

COLLABORATIVE ASSESSMENT IN EFL WRITING

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PREFACE

In the evolving landscape of education, the role of assessment has transcended traditional boundaries, emerging as a dynamic tool not merely for evaluating students' performance but for enhancing their learning experiences. This book, "Collaborative Assessment in EFL Writing," seeks to address a critical aspect of this transformation by exploring the potential of collaborative assessment practices to enrich essay writing instruction and foster deeper learning outcomes.

The genesis of this book lies in the recognition that essay writing is a fundamental skill that underpins academic success and effective communication. However, the conventional methods of assessment often fall short in providing the nuanced feedback that learners need to improve their writing skills. Collaborative assessment offers a promising alternative, shifting the focus from a solitary evaluation to a more interactive and reflective process. By involving peers in the assessment process, students gain diverse perspectives, learn to critically evaluate their own and others' work, and develop a more profound understanding of writing conventions and standards.

Throughout this book, we delve into the theoretical foundations and practical applications of collaborative assessment in the context of essay writing. The initial chapters provide a comprehensive overview of the principles and practices that underpin collaborative assessment, offering insights into how these methods can be effectively integrated into writing instruction. Subsequent chapters present a range of strategies, tools, and case studies that illustrate the application of collaborative assessment in diverse educational settings.

The objective of this book is twofold. First, it aims to provide educators with practical guidance on implementing collaborative assessment techniques to enhance their teaching practices and support student development. Second, it seeks to engage researchers and practitioners in a broader discussion about the implications of collaborative assessment for the future of writing instruction.

We believe that the collaborative approach to assessment not only enhances the quality of feedback but also empowers students to take an active role in their learning journey. By fostering a culture of mutual support and constructive critique, collaborative assessment encourages students to become more engaged, reflective, and self-directed learners.

We are deeply grateful to the many colleagues, students, and educators who have contributed to this work. Your insights, experiences, and feedback have been instrumental in shaping the content and direction of this book. We also acknowledge the support of our academic institutions and the broader educational community, whose commitment to innovation and excellence continues to inspire our work.

It is our hope that this book will serve as a valuable resource for educators seeking to embrace collaborative assessment in their essay writing instruction and for researchers interested in exploring this innovative approach further. Together, we can advance the practice of assessment to better serve our students and support their growth as effective writers and critical thinkers.

August, 2024

The Writers

ABOUT THE BOOK

Collaborative Assessment in EFL Writing is an essential resource for educators, researchers, and students in the field of English as a Foreign Language (EFL). This book provides an in-depth analysis of collaborative assessment methods specifically tailored to improving Writing skills among EFL learners. In an era where traditional assessment methods often fall short in addressing diverse learning needs, this volume explores the transformative potential of collaborative approaches. It highlights how collaboration between students, as well as between students and instructors, can lead to more effective and engaging learning experiences.

The book is structured to offer both theoretical insights and practical applications. It begins with a comprehensive overview of collaborative assessment theories, including the principles of formative assessment, peer feedback, and self-assessment. Building on this foundation, the book introduces a variety of collaborative assessment models and strategies, such as group writing activities, collaborative rubrics, and feedback sessions.

Each chapter is supported by case studies from a range of EFL settings, illustrating how these collaborative techniques have been successfully implemented and the outcomes they have produced. These real-world examples offer readers a clear picture of how collaborative assessment can be adapted to different classroom environments and learner needs.

In addition to theoretical and practical content, the book addresses the challenges and limitations of collaborative assessment, providing strategies for overcoming common obstacles. It also includes

actionable recommendations for integrating collaborative assessment into existing curricula, along with suggestions for future research in this evolving field.

Collaborative Assessment in EFL Writing is not only a valuable guide for enhancing essay writing instruction but also a catalyst for fostering a more interactive and supportive learning atmosphere. By embracing collaborative assessment practices, educators can help students develop stronger writing skills, critical thinking abilities, and a deeper engagement with the learning process.

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CHAPTER I

OVERVIEW OF LANGUAGE ASSESSMENT

1.1 Assessment in EFL Context

Assessment in the EFL (English as a Foreign Language) setting is an essential part of learning English. It includes various methods used to check how well students are learning the language and to help them improve. This assessment covers different language skills such as listening, speaking, reading, and writing. Good assessment not only measures students' current abilities but also provides feedback that helps guide their learning and teaching.

The theories behind language assessment in EFL come from both past and modern ideas. According to Bachman and Palmer (1996), assessments should be valid (measuring what they are supposed to measure), reliable (giving consistent results), and practical (easy to use). Alderson and Wall (1993) talk about washback, which means how assessments can affect teaching and learning. This shows that assessment and teaching are closely linked. Another important idea comes from Vygotsky's Zone of Proximal Development (ZPD), which is key to dynamic assessment. This approach looks at what students can achieve with some help, rather than just what they can do on their own (Vygotsky, 1978).

Types of Assessment

In EFL, there are several types of assessment:

- a. **Formative Assessment:** This is an ongoing process that helps monitor how students are learning and provides feedback to help them improve (Black & Wiliam, 1998). Examples include quizzes, drafts, and classroom discussions.

- b. **Summative Assessment:** These are used at the end of a learning period to evaluate students' overall performance. They are usually high-stakes and are used for grading or certifying students (Harlen, 2007). Examples include final exams and standardized tests.
- c. **Diagnostic Assessment:** This type of assessment is done before teaching starts to find out what students already know and what they need to learn (Heaton, 1990). It helps teachers plan their lessons.
- d. **Dynamic Assessment:** This method focuses on what students could learn in the future with some help. It involves testing students, giving them feedback, and then re-testing them to see their progress (Vygotsky, 1978).

Assessment Tools and Techniques

Different tools and methods are used to assess language skills in EFL:

- a. **Tests and Quizzes:** These are structured tools to measure specific language skills or knowledge. They can be used for both formative and summative purposes.
- b. **Portfolios:** Portfolios are collections of students' work over time. They show how students have improved and encourage them to reflect on their learning (Hamp-Lyons, 1997).
- c. **Self-Assessment and Peer Assessment:** These involve students evaluating their own or each other's work. Self-assessment helps students think about their own learning, while peer assessment promotes collaboration and critical thinking (Zimmerman & Schunk, 2001).
- d. **Observations:** Teachers assess language skills by watching students in various activities and interactions, which can provide insights into their practical use of language.

Assessment in EFL has some challenges, such as ensuring fairness, being sensitive to different cultural backgrounds, and matching assessments with teaching goals (McNamara, 2000). New technologies offer solutions to these challenges. Tools like digital testing and adaptive learning platforms provide new ways to conduct assessments and give feedback, making the process more interactive and effective (Reeves, 2012).

1.2 The Role of Assessment in Enhancing Language Acquisition

Assessment is a central component in the process of learning a new language. It encompasses various methods and practices designed to evaluate students' language abilities and progress, ultimately playing a significant role in enhancing language acquisition. This sub-topic explores how assessment contributes to language learning by guiding instruction, providing feedback, informing educational decisions, supporting learner autonomy, and boosting motivation and engagement.

Guiding Instructional Practices

Assessment provides essential information that guides instructional practices in language learning. Formative assessments, such as quizzes, classroom discussions, and written assignments, offer ongoing insights into students' understanding and proficiency. Black and Wiliam (1998) argue that formative assessments are crucial because they provide immediate feedback that can be used to adapt teaching methods and address areas where students are struggling. By continuously monitoring student progress, teachers can make real-time adjustments to their instructional strategies, ensuring that they meet the needs of all learners.

This dynamic approach helps to tailor lessons and activities to address specific learning gaps and reinforce key concepts.

For instance, teachers may use informal assessments like exit tickets or one-minute papers to gauge students' grasp of recently taught material. This information can then be used to modify subsequent lessons or provide additional resources to support learners. The feedback from formative assessments helps educators make informed decisions about what topics require further attention and how to adjust their teaching methods to improve student outcomes (Black & Wiliam, 1998).

Providing Feedback to Learners

Effective feedback is another critical function of assessment in language learning. Feedback helps students understand their performance, recognize their strengths, and identify areas for improvement. Hattie and Timperley (2007) highlight that feedback is one of the most powerful influences on student learning. It provides learners with specific information on how well they are doing and what they need to work on to improve their skills. Constructive feedback encourages students to reflect on their work, make necessary adjustments, and enhance their language proficiency.

For example, detailed comments on a writing assignment can help students understand common errors and how to correct them. Similarly, feedback on speaking activities can guide students on how to improve their pronunciation and fluency. This process of receiving and acting upon feedback is crucial for language development, as it helps students learn from their mistakes and build on their successes.

Informing Educational Decisions

Assessment results play a vital role in informing broader educational decisions. Summative assessments, such as standardized tests, final

exams, and end-of-term projects, provide valuable data on overall student performance. Harlen (2007) explains that these assessments help evaluate the effectiveness of language programs, curricula, and teaching strategies. By analyzing the outcomes of summative assessments, educators and policymakers can make informed decisions about curriculum changes, resource allocation, and instructional practices.

For instance, if a particular language program consistently shows lower performance on reading comprehension assessments, it may indicate a need to revise the reading curriculum or provide additional training for teachers. The data from assessments can drive evidence-based improvements and ensure that educational practices are aligned with students' needs and learning objectives.

Supporting Learner Autonomy

Assessment also plays a crucial role in fostering learner autonomy. Self-assessment and peer assessment are valuable tools that encourage students to take an active role in their own learning. Zimmerman and Schunk (2001) discuss how self-assessment allows students to evaluate their own work, set personal learning goals, and develop a deeper understanding of their strengths and weaknesses. This process helps learners become more self-directed and motivated to improve their language skills.

Peer assessment, where students assess each other's work, provides additional perspectives and encourages collaborative learning. By engaging in peer review, students learn to critically evaluate language use and provide constructive feedback, which enhances their own understanding of language concepts. These assessment practices

promote a sense of ownership over the learning process and support the development of critical thinking and reflection skills.

Enhancing Motivation and Engagement

Assessment can significantly impact students' motivation and engagement in language learning. When assessments are designed to be meaningful and aligned with learning goals, they can increase students' intrinsic motivation. Dörnyei (2001) argues that assessments that are perceived as fair and relevant help to boost students' motivation by providing clear goals and a sense of accomplishment. Engaging assessments, such as interactive activities and project-based tasks, can make learning more enjoyable and encourage students to actively participate in their language studies.

For example, incorporating gamified assessments or real-life tasks that relate to students' interests can make the learning process more engaging. When students see the practical value of their assessments and receive positive reinforcement, they are more likely to stay motivated and committed to their language learning journey.

CHAPTER II

ASSESSMENT IN EFL

2.1 Alternative Assessment

In EFL learning classroom, assessment is a part of teaching aspects which is incidentally or intendedly conducted by teacher to portrait students' performance during or after the learning process. Teacher uses assessment to collect various information from the classroom regarding students' needs, their strengths and weakness, their communicative and critical thinking skills, and their progress or achievement in learning, and so forth. Assessment is a method or technique that includes a broader context, not specifically refers to formal testing, but also informal ones. Many teachers are often tied in the situations in which they are puzzled or confused to select and apply appropriate types of assessment in the classroom. The presence of many alternative assessments in today's EFL teaching can be the alternative solutions to create effective assessments that become continuous tasks for completing the instructional objectives and the success of learning in general.

There have been many changes in classroom assessment nowadays due to some factors such as technology, new learning circumstances or social conditions, students' needs, new approaches or methods of teaching, etc. Traditionally, assessment was considered as a medium for teacher to provide an index of learning, to measure what was taught, to test students' comprehension or achievement on the subject matters learned (Earl & Katz, 2006). However, some alternative classroom assessments have been applied and investigated for its effectiveness on EFL instructions and researches. Alternative assessment

is aimed at creating more effective and efficient assessment which focuses on the students so that it enables them to figure out their strengths and weakness in learning. According to Brown and Abeywickrama (2010) cited in (Fahim, Miri and Najafi, 2014) alternative assessment is worth the time and cost since it offers washback and authenticity.

Washback is very beneficial to students for their future learning improvement. The term “washback” refers to an effect of assessment or testing on teaching and learning. Many researches have investigated the effect of testing on students’ language skill performance. (Kurosh khanshan, 2018) revealed that the entrance exam brought a positive feedback on learners’ reading skill. (Safitri, 2018) also found that testing had both positive and negative effects on students’ writing in which students’ anxiety level increased but their performance decreased. Meanwhile, (Muñoz and Álvarez, 2010) investigated the effect of oral assessment system in EFL classroom in which the results showed that it gave positive effects in some areas examined. Drawn from the results of the existing researches, washback benefits both teachers and students in some ways. Teachers are challenged how to make classroom tests as learning tools or events so that washback is achieved (H. D. Brown, 2004). Teachers can give appreciations when students perform correct or right answers or responses, and their incorrect ones can be used as future works to fix. Teachers can also suggest the best strategies or methods used in the classroom. Meanwhile, washback enables students to do reflection on both cognitive and metacognitive aspects of learning. They can diagnose their strengths and weakness in learning and do reflection.

Another benefit of alternative assessment is that it provides authenticity. It is one of the principles of language assessment (H. D.

Brown, 2004). It refers to the degree of relationship between a given language test tasks to the features of a target language task. It is also about how a test or task to be enacted on the basis the real-life situations. Moreover, it refers to the output quality which relates to the task or test and the processing of input of the students. (H. D. Brown, 2004) stated that a test is considered to be authentic when it meet the criteria such as the language in the test is as natural as possible, items are contextualized rather than isolated, topics are meaningful (relevant, interesting) for the learner, and some thematic organization to items is provided, such as through a story line or episode.

In regard to the benefits of providing washback and authenticity, alternative assessment can be employed in the classroom as a learning method or technique during learning process. Simply, in the others words, it can be used as assessment *for* learning (AFL) and assessment *as* learning (AaL).

2.2 Assessment for Learning (AFL)

Classroom assessment generally covers both formative assessment and summative assessment. Assessment *for* learning (AFL) refers to formative assessment aimed at improving the teaching and learning process. Through AFL, teacher provides descriptive feedback rather than scores to the students so that they are able to diagnose their strengths and weaknesses in leaning (Fitriyah et al., 2022). Teacher can also use assessment to improve their teaching in terms of selecting best strategies or approaches for further works and finding solutions on students' problems or mistakes in testing. According to (Earl and Katz, 2006), AFL helps teacher figure out students' understanding in order to decide what to do with the students' progress. Teacher uses AFL to

identify what students can do and reversely. Meanwhile, students learn in their own way and perceive some concepts or pattern to move along the continuum from emergent to proficient. According to Green (2018), the success of AfL depends on the ability of teacher to design assessment procedures and to generate appropriate information, and to inform pedagogical practices in future. Regarding the definitions previously described, it can be concluded that AfL is used as a device during the teaching and learning process to do reflection on what the students and teacher have done, how to cope with the problems encountered in the classroom, and plan improvement for further learning process.

In order that AfL is to be effective for classroom learning, it has to meet some principles. ARG (2002) found that there are 10 research-based principles of AfL as presented in the following table.

Table 1 *Ten Principles of Assessment for Learning*

<p>1. AfL is part of effective planning</p>	<p>Creating an effective plan in teaching and assessment is very crucial to achieve instructional goals or the learning success. Teacher should make strategies in order that the students understand the goals and lead them do reflection through the given feedback. Through the reflection, students know what they perceive or progress and plan what to do for further learning.</p>
<p>2. AfL focuses on how students learn</p>	<p>The process of learning is conducted on the bases of planned teaching and assessment and interpreted evidence in the classroom. It is to ensure that students understand what to do for their progress in learning.</p>
<p>3. AfL is a central of classroom practice</p>	<p>Assessment in the classroom covers a broader context in which it takes in a number of forms. It not only occurs when the students demonstrate their knowledge and skills, but also how they interact with others is also</p>

	investigated. From this, teacher can make judgment about how learning can be improved.
4. AfL is a key professional skill	Teacher should have professional knowledge and skills in planning and conducting assessment activities in the classroom. These are beneficial for the students to gain more progress in learning by doing self-assessment.
5. AfL is sensitive and constructive	Teacher should take a concern on giving feedback to the students in forms of comments, opinions, etc., by using appropriate and acceptable language in the classroom since each student is different in receiving feedback. The feedback should be constructive focusing on the lesson rather than the personal issues.
6. AfL fosters motivation	Assessment should more emphasize on the progress and achievement than failure. The assessment techniques or methods should maintain students' autonomy and provide constructive feedback and create opportunity for self-direction.
7. AfL promotes understanding goals and criteria	Students need to understand the goals of learning and the criteria to assess their progress in learning. More than that, they should be involved partly in deciding the goals and criteria through the discussion with teacher so that they have understanding and commitment to follow the criteria to achieve progress in learning. Self- and peer-assessment practices also need to be engaged.
8. AfL helps learners know how to improve	Assessment enables students to figure out their strengths and weaknesses in learning. Students need guidance and advice from their teacher to move forward. Teacher should provide some steps in developing their progress or achievement and help them with solution over the weaknesses.
9. AfL develops the	Self-assessment deals with self-regulation and

capacity for self-assessment.	self-monitoring strategy. Independent learners tend to be autonomous in generating, selecting, synthesizing, and analyzing information or sources of learning. Thus, teacher should provide more opportunities for the students to do self-reflection.
10. AfL recognizes all educational achievement	Assessment should provide more opportunities to the students to learn all areas of education in which they can perform the best and their efforts are recognized.

Drawn from table 1, AfL is crucial for students, teacher, and the learning itself. For students, it is considered as one of the most powerful ways to improve their learning and to develop it further. For teacher, AfL gives wide opportunities to improve the instructional process; selecting appropriate techniques or methods, setting up and also raising standards, and developing their knowledge and professional skills. Moreover, it promotes the quality of learning by providing accuracy and consistency of observations and interpretations of student learning, clear, detailed learning expectations, as well as constructive feedback to the students.

Another form of assessment regarding its purpose is assessment *as learning* (AaL). Both AfL and AaL are inseparable as they are applied during the learning process. AfL focuses on improving students' learning, developing teacher's professional knowledge and skills, and promoting the quality of learning. However, AaL focuses more on students and emphasizes assessment as process of metacognition (Earl & Katz, 2006). Such an assessment emerges from the idea that learning is not only about transferring knowledge from someone who is not knowledgeable to someone who is not, but also it is about how students perceive knowledge through active process of cognitive restructuring when they gather new ideas. Berry (2008) defines assessment *as learning* as learners' capacity

to do reflection upon their progress of learning relating to personal, academic goals, and assessment criteria.

Despite its focus on the students, assessment *as* learning extends the role of teacher in the classroom. Teacher should create the instruction and assessment in which students have opportunities to do self-direction: to think about their learning strategies, to monitor their progress, to plan for the next learning, etc. Teacher should also encourage them to make use their metacognitive skills in learning instead of the cognitive ones. Students not only focus on what they perceive, but also on how to do that. Thus, in simply words, it can be concluded that assessment *as* learning leads students to do self-assessment.

The key issue of self-assessment is learner autonomy. The current phenomenon has shown that EFL teaching has been redefined. Its focus is not only how to teach students in order to be competent in language use, but also to be self-reliance or autonomous (Illés, 2012). While learners autonomy refers to the ability of the learners to be in charge of their own learning: to set their own goals, to take part in determining the contents, to set up techniques or strategies, to assess progress, and so forth. An Autonomous learner is decisive (Ya-Hui Chang & Patrick Geary, 2015). As a decision maker, he/she is in charge of all conditions of learning. In a broader context for EFL learners, the autonomy should also include the ability to manage and monitor language use affecting the learning process.

To sum up, both assessment *for* learning and assessment *as* learning are conducted during the learning process. Assessment *for* learning benefits teacher, students, and the quality of learning itself while assessment *as* learning focuses more on students. So, assessment *as* learning is a part of assessment *for* learning. In classroom practices,

assessment *for* learning in particular, can be used as a method or technique of instruction as it incorporates self-assessment, peer-assessment, and teacher-assessment. The integration of those three assessments form collaborative assessment (CA).

2.3 Assessment as Learning (AaL)

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To sum up, both assessment for learning and assessment as learning are conducted during the learning process. Assessment for learning benefits teacher, students, and the quality of learning itself while assessment as learning focuses more on students. So, assessment as learning is a part of assessment for learning. In classroom practices, assessment for learning in particular, can be used as a method or technique of instruction as it incorporates self-assessment, peer-assessment, and teacher-assessment. The integration of those three assessments form collaborative assessment (CA).

CHAPTER III

COLLABORATIVE ASSESSMENT

Collaborative assessment (CA) may take several forms. It can self- and peer-assessment, self- and teacher-assessment, peer- and teacher-assessment, and self-, peer-, and teacher assessment. CA endorses students with the area of autonomy in learning, increases their awareness of the benefits of assessment for them (Rakhshan & Fathi, 2022). Students becomes more self-reliance responsible for their learning experience. CA also benefits students to have a high level of exposure in learning in a positive way (Septiani, 2017). Moreover, CA has potential impacts to facilitate students in meaningful arguments and discussions with their peers and teachers (Fahim et al., 2014). CA, indeed, is a type of alternative assessment, on the contrary of traditional assessment, that can be employed in the classroom in order that students are engaged in the activities of reflection due to the feedback gathered from their peers and teachers. In addition, the collaborative assessment the main focus discussed in this book refers to the integration among self-assessment, peer-assessment, and teacher assessment.

3.1 Self-Assessment

Self-assessment (SA) is a doorway to learner autonomy. It is neither a new technique of assessment, nor a matter of grading and scoring students' works on their own, but it encourages students to be aware of their own learning, to get to know further how they perceive knowledge, use strategies, identify challenges and to cope with it. SA is a source or a media in with students as assessors which use various instruments or methods that can be applied in any learning outcome (Freeman and

Lewis, 1998). Matsuno (2009) maintains that in L1 assessment, self-assessment is considered as an effective tool which helps students to understand the purpose of the assignment and the assessment criteria (Oscarson, 2009) and to improve, which softens the blow of a bad grade by helping students understand the reasons for their grade (Taras, 2010).

Self-assessment is a varied form of evaluation enabling students to examine, develop, and gauge their own performance. Brown (2004) argues that self-assessment in language learning is grounded in established principles of second language acquisition, with autonomy being a critical factor for effective learning. He suggests that fostering intrinsic motivation is essential for acquiring skills successfully, and self-involvement by learners enhances this motivation. (Birjandi & Tamjid, 2010) supports these views by emphasizing how self-assessment helps learners better understand their learning goals and needs, thereby increasing their motivation and goal orientation. Additionally, Birjandi & Tamjid (2010) provides further reasons for implementing self-assessment, noting its importance beyond traditional educational settings and its role in cultivating student responsibility through reflective learning habits. Overall, integrating self-assessment into language courses enables learners to track their own progress and enhances their motivation and ability to set and achieve goals.

The reasons for adopting self-assessment can differ, often stemming from the practical difficulty teachers face in consistently tracking each student's evolving learning needs. Oscarson (2009) outlines six reasons for implementing self-assessment procedures. Firstly, he emphasizes that self-assessment enhances learning by providing learners with skills in evaluation, which positively impacts language acquisition. Secondly, it increases awareness among both

students and teachers regarding perceived skill levels. Self-assessment encourages learners to engage more deeply with course content and develop critical attitudes towards their learning process. Thirdly, self-assessment fosters motivation by focusing learners on goal-setting and reflection. Fourth, involving learners in assessment broadens their perspective on the assessment process itself. Fifth, by practicing self-assessment, students become active participants in their evaluation, sharing assessment responsibilities with their teachers. Lastly, self-assessment supports long-term benefits, as it aligns with the autonomy required for effective language learning, enabling learners to monitor their progress effectively.

Self-assessment has attracted significant attention in foreign language education as one form of measuring learners' language competencies. Self-assessment has emerged as a pivotal aspect of foreign language education for evaluating learners' language skills. (Oscarson, 2009) advocates for learner-centered assessment methods, asserting that active student engagement in the learning process is paramount, with self-assessment taking precedence over other forms of evaluation. Oscarson also highlights the benefit of self-assessment in boosting learners' confidence during tasks, thereby enhancing their self-efficacy. According to Bandura (1986), self-efficacy refers to an individual's belief in their ability to successfully accomplish tasks. It is suggested that self-efficacy plays a critical role in language learning, potentially facilitating or hindering learners' progress, surpassing the influence of knowledge, skills, or previous achievements.

Andrade (2016) highlighted teachers' concerns about relinquishing assessment control to students, fearing potential declines in standards and inflated self-assessments. They also noted tensions

arising from differing expectations between teachers and students. Taras, 2010) stressed the importance of learners actively engaging to understand teachers' expectations in all forms of self-assessment. He observed that teachers often evaluate social skills in classrooms to reinforce rule adherence rather than focusing solely on academic achievement. Spiller et al. (2012) provided examples where self-assessment could be misapplied, such as when assessments are guided by external criteria or individuals outside the field. Andrade (2016) and Spiller et al. (2012) underscored the importance of adequately preparing assesses, offering support, providing feedback, and ensuring assessment outcomes are effectively utilized.

Brown (2005) argued that the effectiveness of self-assessment depends on the specificity of performance aspects and criteria evaluated, suggesting that greater specificity improves assessment accuracy. They cautioned against expecting uniform accuracy across all assessments, as accuracy can vary based on life experiences and developmental stages. Dunning et al., (2004) extensively discussed flaws in self-assessment, highlighting issues such as students over-scoring themselves and underestimating task completion times. Axiak (2023) specified that the effectiveness of self-assessment is influenced by factors like the learner's relationship with the teacher, communication methods used, and how feedback is delivered, noting that fear of teachers can hinder effective feedback reception.

Andrade (2016) asserted that effective self-assessment requires awareness of its value, clear assessment criteria, specific tasks or performances to assess, models and guidance for self-assessment, practice, diverse feedback methods, cues on appropriate self-assessment timing, and opportunities for task or performance improvement. Studies

have explored implementing self-assessment in language learning, acknowledging its potential benefits alongside challenges. Regehr & Eva, (2006) argued that not all learners can effectively self-assess, cautioning against overly optimistic views on self-assessment efficacy. They further added that some find self-assessment challenging, potentially increasing lecturer workload due to ongoing guidance needs and risks of perceived grade inflation.

Self-assessment in education contexts is valued for fostering student reflection and growth (Masruria & Anam, 2021). Sahebkhair (2018) highlighted using self-assessment portfolios to enhance writing skills, emphasizing learner-centered approaches. Kalykbayeva et al., (2021) suggested that self-assessment encourages students to objectively monitor learning progress, reducing anxiety and promoting personal and social development. Ratminingsih et al. (2018) identified three key elements of self-assessment: assessment tasks, criteria, and assessment forms, stressing the importance of clear rubrics for effective use. Teachers play a crucial role in supporting self-assessment in language learning, especially in speaking performance, where students may be less familiar with self-assessment (Lam, 2017).

Ratminingsih et al., (2018) emphasized teacher monitoring's role in facilitating accurate self-reflection and improving student engagement in assessments. They further suggested that self-assessment involves stages of self-monitoring, self-judgment, and setting learning goals, promoting ongoing student engagement and awareness of learning progress. Literature suggests students prefer self-assessment over teacher assessment due to increased involvement in setting criteria, perceived fairness, and the ability to communicate performance issues and receive feedback for improvement (Andrade, 2016; Spiller et al.,

2012; Taras, 2010).

3.2 Peer-Assessment

Peer assessment (PA) is recognized as an "assessment for learning" approach that prioritizes learner-centered evaluation and has been widely studied for more than four decades (Chang & Lin, 2020; Hoffman, 2019). It involves students evaluating a peer's performance by assigning scores or grades and providing written or oral feedback. PA is valued for its pedagogical benefits, allowing students to participate actively in assessment by evaluating their peers' learning processes and outputs. Research shows that PA supports learning by providing students with feedback on their performance against specific criteria, highlighting strengths, weaknesses, and suggestions for. Peer assessors also benefit by gaining exposure to different ideas and writing samples, and by internalizing assessment standards (Smyth & Carless, 2021).

Nhat & Quynh (2021) defined peer assessment is an interactive form of evaluation that helps students track their academic progress and aids teachers in enhancing learning outcomes. Researchers such as Strijbos & Sluismans (2010) emphasize that peer assessment in education allows students to give feedback to their peers on their performance, fostering discussion, reflection, and mutual learning. Therefore, integrating peer assessment more extensively into teaching environments can effectively support both teachers and students in achieving their educational objectives.

Several studies have explored the benefits of implementing peer assessment in language learning. Meletiadou (2021) argued that PA enhances learners' writing comprehension, promotes self-correction, encourages resource checking, and stimulates learners to take

responsibility for their assignments. It also increases learners' attentive reception of feedback, frequency of feedback, and reduces teachers' workload. In EFL classes, PA aims to prompt learners to reflect more deeply on their own writing (Hicks et al., 2016). As students compare their work with peers and receive feedback from them and teachers, they engage in meaningful discussions, exchange ideas, clarify points, ask questions, and reflect on their choices (Zhu & Carless, 2018). Peer assessment is thought to enhance learning because peers can provide feedback that is sometimes more effectively received and understood than feedback from teachers. Studies suggest that revisions prompted by peer feedback often yield more successful outcomes than those prompted solely by teacher feedback, although peer feedback can sometimes introduce uncertainty (Allen & Mills, 2016).

In teaching writing to EFL learners, peer assessment is viewed as a practical and efficient method. By reviewing and providing feedback on their peers' writing, students not only identify errors in their own work but also learn from their peers' assessments. This process also strengthens relationships between teachers and students, and thus is essential in education because it helps both teachers and students identify strengths and weaknesses through peer evaluations, crucial for refining learning strategies, addressing writing errors, and enhancing writing skills (Abolfazli Khonbi & Sadeghi, 2012).

Referring to Meletiadou, (2021), peer assessment is beneficial for enhancing learning, adheres to several principles. Firstly, it should support self-regulation, allowing learners to monitor their progress, set goals, develop strategies, manage resources, and work consistently towards their goals (Lee & Hannafin, 2016). Teachers should clearly communicate expectations and objectives, explain assessment criteria,

collaborate with learners to design assessment rubrics, and provide opportunities for peer feedback (both scores and comments) aligned with these criteria. Engaging students in PA can motivate low-achieving learners to persevere and overcome learning challenges, as they perceive support and shared concerns from their peers (Barrot, 2016).

Peer assessment has been widely integrated into higher education for some time (Venables & Summit, 2003). However, challenges exist with peer assessment. Nhat and Quynh (2021) highlight that students often prioritize teacher feedback over peer feedback, potentially diminishing the value of peer assessments. Inadequate teacher assessment can negatively affect student motivation and commitment to learning. Moreover, concerns about bias and the reliability of peer judgments can undermine students' confidence in peer assessment, leading to reluctance in providing constructive feedback or accepting peer assessments. Additionally, peer assessment may induce stress among EFL learners who fear teacher evaluations and seek to impress both teachers and peers with their writing improvements, potentially leading to anxiety and dissatisfaction with outcomes. Some students may also perceive peer assessment as unfair if it influences their final grades, further complicating its implementation in writing education.

Despite the promising benefits of the implementation of peer assessment in the class, some studies indicate that learners may perceive PA as lacking purpose, as peers are not considered experts and tend to provide overly positive feedback to friends, while ultimately teachers make the final decisions (Meletiadou, 2021.; Wu & Schunn, 2020). Moreover, PA may be viewed as irrelevant when the primary aim is to improve performance in high-stakes external tests (James et al., 2018),

given that peers may lack the expertise and subject knowledge that teachers possess.

3.3 Teacher-Assessment

Teacher assessment is an essential aspect of educational evaluation, focusing on various methods and frameworks to gauge educators' effectiveness, support their professional growth, and measure their impact on student learning. This review integrates current research and theoretical insights on teacher assessment, examining its development, methodologies, and effects on educational practices. Traditionally, teacher assessment centered on summative evaluations, often driven by administrative requirements and standardized testing. Early models, such as those proposed by Tyler (1949) and Bloom (1956), emphasized objective measures and standardized assessments to evaluate educational outcomes. However, the field has evolved over time to embrace more complex and formative approaches, acknowledging the intricate nature of teaching and learning.

Teacher assessment methods have become more varied, encompassing both quantitative and qualitative approaches.

a. Quantitative Approaches:

- a. **Standardized Testing:** These tests are frequently used to evaluate the impact of teaching on student performance. However, Kane (2013) points out that relying exclusively on standardized test scores has limitations, including concerns about test validity and the influence of contextual factors.
- b. **Value-Added Models (VAM):** VAM seeks to measure the contribution of teachers to student learning growth. While VAM provides insights

into teacher effectiveness, Braun (2005) notes that these models may oversimplify the complexities of teaching and learning.

b. Qualitative Approaches:

- a. Classroom Observations: Observations by peers, administrators, or external evaluators offer detailed insights into instructional practices. Pianta (2006) notes that structured observation tools, like the Classroom Assessment Scoring System (CLASS), can be informative but must be implemented carefully to avoid bias.
- b. Self-Assessment and Reflective Practice: Encouraging teachers to engage in self-assessment and reflection supports their professional growth. Schön (1983) and Popham (2009) highlight the benefits of reflective practice in fostering continuous improvement and adapting to diverse classroom contexts.

Teacher assessment is increasingly seen as vital for professional development. Effective assessments not only evaluate performance but also guide teachers' growth. Darling-Hammond and McLaughlin (1995) stress that assessments should be part of a broader support system, including mentoring, collaborative learning communities, and targeted professional development. Kennedy (2016) supports this view, suggesting that formative assessments, which provide ongoing feedback and opportunities for growth, are more effective than summative assessments in promoting teacher development. Integrating assessment data with professional learning opportunities can enhance teaching practices and improve student outcomes.

Despite its advantages, teacher assessment faces several challenges. One significant issue is potential bias in evaluation processes. Danielson (2007) indicates that subjective judgments in observational

assessments can lead to inconsistent evaluations. Additionally, high-stakes evaluations may pressure teachers to focus on test performance, potentially undermining broader educational goals (Cochran-Smith, 2006). Furthermore, the implementation of high-stakes teacher evaluations has been debated. Critics argue that these systems can create high-pressure environments, increasing stress and reducing job satisfaction among teachers (Sahlberg, 2011). Thus, balancing accountability with support is essential to ensure that teacher assessments positively contribute to the educational system.

Teacher assessment involves the ongoing observation and evaluation of individual students by teachers, based on their demonstrated skills over time, often supported by tests and exercises tailored to each student. This form of assessment is integral to the teaching process, from planning and developing assessment tasks to making informed judgments about student progress and learning outcomes (Aghajanzadeh Kiasi & Movahedi, 2021). Matsuno (2009) emphasizes that teacher assessment entails teachers evaluating students' processes, performances, and learning outcomes, providing feedback to help improve weaknesses, and proposing alternatives to psychometric assessments.

Assessment plays a crucial role in academic learning, influencing teaching and learning outcomes significantly Suri & Krishnan (2020). Teachers need a deep understanding of assessment trends, issues, and effective assessment practices to ensure its efficacy (Isnawati, 2023). Hattie and Timperley (2007) underscore the importance of assessing students' learning processes, stating that effective teaching and learning hinge on effective assessment practices. However, dedicating substantial teaching time to assessment alone is insufficient without teachers

possessing adequate assessment knowledge and skills, especially critical in language learning assessments due to their multifaceted nature (Isnawati, 2023).

Giraldo (2018) and Gultom (2016) stress that language teachers must possess comprehensive knowledge, skills, and principles of language assessment to effectively evaluate their students' learning achievements. Evaluation encompasses a broader scope and function compared to assessment and testing, serving as a means to gauge the effectiveness and appropriateness of teaching and learning processes through various methods such as observation, interviews, tests, and classroom assessments (Brown, 2005). Assessing students comprehensively requires teachers to consider multiple aspects in determining their final scores.

In the changing landscape of education, there is ongoing debate among educators and academics regarding methods used to assess student learning. Traditional assessment methods refer to long-standing testing practices that have dominated educational practices for many years. These assessments typically follow standardized formats and emphasize measurable outcomes such as tests, quizzes, and exams. They are designed to provide clear, objective evaluations of student performance based on predetermined criteria. Traditional assessments, also known as teacher assessments, offer advantages in terms of their objectivity and consistency, establishing a uniform benchmark for measuring student achievement and enabling comparisons across different educational contexts.

Furthermore, traditional assessments are efficient because they can be administered to large groups simultaneously, saving time and resources. However, they also have drawbacks. Firstly, they often have a

narrow focus, prioritizing memorization over critical thinking and problem-solving skills, which may not fully capture the breadth of a student's abilities. Secondly, the high-pressure nature of traditional assessments can lead to significant stress and anxiety among students, potentially impacting their performance negatively.

The decision between traditional and alternative assessment methods depends on educational goals and desired learning outcomes. Traditional assessments effectively measure specific knowledge and skills in standardized conditions but may not fully capture a student's overall abilities or potential. In contrast, alternative assessments prioritize holistic evaluation, promoting deeper understanding and practical application of knowledge, though they may face challenges in consistency and implementation. The ongoing debate between traditional and alternative assessments highlights the complexities of measuring educational success. Each approach has its strengths and weaknesses, suggesting that an optimal strategy might involve integrating both methods in a balanced manner, tailored to meet the specific needs and objectives of the educational context. As education evolves, so too will assessment strategies, aiming to create environments that nurture diverse talents and prepare students for future challenges.

Future research in teacher assessment should aim to develop more comprehensive and context-sensitive approaches. Utilizing mixed-methods designs that combine quantitative and qualitative data can offer a fuller understanding of teacher effectiveness. Exploring innovative assessment tools and technologies, such as digital portfolios and adaptive systems, may also enhance the accuracy and usefulness of evaluations. Moreover, fostering a collaborative approach to assessment, where teachers are actively involved in designing and implementing evaluation

systems, could improve relevance and acceptance. Engaging educators in discussions about assessment criteria and processes may lead to more equitable and effective evaluation practices.

Teacher assessment is a dynamic field that continues to evolve, driven by the need to enhance educational outcomes and support teacher development. While traditional methods such as standardized testing and value-added models have their place, contemporary research advocates for a more nuanced and integrated approach. Emphasizing formative assessments, reflective practice, and professional development can help create a more supportive and effective evaluation system. Addressing the challenges associated with teacher assessment, including bias and high-stakes pressure, is crucial for ensuring that assessments contribute positively to both educators and students. Future research should focus on refining assessment methodologies and exploring innovative practices to further improve the quality and impact of teacher evaluations.

CHAPTER IV

COLLABORATIVE ASSESSMENT OF WRITING

4.1 The Nature of Academic Essay

An essay is often a brief composition that is written from the author's perspective. An essay is defined by Oshima & Hogue (2003) as a composition containing multiple paragraphs. It is, like a paragraph, focused on a single subject. Nonetheless, we must break up an essay's topic into multiple paragraphs because it is too complicated to cover in one. An essay consists of three primary sections: the introduction, body, and conclusion. The chart below illustrates how the components of a paragraph align with these sections of an essay (Oshima & Hogue, 2006).

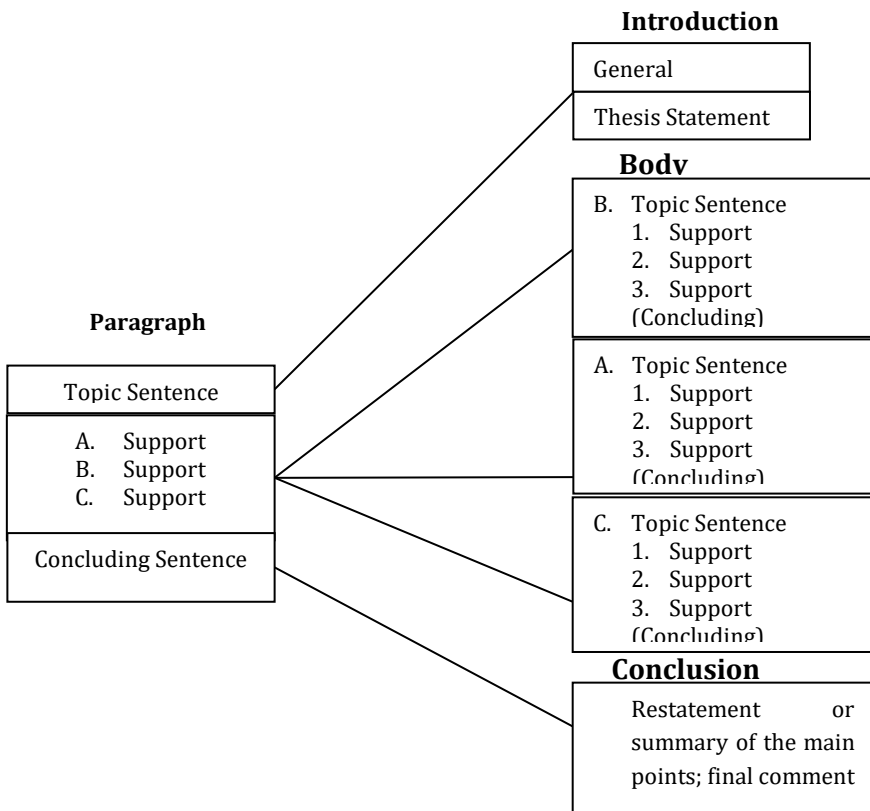


Figure 1 *The Structure of an Essay*

I. Introduction

The introductory paragraph has two main components: general statements and a thesis statement. General statements introduce the essay's broad topic and engage the reader's interest. The thesis statement, akin to a topic sentence in a paragraph, specifies the essay's topic, outlines its subtopics or subdivisions, indicates the organizational pattern of the essay, and typically appears as the final sentence of the introduction. There are two primary types of essay introductions: the funnel introduction and the attention-getting introduction (Oshima & Hogue, 2003).

A. Funnel Introduction

This kind of introduction is shaped like a funnel, wide at top and narrow at the bottom. It starts with one or two or more general sentences about the topic and then moves into the specific area of the topic which states the whole problems of the essay. For example, if we make an essay on 'Consuming drugs is harmful for many reasons', the general statements in the introductory paragraph could be about the general issues of drugs consumption

B. Attention-Getting Introduction

This kind of introduction varies in some kinds; (1) dramatic, interesting or funny story, (2) surprising statistics or facts and (3) historical background.

II. **Body**

The body of an essay typically comprises one or more paragraphs. These paragraphs serve a similar function to supporting sentences within a larger paragraph. Their primary role is to expand on the topic and substantiate key points. According to Oshima and Hogue, (2003), a body paragraph is structured around specific patterns such as chronological order or comparison and contrast. Depending on the topic, a combination of these patterns may be necessary.

(a) Logical Division of Ideas:

A fundamental essay structure involves the logical division of ideas. This method is particularly suited for discussing causes, reasons, types, qualities, methods, advantages, and disadvantages. To effectively organize such an essay, it is essential to: (1) break down the topic into subtopics, dedicating a separate paragraph to each, (2) formulate a thesis statement that outlines this logical division, and (3)

utilize transitional phrases between paragraphs to smoothly guide readers from one subtopic to the next.

(b) Thesis Statements for Logical Division of Ideas:

In a logical division essay, the thesis statement often specifies the number of subtopics that will be discussed:

Native Australians have made valuable \ contributions to modern Australian culture in four main areas.

The raising divorce rate in Indonesia is caused by three factors.

The thesis statement may even name the specific subtopics:

Native Australians have made valuable \ contributions to modern Australian culture, particularly in the areas of language, art, food and government.

The raising divorce rate in Indonesia is caused by three factors; financial problems, women owned higher professional status in a family, and different views on marriage life.

Paired conjunctions (both.....and, not only.....but also) are an especially effective way to list two subtopics:

Young people in my culture have less freedom than young people in the United States not only in their choice of lifestyle but also in their choice of careers.

Puppies, like children, need both love and discipline to become responsible members in the society

A colon (:) is often useful before lists of two, three, or more subtopics in a thesis statement:

Young people in my culture have less freedom than young people in the United States in three areas: where they live, whom they marry, and what their job is.

Living in a city is different from that of a town in two areas: job opportunities and cost of living.

c. Thesis Statements Pitfalls

A thesis statement holds paramount significance within an essay, necessitating meticulous thought and attention during its composition. It is crucial to steer clear of the following issues.

Problem 1 : The thesis is too general

Too general : Smoking needs to be prohibited

Improved : Smoking needs to be prohibited for three reasons.

Problem 2 : The thesis makes a simple announcement

Too general : I am going to write about why free sex is dangerous.

Improved : Free sex is dangerous for some reasons.

d. Transition Signals between Paragraphs

Connecting paragraphs through transitions assists readers in understanding the relationships between subtopics. Introduce a transition at the beginning of the second paragraph's topic sentence to link it to the preceding paragraph. This transition could be a single

word, phrase, or dependent clause that echoes or summarizes the main idea of the previous paragraph.

III. Conclusion

The conclusion, the last paragraph of an essay, serves three main functions as described by Oshima & Hogue (2003): (1) it marks the conclusion of the essay, (2) it reiterates the main points, achieved either by summarizing the subtopics or restating the thesis in different words, and (3) it leaves the readers with final reflections on the topic. The goal is to leave a lasting impression with a powerful message that resonates. Several techniques can be employed to craft a memorable conclusion, such as making predictions, suggesting outcomes or implications, proposing solutions, or citing an authoritative figure on the subject.

There are various types of academic essays, such as process (organized chronologically), cause and effect, comparison and contrast, and argumentative essays Oshima & Hogue (2006). For this discussion, the focus will be on cause-and-effect essays and comparison and contrast essays, as these are central to the study.

(1) Cause and Effect Essay

This type of essay explores either the reasons (causes) behind something or the outcomes (effects), and sometimes both causes and effects. Cause and effect essays can be organized in two ways: block and chain organization.

(a) Block Organization

In block organization, major sections are typically separated by short paragraphs known as transition paragraphs. These paragraphs serve to conclude one section and introduce the next, which is

particularly useful for lengthy and complex topics Oshima & Hogue (2006). Below are examples of patterns used in block-style cause and effect essays.

Block Organization

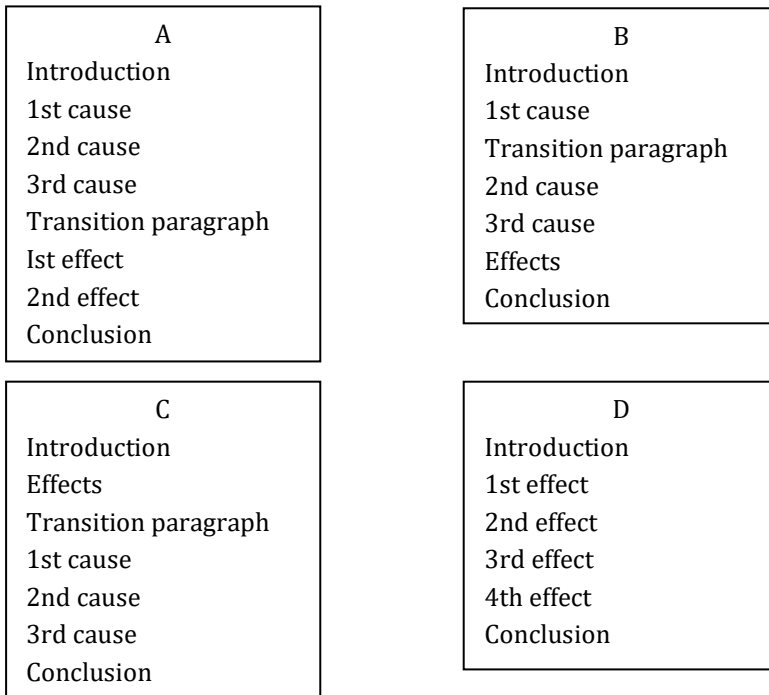


Figure 2 *The example of block organization*

(b) Chain Organization

In this pattern, causes and effects are interconnected sequentially. One event triggers a second event, which subsequently triggers a third event, and so forth, forming a chain of causation. Each new cause and its resulting effect are linked together in this manner. Depending on the complexity of the concepts involved at each link, a paragraph may focus on a single link, several links may be combined within one paragraph, or the entire chain may be described in a single paragraph. Chain organization is typically more effective than block

organization when causes and effects are closely intertwined and cannot be easily separated (Oshima & Hogue (2003). Below are examples illustrating patterns of chain organization.

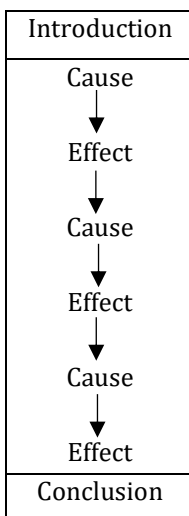


Figure 3 *The example of chain*

(c) Cause and Effect Signal Words and Phrases

Below is a chart listing signal words and phrases commonly used in cause and effect essays, categorized as coordinators, subordinators, and other expressions Oshima & Hogue (2006).

Cordinators	
For	Albert Einstein was well known for his theory of relativity For further information, would you please contact the marketing department of this company.
Subordinators	
because since as	I don't think I could come tou your party tonight because/since/as I have to do a lot of homeworks for tomorrow
Others	
To be the result from To result from Due to Because of As a result of As a consequence of	The bison's near extinction to be the result of/to result from loss of habitat and overhunting Bison nearly became extint due to/because of loss of habitat and overhunting As a result of/ as a consequence of loss of habitat and overhunting, Bison nearly became extint

Figure 4 *List of Signal Words and Phrases in Cause-and-Effect Essay*

(2) Comparison and Contrast Essay:

This type of essay examines the similarities and differences between two items or individuals (Oshima & Hogue, 2006). It is widely used in academic writing. A comparison and contrast essay can be organized in two ways: point by point and block organization.

(a) Point by Point Organization:

In this approach, specific points are used to compare two subjects in an essay, allowing for a detailed exploration of their similarities and

differences. For instance, when comparing studying at private versus state schools or universities, points such as tuition fees, facilities, and learning atmosphere can be considered. Each point serves as the focus of a paragraph in the essay. Below is an outline illustrating such an organizational structure:

Title

Introduction

Thesis statement : One way to decide whether you want to continue your study at private or state university is to compare them on important points.

Body

Tuition fee

Facilities

Entrants

Conclusion

(b) Block Organization:

In this organizational method, similarities between two items are grouped together in one block, while their differences are grouped together in another block within each paragraph of the essay. The discussion may begin with either similarities or differences. Typically, a transition paragraph or sentence is used to bridge the two blocks. Below is an outline demonstrating this organizational approach:

Title

Introduction

Thesis statement : One way to decide whether you want to continue your study at private or state university is to compare them on important points.

Body

Similarities

Facilities

Tuition fee

Differences

Entrants

Teachers' Qualification

Conclusion

(c) Signal Words for Comparison and Contrast:

Below is a chart listing comparison signal words, including coordinators and other expressions (Oshima & Hogue, 2006).

Transition Words and Phrases	
However nevertheless nonetheless still	millions of people go on diet every year, however, very few succeed in losing weight
Subordinators	
Although eventhough though	Although he had made much efforts to find a job, he didn't get any.
Cordinators	
but yet	He worked hard for the exam, but he failed
Others	
despite (+noun) inspite of (+noun)	In spite of having a lot of money, he doesn't find comfort in his life.

Figure 5 *List of comparison signal words*

4.2 The Writing Process

The writing process typically encompasses three main phases: pre-writing, writing, and post-writing. Effective writing instruction involves systematically teaching students problem-solving skills aligned with each stage of the writing process to achieve specific goals. Writing aims to produce formal written compositions, structured into several stages. Harmer (2004:4) identifies four fundamental stages in the writing process: planning, drafting, editing, and finalizing. While these stages appear straightforward, each carries significant weight, and the process itself is not strictly linear but recursive. This means that writers engage in planning, drafting, and editing, often revisiting and revising their work multiple times (Seow, 1995:60-63).

In the context of classroom activities, process writing includes four basic stages: planning, drafting (writing), revising (redrafting), and editing, supplemented by three additional stages imposed externally by the teacher: responding (sharing), evaluating, and post-writing (Oscarson, 2009). Oshima & Hogue (2006) outline five sequential steps in the writing process: pre-writing, planning, drafting, polishing, and producing the final draft. The steps adapted for this study from Oshima and Hogue (2006) are elaborated further as follows:

1. Planning:

This initial step involves selecting and narrowing down a topic. Students begin by choosing a topic and then refining it through activities such as brainstorming, small group discussions, rapid freewriting, or clustering. Ultimately, they create an outline.

2. Writing the First Draft:

After outlining, students proceed to write their initial draft. At this stage, they focus on developing ideas to fulfill the purpose of their writing. Upon

completion, they review their work for format, grammar, sentence structure, and mechanical accuracy.

3. Assessment:

Using provided rubrics, students evaluate their first draft across all aspects of the essay, including format, mechanics, content, organization, grammar, and sentence structure. They score their draft based on the rubrics.

4. Polishing:

Polishing entails revising and editing. During revision, students concentrate on refining content and organization, ensuring unity, coherence, and logical flow. They may revise by changing, rearranging, adding, or deleting content to improve clarity, effectiveness, and engagement. Editing focuses on correcting grammar and other mechanical aspects of writing.

5. Producing the Final Copy/Draft:

In this stage, students rewrite their work to produce a neat and legible final draft. They may reread and make further revisions as writing is an ongoing process.

Learning involves the acquisition of understanding through various educational settings, from classroom environments to public spaces. Learning style refers to how students approach, process, internalize, and recall new and challenging academic information (Dunn and Dunn, 1993). It is closely tied to cognitive aspects, influencing how individuals perceive and interact with academic material differently. Various theorists have explored concepts related to learning differences (Cronbach, 1957; Glasser, 1966; Skinner, 1983), yet their research did not definitively determine why identical instructional methods are effective for some learners and not for others.

According to Dunn and Dunn (1993), learning style encompasses both biological and developmental characteristics that determine the effectiveness of instructional environments, methods, and resources for individual learners. This suggests that what may be an effective learning style for one person may not work well for another due to significant individual differences in cognitive style and personal behavior. From a theoretical standpoint, learning style represents a cognitive approach where students' information processing in learning depends on various factors such as environment, teaching methods, and personal characteristics. Individual differences extend beyond cognitive style to encompass psychological and metacognitive aspects, influencing both cognitive style and personal behavior (Jonassen and Grabowski, 1993).

Several studies have indicated that field dependence and independence significantly impact learning outcomes:

- Field independence predicts higher proficiency in learning Spanish, particularly among independent female learners (Hansen, 1980).
- Passing students tend to be more field independent, whereas those who fail or drop out of courses often exhibit field dependence (Goodfellow, 1980).
- Field dependents may struggle with abstracting relevant information from more complex learning tasks (Canelos, Taylor, & Gates, 1980).
- Field independents typically recall more structural and functional details, such as equipment parts, compared to field dependents (Skaggs, Rocklin, Dansereau, & Hall, 1990).
- Performance-based assessments often show higher achievement levels among field independents versus field dependents (Lu & Suen, 1995).

These studies underscore the importance of considering individual differences in instructional approaches. In the context of academic

writing instruction, employing a self-assessment model may be particularly beneficial for accommodating diverse learning styles, such as independent and dependent learners. This model integrates students' cognitive styles with their learning abilities in essay writing, emphasizing critical thinking and action rather than solely focusing on classroom-based information processing methods.

4.3 Collaborative Assessment of Essay Writing

Collaborative assessment has emerged as a significant method in educational evaluation, reflecting a move towards more inclusive and participatory approaches in gauging teaching effectiveness and student learning. This review delves into the development, methodologies, benefits, and challenges of collaborative assessment, drawing insights from contemporary research and theoretical perspectives. Historically, educational assessments have often been solitary and top-down, dominated by standardized tests and summative evaluations. The shift towards collaborative assessment has been influenced by constructivist theories and the growing recognition of the value of cooperative learning. Key figures such as Vygotsky (1978) and Bruner (1996) have underscored the importance of social interaction and shared understanding in the learning process, laying the groundwork for collaborative assessment practices.

Collaborative assessment employs a variety of methods that integrate both qualitative and quantitative elements to evaluate group and individual performance.

- a. Peer Review: This approach involves students assessing each other's work, offering feedback, and engaging in reflective discussions. Topping (2009) has found that peer assessment can

enhance critical thinking and self-assessment abilities by helping students better understand assessment criteria and provide constructive feedback.

- b. **Group Projects:** Collaborative projects often include peer assessment components, where students evaluate each other's contributions. According to Johnson, Johnson, and Smith (1998), such projects foster teamwork and allow students to learn from each other's strengths and weaknesses.
- c. **Co-Assessment: Teacher-Student Conferences:** In co-assessment, teachers and students work together to assess performance, facilitating open discussions about progress and areas for improvement. Black and Wiliam (1998) suggest that these conferences improve understanding of assessment criteria and increase student motivation.
- d. **Collaborative Rubrics:** Developing assessment rubrics jointly with students can enhance transparency and mutual understanding of evaluation standards. Andrade and Du (2007) note that this collaborative approach helps align expectations and goals between students and teachers.
- e. **Ongoing Feedback:** Collaborative formative assessment involves continuous feedback to support ongoing learning and improvement. Wiliam (2011) highlights that such formative strategies, when applied collaboratively, help identify learning needs early and adapt teaching methods accordingly.

Collaborative assessment offers numerous advantages for both students and educators. Collaborative practices like peer review and group projects can lead to deeper engagement with the material and improved problem-solving skills. Research by Gokhale (1995) and Webb

(2009) indicates that these methods often result in better learning outcomes and more advanced critical thinking skills. Besides, participating in collaborative assessment helps students develop skills in self-assessment and reflection. Nicol and Macfarlane-Dick (2006) suggest that such practices promote a reflective learning environment, where students become more aware of their own strengths and areas for improvement. Collaborative assessment encourages a supportive learning environment and a sense of community among students. Slavin (1995) notes that this approach enhances motivation and engagement by promoting a shared responsibility for learning.

Despite its benefits, collaborative assessment has its challenges. Ensuring the reliability and validity of collaborative assessments can be problematic. McDonald and Boud (2003) discuss the potential inconsistencies in peer assessments and the difficulties in establishing fair evaluation criteria. Effective implementation of collaborative assessment requires proper training for both educators and students. Falchikov and Goldfinch (2000) emphasize the need for clear guidelines and training to ensure these practices are applied effectively and equitably.

Collaborative assessment can sometimes lead to conflicts within groups, impacting the quality of the assessment. Johnson, Johnson, and Smith (1998) highlight that managing group dynamics and ensuring equal participation can be challenging, particularly in diverse groups. In the field of EFL education, the predominant approach among teachers has been marking initial drafts, primarily focusing on correcting errors comprehensively. This method, however, relies heavily on teachers and can be both time-consuming and demotivating, often yielding limited results. Managing large classes of 30 to 40 students makes it especially

challenging for teachers to provide timely and thorough feedback. Moreover, students frequently prioritize their grades over carefully reading and understanding teachers' comments or revisions. Even when students do engage with teacher feedback, they may not fully grasp why corrections are necessary, leading to persistent errors.

To address these shortcomings and reduce the burden on teachers, some educators are turning to alternative assessment methods such as self-assessment and peer assessment (Memari Hanjani, 2016; Yu & Hu, 2017; Yu & Lee, 2014). Involving students in the assessment process can enhance their autonomy and deepen their understanding of linguistic features, fostering internalization. However, research indicates that students often require training and practice to effectively undertake these roles. They may struggle to identify and correct errors in their own or peers' work, or they may lack confidence in the accuracy of peer corrections, often focusing narrowly on surface-level mistakes (Memari Hanjani, 2016) which can undermine the reliability and validity of peer assessment.

Alternatively, many teachers are exploring technology-driven solutions, such as automated scoring systems, either as standalone tools or supplements to traditional assessment methods (Shuguang & Qiufang, 2018). These systems offer speed and efficiency, instantly providing scores and highlighting grammatical errors or suggesting alternative expressions with a simple click. However, their limitations include an inability to evaluate the coherence of content or the achievement of broader learning objectives. Machines cannot assess elements crucial to writing such as communicative effectiveness, stylistic choices, relevance of content, and awareness of audience.

In response to the challenges posed by traditional teacher assessment, self-assessment, peer assessment, and automated scoring, teacher-student collaborative assessment (CA) emerges as a promising approach (Shuguang & Qiufang, 2018; Wen, 2018). CA enables teachers and students to work together to evaluate student work, addressing efficiency and effectiveness concerns without compromising the quality of feedback or student output. This collaborative assessment typically occurs in class, where teachers select representative samples of student work for evaluation.

CA distinguishes itself with three key features (Wen, 2018): firstly, it involves collaborative assessment between teachers and students, moving beyond mere combinations of teacher, self, peer, or machine assessment methods. Secondly, CA focuses not only on evaluating language products but also on assessing whether students have achieved the learning objectives of the unit. Finally, CA encourages multiple assessments, empowering students to develop their assessment skills in class, which they can later apply in effective self-assessment or peer assessment activities outside of class. Subsequent drafts can also benefit from automated scoring to track improvement and provide general feedback.

In summary, while traditional, self, peer, and machine-based assessments each have their limitations in EFL writing contexts, teacher-student collaborative assessment (CA) offers a viable solution. By integrating teacher guidance with student involvement and leveraging technology appropriately, CA enhances both the efficiency and effectiveness of assessing student writing. (Memari Hanjani, 2016) defines Collaborative Revision Activity (CA) as a process where students collectively revise their drafts using feedback and comments given by

their teacher. This approach is rooted in theoretical frameworks similar to those supporting peer feedback, such as sociocultural learning theory and process composition pedagogy. However, it differs from peer feedback in a significant way. In peer feedback, students exchange and evaluate each other's texts independently, without direct intervention from their teachers. In contrast, in a collaborative revision activity, the teacher remains the primary provider of feedback and guidance throughout the revision process.

Subawa et al., (2017) define collaborative assessment as the active participation of both students and teachers in the assessment process, often conducted through conference sessions. When students are engaged in decisions regarding how and why they learn, as well as in determining assessment criteria and evaluating their own and peers' work, their academic engagement differs significantly from those who passively receive instruction and unilateral assessment. This positive perspective forms the basis for predicting that collaborative assessment positively impacts student learning. Subawa et al., (2017) suggests that collaborative assessment can serve as an effective alternative assessment method in language teaching, especially in writing instruction. This suitability arises from writing being an ongoing process, aligning well with collaborative assessment's focus on both learning processes and outcomes. Additionally, heterogeneous groups in collaborative assessment enable less proficient students to learn from more proficient peers and vice versa. Lastly, understanding students' learning styles is crucial for tailoring classroom environments that best support their learning needs.

In conclusion, collaborative assessment represents a significant advancement in educational evaluation, promoting shared responsibility

and mutual support in measuring learning outcomes. While it offers several advantages, including enhanced learning outcomes, better self-assessment, and a supportive learning culture, it also presents challenges related to reliability, implementation, and group dynamics. Future research should aim to refine collaborative assessment methods and address these challenges to optimize their effectiveness and impact on student learning.

CHAPTER V

5.1 Peer Review Technique

Peer review is an influential practice in the EFL (English as a Foreign Language) classroom, where students evaluate and provide feedback on each other's writing. This collaborative process is not just about assessing others' work but also about developing critical thinking and enhancing writing skills. In this sub-topic, we delve into various peer review techniques, offering insights into their implementation, benefits, and challenges.

Understanding Peer Review

Peer review is an educational technique that involves students critiquing each other's work. The goal is to provide constructive feedback that helps peers improve their writing. Research indicates that peer review promotes deeper engagement with the writing process and helps students identify strengths and weaknesses in their own and others' writing (Li, 2018). By participating in peer review, students gain multiple perspectives on their work and learn to analyze writing critically, which enhances their writing and editing skills.

Effective Peer Review Techniques

a. Structured Peer Review

Structured peer review provides a framework for students to offer focused and meaningful feedback. This involves using detailed rubrics and guidelines to direct the review process. Structured peer review helps ensure that feedback is relevant and constructive, which is crucial for improving writing quality.

Example: In a structured peer review activity, students might use a rubric with categories such as clarity of thesis, coherence of arguments, and grammatical accuracy. For instance, the rubric could ask reviewers to rate the clarity of the thesis statement on a scale from 1 to 5 and provide specific comments on how the thesis could be improved. This structure helps students give detailed and actionable feedback, which can significantly aid in the revision process (Liu & Sadler, 2016).

Implementation: To implement structured peer review, teachers can provide students with a rubric and a checklist before the review session. Clear instructions on how to use the rubric and examples of effective feedback can also be provided to ensure students understand how to give useful comments.

b. Peer Review Workshops

Peer review workshops involve students participating in group-based review sessions where they exchange drafts and discuss feedback collectively. This collaborative approach not only improves writing but also enhances students' ability to engage in critical discussions about writing.

Example: In a peer review workshop, students might be organized into small groups. Each student submits a draft, and the group members take turns reviewing each draft and discussing their feedback. After reviewing, the group can hold a discussion to address common issues, share insights, and suggest improvements. This format allows students to benefit from diverse perspectives and engage in detailed discussions about writing (Saito & Akiyama, 2018).

Implementation: Teachers can structure workshops by assigning specific roles to students, such as facilitator, reviewer, and recorder, to ensure the review process runs smoothly. Providing guidelines for group

discussions and setting time limits for each stage of the review can help keep the workshop organized and productive.

c. Commenting and Revision

Effective peer review involves guiding students through the revision process based on the feedback they receive. This iterative approach emphasizes the importance of revising and refining writing, which is crucial for developing writing skills.

Example: After receiving peer feedback, students should be given the opportunity to revise their drafts and submit them for further review. For instance, students might first receive feedback on their drafts, make revisions based on the comments, and then resubmit their revised drafts for a second round of peer review. This process helps students apply feedback constructively and improve their writing iteratively (Gielen et al., 2010).

Implementation: To support the commenting and revision process, teachers can set up a system where students submit their drafts, receive feedback, and make revisions in a structured timeline. Providing specific guidelines on how to incorporate feedback and how to document changes can further enhance the effectiveness of this technique.

d. Anonymous Peer Review

Anonymous peer review involves concealing the identities of reviewers and authors to reduce bias and encourage more honest and objective feedback. This technique helps students focus on the content of the writing rather than personal relationships.

Example: In an anonymous peer review system, students might submit their essays through an online platform that anonymizes their identities. Reviewers provide feedback without knowing the author's identity,

which helps ensure that feedback is based solely on the quality of the writing (Li, 2018).

Implementation: Teachers can use online platforms or learning management systems that support anonymous submissions and reviews. Providing clear instructions on how to use the system and ensuring that students understand the importance of objective feedback are key to the success of this technique.

Implementing Peer Review in the EFL Classroom

a. Preparing Students for Peer Review

Effective peer review requires proper preparation. Students need to understand how to provide and receive constructive feedback and be aware of the criteria for evaluation. Preparing students involves teaching them the principles of effective feedback and providing examples.

Example: Before starting peer review activities, teachers can conduct a training session where they explain the peer review process, provide examples of good and poor feedback, and practice giving feedback on sample texts. This preparation helps students feel more confident and capable in their peer review roles (Liu & Sadler, 2016).

Implementation: Teachers can create handouts or presentations that outline the peer review process and include sample feedback comments. Role-playing exercises or peer review simulations can also help students practice giving and receiving feedback in a supportive environment.

b. Providing Feedback and Support

Teachers play a crucial role in supporting the peer review process. Monitoring peer review sessions, answering questions, and providing additional instruction can help ensure that students are effectively engaging with the process.

Example: During peer review sessions, teachers might circulate among groups, observe the review process, and provide on-the-spot guidance. They can also offer additional support by addressing any common issues or misconceptions that arise during the review (Saito & Akiyama, 2018).

Implementation: Teachers can schedule regular check-ins during peer review sessions and provide additional resources or workshops on giving constructive feedback. Offering feedback on the peer review process itself can also help students improve their review skills.

c. Evaluating the Peer Review Process

Assessing the effectiveness of peer review activities is essential for improving the process. Gathering feedback from students about their experiences and evaluating the quality of feedback provided can help refine the peer review approach.

Example: After completing peer review activities, teachers can use surveys or focus groups to collect students' feedback on their experiences. They can ask questions about the usefulness of the feedback, the challenges faced, and suggestions for improvement (Gielen et al., 2010).

Implementation: Teachers can design surveys or hold debriefing sessions to gather insights from students. Analyzing this feedback and making adjustments to the peer review process based on student input can enhance the effectiveness of future peer review activities.

Peer review techniques are instrumental in developing EFL students' writing skills and fostering a collaborative learning environment. By employing structured peer reviews, workshops, commenting and revision practices, and anonymous reviews, educators can create a dynamic and supportive classroom that promotes growth and improvement in writing.

5.2 Group Assessment Projects in EFL Essay Writing

Group assessment projects are collaborative tasks where students work together to achieve a common goal, often resulting in a shared evaluation. These projects are particularly valuable in the EFL (English as a Foreign Language) classroom, as they foster teamwork, enhance language skills, and engage students in meaningful and authentic learning experiences. This sub-topic delves deeply into various types of group assessment projects, their implementation, benefits, challenges, and strategies for effective execution.

Understanding Group Assessment Projects

Group assessment projects involve students collaborating to complete a task or project, which is then assessed collectively. This approach not only enhances language proficiency but also helps students develop key interpersonal skills, such as communication, negotiation, and problem-solving. Recent research highlights the effectiveness of group assessment projects in improving student engagement, performance, and overall learning outcomes (Brown & Glover, 2020; O'Donovan, Price, & Rust, 2020).

By working in groups, students are exposed to diverse perspectives and ideas, which enriches their learning experience. This collaborative process mirrors real-world scenarios where teamwork is essential, thus preparing students for future academic and professional endeavors.

Types of Group Assessment Projects

a. Collaborative Writing Projects

Collaborative writing projects require students to work together to produce a single piece of writing. This type of project emphasizes the

importance of group coordination and collective input in the writing process.

Example: In a collaborative writing project, students might be assigned to write a research paper on a topic related to their course. Each group member contributes different sections of the paper, such as the introduction, literature review, methodology, and conclusion. The group then integrates these sections into a cohesive final document. This process helps students learn how to synthesize different viewpoints and ensure consistency throughout the document (O'Donovan, Price, & Rust, 2020).

Implementation: Teachers can organize students into groups and provide clear guidelines and deadlines for each stage of the project. Assigning specific roles, such as researcher, writer, and editor, can help streamline the process. Additionally, teachers can facilitate regular group meetings to monitor progress and provide feedback.

b. Group Presentations

Group presentations involve students preparing and delivering a presentation on a given topic. This project helps students practice their speaking and presentation skills while working together to create content and visual aids.

Example: For a group presentation project, students might be asked to create a presentation on the impact of global warming on different regions. Each group member is responsible for researching a specific aspect of the topic, such as scientific data, regional effects, or policy responses. The group collaborates to design slides, create visual aids, and rehearse their delivery. The final presentation is assessed based on content accuracy, presentation skills, and teamwork (Brown & Glover, 2020).

Implementation: To support group presentations, teachers can provide rubrics outlining assessment criteria, such as clarity, organization, and engagement. Scheduling practice sessions and providing feedback on rehearsal performances can help groups refine their presentations.

c. Peer Review of Group Work

Peer review of group work involves students evaluating and providing feedback on each other's contributions and overall group performance. This process promotes accountability and allows students to reflect on their collaborative experiences.

Example: After completing a group project, students might participate in a peer review where they assess each other's contributions and the effectiveness of the group work. They can provide feedback on aspects such as participation, quality of work, and collaboration. This feedback helps ensure that all group members are held accountable for their contributions and fosters a culture of continuous improvement (Zhao & Li, 2019).

Implementation: Teachers can guide students in providing constructive feedback using rubrics and structured forms. Conducting peer reviews in a structured manner, such as using specific criteria and guidelines, ensures that the process is fair and effective.

d. Role-Based Group Tasks

Role-based group tasks involve assigning specific roles to each group member, which contributes to the overall success of the project. This approach helps students develop specialized skills and ensures that each member contributes meaningfully to the project.

Example: In a role-based group task, students might be assigned roles such as project manager, researcher, writer, and editor. Each role comes with specific responsibilities, and the group must work together to

complete the project. For instance, in a project analyzing a novel, the project manager oversees deadlines, the researcher gathers background information, the writer drafts sections of the analysis, and the editor reviews the final document for coherence and accuracy (O'Donovan, Price, & Rust, 2020).

Implementation: Teachers can clearly define the roles and responsibilities for each group member and provide guidance on how to fulfill these roles effectively. Regular check-ins and progress reviews can help ensure that all roles are being carried out as intended.

Benefits of Group Assessment Projects

a. Enhanced Collaboration Skills

Group assessment projects help students develop essential collaboration skills, such as communication, negotiation, and conflict resolution. Working together on a project requires students to coordinate their efforts, share responsibilities, and resolve differences, which are valuable skills for academic and professional success (Brown & Glover, 2020).

Example: During a group presentation project, students must communicate effectively to align their research, design cohesive visual aids, and practice their delivery. These interactions foster teamwork and enhance students' ability to work collaboratively in various contexts.

b. Improved Language Skills

Collaborative projects provide students with opportunities to use and improve their language skills in practical contexts. Group interactions involve discussions, negotiations, and presentations, which reinforce language learning and boost confidence (O'Donovan, Price, & Rust, 2020).

Example: In a collaborative writing project, students use English to draft, revise, and edit their work. This process enhances their writing skills and allows them to practice language in a meaningful and context-rich setting.

c. Increased Engagement and Motivation

Group assessment projects can lead to higher levels of student engagement and motivation. The collaborative nature of these projects often makes learning more interactive and enjoyable, which encourages students to take an active role in their education (Zhao & Li, 2019).

Example: Working on a group project on a topic of interest can spark enthusiasm and drive among students. The social interaction and shared goals contribute to a more engaging and motivating learning experience.

d. Diverse Perspectives and Problem-Solving

Group projects expose students to diverse viewpoints and approaches, which enriches their learning experience. Collaborating with peers from different backgrounds can lead to innovative solutions and a deeper understanding of the subject matter (Brown & Glover, 2020).

Example: In a group project analyzing a global issue, students with different perspectives contribute unique insights, leading to a more comprehensive analysis and understanding of the topic.

Challenges of Group Assessment Projects

a. Unequal Participation

A common challenge in group assessment projects is unequal participation, where some students contribute less than others. This imbalance can affect the quality of the project and lead to frustrations among group members. To address unequal participation, teachers can implement strategies such as assigning specific roles, tracking individual contributions, and conducting peer reviews to ensure fair involvement from all group members (Brown & Glover, 2020).

b. Conflict Resolution

Conflicts can arise during group work, impacting group dynamics and productivity. Effective conflict resolution strategies are essential for maintaining a positive and productive group environment. Teachers can provide guidance on conflict resolution techniques and facilitate discussions to address and resolve issues as they arise. Establishing clear guidelines for group interactions and decision-making can also help manage conflicts (O'Donovan, Price, & Rust, 2020).

c. Assessment of Individual Contributions

Assessing individual contributions within a group project can be challenging, as it is important to evaluate both the group's overall performance and each member's individual input. Teachers can use a combination of group and individual assessments, such as evaluating the final product and conducting peer reviews and self-assessments to gauge individual contributions. Providing opportunities for students to reflect on their own and their peers' contributions can also be beneficial (Zhao & Li, 2019).

d. Maintaining Group Cohesion

Ensuring that the group remains cohesive and focused throughout the project can be difficult. Differences in work styles, goals, and levels of commitment can affect the group's ability to function effectively. Teachers can facilitate group cohesion by setting clear expectations, providing regular feedback, and offering support for group dynamics. Encouraging open communication and establishing a collaborative environment helps maintain group cohesion (Brown & Glover, 2020).

Implementing Group Assessment Projects in the EFL Classroom

a. Designing Effective Projects

When designing group assessment projects, teachers should ensure that the projects are clearly defined, relevant, and aligned with learning objectives. Providing detailed instructions and assessment criteria is crucial for guiding students (Brown & Glover, 2020).

Example: Teachers can develop project guidelines that include objectives, deadlines, and evaluation criteria. Offering examples of successful group projects and providing resources for collaboration can help students understand expectations and succeed in their projects.

b. Facilitating Group Dynamics

Teachers should actively facilitate positive group dynamics by monitoring group interactions, offering support, and providing guidance on effective collaboration. This can help prevent and address issues that arise during group work (O'Donovan, Price, & Rust, 2020).

Example: Teachers can schedule regular check-ins with groups to assess progress, provide feedback, and address any concerns. Offering strategies for effective teamwork and communication, such as conflict resolution techniques and collaborative tools, can enhance group dynamics.

c. Evaluating and Reflecting

After completing group assessment projects, teachers should evaluate both the group's performance and individual contributions. Reflecting on the project's success and challenges helps improve future group assessment activities (Zhao & Li, 2019).

Example: Teachers can use a combination of assessment methods, including group evaluations, peer reviews, and self-assessments. Conducting debriefing sessions where students reflect on their experiences and provide feedback on the project can also be valuable for continuous improvement.

d. Providing Feedback and Support

Effective feedback and support are essential for helping students succeed in group assessment projects. Teachers should provide constructive feedback on both the group's overall performance and individual contributions (O'Donovan, Price, & Rust, 2020).

Example: Teachers can offer feedback on the final product, individual contributions, and group dynamics. Providing opportunities for students to discuss feedback and make revisions can help improve their skills and enhance their learning experience.

Group assessment projects are a powerful tool in the EFL classroom, offering numerous benefits, including enhanced collaboration skills, improved language proficiency, increased student engagement, and exposure to diverse perspectives. By implementing well-designed projects, facilitating positive group dynamics, and addressing challenges effectively, educators can create meaningful and productive learning experiences that support student development and success.

5.3 Self-Assessment and Reflection in EFL Essay Writing

Self-assessment and reflection are integral practices in the EFL (English as a Foreign Language) context, especially in the realm of essay writing. These practices enable students to critically evaluate their own work, understand their learning processes, and make informed decisions to improve their writing skills. This sub-topic explores the significance of self-assessment and reflection, offers detailed strategies for effective implementation, and discusses their impact on student learning with a comprehensive review of recent literature.

Understanding Self-Assessment and Reflection

Self-assessment refers to the process where students evaluate their own work based on set criteria or rubrics. It involves students comparing

their work against predetermined standards, allowing them to gauge their performance and identify areas needing improvement (Andrade & Valtcheva, 2019). This practice encourages students to take an active role in their learning by developing critical evaluation skills. Meanwhile, Reflection involves students thinking critically about their learning experiences, processes, and outcomes. It requires them to consider what they have learned, how they have learned it, and how they can apply this knowledge in the future (Boud, 2017). Reflection helps students gain deeper insights into their strengths and weaknesses, enhancing their ability to make meaningful improvements in their writing.

Together, self-assessment and reflection foster metacognitive skills, encourage learner autonomy, and promote continuous improvement in writing. Recent studies have shown that these practices lead to better learning outcomes, increased motivation, and higher levels of academic performance (Nicol & Macfarlane-Dick, 2020; McMillan & Hearn, 2021).

Benefits of Self-Assessment and Reflection

a. Development of Metacognitive Skills

Self-assessment and reflection help students develop metacognitive skills, such as self-regulation and strategic thinking. By evaluating their own work and reflecting on their learning processes, students become more aware of their cognitive strategies and learning habits (Zimmerman, 2017). This awareness enables them to make adjustments to their approaches, leading to more effective learning outcomes.

Example: A student reflecting on a recent essay might realize that their writing lacks coherence due to inadequate planning. By identifying this issue, the student can develop a more structured approach for future

essays, improving overall writing quality (Nicol & Macfarlane-Dick, 2020).

b. Enhanced Learner Autonomy

Self-assessment and reflection encourage learners to take control of their learning by setting personal goals and monitoring their progress. This autonomy is crucial in developing lifelong learning skills and preparing students for future academic and professional challenges (Boud, 2017).

Example: After completing a writing assignment, students might use a self-assessment checklist to identify areas for improvement, such as thesis statement clarity or argumentation strength. By setting specific goals based on their reflections, students become more proactive in addressing their learning needs (McMillan & Hearn, 2021).

c. Improved Writing Skills

Regular engagement in self-assessment and reflection leads to improved writing skills by allowing students to continuously evaluate and refine their work. This iterative process helps students recognize recurring issues and make targeted improvements (Andrade & Valtcheva, 2019).

Example: A student who frequently reflects on their writing might identify patterns of grammatical errors or stylistic weaknesses. By focusing on these areas during subsequent writing tasks, the student can enhance their overall writing proficiency (Gibbs, 2019).

d. Increased Student Engagement and Motivation

Self-assessment and reflection contribute to higher levels of student engagement and motivation by making learning more relevant and personalized. When students see their progress and understand their

learning needs, they are more likely to remain motivated and committed to their academic tasks (McMillan & Hearn, 2021).

Example: A student who tracks their progress through reflective journals might experience a sense of accomplishment as they see improvements over time. This positive reinforcement encourages continued effort and engagement in their writing assignments (Boud, 2017).

Strategies for Implementing Self-Assessment and Reflection

a. Developing Self-Assessment Tools

Creating effective self-assessment tools, such as checklists, rubrics, and reflection prompts, is essential for guiding students in evaluating their own work. These tools should be specific, clear, and aligned with learning objectives (Andrade & Valtcheva, 2019).

Example: Teachers can provide students with a detailed rubric outlining criteria for essay writing, such as organization, argument development, and language use. Students can use this rubric to assess their own drafts and identify areas needing improvement (Gibbs, 2019).

b. Incorporating Reflective Practices

Integrating reflective practices into the writing process encourages students to regularly engage in self-evaluation and critical thinking. Teachers can facilitate reflection through activities such as reflective journals, peer discussions, and self-assessment essays (Boud, 2017).

Example: After completing an essay, students might write a reflective journal entry discussing their writing process, challenges encountered, and strategies for improvement. This reflection helps students gain insights into their writing habits and learning progress (McMillan & Hearn, 2021).

c. Providing Guidance and Feedback

Teachers play a crucial role in supporting self-assessment and reflection by offering guidance and constructive feedback. Clear instructions, modeled reflective practices, and discussions about self-assessment results help students engage effectively in these practices (Andrade & Valtcheva, 2019).

Example: Teachers can hold individual conferences with students to review their self-assessment results and provide targeted feedback. This personalized guidance helps clarify expectations and supports students in setting achievable goals (Nicol & Macfarlane-Dick, 2020).

d. Encouraging Goal Setting

Encouraging students to set specific, measurable goals based on their self-assessment and reflection promotes continuous improvement and personal growth. Goal setting helps students focus on targeted areas for development and track their progress over time (McMillan & Hearn, 2021).

Example: After completing a self-assessment, a student might set a goal to enhance their use of evidence in argumentative essays. The student can work on this goal by seeking additional resources, practicing specific writing techniques, and reviewing their progress regularly (Boud, 2017).

Challenges and Considerations

a. Ensuring Objectivity in Self-Assessment

A challenge in self-assessment is ensuring that students evaluate their work objectively. Personal biases or lack of experience may lead to inaccurate self-evaluations. Providing students with clear criteria and examples of high-quality work can help them assess their own work more objectively. Additionally, incorporating peer review alongside self-assessment can provide students with alternative perspectives and increase objectivity (Nicol & Macfarlane-Dick, 2020).

b. Promoting Honest Reflection

Students may be reluctant to engage in honest reflection due to concerns about judgment or criticism. Creating a supportive and non-judgmental environment is essential for encouraging genuine self-reflection (Boud, 2017). Teachers should emphasize the importance of reflection as a tool for growth rather than as a form of judgment. Encouraging open discussions about the value of self-assessment and providing positive reinforcement for honest reflection can foster a constructive learning environment (Gibbs, 2019).

c. Balancing Self-Assessment with External Feedback

While self-assessment is valuable, it should be balanced with external feedback from teachers and peers. Relying solely on self-assessment may limit students' exposure to diverse perspectives and expert evaluations (Andrade & Valtcheva, 2019). Teachers should integrate self-assessment with other forms of feedback, such as teacher evaluations and peer reviews. Combining different sources of feedback provides a more comprehensive understanding of students' strengths and areas for improvement (McMillan & Hearn, 2021).

d. Supporting Students in Developing Reflective Skills

Students may need support in developing effective reflective skills, as reflection requires higher-order thinking and self-awareness. Teachers can play a key role in helping students develop these skills. Teachers can provide guidance on how to reflect effectively, offer examples of reflective practice, and engage students in structured reflection activities. Providing feedback on reflections and discussing the value of reflective practices can further support skill development (Zimmerman, 2017).

Self-assessment and reflection are pivotal practices in the EFL classroom, particularly in the context of essay writing. These practices foster the development of metacognitive skills, enhance learner autonomy, improve writing proficiency, and boost student engagement and motivation. By implementing effective self-assessment tools, incorporating reflective practices, providing guidance and feedback, and encouraging goal setting, educators can help students make the most of these practices. Addressing challenges related to objectivity, honest reflection, and the balance of feedback further enhances the effectiveness of self-assessment and reflection in promoting student growth and success.

CHAPTER VI

IMPLEMENTING COLLABORATIVE ASSESSMENT

6.1 Implementing Collaborative Assessment in EFL Classrooms

Collaborative assessment is an innovative educational approach that involves students working together to evaluate and provide feedback on each other's work. In the context of EFL (English as a Foreign Language) classrooms, this method aligns with modern educational practices that emphasize student-centered learning and active participation. Collaborative assessment not only enhances language development but also fosters critical thinking, builds communication skills, and creates a supportive learning environment. This section delves into the principles underlying collaborative assessment, offers strategies for effective implementation, and examines both the benefits and challenges associated with this approach, supported by recent research and practical examples.

The core principles of collaborative assessment revolve around several key aspects. Firstly, it emphasizes active student engagement, encouraging learners to take a proactive role in their learning by participating in the evaluation process. This engagement helps students gain a deeper understanding of assessment criteria and learning objectives (Topping, 2018). Peer interaction and feedback are central to collaborative assessment, as students provide and receive evaluations from their classmates. This process not only offers diverse perspectives on their work but also aids in developing the ability to critically evaluate and articulate their thoughts (Gielen et al., 2018). Additionally,

collaborative assessment fosters a sense of shared responsibility among students, making them accountable for their own learning as well as that of their peers (Liu & Carless, 2018). The focus on constructive critique is another important principle, where feedback is specific, actionable, and supportive, aimed at helping peers improve their work (Sluijsmans et al., 2019).

Effective implementation of collaborative assessment in EFL classrooms begins with designing activities that facilitate meaningful peer interactions and evaluations. Educators must create clear guidelines and structured tasks to guide students through the assessment process (Gielen et al., 2018). For example, peer review workshops can be organized where students exchange drafts of their essays and use a detailed rubric to provide feedback on aspects such as coherence, grammar, and argumentation. This structured activity helps students apply assessment criteria effectively and practice giving constructive feedback (Sluijsmans et al., 2019). Another strategy is to conduct group evaluations, where students assess a collective writing task. Each group evaluates their own work and that of other groups, which encourages discussion and collaborative problem-solving (Topping, 2018).

Training students in peer assessment skills is crucial for the success of collaborative assessment. Effective training involves teaching students how to use assessment rubrics, provide specific feedback, and engage in reflective discussions (Liu & Carless, 2018). This can be achieved through workshops and seminars that demonstrate how to use rubrics and provide feedback. Role-playing exercises can also be used to practice giving and receiving feedback, helping students understand the nuances of constructive criticism (Gielen et al., 2018). Facilitating reflective group discussions and activities further supports the collaborative assessment

process. These discussions allow students to share feedback, discuss their evaluations, and reflect on their learning experiences, enhancing their understanding and application of assessment criteria (Topping, 2018). Reflective journals, where students document their experiences with collaborative assessment, can also provide valuable insights into the process and its impact on their learning (Sluijsmans et al., 2019).

Teachers play a pivotal role in supporting and monitoring collaborative assessment activities. This involves providing guidance during peer reviews, addressing any issues that arise, and ensuring that feedback is constructive and aligns with learning objectives (Gielen et al., 2018). For instance, teachers can circulate during peer review sessions to offer support and clarify any questions students might have about the assessment criteria. Additionally, teachers can provide feedback on the feedback students give, helping them refine their assessment skills and ensure that their evaluations are constructive and helpful (Sluijsmans et al., 2019).

Evaluating the effectiveness of collaborative assessment is essential for continuous improvement. Educators can gather feedback from students through surveys to assess their perceptions of the collaborative assessment process and identify any challenges they encountered (Gielen et al., 2018). Analyzing the quality of peer reviews can also provide insights into the effectiveness of the assessment activities and highlight areas for improvement (Sluijsmans et al., 2019). By using these evaluation methods, teachers can make necessary adjustments to enhance the collaborative assessment process and ensure that it contributes positively to student learning outcomes.

The benefits of collaborative assessment are manifold. Firstly, it enhances language proficiency by providing students with opportunities to practice English in meaningful contexts. Engaging in peer review and feedback activities helps students improve their writing, speaking, and critical thinking skills (Liu & Carless, 2018). Additionally, collaborative assessment increases student engagement and motivation by involving them in the assessment process. When students have a role in evaluating and providing feedback, they are more likely to be invested in their own learning and that of their peers (Gielen et al., 2018). Moreover, collaborative assessment promotes the development of critical thinking skills by requiring students to analyze and evaluate their own and others' work. This practice encourages students to reflect on their writing, consider different perspectives, and make informed judgments (Topping, 2018).

Despite its benefits, collaborative assessment presents several challenges. One challenge is ensuring objectivity in peer assessments, as personal biases or lack of experience may affect the accuracy of evaluations (Sluijsmans et al., 2019). To address this, educators should provide clear criteria and rubrics to guide assessments and incorporate multiple rounds of peer review to balance out individual biases (Gielen et al., 2018). Managing group dynamics is another challenge, as issues such as unequal participation or conflicts among group members may impact the assessment process (Liu & Carless, 2018). Structuring group activities to ensure balanced participation and addressing conflicts as they arise can help manage these dynamics effectively (Topping, 2018). Additionally, students may require additional training to engage effectively in collaborative assessment. Implementing comprehensive training sessions and providing ongoing support can help students

develop their assessment skills and participate effectively (Gielen et al., 2018). Balancing collaborative assessments with individual assessments is also important to provide personalized feedback and ensure a comprehensive evaluation of student performance (Liu & Carless, 2018).

In conclusion, implementing collaborative assessment in EFL classrooms offers numerous advantages, including enhanced language proficiency, increased student engagement, and the development of critical thinking skills. By designing effective assessment activities, training students in peer assessment skills, facilitating reflective discussions, and addressing challenges, educators can create a dynamic and supportive learning environment. Regular evaluation of collaborative assessment activities and ongoing support ensure that this approach contributes positively to student learning outcomes and fosters a collaborative classroom culture.

6.2 Designing Collaborative Assessment Activities

Designing collaborative assessment activities is a critical component of fostering a dynamic and interactive learning environment in EFL classrooms. Collaborative assessment involves students working together to evaluate each other's work, which not only enhances their learning experience but also builds essential skills such as critical thinking, communication, and teamwork. This sub-topic explores the intricacies of designing effective collaborative assessment activities, discussing the principles behind successful implementation, the strategies for designing these activities, the benefits and challenges involved, and providing an overview of recent research in this field.

Principles of Collaborative Assessment Design

The design of collaborative assessment activities should be grounded in principles that enhance the effectiveness and fairness of the assessment process. One fundamental principle is the alignment of assessment activities with learning objectives. Activities should be carefully crafted to ensure they measure the desired learning outcomes and provide meaningful feedback to students. According to Liu and Carless (2018), aligning assessment tasks with learning goals helps clarify expectations for students and ensures that the feedback they receive is relevant and actionable.

Another key principle is the use of clear and detailed rubrics. Rubrics provide students with specific criteria for evaluating their peers' work, which helps to standardize feedback and improve its quality (Gielen et al., 2018). Well-designed rubrics not only guide students in their assessments but also help them understand what constitutes high-quality work, thereby improving their own performance and learning.

Strategies for Designing Collaborative Assessment Activities

Designing effective collaborative assessment activities involves several strategic considerations:

- a. **Creating Structured Peer Review Activities:** Structured peer review activities are a cornerstone of collaborative assessment. In these activities, students are tasked with evaluating their peers' work using predefined rubrics. Research highlights that structured peer reviews can significantly enhance the quality of feedback provided (Sluijsmans et al., 2019). For instance, a peer review session might involve students exchanging drafts of their essays and using a rubric to provide feedback on elements such as clarity, coherence, and argumentation. This structured approach not only helps students develop their evaluative skills but also provides them with specific,

actionable feedback that they can use to improve their work (Topping, 2018).

- b. **Designing Group Projects with Collaborative Evaluation:** Group projects are another effective collaborative assessment activity. In these projects, students work together to complete a writing task and then assess each other's contributions. This type of activity promotes collaboration and helps students develop both their teamwork and evaluative skills (Liu & Carless, 2018). For example, students might be assigned to produce a group research report or a creative writing piece, and then they evaluate both the final product and individual contributions within the group. This approach not only fosters collaborative skills but also helps students understand different perspectives and improve their own work based on peer feedback.
- c. **Incorporating Reflective Practices:** Reflection is a crucial aspect of collaborative assessment. Reflective practices, such as group discussions and individual reflective journals, allow students to process their experiences with the assessment process and gain insights into their own learning (Gielen et al., 2018). For instance, after completing a peer review activity, students can participate in a group discussion where they share their feedback and reflect on how the process influenced their understanding of the assessment criteria. Additionally, maintaining reflective journals enables students to document their learning experiences and track their progress over time (Sluijsmans et al., 2019).
- d. **Providing Training for Effective Peer Assessment:** Effective peer assessment requires students to be trained in how to provide constructive feedback and use assessment rubrics effectively. Training sessions should focus on teaching students how to use rubrics, give

specific and actionable feedback, and engage in reflective discussions about their assessments (Topping, 2018). Role-playing exercises and workshops can be used to practice these skills, helping students understand the nuances of constructive criticism and develop their assessment capabilities (Gielen et al., 2018).

- e. **Managing Group Dynamics:** Successful collaborative assessment activities require careful management of group dynamics. Unequal participation or conflicts among group members can impact the effectiveness of the assessment process (Liu & Carless, 2018). Strategies to address these challenges include assigning specific roles and responsibilities within group activities to ensure balanced participation and facilitating group discussions to resolve any conflicts. Providing clear guidelines and monitoring group interactions can also help manage dynamics effectively and ensure productive collaboration (Topping, 2018).

The benefits of collaborative assessment activities are multifaceted. One significant advantage is the enhancement of language proficiency. Collaborative activities provide students with opportunities to practice English in meaningful contexts, which helps improve their writing, speaking, and critical thinking skills (Liu & Carless, 2018). For instance, engaging in peer review sessions requires students to articulate their feedback in English, thereby enhancing their language skills through practical use.

Another benefit is the increase in student engagement and motivation. When students are involved in the assessment process, they are more likely to be invested in their learning and that of their peers (Gielen et al., 2018). The sense of responsibility and accountability that comes with evaluating peer work can lead to higher levels of engagement

and effort. Collaborative assessment also promotes the development of critical thinking skills. Evaluating peers' work requires students to analyze and assess various aspects of writing, such as structure, content, and coherence. This practice encourages students to reflect on their own work, consider different perspectives, and make informed judgments (Sluijsmans et al., 2019).

Despite its benefits, designing collaborative assessment activities presents several challenges. One challenge is ensuring that peer assessments are objective and unbiased. Personal biases or lack of experience may affect the accuracy of evaluations (Gielen et al., 2018). To address this, educators should provide clear criteria and rubrics to guide assessments and incorporate multiple rounds of peer review to balance out individual biases (Sluijsmans et al., 2019).

Managing group dynamics is another challenge. Issues such as unequal participation or conflicts among group members can affect the effectiveness of collaborative activities (Liu & Carless, 2018). Strategies to address this include assigning specific roles within groups and facilitating discussions to resolve conflicts. Providing clear guidelines and actively monitoring group interactions can help ensure that all members contribute effectively (Topping, 2018).

Training students in peer assessment skills is also crucial. Without proper preparation, students may struggle with providing constructive feedback or understanding assessment criteria (Sluijsmans et al., 2019). Implementing comprehensive training sessions and providing ongoing support can help students develop their assessment skills and participate effectively in collaborative activities (Gielen et al., 2018).

Finally, balancing collaborative assessments with individual assessments is important to ensure that students receive personalized feedback and evaluation. Relying solely on peer assessments may limit students' exposure to expert evaluations (Liu & Carless, 2018). Integrating collaborative assessments with individual assessments allows for a well-rounded evaluation of student performance, combining peer feedback with teacher evaluations to provide a comprehensive assessment of learning outcomes (Topping, 2018).

Designing collaborative assessment activities in EFL classrooms involves creating structured, engaging, and reflective tasks that promote meaningful peer interactions and evaluations. By aligning activities with learning objectives, providing clear rubrics, incorporating reflective practices, and addressing challenges, educators can develop effective collaborative assessment activities that enhance student learning and foster a collaborative classroom environment. Recent research offers valuable insights into best practices for designing these activities, ensuring that they contribute positively to the educational experience of EFL students.

6.3 Integrating Technology for Collaborative Writing

Integrating technology into collaborative EFL (English as a Foreign Language) writing offers transformative opportunities for enhancing student engagement, improving writing skills, and fostering a more interactive learning environment. Digital tools and platforms have revolutionized collaborative writing practices by enabling real-time interaction, facilitating peer feedback, and supporting reflective practices. This section explores the various benefits of technology

integration, practical applications, and associated challenges, supported by recent research and technological advancements.

One of the most significant advantages of incorporating technology into collaborative EFL writing is the enhancement of real-time collaboration. Cloud-based platforms such as Google Docs and Microsoft Office 365 allow multiple students to work on the same document simultaneously, which greatly enhances the collaborative process. Research by Hwang, Lai, and Wang (2015) highlights that these real-time collaboration tools support synchronous communication and editing, leading to a more dynamic and iterative writing process. For instance, Google Docs facilitates simultaneous editing and commenting, allowing students to provide and receive feedback instantly. This immediate interaction helps students refine their writing more effectively and develop their collaborative skills (Nguyen & Balakrishnan, 2021).

In addition to real-time collaboration, technology increases accessibility and flexibility for students. Online platforms and applications allow students to collaborate on writing tasks from various locations and devices, supporting continuous engagement with the writing process. Chen and Cheng (2020) note that tools like Google Drive and Dropbox make it easier for students to access and contribute to documents outside traditional classroom settings. This flexibility is particularly valuable in hybrid or remote learning environments, where students may have varying schedules and locations. The ability to work on writing projects anytime and from any place enhances students' ability to engage with their assignments continuously.

The incorporation of multimedia elements into writing projects is another significant benefit of technology integration. Digital tools such as Canva, Prezi, and various video editing software enable students to

enhance their written content with visual aids, presentations, and videos. Chen and Cheng (2020) emphasize that integrating multimedia can make collaborative writing tasks more engaging and diverse. For example, students might use multimedia tools to create digital stories or presentations that complement their written reports, thereby enriching their collaborative writing experience and allowing for a more comprehensive expression of ideas.

When it comes to practical applications, cloud-based document sharing is a fundamental aspect of technology-integrated collaborative writing. Platforms such as Google Docs and Microsoft OneDrive offer features like simultaneous editing, version history, and comment threads, which support an interactive and collaborative writing environment. Nguyen and Balakrishnan (2021) highlight that these tools enable students to draft, edit, and comment on each other's work in real-time, facilitating a continuous dialogue about the content and structure of their writing. Features such as version history allow students to track changes and revert to previous drafts, helping them understand the evolution of their work and refine it based on peer feedback (Pérez & Castañeda, 2019).

Specialized apps and platforms designed for collaborative writing, such as Padlet, Trello, and Miro, further enhance the writing process. Padlet allows students to create virtual bulletin boards for brainstorming, sharing resources, and building content collaboratively (Chen & Cheng, 2020). Trello's visual board and card system help manage writing tasks, set deadlines, and track project progress, offering a structured approach to collaborative writing projects. These tools ensure that all team members are aligned and engaged, supporting effective project management and organization.

Feedback and revision are integral to the collaborative writing process, and technology can significantly enhance these aspects. Platforms like Peergrade and Turnitin's PeerMark facilitate structured peer feedback by allowing students to review and comment on each other's work anonymously. Pérez and Castañeda (2019) note that anonymity can reduce bias and encourage more honest and constructive feedback. Additionally, automated tools like Grammarly and Hemingway Editor provide instant feedback on grammar, style, and readability, assisting students in improving their writing by highlighting areas for refinement (Nguyen & Balakrishnan, 2021).

Technology also supports reflective practices, which are crucial for developing writing skills. Digital tools such as blogs, wikis, and online journals enable students to document their writing processes, reflect on their collaborative experiences, and share insights with peers. For instance, students might use a class blog to post reflections on their writing journey, discuss challenges, and outline strategies for improvement (Hwang et al., 2015). Reflective practices help students consolidate their learning, fostering a deeper understanding of their writing processes and collaborative experiences.

Despite these benefits, integrating technology into collaborative writing presents several challenges. Ensuring equitable access to technology is a primary concern, as not all students may have reliable internet or compatible devices, potentially creating disparities in participation and engagement (Chen & Cheng, 2020). Educators need to consider these issues and find ways to provide support or alternative solutions to ensure that all students can participate effectively. This may involve offering access to school resources or providing offline options for students with limited access.

Another challenge is managing digital distractions. The use of online platforms can sometimes lead to off-task behavior, as students may be tempted to engage in non-academic activities during collaborative writing sessions (Pérez & Castañeda, 2019). To mitigate this, educators should set clear guidelines for technology use, monitor student activity, and provide structured tasks to keep students focused. Implementing features such as timer-based sessions or accountability checks can help manage distractions and ensure productive collaboration.

Technical issues and software limitations can also disrupt the collaborative writing process. Problems such as software glitches, compatibility issues, and lack of familiarity with tools can hinder the writing process and affect student participation (Nguyen & Balakrishnan, 2021). Educators can address these challenges by providing training sessions for students to familiarize them with the tools and offering technical support to resolve any issues that arise. Ensuring that students are comfortable with the technology and have access to support resources can help minimize disruptions and facilitate a smoother collaborative writing experience.

In conclusion, integrating technology into collaborative EFL writing provides significant advantages, including enhanced real-time collaboration, increased accessibility, and the ability to incorporate multimedia elements. By utilizing cloud-based platforms, collaborative writing apps, feedback and revision tools, and reflective practices, educators can create engaging and effective writing activities that support student learning. However, addressing challenges such as ensuring equitable access, managing digital distractions, and overcoming technical issues is essential. With thoughtful implementation and

support, technology can significantly enrich the collaborative writing experience and contribute to the development of students' writing skills.

CHAPTER VII

CONCLUSIONS AND SUGGESTIONS

7.1 Conclusions

This book has provided a comprehensive exploration of language assessment within the context of English as a Foreign Language (EFL), with a particular focus on collaborative assessment practices. By delving into various dimensions of assessment and examining innovative approaches, this work aims to illuminate the evolving landscape of language evaluation and its impact on learners' language development.

Chapter I laid the groundwork by offering an overview of language assessment, emphasizing its pivotal role in the EFL context. We discussed how effective assessment strategies can enhance language acquisition and provide valuable insights into learners' progress and areas needing improvement. The role of assessment in facilitating meaningful language learning experiences was underscored, highlighting its potential to drive instructional practices and support learners' linguistic and academic growth.

In Chapter II, the focus shifted to specific assessment methodologies employed in EFL settings. Alternative assessment approaches, such as performance-based and portfolio assessments, were explored, showcasing their effectiveness in capturing a more holistic view of learners' language abilities. We examined Assessment for Learning (AfL) and Assessment as Learning (AaL), both of which play crucial roles in fostering a learner-centered environment and promoting self-regulated learning. These approaches not only assess learners'

progress but also actively involve them in the learning process, thereby enhancing their engagement and motivation.

Chapter III delved into collaborative assessment techniques, covering self-assessment, peer-assessment, and teacher-assessment. The chapter illustrated how these methods contribute to a richer and more nuanced understanding of learners' strengths and challenges. Self-assessment encourages learners to reflect on their own work and set personal goals, while peer-assessment fosters critical thinking and collaborative skills. Teacher-assessment, on the other hand, provides essential guidance and feedback that helps learners navigate their educational journey effectively. Each form of assessment was discussed in terms of its benefits and practical application, demonstrating their complementary roles in a comprehensive assessment framework.

The exploration continued in Chapter IV, which focused on collaborative assessment in the context of academic essay writing. This chapter examined the nature of academic essays, the writing process, and how collaborative assessment can enhance essay writing skills. By engaging in collaborative assessment, learners benefit from diverse perspectives and constructive feedback, which can significantly improve the quality of their writing and their ability to critically analyze and refine their work.

Chapter V introduced various collaborative assessment strategies, including peer review techniques, group assessment projects, and self-assessment and reflection. Each strategy was analyzed for its effectiveness in fostering collaboration, enhancing learning outcomes, and developing students' critical thinking skills. The chapter highlighted the importance of designing collaborative activities that promote active

participation and ensure that all learners have the opportunity to contribute and benefit from the collective assessment process.

In Chapter VI, the book addressed the practical aspects of implementing collaborative assessment in EFL classrooms. We discussed strategies for integrating collaborative assessment, designing effective collaborative activities, and leveraging technology to support collaborative writing. The integration of technology was particularly emphasized as a means to facilitate real-time collaboration, provide immediate feedback, and enrich the writing process with multimedia elements. Practical considerations and challenges were also discussed, offering insights into how educators can effectively manage and implement these practices in diverse classroom settings.

In conclusion, the integration of collaborative assessment strategies and technological tools represents a significant advancement in the field of EFL. These approaches offer promising avenues for enhancing language learning, fostering collaboration, and improving educational outcomes. The insights and practical recommendations provided throughout this book serve as a valuable resource for educators seeking to implement effective and innovative assessment practices in their teaching contexts.

7.2 Suggestions

Based on the information covered in this book, several practical recommendations and ideas for future research come to light. To improve the use of collaborative assessment in EFL classrooms, teachers should focus on continuous professional development. Training sessions can help educators learn how to design, manage, and assess collaborative

activities effectively. This ensures they are well-prepared to guide students and offer useful feedback.

It is important for teachers to set clear guidelines and criteria for collaborative tasks. By providing detailed rubrics and expectations, teachers can help students understand what is required and how they should contribute to group work. This clarity helps students know what is expected of them and keeps them engaged in the task. Encouraging students to reflect on their work and their role in group activities can enhance learning. When students regularly think about their contributions and how the group is functioning, it helps them learn more deeply and improve their collaborative skills. Reflection allows students to evaluate their own and others' efforts, leading to better group work.

When creating collaborative activities, make sure they match the learning goals of the course. This ensures that the tasks are relevant and help students achieve their academic objectives. Using technology can also make collaborative work more effective. Tools like online document editors and project management apps make it easier for students to work together and receive feedback in real-time. Offering different types of collaborative work, such as working in pairs, small groups, or with the whole class, can cater to various learning styles. This variety helps keep all students involved and makes the activities more effective.

Addressing challenges is also important. Ensure that all students have access to the necessary resources and technology to participate fully. Managing group dynamics by assigning specific roles and providing support can help balance the workload and prevent issues within the group. To improve collaborative assessment practices, regular evaluation is key. Collecting feedback from students about their experiences can help identify what is working well and what needs to be changed. This ongoing

review helps teachers make adjustments and enhance the effectiveness of their collaborative tasks.

For future research, there are several areas to explore. Studying how different digital tools affect collaborative work can provide insights into their impact on student engagement and learning. Investigating various models of collaborative assessment, including those used in different cultural or subject contexts, can offer valuable information. Long-term studies on how collaborative assessment affects students over time can also help understand its lasting benefits. In conclusion, successful collaborative assessment involves careful planning, ongoing support, and adaptability. By addressing practical challenges and exploring new research areas, educators can continue to improve collaborative assessment practices and better support student learning in EFL classrooms.

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Taufiqulloh currently serves as a lecturer at Universitas Pancasakti Tegal, where he delivers his knowledge and expertise to the next generation of educators. His role involves teaching, mentoring, and conducting research in the field of English language education. Taufiqulloh has an extensive portfolio of publications in the field of language testing and assessment. His research is widely recognized and has contributed to the advancement of best practices in language evaluation. Through his research and publications, he has influenced the development of new methodologies and approaches in language testing, earning respect within the academic community. He aims to continue advancing research in his areas of interest, particularly in integrating technology into education and enhancing language teaching methodologies.

Fahrus Zaman Fadhly was born in Pamekasan, 14 October 1974. With a background in both practical teaching and research in English Language Teaching, Fadhly integrates his academic expertise with extensive experience in organizations and journalism, enriching his approach to language education. Fadhly completed his undergraduate studies with a focus on English Language Teaching, laying the foundation for his career in education. Building on his undergraduate studies, he pursued a master's degree at the same institution, further developing his expertise in English language teaching. Fadhly's doctoral research at Universitas Negeri Jakarta (UNJ) provided him with a deeper understanding of language education, enhancing his ability to contribute to the field through both teaching and research.

Fadhly is dedicated to advancing English language teaching methodologies, focusing on effective strategies to improve language instruction and student outcomes. His work in TEFL emphasizes innovative approaches to teaching English to non-native speakers, incorporating best practices to support diverse learners.

As an English lecturer at Universitas Kuningan, Fahrus Zaman Fadhly contributes to the academic development of students by delivering high-quality instruction and applying his research insights to enhance the learning experience. He has been actively involved in various organizations related to education and language, where he has applied his expertise and contributed to initiatives aimed at improving language teaching and learning. His background in journalism has provided him with a unique perspective on communication and language, enriching his teaching practices and contributing to his research. His work continues to shape the future of English language education, demonstrating his dedication to improving teaching practices and learning outcomes.

Ihda Rosdiana was born in Tegal, 23 September 1990. She is an English lecturer whose academic and professional endeavors reflect a deep dedication to the fields of linguistics, English language teaching, and education for young learners. Her work integrates innovative approaches to language education, emphasizing the importance of both linguistic theory and practical teaching methods. Ihda completed her undergraduate studies at Universitas Pancasakti Tegal, where she laid the groundwork for her career in English language education. Continuing her academic journey, Ihda pursued a master's degree in Linguistics at Universitas Diponegoro. Her graduate studies provided a deeper understanding of language structure and use, which has enriched her teaching and research.

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As an English lecturer at Universitas Pancasakti Tegal, Ihda Rosdiana plays a key role in educating students and contributing to the development of effective language teaching strategies. Her work in linguistics and TEFL has also contributed valuable insights to the field, influencing both academic research and practical teaching methodologies. She aims to continue advancing her research in linguistics and TEFL. Her work continues to shape the future of English language education, reflecting her commitment to improving learning outcomes and advancing educational practices.

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