

Peer/Teacher-Assessment Using Criteria in the EFL Classroom for Developing Students' L2 Writing

Mi-Young Jung
Korea University

Jung, M. (2016). Peer/teacher-assessment using criteria in the EFL classroom for developing students' L2 writing. *Journal of Pan-Pacific Association of Applied Linguistics*, 20(1), 1-20.

The aims of this study are to investigate the difference between peer-and teacher-assessment and to identify and explore the components in given criteria that students find easy or difficult when writing essays. One hundred and four essays and a survey were collected from 26 students at a Korean university in Seoul. The essays were analyzed to determine the difference between teacher-and peer-assessment and to evaluate the effects of peer-assessment. The results report that the teacher gave students lower scores in the first essay than students did as peer-assessment. However, the teacher gave students higher scores in the second essay than students did, which helps students have confidence to write English composition. Several students thought that the grammatical accuracy was the most difficult since it is not easy to accurately write their essays as English as foreign language (EFL) learners. Meanwhile, the survey results revealed that more than half the students thought that exchanging peer-assessment (69%) and using criteria (62%) were of much or some help in developing their essays. In this respect, conducting peer-assessment is helpful for students to monitor their work, to evaluate their partner's work and to develop second/foreign language (L2) writing.

Keywords: EFL contexts, L2 writing, peer/teacher-assessment, four-assessment approaches, assessment criteria

1 Introduction

Over a few years the prominent discussion of assessment of students' writing skills in the classroom has taken place because of the growing interest in teaching second/foreign language (L2) production skills (i.e., writing and speaking) in Korea. Appropriate assessment can provide students with the right direction to write good essays. In particular, unlike native speakers of English, most students in English as foreign language (EFL) contexts find it difficult to find the right guideline of writing composition of English. Hence, conducting assessment helps students develop their L2 writing skills and to monitor their writing. In other words, assessment is a kind of a guideline or a key to enhance students' L2 writing. Peer-assessment also helps students

recognize their mistakes/errors when writing. There are several previous studies about the effectiveness of assessment: Poehner (2009) for group dynamic assessment, Finch (2004) for peer-assessment, Ishihara (2009) and Xu and Liu (2009) for teacher-assessment and Waring (2008) explicit positive assessment. However, there are few previous studies about the effects of peer-assessment for L2 writing. That is one of the reasons to conduct this study.

According to Nunan's (1999) definition of evaluation and assessment, "evaluation is the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials, learning arrangement, etc.) for decision making purposes. On the other hand, assessment is a subcomponent of evaluation" (p. 85). However, this study does not consider the difference between the two concepts like the terms assessment and evaluation are used synonymously in many textbooks and some previous studies on curriculum development.

Writing a good piece of work as well as assessing their partner's work is not easy for students in EFL contexts, since they have a little chance to practice speaking and writing in English classes until in secondary schools in Korea. Many students' language production (speaking and writing) may not match their potential competence (reading and listening). For this reason, the Korean education systems' policy of English had to undergo a big change: productive skills (i.e., speaking and writing) should be regarded as one of the most significant factors to learn a L2. Given this situation, this study¹ attempts to introduce effective and appropriate methods of assessment to English educators and learners in order to boost L2 writing skills. This is a major consideration into why this research has been conducted.

The aims of this study are to examine the difference between peer- and teacher-assessment using criteria, to investigate which components in given criteria (e.g., content, coherence and logic, structure and organization, grammatical accuracy, range of vocabulary) students find difficult or easy to include when writing their essays to explore the effects of using peer-assessment and criteria and to provide English educators and learners with a desirable model of assessment methods on L2 writing.

The present study focuses on two major parts: Part one is about the effects of exchanging peer/teacher-assessment and of using criteria in the classroom. For doing so, peer/teacher assessment is administered to examine the difference between peer- and teacher-assessment. Part two is about a survey for evaluating the use of peer-assessment and criteria. In order to verify the evaluation, a survey is administered and analyzed. The following questions are set forth as the focus of this study:

¹ This study is based on the author's (2009) Ph.D research that was unpublished.

- 1) What is the difference between peer- and teacher-assessment?
- 2) Which components in given criteria do students find it difficult or easy?
- 3) Is using peer-assessment with criteria helpful to develop students' composition of English?

2 Literature Review

The following discussion considers previous studies on peer/teacher-assessment in EFL environments. The literature review not only illustrates the four-assessment approaches, but also introduces evaluation criteria in order to help the development of students'L2 writing.

2.1 Four-assessment approaches

A specific method for assessment of writing is required for learning a foreign language writing from afar. It is difficult to find appropriate theoretical framework for assessment of L2 learning and writing. Hence, four-assessment approaches are proposed in this study (See Figure 1.)

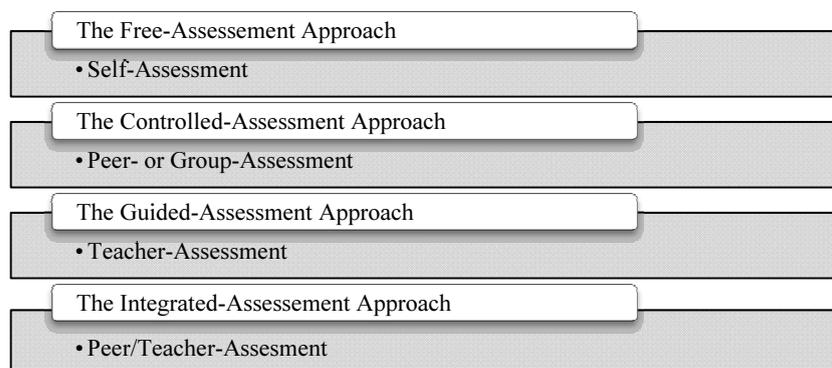


Figure 1. The types of four-assessment approaches

As Figure 1 shows, the author² proposed four-assessment approaches (i.e., the free-assessment approach, the controlled-assessment approach, the guided-assessment approach, the integrated-assessment approach) in order to find out how each type of assessment operates to help students develop their L2 writing.

² For this study, the author created four-assessment approaches from various writing processes such as “guided writing activities” or “guided paraphrase” (Celce-Murcia, 2001, pp.240-241).

2.1.1 The free- and controlled-assessment approaches

The free-assessment approach focuses on self-assessment. Self-assessment and language advising are relatively recent and increasingly common types of language support offered in schools and tertiary institutions around the world. Butler and Lee (2006) examined students' oral performance from Korean students' self-assessment. The results reported that students could self-assess their performance in an on-task format more accurately than they could in an off-task format. Student attitude/personality factors generally were less influenced by the on-task self-assessment than the off-task self-assessment. Self-assessment is generally helpful to monitor their own work as well as to compare their partner's work. In the present study, students could do self-assessment of their writing before sending their work to their partner or to the teacher.

On the other hand, the controlled-assessment approach is based on peer- or group-assessment. Poehner (2009) explored the use of dynamic assessment with groups in the classroom for L2 learners. Although group dynamic assessment focused on up to an entire class rather than on individuals, it still applied individualized interactions as the same principles of mediation. In EFL contexts, group-assessment in the classroom for learners may be a useful way to learn how to assess effectively and what kind of factors they have to consider when doing group-assessment. However, it has been argued that while group-assessment in this way allows teachers to examine and promote group activity, it can be less effective for the development of individual learners.

There are few previous studies related to peer-assessment as well as to assessment of L2 writing because it is not easy for students who are non-native speakers of English to evaluate their partner's writing work proficiently. However, there is no doubt that the ability to use peer-assessment as convenient, informative and interactive learning resource and as a teaching tool it is a valuable asset for EFL English educators. Finch (2004) noted that using peer-assessment can be an integral part of the student-centered learning process. Students exchanged formative feedback on each other's sites via notice boards and submitted their final assessment to the teacher. The present study attempts to show effective peer-assessment through cooperative interactions including organized instruction in the writing process: hence, most of the students have positive views toward the use of explicit peer-assessment.

2.1.2 The guided-assessment approach

The guided-assessment approach focuses on teacher-assessment; previous studies related to the effectiveness of the teacher-assessment (Ishihara, 2009; Xu & Liu, 2009). Ishihara (2009) demonstrated the effects of teacher-based assessment related to pragmatic competence based on socio-cultural theory. Xu and Liu (2009) also investigated teachers' assessment knowledge through

a narrative inquiry of a college EFL teacher. The study argued that teachers' current practices and future plans for assessment (temporality) will be influenced by their prior assessment experience; teachers' assessment of decision-making (sociality) will be affected by power relationships in their workplace; and teachers' sense of security govern the effectiveness of the assessment.

In other instances, Butler (2009) explored teachers' beliefs and practices in teacher-assessment. The study suggested that while teachers pay close attention to the local context and adapt their teaching practices to fit therein, teachers in both groups need to negotiate assessment criteria. Besides, Davison and Leung (2009) noted that teacher-assessment to monitor and evaluate student progress in their own classrooms has increasingly been promoted in educational policies internationally, with English teachers being called on to plan and/or implement proper assessment procedures. However, in the English language teaching field, there has been a lack of theorization of teacher-based assessment, a lack of systematic procedures and principles, and a reliance on traditional, but now outdated, psychometric assumptions. In the present study, the teacher-assessment approach is imperative to help students get professional development; the more the teacher points out to their students why they are making certain errors from the teacher-assessment, the more the students will be able to avoid them.

2.1.3 The integrated-assessment approach

In EFL environments, teachers need to help students develop their own ability to assess how much they have learned and how to use peer/teacher-assessment with proper evaluation criteria. The integrated-assessment approach is based on peer/teacher-assessment. Given the education system of Korea, it may be significant to find out the overall content validity of evaluation in all curricular and courses. Assessment should consider the distinction between summative evaluation and prescriptive and collaborative approaches that allow teachers to help students with the richness and diversity of teaching. Waring (2008) examined the use of explicit positive assessment and its relevance to learning opportunities in English as second language classrooms.

Meantime, many teachers come across a similar problem in EFL contexts when teaching their students how to write a good essay and how to provide proper teacher-based assessment. Kim and Kim (2005) presented four problems in Korean university writing classes: first, a heavy focus on grammatical form; second, a heavy emphasis on the final product; third, a lack of genre-specific writing; and fourth, a lack of more diverse types of feedback. In order to help students develop their L2 writing skills in English appropriately, English educators and learners should consider their major problems and take useful suggestions in writing into account if they are to expect a favorable outcome. In the present study, both peer-and teacher-

assessment approaches are needed to monitor their work and their partner's work from peer-assessment as well as to develop students' professional L2 writing from teacher- assessment.

2.2 Assessment criteria

In L2 teaching and learning environments, for assessment in the classroom, teachers need to consider what is assessed and how it is assessed. There are several previous studies about assessment and evaluation criteria through email and online assessment (Finch, 2004; Jung, 2009; Mansor, 2007; Marden, 2007; Rooks, 2008). Foss and McDonald (2009) and Rooks (2008) made students email exchange peer-review feedback. Given EFL environments, students could learn how to respond in a positive and constructive way to a piece of their own writing in class or at home via the Internet (email). Also, a few provided evaluation checklists such as composing messages and responding to the messages (Mansor, 2007; Marden, 2007), but direct evaluation criteria was not provided except for a checklist and a model email format.

On the other hand, Butler (2009) examined how teachers observe and evaluate students' foreign language performance in the classroom and how such assessment can vary among teachers. The study revealed that the teachers varied substantially in their overall assessment both across and within school levels. After the individual assessment was completed, a discussion held among the teachers showed that teachers, depending on the level of their school, differed with respect to (1) how to gauge students' confidence and motivation, (2) their views toward assessment criteria, and (3) how they assessed students' potential ability to communicate competently in foreign language learning.

In a Korean context, Bae (2007) evaluated narrative English writing skills (e.g., coherence, grammar, content, and text length) evidenced by two groups in the Korean/English two-way immersion program. Meanwhile, in this study the feedback method using assessment criteria (e.g., content, coherence and logicity, structure and organization, grammatical accuracy, range of vocabulary) is used for understanding the elements in given criteria that students find it difficult or easy to master when writing their essays. The teacher provided students with a model of evaluation criteria directly for marking. By doing this, students can monitor their own work as well as their partner's. Through this study, all students could profit using evaluation criteria for marking. Effective types of evaluation criteria are therefore definitely required to monitor students' lack of competence in particular elements of the evaluation criteria as well as to develop their overall L2 writing skills.

3 Methodology

3.1 Participants

A total of 26 undergraduate students (9 females and 17 males between the ages 21 and 28 years) at a university in Seoul, Korea participated in this study. All students had to join the college of general English educational program (with lectures conducted in English) for one year as a required subject. As Table 1 shows, a survey was conducted to know students' background information (see Appendix).

Table 1. Students' Background Information

Background Information	N ³		N	
Gender	Female	9	Male	17
Grade	Freshman	16	Junior	3
	Sophomore	2	Senior	5
Language Background	Second Language	12	Foreign Language	14
Nationality	Korean	24	Russian	1
			Ukrainian	1
Lived, Studied, or Traveled in Native Countries	Never	11	Experience	15
	5 months to 8 years	7	1 or 2 months	3
	3 years to 5 years	2	5 months to 8 months	3
Use of English Currently	Frequently or Sometimes	17	Rarely	9
Level of Proficiency	High	6	Intermediate	14
	Low	6		

In this study, twelve students used English as a second language; and fourteen students used English as a foreign language. Twenty-two students were Korean and two students: one student came from Ukraine and one was from Russia. Sixteen students were freshman; two sophomores; three juniors and five seniors. Eleven students had not been to any English speaking countries while fifteen students had (seven students in America for from five months to eight years).

Six students were at a high level; fourteen were at an intermediate level; and six were at a low-level of proficiency as reported from self-evaluation. However, most of the students had a good ability to write English, and a few students had a really excellent ability to write essays since some could speak and write English as fluently as native-speakers.

Seventeen students were studying English frequently or occasionally,

³ 'N' refers to the number of students.

while nine were studying English rarely. Fourteen students focused on studying speaking skills and three wanted to improve their writing skills, so most of the students wished to improve their productive skills (i.e., writing and speaking).

3.2 Materials

Essays: A total of 104 essays (52 essays from teacher-assessment and 52 essays from peer-assessment) were collected and analyzed to compare peer-assessment versus teacher-assessment as well as to find out which elements students had more scores (see Table 2).

Table 2. The Number of Total Essays

	Peer-Review Feedback	Teacher-Review Feedback
1 st Essay	26	26
2 nd Essay	26	26
	52	52
The Number of Total Essays	52+ 52= 104	

As Table 2 shows, two essays (1st and 2nd essays) from each student were analyzed to compare teacher-review with peer-review feedbacks.

A Survey: The aim of a survey is to evaluate the effects of exchanging peer-assessment and of using criteria for students' essays in the classroom. There are two sections in a questionnaire: section one is about background information, and section two is about the evaluation of peer-assessment of essays and criteria. The questionnaire is written in English while participants can answer both in English and in Korean (see Appendix).

3.3 Instruction

3.3.1 Teacher's instruction

When the class started, the teacher gave students the day's topic overview and provided students with a guideline for writing. Students were required to submit two essays during the semester: one essay was submitted before the mid-term exam and the other one submitted after it. In order to decide on each student's partner, the teacher let students submit pre-essay to divide into their level regarding their writing ability. After the teacher chose each student's partner according to their similar level, the teacher gave students a guide on how many words they had to write in each essay. The teacher tried to increase the number of words of the essays in order to develop their composition in English gradually.

Peer/Teacher-Assessment Using Criteria in the EFL Classroom for
Developing Students' L2 Writing

Table 3. The Guideline of Two Essays

Essays	Words	Assessment
Pre-essay	300 words	For the decision of students' level
1 st essay	400 words	Assessment from each partner and the teacher
2 nd essay	600 words	Assessment from each partner and the teacher

As Table 3 shows, the length of essays is gradually made longer to develop students' English composition progressively: two essays (1st and 2nd essays) were assessed by both their partner and the teacher. At first, the teacher provided students with a model of good essays. The teacher gave students time and opportunities to correct errors before the teacher did. When students did not bring their essays, the teacher let them send their work to their partner or the teacher via email.

At the same time, the teacher provided students with designated assessment criteria for marking when they exchanged their work with each other. The maximum mark available for each of the assessment criteria is termed 'the basic score'. The all parts of the given evaluation criteria have the same basic score (see Table 4).

Table 4. The Model of Evaluation Criteria (Adapted from Jung, 2009)

Five Elements	Basic Score	Peer-review	Teacher-review
1. Content	1		
2. Coherence and Logicality	1		
3. Structure and Organization	1		
4. Grammatical Accuracy	1		
5. Range of Vocabulary	1		
Total Scores	5		

The author adapted Jung's (2009) evaluation criteria because of the appropriate criteria for L2 writing in this study. Evaluation criteria are provided in detail to determine how clearly the main points and supporting ideas are written for the relevant topics as well as to find out how well the topics are organized with logical development and reasonable conclusions. For the range of vocabulary, students can choose any ranges from easy to difficult words; however, students have to choose proper vocabulary within each sentence. With assessment criteria, using clear, specific instructions on what to look for and what to do, allows students to be useful as editors of the drafts. By providing evaluation criteria, students could have opportunity to think a topic fully in such pre-writing activities as reading, brainstorming and list making. In other words, using assessment criteria provides students with guidelines to read and monitor their own writing as well as to assess other students' writing; hence guidelines and assessment criteria are valuable for development of L2 writing skills.

After completing their essay, students exchanged their work by providing feedback following the given criteria and then they resubmitted

their work to the teacher, and finally the teacher gave each student comments and marks on their piece of writing and students revised it accordingly. The teacher assessed each student's work individually to find out which components of student's writing skills improved through this study.

3.3.2 Students' participation

The teacher asked students to write their essay related to articles from the newspapers, a book⁴ or the Internet, which helped students choose appropriate topics. For example, "Besides cars, what are some other ways that your country is going green" or "What are some strengths or weaknesses of capitalist and state-controlled economies?". The students selected one of the topics and wrote a short essay with 300 to 600 words. The teacher considered three questions to determine: a) how students can find sufficient topics to provide a wide enough learning experience; b) how students can make the subject matter meaningful; and c) how writing essays can help students learn their L2 better. Most writing topics stimulate students to practice communicative skills: these activities focus on what they have absorbed (message) rather than what they have memorized (form), so the structure is naturally absorbed.

When students exchanged their work, they examined the partner's choices of specific linguistic and logical features, such as cohesive link, punctuation, grammar, sentence arrangement, and organization. Some students may have stressed quantity of writing rather than quality. Although students organize their ideas well in their native language, they probably need to have accurate grammar fluency in content in their L2. In this respect, students still need to practice features of a piece of writing when they learn a L2. The more the teacher points out to their students why they make certain errors from the teacher-review, the more the students will be able to avoid them.

Students were required to write two essays as assignments to improve their composition of English during the semester. All students made decisions on how to begin and how to organize the task. After finishing the first draft, students were required to give feedback with comments to their partner according to the given criteria. On the basis of the results of students' pre-essay, the teacher allocated the students in pairs of similar-level as it can be helpful if a learner has equivalent language ability and progression as their partner. Exchanging feedback in L2 writing reinforced students to fix the grammatical structures, idioms, and vocabulary that helped them boost the accuracy of their writing. In this study, the author proposed the picture of *feedback-circuit* from peer/teacher assessment in Figure 2.

⁴ A book: *Issues now in the news* (Worcester, 2008).

Peer/Teacher-Assessment Using Criteria in the EFL Classroom for Developing Students' L2 Writing

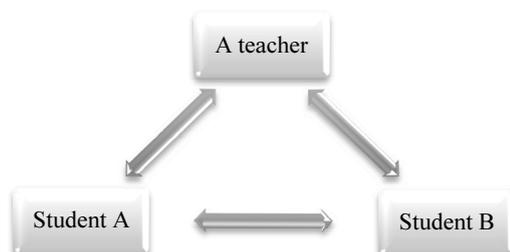


Figure 2. Feedback-circuit from peer/teacher-assessment

As Figure 2 shows, through *feedback-circuit*, students could develop their writing ability by drafting, reviewing, redrafting and editing their pieces: that is, the process approach to writing occurs naturally, so students could have the opportunity to revise the weak points in their essays. After exchanging feedback with each other, the teacher gave the students another chance to do self-assessment before resubmitting their work: so this study is based on both the free-assessment approach and the integrated-assessment approach (peer/teacher-assessment). The students could then develop the ability to assess their own writing and to examine it critically, to learn how to correct it, and to express themselves fluently, logically, and accurately. Hence, students could learn how to edit their own writing as well as their partner's work by learning to find and correct their own errors and mistakes from both reviews.

3.4 Procedures

The aim of procedures is to show how to use peer/teacher assessment in L2 writing. In the writing process, students could think more about their topics and cultivate more powerful insights, which helped the students' creativity. Examples of each stage are presented in Table 5.

Table 5. The Procedures of Peer/Teacher-Assessment

Stages	The Procedures of Peer/Teacher-Review
Stage 1: prewriting	When the teacher gave a guideline and assessment criteria about the essays to students who made a plan on how and what to write related to the articles.
Stage 2: drafting	After composing a rough draft, students exchanged their work with their partner for peer-assessment from the given criteria.
Stage 3: revising	After receiving peer-assessment with marks, the teacher asked students to do self-assessment, so students examined which parts they made mistakes or errors.
Stage 4: editing	Students again resubmitted their essays to the teacher who corrected grammatical errors and other factors in their work as teacher-assessment and finally the teacher returned the revised essays with marks to each student.

Students could expand their writing skills in each stage by prewriting, drafting, revising, and editing through the process of self-assessment and peer/teacher-assessment. Particularly, peer/teacher-assessment made students conduct the process writing naturally.

4 Results and Discussion

4.1 The results of peer/teacher-assessment approaches

4.1.1 The results of peer/teacher-assessment in the first essay

In the first essay, 52 written essays (26 essays from peer-assessment and 26 essays from teacher-assessment) were analyzed to compare the two assessment approaches (see Table 6).

Table 6. The Difference of Both Assessment Approaches in the First Essay

Five elements	Basic score	Peer-assessment	Teacher-assessment
1. Content	1	24.9/26 ⁵	25.4/26
2. Coherence and logicity	1	25.1/26	24.8/26
3. Structure and organization	1	25.3/26	23.8/26
4. Grammatical accuracy	1	23.5/26	23.1/26
5. Range of vocabulary	1	25.4/26	25.1/26
Total scores	5	124.2/130	122.2/130

As Table 6 shows, the total scores of peer-assessment (124.2 out of 130) had a higher score than those of teacher-assessment (122.2). In regard to the difference of peer- and teacher-assessment, students gave very slightly higher scores (i.e., only 2%) to their partner than the teacher did. Thus, according to the results in the first essay, both assessment scores were similar, but the teacher gave students lower scores in almost aspects of their writing categories than students did as peer-assessment in order to give students opportunities to know their mistakes and errors when writing.

4.1.2 The results of peer/teacher-assessment in the second essay

In the second essay, 52 written essays (26 essays from peer-assessment and 26 essays from teacher-assessment) were analyzed to compare both assessment scores (see Table 7).

⁵ Each category in the basic mark is one mark, considering that the number of students is 26, the maximum mark of each category is 26 marks.

Peer/Teacher-Assessment Using Criteria in the EFL Classroom for Developing Students'L2 Writing

Table 7. The Difference of Both Assessment Scores in the Second Essay

Five elements	Basic score	Peer-assessment	Teacher-assessment
1. Content	1	25.5/26	25.7/26
2. Coherence and logicity	1	25.2/26	25.5/26
3. Structure and organization	1	24.9/26	25.1/26
4. Grammatical accuracy	1	24.3/26	24.9/26
5. Range of vocabulary	1	25.2/26	25.3/26
Total scores	5	125.1/130	126.5/130

As Table 7 shows, the total scores of teacher-assessment (126.5 out of 130) had very slightly higher scores than those of peer-assessment (125.1). Regarding the difference of peer- and teacher-assessment, the teacher gave higher scores to students than students gave. Thus, according to the results of the second essay, the teacher gave students slightly higher scores in all aspects of their writing categories than students did (but the results are quite similar) in order to give students confidence to write English composition and to encourage their motivation to write English more.

4.1.3 The outcomes of the difficult or easy components in the first essay

As Figure 3 shows, in the first essay, students gave their partner the highest score (25.4 out of 26) for *the range of vocabulary category* while they gave the lowest score (23.5) for the *grammatical accuracy category*. On the other hand, the teacher gave students the highest score (25.4) for the *content category* while the teacher gave students the lowest score (23.1) for the *grammatical accuracy category*. Accordingly, students had the lowest scores for the *grammatical accuracy category* from both peer- and teacher-assessment scores.

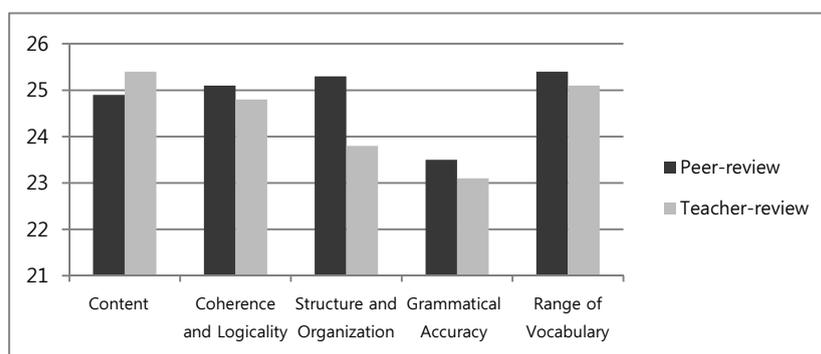


Figure 3. The outcomes of the difficult or easy components in the first essay

4.1.4 The outcomes of the difficult or easy components in the second essay

As Figure 4 shows, in the second essay, students gave their partner the highest score (25.5 out of 26) for the *content category*, while they gave the lowest score (24.3) for the *grammatical accuracy category*. However, the teacher gave students the highest score (25.7) for the *content category*, while giving the lowest score (24.9) for the *grammatical accuracy category*. Accordingly, in the first and second essays, students had the lowest scores for the *grammatical accuracy category* from both reviews. Considering that the *grammatical accuracy category* was the most difficult when writing students' essays, it may be troublesome for non-native speakers to recognize the accurate grammatical rules and principles. Thus, English educators and learners may consider which categories need to be considered more when learning and teaching L2 writing.

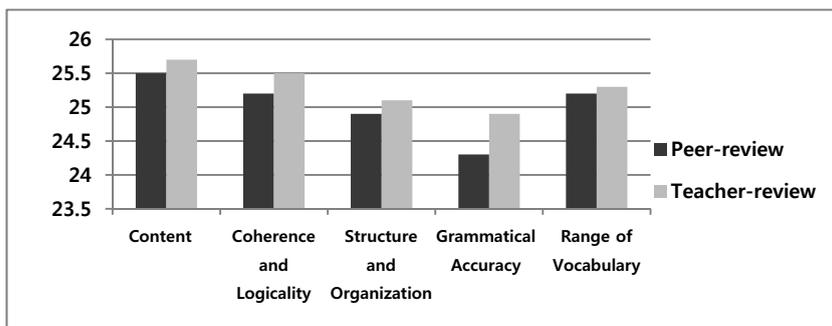


Figure 4. The outcomes of the difficult or easy components in the second essay

4.2 The results of a survey

In order to examine students' subjective opinions about peer-assessment, a survey was conducted and analyzed (see Table 8).

Table 8. The Evaluation of Survey-Statistic Results

Part 1: Essays (Help)			
(1) Much Help	(2) Some Help	(2) Less Help	(3) Little Help
6	15	1	4
Part 2: Using Assessment Criteria (Help)			
(1) Much Help	(2) Some Help	(2) Less Help	(3) Little Help
3	13	6	4
Part 3: Exchanging Peer-Assessment (Help)			
Yes: 18		No: 8	

As Table 8 shows, more than half the students (n=21) thought writing essays were much or some help to develop their English composition while only few students (n=5) had the opposite view. Hence, most of the students thought that writing essays was a very helpful way to develop their writing skills and to train their English composition.

4.2.1 The effects of using assessment criteria

As Table 8 and Figure 5 show, several students (n=16: 62%) recognized using assessment criteria for marking was much or some help for reviewing their partner's work; on the other hand, a few students (n=10: 38%) thought utilizing assessment criteria for marking was less or little help in evaluating their partner's. However, most of the students realized using assessment criteria was very effective to monitor their work and to assess their partner's.

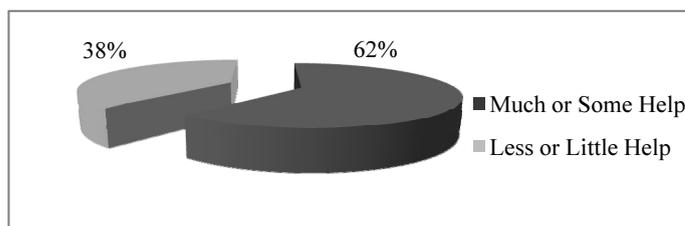


Figure 5. The results of the effects of using assessment criteria

4.2.2 The effects of exchanging peer-assessment

As Table 8 and Figure 6 show, many students (n=18: 69%) thought exchanging peer-assessment was useful to develop their writing skills and to correct their partner's work accurately; while a few students (n=8: 31%) had the opposite view. However, most of the students realized exchanging peer-assessment was more helpful than not. Many students thought they could see other points of view. However, several students recognized peer-assessment had negative aspects: a few students may give their partner lower grades than their real ability. Additionally, a few thought grading assessment criteria was too simple.

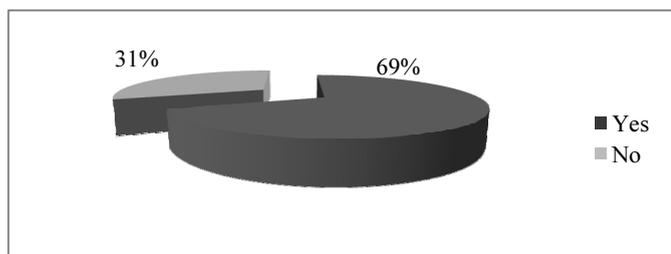


Figure 6. The results of the effects of exchanging peer-assessment

4.3 General discussion

The teaching methods using effective peer/teacher-assessment might be changed continually so as to be based on the limitations and suggestions of various research findings as they arise. This study faced the following four main challenges: First of all, a few students colluded with their partner to get good grades together or they did not pay much attention to their partner's work, so both of them got good grades. Secondly, it was limited to receiving correct peer-assessment from a fellow non-native speaker. Learners may not receive grammatically and structurally correct peer-assessment when they give feedback to each other after finishing their work. In EFL environments, it is not easy for most Korean students to accurately assess their partner's writing work as non-native speakers because they have no internalized grammatical principles for English language. Thirdly, considering EFL contexts, it is not easy to provide exact peer-assessment in class because of lack of time or lack of the systematic assessment criteria. Most of all, mainly students are not used to reviewing others' writing items with the given assessment criteria. And lastly, the results could be different depending on learners' motivation and strategies to learn a L2; thus, there are many critical aspects of enhancing writing skills in the EFL situation. This study, however, attempts to focus on positive aspects. Designated evaluation criteria for marking of students' work are a crucial factor for learners to assess their partners' writing as well as to monitor their own work. From the findings of this study, a desirable model of peer/teacher-assessment methods in the EFL classroom for the future instruction can be suggested for L2 learners.

There are three suggestions to take into consideration to amplify students' writing ability in classroom settings: Firstly, considering the Korean education system, teachers often have full course-loads as well as many administrative duties and the burden of overpopulated classes: hence, in order to enhance Korean students' writing ability, English educators need to develop specific feedback methods for writing. Secondly, various peer-feedback or group-feedback methods and assessment criteria for marking should be introduced to allow learners to supervise their partner's work and to observe their own writing. Considering that on the whole there are big classes in EFL contexts, English teachers cannot give feedback to each student at the same time in class, so –various assessment methods are needed to evaluate students' writing promptly. Even if exchanging peer-assessment helps students improve their writing skills, peers may negotiate their scores; however, this is less likely to happen if they are formative no- value assessment. And lastly, using multimedia is a good way for conducting peer-assessment considering the lack of time in the EFL classroom. Yoonjung Cha (2007) suggested that computer-mediated communication tools helped the need and effectiveness of peer feedback in the EFL writing environment. Thus, when students exchange their work through email or the bulletin board,

they can save time and stimulate their motivation easily. Most of all, it is crucial for learners to receive efficient assessment using proper criteria on L2 writing in the classroom, which helps students develop their English composition.

5 Conclusion

This study focused on developing L2 writing skills through peer-/teacher-assessment, practicing and training students' English composition and providing applicable evaluation criteria for marking to assess the partner's writing and to monitor their own writing. In the present study, all students could profit from exchanging peer/teacher-assessment and using evaluation criteria in the classroom: especially, the process approach to writing occurs naturally through peer-/teacher-assessment, which allowed learners to gain proficiency in the composing process and replaced ineffective approaches with more productive ones by prewriting, drafting, revising, and editing from the given assessment criteria. The results reported that the teacher gave students lower scores in the first essay than students did as peer-assessment in order to help students check their mistakes and errors when writing, while the teacher gave students more scores in the second essay than students did in order to give students confidence to write English composition and to enhance their motivation to write English more. In particular, students had the lowest scores for the *grammatical accuracy category* from peer/teacher-assessment; so it may not be easy for most students to accurately assess their L2 writing as non native-speakers of English. For this reason, English educators and learners may consider which components need to be considered more when learning and teaching L2 writing. In addition, the survey results reported over half the students thought exchanging peer-assessment and using criteria were helpful in reviewing their partner's work and in developing their writing skills. Therefore, exchanging peer-/teacher-assessment with proper assessment criteria is one of the best methods for students to evaluate their partner's work, to monitor their own writing, to develop their L2 writing, and to get promising outcomes of their L2 writing work.

References

- Bae, J. (2007). Development of English skills need not suffer as a result of immersion: Grades 1 and 2 writing assessment in a Korean/English two-way immersion program. *Language Learning*, 57(2), 299-332.
- Butler, Y. G. (2009). How do teachers observe and evaluate elementary school students' foreign language performance? A case study from South Korea. *TESOL Quarterly*, 43(3), 417-444.

- Butler, Y. G., & Lee, J. (2006). On-task versus off-task self-assessments among Korean elementary school students studying English. *The Modern Language Journal*, 90(4), 506–518.
- Cha, Y. (2007). A study of peer feedback patterns in CMC modes on Korean EFL students. *Multimedia-Assisted Language Learning*, 10(1), 9-35.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Carrboro, NC: Heinle & Heinle Thomson Learning.
- Davison, C., & Leung, C. (2009). Current issues in English language teacher-based assessment. *TESOL Quarterly*, 43(3), 393-415.
- Finch, A. E. (2004). Online peer-assessment of a multimedia project. *Multimedia-Assisted Language Learning*, 7(2), 65-80.
- Foss, P., & McDonald, K. (2009). Intra-program email exchanges. *CALL-EJ Online*, 10(2). Retrieved from <http://callej.org/journal/10-2/foss-mcdonald.html>
- Ishihara, N. (2009). Teacher-based assessment for foreign language pragmatics. *TESOL Quarterly*, 43(3), 445-470.
- Jung, M. (2009). *EFL writing instruction using CALL: The role of corrective feedback via e-mail* (Unpublished doctoral dissertation). Korea University, Seoul.
- Kim, Y., & Kim, J. (2005). Teaching Korean university writing class: Balancing the process and the genre approach. *Asian EFL Journal*, 7(2), 68-89.
- Mansor, N. (2007). Collaborative learning via email discussion: Strategies for ESL writing classroom. *The Internet TESL Journal*, 13(3). Retrieved from <http://iteslj.org/Techniques/Mansor-EmailDiscussion/>
- Marden, M. P. (2007). Integrating intercultural email communication and the TV news in the foreign language classroom. *CALL-EJ Online*, 8(2). Retrieved from <http://callej.org/journal/10-2/foss-mcdonald.html>
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle Publishers.
- Poehner, M. E. (2009). Group dynamic assessment: Mediation for the L2 classroom. *TESOL Quarterly*, 43(3), 471-491.
- Rooks, M. J. (2008). A unique opportunity for communication: An intercultural email exchange between Japanese and Thai students. *CALL-EJ Online*, 10(1). Retrieved <http://callej.org/journal/10-2/foss-mcdonald.html>
- Waring, H. Z. (2008). Using explicit positive assessment in the language classroom: IRF, feedback, and learning opportunities. *The Modern Language Journal*, 92(4), 577–594.
- Worcester, A. (2008). *Issues now in the news* (2nd ed.). Seoul: Compass Publishing.
- Xu, Y., & Liu, Y. (2009). Teacher assessment knowledge and practice: A narrative inquiry of a Chinese college EFL teacher's experience. *TESOL Quarterly*, 43(3), 493-513.

Appendix

Survey I: Evaluation of Using Peer-Assessment on L2 Writing

* This questionnaire deals with your personal background, linguistic information, and your opinion about the class. In each case, please indicate your answer by ticking the letter (a, b, etc.) or by writing it out.

SECTION 1: Background Information

1. Gender
 - a. Female
 - b. Male

2. Is English your first, second or foreign language?
 - a. First language
 - b. Second language
 - c. Foreign language

- 2-1. Where are you from? (if you are not Korean,..)
(Please specify) _____

3. What grade are you in? (if you are a student)
(Please specify) _____

4. Field of studying?
(Please specify) _____

5. Have you been to any English speaking countries? (lived, studied, or traveled)
 - a. Yes
 - b. No (If so, period of time in an English-speaking country)
Name of country-----/ countries ----- mos -----years
----- mos -----years

Linguistic Information

6. Overall English proficiency (self-evaluation):
 - a. High
 - b. Intermediate
 - c. Low

7. Use of English currently:
 - a. Frequently
 - b. Sometimes
 - c. Rarely
 - d. Others

8. What is the focus of your study?
 - a. Vocabulary
 - b. Grammar
 - c. Listening
 - d. Speaking
 - e. Reading
 - f. Writing
 - g. Others

Mi-Young Jung

SECTION 2: ESSAY

9. How much does writing essays help you develop your writing skills?
a. Much help b. Some help c. Less help d. Little help
10. How much do the given assessment criteria help you to monitor your work or to review your partner's?
a. Much help b. Some help c. Less help d. Little help
11. Do you think exchanging peer-assessment for your partner's work is useful?
a. Yes b. No Why?
(Please specify) _____

Thank you for your time!

Mi-Young Jung
Dept. of English Language & Literature
Korea University
414 ho, Estima, 177 Giljuroo, Wonmigu Bucheon
Kyeonggido, 14537 Korea
Phone: +82-10-6685-6314
Email: myj2014@naver.com

Received: November 30, 2015

Revised: June 24, 2016

Accepted: June 30, 2016