

The Role of Peer Assessment and Optimization Pathways in High School Continuation Writing Instruction

Huan Zeng

School of Foreign Languages, China West Normal University, Nanchong 637009, China
Email: 2211895898@qq.com

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Abstract

In the contemporary landscape of high-school English education, the dominant mode of assessment remains teacher-centered evaluation, with a conspicuous absence of peer evaluation, which is an important form of multiple evaluation. However, with the implementation of the new college entrance examination reform and the new English curriculum standards, continuation writing has become the focus of high-school English teaching. The new curriculum standards strongly advocate the construction of a multiple evaluation system. Against this backdrop, after combing through the research status of peer evaluation and continuation writing, it is found that there is a scarcity of relevant research on peer evaluation in the field of continuation writing teaching. This gap in research highlights the need for a more in-depth exploration of how peer evaluation can be effectively integrated into high-school continuation writing construction. As a result, the paper intends to dig into the role of peer assessment in senior high school continuation writing instruction, which includes providing rich feedback, stimulating learning motivation, fostering critical thinking, and promoting knowledge construction. Furthermore, this paper proposes four optimization pathways, namely clarifying scoring criteria, conducting feedback training, implementing dynamic group management, and integrating teacher assessment, with an eye to enhancing teaching effectiveness.

Keywords

Peer Assessment; Continuation Writing; the Mechanism of Effect; the Optimization Pathways

1. Introduction

1.1 Background information

With the advancement of the new college entrance examination reform and the promulgation of the Senior High School English Curriculum Standards, continuation writing, as an innovative writing model, has gradually become an important com-

ponent of senior high school English teaching. The new college entrance examination reform emphasizes the comprehensive evaluation of students' qualities, focusing on the cultivation of students' independent learning abilities and innovative thinking. Continuation writing, by integrating reading and writing, meets the requirements of the new reform and aims to develop students' language application abilities, creative thinking, and cultural understanding. Meanwhile, the Senior High School English Curriculum Standards has clarified the core competencies of the English subject, and continuation writing instruction is an effective way to implement these core competencies. Against this backdrop, peer assessment, as an important teaching strategy, can promote interaction and cooperation among students, stimulate their interest in writing, and improve the quality of continuation writing, providing new ideas and methods for senior high school English continuation writing instruction.

1.2 The objectives and significance of research

This study aims to explore the role of peer assessment in senior high school continuation writing instruction and, based on current research, optimize the application pathways of peer assessment in daily teaching to enhance the effectiveness of continuation writing instruction. It also intends to provide practical guidance for senior high school English writing instruction and increase students' interest and enthusiasm for continuation writing.

The significance of the study can be concluded as follows. The theoretical significance of this study lies in enriching the theoretical system of peer assessment and continuation writing instruction, offering new perspectives and theoretical support for educators. The practical significance is to provide specific teaching strategies for senior high school English teachers, assisting them in better organizing and implementing peer assessment activities, thereby improving students' continuation writing abilities.

1.3 The structure of the paper

This thesis is made up of five chapters. Chapter 1 is the introduction, which mainly elaborates on the research background, objectives, significance, and the basic structure of the thesis. Chapter 2 is the literature review, which combs through and summarizes relevant research on peer assessment and continuation writing. Specifically, this chapter defines peer assessment and continuation writing and discusses the current research status of these two concepts both domestically and internationally. Chapter 3 is one of the important chapters of the thesis, focusing on analyzing the mechanism of effect of peer assessment. Chapter 4, another critical chapter, is targeted at proposing optimization pathways for the application of peer assessment in continuation writing. Chapter 5 is the conclusion of the thesis, summarizing the content of the article and pointing out the potential limitations of this study.

2. Literature review

This chapter focuses primarily on peer assessment and continuation writing, aiming to review the relevant research on both topics to provide a theoretical foundation and research background for subsequent studies.

2.1 Continuation writing

2.1.1 The concept of continuation writing

Continuation writing is a teaching approach based on reading comprehension for writing purposes. It has evolved from Professor Wang Chuming's "Write-Long Method" proposed in the late 1990s, which advocates analyzing excellent essays to inspire students to expand their thinking and write longer compositions with rich content. It was formally introduced after the formation of the "Continuation Theory." This method integrates language imitation and creation, as well as learning and application, offering advantages that surpass other foreign language learning tasks and effectively improving the efficiency of foreign language learning (Wang Chuming, 2015). In practice, teachers provide learners with incomplete foreign language texts and ask them to create on the basis of the reading materials. Almost all the continuation materials are narrative stories. Learners are required to continue writing in accordance with the original text's ideas and style. "Continuation," as a medium connecting comprehension and production, enhances the efficiency of language learning (Wang Chuming, 2018).

2.1.2 Current status of domestic research on continuation writing

Since the introduction of continuation writing, it has garnered widespread attention. After sorting through the relevant research, it is found that most scholars have mainly fixed on the following three aspects: research on teaching strategies, empirical research, and studies on learning promotion effects. Research on Teaching Strategies: Luo Xinyu (2025) proposed that in the teaching process, teachers should carefully select reading materials to help students build a solid language foundation. They should also use mind maps to guide students in deeply analyzing the text and accurately understanding the thinking of writing, which will provide guidance for the subsequent continuation writing. Chang Li (2024) used a continuation writing topic from the Zhejiang New College Entrance Examination in October 2016 as an example. Chang Li emphasized the crucial impact of in-depth understanding of the text content on the judgment of the text structure and the highlighting of the emotional theme in the continuation. Teachers should encourage students to interpret the text from multiple perspectives so that they can maintain coherence and consistency with the original text during the continuation writing process, making the entire article more harmonious and unified. Ren Zhen (2024) believes that teachers should create corresponding continuation writing contexts to increase the interest of continuation writing. By creating an interactive classroom environment, teachers can stimulate students' creativity and thinking, providing them with more ideas and

inspiration. Introducing diverse assessment methods can also improve the quality of students' continuation writing. Yang Ning and Cui Zangjin (2024) suggested that in high school English continuation writing teaching, teachers should focus on cultivating students' thinking qualities and cultural literacy. Through group discussions and free conversations, teachers can guide students to express their ideas in English, expand their thinking abilities, and strengthen cultural immersion. This allows students to enhance their comprehensive abilities while being exposed to different countries' cultures and arts. Additionally, teachers can organize English oral practice for students to help them refine their ideas and express them divergently around the topic, thereby improving their English application abilities and cultural understanding.

Empirical Research: Based on the analysis of search results from CNKI, the scholars in this category are mainly master's degree students. Yang Fuping (2022) took two classes of senior high school freshmen from a school in Changsha as experimental subjects to study the impact of continuation writing on the coherence of senior high school students' English writing. The results of research showed that continuation writing significantly improved students' syntactic coherence, especially in terms of narrative, grammatical conciseness, and lexical specificity. It also significantly enhanced students' semantic coherence, particularly in verb consistency, temporal consistency, sentence overlap, and intention consistency. Du Wenwen (2022) explored the effect of continuation writing on the accuracy of the past tense in senior high school students' English. Taking advantage of a combination of experiments and interviews, the study found that continuation writing tasks can effectively improve the accuracy of past tense usage, providing targeted suggestions for past tense teaching.

Research on Learning Promotion Effects: Many scholars hold the belief that continuation writing has significant learning promotion effects. For instance, Wang Qi and Cao Qin (2020) had the control group students read articles without passive structures and the experimental group students read articles with passive structures. They found that students in the experimental group were more inclined to use passive structures in their writing. Wang Qi (2024) studied the impact of collaborative output in continuation writing on second language learning among Chinese English learners. It is found that when the reading material contained relative clauses, learners would produce collaborative output of this structure in their continuation writing, with good learning and retention effects. The presence or absence of collaborative output significantly affected the learning outcomes. Sun Qinmei and Wang Yu (2018) used senior high school students as subjects to explore the relationship between English proficiency, learning motivation, and the learning promotion effect of continuation writing on English articles. They found that continuation writing had a significant impact on the article learning of both high-level and low-level English learners, but not on those with medium proficiency. In summary, domestic research on continuation writing has achieved relatively rich results, demonstrating its important value and application potential in

English teaching from multiple dimensions, including the exploration of teaching strategies, empirical verification, and analysis of learning promotion effects. However, current research still has certain limitations. For example, research subjects are mostly concentrated on senior high school students, with less attention to learners at other stages. Although research methods are diverse, some studies have small sample sizes, and the universality of their conclusions needs further validation.

2.2 Peer assessment

In the educational assessment system, peer assessment is a unique and exceedingly significant form. It not only changes the traditional single-teacher assessment model but also greatly leverages the role of students as the main participants in the assessment process.

2.2.1 The concept of peer assessment

With the growing popularity of the idea of diversified assessment agents, peer assessment, which takes students as the main assessors, has received increasing attention in various types of education and has become an important part of foreign language writing instruction. Foreign scholars, Topping K J. (2010) have defined peer assessment as an activity where learners evaluate their peers' learning outcomes in terms of quantity, level, value, and quality. This assessment method emphasizes interaction and feedback among students. Through communication, students can promptly identify their own writing weaknesses, enhance their self-correction abilities, and thereby improve their writing skills. Moreover, this kind of interaction and feedback among students meets the requirements of communicative teaching methods, strengthens the interaction among students and aligns with the concept of building a diversified assessment system under the new curriculum. It also ensures the dominant position of students, and encourages their active participation in teaching activities (He Lianzhen, 2019).

2.2.2 Current status of domestic research on peer assessment

Research on peer assessment in China initially emerged in the field of college foreign language education. Jin Yan (2010) found that peer assessment has the potential to promote learning in college foreign language education, effectively stimulating students' enthusiasm for independent learning and their spirit of cooperative learning. In the classroom teaching process, it can also enliven the classroom atmosphere and assist teachers in cultivating students' abilities to think independently, identify problems, and solve problems. During group interaction activities, Xu Jinfen and Shu Jing (2020) pointed out that students can promote in-depth development of topics and resolve communicative barriers and difficulties in language form through negotiation and discussion. This fully demonstrates the positive significance of peer assessment in practical application, promoting interaction and common progress among students. Fang Zezhi (2022) conducted research on the effectiveness of peer assessment in high school English writing instruction and found that it has a positive effect on improving students' writing ability and attitude. However, students of different levels may experience

varying effects from peer assessment. This finding highlights the need to fully consider individual differences among students when implementing peer assessment in order to better leverage its role.

2.2.3 Current status of international research on peer assessment

International research has largely focused on the application and effects of peer assessment in teaching across various subjects. For example, Wang J. (2024) studied the advantages of peer feedback in achieving core subject goals and the mutually reinforcing relationship between the two. The study also pointed out potential issues in the application of peer feedback in high schools, such as casual attitudes, unfamiliarity with procedures, and limited quality of assessments. It proposed suggestions including proceduralizing assessments, diversifying responsibility allocation, varying group compositions, specifying assessment criteria, and diversifying assessment methods to facilitate the application of peer assessment in high school English writing instruction. Qi J. (2024) found that peer assessment can significantly enhance students' proactivity and enthusiasm in English writing, but traditional teaching concepts and the lack of effective feedback still pose challenges in English writing instruction. The study suggested transforming traditional teaching models and improving peer assessment to enhance students' writing abilities. Zheng Jia and Li S. (2022) investigated the effectiveness and feasibility of peer assessment in middle school students' English writing from a cooperative learning perspective. The study found significant differences in pre-test and post-test scores among students in the experimental class. Students began to pay more attention to the language expression, main ideas, and organization of their compositions, leading to improved writing quality. Their participation in and recognition of peer assessment also gradually increased, demonstrating that peer assessment is a mature evaluation model in terms of discourse performance and emotional recognition and is beneficial when integrated into middle school English writing instruction. In translation teaching, MoL., Shulin Y. and Pauline M., et al. (2023) explored the effectiveness of feedback content, strategies, and absorption in peer assessment under the guidance of an effective feedback model. The study found that students tend to directly correct and rephrase lower-level language issues. The clarity of feedback and problem-solving approaches significantly affect students' responses. It also identified connections between content and strategies, as well as strategies and absorption, but no connection between content and absorption. This research enriches studies on peer assessment in higher education and provides practical insights for its effective implementation in translation classrooms. In summary, although many researchers have explored the feasibility and effectiveness of peer assessment in foreign language writing instruction, research on peer assessment in continuation writing instruction remains limited.

3. The role of peer assessment in continuation writing instruction for senior high school students

Peer assessment has a multifaceted positive impact on students' writing ability, and its mechanism of effect is mainly reflected in the following aspects.

3.1 Providing rich feedback to enhance writing

Peer assessment can provide students with rich feedback information. In traditional writing instruction, students mainly count on teachers' evaluations, which are often limited by time and energy, making it difficult for teachers to provide comprehensive and detailed feedback on each student's essay. Peer assessment, however, is divergent. Mutual evaluation among students can offer broader and more specific feedback. Each student has their own unique writing style and way of thinking. By evaluating their peers' essays, students can be exposed to different writing ideas and expressions, identify problems and deficiencies in their own writing, and learn from the strengths of others. Moreover, feedback from peers is often more relatable and easier for students to understand and accept. Students can make targeted revisions and improvements based on their peers' suggestions, thereby enhancing their writing skills.

3.2 Motivating learning and enhancing proactivity

Peer assessment can effectively motivate students and greatly enhance their proactivity in learning. When students know that their essays will be evaluated by their peers, they tend to take the writing task more seriously and strive to improve their writing level to gain peer recognition and positive feedback. In the process of evaluating their peers' essays, students actively think and learn from the strengths of their peers. This atmosphere of competition and cooperation can stimulate students' interest and motivation in learning, encouraging them to engage more actively in writing activities. Interaction and communication among peers can also boost students' self-confidence, making them feel valued and effective in their learning process, which further increases their enthusiasm and proactivity in learning.

3.3 Fostering critical thinking and comprehensive abilities

Peer assessment serves as a powerful catalyst for the development of students' critical thinking skills. When evaluating their peers' essays, students need to analyze and judge various aspects of the writing, such as content, structure, and language, and express their own opinions and viewpoints. This process requires the application of critical thinking, as students must not only identify the strengths of the essay but also pinpoint problems and shortcomings and offer constructive suggestions for improvement. Through continuous peer assessment, students' critical thinking skills are exercised and enhanced. They learn to think and analyze problems from different perspectives, which would improve their problem-solving abilities to some ex-

tent. At the same time, these critical thinking skills are not only beneficial for improving students' writing abilities but also have significant implications for their learning in other subjects and future development.

3.4 Promoting knowledge construction and language development

Peer assessment serves as a dynamic and interactive pedagogical approach that significantly propels students' knowledge construction and language development. During the peer assessment process, students can absorb and internalize new knowledge and skills through interaction with their peers. When they encounter novel vocabulary, phrases, or sentence patterns in their peers' essays, they are motivated to learn and imitate these elements and incorporate them into their own writing. Additionally, by evaluating and revising essays, students deepen their understanding and mastery of grammatical rules, vocabulary, and other language knowledge, enhancing the accuracy and fluency of their language use. Through peer assessment, students also learn how to organize essay structures and use logical thinking to express their ideas, which promotes the comprehensive development of their language abilities. The positive role of peer assessment in continuation writing instruction for senior high school students provides a theoretical foundation for optimizing peer assessment. Based on these mechanisms of effect, the next chapter will explore specific optimization pathways to further enhance the effectiveness of peer assessment.

4. Optimization pathways for peer assessment in continuation writing instruction

Building upon the aforementioned mechanisms through which peer assessment exerts its influence, this chapter elaborately puts forward specific optimization approaches. These pathways are designed with the aim of not only further bolstering the efficacy of peer assessment but also more effectively promoting the advancement of students' continuation writing capabilities.

4.1 Clarifying scoring criteria

In senior high school English continuation writing instruction, the precise integration of scoring criteria by teachers serves as a key point for enhancing students' writing capabilities. This optimization approach is firmly grounded in the mechanism of nurturing critical thinking through peer assessment. When students are clear about the scoring criteria, they can more accurately apply critical thinking to analyze their peers' essays. Teachers should conduct an in-depth analysis of the three key dimensions of content, language, and logic based on existing scoring criteria. Content: Teachers must formulate meticulous scoring guidelines regarding whether the continued story adheres closely to the original theme and whether the plot unfolds rationally. Considering students with varying proficiency levels, teach-

ers should offer both exemplary positive and negative cases. For example, they can demonstrate how high-level essays artfully introduce plot twists while maintaining a tight connection with the original text. Simultaneously, they can illustrate the specific instances of theme deviation in low-level essays, enabling students to have a more vivid understanding of what is expected and what should be avoided. Language: The focus of teachers should be on language accuracy. They need to elaborate on the gravity of spelling and grammatical errors and the corresponding point deductions. It is essential to distinguish between basic grammar blunders such as subject-verb disagreement and tense confusion, and more intricate errors like clause structure mistakes. This clear demarcation helps students to identify and rectify their language-related issues more effectively. Logic: Teachers should assess whether the transitions between paragraphs and sentences are natural and smooth, and whether arguments are reasonable and sufficient. They should set corresponding point deductions for logical confusion and disorganization. Overall, students should keep in mind the principle that content is primary, and language serves the content. Through such detailed and intuitive criteria, students can clearly position their own writing level, identify areas for improvement, and provide objective and valuable feedback during peer assessment based on precise standards.

4.2 Conducting peer feedback training

Peer feedback training is an essential component for enhancing students' continuation writing abilities. It is rooted in the mechanisms of providing rich feedback and promoting knowledge construction through peer assessment. In addition to routine feedback skills training, such as teaching students how to tactfully offer suggestions and specifically point out issues, as well as arranging simulation exercises to familiarize students with the evaluation process, the inclusion of a reflection session subsequent to peer review holds paramount significance. After receiving peer feedback, students should carefully organize the feedback, write about their understanding and insights, deeply analyze the strengths and weaknesses of their own writing in terms of plot structure, and develop practical improvement plans. For example, if peers point out that the story development is flat, students should consider how to create suspense and conflict to make the plot more dynamic. Teachers should regularly select representative cases, including both excellent and problematic works, for class discussion. During the discussion, it is necessary to guide students to analyze the works from the perspective of plot structure, such as how excellent works cleverly arrange the plot to attract readers' attention and what unreasonable aspects exist in the plot progression of problematic works. Through this approach, students can deepen their understanding and application of effective feedback, comprehensively improve their ability to give and absorb feedback, and thereby enhance their writing level.

4.3 Implementing dynamic group management

Dynamic group management is crucial for the efficient conduct of peer assessment. This optimization pathway relies on the mechanism of peer assessment in motivating learning and enhancing proactivity. Dynamic group management is an important strategy for optimizing the peer assessment component in the process of cultivating senior high school students' continuation writing abilities. In the context of senior high school English continuation writing instruction, students' writing levels vary widely, and their writing styles also differ. If groups are divided and adjusted based solely on single dimensions such as students' performance in phased assessments and completion of regular writing assignments, it may achieve a certain level of balance in writing proficiency within each group. However, this approach falls short in fully addressing the complex demands of peer assessment. To overcome this limitation, regularly conducting inter-group evaluations proves to be an extremely effective means. Specifically, each group needs to take an outsider's perspective to meticulously assess the performance of other groups in the peer assessment process. In terms of the cooperative atmosphere, it is important to observe whether members actively communicate and respect each other's opinions during group discussions. Regarding member participation, it is crucial to ensure that every member can fully express their views on the essays and that there is no "free-riding" phenomenon. The effectiveness of the evaluation results focuses on whether the feedback provided can genuinely help the author improve their writing skills, such as by pointing out specific grammatical errors and plot loopholes. Simultaneously, teachers play a crucial role in this process. By observing group discussions on a daily basis, teachers can gauge the level of activity within the discussions and determine whether individual students are dominating the conversation, thereby reducing the participation of other members. Combining this with students' self-assessment of their performance in the group, teachers can gain a comprehensive and objective understanding of each group's actual state from multiple perspectives. Based on student evaluations and their own observations, teachers can reasonably optimize group members.

4.4 Skillfully integrating teacher assessment

In the entire peer assessment system, teacher assessment plays an indispensable supplementary and guiding role. This optimization pathway combines the various mechanisms of peer assessment to comprehensively enhance students' continuation writing abilities. After students complete peer assessment, teachers need to conduct a comprehensive review and summary of the overall situation. For common issues in continuation writing, such as poor logical coherence and monotonous language expression, teachers should provide concentrated explanations. By comparing excellent and problematic works, students can intuitively perceive the differences and master improvement methods. For individual students with special issues, such as a unique writing style that deviates from the theme, teachers should provide

one-on-one guidance and tailor their teaching to individual needs. Additionally, teachers should assess the quality of peer assessment, praise groups and individuals with accurate evaluations and constructive suggestions, and point out shortcomings such as one-sidedness and vagueness in evaluations. This guides students to continuously optimize their peer assessment methods, enabling peer assessment and teacher assessment to work together and form a synergy to jointly promote the steady development of students' continuation writing abilities.

5. Conclusion

This study centers on the implementation of peer assessment within the context of senior high school continuation writing instruction. It digs deeply into the underlying mechanisms through which peer assessment exerts its influence and systematically expounds on the optimization pathways. It enriches the theoretical framework of peer assessment and continuation writing instruction and provides specific teaching strategies for senior high school English teachers. While the study has achieved certain results in theoretical exploration, it also has some limitations. Firstly, this study is primarily based on a literature review and lacks empirical support. Future research could combine experimental studies or case analyses to further validate the practical effectiveness of peer assessment in continuation writing instruction. Secondly, the study mainly focuses on senior high school students and has not yet explored the applicability to other age groups or subjects in depth. Future research could expand the scope of subjects to explore the application effects of peer assessment in different educational stages and disciplines.

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