



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



No5(2)
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 182 sahifa,
6-may, 2026-yil.

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Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
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“Maktabgacha va maktab ta'limi”
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Litsenziya raqami: **№136361**

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ENHANCING COLLABORATIVE LEARNING AND PEER FEEDBACK IN EFL CLASSROOMS THROUGH PADLET: A DIGITAL APPROACH TO GROUP WORK AND ASSESSMENT

UDK 378.147

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Abstract: This study explores the pedagogical potential of Padlet in enhancing collaborative learning and peer feedback practices among university-level English as a Foreign Language (EFL) students. As higher education increasingly integrates digital tools, the need to evaluate their effectiveness in fostering interaction and improving learning outcomes becomes critical. Writing, particularly in EFL contexts, is not only a linguistic activity but also a social and cognitive process that benefits from collaboration and feedback.

This research adopts a quasi-experimental design, comparing traditional peer-review methods with Padlet-based collaborative environments. The findings indicate that Padlet significantly improves the depth and quality of peer feedback, increases student engagement, and supports collaborative knowledge construction. Additionally, the study demonstrates that digital platforms can transform passive learners into active participants by providing interactive and visible spaces for communication. The results contribute to the field of digital pedagogy by highlighting the role of collaborative technologies in enhancing writing instruction and formative assessment in higher education.

Key words: EFL, collaborative learning, Padlet, peer feedback, digital pedagogy, group work.

Annotatsiya: Ushbu tadqiqot Padlet platformasining ingliz tilini chet tili sifatida (EFL) o'rganayotgan oliy ta'lim talabalari orasida hamkorlikda o'qish va o'zaro tekshirish (peer feedback) jarayonlarini rivojlantirishdagi pedagogik imkoniyatlarini o'rganadi. Oliy ta'lim tizimida raqamli vositalar tobora keng qo'llanilayotgan bir paytda, ularning o'zaro hamkorlikni rivojlantirish va ta'lim natijalarini yaxshilashdagi samaradorligini baholash muhim ahamiyat kasb etadi. Yozish jarayoni, ayniqsa EFL kontekstida, nafaqat lingvistik faoliyat, balki hamkorlik va fikr almashuv orqali rivojlanadigan ijtimoiy-kognitiv jarayondir. Mazkur tadqiqot kvasiekperimental dizaynga asoslanib, an'anaviy o'zaro tekshirish usullari bilan Padlet asosidagi hamkorlik muhiti taqqoslanadi.

Natijalar shuni ko'rsatadiki, Padlet o'zaro fikr bildirishning sifati va chuqurligini sezilarli darajada oshiradi, talabalarning faolligini kuchaytiradi hamda bilimlarni birgalikda yaratish jarayonini qo'llab-quvvatlaydi. Bundan tashqari, tadqiqot shuni ko'rsatadiki, raqamli platformalar interaktiv va ochiq muloqot muhiti yaratish orqali passiv o'quvchilarni faol ishtirokchilarga aylantirishi mumkin. Natijalar raqamli pedagogika sohasiga hissa qo'shib, hamkorlik texnologiyalarining yozuvni o'rgatish va formatif baholashdagi rolini yoritib beradi.

Kalit so'zlar: EFL, hamkorlikda o'qish, Padlet, o'zaro tekshirish, raqamli pedagogika, guruhli ish.



Аннотация: Данное исследование рассматривает педагогический потенциал платформы Padlet в повышении эффективности совместного обучения и практик взаимной проверки (peer feedback) среди студентов вузов, изучающих английский язык как иностранный (EFL). По мере того, как высшее образование всё активнее интегрирует цифровые инструменты, возрастает необходимость оценки их эффективности в развитии взаимодействия и улучшении образовательных результатов. Письмо, особенно в контексте EFL, является не только языковой деятельностью, но и социально-когнитивным процессом, который выигрывает от сотрудничества и обратной связи.

В данном исследовании используется квазиэкспериментальный дизайн, в рамках которого сравниваются традиционные методы взаимной проверки с коллаборативной средой на основе Padlet. Результаты показывают, что Padlet значительно повышает глубину и качество обратной связи между студентами, увеличивает их вовлечённость и способствует совместному конструированию знаний. Кроме того, исследование демонстрирует, что цифровые платформы могут превращать пассивных обучающихся в активных участников за счёт предоставления интерактивного и визуально доступного пространства для коммуникации. Полученные результаты вносят вклад в область цифровой педагогики, подчёркивая роль коллаборативных технологий в улучшении обучения письму и формирующего оценивания в высшем образовании.

Ключевые слова: EFL, совместное обучение, Padlet, взаимная проверка, цифровая педагогика, групповая работа.

INTRODUCTION

Collaborative learning has become a fundamental principle in contemporary language education, particularly in EFL settings, where interaction plays a crucial role in language acquisition. Unlike traditional teacher-centered approaches, collaborative learning emphasizes student participation, negotiation of meaning, and shared knowledge construction. However, despite its recognized benefits, group work in many classrooms remains superficial and poorly structured, often resulting in unequal participation and limited feedback quality.

LITERATURE REVIEW

Recent advances in educational technology have introduced new possibilities for enhancing collaboration. Digital platforms enable students to interact beyond physical classroom constraints, providing opportunities for both synchronous and asynchronous communication. Trust and Maloy (2021) argue that “online collaborative tools facilitate sustained interaction and enable learners to engage more deeply with content and with each other” (p. 45). This quotation is particularly relevant because it highlights how digital tools extend the scope of interaction, which is essential for effective group work. Padlet represents one such tool that has gained popularity in educational contexts. It allows users to post content, comment on peers’ contributions, and engage in collaborative discussions in a visually organized environment. Unlike traditional methods of peer review, which often rely on paper-based feedback or limited oral discussion, Padlet provides a transparent and interactive space where all contributions are visible and can be revisited.

Peer feedback itself is a critical component of writing development. Yu and Lee (2022) emphasize that “peer review engages learners in evaluative thinking, which enhances both their writing skills and their ability to critically analyze texts” (p. 112). This quotation underscores the dual role of peer feedback as both a learning and assessment tool. Furthermore, collaborative digital environments promote learner autonomy. Students are not merely recipients of feedback but active participants in the learning process. As Kohnke (2021) notes, “digital collaboration shifts the focus from teacher-centered instruction to learner-centered engagement” (p. 98). This shift is essential in modern pedagogy, where students are expected to take greater responsibility for their learning. Therefore, the aim of this study is to investigate how Padlet can enhance collaborative learning and improve peer feedback practices in university EFL classrooms by addressing both the cognitive and social dimensions of writing instruction.

RESEARCH METHODOLOGY

This study employed a quasi-experimental design to examine the impact of Padlet on collaborative learning and peer feedback. A total of 52 undergraduate EFL students participated in the study and were divided into two groups: a control group and an experimental group. The control group followed traditional peer-review practices, which involved exchanging written drafts and providing feedback in paper-based or limited oral formats. In contrast, the experimental group used Padlet as the primary platform for collaboration and feedback. The intervention lasted six weeks and was integrated into a writing course focusing on argumentative essays.

During this period, students in the experimental group engaged in structured activities on Padlet, including:

- posting draft essays;
- commenting on peers' work;
- responding to feedback;
- participating in group discussions.

The methodological framework of the study is grounded in social constructivism, which views learning as a process of knowledge construction through interaction. According to Kohnke (2021), "learning is inherently social and occurs through dialogue, collaboration, and shared meaning-making" (p. 99). This quotation supports the use of Padlet as a tool that facilitates interaction and collaborative learning. Additionally, the study draws on research in peer feedback. Yu and Lee (2022) note that "effective peer feedback requires structured guidance and opportunities for interaction" (p. 115). This is why the experimental group received clear guidelines on how to provide constructive feedback, including focusing on content, organization, and language use. Data collection methods included: pre- and post-writing assessments; qualitative analysis of peer feedback; student questionnaires on engagement and perception. This multi-method approach ensured a comprehensive evaluation of both performance and learner experience.

ANALYSIS AND RESULTS

The findings of the study reveal significant differences between the control and experimental groups across multiple dimensions. Firstly, the quality of peer feedback improved considerably in the experimental group. Students provided more detailed, specific, and constructive comments. Instead of focusing solely on grammatical errors, they addressed higher-order concerns such as argumentation, coherence, and organization. Secondly, student engagement increased noticeably. Participation rates in the experimental group were higher, and students demonstrated greater involvement in discussions. The visual and interactive nature of Padlet encouraged students to contribute actively and respond to peers. Thirdly, writing performance improved. Students who used Padlet showed better revision outcomes, with clearer structure and more coherent arguments. These results are consistent with previous research. Chen (2022) found that "digital collaborative platforms enhance the depth and quality of peer feedback, leading to improved writing performance" (p. 67). This quotation reinforces the validity of the findings and situates them within the existing literature.

The effectiveness of Padlet can be explained through several theoretical frameworks, including social constructivism, cognitive theory, and digital pedagogy. From a social constructivist perspective, learning occurs through interaction and collaboration. Padlet facilitates this by providing a shared space where students can exchange ideas and co-construct knowledge. Yu and Lee (2022) argue that "peer feedback creates opportunities for learners to engage in reflective and collaborative learning processes" (p. 118). This explains why students in the experimental group demonstrated improved critical thinking and writing skills.

From a cognitive perspective, Padlet supports deeper processing of information. Writing and evaluating peer work require students to analyze, compare, and synthesize ideas. This leads to stronger cognitive engagement. Additionally, Trust and Maloy (2021) emphasize that "digital tools extend learning beyond classroom boundaries and allow continuous interaction" (p. 49). This supports the finding that students remained engaged even outside class time. From a pedagogical perspective, Padlet provides scaffolding for learning. The structured format and visibility of contributions guide students in providing meaningful feedback. Importantly, the platform also promotes accountability. Since all contributions are visible, students are more motivated to participate actively and responsibly.

CONCLUSION

The findings of this study demonstrate that Padlet is a powerful tool for enhancing collaborative learning and peer feedback in EFL contexts. One key implication is that digital platforms can address common challenges in group work, such as unequal participation and a lack of accountability. Padlet ensures that all students have a voice and that their contributions remain visible. Another important implication concerns the development of critical thinking skills. Through peer feedback, students learn to evaluate texts, identify strengths and weaknesses, and apply this knowledge to their own writing.

However, the successful implementation of Padlet requires careful pedagogical planning. Teachers must provide clear instructions and support students in developing effective feedback skills. Without proper guidance, students may produce superficial or unhelpful comments. Furthermore, while digital tools offer many advantages, they should not entirely replace traditional teaching methods. Instead, they should be integrated



as complementary tools that enhance learning outcomes. Overall, this study contributes to the growing body of research on digital pedagogy by demonstrating that interactive platforms such as Padlet can significantly improve both collaboration and writing outcomes in higher education. Future research should explore the long-term effects of Padlet and investigate how it can be combined with other digital tools to achieve even greater educational impact.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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2026. №5(2)

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
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19-mavze, 17-uy.