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The Effect of Peer Assessment Using Google Docs on Omani Grade Ten Students' Writing Performance

Ali Mohammed Ali Al Breiki[1], Serge Gabarre[2]* and Cecile Gabarre[3]

[1,2,3]*Department of Foreign Languages, College of Arts and Sciences, University of Nizwa, Birkat Al Mouz, Sultanate of Oman*

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*Corresponding Author
Serge Gabarre
E-mail: sergegabarre@unizwa.edu.om

Co-Author(s):
Author 1: Ali Mohammed Ali Al Breiki
E-mail: 10432646@uofn.edu.om

Author 3: Cecile Gabarre
E-mail: cecilegabarre@unizwa.edu.om

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ABSTRACT

Introduction: Low writing performance among English Language students is a persistent issue in educational contexts, including Oman. This study investigates the effectiveness of peer assessment and Google Docs as tools to enhance writing performance among grade ten Omani students. It aims to compare these tools with traditional teacher feedback and evaluate their impact on students' writing skills and attitudes towards writing and educational technology. **Methods**: This quasi-experimental study involved 28 grade ten students divided into two groups: an experimental group (n=8) and a control group (n=15) and interview sample (n=5). The experimental group used peer assessment and Google Docs, while the control group received traditional teacher feedback. Data collection methods included pre- and post-tests to measure writing performance and interviews to gauge students' attitudes towards writing and educational technology. **Results:** *Writing Performance*- The analysis of pre- and post-test scores revealed a statistically significant improvement in the writing performance of the experimental group compared to the control group. This indicates the effectiveness of peer assessment and Google Docs in enhancing students' writing skills. *Attitudes Toward Writing and Technology*- Interviews conducted with the experimental group showed a more positive attitude towards writing and the use of educational technology. Students expressed greater engagement and motivation when using peer assessment and Google Docs compared to traditional methods. **Discussion**: The findings of this study highlight the potential benefits of integrating peer assessment and Google Docs into English language teaching. The significant improvement in writing performance and positive student attitudes suggest that these tools can effectively address low writing performance. The study supports the need for teacher training in the use of these tools, curriculum integration, and encouraging parental support for educational technology. **Conclusion**: This research contributes to the literature on the impact of technology and peer assessment on students' writing performance. It offers valuable insights for future English language teaching, emphasizing the importance of adopting innovative pedagogical and technological tools to enhance student learning outcomes. Recommendations include comprehensive teacher training, strategic curriculum integration, and fostering parental support for educational technology to maximize its benefits.

Keywords: Peer Assessment; Web 2.0; Writing performance; ELT; Google Docs.

1. INTRODUCTION

The primary concern explored in this research is the insufficient writing proficiency among grade ten students in Oman. This issue presents difficulties for both educators and policymakers. Conventional teaching methods have proven ineffective in improving writing skills, necessitating the implementation of innovative approaches that align with the demands of 21st-century education. The objective of this study is to examine the influence of peer assessment, facilitated by Google Docs, on the writing abilities of grade ten students in Oman. Peer assessment involves students providing feedback on each other's written work, enabling them to identify strengths and weaknesses. Google Docs, as a technological platform, offers opportunities for collaborative learning and engagement, which is particularly appealing to the current generation of students. The implementation of peer assessment is supported by theoretical frameworks such as social constructivism and Vygotsky's social learning theory. Moreover, Self-Determination Theory (SDT) by Ryan and Deci emphasizes the psychological needs of autonomy, competence, and relatedness, which can be addressed through peer assessment (Deci & Ryan, 2000). The conceptual framework outlines the process, emphasizing the role of peer assessment in enhancing writing performance. The significance of this study lies in its potential to guide curriculum design, pedagogical strategies, and the integration of technology in Omani schools. The research objectives seek to investigate the effectiveness of peer assessment using Google Docs and explore students' perceptions of its impact on their writing abilities. The research questions delve into the extent to which this approach proves effective and students' opinions concerning Google Docs as a peer assessment tool.

The scope of the study encompasses factors contributing to writing performance enhancement, including the role of peer assessment and the efficacy of Google Docs. Data is collected through pre- and post-intervention assessments and interviews. The study's importance extends to various stakeholders, including students, teachers, curriculum designers, and educational policymakers. It addresses the pressing need to improve writing proficiency and explores innovative approaches to teaching writing. However, the study has limitations, such as its focus on grade ten students in one school, potentially limiting generalizability. It does not consider environmental and psychological factors during writing tasks or other variables affecting writing performance. The study solely investigates the short-term effects of peer assessment and does not explore long-term impact or sustainability.

English language learners face challenges in writing due to the need for proficiency in various aspects of the language. Traditional instruction methods can be monotonous and may not meet the demands of 21st-century learning. Learning with technology (Patra & Sahu, 2020) and more specifically, peer assessment using Google Docs, has been shown to be effective in improving writing skills (Hyland, 2003; Warschauer & Grimes, 2008). The authors aim to examine the impact of peer assessment using Google Docs on the writing performance of tenth-grade students in Oman to enhance their writing skills within the Omani educational context. Handayani, Cahyono, and Widiati (2018) have emphasized the importance of various sub-skills and psychological factors in the writing process. The results of this study shed light on how Google Docs can improve students' ability to produce well-constructed written compositions.

A comprehensive solution to this challenge involves embracing pedagogical and technological advancements (Mahalik, 2020). Peer assessment, a potent strategy for enhancing students' writing skills, allows learners to receive feedback from their peers. This process enables students to identify their writing strengths and weaknesses, providing a pathway for improvement. Concurrently, the integration of technology into education has become increasingly prevalent. Online tools, such as Google Docs, have gained popularity among educators for facilitating peer assessment.

In this study, the authors delve into the intersection of these two elements – peer assessment and Google Docs – with a focus on Omani grade ten students. The aim is to investigate the effects of peer assessment using Google Docs on the writing performance of these students. By doing so, the researchers endeavor to shed light on the potential of this innovative approach to enhance writing skills in the Omani context.

2. LITERATURE REVIEW

The low performance in writing among ELT students in Oman is a significant concern that necessitates effective solutions. It has been observed that traditional teaching methods often fail to engage students, making writing a less attractive and effective skill to acquire. Some students perceive that outdated teaching styles, which lack relevance to their interests, contribute to their low levels of English proficiency. Additionally, certain teaching techniques are criticized for fostering low order thinking capabilities, hindering the development of students' writing skills.

Writing skills hold a significant place within English language learning, enabling students to apply their language knowledge effectively. Writing serves

pedagogical purposes such as reinforcement, mental extension of language learning, and catering to long-term learners' needs (Triwinarsih, 2019). However, students often grapple with challenges related to linguistic abilities and accuracy when striving to acquire effective writing skills (Handayani, Cahyono, & Widiati, 2018). Consequently, scholars suggest the adoption of web 2.0 to enhance writing skills, recognizing its importance in the process.

According to Willey and Gardner (2010), Peer assessment is considered as formative strategy, equipping peers with systematic assessment and feedback on their current performance. It engages students in critical learning processes, including establishing assessment criteria and demonstrating achievement. Furthermore, peer assessment contributes to self-regulated learning and fosters external factors like peer roles among groups (Butter & Winne, 1995). This approach shares similarities with self-assessment, as both involve applying shared categories to evaluate one's own work.

Peer assessment places the responsibility of assessment on students, categorizing elements into assessment specifications, level of interaction, and group and role deviation (Topping, 1998). It serves five main aims, including social maintenance, pedagogical learning, and strategies for active participation. Exposure to peer assessment enhances students' self-confidence, encourages shared learning, and hones skills like critical discussion and evaluation (Gielen et al., 2011). Studies suggest that integrating peer assessment into education can positively impact student learning.

The use of technology in learning fancy many language lecturers. It boasts the motivation of the learners by using technology in classroom (Ebrahimi &Lovell-Johnston ,2023). The use of Google Docs in peer assessment has gained popularity due to its ease of use and effectiveness. Studies have found that it facilitates communication between teachers and students, streamlines activity control, and enhances the sequencing of class activities. In a study undertaken by Dominguez et al. (2012) on high education civil engineering students, the use of Google Docs was found to be both useful and easy. Additionally, it promotes long-term self-regulation abilities.

Teachers aim to enhance students' writing production by providing feedback that aids effective instructions delivery. Teacher feedback typically covers various aspects, including writing impact, supporting details, organization, content purpose, and audience-related elements (Connors & Lunsford, 1993; Sommers, l982). According to Connors and Lunsford (1993), teachers often focus on rhetorical aspects, organization, and planning to improve students' writing. In contrast, students' comments tend to be more specific and may focus on particular areas of writing.

Past research has examined the impact of both peer assessment and teacher evaluation on student attitudes and academic performance. In a study conducted by Liu and Carless (2006), peer assessment is found to enhance writing quality and critical thinking skills. It promotes active learning and a deeper understanding of the subject matter. Furthermore, a study by Park et al. (2017) highlights that teacher assessment remains important but can be complemented by peer assessment. Peer assessment affords students valuable feedback and collaboration opportunities, contributing to better writing outcomes.

Students' perceptions play a crucial role in evaluating their participation and their ability to provide peer assessment. Kaufman and Schunn (2011) state that students may underestimate their ability for peer grading, but their perceptions can change with experience. Some students view peer assessment as fair and convenient, while others value criticism over praise as it contributes to writing improvement (Simkin & Ramarapu, 1997) and (Nelson & Carson, 1998). However, perceptions of peer assessment in second language (L2) composition remain relatively underexplored, with few studies focusing on this aspect.

Google Docs has gained attention as a valuable tool for facilitating peer feedback in English language learning. Woodard and Babcock (2014) states that it allows students to provide feedback on various aspects of writing, including content, structure, vocabulary, formatting, and referencing. Students' responses to peer feedback in Google Docs vary, with many adhering to the feedback provided. While students generally hold positive attitudes toward using Google Docs for learning (Bradley & Thouësny, 2017), challenges include teacher preparation and training to facilitate its use and potential variations in student interest and participation (Niroula, 2021).

3. METHODOLOGY

The quasi-experimental methodology employed in the study involves both an experimental/treatment group and a control group of grade ten students. It provides a detailed description of the research design, participant sampling, data collection instruments, procedures, data analysis methods, quality assurance measures, and ethical considerations.

The study's sample consists of grade ten students from one governmental school in Oman. The choice of grade ten is based on the students' advanced writing abilities, as they are expected to write essays based on data from graphs or charts, a curriculum requirement.

The sample includes a total of 28 grade ten students, distributed across three different classes: 8 students in the treatment group, 15 students in the control group, and 5 students for interviews. Each group comprises both high and low achievers. The control group received regular classroom explanations. On the other hand, the experimental group are given the opportunities for writing improvement after peer assessment and exposure to other writing pieces. The researcher trained the participants to use Google Docs for two weeks, but some students seemed to need longer training sessions. There are two markers who went through many stages of sample marking to determine the average score. Moreover, the two groups have a variety of levels, with no advantage noticed in one group over the other. Validation and reliability tests were conducted using a placement test to ensure the variety of levels among the two groups, followed by SPSS tools for further reassurance.

The primary research instrument is the essay writing task, modeled after the IELTS and Omani school's grade ten curriculum, with modifications to suit both levels. The task involves describing data from a graph or chart using the structure outlined in the course materials. Students are provided with a writing topic and asked to write an essay within forty-five minutes, following the provided structure. The treatment group is instructed to post their writings on Google Docs for peer assessment, while the control group receives the same topic but without using Google Docs. Both pre-task and post-task essays are evaluated using a rubric based on the IELTS Task One writing criteria.

Interviews are based on the Technology Acceptance Model (TAM), which illustrates how users accept and use technology. Three factors influence their decision: perceived usefulness, perceived ease of use, and user attitude towards usage. Perceived usefulness is the extent to which a user believes the technology will enhance job performance (Vianne & Murcia, 2017). Interviews are conducted with five students who are supposed to be part of the experimental group but they fail to submit the second drafts of the task.

The research commences with a placement test to measure students' language proficiency as a moderator variable. Students are divided into a control group and a treatment group. The placement test was a semester final summative test that included an integration of listening, grammar and vocabulary, reading, and two writing tasks. The pre-task involves synchronous and asynchronous phases, with students composing their essays independently and categorizing them based on the placement test. Peer assessment is conducted for two weeks, followed by revisions based on feedback. Two markers evaluate the pre- and post-task essays, adhering to an IELTS-based rubric. The research spans an entire school semester, with introductions and parental consent obtained in September, the pre-task administered in early October, and interviews conducted in late November.

Data collection occurs throughout the semester. The pre-assessment task provides quantitative data, while interviews yield qualitative data on student perceptions. Data are coded and analyzed to identify patterns and themes. Triangulation of data sources enhances the reliability and validity of findings.

Qualitative data analysis is adapted from grounded theory, while quantitative data analysis includes statistical tools such as the independent sample t-test and paired sample t-test. Quantitative data from essay tasks are analyzed statistically to measure the impact of peer assessment via Google Docs on students' writing performance.

Quality assurance is ensured through data triangulation, combining quantitative and qualitative data sources. Triangulation enhances the validity and reliability of findings.

Confidentiality and anonymity measures are also implemented, ensuring ethical conduct in data collection and reporting. Ethical considerations include obtaining informed consent from parents, maintaining participant confidentiality, and ensuring that data are used solely for research purposes. Anonymity is maintained throughout the study, and personal information is kept confidential.

4. RESULTS AND DISCUSSION

To ensure that the control group and the experimental group have the same range of levels the students from the control group were chosen from a full class from the school which guarantee the variety of levels. Table 1 illustrates the scores of students in both groups before the study groups prior to conducting the study.

As it is shown in Table 2, The mean difference between the two groups is 6.72. The result id F value in Levene's Test for equality suggest that suggests that there is no difference in the variances between the groups being compared, or that the difference is so minuscule that it rounds down to zero for the statistical test.

Table 3 illustrates the scoring which is the average of two markers on students' first draft of control group and two drafts (pre and post) experimental group. The marking rubric was adapted from IELTS (Task one) marking criteria. It comprises four marking Criteria, Task achievement, Coherence and Cohesion, Lexical Resources grammatical Range and accuracy.

The type of feedback includes the organization, grammatical mistakes, and spelling mistakes. These

Table 1. The overall score of Grade ten final exam for both groups prior to conducting the study

No.	Experimental group (EG) (8 participants)	Control group (CG) (15 participants)	Percentage key
1.	A)90)	D (50)	A: 90-100%
2.	C (75)	C (71)	B: 89-80%
3.	B (80)	C (67)	C: 79- 65%
4.	C (70)	C (74)	D: 64-50%
5.	A (90)	D (58)	
6.	C (65)	A (91)	
7.	C (65)	C (65)	
8.	D (59)	B (86)	
9.		D (52)	
10.		B (80)	
11.		C (70)	
12.		D (58)	
13.		D (50)	
14		C (70)	
15.		C (71)	

Source: *Authors*

Table 2. Independent Sample Test of the two groups prior to conducting the study

T-TEST /VARIABLES= SCORES
/GROUPS=group (1.2)/MISSING=ANALYSIS
/CRITERIA=CI (0.00)

Group Statistics

Group	N	Mean	Std. Deviation	S.E Mean
"1"EG	8	74.25	11.66	4.12
"2"CG	15	67.53	12.45	3.21

Independent Sample Test

	Levene's Test for Equality of Variances		T-Test for Equality of Means						
	F	Sig	t	df	Sig. (2-talled)	Mean Difference	St. Error Difference	95% Confidence Interval of the Differences	
								Lower	Upper
Equal variances assumed	.00	.948	1.26	21.00	.222	6.72	5.34	-4.38	17.82
Equal variances not assumed				15.28	.218	6.72	5.23	-4.41	17.84

Source: *Authors*

types of errors are common in student writing, and the peer assessment process can be particularly effective in identifying them.

Experimental group had an overall score out of 9 ranging from 2 to 7.75, with a mean score of 5.5313 and a standard deviation of 1.7. The controlled group had an overall score out of 9 ranging from 2.5 to 6, with a mean score of 3.95 and a standard deviation of 1.06.

The results indicate that experimental group had a higher mean score than the controlled group, with a difference of approximately 1.58 points. However, the standard deviation of the experiemental groups's scores is higher than that of the control group, indicating greater variability in scores.

These findings suggest that peer assessment using Google Docs may have had a positive effect on the writing performance of the students in experimental group. However, further research is needed to confirm this, as there may be other factors influencing the results. Additionally, the limitations of the study, such as the small sample size and should be taken into consideration when interpreting the results.

The experimental group had a higher mean score of 5.5 and larger standard deviation of 1.7 compared to the control group, which had a mean score of 3.9 and standard deviation of 1.06. The difference in means was 1.6, suggesting superior performance in the experimental group. However, there was more variability in the experimental group scores. Further investigation is needed to confirm the positive effect of the experimental intervention and understand the sources of variability in the experimental group scores.

The average score for the first draft was 4.15 (SD=1.19), while the second draft had an average score of 5.5 (SD=1.7). The paired-samples t-test indicated a significant difference between the mean scores of the two drafts (t (7) = -2.94, p = 0.022, d = 1.3). Based on the data, peer assessment via Google Docs positively influenced the participants' writing progression. The improvement in

Table 3. The overall score of the final writing of both groups after conducting the study

No.	Experimental /9 (8 participants)	Control /9 (15 participants)
1.	5.5	4.5
2.	4.75	2.75
3.	2	3.25
4.	6.75	3
5.	5.5	6
6.	7.75	3
7.	6.5	3.75
8.	5.5	4.5
9.		4.5
10.		4.5
11.		3.75
12.		6
13.		4
14		2.5
15.		3.25

Source: *Authors*

Table 7. The score of pre- and post-task among the experimental group

Student	Pre- task score (first draft)	Post-task score (Second draft)
1	4.5	5.50
2	4.75	4.75
3	2.00	2.00
4	3.25	6.75
5	3.50	5.50
6	5.50	7.75
7	4.25	6.50
8	5.50	5.50

Source: *Authors*

Table 4. The two groups' statistics after conducting the study

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	EG	8	5.5313	1.70837	.60400
	CG	15	3.9500	1.06988	.27624

Source: *Authors*

Table 5. Independent Sample Test for Equality of means

Independent Samples Test

		t-test for Equality of Means			
		Significance		Mean Difference	Std. Error Difference
		One-Sided p	Two-Sided p		
Score	Equal variances assumed	.006	.012	1.58125	.57682
	Equal variances not assumed	.019	.039	1.58125	.66417

Source: *Authors*

Table 6. Independent sample T-test with 95% confidence Interval of the difference

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Score	Equal variances assumed	.38169	2.78081
	Equal variances not assumed	.10169	3.06081

Source: *Authors*

Table 8. Paired sample Test for the pre and post task

Paired Sample Statistics

		Mean	N	Std. Deviation	Std error mean
Pair	PRE TEST	4.1563	8	1.19476	.42241
	POST TEST	5.5313	15	1.70837	.60400

Pair Sample Correlation

		N	Correlation	One-sided p	Two-sided p
Pair 1	PRE & POST TEST	8	.636	.045	.090

Paired Sample Test

					95% Confidence interval of Difference					
		mean	Std Deviation	Std error Mean	Lower	Upper	t	df	One sided p	Two-sided p
Pair 1	PRE & POST TEST	-0.37500	1.32288	.46771	-2.48095	-.26905	-2.940	7	0.11	0.22

Paired Sample Effect Sizes

			Standardizer	Point Estimate	95% Confidence interval	
					Lower	Upper
Pair 1	PRE-TEST-POST TEST	Cohen's d	1.32288	-1.039	-1.892	-.143
		Hedges' correlation	1.48938	-.923	-1.680	-1.27

Source: *Authors*

the second draft's scores suggests that peer assessment provided valuable feedback, aligning with research highlighting its effectiveness. The use of Google Docs as a technology platform may have contributed to the process's effectiveness. Individual differences were observed in participant improvement, consistent with previous studies, but limitations in sample size affect the generalizability of the results. The small sample size also impacts the normal distribution of data, which is acknowledged as a challenge in the research.

4.1 Comparing the results of each criterion

The study explored the effects of peer assessment on task achievement scores between the control and experimental groups. The experimental group (8 participants) had an average score of 6.00 (SD = 1.77, SEM = 0.63), while the control group (15 participants) had a lower mean score of 4.13 (SD = 1.25, SEM = 0.32). Levene's Test showed unequal variances, leading to the use of Welch's t-test. The t-value was 2.95, indicating a significant difference between groups. The experimental group had higher task achievement scores, but lower than the control group. The difference highlights the potential impact of teaching strategies. Further investigation into the intervention's specific elements and pedagogical approaches could provide valuable insights.

The study assessed coherence and cohesion scores for the control and experimental groups. The experimental group (8 participants) had a mean score of 5.75 (SD = 1.75, SEM = 0.62), while the control group (15 participants) had a mean score of 4.33 (SD = 1.11, SEM = 0.29). The t-values of 2.38 and 2.07, with adjusted degrees of freedom of 10.10, highlight challenges in improving these aspects of writing through the intervention. Welch's t-test, due to unequal variances, showed values of 2.38 and 2.07 for coherence and cohesion scores, respectively. This suggests different impacts of instructional strategies on students, reflecting diverse learning styles, competencies, or engagement levels.

The experimental group has a mean score of 5.13 (SD=1.64) indicating variability in scores. The larger control group reported a lower mean score of 4.20 (SD=1.08), suggesting less variability. The t-values reported are 1.63 and 1.44 with adjusted df of 10.34. Assuming the first t-value (1.63) is relevant, there is a difference in mean scores with the control group having higher scores. However, the t-value may not be statistically significant ($p < .05$).

The experimental group consisted of 8 samples with a mean score of 5.13, indicating moderate grammatical proficiency. The control group had 15 samples with a mean score of 3.87, showing less variability. A t-test with

Table 9. Independent sample test for both groups based on Task achievement scores

T-TEST /VARIABLES= Grammatical
/GROUPS=group (1.2)/MISSING=ANALYSIS
/CRITERIA=CI (0.00)

Group Statistics

	Group	N	Mean	Std. Deviation	S.E Mean
Task Achievement	"EG"	8	6.00	1.77	.63
	"CG "	15	4.13	1.25	.32

Independent Sample Test

		Levene's Test for Equality of Variances		T-Test for Equality of Means					
		F	Sig	T	df	Sig.(2-talled)	Mean Difference	St. Error Difference	95% Confidence Interval of the Differences
									Lower / Upper
Task Achievement	Equal variances assumed	.00	.960	2.95	21.00	.008	1.87	.63	.55 / 3.18
	Equal variances not assumed			2.65	10.80	.023	1.87	.70	.31 / 3.42

Source: *Authors*

Table 10. Independent sample test for both groups based on Coherence and cohesion scores

T-TEST /VARIABLES= Grammatical
/GROUPS=group (1.2)/MISSING=ANALYSIS
/CRITERIA=CI (0.00)

Group Statistics

	Group	N	Mean	Std. Deviation	S.E Mean
Coherence and Cohesion	"EG"	8	5.75	1.75	.62
	"CG "	15	4.33	1.11	.29

Independent Sample Test

		Levene's Test for Equality of Variances		T-Test for Equality of Means					
		F	Sig	T	df	Sig. (2-talled)	Mean Difference	St. Error Difference	95% Confidence Interval of the Differences
									Lower / Upper
Coherence and Cohesion	Equal variances assumed	.36	.554	2.38	21.00	.027	1.42	.60	.55 / 2.65
	Equal variances not assumed			2.07	10.10	.065	1.42	.68	-.10 / 2.94

Source: *Authors*

adjusted degrees of freedom suggested a significant difference in grammatical range and accuracy between the two groups, with the experimental group performing better. Individual differences influenced proficiency, but overall, the control group outperformed the experimental group. The experimental group achieved higher scores in all criteria compared to the control group. The task-based approach used in the study was successful in improving language proficiency, particularly in task achievement.

The experimental group scored higher than the control group, suggesting success in promoting coherence and cohesion in writing. Previous studies support the effectiveness of task-based language teaching (Ellis,

Table 11. Independent sample test for both groups based on Lexical resources scores

T-TEST /VARIABLES= Lexical Resources
/GROUPS=group (1.2)/MISSING=ANALYSIS
/CRITERIA=CI (0.95)

Group Statistics

	Group	N	Mean	Std. Deviation	S.E Mean
Lexical Resources	EG	8	5.13	1.64	.58
	CG	15	4.20	1.08	.28

Independent Sample Test

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig	t	df	Sig. (2-talled)	Mean Difference	St. Error Difference	95% Confidence Interval of the Differences	
									Lower	Upper
Lexical Resources	Equal variances assumed	.56	.464	1.63	21.00	.118	.92	.57	-.25	2.10
	Equal variances not assumed			1.44	10.34	.181	.92	.64	-.50	2.35

Source: *Authors*

Table 12. Independent sample test for both groups based on Grammar ranges and accuracy scores

T-TEST /VARIABLES= Grammatical
/GROUPS=group (1.2)/MISSING=ANALYSIS
/CRITERIA=CI (0.95)

Group Statistics

	Group	N	Mean	Std. Deviation	S.E Mean
Grammatica Range and accuracy	"EG"	8	5.13	1.64	.58
	"CG"	15	3.87	1.06	.27

Independent Sample Test

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig	T	df	Sig. (2-talled)	Mean Difference	St. Error Difference	95% Confidence Interval of the Differences	
									Lower	Upper
Grammatical Range and Accuracy	Equal variances assumed	.94	.344	2.24	21.00	.036	1.26	.56	.09	2.43
	Equal variances not assumed			1.96	10.21	.078	1.26	.64	-.17	2.68

Source: *Authors*

2003; Skehan, 1998). Moreover, regarding coherence and cohesion, the experimental group also outperformed the control group with an average score of 5.71 compared to 4.38. This suggests that the experimental group was better able to organize their ideas and convey them in a clear and logical manner, with appropriate use of transitional devices and cohesive ties. This finding aligns with various research studies that has emphasized the importance of coherence and cohesion in second language writing (Halliday & Hasan, 1976; Hyland, 2003).

Overall, these findings support the importance of task achievement, coherence and cohesion, lexical resources, and grammatical range and accuracy in assessing second language writing proficiency. They also indicate that task-based approaches and collaborative learning improve performance. The experimental group scored higher in

Table 13. The students' score of each criterion of the experimental and control group

No.	Group*	Task achievement	Coherence &cohesion	lexical resources	Grammatical range and accuracy
1.	EG	6.00	6.00	5.00	5.00
2.	EG	6.00	5.00	4.00	4.00
3.	EG	2.00	2.00	2.00	2.00
4..	EG	7.00	6.00	7.00	7.00
5.	EG	6.00	6.00	5.00	5.00
6.	EG	8.00	8.00	7.00	7.00
7.	EG	7.00	7.00	6.00	6.00
8.	EG	6.00	6.00	5.00	5.00
9.	CG	4.00	5.00	5.00	4.00
10.	CG	3.00	2.00	3.00	3.00
11.	CG	3.00	4.00	3.00	3.00
12.	CG	3.00	4.00	3.00	3.00
13.	CG	2.00	3.00	4.00	3.00
14.	CG	6.00	6.00	6.00	6.00
15.	CG	3.00	3.00	3.00	3.00
16.	CG	4.00	4.00	3.00	4.00
17.	CG	5.00	5.00	5.00	3.00
18.	CG	5.00	5.00	4.00	4.00
19.	CG	4.00	5.00	5.00	4.00
20.	CG	4.00	4.00	4.00	3.00
21.	CG	6.00	6.00	6.00	6.00
22.	CG	4.00	4.00	4.00	4.00
23.	CG	6.00	5.00	5.00	5.00

***Source:** *Authors*

grammatical range and accuracy, suggesting success in promoting grammatical development. Previous studies support the effectiveness of task-based language teaching (Ellis, 2003; Skehan, 1998). Peer assessment enhances students' writing skills by promoting critical thinking, self-assessment, and feedback (Li & Li, 2017). It improves capability to identify and rectify errors and understanding of the writing process (Cho & Schunn, 2007). Peer assessment also enhances motivation and involvement in the writing process by facilitating feedback reception and collaborative learning (Cheng & Warren, 2005).

5. CONCLUSION

Peer assessment with Google Docs was explored as a method to enhance writing skills for Omani grade ten students. The study aimed to determine the effectiveness of peer assessment, specifically using Google Docs, in improving writing performance. The researcher assessed the impact on writing skills and the quality of students' work.

The findings indicate that peer assessment has a positive effect on students' writing performance. Using technology like Google Docs can enhance the efficacy of peer assessment by offering a collaborative platform for feedback. The study acknowledged limitations in sample size and the lack of investigation into long-term effects.

The present study has some limitations, including a small sample size and no investigation into long-term effects. However, it supports the use of peer assessment with Google Docs to enhance writing skills. Overall, the study adds to the existing literature on peer assessment and emphasizes the advantages of technology in this process.

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Competing interests

The authors declare that they have no competing interests.

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Biographical Statement of Author(s)

Ali Mohammed Ali Al Breiki is an English teacher in a secondary school in Saham, Oman. He has a total twelve years of teaching experience at governmental schools and private colleges. Ali received his B.E. from Sultan Qaboos University in Muscat and is currently finalizing his master's degree at the University of Nizwa in Oman.

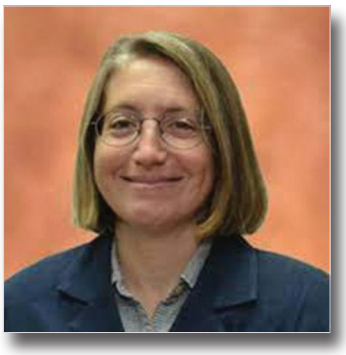
His main research interests are language education, teaching and learning, and curriculum design.

Mr. Ali Mohammed Ali Al Breiki
Department of Foreign Languages
College of Art and Social Sciences
University of Nizwa
Sultanate of Oman
E-mail: 10432646@uofn.edu.om

Dr. Serge Gabarre is an Associate Professor at the University of Nizwa. His scholarly interests include research methodology in foreign language teaching, mobile and social networking learning.

Serge regularly conducts workshops on computer assisted language learning and qualitative research design.

Dr. Serge Gabarre
Associate Professor
Department of Foreign Languages
College of Art and Social Sciences
University of Nizwa
Sultanate of Oman
E-mail: sergegabarre@unizwa.edu.om



Dr. Cécile Gabarre is an Associate Professor with the University of Nizwa. Her fields of expertise are educational research, educational technology, second language teaching and teacher training.

Her current interests include educational qualitative research, novice researcher training and support, engagement, gamification, and language acquisition.

Dr. Cécile Gabarre
Associate Professor
Department of Foreign Languages
College of Art and Social Sciences
University Nizwa
Sultanate of Oman
E-mail: cecile@unizwa.edu.om