

**Exploring EFL Teachers' Perceptions of the Use of Peer
Assessment in External Exam-Dominated Writing Classes**

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Introduction

A few studies on peer evaluation (PA) have found important benefits for the learning system, such as increased understudy motivation, improved cooperative learning (particularly in EFL composing), and improved reflection abilities. There is a paucity of research on optional teachers' perspectives on PA, particularly in English as a Foreign Language (EFL) outer examination-dominated settings. The current study examines the perspectives of 40 EFL Greek Cypriot educators on the use of PA in auxiliary instruction to address young adult students' helpless writing execution, low inspiration, and test disappointment. Educators engaged PA of composing for an entire school year with more than 400 students after receiving training in PA strategies and ongoing support throughout the execution.

The researcher investigated EFL educators' attitudes toward PA after implementing it in their classes using semi-structured meetings. Instructors were initially hesitant to use PA with their understudies, but their attitudes shifted during the implementation, revealing that PA improved learning by simplifying the instructional cycle for students. Based on instructors' positive attitudes toward PA after trying different things with it for an entire year and the advantages that they believe understudies (particularly low-accomplishment) may gain from the implementation of PA of EFL writing in their classes, this review suggests that PA is a promising comprehensive evaluation strategy that takes special care of various students' needs and cultivates independence.

After implementing PA in their classes, the researcher used semi-structured meetings to investigate EFL educators' attitudes toward it. Instructors were initially hesitant to use PA with their understudies, but their views shifted during implementation, revealing that PA aided learning by simplifying the instructional cycle for students. Based on instructors' positive attitudes toward PA after trying different things with it for a year and the advantages they believe understudies (particularly low-accomplishment) may gain from the implementation of PA of EFL writing in their classes, this review suggests that PA is a promising comprehensive evaluation strategy that takes special care of various students' needs and cultivates independence.

Then they must devise a well-organized plan for incorporating PA into their modules/courses. Another takeaway from educator gatherings is that scholarly capacity, authority skills, and mastering liability appear to be three abilities that understudies should develop significantly more. These abilities depict free students, and more research into ways to assist understudies in improving these abilities could be beneficial for all partners, including understudies, educators, and guardians.

These should be more explicitly applicable to the development of powerful PA exercises, such as those that enable understudies to effectively evaluate their friends' exhibition by sharing constructive companion criticism. The goal should be to advance comprehensive teaching, learning, and assessment practises that assist all students, regardless of their background, in their efforts to succeed in school and in life.

As a result, when educators embrace advancement, challenges, or even a 'rout' at the beginning, it is frequently viewed as 'part of the game,' as everyone advances through trial and error. In this regard, institutional pioneers' support and perseverance are critical for the effective and cost-effective use of PA in language education.