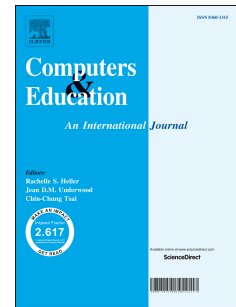


Journal Pre-proof

Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions

Shu-Yun Chien, Gwo-Jen Hwang, Morris Siu-Yung Jong



PII: S0360-1315(19)30304-5

DOI: <https://doi.org/10.1016/j.compedu.2019.103751>

Reference: CAE 103751

To appear in: *Computers & Education*

Received Date: 30 April 2019

Revised Date: 29 October 2019

Accepted Date: 1 November 2019

Please cite this article as: Chien S.-Y., Hwang G.-J. & Siu-Yung Jong M., Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions, *Computers & Education* (2019), doi: <https://doi.org/10.1016/j.compedu.2019.103751>.

This is a PDF file of an article that has undergone enhancements after acceptance, such as the addition of a cover page and metadata, and formatting for readability, but it is not yet the definitive version of record. This version will undergo additional copyediting, typesetting and review before it is published in its final form, but we are providing this version to give early visibility of the article. Please note that, during the production process, errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

© 2019 Published by Elsevier Ltd.

Effects of Peer Assessment **within the Context of Spherical** **Video-based Virtual Reality on EFL students' English-Speaking** **Performance and Learning Perceptions**

Shu-Yun Chien, Gwo-Jen Hwang^{*}, Morris Siu-Yung Jong

Graduate Institute of Applied Science and Technology, National Taiwan University of Science and Technology,

Graduate Institute of Digital Learning and Education, National Taiwan University of Science and Technology,

Department of Curriculum and Instruction and Centre for Learning Sciences and Technologies, The Chinese University of Hong Kong, China

E-mail: ps25sss123@gmail.com; gjhwang.academic@gmail.com; mjong@cuhk.edu.hk

Abstract

English has been recognized as a means of communication around the globe. However, owing to the lack of realistic English practicing contexts, EFL (English as Foreign Language) students generally have few opportunities to communicate with people in English, not to mention to get feedback from others for making reflections. In this study, a spherical video-based virtual reality (SVVR) environment was developed to situate students in authentic English-speaking contexts; moreover, the peer assessment (PA) strategy was employed for guiding students to provide comments on peers' speaking performance and to make reflections on their own performance. To evaluate the effectiveness of the proposed approach, an experiment was conducted in a high school English course. **The experiment results reveal more positive effects of the peer-assessment-based SVVR approach compared with the non-peer-assessment-based SVVR approach in terms of the learners' English speaking, learning motivation, and critical thinking skills, as well as reducing their English learning anxiety. Moreover, it was found that the ratings of the students were statistically correlated with those of the teacher.** This study further analyzed the types of peer comments by categorizing them into four types: Praise, Criticism, Opinion, and Irrelevant. It was found that Praise feedback was helpful for the students' English-speaking

Download English Version:

<https://daneshyari.com/en/article/13427059>

Download Persian Version:

<https://daneshyari.com/article/13427059>

[Daneshyari.com](https://daneshyari.com)