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Applying Peer-Review Checklist to Improve Vietnamese EFL University Students' Writing Skills

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Abstract. This study was an attempt to investigate the effect of peer-review checklists on Vietnamese EFL students' writing performance and students' feedback on the application of the peer-review checklist. The quasi-experimental study was conducted with fifty-eight non-English major students at a university in the Mekong Delta. The participants were divided into an experimental group and a control group. A mixed-methods intervention design was applied, in which data were collected from a pre-test, a post-test and a focus-group interview. The results of the triangulation analysis, which compared datasets from the instruments, revealed that EFL students utilizing a peer-review checklist performed better than did their peers in the control group. More specifically, students in the experimental group had significant progress in terms of task fulfilment and utilizing vocabulary. The results also indicated that most students' feedback on the use of the checklist was positively noticed. Although the findings of the study are limited because of the small sample, use of peer review checklists in writing classes is recommended for EFL students in tertiary contexts with some suggested cautions.

Keywords: assessing writing; feedback; peer-review writing checklist; writing skills; peer review

1. Introduction

Learning English has been a compulsory requirement for almost all university students in Vietnam (Hung & Thuy, 2021). However, learning English with non-English major groups has been challenging for a range of reasons (Phan, 2019). There is a marked discrepancy between what the students have learned in high school and what they have to achieve at the tertiary level. The issue seems more conspicuous in universities in the Mekong Delta region because most students are from rural areas where English is not an emphasized subject in learning and teaching, leading to the limitation of students' English

proficiency. Furthermore, as Chokwe (2013) indicated, under-resourced high schools and poor family backgrounds negatively affect EFL students' English competency. Among four language skills, writing is considered the most difficult for English learners (Grami, 2012) because it requires them to have cognitive analysis and linguistic synthesis (Lamia, 2016). It takes time and effort to revise not only in terms of grammar and syntax but also in organization of ideas. Weigle (2011) claimed that writers have to spend a huge amount of cognitive energy managing different types of information such as writing about a specific topic and acceptable forms of texts. Therefore, several problems arise in the process of teaching and learning writing skills. For teachers, reading and giving feedback on all compositions every week seems to be a big challenge. From the perspective of students, it is greatly demotivating if teachers do not give any feedback on their written production because they might try their best to prepare for such compositions. In this regard, seeking out a measure to motivate and help non-English major students to learn writing skills effectively is important. One method that has been proved to be effective is the use of peer-review checklists (Azarnoosh, 2013; Reinholz, 2016; Topping, 2013). According to Harutyunyan and Poveda (2011), peer review (hereafter PR) activities are also useful for helping students to improve writing skills. These researchers also acknowledged that the ultimate results of writing are radically different compared with the first draft when PR was not employed. Students enjoy the process of applying PR because they feel a sense of respecting others and being respected. During the PR process, a checklist is one of the tools that can be used as guidelines for learners to stay focused on the target outcomes of every task. Checklists are helpful for reviewers in terms of organizing the assessment and identifying the most significant issues (Ferretti, 2013). As a result, it is suitable for students who often face difficulty in English writing to pinpoint requirements of writing skills. These positive outcomes potentially tackle the problems regarding students' poor background knowledge and motivations in writing classes. In this study, applying peer-review checklists is proposed to help non-major students to improve their writing skills.

2. Literature review

2.1. Review checklists used for peer review in writing class

Review checklists were designed and have won common acceptance in English writing classes. Seow (2002) suggested using a checklist in the stage of responding to writing. A list of questions was presented to have students provide helpful suggestions and comments for writers, not just vague ideas. The author also emphasized that checklists can act as an aid for group or pair responding. In other words, students can respond to each other's compositions in pairs or in groups using a checklist.

Demirel and Enghinarlar (2007) used a pair of checklists in their study to see the influence of guiding questions on the writing process by students. In their study, the checklists were given to pairs as Checklist A and Checklist B, which were designed differently. The two checklists contained space for editor students to provide comments and suggestions. Key items of a written

production were also presented in the checklists. In checklist A, six groups of questions are presented in part 1 (Introduction) and part 5 (Supporting sentences). There are around 4 questions for each part in Checklist B. Therefore, these two checklists were quite messy with many details that may have confused the students.

Honsa (2013) adapted a checklist used for essays from the coursebook for English Course Level 5 by Oshima and Hogue (1997). Honsa divided the checklist into two columns: (1) Questions, and (2) Answer and comments. In the first column, parts of essays are presented in order of Introduction, Body, Conclusion, Grammar and Mechanics, and Sentence structure. This checklist is elaborate and informative because it goes through almost all of the important parts of an essay. More importantly, the checklist provides blank spaces in which reader students can place comments. It helps both writer and reader students to recognize the problems easily and develop critical thinking.

Garofalo (2013) designed a very user-friendly and effective checklist. The checklist was not separated into columns, but covered all the issues of writing and also allowed editors to provide comments. Regarding the appearance of the checklist, it was easier to leave spaces for each issue in comparison to those by Honsa (2013) and Demirel & Enghinarlar (2007). More importantly, teachers can add or remove items easily if there is a need for changing content issues. Furthermore, students follow the issues individually. This checklist was used in this study as a tool for processing the peer assessment of writing skills.

2.2. Peer review checklist-related studies

Demirel and Enginarlar (2007) emphasized the importance of peer feedback on writing. They stated that peer feedback formed a sense of audience for students, which encouraged them to write more authentically. The researchers also utilized checklists as tools for peer activities. In particular, checklist A and checklist B were assigned to two groups of students to compare the number of details provided through checklists. The results revealed that Checklist B revised by Figley and Witte (1981) made students generate more peer feedback than did the preliminary checklist. In a separate study, Al-Hazmi and Scholfield (2007) aimed to improve the writing literary in English of Saudi university students as EFL students. The regime of the study was on the use of a checklist by a group of two to three students for peer review in different writing assignments in the class or homework. In the conclusion of the study, in the drafting stage, there was a clear improvement in quality, especially in mechanics, despite the number of changes or mistakes identified through the peer review. However, there was only little improvement from the drafting stage to the final stage.

Deni and Zainal (2011) implemented peer-editing checklists on advanced-level students in a university-level writing program. The results from observation, a ranking survey, and a short-answer questionnaire showed that peer-editing checklists benefited students affectively, communicatively, and linguistically, but the method had more positive outcomes for editor students than for writer students. The researchers also stressed the importance of checklists in

“maximizing the number of areas in which a student editor can be productive” and in “minimizing the confusion that can arise in the peer-editing process” (p. 155).

Garofalo (2013) implemented peer checklists in EFL writing classes in a university. Fifty after-hours university students took part in the study. They were all at an advanced level of English. The peer editing checklists were employed in the process of editing each other’s essays by circling the focus areas and providing suggestions and corrections. A short answer questionnaire and a ranking survey were used to gauge the value of the method. The results revealed that peer editing checklists benefited students in three aspects: (1) affectivity, communicative purposes, and linguistics. Moreover, the researchers found that peer editing checklists benefited both writers and editors.

Tai et al. (2015) conducted a study on the impacts of peer review and corrective feedback of teachers on EFL students’ writing performance on an online platform. The study was designed to compare the impacts of teacher feedback and peer feedback on the English writing performance in an EFL class. The combination of both teacher feedback and peer feedback resulted in more improvement in the English writing class than only the implementation of teacher feedback.

Yosepha and Supardi (2015) investigated whether a peer checklist was effective in teaching letter writing. The researchers used a pre-experimental research on 34 eleventh grade students. The results of the study indicated that the peer checklist helped students to improve application letters, particularly in terms of self-awareness of writing criteria. Tian and Zhou (2020) conducted a study with five EFL students to examine their engagement with teacher feedback, peer feedback, and automated feedback in the online setting over 17 weeks. A naturalistic case-study approach using textual and interview data was employed in the study. The findings showed that reciprocal and dynamic engagement with different feedback greatly affected the process of making decisions in feedback uptake by learners. However, their engagement with these sources of feedback in the cycles of essay tasks was widely varied.

In summary, a number of studies have employed checklists to support the peer review process in learning and teaching English writing. These studies proved the positive effects of peer review using checklists on students’ writing skills. However, the participants of these studies were English-major university students or high school students. There were no studies whose participants were non-English major university students. Therefore, this study is the first attempt at conducting an experiment among non-English major university students.

In Vietnam, a few studies have been conducted to investigate the impact of peer review on students’ writing performance. Ho and Usaha (2009), however, applied a blog platform in the world of Internet users (bloggers) in a real EFL

context. The participants were second-year English major students taking an academic writing course at a Vietnamese university. The students were asked to use blogs to post their compositions (essays) after having been trained in a procedure of peer response. They then provided and received comments twice from their peers on the first and the second drafts. The data collected were from drafts, students' comments, learning journals, and semistructured interviews. The quantitative analysis indicated that the most common kinds of comments created via the blog-based peer response were "clarification", "suggestion/advice", "explanation", and "alteration". Additionally, the comments influenced the quality of students' writing based on the qualitative and quantitative analyses. Importantly, most students showed positive attitudes towards utilizing blog-based peer responses in the classroom. The study emphasized a comparatively new form of technology that can be used to improve EFL students to become better writers.

Nguyen (2016) used peer feedback practice in EFL writing classrooms in Vietnam to stimulate EFL students' metacognition, which included knowledge of cognition and regulation of cognition. The researcher developed Yes/No checklists for students to use as both feedback givers and feedback receivers, and guidelines for jigsaw peer feedback. The findings indicated that peer feedback practice was informally conducted in this specific context and provides few opportunities for learners to improve their metacognition. Moreover, participants expected to innovate peer feedback practice in writing classes. Therefore, the jigsaw peer feedback approach was created to provide the learners with opportunities to boost their metacognition in learning a language and to engage in peer feedback practice.

More recently, Do (2020) measured the effect of scaffolded peer review training on texts produced by students of French as a foreign language at a Vietnamese university. An experiment was conducted during one semester with an experimental class consisting of 20 freshmen under a peer-assisted condition in comparison with a control class (also 20 freshmen) who produced texts individually. A training programme using a systematic peer review approach was conducted in the peer-assisted class with the modeling of teacher, customized checklists for peer reviewing, and sheets for giving and receiving feedback. Quantitative and qualitative analyses revealed that the peer-assisted class made better progress than the producing-texts-individually class regarding the total gain scores, ideas development, task completion, coherence, and grammar.

The current body of literature review shows that previous research mainly focused on English major students in their English writing. There are few studies applying peer-review checklists to non-English major students who study in rural areas, particularly in the Mekong Delta of Vietnam. This group of students should be involved in this method for more generalized findings. Moreover, most other studies used a qualitative approach (Ho & Usaha, 2009; Nguyen, 2016) or experimental evaluation of a training program. This study

used a mixed-method intervention design, which is believed to yield more reliable and comprehensive results (Creswell, 2018).

3. Method

3.1. Research design

A mixed-method approach was used in this study, which was believed to maximize the strength of both qualitative and quantitative research and minimize their limitation (Creswell & Creswell, 2018). More specifically, this research was closely to the mixed methods experimental design, in which qualitative data from students' composition and interviews were collected and analysed after the experiment in order to "assess participants' experiences with the intervention" (Creswell & Creswell, 2018, p. 271). In other words, a quasi-experiment research which focused on the pre-test and post-test design was mainly employed to collect the data as the primary source for this study in order to see levels of changes in students' written production after experimental manipulation, thereby examining the effectiveness of the method applied in the experimental group. According to Nunan (1992), although quasi-experiments and true experiments both include a pre-test and a post-test, the assignment of participants is not random for the former. In contrast, the assignment of participants is random in true experiments. The participants in this study were chosen based on their levels. Therefore, the study was designed as quasi-experiment. Following that, the compositions were analysed to deepen the findings from the pre- and post-test scores, and then the interviews were used to receive the participants' feedback to understand the results more completely. Figure 1 illustrates this research approach.

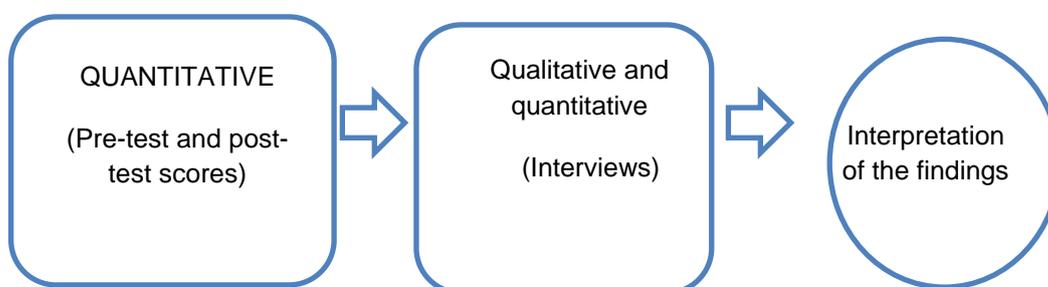


Figure 1. The visual model of data collection procedure.

3.2. Participants

Fifty-eight non-English major students at a university in the Mekong Delta participated in this study. They were studying different majors, including information technology (IT), Vietnamese studies (VS), primary education (PrE), maths pedagogy (MP), and chemistry pedagogy (CP). All students came from rural areas.

At the time of conducting this study, the researchers were teaching four English classes that were administrated by the university. All students were asked to a take pre-test. The two classes who were chosen in this study had similar scores. Moreover, the number of students in each class was equal (29 students). Therefore, they were purposefully chosen as participants in this study. The participants were then labelled as control group, who did not

engage in writing activities with peer review checklist, and experimental group, who applied peer reviewing in their writing class. The participants were from two classes where the researcher was the writing teacher. Therefore, the time progress and the syllabus used for two groups were similar so as to minimize the extrinsic factors influencing the results. All 29 students in the experimental group were later invited to take part in the follow-up interviews.

3.3. Study instruments

3.3.1. Pre-test

The pre-test of the study was about writing an email which was in accordance with writing task 1 according to The Vietnamese Standardized Test of English Proficiency (VSTEP). The aim of the test was to assess participants' email-writing skills, which is a part of the target writing that the participants were studying. This test was adapted from Preliminary English Test (PET) 3 book with answers (University of Cambridge, 2003). The topic of the test was "travelling". The participants were required to write an email in about 100 words to answer an email from an Australian friend who would like to visit the writer's country for a month.

3.3.2. Post-test

In the post-test, the participants were required to write an email related to the topic of health in about 120 words to give advice to a pen friend. Specifically, the participants were asked to provide advice about three aspects of being healthy, namely eating habits, exercising, and maintaining good daily activity. The test was adapted from the Preliminary English Test 2 book with answers (University of Cambridge, 2003).

3.3.3. Focus-group interview

The focus-group interview was considered useful for gathering feedback from participants in the experimental group. Each interview lasted around one hour for 2 groups of 10 people and one group of nine. The interview was semistructured so that it was possible to control the purpose of the interviews and add follow-up questions to explore the problems. The interview protocol emphasized students' reflections on the impact of peer-review checklist on (1) their writing learning process and (2) their writing products. To ensure that all students had opportunities to contribute their opinions, each student were asked the same questions. For each question in the interview protocol, follow-up questions were asked to gain in-depth information and further reasons behind the responses of the students.

3.3.4. Writing checklist

The checklist was designed to feature two main aspects. First, the format was adapted from the checklist by Garofalo (2013). Second, the content of each item in the checklist was closely based on VSTEP rubrics for scoring the letter or email, in which each criterion (task fulfilment, organization, vocabulary, and grammar) was rated on 10-point scale. The process of validating the checklist used in this study followed these stages: (1) the checklist was designed based on relevant theories as presented above; (2) the checklist was sent to two experts in the field to be revised. At this stage, many fruitful comments were

provided. For example, one lecturer suggested that the checklist should include all the criteria for scoring. Another lecturer helped to re-word several phrases to assist students when using when using the checklist. Then, the checklist was piloted with eight students who were studying the same curriculum as the participants in this study.

3.4. Data collection procedures

The data of the study were collected in different stages through four instruments during the spring semester of the academic year 2020-2021. First, the participants in two classes were divided into a control group and an experimental group. All participants were trained to use the peer-review checklist in week 2 in accordance with the following steps.

Step 1: Students were paired and exchanged their compositions with each other.

Step 2: The teacher explained the purposes of using checklists before delivering checklists to students. At this stage, the teacher also explained each item on the checklist to ensure that students understood the nature of the checklist. Students' questions were addressed at this stage.

Step 3: Students worked as editors. They had to go through each item on the checklist and comment if needed.

Step 4: Two students compared their checklists in each item. If there were disagreements, teacher decided on the correctness as a mediator.

Step 5: After checking through the checklist, students as writers set about revision.

Step 6: Writers submitted their revised draft to the teacher in the following step.

In the first step, students were not allowed to choose a partner because they tended to choose to work with their close friends. Yosepha and Supardi (2015) perceived that letting students freely choose partners made them more comfortable and work more effectively. However, the participants in this study were from different majors, so they joined the class with some of their friends. If they had been allowed to pair freely, they would have had no opportunity to learn from others in the class. The process of using peer-review checklists in class also followed the steps above, but step 2 was omitted to avoid wasting time.

The pre-test and post-test were delivered to students directly in classes. They had 20 minutes to do the tests. The process of taking the tests was monitored strictly to ensure that the students did not use tools to support or copy from their peers. After taking the pre-test and post-test, the participants' compositions were sent for evaluation to two lecturers who had more than 5 years teaching English, had accomplished their master's degrees in Australia, and had participated in training courses of VSTEP assessment and test design. The lecturers were not informed of the identification of the control group and experimental group's products when they received the compositions.

Second, the focus-group interviews were administered among the experimental group participants with a view to further understanding the comprehensive reflections of participants on using peer-review checklists in

their writing class. The participants were randomly divided into three groups. They were appointed to take the interview directly in the classroom. The interviews were in Vietnamese to ensure a full collection of informative data. Regarding the intervention between pre-test and post-test, the two groups studied the same syllabus, which took them 10 weeks to complete. The process writing approach according to Kuyyosuy (2019) was adopted to teach both groups. The only difference was that the experimental group was involved with peer-review checklists.

3.5. Data Analysis

The data from the pre-test and the post-test were analysed in two ways. First, SPSS 20.0 was used to compare the pre-test and the post-test scores which had been evaluated by two experienced lecturers. Second, students' compositions were qualitatively analysed to clarify the quantitative data in the first phrase. While quantitative data were analyzed by computing the mean scores (frequencies) and sig. value, qualitative data from the interviews were analyzed by categorizing the raw data, which were participants' answers, in each question from the focus-group interviews. Since participants' answers varied, they were organized by grouping key items to identify the consistencies and differences.

4. Results

4.1. Impacts of peer review writing checklist on EFL university students' writing scores

As can be seen in Table 1, in the post-testing, the mean score for experimental group (6.36) was much higher than that for control group, with 7.034.

Table 1: Mean scores of the pre-test and the post-test.

		Mean	N	Std. Deviation	Std. Error Mean
Control group	the pre-test	4.9667	29	1.53	.28
	the post-test	6.3667	29	1.04	.19
Experimental group	the pre-test	5.1897	29	1.05	.19
	the post-test	7.0345	29	.66	.12

In order to determine whether these differences are significant, overall comparisons were computed using a paired-samples *t*-test. The results are presented in Table 2.

Table 2: A paired sample T-test score.

		Paired Differences					Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		
					Lower	Upper	
The pre-tests	Control-experimental groups	-.24138	1.72	.320	-.89867	.41591	.458
The post-test	Control-experimental groups	-.77241	1.10	.20	-1.09242	-.25241	.003

There was no significant difference between two pre-test scores ($p=.458$), but a statistically significant difference between the scores of two post-test scores ($p=.003$), indicating that the students who experienced learning writing with peer-review checklists performed better than students in the control group.

To have more details from the pre-test and post-test comparison in both control and experimental groups, students' writings were rated according to four different criteria: organization, task fulfillment, vocabulary and grammar. The scores were then analyzed by using a one-way ANOVA. The results are shown in Table 3.

Table 3: The post-test scores of four writing elements.

Criteria	Group	Mean	N	Std. Deviation	Sig. (2-tailed)
Organization	Control group	1.90	29	.36	.149
	Experimental group	2.00	29	.23	
Task Fulfillment	Control group	1.85	29	.37	.036
	Experimental group	2.03	29	.18	
Vocabulary	Control group	1.31	29	.30	.000
	Experimental group	1.58	29	.26	
Grammar	Control group	1.28	29	.29	.070
	Experimental group	1.41	29	.25	

The quantitative results can be further clarified by analyzing details of the compositions and from the interviews. In pretest, the mean scores participants in both groups registered just around 1.5 (about 6 in 10-point scale), which can be attributed to their lack of supporting points. Particularly, Student 3 in control group only answered the first question as "you should go Vung tau" for the first question, and "you can eat seafood". The answer was too short to satisfy the demands of the task. Similarly, SC 16 answered that "you should go to Dalat", and "you can see flowers beautiful" for the first and second question, respectively. As opposed to the result from these students, 16 out of 59 participants (7 for control group and 9 for experimental group) achieved 1.75 (equivalent to 7 in VSTEP 10-point scale). Likewise, three and four participants in control group and experimental group attained 2 (8 in 10-point scale) in terms of responding to the request of the task.

In the posttest, the mean score of experimental group is higher than that of the control group. This can be construed by how students provided supporting points in their writing products. To be specific, 28 out of 29 participants in the experimental group answered the questions in the posttest with good supporting details. In comparison to students in the control group, students in the experimental group showed a better performance in terms of fulfilling the task. All the scores recorded were from 1.75 to 2.25 (from 7 to 8.5 out of 10). The participants gave answers for each question in the topic clearly with supporting details, although some supporting details were not very effective. Below is a part of the answer by SE7 in the posttest

...Firstly, I think you should eat a lot of fruits and vegetables such as tomato, water melon and orange because it contain a lot of vitamin. For example, vitamin A in carrot, it's necessary for your health. Secondly,

you should often do exercise, such as: play badminton, play volleyball... finally, I think you should read book or listen to music daily. You can go to the library in the school or go to the coffee shop, it helps you relax after studying hard at school and helps you to improve knowledge.

It can be seen that there is a number of mistakes in the answer. However, in terms of task fulfillment, the writer made considerable effort to explain the answer. Regarding the significant improvement of lexical resources, in pretest, the scores of control group and experimental group ranged from 0.25 to 1.75, and the mean scores were 0.98 and 1.1, respectively. The scores are equivalent to band 4 to 5 according to the scoring scale in VSTEP scale and using wrong words was only one of the problems leading to the low scores in the pretest. For example, SE6 wrote "it helps you strong as buffalo". This problem is rooted from the participant's mother tongue which usually compares a strong person to a buffalo. Another instance is from SC3, he used "country food" referring to perhaps "local food" or "typical food in the countryside". The other factors contributed to poor results in terms of using vocabulary were that participants used a very limited range of vocabulary and made spelling mistakes. In the post-test, the mean scores for two group increased by 0.4, which means that there was an improvement in both groups. It is worth pointing out that the score range of experimental group was relatively equal. 15 out of 29 participants attained 1.75 (score 7 equivalently) and one achieved 2 in terms of using vocabulary. Participant SE20 used simple but effective phrases which were specific about the topic in post-test. Spelling mistakes were rarely detected in this group. The control group also performed better in the post-test, but there was no one achieving band score 2.

4.3. Students' feedback on the application of peer review checklist on writing performance

The second purpose of the semistructured interviews was to gain participants' feedback about the intervention. The data were analyzed and grouped into two categories: students' perceptions of the impact of peer-review checklist on their writing performance and students' perceptions of the application of peer-review checklist on writing class. The results are summarized in Figure 2.

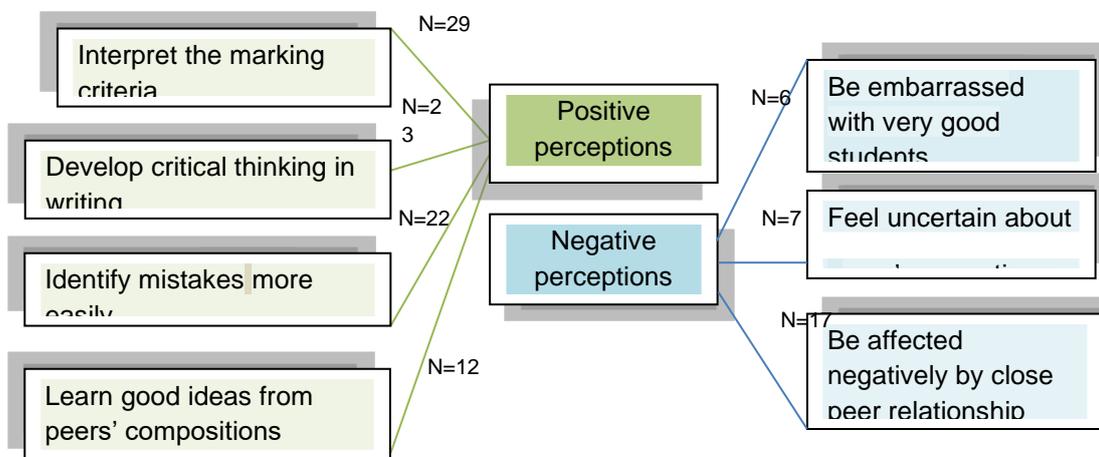


Figure 2. Feedback on the impact of peer review checklist on their writing performance.

The majority of the participants expressed good perceptions of the effects of peer-review checklist on writing performance. The frequency summarized in Figure 2 shows that all interviewees agreed that the peer-review checklist helped them to be aware of different criteria in assessing a writing product. In addition to these positive perceptions, ST3 and ST4 said that they liked the items presented in the checklist the most because it helped them grasp how the writing products were evaluated. ST4 emphasized that:

By deeply understanding scoring criteria, we would surely perform better in writing. I felt much more confident in the classroom. It does mean that I am good, but I know what to write

Additionally, 79.3% (N=23) students reported that their critical thinking skills were developed from receiving other's feedback. Identifying mistakes from peer feedback was reported as another advantage with 75.9% (N=22) of positive responses on the beneficial impacts of peer-review checklist on helping students identify mistakes, much higher than 24.1% (N=7) of participants who disagreed or were undecided on this idea. Furthermore, 41.4% of respondents perceived that peer-review checklists created opportunities to learn from other compositions, whereas 58.6% (N=17) disagreed with this statement. This finding was then clarified by the follow-up question, those interviewees believed that not all of their classmates could evaluate their English compositions appropriately because their reviewers' English proficiency was too limited. Considering the last question in the interview protocol, the interviewees were asked about their suggestions for better applying peer-review checklists. There was a discrepancy between students' perceptions of pairing students when peer reviewing. More specifically, one half suggested struggling and outstanding students should be matched with each other so that the former could be of assistance and learn from the latter, but the other half had the opposite opinion. More interestingly, some students preferred working with new friends to working with their close friends as the former could help to avoid lack of concentration and joking time during the peer-reviewing process. Instead students reviewed each other's writing more seriously with the checklist, which was also an essential factor influencing the effectiveness of peer reviewing.

5. Discussion

This study aimed to investigate the impact of a peer-review writing checklist on Vietnamese EFL university students' writing skills and perceptions. Regarding the impacts, in comparison to the result of posttest, the mean scores for the experimental group were higher than for control group, indicating that the peer-review checklist had a positive influence on students' writing performance. The interviews confirmed this finding to the extent that this assessment tool helped (1) clarify the criteria that are needed in writing an email; (2) recognize mistakes from others' products; (3) learn from others, and (4) develop critical thinking skills in writing. Several factors in this study were reported in previous studies (Babaii & Adeh, 2019; Do, 2020; Ganji, 2009; Joh, 2021; Nguyen (2016); Yosepha & Supardi, 2015). This results of this study partly confirm previous research by Al-Hazmi and Scholfield (2007) and Deni and Zainal (2011) who showed the positive outcomes of peer-review on authenticity as well as collaboration among students

for writing feedback which was embedded to improve students' assignments. One pedagogical implication is that EFL teachers should take the application of peer-review checklist into consideration when teaching English writing in EFL contexts to maximize its benefits.

This study went a step further in analyzing the four criteria commonly used to assess writing performance, namely organization, task fulfillment, vocabulary, and grammar in students' compositions. The checklist was associated with significant improvement in task fulfillment and vocabulary. This can be explained through the analysis of the qualitative data, which showed that the checklist made students aware of the supporting details in their writing and that they can learn a number of new words from their classmates' writing products. This finding is in line with Garofalo (2013) and Tai et al. (2015), and it challenges the findings from Joh (2021) that, as previously discussed, peer feedback often primarily focused on grammar and vocabulary, and the feedback on the discourse level was rarely incorporated into the revised drafts due to reportedly limited time, which was actually due to the limited attention paid by the participants. This study found a significant improvement on task fulfillment in the experimental group's writing products. The checklist applied in this study focused on the ideas and supporting details of the writing, which led to the students' development in this criterion after the treatment. One suggestion to the designers as well as teachers is that the checklist must be created according to the criteria students need to improve in their writing skills.

According to results from the interviews, the effectiveness might be confirmed if it is widely disseminated and students are carefully trained in use of the checklist. It will be of help to teachers' assessment and students in teaching English writing in schools. This finding is in line with that of Do (2020), Min (2006), and Soares (2007). Moreover, the majority of the participants expressed a strong agreement on reviewing each other's English compositions, a process they felt could benefit them in many ways such as reducing grammatical mistakes, learning more about the use of words, and enriching their ideas. This finding is similar to Adeh (2019), Do (2020), Ganji (2009), Joh (2021), Nguyen (2016), and Yosepha and Supardi (2015).

The study also indicated that a number of students were not enthused by use of the peer-review checklist as it did not improve their writing due to the lack of their classmates' expertise. This is in line with Adachi et al. (2017), Chang et al. (2011), Rasha (2021), and Topping (2013). The finding is useful for the teachers themselves to modify the peer-review process to ensure the equal effectiveness among all students in the classroom. In fact, this type of mixed-level class resulted in many difficulties for the teaching process. This indicates that students' English levels and desires should be taken into account in the pairing process. In addition, for a more objective judgment, students' relationships, as suggested in students' interview responses, need to be taken into account. In particular, students with close relationship should not be put together to avoid the bias in the reviewing process.

6. Conclusion

This study examined the effects of using peer-review checklists in EFL writing classes over a course of 10 weeks. The findings revealed that students who used checklists throughout the course performed better than did those who studied English writing without using checklists. Among the criteria, task fulfilment and vocabulary were the two aspects in which students showed the most improvement. Both the quantitative and qualitative data revealed that students became more aware of adding supporting points whenever they wrote. Also, the process of using checklists for peer reviewing helped to reduce the number of spelling mistakes and created opportunities for students to receive feedback and suggestions about using words from others.

The analysis have several pedagogical implications. First, the target students in this study were non-English majors in a small university. They were evaluated to be quite challenging in terms of learning English. However, they perceived that they were highly motivated if there were interactions in the writing classroom. Therefore, it is recommended, as well as once again confirming that, in English language teaching, the interaction is significant to motivate learners, even struggling students. Despite some limitations related to the small sample size, this research has contributed to the related literature and has some pedagogical implications for language teachers and learners, language syllabus designers and educators, and researchers who are interested in the field.

7. References

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