BENEFICIAL VALUES OF APPLYING PEER ASSESSMENT STRATEGY IN MODERN EFL WRITING LEARNING ENTERPRISES

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ABSTRACT

The comprehensive attainment of fruitful second language writing learning outcomes undeniably hinges on the meaningful use of assessments. In the light of appropriate, contextual, and purposeful assessments, EFL learners can potentially endure better-facilitated writing learning enterprises as they fully identify their particular writing weaknesses to be further amended in the future. Peer assessment plays a pivotal role in response to this main purpose of writing assessment in which EFL learners significantly broaden their current writing perspectives, knowledge, skills, and experiences in concord with varied constructive suggestions derived from entrusted learning companions. This small-scale library study was initiated with the employment of thematic analysis to generate more comprehensible, reliable, and relatable research results. To that end, the researcher thematically analyzed the previously related research findings from 25 published peer-assessment journal articles both nationally and internationally wide. The thematically categorized research results suggested that second language educators should start reinforcing their learners' writing proficiency skill growth with the internalization of a peer assessment strategy by which they progressively transform into more passionate and autonomous writers.

Keywords: *Peer assessment; EFL writing; second language learners; library study; thematic analysis*

INTRODUCTION

English has become one of the most prominent and essential global languages to be fully mastered by EFL learners; the ability to expound their particular concepts in the form of well-structured and meaningful paragraphs is inevitable. Simply put, advanced writing capabilities may be more likely to lead EFL learners to experience more gratifying academic success since most academic tasks nowadays require learners to compose qualified writing products. Kiasi and Rezaie (2021) stated that with the prolific cultivation of admirable writing skills, EFL learners will have broader opportunities to attain more satisfying academic achievements and outcomes as the predominant number of modern educational enterprises commission them to generate high-quality writing compositions.

Concerning the above-mentioned reason, globalized second language educators need to integrate more appropriate, meaningful, and holistic language learning assessment tools into their regular writing learning enterprises. By doing so, worldwide second language educators will not only address suitable grades for their

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learners' specific writing learning achievements but also constantly monitor their entire writing learning progression. Zhao and Liao (2021) argued that the maximization of compatible writing learning assessments is of critical importance in responding to the complex EFL writing learning dynamics in this modern era, in which second language learners are more willing to put more extra writing effort into their daily writing learning routines based on the particularly-addressed feedback given by their teachers.

To date, the main pillar of classroom writing learning assessment still depends severely on the continual internalization of second language teachers' assessments. Most second-language educators hold a strong contention that more holistic writing feedback and revisions will operate more efficiently only if proficient target language users impart various writing suggestions to their learners. Wang et al. (2020) discovered that the majority of worldwide second language writing learning instructors tend to spoon-feed learners' writing learning progress by directly addressing their evaluative and objective judgments without referring to others' perspectives. What is more worrisome is that by solely depending on the entire EFL learners' writing learning improvements on second language teachers' assessment, academicians can potentially begin to lose their utmost interest in writing activities. This undesirable writing learning behavior occurs because language learners gradually deviate from the main essence of writing enterprises; orienting on the process rather than product-oriented focus. The aforementioned writing learning issue was corroborated by Shuguang and Qiufang (2018) instigating globalized ELT parties to begin allowing other alternative types of language learning assessments to be further incorporated into daily writing learning basis wherein EFL learners are profoundly aware of their specific personal writing competency development, which is useful for the significant advancement of their prospective writing performances.

One of the alternative assessment modes worth implementing in modern EFL writing learning enterprises is peer assessment strategies. With the incessant enlightenment of peer assessment strategy, EFL learners no longer experience a higher degree of perturbation upon commencing a vast variety of challenging writing learning processes. The significant elevation of this writing learning motivation and self-confidence was not caused by the incident since peer assessment enabled EFL learners to induce more critical discernment towards their frequently made writing errors. Because of this action, EFL learners progressively alleviate their specifically pinpointed writing drawbacks imparted by their entrusted learning companions. Wanner and Palmer (2018) have likewise noted that with the mutual support of the peer assessment approach, EFL learners enthusiastically and confidently approach various kinds of taxing writing tasks since constructive, meaningful and encouraging feedback is incessantly brought about by their trusted learning counterparts.

By optimally maximizing the fullest benefits of peer assessment strategy in nowadays EFL writing learning dynamics, second language learners can gradually shift into more critical and independent target language academicians. These rewarding writing learning values happen since second language learners are intensively trained to accurately identify a particular number of their peers' writing mistakes before communicating those specific drawbacks in the forthcoming writing learning discussions. By continually participating in this critical analysis process, EFL learners will not only help other learning community members to revise their specific writing errors accordingly but also become more ingenious writing evaluators. The above-explained benefit is closely interlinked with Zamora et al. (2018) averring that a vast majority of globalized EFL learners start shifting into more autonomous writers after being immersed in peer assessment strategy in which they incessantly familiarize themselves with the precise writing errors identification practices.

It is similarly interesting to adduce that peer assessment strategy is more likely to provide more promising writing learning trajectories for EFL learners to transfigure into more insightful target language writers. The peer assessment strategy is deeply rooted in the social constructivism theory devised by Vygotsky and Cole (1978). This theory reinforced the power of social, in-depth, and collaborative networking among learning community members. As EFL learners consistently establish solid, mutual, and meaning-making cooperation with other learning companions, their targeted knowledge, as well as skills, will endure more significant transformation in

which they extensively acquire a wide variety of beneficial information influential empowering their existing understanding. McLeod and Gupta (2022) theorized that by participating actively in a vast range of collaborative, cooperative, and group-work activities, EFL learners are more capable of broadening their specific understanding of the particularly discussed learning topics since they continuously attain varied novel and useful insights from their learning partners. To that end, it is becoming progressively essential for second language writing learning instructors to start mediating their learners' writing proficiency skills growth with the actual use of a peer assessment strategy by which language learners do not merely depend on their teachers' feedback to make notable improvements towards their desired writing skills. Instead, they possess a higher degree of freedom to have limitless knowledge, skills, and experiences shared with other learning community members. This underlying principle of the peer assessment approach is germane to Soltura (2022) who highly encouraged globalized second language writing learning instructors to rejuvenate their roles as supportive facilitators amidst the employment of peer assessment activities in which EFL learners gain deeper knowledge, skills, and experiences explorations from their trustable learning counterparts.

To date, there were five previous studies conducted concerning the major specific topic proposed in this qualitative investigation. The first study was initiated by Guadu and Boersma (2018) revealing that the great majority of African EFL learners highly supported the continual internalization of formative assessment in their daily-based writing classroom circumstances since they precisely noticed the particular writing drawbacks needed to be revised for the betterment of their impending writing products. Nguyen and Truong (2021) strongly suggested globalized second language educationalists diversify the authentic usage of classroom writing assessments in Vietnamese Senior High School Institutions to inculcate a more robust writing learning spirit and mentality among these foreign language learners. Tyas (2020) highly recommended Indonesian EFL writing learning instructors to immerse their learners into portfolio assessment practices while taking part in varied laborious writing learning activities by which they start becoming more autonomous for their personalized writing dynamics due to the in-depth planning, monitoring, and evaluating stages determined before. Valizadeh (2019) advocated worldwide educational institutions to involve second language educators in a series of contextual language learning assessment training before commissioning them to teach in apparent writing classrooms to increase their readiness and maturity while being bombarded with a vast variety of taxing writing learning hurdles. Nurhayati (2020) uncovered most Indonesian university EFL learners escalated their targeted writing learning competencies to the fullest potential after being exposed to formative assessment wherein they could ponder more exhaustively on the specific writing learning progressions they have or have not reached. These five prior studies have not attempted to conduct a more profound exploration of peer assessment strategy benefits in modern EFL writing learning enterprises. Motivated by this research gap, the researcher conducted this present small-scale qualitative study to showcase a wider range of powerful alternative assessment strategies and types that globalized second language educationalists can potentially capitalize on while their conventional assessment methods do not work accordingly with communal writing learning objectives. To embody this main study objective, the following research problem was sought: What are the benefits of applying peer assessment strategies in modern EFL writing learning enterprises?

RESEARCH METHODS

The researcher conducted this small-scale qualitative study with the support of a library investigation approach. With the enlightenment of a library investigation approach, researchers can produce more reliable, relatable, and applicable research results intended for the significant betterment of specific research fields. Klassen et al. (2012) found that in the support of a library investigation methodology, researchers can potentially generate more trustworthy, relevant, and rewarding research findings as iterative data analysis is continuously conducted to ascertain the relatedness of each research result. Toward that end, the researcher selected 25 peer assessment strategy studies published in varied reputable journal article platforms both nationally and internationally.

Prominent journal article platforms were chosen by the researcher to increase the credibility of the research outcomes produced by this current library study. More specifically, the specific publication years of these 25 peer assessment strategy studies ranged from 2016 to 2024. By doing so, more contextual research results will best fit contemporary English language teaching-learning contexts.

Two major impetuses motivated the researcher to conduct this present small-scale library investigation. The first reason is pertinent to the indispensable need for second language educators to integrate more holistic writing learning assessments that work best for fulfilling EFL learners' writing learning needs, preferences, and objectives. For that reason, the peer assessment strategy can potentially serve as one of the meaningful learner-oriented tools to embody the aforementioned writing learning aspiration since EFL learners gain broader conceptions concerning the main nature of their daily writing learning purposes in the light of meaningful peer sharing. The second trigger that encouraged the researcher to initiate this small-scale library investigation is due to the paramount importance of incorporating various kinds of innovative writing assessment techniques ensuring the thorough promotion of better-facilitated second language literacy experiences. With the realization of the peer assessment strategy, EFL learners do not merely acquire various useful writing knowledge, skills, strategies, techniques, and experiences but also undergo more enjoyable literacy dynamics in which mutual peer sharing is highly emphasized.

In the data analysis process, the researcher concurrently made use of a thematic analysis approach. Two influential impacts can be promoted in the light of this literature analysis strategy. Firstly, more precise research results are provoked. It is contended that because the researcher iteratively monitors in a case there will be any kinds of unintended discrepancy among the analyzed research findings. Secondly, thematic analysis supportively assists the researcher in imparting more apprehensible and comprehensive research results for the targeted research stakeholders by which each identical finding is categorized into some specific themes. Hence, an open-coding research approach played a crucial role in ensuring the appropriateness of all these particularly clustered research themes in which the researcher conscientiously rechecks all the subdivisions of some findings whether they are matched with the major stipulated research theme or not. With the presence of thematic analysis and open coding approaches, the designated educational stakeholders can potentially make more obvious discernment towards the main research issue explicated in this library study. As a result, the educational stakeholders infuse a higher level of assurance upon internalizing peer assessment strategy in their daily writing classroom learning routines as each research result is determined in line with the research-informed decisions made through various critical data analyses alluded to before. After inculcating more robust certainty in all these series of critical data analysis processes, the researcher argumentatively expounded all the subcategorized research themes with the corroboration of prior relevant research results and theoretical frameworks. By embodying this ultimate research action, the researcher will have broader opportunities to yield more robust research results since the delineated arguments are not loosely based on some fallacious assumptions, yet they are mutually interlinked with the previously attested facts.

FINDINGS AND DISCUSSION

This part expounded the beneficial values of applying peer assessment strategies in modern EFL writing learning enterprises. To do so, the researcher stipulated two major particular research themes that will be further explicated in the following sections: (1) Peer assessment strategies gradually transform EFL learners into more fervent writers and (2) peer assessment strategies progressively assist EFL learners to become more self-reliant writers.

Theme 1: Peer Assessment Strategy Gradually Transforms EFL Learners into More Fervent Writers

Theme 1	Authors

Peer assessment strategy gradually transforms EFL learners into more fervent writers	Meletiadou (2021); Babaii and Adeh (2019); Fathi and Khodabakhsh (2019); Almahasneh and Abdul-Hamid (2019); Fathi et al. (2021); Jung (2016); Adiyani (2021); Kiasi and Rezaie (2021); Zekarias (2022); KIZIL (2019); Zasrianita et al. (2022); Tunagür (2021).

The presence of reliable learning companions is undeniably important during the incorporation of peer assessment strategy in modern EFL writing classroom environments. The first salient aspect is positively linked to the utmost EFL learners' desire to produce high-quality writing compositions. Given the condition that peer assessment activities require some learning counterparts to be the critical evaluators while checking the particularly-made writing products, EFL learners tend to maximize their existing writing skills potential by heeding their best writing attempts to minimize unnecessary writing errors contained in their writing drafts. As a result of this action, EFL learners will compose their approaching writing products scrupulously. Fathi and Khodabakhsh (2019) pinpointed that an overwhelming majority of Iranian university EFL learners redoubled their fullest efforts in monitoring their grammar, dictions, and writing organizations usage before other learning community members check their finalized writing compositions resulting in the significant elevation of the writing quality. Another prominent external factor motivating EFL learners to become vibrant writers in the light of peer assessment strategy is the supportive writing learning assistance imparted by their trustworthy learning counterparts. While taking part in peer assessment activities, EFL learners are more likely to embrace various upcoming writing obstructions. The thorough acceptance of all these writing hindrances happens since EFL learners always receive a wide array of beneficial feedback, suggestions, and advice from their writing-learning peers. In effect, EFL learners do not feel discouraged whenever they encounter adverse writing learning situations. This coveted writing learning benefit is supported by Babaii and Adeh (2019) asserting that the peer assessment approach can potentially cultivate unwavering, persistent, and resilient writing characters among EFL learners as the eventual infestation of mutual writing learning endorsement addressed by their reliable learning companions. The quality of feedback synchronously plays another paramount role in the terrific development of spirited writing learning characters taking place among EFL learners. During engaging in peer assessment activities, EFL learners constantly learn to address fair, contextual, and meaningful feedback leading to the significant betterment of other learning companions' writing performances. Through the continual habituation of this collaborative analytical practice, EFL learners are strongly motivated to continue their complex writing learning enterprises since they believe that those specifically imparted feedback will pave better enlightenment for their ongoing writing revisions. The above-explicated contention is affirmed by Meletiadou (2021) who strongly recommended second language educationalists train EFL learners how to provide meaningful, accurate, and constructive feedback during the internalization of peer assessment approach to kindle the feedback receivers' eagerness to dedicate their best writing learning efforts in terms of writing practices and revisions process.

It is interesting to acknowledge that with the insistent support of peer assessment strategy, EFL learners can stay on the right writing learning pathways despite the varied taxing writing learning obstacles they are dealing with. As EFL learners continually acquire various beneficial insights, inputs, and advice from other learning companions, they gradually become more adept at planning, monitoring, and evaluating their personalized writing learning activities. With clearer end writing goals in their minds, EFL learners can fine-tune their particularly-chosen writing strategies to be in line with the specific writing learning situations. Resultantly, they endure a more seamless writing ideation process. This conception is consistent with Kiasi and Rezaie (2021) contending that with the proper incorporation of a peer assessment approach, Iranian EFL learners will be more adept at orchestrating a series of writing strategies best fitting with their current writing learning conditions as an actual attempt to fully receive the pre-determined writing learning objectives. Lastly, the remarkable escalation of vibrant writing learning attributes is mutually interlinked with the self-efficacy beliefs cultivated among EFL learners. Through the constant implementation of peer assessment, EFL learners will be more energized to proceed into various kinds of challenging second language learning enterprises as they are intensively exposed to positive and

constructive comments. Zekarias (2022) highly advised second language educators to require the writing assessors to address their specific writing comments, advice, and suggestions with the presence of positive tones to nurture EFL learners' innermost self-efficacy to truly believe in their writing capacities upon executing many kinds of challenging writing tasks.

Theme 2: Peer Assessment Strategy Progressively Assists EFL Learners to Become More Self-Reliant Writers

Theme 2	Authors
Peer assessment strategy progressively assists EFL learners to become more self-reliant writers	Pourdana and Asghari (2021); Quynh (2021); Fathi et al. (2017); Fathi and Khodabakhsh (2020); Ebrahimi et al. (2021); Fathi and Khodabakhsh (2019); Dewi et al. (2019); Yao et al. (2021); Meletiadou (2021); Le et al. (2023); Ayachi (2017); Saldarriaga (2024); Shen et al. (2020).

To become more skillful target language writers, EFL learners should progressively diminish their insistent dependency on second language educators' writing learning assistance. Regarding this holistic writing learning mission, EFL learners must participate in peer assessment activities in which they can finally identify their particular writing strengths and weaknesses. By accurately identifying specific writing strengths and weaknesses, EFL learners can progressively become more independent writers. This significant increase in autonomous writing characters is prompted by the condition that EFL learners can conduct more efficient revisions to their already-made writing drafts based on the writing suggestions given by their peers. The aforementioned conception concurs with Quynh (2021), who unearthed that the majority of Vietnamese EFL learners gradually turned into more autonomous writers after being equipped with a peer assessment strategy where they could revise their writing errors accordingly. For this admirable writing learning character to occur, feedback receivers should negotiate feedback received from the feedback givers. Through these open-ended peer assessment discussions, EFL learners are more willing to take more proactive parts in their personalized writing learning processes. This life-long writing learning behavior is well-entrenched within EFL learners since they progressively minimize their foreign language writing anxiety. Fathi and Khodabakhsh (2020) confessed that the peer assessment approach takes important processes of reducing EFL learners' excessive writing anxiety to be soon replaced by self-reliant writing behaviors by which they can rectify the designated writing shortcomings meaningfully. Of great interest is peer assessment can heighten EFL learners' self-regulation learning character while participating in these ever-changing writing learning enterprises. It is contended that because peer assessment strategy incessantly commissions EFL learners to conduct intensive monitoring of their learners' writing learning performances, products, and skills development. As a result of this gained writing learning responsibility, EFL learners feel more encouraged to practice their writing competencies to the fullest level. This contention is in partnership with Fathi and Khodabakhsh (2019) who highly motivated second language educators to start taking the utmost prioritization of peer assessment strategy implementation at the commencement of EFL writing classroom learning dynamics in which language learners can exert more potent control on their writing learning processes by intensively honing the desired writing proficiency skills.

Another significant matter underlying the major reason for internalizing peer assessment strategies at the onset of second language writing learning activities is the comprehensive promotion of an enjoyable writing learning atmosphere. While taking part in peer assessment activities, EFL learners are more liable to experience more stress-free writing learning climates where they can set up mutual social interactions with other learning companions. As EFL learners continually undergo emotionally supportive writing learning situations, they become more skilled at resolving their personalized writing learning impediments. Successful completion of all these writing learning hurdles is the tangible result of EFL learners' innovative writing solutions for specific writing issues. Dewi et al. (2019) declare that the satisfaction obtained from peer assessment activities can

potentially trigger another greater development for EFL learners' independent writing characters and problem-solving skills by which they have been skillful at creating mutual interplay between their personalized writing learning resources with the currently assigned writing tasks. Owing to the psychologically sound writing learning surroundings provoked by the peer assessment approach, EFL learners are more likely to attain more gratifying writing learning achievements and fruitful writing learning outcomes after they participate in varied writing learning activities. As alluded to in the previous section, the peer assessment approach intensively trains EFL learners to compose their particular writing products in an orderly fashion under the limelight of compatible dictions, grammar, vocabulary, and writing conventions. Undoubtedly, the solid integration of all these pivotal writing elements is the tangible result of joint endeavors made by their entrusted learning counterparts in suggesting a wide array of beneficial writing suggestions. In a similar vein, Meletiadou (2021) postulates that peer assessment strategy has a higher degree of probability of transforming EFL learners into more proactive self-initiators toward their personalized writing learning dynamics as there is a propensity for them to complement each other's understanding through memorable and well-entrenched pair sharing sessions.

CONCLUSION AND SUGGESTIONS

As a final remark, it can be fairly adduced that peer assessment strategy can serve as one of the promising means for EFL learners to progressively shift into more vibrant and independent writers. Through the peer assessment strategy, EFL learners are highly desirous of expending persistent writing learning efforts as they acquire various constructive, meaningful, and encouraging feedback from their entrusted learning counterparts. Furthermore, their gradual diminution of dependency on second language teachers' writing learning assistance is prompted by the condition that peer assessment constantly enables EFL learners to conduct more holistic and efficient revisions on their writing drafts, resulting in the production of better-quality writing products.

Aside from all these influential research outcomes, the researcher synchronously avowed two main specific shortcomings forming in this small-scale library investigation. As this small-scale library investigation merely explored the beneficial values of peer assessment strategy in modern EFL writing learning enterprises, it will be more rewarding for future researchers to replicate a similar model forming in this present library study by investigating the potential negative factors of this learner-oriented learning approach in nowadays writing learning dynamics. By releasing this suggested research action, second language educational stakeholders will possess a higher level of readiness when peer assessment strategy does not run accordingly in their daily writing classroom circumstances. Moreover, prospective researchers are recommended to involve a great number of peer assessment strategy scientific articles to be profoundly analyzed. The magnification of these peer assessment literary works is of critical importance for the generalizability of research results influential for the promotion of more conducive-friendly second language writing learning activities.

Contrary to the above-acknowledged research drawbacks, the thematically-categorized research results forming in this present small-scale library study shed more promising prospective writing learning pathways for second language educators and EFL learners by which they are more likely to endure more positively sound and emotionally supportive writing learning atmosphere as they no longer rigidly depend on some conventional but also adjustable language learning assessment methods.

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