Original Research Article

Effect of Peer-Assessment in Oral English Achievement of Senior Secondary School Students in Bayelsa State: Moderating Effect of Learning Style

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Abstract

This study investigated the effect of peer assessment in Oral English achievement of senior secondary school students in Bayelsa State and the moderating influence of learning style. The study used the quasi-experiment research design. The population for this study consisted 24,769 senior secondary school II students in Bayelsa state. The sample for this study consisted of 360 senior secondary school students in class 2 (SS2) of public secondary schools in Bayelsa State, Nigeria. Two instruments were used for the study. They were the 'Oral English Achievement Test (OEAT)' and the VARK Questionnaire. "The Oral English Achievement Test (OEAT) contained 25 standardized multiple choice items and was marked over 100. On the other hand, the VARK scale was a multivariate instrument with four subsections that measured the student's method of learning. It was composed of 32 items with 8 items in each sub-sections. Face and content validity of the instrument was determined by giving it to three experts in Measurement and Evaluation specialty in the Department of Educational Psychology, Guidance and Counselling in University of Port Harcourt. Reliability of the instrument was determined using KR_{20}. After analysis, a reliability coefficient of 0.79 was realized indicating that the instrument was highly reliable. On the other hand, the reliability of VARK was established using Cronbach Alpha method of reliability with an index of 0.80. Mean, standard deviation, and, paired sample t-test and ANCOVA were used to analyze the data. Findings revealed that there is a significant difference in achievement of students in peer-assessment group ($p=0.001<0.05$). Based on these finding, it was recommended among others that student should be encouraged by the classroom teacher to carry out peer-assessment from time to time since it has been seen that it improves the achievement of student especially in oral English.
Keywords: Oral English achievement, learning style, senior secondary school students.

INTRODUCTION

The broad goals of senior secondary school education are to prepare the students for integration into society and ensure that they meet the academic requirements for admission into any of the institutions that offer higher education. According to Agabi (2002), senior secondary school education in Nigeria is important to national development because it is responsible for absorbing (i.e. enrolling) pupils who have completed the basic level of education (particularly the junior secondary (JS) school level of education). Without the establishment of senior secondary schools in Nigeria, there will be wastage of resources that are used to provide basic education. This is because without senior secondary schools, there will be no opportunity for persons who complete basic education to proceed to the level of education that will prepare them for admission into institutions that offer higher education. Basic education is mainly concerned with preparing students for lifelong learning and inculcating basic skills that will make them become civil and creative members of the society (Federal Republic of Nigeria, 2013).

Senior Secondary (SS) School is the level of education that a person is enrolled into after the completion of the nine (9) year basic education in Nigeria (Ike, 2017). It is also the level of education that a person is required to complete before he or she can be admitted to institutions that offer higher education. The basic level of education is divided into two primary and junior secondary levels of education. The primary level of education covers a period of nine years, and is completed before the commencement of the senior secondary school level (Achuonye, 2008). The junior secondary level of education covers a period of three

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years. The classes that make up the junior secondary school level of education are junior secondary school (JSS) 1 to (JSS) 3. Similarly, senior secondary (SS) school covers a three years period of education and includes three classes. The three classes that make up senior secondary (SS) school are senior secondary (SS) 1 to 3.

Senior secondary (SS) school 2 is the second class in senior secondary (SS) school. It comes in between the senior secondary (SS) 1 and senior secondary (SS) 3. This position, makes senior secondary (SS) class 2 an important class in senior secondary (SS) school. Senior secondary (SS) class 2 students are the students who have been promoted or enrolled into senior secondary (SS) class 2 of either public or private secondary schools. The senior secondary (SS) class 2 students are part of the students' personnel of a secondary school (Abraham, 2003). The importance of senior secondary (SS) 2 is unconnected from its role as the class that absorbs students who have completed the senior secondary (SS) school 1 and produce students who will be admitted into senior secondary (SS) 3. Given that senior secondary (SS) school absorbs students who have completed senior secondary (SS) 1, it gives teachers and students an opportunity to remedy (possible) students' poor academic performance or motivate them to maintain a (possible) high academic achievement.

The secondary school curriculum stipulates the core and elective subjects that senior secondary (SS) 2 students will have to be taught. This is in line with the career opportunities available for students in Science, Social Science and Arts students. Osondu (2018) noted that the core subjects for Science students in senior secondary (SS) 2 include Mathematics, English Language, Chemistry, Physics and Biology. They are also expected to choose another six subjects that are required in line with the course that they prefer to study at tertiary level of education. The core subjects for Social Science students are Mathematics, English Language and Economics. They are also expected to choose another six subjects that are required in line with the course that they prefer to study at tertiary level of education. The core subjects for Arts students are Mathematics and English Language. They are also expected to choose another six subjects that are required in line with the course that they prefer to study at tertiary level of education. Opuru (2019) opined that senior secondary (SS) 3 students are required to participate in a maximum of nine subjects and minimum of seven subjects during their Senior Secondary School Certificate Examination (SSCE). Among the compulsory subjects is English language, of which Oral English is inclusive.

Given that English Language is Nigeria's lingua franca and one of the official international languages, it is the official language for teaching and evaluating of students for different internal and external examinations. Anlele (2017) notes that English Language is also one of the subjects taught in schools at all levels (early child, basic, secondary and tertiary, respectively). English Language is one of the core subjects that all senior secondary (SS) 2 students are required to offer. Senior secondary (SS) 2 are taught English Language so as to ensure that they master the use of English Language (oral and written usage). Due to mother-tongue interference and other factors, most Nigerians perform poorly when it comes to the oral use of English Language (Ufomata 1995). Bamgbose, (2000) explains that English language is a second language in Nigeria and some common problems that are associated with this situation is the problem of improper pronunciation, poor intonation, mispronunciation and the misrepresentation of phonetic sounds (phonemes) in the use of English Language.

Oral English is an aspect of English Language that is taught in schools. It is the aspect of English Language that is concerned with exposing learners to the right pronunciation of sounds that makes up words in English Language. Oral English therefore helps learners to develop level of accuracy in pronunciation so that they can have effective oral communication with both native speakers and non-native users of English Language (Odogwu, 2016). Oral English also helps learners to effectively identify, interpret and reproduce sounds (phonemes) in English Language. It is through Oral English that teachers inculcate into learners the ability to identify and grasp the symbolic representation and meaning of English sounds.

While other aspects of the teaching of English Language covers the speaking skills that students are expected to acquire, Oral English can determine whether or not the speaking skills are successfully inculcated into the students for proficiency in Oral use of English Language. In secondary school certificate examinations, Oral English was included in the English Language Examination Paper as Test of Orals. Idris (2001) lamented that since the introduction of Oral English into West African School Certificate and National Examination Council, not much has been achieved and this is due to the various problems that are associated with the teaching and learning of Oral English in secondary schools.

The need for effective teaching of Oral English and improvement of its outcome cannot be overemphasized. The benefits of fluent use of English Language are enormous. Student' confidence and morale can be raised if students become proficient in the oral use of English Language (Onwumere, 2007). Students' academic achievement in other subjects can also be positively affected by students' achievement in Oral English. Teachers need to motivate students to develop keen interest in learning of Oral English. A wide range of textbooks and learning materials need to

be provided to enhance teaching and learning of Oral English in secondary schools. Teaching and learning of Oral English involves drills, repetitions and practice (Onwumere, 2007). The onus is on the teachers to ensure that the students participate actively during the teaching and learning of Oral English Language in secondary schools. Listening is an important activity that students should perform when they are taught Oral English.

The importance of Oral English to the educational development of the society has made it imperative to understand how best students' learning can be improved. The performance and achievement of students in oral English depends on some factors which include teacher factors such as teaching method/ strategies, assessment methods and their personality. On the other hand, student's factors include among others their preferred learning styles.

Learning refers to a systematic process of acquiring skills, attitudes or knowledge from a teacher. Effiom (2018) views learning as the process of achieving quantitative increase in knowledge. The terms learning and achievement cannot be disassociated because the skills that are needed to tackle life's problems are achieved through learning. According to De Cecco and Crawford in Effiom (2018), achievement is the expectancy of finding satisfaction in mastering challenging and difficult performance. In addition, Yelon, et al in Effiom (2018) expresses achievement as the successfulness of an individual. The teacher is considered to be responsible for preparing, motivating and guiding students to learn. The onus is also on the teacher to create an enabling environment where students can learn effectively, while the students learn using different styles based on their preferences.

There are several learning styles which can be harnessed during the process of teaching and learning. Learning styles simply refers to the different methods through which learners can learn (acquire skills, attitudes or knowledge). Learning styles can also be seen as a technical explanation of the different ways which learners or individuals learn. It is an individual's best way of learning effectively. Gokalp, (2013) opines that learning style is basically associated with how students learn and not what they learn. The learning experiences that learners are willing to participate in and enjoy during learning cannot be dissociated from their learning style.

Furthermore, Dunn and Dunn in Desire (2019) present a wide list of learning styles. Their list include; visual, auditory, kindergarten, global analytical impulsive, reflective, individual and group learning styles. However, Desire (2019) reduces the list of learning styles to four. They are visual, auditory, reading and writing and kinesthetic learning styles. The visual, auditory, reading and writing preference and kinesthetic learning styles are categorised into three groups, namely; physiology, psychological and sociology. Physiology category includes visual and auditory, the psychological include reading and writing learning style while the sociological include kinesthetic (Dunn and Dunn, 1989). Senior Secondary (SS) 2 students offering Oral English have their preferred learning style that helps them to comprehend, memorise and reproduce the content of the lesson. Any of the four learning styles can fit into the learning of Oral English amongst Senior Secondary (SS) 2 students.

Students preferred learning styles gives teachers insight into the kind of teaching method they should select for teaching Oral English to Senior Secondary (SS II) students. The teaching and learning of Oral English require the production of oral sounds which has to be visualized in the form of phonetic keys, transcription of words and most importantly production of words in the right articulated manner. The production of these phonetic sound is a very active process which requires identification of areas in which some phonetic sounds occur in the oral cavity. This entire process of sound production requires a great deal of physical exercise.

In all, it is presumed that achievement of students may be affected by their preferred learning styles. Irrespective of the learning styles used, the level of accomplishment in a given task needs to be determined. That means, teaching and learning are important phenomenon in education. The teacher teaches while the learners learn. Teaching and learning is a means to an end and not an end in itself. This explains why the process of teaching and learning is incomplete without assessment of the students to determine their level of academic achievement. Assessment is an important feature of teaching and learning (Fyfe & Rittle-Johnson, 2016; Hattie & Timperley 2007). A substantial amount of class time is devoted to assessments of learning, among student which involves exposing students to a variety of assessment tasks. These tasks develop the student's beliefs about their performance (Dignath & Büttner, 2008) Students' perceptions of these assessment tasks in terms of difficulty, importance, interest, complexity, and value communicate certain characteristics of the classroom assessment environment, which in turn influences students' motivational beliefs and achievement. Assessments are necessary components of teaching that has to be used in a meaningful way by both students and teachers. Teachers could use the information from assessment to derive their daily lessons and students could use these assessments to determine if they were successful in learning the necessary content for a given class. Assessment is simply a process of getting feedback on the outcome of teaching and learning. The concept of assessment refers to different ways of measuring and documenting students' academic readiness, skill acquisition as well

as learning progress and outcome. The need for assessment in education cannot be overemphasized. It is through assessment of the process of teaching and learning that the progress and needs of students and teachers can be identified. The purpose of assessment is not just to identify students' learning readiness, progress and academic achievement but to also provide useful information for improving students' performance especially in areas of challenges which on the part of the teachers it will help to identify the strength and weaknesses of instructional approaches. There are different types of assessment, however the focus of the present study is on peer-assessment.

Peer assessment is the use of students to generate feedback about the academic readiness, progress and achievement of their peers. Feedback from peer assessment can be made by grading orally or in written form. Students involved in self- assessment are both assessors and the assessed. Peer assessment is the form of structured learning process that allows students to critique and provide feedback to each other's performance. This method of assessment appears to help students develop a lifelong ability to assess and provide feedback to others. Peer assessment deals with an exchange of feedback between students and comparison of each other's performance (Liu & Carless, 2006). Peer assessment is becoming increasingly widespread in higher education as educators seek to diversify assessment methods and engage students in the assessment process (Boyd & Bloxham 2007). Peer assessment is used to enhance learning as an effective way to increase motivation for students by engaging them in the evaluation process which has received attention in recent years from a number of international universities (Rimer, 2007), and to encourage peers to help each other to master the topic of learning. In the current context of Higher Education, where large classes are common, individual feedback and formative assessment have become increasingly difficult to deliver. Focus on learning and learners are now a central theme in the educational policies and practices. While there are still huge needs for achieving higher grades as measured in accordance with the evaluation criteria, benefiting students from their own learning, and involving them in assessing their own learning and the ability to make a decision (Deakin 2005) , Kollar and Fischer (2010) contend that peer assessment is an important component of a more participatory culture of learning aiding the design of learning environments, as well as being, fundamentally a collaborative activity that occurs between at least two peers . Whereas Vickerman (2009) notes that, peer interaction of any form engages students in the development of their own learning, not only academically, but cognitively and emotionally. Topping (2010) defines peer assessment as, an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status. Peer assessment is

an important element of designing learning environments in order for them to become more participatory among students, which can achieve concepts such as learning between peers, collaborative learning, and problem-solving based learning (Kollar & Fisher, 2010; Tan &Keat, 2005).

In simple terms, peer assessment refers to students assessing their peers' work and providing grades and/or feedback. There are a range of terms to describe the process, such as peer tutoring, peer instruction, peer assisted learning, and so on. Facilitating students to partake in some form of assessment interaction alters the balance of power and encourages some control over their own learning. It seems that when students get engaged in peer assessment approach, they will be encouraged to have a better understanding of academic module, assessment criteria, academic tasks, ability to make judgement, and ability to provide constructive feedback. It prepares them for autonomous learning by building their capacity to monitor their own progress rather than rely on a third party to do it (Bloxham & Boyd 2007).

Peer assessment in the education field has been achieved at an increasing rate in recent decades, using it as an assessment tool (Gielen et al., 2011). It represents a system for learning built on the basis of that learning directed around the learner with the other is depending on effective learning, which focuses on the full integration of the student in the process of collaborative learning with peers under the supervision of the teacher. Peer assessment also aims to describe the assessment processes that foster future learning and mitigate difficulties that are expected to occur. It also aims to transform students from mere receivers of knowledge from teachers, memorizing them and recalling on tests to active learners and participants in learning and evaluation process, interact, search and explore, and reach a relationship between objects in order to generate new knowledge characterized by critical thinking and creativity.

The effect of peer-assessment on students` achievement appear to be of interest amongst educationist. It is important to examine the effects of peer-assessment method on students' achievement in Oral English at SS II level in Bayelsa State and the moderating effect of learning styles. Learning styles can have effects on students` achievement in Oral English at SS II level. In order to carefully examine the effects of peer-assessment methods on students` achievement in Oral English at SS II level, it might be helpful to moderate the four learning styles. It is against this background that the current study is being conducted.

Purpose of the Study
The purpose of this study was to investigate the effect of peer-assessment on students' achievement in Oral English at SS II level in Bayelsa State, Nigeria

while also determining the moderating effects. In specific terms, the objectives of this study includes the following:
1. To investigate the effect of peer-assessment on secondary school students' achievement in Oral English in Bayelsa State.
2. To examine the effective of peer-assessment on students' achievement in oral English based on their preferred learning style

Research Questions
The following research questions were further developed to guide the study:
1. What is the effect of peer-assessment on secondary school students' achievement in Oral English in Bayelsa State?
2. What is the effectiveness of peer-assessment on secondary school students' achievement in Oral English in Bayelsa State?

Hypotheses
The following research questions were further tested to aid in the conduct of this study:
1. There is no significant effect of peer-assessment on the students' achievement in oral English.
2. The effect of peer-assessment on the oral English achievement of students based on their preffered learning styles do not differ significantly.

METHODOLOGY
The study adopted the quasi-experiment research design. This study is considered appropriate because it examined the moderating effects of learning styles on students' academic achievement in Oral English when taught using peer and peer-assessment.

The population of the study comprised of all 24,769 SS II students in the 192 public secondary schools in Bayelsa State. The sample for this study consisted of 360 senior secondary school students in class 2 (SS II) of public secondary schools in Bayelsa State, Nigeria. The sample was divided into three groups with two experimental group (which are the peer-assessment and peer assessment group) and one control group (teacher assessment).

Two instruments were used for the study. They were the 'Oral English Achievement Test (OEAT)' and the VARK Questionnaire. "The Oral English Achievement Test (OEAT) contained 25 standardized multiple choice items and was marked over 100. On the other hand, the VARK scale was a multivariate instrument with four subsections that measured the student's method of learning. It was composed of 32 items with 8 items in each sub-sections. Face and content validities of the VARK Questionnaires were established by three experts in Measurement and Evaluation. On the other hands, the researcher did not bother to establish the validity of the Oral English Achievement Test (OEAT) because it was a standardized instrument gotten from WAEC. The reliability of the VARKQ and the OEAT yielded coefficients of 0.80 and 0.79 were obtained using KR_{20} and Cronbach Alpha respectively. Data was collected over a one month period. Mean and standard deviation were used to answer the research questions, while paired sample t-test and ANCOVA were used to test the corresponding null hypotheses at 0.05 level of significance.

RESULT PRESENTATION

Table 1: Mean, standard deviation and paired sample t-test on the effect of peer assessment

Variable	N	Mean	SD	Mean diff	Df	t-cal	P-value
Post test	118	48.20	16.16	17.66	117	10.69	0.0005
Pretest		30.54	12.13				

Results in Table 1 revealed that the students that were assessed using peer-assessment method had the mean scores of 30.54 (SD = 12.13) and 48.20 (SD = 16.16) respectively for their pre-and post-test. These mean values indicated that there was gain of a mean value of 17.66 from the pre-test stage to their post-test stage. Thus peer-assessment was effective on oral English achievement of students.

Furthermore when the significance of the peer-assessment method, was sought for, the mean difference was subjected to paired samples t-test. A calculated t-value of 10.67 was obtained at df of 117 at 0.0005, which is less than 0.05, the chosen level of probability (p< 0.05). This means peer assessment had a significant effect on the students' oral English achievement. Thus the null hypothesis was rejected.

Table 2: Mean and standard deviation on the effect of peer assessment of students' oral English achievement based on their preferred learning styles

Learning styles	Post test			Pretest		Gained
Visual	N	Mean	SD	Mean	SD	
Visual	38	53.37	14.68	29.68	10.13	23.69
Auditory	33	52.70	14.39	27.82	10.45	24.88
Read/write	27	44.19	15.04	34.30	15.16	9.89
Kinesthetic	20	36.40	16.50	31.60	13.10	4.80
Total	118	48.20	16.16	30.54	12.13	17.66

In table 2, it is shown that the students in the peer-assessment method that preferred learning by visual styles had the mean scores of 29.68 (SD = 10.13) and 53.37 (SD = 14.68) respectively for their pre-and post-test stages. These gave rise to a mean difference of 23.69 from their pre- to post-test stage. Therefore visual learning styles students in peer-assessment method group gained a mean value of 23.69 after treatment. For the students who preferred auditory learning style in peer-assessment method group their mean scores are 27.82 (SD = 10.45) and 52.70 (SD = 14.39) respectively at pre-and post-test stages. That means from pre-test to post-test stage, they gain a mean value of 24.88.

In the same table 2, it is also shown that the students that preferred read/write learning styles in peer-assessment method had the mean scores of 34.30 (SD = 15.16) and 44.19 (SD = 15.04) respectively that their pre and post-test stages. This lead to a mean difference value of 9.89 at the post test stage. Then the students that their preferred learning style is kinesthetic had the mean scores of 31.60 (SD = 13.10) AND 36.40 (SD = 16.50) at their pre and post-test stages respectively. Hence they gained a mean value of 4.80 from the pre-test stage to the post test stage.

In all it is obvious at students who preferred learning style is auditory had the highest gained mean. This is followed by those of visual, read/write and then kinesthetic. So peer-assessment method is most effective with the students that preferred auditory learning styles. This is followed by visual, read/write and then kinesthetic.

Table 3: Summary of one-way analysis of covariate on the effect of peer-assessment on oral English achievement of students based on their preferred learning styles

Sources of variation	Sum of squares	Df	Mean square	F	p-value	Partial eta squared
Pretest score	2364.95	1	2364.95	11.413	0.001	
Learning styles (between group)	5800.95	3	1933.65	9.380	0.005	0.199
Error (within)	23293.74	113	206.14			
Total	30561.12	117				

An observation on table 3 shows that the F-value 9.380 for learning styles was obtained at df of 3 and 113 at 0.0005 (P<0.05) level of significance, which is less than 0.05, the chosen level of alpha. Thus, peer-assessment effect on oral English achievement of the students differ significantly based on their learning styles. However table 4.7 also shows that the significant difference in the effect of peer-assessment on the oral English achievement of the students based on their learning styles had a low effect. This is because the partial eta squared value of 0.199 was obtained.

Nevertheless, since there is a significant differential effect of peer-assessment on the oral English achievement of the students based on their preferred learning styles which are more than two styles. So it is necessary, the direction of the significant difference be determined. This was done using post hoc multiple comparison by Least Significant Difference (LSD) method. The results obtained are displayed in Table 4.

Table 4: Post Hoc multiple comparison showing the direction of significant differential effect of peer assessment method on oral English achievement of students based on their preferred learning styles

Learning styles	Estimated marginal	Compared groups	Mean difference	P-value
Visual	53.69	Visual vs auditory	0.034	0.992
Auditory	53.73	Visual vs read/write	10.93	0.003
Read/write	42.77	Visual vs kinesthetic	17.69	0.0005
Kinesthetic	36.00	Auditory vs read/write	10.96	0.005
		Auditory vs kinesthetic	17.73	0.0005
		Read/write vs kinesthetic	6.77	0.114

Evaluated covariates in the mode = 30.54

In table 4, it is revealed that when the estimated marginal mean scores of the students with preferred learning styles of visual and auditory and that of read/write and kinesthetic were compared, their mean difference were not significant. This is because their mean differences 0.034 and 6.77 respectively were significant at p-values of 0.992 and 0.114 which are all greater than 0.05, the chosen level of probability.

Then the estimated marginal mean comparison between the following groups: visual and read/write visual and kinesthetic, auditory and read/write and then auditory and kinesthetic yielded significant mean differences. This is because all their mean differences were significant at p-values of 0.003, 0.0005, 0.005 and 0.0005 respectively, which are less than 0.05, the chosen level alpha level.

The first findings from the study is that the pretest mean scores of the students in peer assessment group differ significantly with their mean score at posttest stage. This means that when the mean difference obtained when the students' mean values at pre and post test were compared is a significant one and not by chance. The result is not surprising because the researcher felt that when a student assessed the classmate's responses of his/her classmate that is doing well in a given test, the student will be challenge to workhard since he/she has seen the performance or his classmate directly and not by story where he may feel the performance is due to teachers favoritism. That is trying to put the saying "if others birds can fly, I can fly better" into action. Secondly the student who assessed and the assessed students can in one way or the other decide to interact with each other by forming of reading group and as such their areas of weaknesses will be sharpen by each other, which will lead to serious positive academic adjustment.

This finding is not in line with that of Alade and Olagunju (2015) who found that peer assessment do not have positive effect on students achievement. However, to some extent the finding is in line to that Olusey (2014) who found that students performed better with peer assessment strategy.

Nevertheless, it worth to also state that through peer assessment, the students validate their own responses which will help them to retain the good responses they made and also to relearn the areas they did not respond well. This help to improve mastery learning. In all, peer assessment empowers the student to take responsibility of managing their own learning (self-regulated learning).

Another finding from the study indicated that among all when the moderating effect of students' learning styles were introduce to the effect of peer assessment. It was found that the oral English performance of students in peer assessment group, differ significantly based on learning styles. Specifically, it was observed that within the students in peer assessment group, the auditory learner had the highest mean difference, which indicated that from their pretest to the post test they gained the highest mean value. This is followed by visual, read/write and kinesthetic learners. The result is surprising to the researcher who felt that read/write learners would have being the best since oral English entails correct pronunciation and adequate symbolic representation. That is reading will help to promote the acquisition of correct pronunciation while writing will promote the symbolic representation aspect of oral English. Again read/write as the basic method of learning would have taken the top position.

However, the finding that kinesthetic learners had the least mean difference value is not surprising because the researcher felt teaching and learning of oral English involves skills such as listening, speaking, reading and writing. That is oral English may not be adequately acquired through demonstration of bodily movement. Nevertheless, this finding of significant difference in the oral English achievement among students in peer assessment group based on their learning styles that mostly favoured the auditory learners may not be too far from the truth since it is said knowledge is increase through continuous hearing of the facts and contents.

RECOMMENDATIONS
From the result obtained above, the following recommendations are made:
1. It is recommended that peer-to-peer assessment should be encouraged by classroom teachers since it has helped in improving the cognitive abilities of the students in oral English.
2. It is therefore recommended that students should be counselled on how to very their learning styles based on assessment method and subject matter.
3. more attention should be given to peer assessment by teachers and school administrators since it has been found to be more effective than self-assessment.

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