Peer Assessment in Writing Classroom: Exploring its Potential in Developing Students Communication Skills

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Abstract

In higher education in Algeria, assessment in the English as a Foreign Language classroom remains a contentious issue, as educators continue to express skepticism towards the adoption of the new assessment paradigm. In this regard, stakeholders successfully implemented alternate evaluation methods to evaluate students' performance more accurately. This research aims to investigate the importance of genuine assessment, specifically peer evaluation, in the EFL writing classroom. A quantitative technique was used for the research, including a survey delivered to a randomly chosen sample of forty (40) EFL students at ENS of Laghouat. The study used descriptive statistics and regression analysis. The results confirmed that most students possess favorable attitudes towards peer assessment, as it enhances their self-reflection by incorporating real-life experiences and providing them with a degree of control over their learning through tasks, thereby fostering greater responsibility and independence in their learning process. Students may encounter challenges when participating in peer assessment in their writing classroom. However, they have the capacity for self-regulation and can develop greater awareness and responsibility for their own learning.

Keywords: Communication; EFL students; Peer assessment; Peer feedback; Writing skills

INTRODUCTION

Writing is a crucial talent to acquire and perfect, since it enables people to communicate via both spoken and written language (Orwig, 1998). Consequently, instructing writing may be a challenging endeavor that requires much work for effective teaching and learning in the classroom. Nonetheless, a writing activity is inherently personal, although the evaluation of writing is not. Students need assistance from others to evaluate their writing, which may be provided by either their instructor or their classmates (Chien et al., 2020). As per. Alternative assessment is often used for pupils with exceptional needs, since it provides many options for evaluating academic success. Moreover, the word genuine assessment aims to denote various assessment formats that reflect student control, motivation, self-direction, and attitudes towards learning activities in the classroom (Hancock, 1994).

Self-assessment is a kind of evaluation in a learner-centered classroom that enables students to objectively reflect on their learning and tasks, fostering more reflection and a more critical and constructive engagement with their work. Students may surmount the issues associated with subjective grading and assume accountability for their learning process (Zakhe, 2007). This enables individuals to make autonomous decisions by establishing their own learning goals, selecting appropriate tactics and methods, and

reflecting on their learning experiences (Tunagür, 2021). Furthermore, when students engage in self-assessment, they enhance their ability to collaborate with others, discuss ideas and arguments, provide criticism, and seek assistance when necessary.

Students can enhance their engagement in cooperative and collaborative work by participating in learning tasks. Students can construct and share meaning with others, monitor their progress, and evaluate their learning during the learning process (Tunagür, 2021). Peer assessment serves as a communicative tool employed by educators in EFL classrooms to actively involve students in the learning process. This form enables students to evaluate their peers' work and performance according to the teacher's criteria (Reinholz, 2015). This method serves as a formative assessment, enabling students to collect feedback on their peers' performance within the classroom setting. The collected feedback is subsequently shared with peers and utilized to enhance performance, whether orally or in writing (Taşdemir, 2014).

EFL students may favor engaging in contemporary approaches to enhance their writing skills, provided they receive careful guidance on their application within the learning process. In this context, many students in higher education frequently seek to identify the most effective approach to studying writing. There has been occasional critical acclaim regarding the integration of peer assessment and training in higher education. It may significantly affect students' writing performance and the exchange of feedback across various learning tasks. Nonetheless, EFL students and instructors at the university level, especially at ENS of Laghouat, may encounter challenges in implementing peer assessment within their classrooms. Consequently, educators ought to favor the implementation of peer assessment in language classrooms to enhance students' cognitive abilities, interactive and communicative skills, as well as self-directed learning through collaborative and project-based activities.

Assessment plays a role in the learning and teaching processes within the ELT classroom, serving to aid both teachers and students in monitoring student progress (Wikstorm, 2007). This approach facilitates the tracking of student development by identifying learning challenges and assessing progress. Furthermore, it serves as a method for gathering information that enables educators to assess the student's academic progress professionally. Zakhe (2007) posits that effective teaching and learning necessitate continuous assessment of the learner, educator, and content. In conventional educational settings, instructors utilize assessments to determine the extent to which information has been comprehended (Gipps, 2001).

This occurs after the learning process and offers a summary of the teaching and learning processes (Hanna & Dettmer, 2004). The approach fails to realize the objectives of a learner-centered classroom, as it lacks efficiency and does not facilitate the advancement of students' learning progress (Tunagür, 2021). Hancock (1994) notes that, in the early 20th century, traditional assessment methods were increasingly rejected by educators due to their ineffectiveness in promoting student learning progress. Subsequently, continuous assessment was introduced, representing a trend that emphasizes students' attitudes, motivation, knowledge, and reflection.

Peer assessment is an ongoing process that aids in identifying students' strengths and addressing their weaknesses. It simultaneously enhances students' abilities, competencies, motivation, and critical thinking skills, enabling them to evaluate both their peers' work and their own (Weaver & Esposto, 2011). This method constitutes a form of formative assessment wherein students offer feedback regarding their peers' learning processes and performances, rather than receiving evaluation from the teacher (Topping, 2009). The teacher's role is to facilitate student engagement in learning, promote independent decision-making, and encourage interaction among peers. This allows students to take full

responsibility for decision-making, which will subsequently affect their peers' performance.

Table 1. Major Aspects of Peer Assessment (Reinholz, 2015)

Aspect	Indicator
	Students develop and disseminate their ideas through performance awareness.
Task engagement	Gap closure: revising during problem-solving tasks
Peer analysis	Awareness of goals: an analysis of diverse examples
Feedback provision	Performance awareness involves articulating concepts and obtaining constructive feedback.
Feedback	Gap closure involves the development of constructive feedback aimed at enhancing work, rather than solely serving as a means for judgment and critique.
Reception	Performance awareness: students can evaluate their work from the perspective of their peers.
Peer conferencing	Engaging in discussions regarding analyses and feedback can enhance the effectiveness of peer analysis, the provision of feedback, and the reception of feedback.
Revision	Gap closure involves students utilizing analyses and feedback to enhance their work and performance.

Anson and Goodman (2013) describe peer assessment as a collaborative activity that fosters social interaction. This approach is grounded in Social Constructivist principles, highlighting the importance of student engagement in activities that facilitate interaction with peers. Vygotsky (1978) posits that collaboration facilitates student advancement within their Zone of Proximal Development through the activities undertaken. Peer assessment can be informed by Piaget's (1985) cognitive theory, which posits that assimilation occurs when an individual's existing cognition is altered in response to environmental factors.

Dewey (1938) proposed learning principles that encompass three key experiences: interaction, situation, and continuity. The situation pertains to environmental experiences that influence the individual, while interaction signifies the relationship between the individual and their environment (Schyberg, 2009; Pettersen, 2008). Furthermore, peer assessment and collaboration necessitate specific evaluation criteria to enable students to organize their thoughts and make informed judgments regarding their peers' work. During collaborative work, students engage in cognitive tasks that enhance their performance, elevate their higher-order thinking skills, and demonstrate a comprehensive understanding of the topic.

Feedback provision and peer performance assessment can enhance efficiency and enjoyment, fostering greater confidence, responsibility, and self-directed learning among students (Hanh & Ngan-Ha, 2023). Conversely, in language and writing classrooms, peer assessment necessitates peer feedback, which can enhance students' writing skills (Brammer & Rees, 2007). This enables students to participate in the processes of revising, editing, and peer editing their writing. Consequently, this is a crucial component of the writing process for both students and teachers, while diminishing the teachers' control over the correction and assessment procedures (Ferris, 2003).

Providing feedback on student writing is essential for enhancing writing skills (Cohen & Cavalcanti, 1990; Kroll, 1990). Peer feedback contributes to the development of students' writing skills, fostering inclusive interactions among peers and enhancing writing quality and performance (Spiller, 2012). Evaluating the writing of peers

encourages students to participate in genuine tasks, facilitating learning through the assessment and feedback process (Chien et al., 2020).

Implementing peer assessment in writing instruction for EFL students enhances their writing performance. Students can engage in self-directed learning by identifying their own mistakes as well as those of their peers. They can evaluate their work and their peers' performance through the review process, offering feedback on their peers' writing outputs. Writing constitutes a communicative act, representing an interactive process between the writer and reader via the written text (Chien et al., 2020). Orwig (1998) posits that writing constitutes a process of conveying the writer's thoughts via a textual medium. The writer employs circumstantial and implicit communication of thoughts, engaging in an ongoing writing process to consider both content and expression. Conversely, Barac et al. (2021) argue that peer assessment enables students to provide feedback and evaluate the work or performance of their peers based on specific and relevant criteria.

Students are permitted to evaluate their peers' writing, providing feedback on grammar, spelling, unity, ideas, sentence organization, diction, punctuation, and related aspects. Students can gain insights and improve their writing skills in content, language accuracy, grammar, sentence structure, and coherence through peer interactions (Kaynak, 2017). Taşdemir (2014) asserts that students can provide feedback on their peers' writings, enabling them to learn from both their own mistakes and those of others.

Tunagür (2021) highlighted the teacher's role in the peer assessment process. The authors contend that following self and peer correction in writing tasks, as well as the provision of peer feedback, teacher feedback is essential to support and enhance students' capabilities in monitoring their peers' performance. This indicates that following the feedback from students, the teacher verifies the appropriateness of the assessment process by participating in classroom discussions, during which students and the teacher exchange opinions, make judgments, and comment on the students' writing.

Writing encompasses not only the acquisition of orthographic skills but also the development of cognitive and social relationships. It serves as a means of communicating ideas through graphic representation (Cao & Huang, 2019). Meaningful communication through writing occurs only when the writer conveys a clear message to the reader. The effectiveness of written communication can be evaluated based on the recipient's understanding and the attainment of the intended objective.

Teaching writing involves helping students achieve their maximum potential in verbal communication (Bhowmik, 2021). Issues such as poor organization, incorrect punctuation, and inappropriate linking words can diminish writing quality and hinder effective communication. Toscu (2023) asserts that organization and coherence in writing are essential for effectively communicating meaning and, consequently, for the quality of the written output. Academic writing is characterized by its formal and cohesive nature, effectively conveying a logical progression of ideas in a unified manner.

Peer assessment has been widely implemented in EFL classrooms. A growing body of research has examined the impact of peer assessment on communication and language skills. Lamara (2017) investigated the effects of peer assessment on the improvement of students' communication skills and writing proficiency. The results from the questionnaires administered to teachers and students indicated that the peer-assessment technique is beneficial for teaching writing, as students require peer evaluation to improve their writing proficiency.

Gerdeh and Davaribina (2021) investigated the impact of peer assessment on the enhancement of oral proficiency among Iranian EFL learners. The findings demonstrated that peer assessment had a positive impact on EFL students, evidenced by a statistically significant difference between the experimental group and the control group. Some studies have shown non-significant effects of peer assessment on writing evaluation. For instance,

Vo and Nguyen (2023) found that students held negative attitudes towards the use of peer assessment for enhancing writing skills, and they discussed both the advantages and disadvantages of this approach.

In the Algerian EFL context, limited research has demonstrated significant impacts of peer assessment and peer feedback on students' communication skills within writing classrooms (Boudib & Beleulmi, 2024; Bouab & Benettayab, 2023).The research conducted by Feroudj and Ait Aissa (2022) investigated EFL teachers' perceptions of peer feedback in writing classrooms. The results indicated that teachers held positive attitudes toward the implementation of peer feedback in EFL writing classrooms. The research conducted by Achouri and Mehiri (2021) examined EFL students' perceptions of peer assessment via e-portfolios for evaluating EFL writing skills. Results indicated that students engaged positively with e-portfolios and peer assessment, significantly impacting their productive and communicative skills.

The study examine the effectiveness of peer assessment in enhancing students' cooperation, interaction, and communication skills. This study examines EFL students' satisfaction levels regarding the use of peer assessment in writing classes. This study aims to assess students' communication skills through interactive feedback and peer collaboration via an alternative assessment method. The subsequent research questions are as follows:

1. Is there any significant level of satisfaction of students towards the use of peer assessment in assessing their writing?
2. Is there any significant development of students' level of communication skills through using peer assessment in their writing classroom?

RESEARCH METHOD
Research Design
This research employed a quantitative methodology. Bhangu et al. (2023) define quantitative research as a research methodology that involves the use of numerical data for data collection, interpretation, analysis, and presentation of results. Before employing a quantitative design, we sought to determine whether students exhibit a high level of satisfaction with peer assessment in writing and whether their communication skills improve through the use of peer assessment and feedback. To address the research questions, a Likert scale was employed, with rating criteria from strongly agree (4) to strongly disagree (1), to collect data, achieve the study's aim, and validate the hypotheses.

Research Participants
The population comprises all second-year students, totaling 124 individuals for the academic year 2023/2024. This study investigates the impact of peer assessment on the development of communication skills in EFL students' writing. Forty students were selected using a convenience sampling method. The sample comprises male and female participants from the English department at ENS of Laghouat, aged 18 to 22. They were administered a survey that required approximately five minutes to complete.

Table 2. Population Genre Distribution

Genre	Frequency	Percentage (%)
Male	12	30%
Female	28	70%
Total	40	100%

Procedures

A Likert scale was employed to gather data and validate the established hypotheses for the study. The initial scale questions aimed to identify students' attitudes regarding the use of peer assessment in writing. The survey's scale was determined by the following criteria: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

RESULTS AND DISCUSSION
Results

Prior to analyzing the collected data, it is essential to assess the validity and reliability of the survey. To establish validity, Pearson correlation was employed to assess the linear relationship between the study variables. Results are presented in Table 3.

Table 3. Result of Validity Test

Item	Pearson Correlation
Y1	.985
Y2	.372
Y3	.570
Y4	.956
Y5	.852
Y6	.986
Y7	.612
Y8	.884
Y9	.542
Y10	.923
Y11	.672
Y12	.394

The results indicate a significant correlation between the items, $r(40) = .985$, $p < .001$. Another notable correlation is Y10, $R = .923$, $p < .001$; Y4, $R = .956$, $p < .001$. The determinant values of the correlation matrices exceeded the P value of 0.01 for certain survey items, indicating the absence of multicollinearity effects in the data. Furthermore, other correlation coefficients were positive and statistically significant, ranging from 0.3 to 0.8, with $P < 0.01$.

Reliability refers to the consistency of a set of measurements obtained from a measuring instrument, commonly used to characterize a test. Evaluating the reliability of a research tool involves assessing the consistency among the components of a measurement instrument through the application of Cronbach's Alpha. The table below presents the findings from the reliability testing of the survey.

Table 4. Results of Reliability

Variables	N of Variable Items
- Development of Communication skills	(n= 07)
- Using Peer Assessment in Writing	(n= 05)
Chronbach's Alpha	α = 0.890

The results presented in Table 4 indicate a Cronbach's Alpha value of 0.890, exceeding the threshold of 0.60, thereby confirming the reliability and consistency of the survey. This research employs a quantitative approach to analyze the numerical data and classify the research variables. Development of peer assessment and communication skills. This study examined students' perceptions and attitudes regarding peer assessment in writing and its impact on improving their communication skills and communicative competence in writing. The researchers aimed to assess participants' satisfaction with peer

feedback and their degree of self-directed learning. Table 4 presents the students' responses to the initial scale question.

Table 4. Descriptive statistics on Peer Assessment in Writing

	N	Mean	Std. Deviation
I receive fundamental training on evaluating work and providing constructive feedback.	39	2,53	,853
I am able to collaborate with peers and provide constructive feedback on their work.			
I can review my work to evaluate potential areas for improvement.	38	3,18	,512
I am capable of reviewing content and making comparative assessments based on the assignment criteria and grading standards.	40	3,27	,678
I am capable of summarizing the opinions of others in a coherent manner.	40	3,42	,712
	40	2,95	,845
Valid N	37		

The table above utilizes the following scale criteria: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. The respondents' answers indicate a positive trend, as the maximum value for this scale is 4, representing strong agreement. The findings demonstrate that most students had a favorable response to peer assessment as a writing learning tool. The highest mean score on this scale pertains to the statement 'I can review content and make comparative judgments using the assignment criteria and grade' (M= 3.4250), indicating a significant level of satisfaction among respondents and their strong engagement with the process. The students responded to the second scale, which assesses their level of satisfaction with the use of Peer Assessment in writing tasks within the classroom. Results are presented in Table 5.

Table 5. Results of Descriptive statistics on students' satisfaction

	N	Mean	Std. Deviation
I can develop my critical thinking skills through peer feedback.	38	2,84	,855
I have the potential to enhance both my final products and my writing skills overall.	39	2,51	,823
I can reflect on my own work through the process of comparison.	40	2,52	,933
Evaluating another individual's writing enhances my understanding of the most suitable approaches and techniques.	39	3,12	,656
The process of peer assessment allowed me to recognize the strengths and weaknesses in my own work.	40	3,52	,640
The college should provide the internet access and computers for us.	39	2,84	,779
Commenting on the work of others helps me to identify multiple standards and to apply these to my own work.	39	2,79	,767
Valid N	36		

Table 5 presents the findings from the second scale of the survey regarding students' levels of satisfaction with the use of peer assessment. The results indicate that the majority of student responses are positive, as evidenced by the high frequency of the "strongly agree" option, which received the highest selection rate among respondents. The highest mean score for this scale is M = 3.52, associated with the item "The process of peer assessment allowed me to recognize the strengths and weaknesses in my own work." This indicates that the peer assessment process is effective in enhancing the writing performance of students at the ENS of Laghouat.

Furthermore, simple linear regression was employed to analyze the relationship between the study variables: peer assessment and communication skills. The results are presented in Table 6. The significance level is 0.026, which is less than 0.05. The table indicates that $F_{(1.14)} = 4.567$, $p = 0.026$, signifying that the model is statistically significant. The Adjusted R square is 0.217, indicating that 21.7% of the variance in communication skills can be accounted for by students' peer assessment. Furthermore, the analysis of the regression coefficients for the independent variable reveals that the slope for the peer assessment effect is $\beta = 1.105$, with a Y intercept of 1.105. This indicates that the equation representing the relationship between peer assessment and the development of communication skills is $Y = 1.105x + 1.108$, with a significance level of 0.026 and a t-value of 2.305. Consequently, we support our alternative hypothesis and reject the null hypothesis.

Table 6. Results of Simple Linear Regression

Adjusted R Square	F (1.14)	B	Y	Sig, P value
0.217	4.567	1.105	2.213	0.026

Before conducting this research, the findings indicated an enhancement in students' writing performance and communication skills, as well as favorable responses and attitudes from students regarding the use of peer assessment as a learning tool. This finding aligns with the research of Achouri and Mehiri (2021) and Lamara (2017), which highlights the importance of peer assessment in enhancing EFL students' communication skills and speaking proficiency.

Utilizing peer assessment for evaluating writing paragraphs encourages students to engage in critical thinking, make judgments, and apply evaluation within the learning process. This approach fosters inclusive interactions and enhances their communication skills. The majority of students exhibited increased self-direction, motivation, and communicative competence in the learning process, attributing this to the effectiveness and purposefulness of peer assessment.

To evaluate the first and second hypotheses H1 and H2, we can support our assumption based on the positive responses regarding the use of peer assessment, which yielded a mean of 3.42 and a standard deviation of 0.71, thereby rejecting the null hypothesis H0. The respondents agree that evaluating another's writing enhances students' understanding of the appropriate approaches and techniques to employ. Peer assessment can improve students' self-confidence and communicative competence in the classroom. This finding aligns with Lamara (2017), which confirmed the significant impact of peer assessment on students' writing proficiency and the advantages of employing peer assessment in writing instruction.

Discussion

The findings indicate that a majority of students are primarily driven by external motivations such as rewards and grades, rather than by an inherent desire to learn and achieve educational objectives. This reliance on extrinsic motivation may pose significant

challenges in fostering intrinsic motivation, which is crucial for the development of deeper learning and critical thinking skills. When students focus solely on external incentives, they may overlook the intrinsic value of the learning process, leading to superficial engagement with the material. This, in turn, can hinder the development of linguistic competence—the ability to use language accurately and appropriately—as well as communicative competence, which involves the capacity to convey and interpret messages effectively within diverse contexts.

To address these challenges, peer assessment emerges as a valuable pedagogical approach that offers both teachers and students an effective tool to achieve desired learning outcomes. Peer assessment is not merely a method of evaluation; it is an interactive process that encourages students to engage actively with learning materials and with each other (Dai & Wu, 2023; Evers & Chen, 2022). By participating in peer assessment, students learn to evaluate the quality of their own and others' work, fostering critical thinking and reflective skills. This process cultivates a more profound understanding of subject matter as students are exposed to diverse perspectives and standards of evaluation.

An essential component of peer assessment is peer feedback, which significantly contributes to the enhancement of students' writing skills. The finding is in line with Dai and Wu (2023) who argue that peer feedback promotes collaborative learning by encouraging students to exchange their work and critically evaluate its quality. This reciprocal process of giving and receiving feedback fosters a deeper level of engagement, as students must articulate their thoughts, justify their critiques, and consider constructive suggestions from their peers. Such interactions not only improve the quality of students' written work but also expand their cognitive frameworks and analytical skills. Furthermore, Fan and Xu (2020) found that providing feedback compels students to adopt a more evaluative stance towards their own work, thereby fostering self-assessment skills that are vital for lifelong learning.

The practice of peer feedback also aligns with the theoretical framework of communities of practice, as conceptualized by Wenger (1999). A community of practice refers to a group of individuals who share a common interest or profession and engage collaboratively to enhance their skills and knowledge. In the context of education, peer assessment facilitates the creation of such communities, where students actively participate in the shared enterprise of learning. Through peer feedback, students recognize the values, norms, and standards upheld within their academic community. This process of mutual engagement and shared learning not only reinforces academic competence but also nurtures a sense of belonging and accountability.

Furthermore, peer feedback enhances communication skills by necessitating that students articulate their critiques clearly and constructively. Engaging in discussions about work quality and offering reasoned judgments require students to employ higher-order thinking skills (Xianwei, Samuel & Asmawi, 2016). They must analyze the strengths and weaknesses of their peers' work, provide evidence-based feedback, and negotiate meaning within the group. This active engagement fosters critical communication skills (Zano, 2022), such as reasoning, articulating arguments, and giving constructive criticism, all of which are essential competencies in both academic and professional contexts.

Moreover, peer feedback serves as a medium for students to develop metacognitive awareness—an understanding of their own thinking and learning processes. When students evaluate their peers' work, they gain insights into alternative approaches and strategies, which they can then apply to their own tasks. This reflective process encourages deeper cognitive engagement and enhances students' ability to self-regulate their learning. As students become more adept at assessing both their own and others' work, they cultivate a habit of critical self-reflection, which is a cornerstone of academic growth and personal development.

The collaborative nature of peer feedback also fosters a sense of mutual responsibility and respect among students. As they engage in the process of evaluating each other's work, they develop empathy and understanding, recognizing the challenges their peers may face. This social dimension of learning contributes to the formation of supportive learning environments where students feel valued and motivated to excel (Zano, 2022). The reciprocal nature of feedback ensures that students not only benefit from receiving constructive critiques but also from the opportunity to contribute meaningfully to their peers' learning experiences.

Furthermore, peer assessment contributes to the democratization of the learning process. By involving students in the evaluation process, it shifts some of the authority traditionally held by instructors to the learners themselves. This empowerment fosters a sense of agency and ownership over their learning, encouraging students to take greater responsibility for their academic progress. Additionally, it nurtures a culture of trust and openness, where students feel confident in expressing their ideas and receiving feedback.

Peer assessment and feedback play a pivotal role in enhancing students' learning experiences. By promoting active engagement, critical thinking, and collaborative learning, peer feedback helps develop essential academic and communicative competencies. It encourages students to adopt reflective practices, engage deeply with learning materials, and participate actively in their communities of practice. Moreover, it fosters the development of essential skills, such as reasoning, articulation, and constructive critique, which are invaluable in both academic and professional contexts. As such, integrating peer assessment into educational practices is not only beneficial for academic achievement but also for the holistic development of learners as critical thinkers, effective communicators, and engaged members of their learning communities.

CONCLUSION

Investigating the impact of peer assessment alongside teacher assessment on the writing proficiency of ENS students in Laghouat is essential. Students may participate in peer assessment in writing following teacher assistance. Students may encounter challenges and time constraints, as well as feelings of shyness or discouragement regarding participation in peer assessment within the writing classroom. However, they have the capacity for self-regulation and can develop greater awareness and responsibility for their own learning.

Learners must understand the use of peer assessment in paragraph writing; however, familiarizing themselves with this approach presents an additional challenge for the teacher. Students may place greater value on feedback from their teacher compared to that from their peers. Students lack confidence in their own and their peers' capacity to provide effective feedback. Students occasionally provide praise solely to one another, resulting in a lack of familiarity with the criteria employed for evaluating their writing. Students can enhance their awareness of the criteria they employ by developing peer feedback sheets and grading rubrics, thereby increasing their comfort with the writing process.

RECOMMENDATION

A conducive learning environment is essential for students to collaborate comfortably with their peers. Future research should investigate the implementation of peer response and feedback in typical classroom settings to analyze its usage and student reception. Further research should examine the impact of peer assessment on the development of students' metacognitive skills and higher-order thinking skills within EFL classrooms.

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