Empowering EFL Learners' Writing Performances through the Use of Peer Assessment

Kristian Florensio Wijaya
Cita Hati International School Samarinda, Indonesia

kristianwijaya500@gmail.com

ABSTRACT

Feedback is one of the crucial elements that determine the quality of the teaching and learning process. In the EFL writing learning realm, second language educationalists need to be more conscientious and selective before capitalizing on specific feedback types appropriate for learners' writing learning contexts. One of the rewarding types of feedback approaches worth further activation in second language writing learning dynamics is peer assessment. Previous researchers contended that peer assessment could potentially promote emotionally-supportive and positively-sound writing learning dynamics in which EFL learners begin cultivating robust motivation to practice their writing skills to the utmost development. This small-scale library study employed a thematic analysis to analyze the findings of 20 previously peer-reviewed scientific articles. With the support of a thematic analysis, the researcher is more likely to yield more precise, credible, and contextualized results since the reviewed findings are categorized into identical research themes. From the thematic analysis research results, peer assessment is proven to be an expedient pedagogical approach to be internalized at the onset of second language writing learning dynamics, as this strategy is a propelling force for strategic writing development, academic self-regulation, writing performance, confidence, and learner collaboration. From the above-depicted research outcomes, it is indispensable for educators to ascertain the meaningful use of peer assessment in order to promote fruitful writing learning outcomes in the presence of heterogeneous learners.

Keywords: Writing, Peer Assessment; EFL learners; Library Study; Thematic Analysis

INTRODUCTION

Writing is one of the most challenging skills to be mastered by EFL learners. Second language learners often lose their motivation when they approach their regular writing learning dynamics. This may be due to complex language expressions and standardized writing conventions that they have to possess. Elboshi (2021) unveils that the vast majority of EFL learners decide to make an earlier departure from their existing writing learning enterprises as they encounter extensive language challenges, such as vocabulary, grammar, punctuation, and mechanics. The above-mentioned obstructions impart heavier burdens when it comes to the readers' context. Proficient writers are commissioned to compose their designated writing compositions in line with readers' expectations and understanding. When they fail to fulfill this fundamental writing principle, there will be another unintended breakdown in their written communication trajectories. This contention is tightly interwoven with Hentasmaka and

Cahyono (2021), who articulate that it is undeniable to confess that successful writers are the ones who are not only capable of producing high-quality but also understandable texts.

Anchored on these aforesaid writing learning impediments, second language educationalists have to select a more appropriate feedback type purported to elevate EFL learners' prospective writing performances. Misiejuk et al. (2021) theorize that with the supportive enlightenment of proper, relevant, and contextualized feedback provision, language learners will be more adept at acclimatizing themselves to various writing tasks since they have been more self-sufficient in planning, drafting, composing, and evaluating their targeted writing products. In sharp contrast, second language educators are accustomed to utilizing conventional feedback forms while commenting on their learners' writing compositions. This strategy is inefficient because learners are situated in an incessant bewilderment regarding the specific writing parts they ought to revise accordingly. This conception concurs with Zhang and Zhang (2021), who suggest that second language teachers should be more adaptable before actualizing some specific feedback types for advancing their learners' impending writing performances. This can be done by incorporating a formative feedback approach at the commencement of the regular writing learning process. The main advantage of applying a formative feedback strategy is that EFL learners can obtain a comprehensive understanding of the specific language areas or ideas that need to be further revisited in the long run. This rejuvenated writing learning habit may result in the embodiment of gratifying writing performances. Cao et al. (2022) have likewise noted an essential role of actualizing formative feedback method through which second language learners begin to gain a more profound consciousness regarding the specific matters they should amend in their writing drafts.

One of the rewarding formative feedback strategies that can be further implemented in EFL writing learning enterprises is peer assessment. With an endorsement of peer assessment, second language learners are more motivated to practice their writing competencies to the fullest potential. It is contended that because learners' existing writing skills, perspectives, knowledge, and experiences are constantly renewed with the impartation of constructive, positive, and contextualized suggestions. This valuable feedback reward aligns with Hamad et al. (2021), avowing that peer assessment plays a pivotal role in elevating language learners' writing performances, skills, and achievements, as they are trained to juxtapose their previously-composed writing drafts with the particular inputs addressed by the text evaluators. Concerning EFL learners' writing performance enhancement, peer assessment serves as a rewarding pathway for those who are keen on depicting insightful and qualified content in their writing texts. As learners obtain a wide range of feedback from their learning counterparts, they unwittingly acquire a richer understanding of how to structure their writing products correspondingly. This collaborative-based writing learning habituates EFL learners to the accurate use of linguistic expressions, conventions, vocabulary, and mechanics. As a result, they will have broader opportunities to foster the quality of their writing compositions in the independent events. Feng et al. (2019) pinpoint that peer assessment can potentially stand as a powerful solution for language learners to showcase the highest degree of improvements in their writing performances and quality as they acquire diversified knowledge sharing from other trusted learning community members.

The major core of this educational paradigm emanates from Vygotsky's zone of proximal growth theory, wherein EFL learners' targeted knowledge and competencies can thrive to the utmost potential since they are supportive in scaffolding each other's cognitive development. Newman and Latifi (2021) agree upon this widely accepted conception as learners' utmost learning spirit is significantly escalated due to the adequate, proper, supportive, and sincere assistance given by their learning counterparts. To ascertain the

fruitful employment of peer assessment in ever-changing writing learning dynamics, it is necessary for second language educators to devise comprehensible and well-structured collaborative-oriented feedback guidelines at the onset of their writing classroom environments. This suggested advice is positively linked to Chang et al. (2021), prompting second language teachers to be more critical and meticulous before designing peer assessment guidelines at the outset of their writing teaching-learning activities, so that learners may obtain the utmost benefits for the significant escalation of cognitive development. During their engagement with peer assessment activity, EFL learners should be proactive and thoughtful to address any clarifications and clarity regarding the specific commentaries. This action is paramount to be consistently embodied since learners will be more accurate and efficient while revising some specific errors located in their texts. Bai and Guo (2021) aver that the activation of peer assessment guidelines is more likely to foster EFL learners' targeted writing performances, skills, and achievements in an orderly fashion as they feel certain towards every input imparted by their learning companions.

The centrality of peer assessment also lies in learners' writing learning resilience as well. Second language learners immersing in a peer assessment activity are more courageous in handling varied, unpredictable writing hindrances. It can be acknowledged that way because the profundity and relevance of the specifically given feedback have touched upon the core of learners' writing learning needs, preferences, and conditions. The above-depicted viewpoint is consistent with Pham (2021), who construes that the meaningful implementation of peer assessment is increasingly necessary for EFL learners to embark on their forthcoming writing learning journeys with great confidence, persistence, and volition, through which they can relate the particularly obtained inputs with their specific writing situations. In conformance with this essential value, it is increasingly necessary for second language teachers to involve their learners in intensive peer assessment training programs, particularly as the text commenters. This self-initiated action should be further released to increase the believability, relevancy, and eligibility of each imparted suggestion put forward by each reviewer. This theoretically-based contention finds support from Simonsmeier et al. (2020), emphasizing the indispensability of enforcing thought-provoking peer assessment training programs in which EFL learners will be put at ease while spotting the interconnectedness between the provided suggestions along with the specific shortcomings forming in their readily-made texts.

In these subsequent lines, the researcher comprehensively reviewed five previously published studies concerning the applicability of modern pedagogical approaches to modern EFL writing learning enterprises. Even though these obtained research results are deviant from the major research topic proposed in this moderate library investigation, the outcomes are beneficial, as we will discern the influential impacts of these applied writing learning strategies. The first study was run by Cao et al. (2022), who uncovered the paramount role of an online peer feedback activity, wherein it paved a solid groundwork for Chinese university EFL learners to not repeat identical drawbacks in their prospective writing text composition process. Ebron and Mabuan (2021) unveiled that with the presence of the flipped classroom approach, Philippines university EFL learners began to reduce their writing learning aversion as they can compose their writing texts based on their writing interests, levels, and paces. Farahian et al. (2020) found that with the supportive accompaniment of portfolio activity, Iranian university EFL learners started to inculcate a higher degree of interest towards their daily writing learning dynamics, by which they could ponder more exhaustively on specific writing areas in need of development. Husain et al. (2021) recommended that Indonesian second language educators familiarize their learners with an accurate employment of task-based language teaching dynamics in which they are committed to accomplishing varied

challenging writing assignments responsibly. Pardede (2024) prompted Indonesian second language writing learning instructors to acclimate their learners with the effective deployment of various collaborative writing activities, of which they are willing to redouble their efforts to establish solid, meaningful, and mutual group dynamics with other divergent learning community members as an attempt to achieve their collective writing learning objectives. These five prior studies have not touched upon EFL learners' writing performance empowerment through the utilization of peer assessment. In accord with this study gap, the researcher was encouraged to conduct this small-scale library investigation to unravel the specific ways peer assessment helped invigorate second language learners' writing performances. Toward that end, this investigation set out to address the following research inquiry: How does the use of peer assessment empower EFL learners' writing performances?

RESEARCH METHOD

The researcher ran this moderate qualitative investigation with the help of a library analysis approach. A library analysis approach is beneficial for constructing more comprehensible research results since the specifically analyzed data are made in accordance with the major subject-specific field explored in this study. Klassen et al. (2012) state that it is paramount for qualitative-oriented researchers to incorporate a library analysis method by which systematic data will be generated in agreement with the particular study fields. To reinforce the reliability of the findings emanating from a library analysis approach, the researcher concurrently harnessed a thematic analysis procedure. In support of this data analysis step, the researcher is more likely to generate comprehensible research results as the previously generated findings are subsumed into some major related themes. Braun and Clarke (2022) believe that it is of foremost importance for the researchers to implement a thematic analysis method in which the particularly produced findings will be more trustworthy as similar research theme categories have been created accordingly. To validate the believability of these research outcomes, the researcher also made use of an open-coding approach. With the accompaniment of an open-coding approach, the researcher is more prone to minimize unintended incongruities among the data as repetitive and profound data analysis are constantly applied. Nowell et al. (2017) postulate that an open-coding methodology is rewarding to mitigate unintended discrepancies within the clustered data, resulting in the heightened robustness of research findings.

Two reasons motivated the researcher to initiate this small-scale library study. Firstly, second language educators still severely rely on conventional feedback types while sustaining their learners' progressive growth in writing performance. To that end, the impending research results can shed light for educational stakeholders that peer assessment can be one of the promising options for EFL learners to be more strategic, confident, and competent writers since they revise the designated writing products based on the constructive writing suggestions addressed by their entrusted learning companions. Secondly, EFL learners often regard writing as one of the daunting tasks that debilitate their forthcoming academic achievement. For this reason, peer assessment can serve as an expedient solution for mitigating this communal writing learning issue by helping language learners begin to instill a higher degree of enjoyment towards their personalized writing process.

Concerning the scientific works selected in this study, the researcher restricted the number of peer-reviewed journal articles to be exhaustively reviewed. Two major impetuses propel this aforementioned initiative. Firstly, there is still a scarcity concerning the investigations of peer assessment in relation to EFL learners' writing performance empowerment. As a result, the researcher could not conduct a larger and more comprehensive

review of the outcomes of this prior study's publication. Secondly, the number of credible scientific works on peer assessment and the EFL writing topic was challenging to discover. Most published studies on this research topic are solely depicted in brief article review conference books and conference papers, in that superficially-generated research results did not meet the specific criterion in this study; in-depth data reviews.

The researcher selected 20 former peer-reviewed scientific works from reputable international and national journal article platforms such as Elsevier, Taylor & Francis, Research Gate, Psychology and Education, etc. These specifically chosen scientific articles ranged from 2019 to 2023. The researcher took the utmost prioritization on these last five-year studies to produce more credible, robust, and relatable findings, as each reviewed finding is in harmony with the major research objective stipulated in this current qualitative investigation. Concerning the data explanations depicted in the forthcoming sections, the researcher would ground his findings in a more descriptive fashion. A descriptive research results approach was utilized in this moderate library study to enable the targeted research stakeholders to obtain clearer portrayals regarding the ways peer assessment empowered EFL learners' writing performances. In line with that objective, the researcher entirely excluded his personal opinions, stances, and standpoints during the data delineation process to maintain the originality of each finding report.

RESULTS AND DISCUSSION

The researcher deduced two main important findings in harmony with the thematic data analysis conducted before: (1) Peer assessment as a catalyst for strategic writing development and academic self-regulation, and (2) peer assessment as an impetus for writing performance, confidence, and learner collaboration. More in-depth data delineations can be discerned in the ensuing lines.

Table 1 Peer Assessment as a Catalyst for Strategic Writing Development and Academic Self-Regulation

Theme 1	Studies
Peer assessment as a catalyst for strategic writing development and academic self-regulation	Fathi and Khodabakhsh (2019); Fathi et al. (2021); Uymaz (2019); Kiasi and Rezaie (2021); Ebrahimi et al. (2021); Kizil (2019); Phuong et al. (2023); Shen et al. (2020); Awada and Diab (2023); He and Gao (2023).

It is worth highlighting that peer assessment can be a catalyst for strategic writing development and academic self-regulation. Concerning strategic writing development, peer assessment paved an enlightening pathway for EFL learners to gain a more profound awareness of their specific writing strengths and weaknesses. With the entrenchment of this exhaustive writing area's consciousness, language learners will be put at ease while partaking in various complex writing tasks, as they are able to orchestrate a wider array of efficient writing strategies to achieve their ultimate writing learning objectives. This finding is congruent with Fathi and Khodabakhsh (2019), who unearthed that most Iranian university EFL learners are skilled at devising the most suitable writing strategies in line with the nature of their writing assignments, amidst an incorporation of peer assessment. Peer assessment is also beneficial for assisting EFL learners in conducting meaningful text revisions. With the constant supervision of their learning companions' feedback, language learners can potentially transform into more efficient writers. This may happen since they have gained a comprehensive understanding of particular error types that need to be avoided in their future writing tasks. Uymaz (2019) revealed that Turkish university EFL learners are skillful at

generating comprehensible and high-quality ideas in their writings amid the internalization of peer assessment activity through which they are habituated to not repeat similar mistakes in forthcoming writing learning activities. Peer assessment plays an essential role in promoting safer and more comfortable writing learning environments for all classroom community members. This positive writing learning value is attributed to the impartation of supportive, positive, and relevant feedback. In the presence of these constructive feedback types, language learners are more committed to redoubling their impending writing learning efforts, leading them to infuse advanced writing knowledge, skills, and experiences. Phuong et al. (2023) unraveled that Vietnamese university EFL learners were highly favorable towards the meaningful utilization of peer assessment in their regular writing classroom, in which they start transforming into knowledgeable writers who are capable of resolving various taxing writing learning barriers independently.

With regard to academic self-regulation, an accurate employment of peer assessment helps EFL learners to be more self-efficacious writers. This self-efficacy behavior plays a major role in sustaining the whole writing learning dynamics because second language learners relish dealing with varied challenging writing tasks. This optimism emanates from their potent belief that these present impediments will move learners forward to more advanced writing levels. Fathi et al. (2021) encouraged second language educators to start cultivating robust self-efficacy growth before commencing their designated writing learning dynamics with the presence of peer assessment, so that learners are keen on dealing with unpredictable writing obstructions optimistically. Peer assessment enables EFL learners to transform into more autonomous writers. This commendable learning attribute is influenced by the conveyance of supportive writing assistance given by other learning counterparts. With this robust teamwork establishment, language learners will be more confident in their writing abilities as they have shown a significant degree of improvement in some essential writing areas: vocabulary, grammar, punctuation, and mechanics. This beneficial value accords with He and Gao (2023) theorizing that it is of utmost importance for second language educators to begin introducing EFL learners to an effective use of peer assessment at the onset of their habitual writing learning enterprises, by which they will be more confident and responsible towards their specifically-made writing compositions.

Table 2 Peer Assessment as an Impetus for Writing Performance, Confidence, and Learner Collaboration

Theme 2	Studies
Peer assessment as an impetus for writing performance, confidence, and learner collaboration	Meletiadou (2021); Almahasneh and Abdul-Hamid (2019); Le et al. (2023); Bolourchi and Soleimani (2021); Hamad et al. (2021); Hao and Razali (2022); Pourdana and Asghari (2021); Double et al. (2020); Yao et al. (2021); Iswandari and Jiang (2020).

It is interesting to note that peer assessment is an impetus for writing performance, confidence, and learner collaboration. Concerning writing performance, peer assessment paves a beneficial trajectory for EFL learners to be more skillful at producing well-organized thoughts, sentences, and paragraphs in their designated writing products. Through this heightened writing accuracy, language learners gradually turn into more strategic writers since they infuse a richer array of linguistic expressions to express their notions. Almahasneh and Abdul-Hamid (2019) discovered that Malaysian university EFL learners were proficient at explicating their specific standpoints comprehensibly to their targeted readers after participating in a peer assessment activity wherein their lexical density and language expressions were constantly enriched. Peer assessment is a major driving force for EFL

learners to diminish their excessive foreign language writing anxiety. The significant diminution of writing perturbation is influenced by the promotion of positively sound and emotionally supportive writing learning climates. As language learners are allowed to conduct trials and errors in their text composition process, they will no longer feel worried about making mistakes, as it is one of the rewarding parts of the writing learning process. Bolourchi and Soleimani (2021) prompted second language educators to arm their learners with the appropriate use of peer assessment at the onset of their writing learning enterprises, whereby they are more courageous to hone the designated writing competencies to the greatest growth. Peer assessment has been proven to be one of the efficient learning trajectories for EFL learners to turn into more insightful writers. In peer assessment activity, second language learners are granted broader opportunities to observe others' exemplary writing performances. Through this intensive writing performance observation, learners have gained more in-depth knowledge of particular language expressions to be further embedded in their writing texts. Hamad et al. (2021) mentioned the paramount role of peer assessment in expanding second language learners' writing knowledge, skills, and experiences through the consistent deployment of heterogeneous language expressions useful for their impending writing learning dynamics.

Peer assessment is beneficial for addressing constructive writing proficiency scaffolding for all learners possessing distinctive literacy competencies. In peer assessment activity, EFL learners are more likely to experience a higher degree of writing learning enjoyment as they are willing to impart supportive, meaningful, and empowering supports for their incessant writing proficiency development. As they take part in this collaborative writing practice, they are more accustomed to dealing with a vast variety of writing task genres. Pourdana and Asghari (2021) adduce that peer assessment stands as a powerful solution for second language learners to attain more fruitful writing learning outcomes, in which they are highly attentive to supervise others' writing competencies growth with the dissemination of insightful feedback provision. With an understanding of peer assessment activity, EFL learners can express their particular thoughts, ideas, and notions clearly in the designated readers' contexts. The fulfillment of this writing learning objective occurred since peer assessment entrenches robust intellectual curiosity among language learners in conducting profound exploration on the specifically given writing topics. This last result is in agreement with Iswandari and Jiang (2020), who postulated that peer assessment could serve as a critical empowerment for EFL learners in cultivating a higher degree of writing topics inquisitiveness, as they are prone to actualize self-initiated actions through more in-depth topical subjects' exploration.

CONCLUSION

On the basis of the above-expounded findings, peer assessment plays a substantive role in establishing robust strategic writing development, academic self-regulation, writing performance, confidence, and learner collaboration. As EFL learners continually participate in a conducive and friendly classroom climate, they can pay more exhaustive attention to develop some pinpointed writing areas in need of intensive development, such as vocabulary, grammar, punctuation, mechanics, and conventions. This probability is more likely to fully take place since all learning community members address mutual, supportive, and solid writing learning assistance intended for their terrific writing skills, performances, and achievements growth. To embody these meritorious writing learning rewards, second language educationalists, experts, practitioners, and curriculum designers should entrench a joint endeavor in devising various context-appropriate writing materials as well as activities accommodating the

meaningful implementation of peer assessment. This suggested advice is increasingly necessary to be further taken as language learners begin to downplay their negative perceptions toward the writing learning enterprises, leading them to showcase satisfying writing performances. For the significant betterment of prospective studies, future researchers need to conduct a longitudinal investigation on the ways peer assessment can help EFL learners to develop their writing knowledge, experiences, and achievements to the expected growth. More profound exploration of these three areas is deemed vital, as the results of these forthcoming studies might complement the research outcomes forming in this small-scale library investigation. It is worth suggesting that prospective researchers initiate classroom action research while replicating this currently-explored topic. With the initiation of classroom action research, targeted research stakeholders can potentially obtain more comprehensive depictions concerning the particular situations or conditions in which peer assessment operates best in sustaining learners' divergent writing competencies. Apart from all these aforementioned drawbacks, the thematically-categorized research results offer insightful implications on how peer assessment empowers EFL learners' writing performances through the constant cultivation of proactive learning engagement, meaningful group discussion, and supportive impartation of feedback. With the supervision of all these collaborative writing learning supports, EFL learners will be more motivated to forge their writing skills to the fullest potential as they have obtained enlightening, inspiring, and empowering guidance from their trusted learning counterparts.

REFERENCES

Awada, G. M., & Diab, N. M. (2023). Effect of online peer review versus face-to-Face peer review on argumentative writing achievement of EFL learners. *Computer Assisted Language Learning*, *6*(3), 238–256. https://doi.org/10.1080/09588221.2021.1912104

Bai, B., & Guo, W. (2021). Motivation and self-regulated strategy use: Relationships to primary school students' English writing in Hong Kong. *Language Teaching Research*, *25*(3), 378–399. https://doi.org/10.1177/1362168819859921

Bolourchi, A., & Soleimani, M. (2021). The impact of peer feedback on EFL learners' writing performance and writing anxiety. *International Journal of Research in English Education*, *6*(1), 1-15. https://ijreeonline.com/

Braun, V., & Clarke, V. (2022). Conceptual and Design Thinking for Thematic Analysis. *Qualitative Psychology Journal*, *9*(1), 3–26. https://doi.org/10.1037/qup0000196

Cao, S., Zhou, S., Luo, Y., Wang, T., Zhou, T., & Xu, Y. (2022). A review of the ESL/EFL learners' gains from online peer feedback on English writing. *Frontiers in Psychology Journal*, *13*(10), 1–13. https://doi.org/10.3389/fpsyg.2022.1035803

Chang, W. C., Liao, C. Y., & Chan, T. W. (2021). Improving children's textual cohesion and writing attitude in a game-based writing environment. *Computer Assisted Language Learning Journal*, *34*(2), 133–158. https://doi.org/10.1080/09588221.2019.1671459

Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The Impact of Peer Assessment on Academic Performance: A Meta-analysis of Control Group Studies. *Educational Psychology Review*, *32*(2), 481–509. https://doi.org/10.1007/s10648-019-09510-3

Ebrahimi, M., Izadpanah, S., & Namaziandost, E. (2021). The Impact of Writing Self-Assessment and Peer Assessment on Iranian EFL Learners' Autonomy and Metacognitive Awareness. *Education Research International Journal*, *21*(10), 1-12. https://doi.org/10.1155/2021/9307474

Ebron, G. P., & Mabuan, R. A. (2021). Flipped learning approach in teaching writing in a university setting: Students' experiences, preferences, and perspectives. *TESOL*

International Journal, *16*(4), 161-183.

Elboshi, A. (2021). Web-Enhanced Peer Feedback in ESL Writing Classrooms A Literature Review. *English Language Teaching*, *14*(4), 66-76. https://doi.org/10.5539/elt.v14n4p66

Fathi, J., & Khodabakhsh, M. (2019). The role of self-assessment and peer-assessment in improving writing performance of Iranian EFL students. *International Journal of English Language and Translation Studies*, *7*(3), 1–10. https://www.eltsjournal.org/

Fathi, J., Greenier, V., & Derakhshan, A. (2021). Self-efficacy, reflection, and burnout among Iranian EFL teachers: The mediating role of emotion regulation. *Iranian Journal of Language Teaching Research*, *9*(2), 13-37. https://doi.org/10.30466/ijltr.2021.121043

Farahian, M., Avarzamani, F., & Rajabi, Y. (2020). Reflective thinking in an EFL Writing course: To what level do portfolios improve reflection in writing?. *Thinking Skills and Creativity Journal, 11(8)*,1-25. https://doi.org/10.1016/j.tsc.2020.100759

Feng, L., Lindner, A., Ji, X. R., & Malatesha Joshi, R. (2019). The roles of handwriting and keyboarding in writing: A meta-analytic review. *Reading and Writing Journal*, *32*(1), 33-63. https://doi.org/10.1007/s11145-017-9749-x

Hamad, H., Albelihi, M., Mohammed, A. A., & Al-Ahdal, H. (2021). EFL students' writing performance: A study of the role of peer and small-group feedback. *Journal of Language and Linguistic Studies*, *17*(4), 2224-2234.

Hao, H., & Razali, A. B. (2022). The Impact of Peer Feedback on Chinese EFL Junior High School Students' Writing Performance. *English Language Teaching Journal*, *15*(9), 1-23. https://doi.org/10.5539/elt.v15n9p9

He, W., & Gao, Y. (2023). Explicating peer feedback quality and its impact on feedback implementation in EFL writing. *Frontiers in Psychology Journal*, *14*(7), 1-14. https://doi.org/10.3389/fpsyg.2023.1177094

Hentasmaka, D., & Cahyono, B. Y. (2021). Peer feedback uptakes and outcomes across EFL students' proficiency levels: A study at tertiary education in Indonesia. *International Journal of Instruction*, *14*(3), 271–286. https://doi.org/10.29333/iji.2021.14316a

Husain, B., Suhernita, S., Abasa, Z., & Djaguna, F. (2021). Task-based language teaching methods integrated with local wisdom: The impact on students' writing skills. *Journal of Research in Instructional*, *1*(2), 123–132. https://doi.org/10.30862/jri.v1i2.22

Iswandari, Y., & Jiang, Y. (2020). Peer Feedback in College Efl Writing: a Review of Empirical Research. *LLT Journal: A Journal on Language and Language Teaching*, *23*(2), 399–413. https://doi.org/10.24071/llt.v23i2.2799

Kiasi, G. A., & Rezaie, S. (2021). The Effect of Peer Assessment and Collaborative Assessment on Iranian Intermediate EFL Learners' Writing Ability. *Journal of English Language Teaching and Applied Linguistics*, *3*(13), 8–16. https://doi.org/10.32996/jeltal.2021.3.13.2

Kizil, V. (2019). Peer Assessment in EFL Writing Classes. *The Journal of International Lingual Social and Educational Sciences*, *5*(1), 101–111. https://doi.org/10.34137/jilses.560099

Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of Life Research Journal*, *21*(3), 377–380. https://doi.org/10.1007/s11136-012-0122-x

Le, X. M., Phuong, H. Y., Phan, Q. T., & Le, T. T. (2023). Impact of using analytic rubrics for peer assessment on efl students' writing performance: An experimental study. *Multicultural Education Journal*, *9*(3), 41-53. https://www.researchgate.net

Meletiadou, E. (2021). Exploring the impact of peer assessment on efl students' writing performance. *IAFOR Journal of Education*, *9*(3), 77–95. https://doi.org/10.22492/ije.9.3.05

Misiejuk, K., Wasson, B., & Egelandsdal, K. (2021). Using learning analytics to understand student perceptions of peer feedback. *Computers in Human Behavior* Journal, 11(7), 1-13. https://doi.org/10.1016/j.chb.2020.106658

Newman, S., & Latifi, A. (2021). Vygotsky, education, and teacher education. *Journal of Education for Teaching*, *47*(1), 4–17. https://doi.org/10.1080/02607476.2020.1831375

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, *16*(1), 1–13. https://doi.org/10.1177/1609406917733847

Pardede, P. (2024). Collaborative Writing in EFL Settings. *Journal of English Teaching*, *10*(1), 92–109. https://doi.org/10.33541/jet.v10i1.5631

Pham, V. P. H. (2021). The Effects of Collaborative Writing on Students' Writing Fluency: An Efficient Framework for Collaborative Writing. *SAGE Open Journal*, *11*(1), 1-11. https://doi.org/10.1177/2158244021998363

Phuong, H.-Y., Le, X.-M., Phan, Q.-T., & Le, T.-T. (2023). Impact of Using Analytic Rubrics for Peer Assessment on EFL Students' Writing Performance: An Experimental Study. *Multicultural Education Journal*, *9*(3), 41–53. https://doi.org/10.5281/zenodo.7750831

Pourdana, N., & Asghari, S. (2021). Different dimensions of teacher and peer assessment of EFL learners' writing: descriptive and narrative genres in focus. *Language Testing in Asia Journal*, *11*(1), 1-22. https://doi.org/10.1186/s40468-021-00122-9

Salem Almahasneh, A. M., & Abdul-Hamid, S. (2019). The effect of using peer assessment training on writing performance among Arab EFL high school students in Malaysia. *Arab World English Journal, 10*(1), 105-115. https://papers.ssrn.com/

Shen, B., Bai, B., & Xue, W. (2020). The effects of peer assessment on learner autonomy: An empirical study in a Chinese college English writing class. *Studies in Educational Evaluation Journal*, *64*(9), 1-10. https://doi.org/10.1016/j.stueduc.2019.100821

Simonsmeier, B. A., Peiffer, H., Flaig, M., & Schneider, M. (2020). Peer Feedback Improves Students' Academic Self-Concept in Higher Education. *Research in Higher Education Journal*, *61*(6), 706–724. https://doi.org/10.1007/s11162-020-09591-y

Uymaz, E. (2019). The effects of peer feedback on students' writing ability. *International Journal of Curriculum and Instruction*, *11*(2), 20–37. https://www.ijci.net/

Yao, Y., Guo, N. S., Li, C., & McCampbell, D. (2021). How university EFL writers' beliefs in writing ability impact their perceptions of peer assessment: perspectives from implicit theories of intelligence. *Assessment and Evaluation in Higher Education Journal*, *46*(1), 151–167. https://doi.org/10.1080/02602938.2020.1750559

Zhang, T., & Zhang, L. J. (2021). Taking stock of a genre-based pedagogy: Sustaining the development of efl students' knowledge of the elements in argumentation and writing improvement. *Sustainability Journal*, *13*(21), 1-24. https://doi.org/10.3390/su132111616