



English Language Teaching

[Journal Help](#)

User

Username

Password

Remember me

Journal Content Search

All

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)
- [Other Journals](#)

Font Size

Information

- [For Readers](#)
- [For Authors](#)
- [For Librarians](#)

- [Home](#)
- [About](#)
- [Log In](#)
- [Register](#)
- [Search](#)
- [Current](#)
- [Archives](#)
- [Announcements](#)
- [Recruitment](#)
- [Submissions](#)
- [Editorial Team](#)
- [Focus and Scope](#)
- [Contact](#)
- [Index](#)
- [Other Journals](#)

- [Publisher](#)

[Home](#) > [Vol 4, No 1 \(2011\)](#) > [Khabiri](#)

The Relationship between Peer Assessment and the Cognition Hypothesis

Mona Khabiri, Soroush Sabbaghan, Sahar Sabbaghan

Abstract

It is believed that peer assessment equips learners with a skill set withheld from them by teacher assessments that enhances language learning. However, the benefits of peer assessment are limited to how well learners can conduct peer assessment tasks. Therefore, improving the efficacy of peer assessment is essential. One way to increase the consistency of peer assessment is to increase learner attention during the assessment task. The Cognition Hypothesis states that L2 learners engaged in complex tasks pay attention to more complex linguistic structures; as a result, learning increases ([Robinson, 2001a](#), [2001b](#), [2005](#)). The purpose of this study was to investigate whether complex tasks, as outlined by the Cognition Hypothesis, improve the accuracy of peer assessment. Thirty female EFL learners conducted three speaking tasks. Each task had a different level of complexity, and participants were assessed by their peers using a rating scale. The results indicated that the absolute mean deviations for the items on the rating scale decreased as task complexity increased. In other words, the findings showed that as task complexity increased, there was more agreement among the assessors. This indicated that peer assessment was more accurate and consistent for more complex tasks.

Full Text: [PDF](#)



This work is licensed under a [Creative Commons Attribution 3.0 License](#).

English Language Teaching ISSN 1916-4742 (Print) ISSN 1916-4750 (Online)

Copyright © Canadian Center of Science and Education

To make sure that you can receive messages from us, please add the 'ccsenet.org' domain to your e-mail 'safe list'. If you do not receive e-mail in your 'inbox', check your 'bulk mail' or 'junk mail' folders.