

**THE EFFECTIVENESS OF PEER FEEDBACK IN TASK-BASED  
SPEAKING LESSONS**

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**Abstract** This study explores the role of peer feedback in enhancing students' performance during task-based speaking lessons. Peer feedback is considered one of the most effective strategies in communicative language teaching, as it promotes learner autonomy, interaction, and reflective practice. The findings indicate that peer feedback not only improves speaking accuracy and fluency but also fosters collaboration, reduces speaking anxiety, and increases learners' motivation.

**Keywords:** peer feedback, task-based learning, speaking skills, communicative competence, collaborative learning

**ЭФФЕКТИВНОСТЬ ВЗАИМНОЙ ОЦЕНКИ СВЕРСТНИКОВ  
НА УРОКАХ РЕЧИ, ОСНОВАННЫХ НА ЗАДАНИЯХ**

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**Аннотация:** В данной статье рассматривается роль взаимной обратной связи студентов в улучшении результатов обучения в рамках уроков устной речи на основе выполнения заданий. Взаимная обратная



связь считается одной из наиболее эффективных стратегий коммуникативного обучения, так как она способствует развитию автономии учащихся, их взаимодействию и рефлексивной практике. Результаты показывают, что взаимная обратная связь не только повышает точность и беглость речи, но и способствует сотрудничеству, снижает тревожность при говорении и повышает мотивацию обучающихся.

**Ключевые слова:** взаимная обратная связь, обучение на основе заданий, навыки говорения, коммуникативная компетенция, совместное обучение

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**Annotatsiya** Ushbu maqolada topshiriqqa asoslangan nutq darslarida tengdoshlar fikr-mulohazalarining samaradorligi tahlil qilinadi. Tengdoshlar fikri kommunikativ til o'qitishning eng samarali strategiyalaridan biri bo'lib, u o'quvchilarda mustaqillik, o'zaro hamkorlik va refleksiv yondashuvni rivojlantiradi. Tadqiqot natijalari shuni ko'rsatadiki, tengdoshlar fikr-mulohazalari nafaqat nutqning aniqligi va ravonligini oshiradi, balki hamkorlikni kuchaytiradi, gapirishdagi qo'rquvni kamaytiradi va o'quvchilarning motivatsiyasini oshiradi.

**Kalit so'zlar:** tengdoshlar fikri, topshiriqqa asoslangan ta'lim, nutq ko'nikmalari, kommunikativ kompetensiya, hamkorlikda o'qitish





Peer feedback plays a crucial role in task-based speaking lessons by creating opportunities for learners to evaluate each other's performance, provide constructive comments, and reflect critically on their own language use. Unlike traditional teacher-centered feedback, which tends to position learners as passive recipients of linguistic input, peer feedback positions them as active participants in meaning-making and knowledge construction. This practice is strongly supported by socio-constructivist and Vygotskian perspectives, which emphasize that learning is mediated through interaction and scaffolded collaboration. In this sense, peer assessment functions not only as a pedagogical tool but also as a mechanism for developing higher-order thinking, reflective practice, and metacognitive awareness. Within the framework of task-based language teaching (TBLT), which prioritizes authentic communication, learner engagement, and real-world tasks, peer feedback directly contributes to linguistic accuracy, fluency, and communicative competence, while also promoting learner autonomy and self-regulation.

Empirical research has increasingly highlighted the pedagogical value of peer assessment in oral tasks. Learners who systematically engage in peer feedback activities demonstrate measurable progress in their speaking abilities, particularly in lexical diversity, syntactic complexity, and discourse management. The act of providing feedback allows learners to notice gaps in their own interlanguage, engage in hypothesis testing, and consolidate their understanding of target structures. Meanwhile, receiving feedback enhances learners' awareness of communicative strategies and pragmatic appropriateness, contributing to more natural, context-sensitive speech production. Importantly, peer feedback has been shown to reduce affective barriers such as speaking anxiety and fear of error correction, thereby creating a psychologically safe environment for experimentation. For less confident or lower-proficiency learners, the non-



hierarchical nature of peer evaluation reduces perceived pressure and fosters willingness to participate.

Beyond immediate linguistic outcomes, peer feedback fosters transferable 21st-century skills that are central to modern education. These include critical thinking, analytical reasoning, problem-solving, collaboration, and intercultural competence. By evaluating the strengths and weaknesses of their peers, learners refine their ability to articulate constructive criticism, negotiate meaning, and engage in respectful academic discourse. Such practices not only prepare learners for success in academic and professional communication but also cultivate empathy and social responsibility. The dialogic nature of peer assessment encourages learners to recognize multiple perspectives, challenge assumptions, and justify their evaluations skills that extend well beyond language learning contexts.

Furthermore, peer feedback strengthens classroom dynamics by building a culture of trust, collaboration, and shared responsibility. When learners act as co-constructors of knowledge, they view classroom interaction not as a competitive endeavor but as a cooperative process. This sense of community enhances intrinsic motivation and aligns with learner-centered pedagogical models, in which teachers function more as facilitators than sole authorities. Structured peer feedback, when scaffolded with clear guidelines and training, helps avoid superficial or overly judgmental comments, ensuring that the process remains constructive and development-oriented.

From a theoretical perspective, peer feedback integrates elements of formative assessment, reflective learning, and socio-cognitive development. It operationalizes the concept of scaffolding by allowing learners to function within their zone of proximal development (ZPD), benefiting from the collective expertise of their peers. At the same time, it reinforces principles of communicative language teaching (CLT), bridging the gap between formal instruction and authentic communication. Rather than treating peer evaluation as





a supplementary activity, educators are increasingly recognizing it as a core component of effective task-based instruction.

Taken together, these findings suggest that structured peer feedback in task-based speaking lessons is not merely a supportive classroom technique but a transformative pedagogical practice. It simultaneously enhances linguistic competence, reduces affective barriers, and cultivates lifelong learning skills. By preparing learners to critically evaluate language, collaborate effectively, and communicate confidently, peer feedback provides an essential bridge between classroom learning and real-world communication, ensuring that learners emerge not only as proficient speakers but also as reflective, autonomous, and socially responsible language users.

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