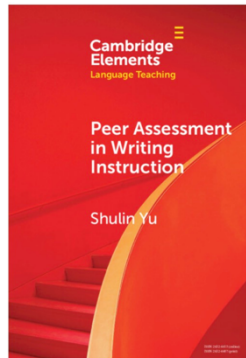


BOOK REVIEW: PEER ASSESSMENT IN WRITING INSTRUCTION

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Yu, S. (2024). *Peer assessment in writing instruction*. Cambridge University Press.

Peer assessment (PA), as an important collaborative learning strategy and method, has been increasingly employed in classroom assessment activities, and writing instruction is no exception. In contemporary educational assessment research, three major paradigms—assessment of learning (AoL), assessment for learning (AfL), and assessment as learning (AaL) are widely recognized (Earl, 2013). However, there has been a lack of comprehensive and systematic discussion regarding the relationships among these paradigms across different educational contexts. Against this backdrop, this book attempts to situate the three paradigms within a unified conceptual framework, with the aim of elucidating the role and functions of peer assessment in diverse writing instructional settings. In addition to theoretical insights, the author offers constructive recommendations for both future research directions and classroom practices.

The book comprises eight sections: an introductory chapter and seven substantive chapters, each devoted to peer assessment in a distinct context, including L1 writing, English as a Second Language (ESL)/English as a Foreign Language (EFL) university writing, English for Academic Purposes (EAP)/English for Specific Purposes (ESP) writing contexts, ESL/EFL school writing, and non-English foreign language writing. Its overall structure follows a tripartite progression from theoretical framework building, to context-specific literature reviews, to integrated analysis and prospects.

Chapters 1 and 2 serve as the introduction and theoretical framework. In the introductory section, the author reviews the three paradigms—AoL, AfL, and AaL—and outlines the significance and structure of the study. Chapter 2 proposes a unified conceptual framework in the form of a continuum model of assessment paradigms, which underpins the analysis in subsequent chapters. This chapter also clarifies the varied roles and functions of PA in writing classes, alongside the specific scope of each paradigm. As the author explains, AoL primarily serves summative

assessment and high-stakes testing purposes, emphasizing the importance of scores. AfL has a formative orientation, focusing on learning and assessment processes with an emphasis on instructional improvement. AaL places learners at the center of assessment, highlighting their agency and active participation. These paradigms, however, are neither inherently distinct nor mutually exclusive; each holds significance at different stages and for different purposes.

Chapters 3-7 take educational-linguistic background as the organizing principle, dividing global PA research into five contexts for detailed discussion. Each chapter systematically reviews studies according to the AoL, AfL, and AaL paradigms, followed by an examination of key findings and limitations. Chapter 3 addresses PA in L1 writing. In the author's argument, PA research has evolved from AoL to AaL and AfL, with AfL now dominant. Although AoL studies were limited in scope, they established PA's value and laid the groundwork for future research. AfL-oriented studies have since shown that PA enhances students' cognitive and reflective abilities in writing, with writers generally engaging positively in the process. AaL research highlights how providing feedback fosters critical thinking and reflective learning, with both giving and receiving PA contributing to cognitive and metacognitive growth, ultimately improving writing quality.

Chapter 4 examines PA in ESL/EFL university writing. The research situation here is similar to the PA research in L1 writing contexts. In AoL-oriented studies, PA played a limited role in summative assessment of L2 writing ability, often constrained by high-stakes testing cultures and both teachers' narrow perceptions and students' affective resistance. AfL studies have integrated teacher, self-, and peer assessment, finding each to have unique, irreplaceable benefits. Even under online or technology-assisted conditions, PA exhibited positive potential. AaL-oriented research suggests PA can enhance learners' sense of efficacy, though empirical findings have been inconsistent with theoretical claims, highlighting the need to consider individual differences and contextual factors.

Chapter 5 focuses on EAP/ESP writing. While AoL remains in use, there is a greater emphasis on its formative implications. AfL-oriented research in both EAP and ESP contexts has consistently shown PA to be beneficial, supporting error correction, revision, and affective encouragement. However, such benefits depend on learners' positive affective, cognitive, and behavioral engagement with PA. Teachers are thus advised to play a constructive guiding and monitoring role. In AaL, the author argues that the number of studies that use peer assessment as learning is relatively small.

Chapter 6 considers PA in ESL/EFL school writing, where empirical work is sparse. In primary education, PA tends to be spontaneous but still requires strong teacher facilitation, such as annotated rubrics. In AaL, in the author's view, due to a lack of sufficient empirical research, there is currently no consensus on the role of PA in developing students' cognitive and metacognitive abilities to self-evaluate their writing skills. For example, how students can use metacognition, cognition to self-regulate and monitor in PA of writing practices, and develop critical thinking skills to achieve lifelong learning. This aspect urgently needs more attention and discussion.

Chapter 7 addresses PA in the context of writing in non-English foreign languages. As reviewed by the author, AoL-oriented studies are few and often lack sufficient validity, with most

research focusing on formative assessment. AfL studies have demonstrated that PA not only yields learning benefits but also enhances reading awareness and the ability to negotiate meaning. The quantity and sequence of feedback, however, may need to be adapted to specific contexts. Furthermore, PA has a positive impact in diverse contexts, including cross-cultural writing and telecollaborative manner. AaL-oriented studies align closely with AfL in showing gains in writing performance, revision quality, and critical reflection. In foreign language contexts, PA is positioned as a means of transforming learned knowledge into personalized, internalized understanding, fostering active engagement in meaning-making and higher-order thinking.

The last chapter is the concluding chapter, which summarizes the main arguments of the book, as well as future research directions and practical suggestions. The author points out that among the three major paradigms of PA, considering the overlapping functions among AoL, AfL and AaL, PA can be used for both summative and formative purposes, but the academic community currently focuses on the formative function of AfL in peer assessment. This underscores the need to further explore AoL and AaL perspectives on PA, particularly in terms of measurement and evaluative functions. Given the interplay of multiple factors affecting PA effectiveness, the author advocates viewing PA dynamically and learner-centrally, with attention to both student agency and teacher roles. The author thus calls for future research on the long-term development of assessment and feedback literacy among both students and teachers, ensuring that the goals and functions of AoL, AfL, and AaL are realized in varied writing instructional environments.

In sum, the book integrates extensive case studies and empirical research, situating PA within a dynamic, multifunctional educational ecology. This analytical perspective renders the volume a valuable resource for research in writing pedagogy, language assessment theory, and teacher education. While the book does not prescribe specific PA training methods, it emphasizes the critical importance of contextual factors and teacher engagement in the successful implementation of PA, along with the challenges inherent in such processes. Educators will find the work useful for deepening their understanding of PA's complexity and potential, thereby enhancing their capacity to implement and guide it effectively. The author's analysis of teachers' varied roles-coordinator, facilitator, feedback provider offers valuable insights for improving classroom practice.

Overall, by providing a clear, structured, and in-depth discussion of PA, the book serves more than a systematic literature review and theoretical synthesis; it also contains a conceptual intervention that transcends the formative-summative dichotomy through the lens of the assessment continuum. By integrating the three paradigms into its analytical framework and critically reviewing key themes and findings, the volume makes a significant scholarly contribution. It is therefore highly recommended for educators, researchers, and graduate students, as it offers valuable insights into PA in writing instruction and stimulates critical reflection and deeper engagement in research, teaching, and learning contexts.

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Acknowledgement

The author would like to acknowledge the support from Sichuan University of Arts and Sciences 2024 University-level Scientific Research Start-up Project “A Diachronic Study on the Identity Construction of Newly Hired Teachers in Local Universities Based on Ecosystem Theory—Taking Sichuan University of Arts and Sciences as an Example” (2024QD27)