


<p><b>PEER EVALUATION'S IMPACT ON EFL LEARNERS' LANGUAGE LEARNING, MORPHOLOGY UNDERSTANDING, AND VOCABULARY ACQUISITION</b></p>		<p><b>Linguistics</b></p> <p><b>Keywords:</b> morphology, assessment, affixation, compounding, conversion, etc.</p>
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**Abstract**

The primary goal of this study is to increase readers' understanding of assessment for language learning and development, particularly as it relates to morphology for students of EFL (English as a Foreign Language). We also consider noting the many assessment methods that might be employed to determine how well EFL students understand morphology. Second, we'll go over a variety of language-improvement strategies that we could use to help EFL students better understand English morphology. We'll look at a few benefits of peer evaluation for EFL learners' vocabulary and morphological comprehension in the third segment. This study will go over peer assessment's benefits, the process of language improvement in English morphology, and evaluation as a critical component of language learning.

### Introduction

Assessment is a critical component of language learning and improvement, as it provides learners with feedback on their language proficiency and guides them towards resources and strategies that can help them improve their language skills. Effective assessment practices can help learners set learning goals, monitor their progress, and take ownership of their language learning.<sup>1</sup>

Assessment for morphology in EFL (English as a Foreign Language) is the process of evaluating EFL learners' knowledge and understanding of the structure and form of words in English. According to Liu and Chuang (2010), assessment for morphology involves "evaluating learners' ability to identify, analyze, and understand morphemes, and use them correctly in various contexts" (p. 43). Morphology refers to the study of word structure, including the analysis of prefixes, suffixes, roots, and other elements that make up words.<sup>2</sup>

Research shows that assessment can positively impact language learning outcomes. In a study by Timmis and Turner (2019), self-assessment was found to improve language proficiency and increase motivation among language learners. Another study by Bailey and Savage (2014) found that feedback provided by teachers and peers can help learners improve their language skills and increase their confidence in using the language.

<sup>1</sup> Garcia, T., & Pearson, P. D. (2014). Assessment and diversity. In *Encyclopedia of language and education* (pp. 1-14). Springer.

<sup>2</sup> Liu, M., & Chuang, Y. C. (2010). Morphological instruction and vocabulary learning: A review of literature. *Journal of Language Teaching and Research*, 1(1), 43-48.

Obviously, assessment for morphology in English as a foreign language is essential for language learning, allowing EFL learners to develop a deep understanding of the structure and form of words in English that can enhance their language proficiency.

### *Types of assessment methods*

Types of assessment methods that can be used to evaluate EFL learners' understanding of morphology. Some of these include:

**Formative Assessment:** This type of assessment provides ongoing feedback to EFL learners throughout the learning process. It can include activities such as quizzes, classroom discussions, and peer feedback.

**Summative Assessment:** This type of assessment is used to evaluate EFL learners' understanding of morphology at the end of a learning period, such as a semester or course. Examples include tests, exams, and essays.

**Diagnostic Assessment:** This type of assessment is used to identify EFL learners' strengths and weaknesses in the area of morphology. It can include activities such as pre-tests or diagnostic quizzes.

**Authentic Assessment:** This type of assessment involves real-life tasks that simulate the use of morphology in authentic contexts, such as writing a report or reading a newspaper article.

**Self-Assessment:** This type of assessment involves EFL learners evaluating their own understanding of morphology. It can be done through activities such as reflection journals, self-evaluation forms, and goal setting.

**Peer Assessment:** This type of assessment involves EFL learners assessing each other's understanding of morphology. It can include activities such as peer editing, peer evaluation forms, and peer feedback.<sup>3</sup>

The combination of these assessment methods can be used to provide a comprehensive evaluation of EFL learners' understanding of morphology.

## **Language improvement for EFL learners**

### *Definition*

Language improvement for EFL learners in English morphology refers to the process of developing and enhancing their knowledge and understanding of morphological structures in English, as well as their ability to use morphological rules and patterns to form and understand words. This can involve various approaches such as explicit instruction, word formation activities, and the use of technology.<sup>4</sup>

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<sup>3</sup> Zarei, A. A., & Kassaian, Z. (2015). The effect of formative assessment on EFL learners' writing performance. *Journal of Applied Linguistics and Language Research*, 2(5), 51-62.

<sup>4</sup> Kanat-Maymon, Y. (2019). The effect of word formation activities on EFL learners' vocabulary knowledge and retention. *Journal of Language Teaching and Research*, 10(3), 580-587.

One study defines language improvement in morphology as "the development of knowledge and skills related to the structure of words and how they are formed through morphological processes such as affixation, compounding, and conversion" (Pacheco et al., 2019, p. 375). The study explains that language improvement in morphology involves not only the acquisition of knowledge about morphological rules and patterns but also the ability to use this knowledge to form and comprehend words in context.

Another study emphasizes the importance of providing EFL learners with meaningful and engaging activities to improve their morphology skills, stating that "language improvement requires engaging and motivating activities that help students acquire knowledge and skills in a meaningful way" (Kanat-Maymon, 2019, p. 580).

### *Language improvement methods for English morphology*

There are various language improvement methods that can be used to enhance EFL learners' knowledge and skills in English morphology, such as:

**Word formation activities:** Word formation activities involve teaching EFL learners to use prefixes, suffixes, and root words to create new words. These activities can help EFL learners improve their vocabulary and understanding of morphology.<sup>5</sup>

**Use of corpora:** The use of corpora can help EFL learners learn about morphology in context by analyzing authentic language use. Corpora can also provide examples of word formation and usage, which can help EFL learners improve their knowledge of morphology.<sup>6</sup>

**Morphological instruction:** Explicit instruction on morphology can help EFL learners improve their understanding of the morphological structure of words. This can include teaching learners about affixes, roots, and morphemes.<sup>7</sup>

**Computer-assisted instruction:** Computer-assisted instruction can provide EFL learners with interactive activities and exercises to improve their understanding of morphology. This can include games, quizzes, and interactive word-building activities.<sup>8</sup>

These methods of language improvement enhance EFL learner's knowledge and skills in English morphology by using specific activities, analysis, examples, and computer-assisted instructions.

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<sup>5</sup> Kanat-Maymon, Y. (2019). The effect of word formation activities on EFL learners' vocabulary knowledge and retention. *Journal of Language Teaching and Research*, 10(3), 580-587.

<sup>6</sup> Pérez-Paredes, P., Aguado-Jiménez, P., & Gutiérrez-Artacho, J. (2012). Using corpora to teach English language learners about morphological variation. *ReCALL*, 24(3), 322-338.

<sup>7</sup> Pacheco, M., Sánchez-Tornel, M., & González-Fernández, B. (2019). The effectiveness of morphological instruction in an EFL context: A review of the literature. *Applied Linguistics Review*, 10(3), 375-402.

<sup>8</sup> Sulaiman, S. (2018). The effectiveness of computer-assisted instruction in improving EFL learners' morphological awareness. *Journal of Language Teaching and Research*, 9(2), 233-239.

## Peer Assessment on Morphology

### *Definition*

Falchikov defines peer assessment as "the use of students as assessors, usually of each other's work, under the guidance and control of a tutor or teacher" (p. 2). She provides an overview of the benefits and challenges of peer assessment and discusses its use in a variety of educational settings.

Peer assessment is the process by which students or their peers judge, evaluate, or grade the work of their peers in a formal or informal setting.<sup>9</sup>

Peer assessment on morphology involves students assessing and providing feedback on their peers' knowledge and use of morphological structures, such as affixes, roots, and inflectional endings. This can be done through various tasks, such as identifying the morphological structures within words or analyzing the use of morphological structures in written or spoken texts.<sup>10</sup>

Therefore, peer assessment is defined as process in which students assess and provide feedback on the work of their peers, providing evaluation and progress on morphology. This, also help them to develop their own critical evaluation skills.

### *Types of assessments*

There are various types of assessments that can be used to evaluate EFL learners' understanding of morphology. Here are a few types of assessment commonly used in the field:

**Formative assessment:** This type of assessment is designed to provide ongoing feedback to learners throughout the learning process, allowing them to monitor their progress and make adjustments as needed. Formative assessments in morphology might include quizzes, games, or other interactive activities that allow learners to practice identifying and using morphemes.<sup>11</sup>

**Summative assessment:** This type of assessment is designed to evaluate learners' understanding of morphology at the end of a unit or course. Summative assessments might include tests, essays, or other types of assignments that require learners to demonstrate their understanding of key morphological concepts.<sup>12</sup>

**Performance-based assessment:** This type of assessment requires learners to demonstrate their understanding of morphology through a specific task or activity, such as writing a paragraph that uses specific morphemes correctly.<sup>13</sup>

**Self-assessment:** This type of assessment involves learners reflecting on their own understanding of morphology and evaluating their own progress. Self-assessments might involve

<sup>9</sup> Topping, K. (2009). Peer assessment. *Theory into Practice*, 48(1), 20-27.

<sup>10</sup> Zhang, L. J. (2013). Peer assessment of language proficiency: Raters' reactions and interaction patterns. *Language Testing*, 30(3), 317-338.

<sup>11</sup> Reference: Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.

<sup>12</sup> Reference: Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14.

<sup>13</sup> Reference: Wiggins, G. (1990). The case for authentic assessment. *Practical Assessment, Research & Evaluation*, 2(2), 1-4.

learners creating portfolios of their work or reflecting on their own learning through written or oral assignments.<sup>14</sup>

Peer assessment: This type of assessment involves learners evaluating each other's understanding of morphology. Peer assessments might involve learners reviewing each other's work, providing feedback, or working together to complete a task that requires them to use morphemes correctly.<sup>15</sup>

All these assessment types assist the EFL learners to evaluate their knowledge of English morphology by co-operating with each other, and by the guidance from a teacher.

### ***The effect of peer assessment on morphology comprehension and vocabulary learning among EFL learners***

Peer assessment has been found to have a positive effect on morphology comprehension and vocabulary learning among EFL learners. Several studies have demonstrated the effectiveness of peer assessment in promoting language learning in these areas:

Improves accuracy: Peer assessment has been found to improve the accuracy of morphology and vocabulary learning among EFL learners (Al-Faki, 2018).

Increases motivation: Peer assessment has been found to increase learner motivation, leading to higher levels of engagement and improved learning outcomes (Cheng & Warren, 2005).

Enhances learning: Peer assessment has been found to enhance learning by providing learners with opportunities to practice critical thinking and reflection (Falchikov & Goldfinch, 2000).

Promotes self-regulation: Peer assessment can promote self-regulated learning by encouraging learners to take ownership of their learning and monitor their progress (Panadero & Jonsson, 2013).

Develops communication skills: Peer assessment can develop communication skills by providing opportunities for learners to give and receive feedback (Kaufman & Schunn, 2011).

Overall, peer assessment is an effective tool for promoting morphology comprehension and vocabulary learning among EFL learners.

### **Conclusion**

In conclusion, assessment plays a crucial role in language improvement, particularly in the areas of morphology comprehension and vocabulary learning among EFL learners. Different types of assessments, such as formative and summative assessments, can be used to monitor and evaluate learners' progress in these areas. Peer assessment is a valuable tool that has been found to be effective in promoting language learning in these areas. It has been shown to improve accuracy, increase motivation, enhance learning, promote self-regulation, and develop communication skills.

<sup>14</sup> Reference: Boud, D., Keogh, R., & Walker, D. (1985). Reflection: Turning experience into learning. Routledge.

<sup>15</sup> Reference: Topping, K. J. (1998). Peer assessment between students in college and university. Review of Educational Research, 68(3), 249-276.

Therefore, incorporating peer assessment in language instruction can benefit EFL learners and contribute to their overall language improvement. Overall, assessment and peer assessment are essential components of language instruction, and their effective use can contribute significantly to EFL learners' language development in the areas of morphology comprehension and vocabulary learning.

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