

PEER FEEDBACK AS A TOOL FOR IMPROVING SPEAKING PERFORMANCE

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Annotation. This article examines the role of peer feedback as an effective pedagogical tool for improving students' speaking performance in English as a Foreign Language (EFL) classrooms. The study aims to explore how structured peer feedback influences learners' fluency, accuracy, and speaking confidence. The study concludes that peer feedback, when properly guided, should be integrated into communicative language teaching practices.

Key words: *peer feedback, speaking performance, EFL, formative assessment, communicative competence.*

Annotatsiya. Ushbu maqola ingliz tili chet tili (EFL) sifatida o'qitiladigan sinflarda talabalarning og'zaki nutq ko'nikmalarini rivojlantirishda tengdoshlar tomonidan beriladigan fikr-mulohazalarning (peer feedback) samarali pedagogik vosita sifatidagi rolini o'rganadi. Tadqiqotning asosiy maqsadi tuzilgan (tizimli) tengdoshlar fikr-mulohazalari o'quvchilarning ravonligi, aniqligi va og'zaki nutqdagi ishonchini qanday rivojlantirishini aniqlashdan iborat. Tadqiqot natijalari shuni ko'rsatadiki, tengdoshlar fikr-mulohazalari to'g'ri yo'naltirilgan holda kommunikativ til o'qitish amaliyotiga integratsiya qilinishi lozim.

Kalit so'zlar: *tengdoshlar fikr-mulohazasi, og'zaki nutq ko'nikmalari, EFL, formatif baholash, kommunikativ kompetensiya.*

Аннотация. В данной статье рассматривается роль взаимной обратной связи между обучающимися (peer feedback) как эффективного педагогического инструмента для улучшения устной речевой деятельности учащихся в классах английского языка как иностранного (EFL). Цель исследования — изучить, каким образом структурированная взаимная обратная связь влияет на беглость, точность и уверенность в устной речи обучающихся. Результаты исследования показывают, что взаимная обратная связь, при правильной педагогической организации, должна быть интегрирована в практику коммуникативного обучения языку.

Ключевые слова: *взаимная обратная связь, устная речь, EFL, формативное оценивание, коммуникативная компетенция.*

Introduction. People who are learning English as a second language often find that speaking is one of the hardest skills to master. A lot of students feel anxious, lack confidence, and don't get enough chances to practice speaking. Feedback that is centered on the teacher often limits student participation and independence because students depend on the teacher for evaluation. In recent years, peer feedback has gained attention as an alternative and complementary assessment method in language teaching. Peer feedback involves learners evaluating and commenting on each other's performance, which encourages active engagement and reflective learning. According to Richards, peer feedback supports learner-centered instruction and promotes communicative interaction in the classroom [1,52]. Likewise, Harmer emphasizes that peer response activities increase student involvement and responsibility for learning [2,78]. Through peer feedback, students are not only engaged in collaborative interaction but also develop critical thinking skills, as they analyze, assess, and provide constructive comments on their peers' performance. Despite its potential benefits, peer feedback is sometimes viewed as unreliable due to students' limited language proficiency. This study seeks to investigate the effectiveness of peer feedback in improving students' speaking performance and to identify its pedagogical value in EFL contexts.

Methods. The study employed a mixed-methods approach, combining quantitative and qualitative data to gain a comprehensive understanding of the impact of peer feedback on speaking performance. The research was conducted over a ten-week instructional period. The participants were 36 *undergraduate* EFL students at a non-philological higher education institution. Their English proficiency level ranged from B1 to B2 according to the Common European Framework of Reference for Languages (CEFR).

- Data collection tools included:
- Pre-test and post-test speaking assessments
- Classroom observation sheets
- Student questionnaires on attitudes toward peer feedback

Speaking performance was assessed based on fluency, accuracy, pronunciation, and interaction, following Brown's oral assessment criteria [3,115].

Procedure. Students took a speaking pre-test at the start of the study. Peer feedback was methodically incorporated into speaking exercises like role-plays, conversations, and presentations throughout the intervention period. To guarantee a constructive and impartial assessment, students were given guided checklists and explicit feedback criteria. When needed, the instructor offered constructive criticism while keeping an

eye on the procedure. A questionnaire and a post-test speaking evaluation were given at the conclusion of the study.

Results. The results demonstrate a significant improvement in students' speaking performance after the implementation of peer feedback. Post-test scores showed an average increase of 15% compared to pre-test results. Improvements were particularly noticeable in fluency and interaction skills. Classroom observations revealed that students became more attentive listeners and more aware of their own speaking weaknesses. Questionnaire data indicated that 82% of participants felt that peer feedback helped them identify mistakes and improve their speaking performance. Additionally, many students reported reduced anxiety when receiving feedback from peers rather than solely from the teacher. [4,64].

These findings align with previous studies suggesting that peer feedback enhances learner involvement and promotes self-regulated learning.

Aspect Evaluated	Indicator	Result
Overall speaking performance	Average score improvement (post-test vs. pre-test)	+15%
Speaking fluency	Smoothness and continuity of speech	<i>Noticeable improvement</i>
Interaction skills	Turn-taking and responding to peers	<i>Significant improvement</i>
Listening awareness	Attention to peers' speech	<i>Increased</i>
Error awareness	Ability to identify own mistakes	<i>Improved</i>
Learner perception	Students who found peer feedback helpful	82%
Speaking anxiety	Emotional comfort during speaking tasks	<i>Reduced anxiety</i>

Discussion. The findings of this study confirm that peer feedback is an effective tool for improving speaking performance in EFL classrooms. One of the main advantages of peer feedback is increased learner autonomy. As Brown notes, involving learners in assessment processes fosters responsibility and deeper learning [3,118].

Furthermore, peer feedback contributes to lowering students' affective filter. According to Krashen's theory, reduced anxiety facilitates language acquisition [5,32]. The supportive peer environment observed in this study helped students feel more comfortable experimenting with language and expressing their ideas. However,

successful implementation of peer feedback requires proper training and clear guidelines. Without structured criteria, feedback may become superficial or inaccurate. Therefore, the teacher's role as a facilitator and guide remains essential.

Conclusion. This study demonstrates that peer feedback is a valuable pedagogical tool for enhancing students' speaking performance in EFL classrooms. The findings indicate that peer feedback not only facilitates noticeable improvement in learners' fluency and interaction skills but also encourages greater learner autonomy and responsibility for the learning process. By actively engaging in evaluating their peers' oral performance, students develop critical listening and analytical skills, which in turn contribute to increased self-awareness of their own speaking strengths and weaknesses. Moreover, peer feedback promotes active participation and meaningful classroom interaction, creating a more learner-centered and supportive learning environment. The results suggest that students feel more confident and less anxious when receiving feedback from peers, as this process reduces the psychological pressure often associated with teacher-centered evaluation. acquisition.

Importantly, the study highlights that peer feedback is most effective when it is carefully structured and supported by teacher guidance. Clear assessment criteria, modeling of constructive feedback, and continuous monitoring by the teacher are necessary to ensure the accuracy and usefulness of peer comments. When these conditions are met, peer feedback can serve as a powerful form of formative assessment that complements traditional teacher feedback and enhances overall speaking instruction.

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