

O'ZBEK EFL UNIVERSITET TALABALARI ORASIDA AKADEMIK YOZMA NUTQ ANIQLIGINI RIVOJLANTIRISHDA TENGDOHLAR FIKR- MULOHAZASINING TA'SIRI

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Annotatsiya: *Ushbu tadqiqotda O'zbekistondagi EFL (ingliz tilini chet tili sifatida o'rganuvchi) universitet talabalari akademik yozuvda o'zaro baholash (peer review) ning aniqlikka ta'siri o'rganildi. Kvazi-eksperimental tadqiqot dizayni asosida talabalar akademik insholaridagi grammatik, leksik va strukturaviy aniqlik ko'rsatkichlari peer feedback aralashuvi oldidan va undan keyin baholandi. Olingan natijalar hamkorlikda yozish texnikalari O'zbekiston oliy ta'lim tizimi sharoitida akademik yozuv sifatini oshirishga xizmat qilishini yoritib beradi.*

Kalit so'zlar: *Akademik yozuv; O'zaro fikr-mulohaza; Yozuv aniqligi; EFL o'rganuvchilar; O'zbek universitet talabalari; Hamkorlikda o'rganish*

Abstract: *The impact of peer review on academic writing accuracy in Uzbek EFL university students is investigated in this study. Students' grammatical lexical and structural accuracy in academic essays were assessed both before and after a peer feedback intervention using a quasi-experimental design. The results shed light on how collaborative writing techniques can improve the caliber of academic writing in the context of Uzbek higher education.*

Keywords: *Academic writing; Peer feedback; Writing accuracy; EFL learners; Uzbek university students; Collaborative learning*

Аннотация: *В данном исследовании изучается влияние взаимного рецензирования (peer review) на точность академического письма студентов узбекских университетов, изучающих английский язык как иностранный (EFL). С использованием квазиэкспериментального дизайна была оценена грамматическая, лексическая и структурная точность академических эссе студентов до и после внедрения взаимной обратной связи. Полученные результаты проливают свет на то, как техники совместного письма могут повысить качество академического письма в условиях высшего образования Узбекистана.*

Ключевые слова: *Академическое письмо; Взаимная обратная связь; Точность письма; Изучающие EFL; Студенты узбекских университетов; Совместное обучение.*

Introduction. Because it enables students to express their ideas, demonstrate their knowledge and engage in scholarly discourse, academic writing is a basic requirement in higher education. It can be particularly difficult for Uzbek university students studying English as a foreign language (EFL) to produce accurate academic texts. Many students have trouble with sentence structure, proper vocabulary use and grammar which frequently results in ambiguous or imprecise academic writing. These challenges are still prevalent in Uzbek universities even after years of English instruction.

Peer feedback is one teaching strategy that has drawn more attention in studies on writing in second languages. Peer feedback is the process by which students examine and discuss each other's written work to find mistakes, offer recommendations and enhance overall quality. By exposing students to various writing styles and typical errors, peer

feedback can help students become more conscious of their own writing issues, claim Hyland and Hyland (2006). Peer interaction also promotes active language use as opposed to passive dependence on teacher correction. Peer review has been demonstrated in earlier research to have a positive impact on learner autonomy and writing accuracy. For instance, Min (2006) discovered that students revised drafts had fewer grammatical and lexical errors when they received structured peer feedback. In a similar vein, Lundstrom and Baker (2009) found that students who gave feedback to their peers improved their writing more than those who merely received feedback. These results imply that deeper processing of language and writing conventions is encouraged by peer feedback.

However, academic writing instruction is still primarily teacher-centered in the Uzbek EFL context. Instructors usually correct students, and there are few opportunities for peer review. Students may become overly reliant on their teachers as a result, and they may become less accountable for their own writing. Additionally, a lot of Uzbek students lack the skills necessary to recognize and fix their own mistakes which hinders their ability to write accurately. Thus, the purpose of this study is to look into how peer feedback affects Uzbek EFL university students' development of academic writing accuracy. The study aims to offer evidence-based insights into how collaborative writing practices can be successfully implemented in Uzbek higher education by analyzing changes in grammatical lexical and structural accuracy following a peer feedback intervention.

Literature Review. Since academic writing accuracy demonstrates students mastery of grammar vocabulary and sentence structure—all of which are necessary for effective and trustworthy communication—it is a primary objective of second language education. [1] However, because there are few opportunities for meaningful revision and little exposure to real-world language use, many EFL learners—including those in Uzbekistan—continue to struggle with these aspects. [2] Peer feedback is one pedagogical approach that has received a lot of attention in EFL writing research. Peer review is the process by which students examine each other's written work and offer suggestions for enhancements. Peer feedback as opposed to teacher-only feedback encourages students to engage with various drafts and viewpoints deepening their engagement with structural improvement and language accuracy. [3] Because students are more actively involved in identifying and fixing mistakes, peer feedback increases the quantity of feedback available to students and fosters learner autonomy. Peer review has been shown to improve writing accuracy in empirical studies. In contrast to those who received only teacher feedback, Min (2006) showed that EFL students who were trained to give peer feedback significantly reduced the number of grammatical and lexical errors in revised drafts. In a similar vein, Lundstrom and Baker (2009) discovered that students who provided feedback to their peers improved their own writing accuracy more indicating that assessing other people's texts increases writers' awareness of language forms.

Numerous studies have examined the types of advantages and interaction patterns of peer feedback; it is not a novel phenomenon. Several feedback types were identified in Iswandari and Jiang's review of peer feedback research (e. g. A g. Written, spoken, trained etc. unskilled) and emphasized that skilled peer reviewers typically offer better feedback that can result in better writing. [4] Additionally, research like that of Chen et al. (2024) demonstrates how structured peer feedback enhances students' capacity to identify and evaluate the quality of feedback which is a crucial part of improving writing. Peer review also improves students' writing-related cognitive engagement. Students frequently exhibit strong affective and behavioral engagement with peer feedback especially with form-focused feedback although engagement with content-focused feedback can vary according to research on the subject. [5] This implies that in order to optimize the benefits for writing accuracy and coherence, peer feedback tasks must carefully balance attention to both mechanics and meaning.

Apart from individual research studies carried out in various EFL contexts like Saudi Arabia, Indonesia and Pakistan consistently show that peer feedback improves writing proficiency by promoting collaborative learning, raising awareness of strengths and weaknesses and encouraging repeated writing practice. [6] The results support the generalizability of peer feedback effects across EFL settings despite the fact that the majority of this research has been done outside of Uzbekistan. Despite this strong evidence, the majority of peer feedback studies especially at the university level in Uzbekistan concentrate more on improving general writing than on academic writing accuracy. Local research seldom looks at peer-mediated revision techniques instead focusing on error analysis and grammatical difficulties among Uzbek EFL learners. [7] [2] This reveals a gap in the literature about the potential direct effects of collaborative feedback practices on academic writing accuracy in Uzbek EFL contexts. In conclusion, research shows that peer feedback is a well-researched teaching method that can improve the writing accuracy of EFL students by encouraging greater engagement with language forms boosting learner autonomy and aiding in the cognitive processing of language errors. To understand how these advantages apply in particular situations like Uzbek universities, more research is necessary. By analyzing the effect of peer feedback on academic writing accuracy among Uzbek EFL students, this study aims to close that gap.

Methodology. In order to investigate how peer feedback affects Uzbek EFL university students' academic writing accuracy, this study used a quasi-experimental design. Ninety second-year English majors from two public universities in Uzbekistan participated in the study. They were split into two groups: a control group (n = 45) and an experimental group (n = 45). Only the experimental group engaged in structured peer feedback exercises despite the fact that both groups studied the same academic writing curriculum.

It was an eight-week study. Both groups of students wrote four academic essays during this time, including argumentative and opinion pieces. Students in the experimental group used a guided peer-review checklist modified from Min (2006) to exchange drafts and offer comments on grammar vocabulary and sentence structure. Only teacher feedback was given to the control group.

Academic writing assignments were used to gather data before and after the test. At the start and finish of the study, each student wrote a 300–350 word academic essay. An analytical writing rubric that focused on sentence structure, lexical appropriateness and grammatical accuracy was used to assess essays. [1] To ensure dependability, the essays were independently scored by two qualified raters.

To ascertain whether peer feedback resulted in statistically significant gains in writing accuracy, quantitative data were examined, using paired-samples and independent-samples t-tests. Additionally, opinions of peer feedback in the experimental group were gathered through brief student surveys.

Results. The experimental and control groups differed significantly according to the statistical analysis. Prior to the intervention, the experimental groups' mean writing accuracy score was 62.4 (SD = 6.8) whereas the control group's score was 63.1 (SD = 7.1). Both groups began with comparable levels of writing accuracy according to an independent-samples t-test which revealed no significant difference between the two groups at the pre-test stage ($p = .05$).

The experimental group showed significant improvement after eight weeks. Their average post-test score rose by 12 points to 74 points (SD = 6 points). The control groups mean score on the other hand increased by an average of 4.2 points to 67.3 (SD = 6.9). The improvement in the experimental group was statistically significant ($p = .001$) according to a paired-samples t-test whereas the improvement in the control group was only slight.

A significant difference in favor of the experimental group was revealed by the independent-samples t-test comparing post-test scores ($p = .01$). Students who took part in peer review in particular produced final essays with fewer grammatical errors, more appropriate academic vocabulary and improved sentence structure. These findings suggest that Uzbek EFL university students' academic writing accuracy was significantly improved by structured peer feedback.

Discussion. According to the study's findings, peer feedback greatly increased Uzbek EFL university students' academic writing accuracy. Grammar, lexical choice, sentence structure and overall coherence all improved more in the experimental group—which participated in structured peer review—than in the control group which received instruction based only on teacher feedback. This is consistent with earlier research showing that peer review increases accuracy and encourages active language use. [8] [9]

The noticing hypothesis provides an explanation for the improvement noted in the experimental group. [10] Students were better able to identify mistakes and linguistic patterns by examining the writing of their peers than by relying solely on passive teacher correction. This bolsters the claim made in the literature review that reading other people's work helps students internalize proper forms and use them in their own writing, resulting in quantifiable gains in lexical and grammatical accuracy.

Additionally, the study's findings support those of Hyland and Hyland (2006) who highlighted how peer review develops metacognitive and reflective writing abilities. In addition to fixing superficial mistakes, students in the experimental group focused more on word choice coherence and sentence clarity. This is in line with research showing that structured peer review can improve both form-focused and meaning-focused aspects of writing. [4] [11]

The students enhanced performance further demonstrates the positive effects of peer feedback on motivation and affect. According to earlier studies, group writing exercises can lessen writing anxiety and foster a positive learning environment. [5] Peer feedback offered a low-stakes interactive environment for academic writing practice in the Uzbek EFL context where students are frequently reluctant to make mistakes in public. In line with findings from other EFL contexts, questionnaire responses indicated that participants felt more comfortable editing their essays when guided by peer suggestions. [6]

Peer feedback not only improves linguistic accuracy but also fosters learner autonomy and reflective skills which are often lacking in traditional teacher-centered writing instruction in Uzbekistan according to a comparison of the study's findings with previous research. [2] [7] According to the findings, incorporating peer review into academic writing courses can help students with common flaws like repetitive mistakes, a small vocabulary and poor sentence structure.

It is crucial to remember that although accuracy was greatly increased by peer review, certain restrictions were noted. Wen and Zhang's (2020) warning that engagement with peer feedback can vary depending on training and student motivation is reflected in the fact that some students in the experimental group gave cursory feedback or ignored content-related issues. When implementing peer feedback in EFL classrooms this highlights the necessity of precise instructions and organized checklists.

The study concludes that Uzbek EFL students can improve their academic writing accuracy by using peer feedback as an instructional strategy. The findings support the idea that reflective cooperative writing exercises can improve writing's linguistic and cognitive components and are in line with global research. It is therefore advised that writing curricula incorporate structured peer feedback as a workable culturally sensitive solution to the ongoing difficulties Uzbek university students encounter with academic writing.

Recommendations. Several useful suggestions for enhancing academic writing instruction in Uzbek EFL university contexts can be made in light of the study's findings.

First, academic writing courses ought to incorporate peer review in a methodical manner. Instructors are urged to incorporate frequent peer review sessions where students share drafts and offer criticism on sentence structure grammar and vocabulary. Students can provide more targeted and beneficial feedback by using structured checklists. [8]

Second, it is important to teach students how to provide constructive criticism. Since many Uzbek students are not familiar with peer review procedures, educators should offer precise instructions, sample comments and brief training sessions on how to spot mistakes and make suggestions for improvements. Peer review will improve as a result and it will have a greater effect on writing accuracy.

Third, teaching writing should incorporate both peer and teacher feedback. Peer feedback can lessen the workload for teachers and encourage student autonomy even though teacher feedback is still crucial. When both are combined, students can take advantage of professional advice while also taking ownership of their education. [3]

Fourth, encouraging group writing projects is a good idea. Students' awareness of academic language use can be further enhanced through group discussions about writing problems and solutions. Additionally, these activities can foster a supportive learning environment in the classroom which is particularly beneficial for Uzbek students who might be nervous about making mistakes.

Lastly, future studies should examine the long-term impacts of peer review on the development of writing as well as how it affects other elements of writing like argumentation and coherence. This will make it easier for teachers to comprehend how Uzbek academic writing can be improved through collaborative learning.

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