RAQAMLI TEXNOLOGIYALARNING
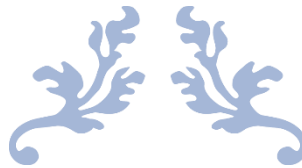# YANGI O'ZBEKISTON
RIVOJIGA TA'SIRI

Xalqaro ilmiy-amaliy
konferensiyasi to'plami

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RAQAMLI TEXNOLOGIYALARNING YANGI O'ZBEKISTON RIVOJIGA TA'SIRI

ВЛИЯНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ НА РАЗВИТИЕ НОВОГО УЗБЕКИСТАНА

IMPACT OF DIGITAL TECHNOLOGIES ON THE DEVELOPMENT OF NEW UZBEKISTAN

Xalqaro ilmiy-amaliy konferensiyasi maqolalar to'plami

JUNE 21, 2023

KOKAND UNIVERSITY

"O'zbekiston Respublikasi Oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" O'zbekiston Respublika Prezidentining 5847-sonli Farmonida ko'zda tutilgan vazifalardan biri – ilmiy izlanish yutuklarini amaliyotga joriy etish yo'li bilan fan sohalarini rivojlantirish, ya'ni xalqaro ilmiy hamjamiyatda e'tirof etilishiga xizmat qilishdir. Shu va boshqa tegishli farmonlarda va qarorlarda belgilangan vazifalarini amalga oshirish maqsadida 2023 yil 21-iyun kuni Qo'qon universiteti "Raqamli texnologiyalar va matematika" kafedrasi "Raqamli texnologiyalarning Yangi O'zbekiston rivojiga ta'siri" mavzusidagi xalqaro miqyosida o'tkaziladigan ilmiy-amaliy konferensiyasi maqolalar to'plamini e'lon qiladi

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Ta'lim sifati yangi O'zbekiston taraqqiyotini yanada yuksaltirishning muhim omili / Raqamli texnologiyalarning Yangi O'zbekiston rivojiga ta'siri xalqaro ilmiy-amaliy konferensiyasi to'plami. Kokand university, 2023 yil 21 iyun, - «Innovatsion rivojlanish nashriyot-matbaa uyi» 2023.

POTENTIAL PROBLEMS WITH PEER RESPONDING IN EFL WRITING CLASSES

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Abstract: In English as a Foreign Language (EFL) writing classes, peer responding has gained popularity as an effective technique for improving students' writing skills. Peer responding involves students providing feedback on each other's written work, allowing them to develop their writing skills through collaboration and active learning. While peer responding offers numerous benefits, there are also potential problems that can arise when implementing this approach in EFL writing classes. This article explores some of the common challenges and suggests strategies for educators to address these issues effectively.

Keywords: Peer responding, EFL writing classes, potential problems, language proficiency, cultural differences, writing conventions, collaborative learning, critical thinking.

Peer responding activities in English as a Foreign Language (EFL) writing classes have gained popularity as effective tools for enhancing students' writing skills. These activities involve students providing feedback to their peers' written work, with the aim of promoting critical thinking, collaboration, and self-reflection. While peer responding can be a valuable part of the writing process, there are potential problems that may arise when implementing this approach in EFL classrooms. This article aims to explore some of these potential issues and offer suggestions for addressing them. In EFL contexts, where students are learning English as a second language, peer responding activities can encounter challenges related to language proficiency, cultural differences, and varying levels of writing expertise. These factors may hinder the effectiveness of peer feedback and impact students' writing development. It is important for EFL educators to be aware of these potential problems and implement strategies to mitigate them. This article will examine three key areas of concern regarding peer responding in EFL writing classes: language proficiency, cultural differences, and limited understanding of writing conventions. Each section will discuss the challenges associated with these factors and propose potential solutions that educators can utilize to address these issues effectively. By understanding the potential problems that may arise during peer responding activities in EFL writing classes, educators can tailor their instructional approaches, provide appropriate support, and foster an inclusive and productive learning environment for their students. Through proactive measures, educators can maximize the learning benefits of peer feedback while minimizing potential drawbacks, enabling EFL students to enhance their writing skills and become effective communicators in English.

1. Language Proficiency: One of the primary challenges of peer responding in EFL writing classes is the varying proficiency levels among students. Students may not possess the necessary

language skills to provide accurate and constructive feedback to their peers. This can result in incorrect corrections, misleading suggestions, and ultimately hinder the progress of the writer. To overcome this challenge, teachers should provide clear guidelines about what type of feedback is expected and offer language support through vocabulary lists, sentence stems, or model responses.

2. Lack of Knowledge and Understanding: Another potential issue with peer responding is the lack of knowledge and understanding about writing principles and strategies. Students may not fully grasp the concepts of grammar, organization, or coherence, making it difficult for them to provide meaningful feedback. Teachers should consider implementing mini-lessons on specific writing skills and provide examples of well-written texts to promote a better understanding of what constitutes effective writing.

3. Unequal Participation: In peer responding activities, there is a risk of some students dominating the process, while others remain passive. Shy or less confident students may hesitate to provide feedback or may not feel comfortable critiquing their peers' work. To address this issue, teachers can assign specific roles to ensure equal participation, such as a reader who focuses on content, a grammar expert, or a vocabulary specialist. Additionally, teachers should encourage a supportive and non-threatening atmosphere that promotes constructive criticism among students.

4. Lack of Quality Feedback: Ensuring the provision of high-quality feedback from peers can be another potential challenge. Students may be inclined to provide general comments such as "good job" or "nice work" without offering specific suggestions for improvement. To combat this issue, teachers can introduce peer response protocols that emphasize specific areas for feedback, such as clarity of ideas, supporting details, or sentence structure. Providing students with a checklist can also guide them in providing more focused and detailed feedback.

5. Cultural Sensitivity and Respect: In multicultural EFL classrooms, cultural differences in communication styles and attitudes towards feedback can pose challenges during peer responding. Some students may perceive direct criticism or correction as disrespectful or offensive, leading to social tensions within the class. To promote a positive and culturally sensitive environment, educators should explicitly discuss cultural differences and establish guidelines for providing feedback that respects individual perspectives and values.

6. Lack of Confidence in Peer Feedback: Students may also lack confidence in the feedback received from their peers, fearing they may be misguided or incorrect. This can undermine the effectiveness of peer responding as students may disregard or overlook valuable suggestions. To address this issue, teachers can incorporate a system of validation, where they review and verify peer feedback, providing additional comments or corrections if necessary. This not only instills confidence in students but also helps them notice inconsistencies or errors in their peers' feedback.

In conclusion, peer responding activities can be beneficial for EFL writing classes, as they promote collaborative learning, critical thinking, and self-reflection. However, it is important for educators to acknowledge the potential problems that may arise and take proactive steps to address them. Language proficiency, cultural differences, and limited understanding of writing conventions are significant challenges that can hinder the effectiveness of peer feedback in EFL contexts. To overcome these challenges, educators can implement strategies such as scaffolding language support, promoting cross-cultural understanding, and providing explicit instruction on writing conventions. Additionally, establishing clear guidelines and expectations for peer feedback can help students provide constructive and helpful comments to their peers. By addressing these potential problems, educators can create a conducive learning environment that maximizes the benefits of peer responding activities. Through these activities, EFL students can develop their writing skills, enhance their language proficiency, and gain a deeper understanding of cultural nuances in English writing. Ultimately, the goal is to empower EFL students to become effective and confident writers and communicators in English. In conclusion, peer responding in EFL writing classes is a powerful instructional tool when implemented effectively. By recognizing and addressing the potential problems associated with this approach, educators can foster a supportive and inclusive learning environment, allowing students to flourish in their writing abilities. Peer responding is an effective tool for improving writing skills in EFL classrooms. However, potential problems may arise due to varying language proficiency, lack of knowledge, unequal participation, lack of quality feedback, cultural sensitivity issues, and lack of confidence in peer feedback. By addressing these challenges effectively, teachers can maximize the benefits of peer responding and create a supportive and collaborative learning environment that facilitates growth in students' writing abilities.

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