BRIDGING LANGUAGE AND CULTURE THROUGH SELF- AND PEER ASSESSMENT IN EFL SPEAKING

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Abstract: This article explores the integration of self- and peer assessment in English as a Foreign Language (EFL) speaking classrooms and their impact on bridging language learning with cultural understanding. Self-assessment encourages learners to reflect on their performance, identify strengths and weaknesses, and develop autonomous learning habits. Peer assessment promotes collaborative learning, intercultural awareness, and communicative competence. Combining these assessment strategies with culturally authentic speaking activities enhances learner engagement, fluency, and pragmatic understanding. The article also examines challenges, including assessment reliability, learner confidence, and effective implementation strategies.

Keywords: Self-assessment, peer assessment, EFL speaking, intercultural competence, language learning, learner autonomy, collaborative learning

Annotatsiya: Ushbu maqolada ingliz tilini chet tili sifatida o'rganish (EFL) jarayonida og'zaki nutq darslarida o'zini baholash va o'zaro baholashni integratsiya qilish hamda ularning til o'rganishni madaniy tushuncha bilan bog'lashdagi ahamiyati yoritiladi. O'zini baholash o'quvchilarga o'z faoliyatini tahlil qilish, kuchli va zaif tomonlarini aniqlash hamda mustaqil o'rganish ko'nikmalarini rivojlantirish imkonini beradi. O'zaro baholash esa hamkorlikda o'rganish, madaniyatlararo ong va kommunikativ kompetensiyani rivojlantiradi. Ushbu baholash strategiyalarini madaniy jihatdan autentik nutq faoliyatlari bilan uyg'unlashtirish o'quvchilarning faolligini, ravon nutqini va pragmatik tushunchasini oshiradi. Shuningdek, maqolada baholashning ishonchliligi, o'quvchilarning ishonchi va samarali joriy etish bilan bog'liq muammolar ham ko'rib chiqiladi.

Kalit so'zlar: o'zini baholash, o'zaro baholash, EFL og'zaki nutq, madaniyatlararo kompetensiya, til o'rganish, o'quvchi mustaqilligi, hamkorlikda o'rganish

Аннотация: В данной статье рассматривается интеграция самооценки и взаимооценки в процессе обучения устной речи на английском языке как иностранном (EFL), а также их влияние на связь языкового обучения с культурным пониманием. Самооценка способствует тому, что учащиеся анализируют собственные результаты, выявляют сильные и слабые стороны и развивают навыки автономного обучения. Взаимооценка, в свою очередь, развивает сотрудничество, межкультурную осведомленность и коммуникативную компетенцию. Сочетание этих методов оценивания с аутентичными культурными речевыми заданиями повышает вовлеченность учащихся, беглость речи и прагматическое понимание. В статье также рассматриваются проблемы, включая надежность оценивания, уверенность учащихся и стратегии эффективной реализации.

Ключевые слова:самооценка, взаимооценка, устная речь EFL, межкультурная компетенция, изучение языка, автономия учащегося, совместное обучение

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Introduction

In EFL education, developing both linguistic proficiency and cultural competence is essential for effective communication. Speaking skills are not merely about correct grammar and pronunciation; they also involve understanding cultural norms, pragmatic conventions, and sociolinguistic cues. Traditional teacher-centered assessment often limits opportunities for reflection, collaboration, and authentic cultural engagement. Self- and peer assessment offer innovative approaches to address these gaps. Self-assessment allows learners to monitor their own performance, promoting autonomy and reflective practice. Peer assessment encourages collaboration, feedback exchange, and exposure to diverse perspectives, fostering intercultural understanding and communicative confidence. Studies indicate that combining these strategies in speaking activities enhances both language accuracy and cultural awareness. [1, 123-145 p]

Digital tools and AI platforms enhance self- and peer assessment by offering analytics, automated feedback, and progress tracking. For example, learners can submit recorded speaking tasks to online platforms where AI analyzes pronunciation, intonation, and vocabulary. Peers can provide additional qualitative feedback, while teachers monitor overall performance trends. This triangulation of assessment—self, peer, and AI-assisted—ensures comprehensive evaluation and supports differentiated instruction.

Challenges include initial reluctance to assess peers critically, inconsistency in feedback quality, and potential discomfort with public evaluation. Teachers must provide clear rubrics, conduct training sessions on giving constructive feedback, and emphasize the role of reflection and improvement rather than judgment. With proper support, learners become more confident, reflective, and culturally aware communicators.

Integrating self- and peer assessment bridges the gap between language proficiency and cultural understanding by encouraging learners to actively engage with both linguistic and cultural dimensions of communication. While self-assessment fosters personal responsibility and reflective practice, peer assessment introduces collaborative learning dynamics and intercultural exposure. Effective implementation requires clear assessment criteria, scaffolding to support learners' evaluation skills, and teacher mediation to maintain fairness and reliability. Moreover, culturally authentic speaking tasks, such as simulations, role-plays, and discussions about real-life intercultural scenarios, strengthen the connection between language use and cultural context. Overall, these strategies contribute to more holistic EFL speaking development. [2, 87-105 p]

Intercultural awareness is strengthened when learners assess peers from different linguistic or cultural backgrounds. Providing feedback encourages reflection on politeness strategies, culturally appropriate phrasing, and situational language use. This not only improves linguistic performance but also develops intercultural competence, preparing students to communicate effectively in global contexts.

Motivation and learner engagement increase through these assessment methods. Students become active participants in the learning process, taking ownership of their progress and appreciating peer contributions. Gamified peer assessment, such as awarding badges or recognition for insightful feedback, further enhances motivation and encourages constructive participation.

Challenges remain in implementing self- and peer assessment effectively. Learners may initially lack confidence in evaluating peers or may provide inconsistent feedback. To address this, teachers should provide structured rubrics, clear criteria, and scaffolding exercises. Orientation sessions on giving constructive feedback, examples of effective evaluation, and guided reflection practices can ensure consistency and reliability in assessment. [3, 33-50 p]

Finally, integrating self- and peer assessment in authentic speaking tasks—such as debates, storytelling, interviews, and presentations—helps learners connect language skills with real-life social and professional situations. By reflecting on both their own and others' performance, students gain a deeper understanding of language nuances, pragmatic rules, and cultural expectations, making the learning process meaningful, interactive, and culturally grounded. [4, 102-118 p]

Conclusion

Self- and peer assessment in EFL speaking classrooms provide a powerful framework for linking language learning with cultural understanding. These strategies enhance learner autonomy, collaboration, communicative competence, and intercultural awareness. For successful integration, teachers should provide structured rubrics, continuous guidance, and culturally meaningful tasks. Future research should explore long-term effects on learner fluency, intercultural sensitivity, and motivation in diverse EFL contexts.

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