The Effectiveness of Self and Peer Assessment Using Two Online Platforms (Padlet and Google Classroom) on Enhancing Conversation Skills of Learners of English in Language Centres

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ABSTRACT

The present research investigated the effectiveness of a program based on self and peer assessment on enhancing EFL learners' conversation skills. The research adopted the quasi-experimental one group pre-posttest design. Participants compromised a Conversation intermediate class (N=7) at *E-planet company*, Al Mokattam branch, Cairo, Egypt. The instruments of the study were: a diagnostic test, a list of conversation skills which constitutes an analytic speaking scoring rubric, pre-posttest, and post program reflective videos. A training program based on self and peer assessment using Padlet and Google classroom applications was developed. The program lasted for 15 weeks (60 hours). Nonparametric statistics were used to measure the effectiveness of the program on EFL learners' conversation skills. Results revealed that the program was effective on enhancing the learners' conversation skills as there were statistically significant differences between the pre and post administrations of the test in favour of the posttest. Finally, a set of pedagogical implications were proposed.

Introduction

Conversation is ''the kind of speech that happens informally, symmetrically, and for the purpose of establishing and maintaining social ties (Thornburry & Slade, 2006)''. Conversation fluency varies depending on the automaticity of speakers, speed and coherency, or the length and rate of their speed output. To converse, the speaker sends messages to a listener/ or a group of listeners who is/are supposed to respond. These messages are a group of ideas and thoughts about a range of topics. These ideas are presented in the form of language components (vocabulary, grammar and pronunciation), language skills (reading and listening then writing and speaking) and conversation skills (techniques used to deliver language components and language skills through a presentation (solo or monologue), a dialogue or small group discussions. And the interlocutor or the recipient needs to comprehend well in order to respond appropriately.

Through an experience which extends for 7 years teaching conversation classes (2013- 2000) and the reviewing of previous studies among which are Milova (2015), Elsayed (2017) & Morsi (2019), the researcher has been challenged with many struggles with teaching conversation skills. These skills require much effort on the part of the teacher and students as well as providing stimulating contexts and activities in order to use English effectively.

However, many learners view conversation as producing some words and phrases in a few different artificial situations such as greetings, giving orders, making phone calls, asking for directions, etc. While "effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis… to manage turn-taking in conversation (May, T. 2009)".

Having grasped conversation skills, learners have to develop a sense of assessing what they have learnt and who they are conversing with in order to decide their points of strength and

weakness. Therefore, assessment is meant to diagnose the learning process which happens to the learner. It is a process of gathering information from learners to assist them improve and the impact this information will have on the teacher's performance and the learners' achievement. Earl (2003) states:

"Effective assessment empowers students to ask reflective questions and consider a range of strategies for learning and acting. Over time, students move forward in their learning when they can use personal knowledge to construct meaning, have skills of self-monitoring to realize they don't understand something, and have ways of deciding what to do next ... Students, as active, engaged, and critical assessors, can make sense of information, relate it to prior knowledge, and master the skills involved ... Students are their own best assessors, p. 25."

Two formative assessment practices, namely self-assessment and peer assessment aim to actively involve learners in understanding their learning when the teacher clarifies to their

students how their learning achievements are being evaluated starting from setting goals for their work and ways to complete that work successfully (Black et al. 2003). In self-assessment, it is the learners themselves who need to learn by themselves how to move up to the next level through internalizing the process (James, 1998). Learners, therefore, assess themselves to figure out what they are learning, whether they assimilate what they have learnt, which challenges they still need to concentrate on, techniques they can use to help them better comprehend as well as suggesting other techniques to their teacher so that he/she can modify their teaching to reach the desirable outcome. Ultimately, learners set their own goals and are responsible for their own learning (Cambridge Assessment: Getting started with assessment for learning).

In peer-assessment, Steve and Spain (n.d.) at the British Council point out a number of benefits of peer-assessment:

- Learners are better assessors to one another; they can provide "accurate and sensitive feedback".

- Learners use higher cognitive skills such as analysis, evaluation and creation.

- Learners develop "a teacher's eye" when they apply the "success criteria" to their peers' work and come up with "value judgments" to help peers improve their work.

- Learners work collaboratively to achieve better comprehension of what they are learning.

While Self and Peer Assessment help develop students' higher cognitive skills, incorporating information technology into traditional classrooms help intensify this development as well as creating "high level of students' motivation and interest (Lysunets & Eogoryad, 2015)."

Two information technology platforms: Padlet and Google classroom can be used for enhancing higher order cognitive skills and boosting students' motivation and interest as well.

Padlet is a free online application, which can be downloaded on any Internet ready device. In Education, teachers and students can

create their own walls to write, post comments, share images, documents and audio/video recordings. Padlet has privacy setting which enables controlled access to the wall. Padlet approves contributions prior to publishing and the publishing can be made anonymously (Padlet, 2017). Learners can access Padlet with their social networking accounts. Padlet provides a non-threatening space for the collection and curation of collaborative classroom work, whole class participation and assessment and students' ability to contribute and learn from one another (Fuchs, 2014). It increases students' motivation and improves engagement (Ellis, 2015). Moreover, Padlet allows learners to research the course topics in more detail and create a digital module repository (De Berg, 2016).

Padlet can be used to correct language (grammar and vocabulary) as well. After posting comments, the teacher can correct students' grammar and style of their posts. The students then can see every post including teacher's correction and start reading the comments more carefully and learning from each other's mistakes

(De Berg, 2016). When viewing a variety of responses from their teacher and their classmates, students have then ample opportunities for peer learning and self-assessment. The teacher, afterwards, can use these responses as a method of formative assessment (Assessment For Learning) to help decide for the best to meet students' needs and expectations (Fuchs, 2014).

Google Classroom is a free online service developed by Google in 2014 for schools to simplify creating, distributing and grading assignments in a paperless way (Wikipedia, 2016). The primary teaching purpose of Google Classroom is to facilitate creating and organizing assignments quickly, providing feedback efficiently, and communicating flexibly with students (Shaharanee et al., 2016). Google Classroom can host Google Drive for assignment creation and distribution, Google Docs, Google Sheets and Google Slides for writing and presentation, Gmail for communication and Google Calendar for scheduling. Students are invited to join a class through a private code, or automatically imported from a school domain.

Each class creates a separate folder in the respective user's drive, where students can submit work to be graded by a teacher (Wikipedia, 2016)

Google Classroom is a user-friendly online application. It can work on any internet ready device. It is designed to save time, classroom work, instructional materials and students' assignments. This organization assists both instructors and learners to deliver their tasks on time. Google Classroom is flexible and can be used to apply the notion of Flipped Learning. It can be used in face to face interaction or online learning environments (Janzen, 2014, in Shaharanee, et al., 2016). Google Classroom facilitates collaborative learning as teachers can upload material and give feedback, and students can upload materials, share documents and assignments simultaneously (Crawford, 2015, in Shaharanee, et al., 2016).

Context of the Problem

1. **Personal Experience and Observation**

Having taught English Conversation classes for seven years, the researcher has experienced how it is a daunting task to assess the learners' acquisition of English in conversation classes. This is due to the heterogeneous nature of learners in such educational environments. Similarly, the speaking rubric used at some language centres, including *E-planet Company*, does not provide a clear vision of what students' learning and language sub-skills need to be assessed in regards to conversation skills. This consequently influences the teacher's assessment of students' oral performance.

An additional problematic area is that learners enrol in conversation classes with the aim to speak like natives. Certainly, no one can deny that a good pronunciation is one of the soft skills which is urgently required in the workplace. However, learners at language centres are at the pre-intermediate (A2) and intermediate level (B1) on the Common European Framework Reference which

means that they set very high expectations comparing to their actual levels and this eventually leads to either drop-outs or that they reluctantly complete one course.

In order to stand on the statuesque of these problems, the researcher administered a needs- analysis test on pre-intermediate learners in two different conversation classes at *E-planet* Company, Al Mokattam branch, Cairo.

2. Pilot Study: Diagnostic Test

The researcher designed a closed-ended test to be used as a pilot study to ensure that the designed program would be based on the selected conversation skills (pronunciation, vocabulary, grammar, fluency, intelligibility, and non-verbal communication) which were catered for the participants' actual needs. The diagnostic test was administered on two conversation classes; 10 pre-intermediate English conversation learners (part 1) and 10 pre-intermediate English conversation learners (part 3). The test consisted of 20 questions with three distractions for each question.

Table (1) The results of closed-ended test

Aspects investigated	No. of questions	Percentages per students	
		incorrect answers	correct answers
Pronunciation	5	59%	41%
Vocabulary	3	73%	27%
Grammar	3	43%	57%
Fluency	3	46%	54%
Intelligibility	3	76%	24%
Non- verbal communication	3	40%	60%

Students' responses in the test revealed much incompetence in their conversation skills. After correcting the test, the researcher interviewed each learner to stand on his/her challenges, the learners' responses were ranging from being limited to a small range of vocabulary, intimidated by making grammatical mistakes, allowed little room to converse with others, possessed little courage or held back by a tongue-tied nature.

The above mentioned findings resonate with the study of Fuchs (2014) who shed the light on some students' problems about participation in the classroom. Among these problems are the existence of conflicting feelings such as the fear of making mistakes, being unintelligible, producing immature thoughts and their shyness when speaking out.

Statement of the Problem

Students of Conversation classes at E-planet Company, Al Mokattam branch, Cairo, Egypt (a language centre) are experiencing challenges in speaking fluently and accurately equal to B1 (lower intermediate or pre-intermediate) on the CEFR (Common European Framework Reference). As well, there is no well-constructed speaking rubric to assess the conversation skills of students based on B1 standards on the one hand and the students' actual conversation needs on the other.

Research Questions

Therefore, this research sought to find an answer to the following main question:

What is the Effectiveness of Self and Peer Assessment Using Two Online Platforms (Padlet and Google Classroom) on Enhancing Conversation Skills of EFL Learners at Language Centres?

In an attempt to answer the above main question, the following subsidiary questions would be answered:

1- What are the required conversation skills which EFL learners at language centres need to enhance?

2- What are the components of a program based on self and peer-assessment using Google Classroom and Padlet in enhancing conversation skills of EFL learners at language centres?

3- To what extent would a program based on self and peer-assessment using Google Classroom as a learning platform and

Padlet as an assessment platform enhance the conversation skills of EFL learners at language centres?

Hypotheses

1- There would be a statistically significant difference at the level of (0.05) between the mean scores of the study participants on the pre and post administrations of the test in overall conversation skills in favour of the post administration

2- There would be a statistically significant difference at the level of (0.05) between the mean scores of the research participants on the pre and post administration of the test in the conversation sub skills (Pronunciation-Vocabulary- Grammar- Fluency- Intelligibility- Non-verbal communication) in favour of the post administration.

3- Self-Assessment, Peer-Assessment and two Raters' Assessment would produce a statistically significant level of agreement.

Delimitation of the Research

This research was delimited to:

1) **Participants:** A group of learners enrolled in conversation courses, parts (1-3), E-planet Company, Al Mokattam, Cairo, Egypt.

2) **Duration:** Three successive conversation courses (15 weeks & 60 hours)

3)**Conversation Skills:** pronunciation, vocabulary, grammar, fluency, intelligibility and non-verbal communication.

Aim of the Research

The aim of this research is to establish a fundamental base for fluency through providing the learners with grammar, pronunciation, and vocabulary items through a wide range of topics introduced in their course books, other external relevant materials and conversation techniques in order to create an awareness of the language features and subsequently communicate with it easily. Therefore, Google Classroom was used as an assisting learning tool to extend the time period of learning inside and outside the classroom. Other things being equal, integrating internal feedback

(self and peer-assessment) with external feedback (the researcher and an external assessor) along with using Padlet as an assessment tool for displaying students' contributions for further opportunities to self and peer assessment.

Significance of the Research

This research is expected to:

- Enhance learners' autonomy; how they move from being active learners, then social learners until they become creative learners (Phillips, 1995).

- Increase learners' speaking time to communicate with each other and overcome their shyness.

- Access to the material they need for their learning at their own pace.

- Save teacher's time shifting the focus to observation, guiding, facilitating and monitoring communication between learners.

- Elicit new ideas for teaching other classes.

- Draw attention to conduct further research on EFL learners at language centres.

- Draw attention to apply similar programs in enhancing other language skills.

- Draw attention to include such practices and online tools in the teacher's guide books so that other teachers can benefit.

The procedures of the Research

In order to answer the research questions and verify the hypotheses, the research will take the following steps:

To answer the First question which is "What are the required conversation skills which EFL learners at language centres need to enhance?" the researcher reviewed literature and related studies on conversation skills, self and peer assessment and Google Classroom and Padlet.

To answer the second question which is "What are the components of a program based on self and peer-assessment using

Google Classroom and Padlet in enhancing conversation skills of EFL learners at language centres?" the researcher proposed the method of designing the assessment based program. The method incorporates:

Research design: pre-post one group design

The participants: 7 EFL learners at intermediate conversation classes

The variables:

a. The Independent Variable: a program based on self and peer-assessment

b. The dependent variable: six conversation skills

The instruments:

a. an analytic speaking scoring rubric

b. conversation skills pre-posttest:

c. post program reflective videos

The self and peer assessment training program:

A. The aim of the program

B. The objectives of the program

C. The construction of the program

D. Teaching the program

E. Evaluation of the program

To answer the third question which is "To what extent would a program based on self and peer-assessment using Google Classroom as a learning platform and Padlet as an assessment platform enhance the conversation skills of EFL learners at language centres?" the researcher discussed the quantitative and qualitative results of the research in light of verifying the research hypotheses.

Finally, a summary of the present research, pedagogical implications and recommendations for further research were presented.

Definition of Terms

Conversation skills: *(Operational Definition)* are skilled selected by the researcher based on the items introduced in the course book

"Live Chat" for English Conversation students at the intermediate level (B1) with the aim to create pre-planned participatory presentations, dialogues and discussions.

Self-Assessment

(*Operational Definition*) is a diagnosis made by the learners about their performance using criteria (an analytical speaking scoring rubric) to assess their conversation skills on a grid rated from 1 to 5 with the aim of critiquing themselves, evaluating their progress reflecting on their learning and making decisions about their future targets.

Peer-Assessment

Peer-assessment (*Operational Definition*) is a diagnosis made by peers about a learner's performance using criteria (an analytic speaking scoring rubric) to assess peers' conversation skills on a grid rated from 1 to 5 with the aim of analysing peers' performance,

evaluating their progress, reflecting on their learning and help peers make decisions about their action plans.

Research Results

The results of this research are reported in terms of the research hypotheses.

1.1. The First Hypothesis:

The first hypothesis of the present research is: "There would be no statistically significant difference between the mean scores of the research participants on the pre and post- administration of the test in overall conversation skills." In order to test the validity of this hypothesis, Wilcoxon test was used to discern the total mean scores of the participants on the pre-post administration of the conversation skills test.

Table (2) Wilcoxon test Results Comparing the Obtained Data for Overall Pre-Post administration of the test of the Research Participants

Skill	Ranks	Number (N)	Mean Rank	Sum of Ranks	M		SD		Z	Level of Significance.	Effect size
					Pre	Post	Pre	Post			
Overall score of conversation skills	Positive Ranks	7	4.00	28.00	15.67	26.29	6.10	3.82	2.375	0.018	1.00
	Negative Ranks	0	0.00	0.00							
	Ties	0	0.00	0.00							
	Total	7									Very strong

Table (2) above shows that the total mean scores of the

research participants on the post-administration of the test (M.26.29,

SD.3.82) are higher than their total mean scores on the pre-

administration of the test (M.15.67, SD. 6.10). The test value (z) is

equal to 2.375 and the level of significance is equal to 0.018 (above

0.01 and below 0.05). This indicates that there are differences in the

total mean scores of the research participants on the pre-post

administration of the conversation skills test at the level of

significance 0.05. Therefore, the above hypothesis is nullified and

the alternative hypothesis which states "There would be a

statistically significant difference between the mean scores of the research participants on the pre -post administration of the test in overall conversation skills in favour of the post administration.'' has been proven statistically valid.

When using Wilcoxon test to calculate the effect size of the suggested program on enhancing the conversation skills of the research participants, Matched-Pairs Rank Biserial Correlation was used to identify if there would be a statistically significant difference between the mean scores of the pre and post administration of the test (Abdul-Hamid, 2016). The result of the effect size was equal to (0.01). This revealed that the suggested program based on self and peer-assessment using Padlet and Google Classroom has a very strong effect in enhancing the overall conversation skills of the research participants.

1.2. **The Second Hypothesis**

The second hypothesis of the present research states "There would be no statistically significant difference between the mean scores of the research participants on the pre-post administration of the test in each conversation skill''. To validate this hypothesis, the researcher compared the mean rank scores of the research group in each conversation skill before and after the administration of the test. Wilcoxon Test was used to reveal the significance of differences between the pre-post administrations of the test.

Table (3) The significance of differences between the mean scores of the research group in each conversation skill before and after the administration of the test

SKILL	Ranks	Number (N)	Mean Rank	Sum of Ranks	Mean Pre	Mean Post	SD Pre	SD Post	Z	Sig.	Effect size
Pronunciation	Positive Ranks	7	4.00	28.00	2.93	3.85	1.087	0.69	2.388	0.017	1.00
	Negative Ranks	0	0.00	0.00							
	Ties	0	0.00	0.00							Very strong
	Total	**7**									
	Positive Ranks	7	4.00	28.00							1.00

Skill	Rank	N									
Vocabulary	Negative Ranks	0	0.00	0.00	2.93	4.71	1.17	0.76	2.410	0.016	Very strong
	Ties	0	0.00	0.00							
	Total	**7**									
Fluency	Positive Ranks	7	4.00	28.00	2.21	4.00	0.91	0.58	2.456	0.014	1.00
	Negative Ranks	0	0.00	0.00							
	Ties	0	0.00	0.00							Very strong
	Total	**7**									
Grammar	Positive Ranks	6	3.50	21.00	2.86	4.29	1.35	0.76	2.232	0.026	0.50
	Negative Ranks	0.00	0.00	0.00							
	Ties	1	0.00	0.00							Medium
	Total	**7**									
Intelligibility	Positive Ranks	6	3.50	21.00	3.07	4.71	1.24	0.76	2.264	0.024	0.50
	Negative Ranks	0.00	0.00	0.00							Medium
	Ties	1	0.00	0.00							
	Total	**7**									
Non- verbal Communication	Positive Ranks	7	4.00	28.00	1.93	4.71	0.84	0.78	2.388	0.017	1.00
	Negative Ranks	0	0.00	0.00							
	Ties	0	0.00	0.00							Very strong
	TOTAL	**7**									

Table (3) shows the level of significance in each conversation

skill was above 0.01 and below 0.05. This indicates that there were

differences between the pre-administration and the post administration of the test in all the six conversation skills at the level of significance (0.05). Therefore, the second hypothesis was nullified and the alternative hypothesis which states "There would be a statistically significance difference between the mean scores of the research group on the pre and post administration of the test in each conversation skill in favour of the post administration" has been proven statistically valid.

The effect size of the skills of Grammar and Intelligibility is 0.05. This indicates that the suggested program has a medium effect in enhancing these two skills. In respect to *Pronunciation, Vocabulary, Fluency* and *non-verbal communication*, the effect size of these skills is (0.01) which indicates that the suggested program has a very strong effect in enhancing these four skills.

4.1.3. The Third Hypothesis

The third hypothesis states "There would be no significantly statistic correlation between self and peer assessment and the assessment of the researcher and an external grader." In order to validate this hypothesis, Statistical Package for Social Sciences (SPSS21) was used to calculate the correlation coefficient of the mean scores of the researcher, external grader, self (student) and peers (students) in each conversation skill in each level and the overall grade of conversation skills in each level.

Table (4) The correlation coefficient between the assessments of the two graders and the assessments of the students

Round	Skills	Mean Scores of the Researcher and External	Mean Scores of Student (Self) and Peers	Correlation coefficient
Round 1	Pronunciation	25.25	25.63	0.97**
	Vocabulary	25.25	24.88	0.93**
	Fluency	23.5	25.63	0.92**
	Grammar	25.25	27.5	0.96**
	Intelligibility	24.5	28.88	0.91**
	Non-verbal Communication	20.25	25.75	0.90**
	Overall score of conversation skills	24.04	26.39	0.91**
	Pronunciation	26.75	26	0.93**

Round 2	Vocabulary	25.38	24.25	0.91**
	Fluency	25.75	25.5	0.94**
	Grammar	25.75	25.5	0.94**
	Intelligibility	27.00	26.63	0.96**
	Non-verbal Communication	23.5	25.5	0.93**
	Overall score of conversation skills	25.69	25.56	0.94**
Round 3	Pronunciation	27.38	28.25	0.94**
	Vocabulary	30.13	26.13	0.95**
	Fluency	28.00	27.00	0.93**
	Grammar	27.875	27.875	0.96**
	Intelligibility	30.375	29.125	0.97**
	Non-verbal communication	28.00	29.00	0.95**
	Overall score of conversation skills	28.63	27.90	0.95**

** Significant at 0.01

Table (4) shows the correlation coefficients between the mean

scores of the researcher, an external grader, the self and peers in each

conversation skill (6 skills) in three levels (parts) of the program.

The correlation coefficients were significant at the level of (0.01)

and bigger than or equal to (0.90). This indicates a strong positive

correlation between internal assessment (self and peer assessment)

and external assessment (the researcher and an external grader).

Therefore, the third hypothesis is nullified and the alternative

hypothesis which states "There would be a positive correlation

between self and peer assessment, and the assessment of the

researcher and an external grader after the administration of the

suggested program.'' has been proven statistically valid.

Calculate the effectiveness of the suggested program in

enhancing the conversation skills:

Although the effect size is very strong, the effectiveness of the

suggested program is considered at the medium level. This

conclusion is drawn through using the Blake Modified Gain Ratio

(Abdul Hameed, 2016, p. 297).

Table (5) The mean scores of the research group on the pre and post administration of the
conversation skills test and Black Modified Gain Ratio

Skill	Full Mark	Mean scores		Black Modified Gain Ratio	significance
		Pre 2م	Post 1م		
The overall conversation skills	30	15.67	26.29	1.09	None

Table (5) shows Black Modified Gain Ratio in enhancing the

overall conversation skills is equal to 1.09, which means that it is

between (1) and (1.2). The suggested program, therefore, has a

medium effectiveness in enhancing the overall conversation skills of research group. Hence, the third question of the research which states "What is the effectiveness of using a program based on self and peer assessment using Padlet and Google Classroom in enhancing the conversation skills of EFL learners at language centres?" has been answered.

Discussion of Qualitative Data

The participants of this research were B1 on the CEFR who were able to understand the description of each band at the intermediate level; however, it was likely that their developing language ability would affect self and peer assessing in various ways. The researcher had the anticipation that these learners would find referring to an analytic speaking scoring rubric challenging as it was their first engagement with self and peer-assessment. Therefore, the researcher provided the participants with what she viewed sufficient training to assist them provide as confident and accurate rating as possible.

In order for the assessment to be objective and reliable, the grades obtained by the researcher, an external assessment, self and the peers were all compared. The analysis of the obtained grades revealed a relatively high level of agreement between the assessments of the learner (self), peers, the researcher and an external assessor. This high level of agreement on the part of the learners was due to instructing them on using the analytic speaking scoring rubric during the sessions and on the final assignment in the first part of the program. As the program proceeded, the participants developed more engagement and enthusiasm that they demonstrated a very good level of using the rubric. The studies of Marciniak, et al., (2014); Abu-Rahmah (2010) revealed similar results associated with the significant correlation of the four assessment holders to those of the present research. While the study of Satio (2008) revealed similar result associated with students' reflections on Padlet.

Results of the third hypothesis were consistent with (Idris & Zakaria, 2016) on rater training within the frame of assessment as learning (AL) context. After rater training in which learners assessed themselves and their peers during two peer teaching sessions and a final presentation session in part 1, the research participants manifested an ability to match the rating awarded by the external assessors. In part two and part three of the program, the participants grew more confident in awarding accurate ratings to themselves and their peers as well as trusting peers' rating along with the external assessment.

Findings from this research are in accordance with the study of (Idris & Zakaraia, 2016) in which they suggested that ESL learners were generally able to rate accurately and consistently after assessment training. Nevertheless, their study participants were still showing some uncertainty while rating range and accuracy even though they were made aware of CEFR oral proficiency components.

On their post-program reflective videos, the participants were generally satisfied with the self and peer-assessment program and demonstrated positive attitudes towards it.

Pedagogical Implications

Incorporating Padlet and Google Classroom in the syllabi design will assist the learner to receive as much material and feedback as possible. As well, the teacher's time and effort will be saved as previously developed instructional materials can be recycled for new classes. Also, novice teachers will have opportunities to perfect their instructional practices. Finally, it is recommended that teachers at language centres receive training on 0.2 web tools.

Suggestions for Further Research

Investigating the effectiveness of self and peer-assessment on enhancing other learning skills, examining incorporation of Padlet and Google Classroom as a part of teachers' professional

development programs, evaluating the effectiveness of using Padlet as an assessment tool in enhancing EFL students' conversation skills at language centres, assessing the perceptions and attitudes of students towards using Padlet in conversation classes at language centres, and investigating the effectiveness of using Google Classroom in enhancing EFL students' conversation skills and other learning skills.

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