; Wong & Mak, 2019).

Pupils who have been exposed to peer- and self-assessment are familiar with writing portfolio (Wong & Mak, 2019) and writing learning logs (Amirah, 2019). According to Wong & Mak (2019), a writing portfolio is a form of self-assessment whereby the pupils eventually showed empowerment and on-going efforts towards self-regulated writing in the second language. In this portfolio, lower proficient pupils were even allowed to monitor and reflect on their writing skills in their native language. The utilisation of the pupils' native language may have been deviating from the immersion in the target language, but there are positive effects in learning – this includes students in secondary schools (Noor Hayati et al., 2022) and tertiary students (Ramiaida et al., 2018). Apparently, Amirah (2019) was able to train lower primary pupils on the structure, content, and benefits to the extent that they were able to prove their ownership in English writing via the learning logs. Other approaches in peer- and self-assessment include using summative tests for formative purposes (Black, 2013), encouraging multiple feedback from the instructor and the classmates (Mukundan & Nimehchisalem, 2011), and developing meta-cognition via dialog among the students (Swaffield, 2011). Perhaps there are other approaches to peer- and self-assessment in learning English as a second language based on previous studies.

1.3 Previous Studies

Previous studies had shown that overall, the practices of assessment for learning among the teachers needed to be improved. Sathasivam et al. (2019) had examined on the espoused and the enacted assessment for learning practices among 153 secondary school teachers from 24 schools. The espoused practices were a reference to the teachers' knowledge survey on sharing learning targets, engineering good classroom discussions, descriptive feedback, and peer-assessment. On the other hand, the enacted practices were what the teachers practiced during the video recording of their lessons. Based on the findings from the survey and the video recordings from 121 teachers, there were no relationships between the espoused and the enacted practices of assessment for learning among the teachers. Therefore, Sathasivam et al. (2019) had suggested on the importance of having ongoing improvement in the practices of assessment for learning among the teachers.

On the other hand, Vasu et al. (2016) had found that tertiary students preferred feedback from teachers compared to peer-assessment. In the context of tertiary education, most of the students believed that the teachers knew best, and they wanted to write according to the teachers' requirement (Vasu et al., 2016). This had differed from the student-centred classroom strategy whereby the independence from the teachers' feedback was more sought after although peer-assessment was deemed as helpful and engaging (Williams, 1992). One of the reasons of preference could be the cultural differences among the learners. This situation bore some resemblance to some primary schools whereby the culture of the pupils being reluctant to exchange feedback may pose a hindrance to the benefits of having the peer- and self-assessment practice.

Amrien Hamila & Arshad (2020) found that three primary school English language teachers had taken measures to improve the practice of peer- and self-assessment. The teachers had planned the activities, shared the success criteria with the pupils and used specific feedback forms. Feedback forms were used by the pupils during the peer-assessment activity. As the primary school pupils were not familiar with the practices of peer- and self-assessment, the teachers had facilitated them throughout the lesson (Amrien Hamila & Arshad, 2020). To sum, teachers were attempting to practise peer- and self-assessment in primary school English classrooms, but there is a need to investigate to what extent does it influence the individuals in the lesson.

1.4 Research Questions

This paper intends to find answers to the following research questions: (1) What are the practices of English language peer- and self-assessment among the primary school teachers? (2) What are the impacts of the practices of peer- and self-assessment in primary schools?

2. Method

A sequential explanatory mixed methods approach was adapted based on Creswell (2022). Primary data was attained via a survey, interview, and classroom observation of primary school English language teachers in Hulu Langat, Selangor.

2.1 Sample

The samples in this paper were 244 primary school English language teachers who responded to the survey. In sequence, eight teachers had participated as the purposeful sample in the qualitative investigation. There were only nine male respondents and 235 female respondents who represented the overall target population of English teachers in the district. The highest academic backgrounds of the respondents were from high school (n=3), diploma (n=2), bachelor’s (n=218) and master’s (n=21) in the quantitative phase. In the qualitative phase, there were three male participants with bachelor’s degree (n=2) and a master’s candidate, and five female participants with bachelor’s degree (n=3) and master’s degree (n=2). The following figure displays the sample.

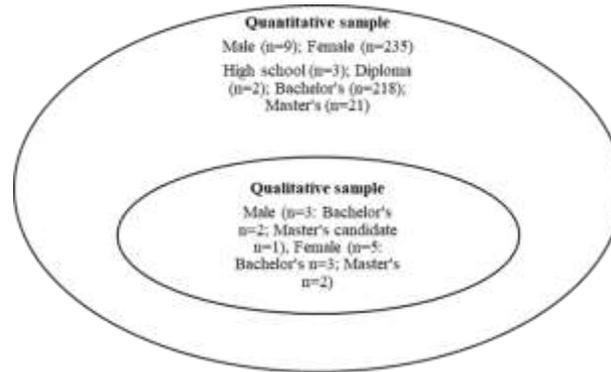


Figure 1. Sample

2.1.1 Participant Characteristics

The eight participants in the qualitative investigation were identified as teachers A1, A2, A3, A4, B1, B2, B3 and B4 who were teaching pupils aged between seven to twelve years old with experience between one to 16 years of service. Their results based the survey were measured based on sporadic to established practice of peer- and self-assessment. Sporadic means it happens 25% of the time, emerging means it happens 50% of the time, and established means it happens 75% of the time in a Likert-like scale in the survey (Lysaght & O’Leary, 2017). The average pupils’ CEFR-aligned English language proficiency in the primary schools were between level A1 to level A2 as the basic users. The observed focus skills during the observation included listening, speaking, reading, writing, and language awareness. The participating teachers’ backgrounds and classes are shown in the following table.

Table 1. Participants

	Academic background	Years of service	Peer- and self-assessment level	Pupils’ age	Pupils’ average CEFR level	Observed focus language skill during the lesson
A1	Bachelor degree	2	Emerging	10	A1 high	Listening and speaking
A2	Master’s degree	5	Emerging	9	A1 mid	Language awareness
A3	Master’s degree	16	Established	10	A1 high	Listening, speaking, and writing
A4	Bachelor degree	15	Emerging	10	A1 high	Writing and speaking
B1	Bachelor degree	1	Sporadic	10	A1 high	Speaking, listening, reading, and writing
B2	Bachelor degree	2	Emerging	12	A2 mid	Reading and writing
B3	Bachelor degree	16	Emerging	12	A2 mid	Reading
B4	Bachelor degree	5	Sporadic	7	Towards A1	Speaking and writing

2.1.2 Sampling Procedures

The site of research had 772 English language teachers in 89 national and national type primary schools during the distribution of the survey. Despite rigour in the survey distribution to the target population, whereby some schools were visited more than once to attain more responses, the 244 respondents (31%) sufficed based on the sample size determination in Krejcie and Morgan’s (1970) table. Next, eight participants had consented to be interviewed or observed, based on their results in the survey, thus purposively sampled (Patton, 2014). This sampling procedure was adapted from Creswell (2022) in a sequential explanatory mixed methods design. The investigation was with permission from the respective teachers, the head teachers of the national primary schools, the district education office, the state education department, and the Ministry of Education Malaysia. The Educational Research Application System under the Ministry of Education

Malaysia had granted permission to proceed with the research under the condition that no video recordings were taken.

2.2 Research Instrument

The 58-item assessment for learning audit instrument from Lysaght & O’Leary (2017) had been modified, piloted, and adapted as the survey in this research. It included 16 items on the practices of peer- and self-assessment. Five scales in each item were via a Likert-scale of 1 (never happens), 2 (sporadic), 3 (emerging), 4 (established), and 5 (embedded). The Kaiser-Meyer-Olkin measure of sampling adequacy value of the practice of peer- and self-assessment was .94 which indicated that the sampling was adequate. The Cronbach’s alpha reliability on the practice of peer- and self-assessment was .94, showing that it was acceptable. The instruments for the qualitative data collection were interview protocol and observation fieldnote. The interview questions and probes on the practices of peer- and self-assessment had revolved around the participants’ definition, practices and problems based on an adaptation of assessment in pedagogy stages by Black (2015) and a typology of needs assessment by Rossett (1982). The observation protocol was a checklist of items regarding the participants’ classroom practices of peer- and self-assessment as the English language teachers in the primary schools.

2.3 Data Analysis

Descriptive statistics were used to analyse the survey responses. The broad transcription from the interview recording and the classroom observation was analysed thematically up to the saturation point. Member checking was done with the participants for validity.

3. Results

From the survey, 244 respondents had given a mean rating of 3.3 which indicated emerging towards established practices of peer- and self-assessment that happened 50% of the time. The highest scored was Item 1 on the “lessons on new topics begin with pupils being invited to reflect on their prior learning” with the mean rating of 3.7 which happened between 50% to 75% of the time with the standard deviation of .77. On the contrary, the lowest scored was Item 2 on the “pupils are encouraged to record their progress” with the mean rating of 3.1 which indicated an emerging practice that happened 50% of the time and the standard deviation of .93. The following figure shows the percentage of the scores between never practiced (scale 1) and embedded practice (scale 5) from the 14 items on peer- and self-assessment in the survey.

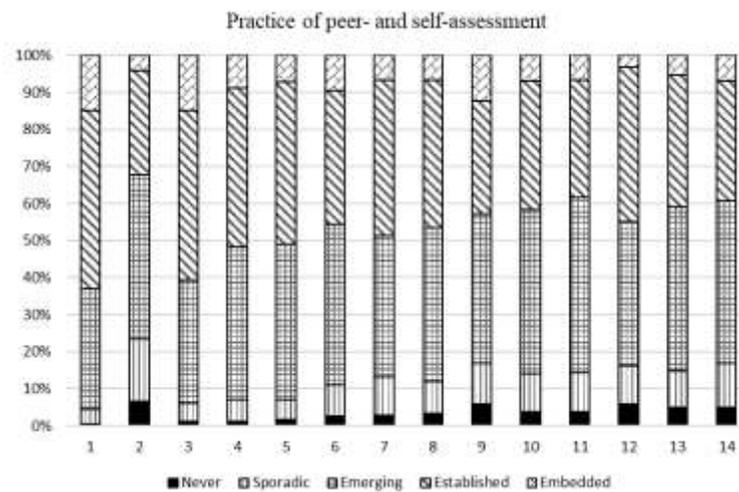


Figure 2. Survey result on peer- and self-assessment practices

3.1 Pupils’ Self-Assessment with Teachers’ Guidance

From the survey, Item 3 on the “pupils are given opportunity to inform what they feel about the topic, activity or lesson, in the beginning of the lesson” was never practised by 1.2% of the respondents, was practised sporadically by 4.9%, had emerging practice among 33.2%, had established practice among 45.9% and had embedded practice among 14.8% of all the respondents. A summary of this practice is tabulated as follows.

Table 2. Item on self-assessment

Self-assessment practice among pupils with teachers’ guidance	Percentage					N	Mean	SD
	1	2	3	4	5			
Lessons on new topics begin with pupils being invited to reflect on their prior learning	1.2	4.9	33.2	45.9	14.8	244	3.6	.82

This result is supported with an excerpt from Teacher B4’s classroom on making a Mother’s Day card. In the class, two pupils were asked to role play as a daughter giving her mother a card. In another observation, Teacher B3 also used similar practices for peer- and self-assessment. The following table shows the selected excerpts.

Table 3. Excerpt on pupils' self-assessment with teachers' guidance

Source	Excerpt	Practice
Observation Teacher B4	Teacher B4 asked: "How do you give this card?" Pupil A said while giving the card: "Happy Mother's Day!" Pupil B responded: "Thank you." Teacher B4 asked the whole class: "Can you do it?" Most of the pupils said, "No..." Teacher B4 had encouraged the pupils by saying: "Why not? Make her happy, make her smile." The pupils responded in majority: "Okay teacher."	Prompt: open-ended question Role play as an exemplar for peer-assessment Prompt: open-ended question Self-assess – unable to practise Prompt: verbal redirection
Interview Teacher A2	There are some things that we can assess in exams. But there are some things that we have to check when we try to understand. We should go more than just on paper, especially like communication and skills, and some, something got to do with their feelings, things like that	Self-assess – agreed to try Summative assessment Self-assessment Peer- and self-assessment via communication with the pupils and among the pupils

Meanwhile in an interview with Teacher A2, an emphasis was made on getting to know how the pupils feel, and this could be done via the practices of assessment for learning. The next section exhibits the pupils' peer-assessment.

3.2 Pupils' Peer-Assessment

Item 4 on the "pupils use each other as resources for learning" was scored as an embedded practice among 8.7% of the respondents, as an established practice among 43%, as emerging among 41.3%, and as sporadic among 1.2% of the 242 respondents. Data is tabulated as follows.

Table 4. Item on peer-assessment

Peer-assessment practice among pupils with teachers' guidance	Percentage					N	Mean	SD
	1	2	3	4	5			
Pupils use each other as resources for learning	1.2	5.8	41.3	43.0	8.7	242	3.5	.78

For peer-assessment, Teacher A2 had instructed the fast finisher to read the sentences aloud as an exemplar. Some of the pupils who listened were able to check their own work. The pupils were also asked to work in pairs to check each other. In tandem, Teacher A3 had recognised that due to the classroom culture, some pupils had refrained themselves from exchanging feedback out of fear and peer-pressure: "[There has been a case whereby] a primary school pupil was discouraged from exchanging feedback due to peer-pressure... and some had a fear of reprimands if they ask too many questions." Teacher B2 had the same idea on pupils' peer assessment whereby multiple feedback was encouraged, along with the use of checklists to check the answers. The following table displays the qualitative data on pupils' peer assessment.

Table 5. Excerpt on peer-assessment

Source	Excerpt	Practice
Observation Teacher A2	Pupil: "I'm done!" Teacher A2 asked the fast finisher to read the sentences aloud as an exemplar. Teacher A2 emphasised on the pronunciation of 's' in the word 'monsters.' Some pupils who listened were able to check their own work. The pupils were also asked to work in pairs to check each other.	Pupils using each other as resources via exemplar. Specific feedback. Self-assessment based on exemplar. Peer-assessment
Interview Teacher A2	"When they do work in pairs, then they'll check on their partner. Then they take turns to say their feedback about their partner."	Need to be guided and trained. Pair work to exchange feedback in peer-assessment.
Teacher A3	"I encourage the pupils to do peer- and self-assessment mostly on the written work. I just ask them to switch their work. And if it is correct, they just tick, if it's wrong, they will need to write the correct answer and when they give the book back to their friend, their friend needs to do corrections."	Need to be guided and trained. Pair work to check partner's book. Pupils do corrections based on peer- and self-assessment.
Teacher B2	"I let peers, my students' peers to actually have a look on their work, okay, and I will share the answers and to them and let them check... I will check through a checklist, give the pupils a checklist and ask them to tick the things they have achieved... checklists, observation, and peer-assessment..."	Self-assessment based on worksheets or checklists

3.3 The Impact of Peer- and Self-Assessment

The impact of peer- and self- assessment had shown mixed levels among the teachers' practices. Since the primary schools in this paper comprised mostly lower proficiency pupils in the English language classrooms, the teachers had to monitor the practice of peer- and self-assessment, or else it would be confusing to some. Despite the hardship in the practice of peer- and self-assessment in the classroom, Teacher B1 suggested, "I can train them, make them familiar with the self-assessment." However, there is a limitation whereby "if I want to train them, I need to supervise them every single time, every time in the classroom. So, I need to go to them, one by one, question by question. It's not quite possible," said Teacher B1, especially within a one-hour lesson. Idem, Teacher A1 agreed because "sometimes, you may need to take some time for one student to assess them like, if let's say you ask them, "can you give a reason for that?"; they need time to

construct the sentence, [therefore] you can't cover all the students of course."

Correspondingly, Teacher A2 agreed on the time and effort needed in training the pupils to emerge in the practice of peer- and self-assessment. Moreover, Teacher A2 believed that the practice of assessment for learning, especially peer- and self-assessment "should not be only in the English language and if other teachers also apply the same thing, this will make them realise this is the way that they will look at everything." Apparently, the practice of peer-assessment seemed to be more relatable in the primary school, compared to self-assessment. There were only a few pupils who were overachievers in the English language lesson, according to Teacher A2 and Teacher A1. There was a wide gap between the proficiency levels of the pupils in the rural and the urban area (Teacher A1). The impact is summarised in the following table.

Table 6. The impact

Source	Excerpt	Practice
Observation Teacher A1	Teacher A1: "Hazim, what did you learn?" Hazim: ... Teacher A1: "Do you need to take care of your parents?" Hazim: "Yes." Teacher A1: "Just like we have to take care of a cat." Some pupils: "Senang je!" [That's easy!] Teacher A1: "Siapa kata senang. [Who says it's easy.] I hope you can remember what you learnt on using money wisely and taking care of parents..."	Open-ended question. No response from the pupil. Close-ended question. Short response. Prompt from the teacher. Response from other pupils. Prompt from the teacher to encourage the pupils in peer- and self-assessment.
Interview Teacher B1	"For lower proficient pupils, I don't think they will know their level, so, it's quite hard to make them do self-assessment. If I make them check their work, they will just write, just tick. And I check again, the work is wrong but then there is a tick. So, it's quite confusing and then it's unmanageable for them to make self-assessment.	Need teachers' guidance to do peer- and self-assessment especially among lower proficient pupils.
Teacher A2	"When we ask for peer-assessment, some of the pupils, they have to... we really need to monitor them. If not, they will just, you know, talk nonsense, sometimes. And you are actually monitoring 40 of them in the class, so it's not easy, but we really have to take good control of the class so that we can manage this kind of things." "If we don't train our pupils to do that, even in life, we'll try to assess ourselves, right... I mean, we come to one stage where we have to look back whether we are on the, you know, same track that we are supposed to be, and then... where we are heading to, actually, and then we should check ourselves from that. So, actually, we have to train our pupils to realise where they should be and where they are going to, not only in their lesson but in life."	Monitoring 40 pupils in a classroom to do peer- and self-assessment is not an easy task for an English teacher. Training pupils to do peer- and self-assessment is important in lifelong learning.
Teacher A1	"For me, you know, it's because... if we compare it to the students in the kampong [rural area], for example, their level of getting A is our level 3 in the city, if you get what I mean. For example, in the city, their A is when you reach Band 4 or Band 5, but for them, the teacher will give them A when they reach Band 3."	Difficult to practise peer- and self-assessment because the language proficiencies of the pupils are different.

4. Discussion

The interactions between the teacher and the pupils required socio-cognitive traits (Bandura, 1986), more specifically during peer-assessment whereby the utilisation of exemplars from the pupils were observed. Socio-cultural values (Lantolf, 2007; Vygotsky, 1978) prevailed when the use of both the first and the second language during the English classes were inevitable as the pupils' proficiencies differed. Even though the teachers prepared the lessons with certain aims on assessment in pedagogy (Black, 2015), some impromptu improvisations in the form of prompts, open-ended questions, closed questions, and the use of the first language had happened. Although summative assessment was not discussed as a part of the language assessment theory (Bachman & Palmer, 2010), one participant did mention that not all language skills could be tested in examinations (Teacher A2). All the participants had considered the pupils prior knowledge as suggested by Ausubel (1968). The qualitative data considerably supported the results from the survey on peer- and self-assessment practices in the items adapted from Lysaght and O'Leary (2017). The following figure exhibits the peer- and self-assessment practices in a joint display as suggested by Creswell (2022) to exhibit the mixed data.

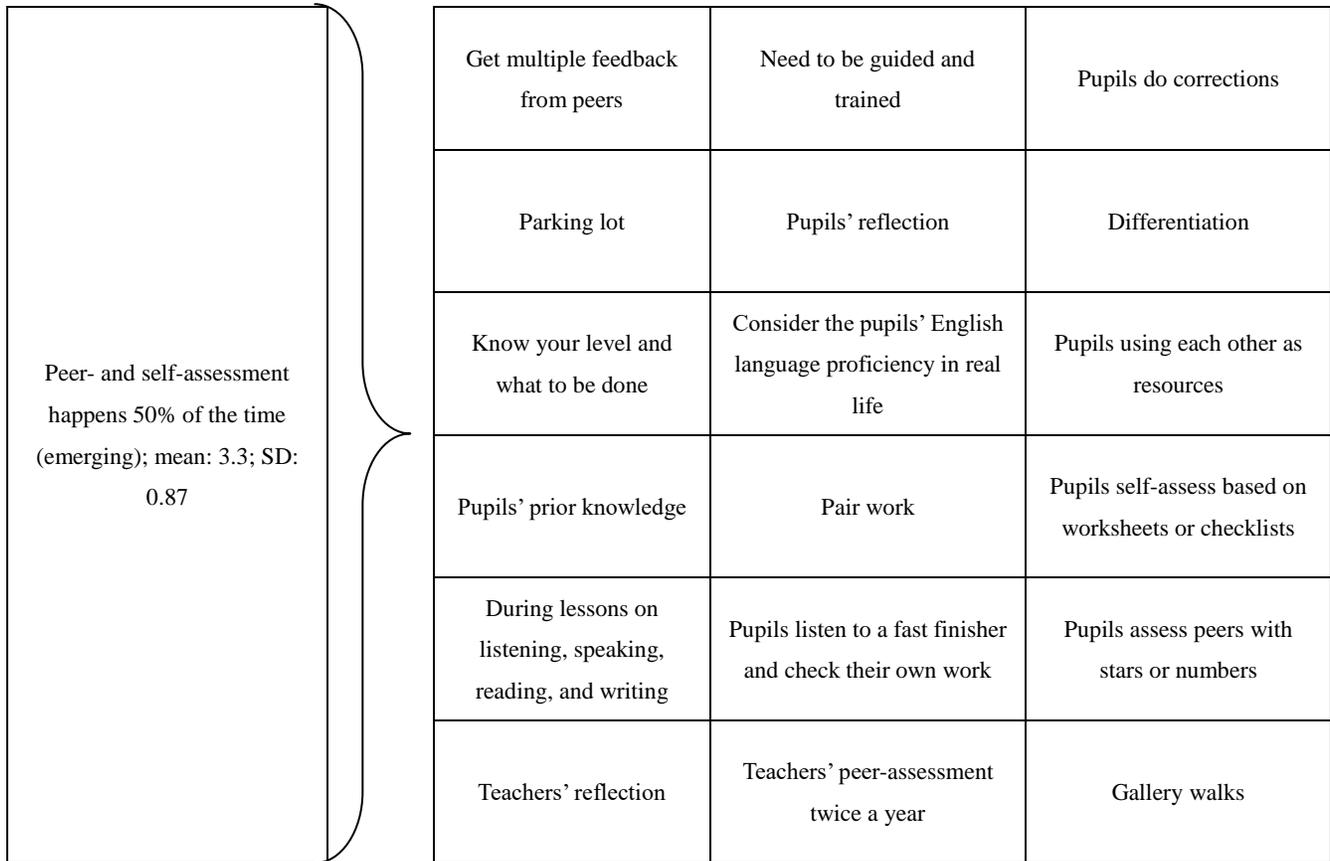


Figure 3. Joint display

4.1 Implication

There is a call for a more systematic assessment with the marking criteria and the guideline which takes into consideration all the levels of proficiencies among the primary school pupils in the English language as voiced by Teacher A1 and Teacher A2 and the literature (Nimehchisalem et al., 2023; Nurul Farehah et al., 2023; Rodhiana et al., 2022). Instead of reinventing the wheel, the Ministry of Education Malaysia had aligned the English language curriculum with the Common European Framework of Reference (CEFR) since 2017 despite having been negatively perceived by some teachers (Farah Hussan & Mahani, 2021; Nurul Farehah et al., 2023). Recently, the Minister of Education Malaysia had announced that the teachers are given flexibility and authority in the implementation of school-based assessment, therefore the teachers would be able to choose the best practices for their pupils as shown by Teacher A1, Teacher A3, Teacher B1, and Teacher B4 – even with the utilisation of the pupils' native languages (Noor Hayati et al., 2022).

The community, especially the parents of the pupils are also obliged to join the bandwagon of a paradigm shift in the education system, instead of narrowing the objectives towards examinations for secondary school education per se. The fourth industrial revolution affects education and has accelerated the use of technology in virtual classrooms during the movement control order due to the COVID-19 pandemic (Hussien & Norizan, 2021). However, the digital facilities in most of the national schools are not as up to date as the proposed fourth industrial revolution. Therefore, by doing what can be done with what is available, the practices of peer- and self-assessment could be an innovative approach to the mindset of the current community as one of the preparations to enter the future. Instead of the immense focus on grooming structured examination-oriented pupils for the purpose of entering boarding schools, the primary school community has an opportunity to merge into a more inclusive training on the assessment for learning practices such as peer- and self-assessment, sharing learning objectives and success criteria, having questions and classroom discussion, and feedback. This could be a partial ongoing effort to attain the objectives of increasing the quality of the teachers and improving the thinking skills of the pupils (Ministry of Education Malaysia, 2013). As the saying goes, it takes the whole village to raise children, therefore, the community and the parental involvement in the learning involvement could become a part of the design in a successful education culture (Aksalnik & Hill, 2004).

To summarize, the practices of peer- and self-assessment in this paper are displayed in the following table.

Table 7. Summary

Source	Practices and references
A1, B1	Self-assessment – know your level and what to be done (Ausubel, 1968; Chappuis, 2009)
A1, B2	Peer-assessment – get multiple feedback from peers depending on the socio-culture (Vygotsky, 1978)
A1, A2, A3, B1	Peer- and self-assessment among children need constant guidance and training (Vygotsky, 1978)
A2, A3, B1	Pair-work – pupils check their partners' work via prompted feedback (Vygotsky, 1978)
A3, A4, B4	Pupils do corrections based on peer- and self-assessment (Bandura, 1989)
A3, B2	Self-assessment could be based on worksheets or checklists (Ausubel, 1968; Gardner, 2008)
A3, A4, B4	Peer- and self-assessment are mostly done in writing lessons (Amirah, 2019; Wong & Mak, 2019)
A1, A2, B1	Peer- and self-assessment are difficult and confusing, hence the need to utilise their native language (Noor Hayati et al., 2022)

The implication on the teachers is related to the training and professional development. The spectrum of a teacher's job scope in the national primary schools in Malaysia requires one to be committed on developing the pupils holistically (Ministry of Education Malaysia, 2013), hence one of the steps could include the training and professional development in the practice of peer- and self-assessment within the concept of assessment for learning.

5. Conclusion

Between 3.3% and 14.8% of the 244 English language primary school teachers had responded as having embedded practices of peer- and self-assessment in their classrooms. Only 0.4% up to 6.6% had claimed that they had never practised peer- and self-assessment during their lessons. In short, the survey shows that most of the respondents had already adapted to the practices of peer- and self-assessment in the primary school English language lessons. The cumulative result on the practices of peer- and self-assessment based on the assessment for learning audit instrument was emerging at a mean rating of 3.3 with the standard deviation of 0.87, signifying that it happened 50% of the time, which was deemed as satisfactory. To sum up the qualitative data, the teachers had practised peer- and self-assessment while considering the proficiency levels of the pupils, via differentiation, getting multiple feedback from peers in the classroom, making the pupils do corrections and reflections, and letting the pupils use each other as resources. The teachers had also participated in school-based training and professional development to improve their practices. The findings in this paper are limited and are not intended as a generalisation of the teachers' practices of peer- and self-assessment. It is a mirror to the participating teachers' worldview on assessment for learning in primary schools, especially in English language classrooms as a second language. Future studies can be done to investigate on the effects of the practices of peer- and self-assessment to the pupils or perhaps a study on the virtual alternatives in online assessment for learning.

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