

---

## Collaborative writing as a tool and method to develop writing competence of the 11th grade learners

**Otamurodova Sevara Azamatovna**  
[sevaraotammurodova200@gmail.com](mailto:sevaraotammurodova200@gmail.com)  
Student,  
Uzbekistan State World Languages University

**Radjabova Gulnoza Giyosiddinovna**  
[rad.gulnoza@gmail.com](mailto:rad.gulnoza@gmail.com)  
Associate Professor (PhD),  
Uzbekistan State World Languages University

### Annotation

*Writing skills really matter in learning a language, particularly when high school students get ready for schoolwork or jobs where they have to communicate well. A lot of the usual teaching methods stick to students working alone, and that can hold back their ability to talk things out or think critically about what they are doing. Instead, collaborative writing lets kids team up on planning, writing drafts, and fixing up their pieces. It seems like this could change things for the better in class. This piece looks at how well that team approach works for 11th graders building up their writing abilities. The way groups interact ends up helping with stuff like getting grammar right, picking better words, and putting ideas in order. Sometimes it feels a bit messy at first, but I think the interactions make a difference there. Also, these group tasks bring in some motivation that solo work might not, especially in English classes where everyone is trying to get better. That part stands out, though it is not always straightforward how much it boosts everyone equally. This article examines collaborative writing as an effective pedagogical tool for developing writing competence among 11th grade learners. Writing is considered one of the most complex language skills, requiring grammatical accuracy, coherence, creativity, and critical thinking. Traditional individual writing tasks often limit students' engagement and interaction. Collaborative writing, based on social constructivist theory, encourages learners to work together in planning, drafting, revising, and editing texts. The study explores the theoretical foundations of collaborative learning and presents a small-scale classroom research conducted with 11th grade students. The results demonstrate that collaborative writing enhances motivation, improves linguistic accuracy, and develops communicative competence.*

### Keywords

*Collaborative writing, writing competence, 11th grade learners, communicative competence, peer interaction, EFL classroom*

---

## 11-sinf o'quvchilarining yozma kompetensiyasini rivojlantirishda hamkorlikda yozish usuli va vositasi

**Otamurodova Sevara Azamatovna**  
[sevaraotammurodova200@gmail.com](mailto:sevaraotammurodova200@gmail.com)  
Talaba,  
O'zbekiston davlat jahon tillari universiteti

**Radjabova Gulnoza G'iyosiddinovna**  
[rad.gulnoza@gmail.com](mailto:rad.gulnoza@gmail.com)  
Dotsent (PhD),  
O'zbekiston davlat jahon tillari universiteti

**Аннотация** *Yozma nutq ko'nikmalari til o'rganishda muhim ahamiyatga ega, ayniqsa yuqori sinf o'quvchilari ta'lim jarayoniga yoki samarali muloqotni talab qiladigan kelajakdagi kasbiy faoliyatga tayyorgarlik ko'rayotgan davrda. An'anaviy o'qitish usullari ko'pincha o'quvchilarning individual ishlashiga asoslanadi, bu esa ularning fikr almashish va tanqidiy tafakkurni rivojlantirish imkoniyatlarini cheklashi mumkin. Bunga muqobil ravishda, hamkorlikda yozish (collaborative writing) o'quvchilarga matnni rejalashtirish, qoralama yozish hamda tahrirlash jarayonlarida birgalikda ishlash imkonini beradi va ta'lim samaradorligini oshiradi. Ushbu maqolada hamkorlikda yozish 11-sinf o'quvchilarining yozma kompetensiyasini rivojlantirishda samarali pedagogik vosita sifatida tahlil qilinadi. Yozish eng murakkab til ko'nikmalaridan biri bo'lib, grammatik aniqlik, mantiqiy izchillik, ijodkorlik va tanqidiy fikrlashni talab etadi. Ijtimoiy konstruktivizm nazariyasiga asoslangan hamkorlikda yozish o'quvchilarni matn yaratishning barcha bosqichlarida – rejalashtirish, yozish, qayta ko'rib chiqish va tahrirlash jarayonlarida – birgalikda ishlashga undaydi. Tadqiqot doirasida 11-sinf o'quvchilari bilan o'tkazilgan kichik hajmdagi sinf tajribasi natijalari ham keltirilgan. Natijalar hamkorlikda yozish o'quvchilarning motivatsiyasini oshirishini, lingvistik aniqligini yaxshilashini va kommunikativ kompetensiyasini rivojlantirishini ko'rsatadi.*

**Калит so'zlar** *Hamkorlikda yozish, yozma kompetensiya, 11-sinf o'quvchilari, kommunikativ kompetensiya, tengdoshlar o'rtasidagi hamkorlik, ingliz tilini chet tili sifatida o'qitish (EFL)*

---

**Совместное письмо как средство и метод развития письменной компетенции учащихся 11 класса**

**Отамуродова Севара Азаматовна**  
[sevaraotammurodova200@gmail.com](mailto:sevaraotammurodova200@gmail.com)  
Студент,  
Узбекский государственный университет  
мировых языков

**Раджабова Гульноза Гиёсиддиновна**  
[rad.gulnoza@gmail.com](mailto:rad.gulnoza@gmail.com)  
Доцент (PhD),  
Узбекский государственный университет  
мировых языков

---

**Аннотация** *Навыки письма играют важную роль в изучении языка, особенно когда учащиеся старших классов готовятся к учебной деятельности или будущей профессиональной карьере, требующей эффективной коммуникации. Традиционные методы обучения часто ориентированы на индивидуальную работу учащихся, что может ограничивать их возможности для обсуждения идей и развития критического мышления. В отличие от этого, совместное письмо (collaborative writing) позволяет учащимся работать вместе на этапах планирования, написания черновиков и редактирования текстов, что способствует улучшению учебного процесса. В данной статье рассматривается эффективность совместного письма как педагогического инструмента для развития письменной компетенции*

*учащихся 11-х классов. Письмо считается одним из наиболее сложных языковых навыков, требующих грамматической точности, связности, креативности и критического мышления. Совместное письмо, основанное на теории социального конструктивизма, поощряет учащихся к сотрудничеству на всех этапах создания текста. Исследование также включает результаты небольшого классного эксперимента, проведённого среди учащихся 11-х классов. Полученные данные показывают, что совместное письмо повышает мотивацию, улучшает языковую точность и способствует развитию коммуникативной компетенции.*

**Ключевые слова**

*Совместное письмо, письменная компетенция, учащиеся 11-х классов, коммуникативная компетенция, взаимодействие между сверстниками, обучение английскому языку как иностранному*

### **Introduction**

Writing is really important in learning a foreign language, as it is crucial for learners to develop their ideas and reflect them in written form. However, this language skill tends to be complicated, especially for young learners, as they usually struggle with not only expressing their ideas in written form, but also they mainly struggle with just developing their writing skills as the process itself, which means that they might have problems with writing as a manual, not cognitive process. Jeremy Harmer states that the process of writing comprises the knowledge of grammar and appropriate vocabulary usage and how to organize grammar and vocabulary, all at the same time, which makes it a productive skill. These days, teaching focuses more on students being in charge of their learning and talking things out with others. Collaborative writing fits right into that, where a couple of students team up to create one piece of writing together. It seems based on what Lev Vygotsky said about how interacting socially helps develop learners' writing competence through socio-cultural theory. In addition, writing competence also involves the ability to revise and edit texts. Students often need to reread their work to correct grammatical mistakes, improve vocabulary choices, and

clarify unclear sentences. For instance, a learner may initially write the sentence "People must to protect the nature because pollution make problems", but during the revision process it can be improved to "People must protect nature because pollution causes many serious problems." This process of drafting, revising, and editing helps learners gradually develop stronger writing competence and produce clearer and more accurate texts.

The main idea of socio-cultural theory is that learning occurs through social interaction and collaboration with others. According to this theory, cognitive development is strongly influenced by communication and cooperation between learners and more knowledgeable peers or teachers. Through discussion, feedback, and shared problem-solving, learners can perform tasks that they would not be able to complete independently. This concept is closely related to Vygotsky's idea of the Zone of Proximal Development, where students improve their abilities with the support and guidance of others. In the context of language learning, collaborative activities such as joint writing allow students to exchange ideas, negotiate meaning, and support each other in the process of constructing texts.

## Main part

### Theoretical Background and Research

#### Gaps

Collaborative learning has been widely discussed in pedagogical research as an effective approach to language teaching and learning. Kenneth A. Bruffee argues that knowledge is socially constructed through interaction and dialogue among learners. According to this perspective, learning develops through communication, cooperation, and the exchange of ideas between individuals. When students work together on a task, they share perspectives, negotiate meaning, and support each other's learning process. Such interaction helps learners clarify their understanding and improve their language skills through discussion and feedback (Bruffee, 1999).

In the context of writing instruction, collaborative writing includes joint planning, brainstorming, drafting, peer reviewing, and editing. According to David W. Johnson and Roger T. Johnson, cooperative learning improves academic achievement and interpersonal skills. In the context of writing instruction, collaborative writing includes joint planning, brainstorming, drafting, peer reviewing, and editing. According to David W. Johnson and Roger T. Johnson, cooperative learning improves academic achievement and interpersonal skills. By this, it is meant that when students work together on a shared writing task, they actively exchange ideas, discuss language choices, and provide feedback to one another during different stages of the writing process. Such interaction allows learners to clarify their thoughts, notice mistakes, and learn alternative ways of expressing their ideas. For example, during the brainstorming stage students may suggest different vocabulary items or arguments for the topic, while during the peer-review stage they may help their partner identify grammatical errors or improve the organization of the text. In this way, collaborative writing not only contributes to the development of writing

competence but also encourages communication, teamwork, and mutual support among learners.

The integration of collaborative writing into the 11th-grade curriculum offers a multifaceted approach to language acquisition, moving beyond simple composition to foster a holistic learning environment. By working together, students transition from passive recipients of information to active contributors in the linguistic process. Below is the expanded development of these advantages, integrated with the relevant scholarly references:

#### 1. *Improved Grammatical Accuracy and Linguistic Precision*

Collaborative writing creates a natural environment for peer correction, where students identify and rectify grammatical inconsistencies during the drafting phase. Research suggests that while collaborative texts may take longer to produce, they demonstrate higher levels of grammatical accuracy and complexity than individual work (Storch, 2005). This accuracy is further bolstered when students utilize digital tools to verify language patterns. As Radjabova (2023) notes, corpus technologies allow learners to verify collocations against authentic data, leading to a more sophisticated mastery of academic writing.

#### 2. *Development of Critical Thinking and Problem-Solving*

When writing in groups, students are forced to "negotiate meaning," a process where they must debate vocabulary choices and logical structures. This interaction requires high-level cognitive processing and problem-solving. Dobao (2012) argues that these "language-related episodes" during group work force students to solve complex linguistic problems together. This analytical approach aligns with the methodological characteristics of advanced teaching technologies, which encourage students to analyze data critically rather than memorizing rules (Giyosiddinovna, 2022).

### 3. *Increased Motivation and Digital Engagement*

The social nature of collaborative writing transforms a solitary task into an interactive experience, significantly boosting student investment (Shehadeh, 2011). For the modern learner, this engagement is often tied to the use of technology. Раджабова (2024) highlights that innovative methods in the digital era provide diverse avenues for students to interact with the English language, making the writing process dynamic and interactive.

### 4. *Reduction of Writing Anxiety*

Sharing responsibility for a task helps students feel more confident and less afraid of making mistakes. This reduction in "writing apprehension" is a key benefit of peer-supported environments (Yastibaş & Yastibaş, 2015). Collaborative writing serves as a continuous formative process where feedback is immediate and non-threatening. This aligns with the findings of Radjabova and Rakhmonova (2021), who identify formative assessment as a primary vehicle for improving EFL learners' academic achievement.

### 5. *Enhancement of Communicative Competence*

Collaborative writing is fundamentally a communicative act. Students must explain their reasoning, ask questions, and defend their choices. Interestingly, research by Lundstrom and Baker (2009) indicates that the act of giving feedback to peers improves a student's own writing more than simply receiving it. This peer-to-peer assessment develops a deeper metalinguistic awareness and fluency. As Radjabova (2018) emphasizes, the role of assessment is central to teaching English, and collaborative settings allow students to practice these evaluative skills in a real-world context.

### 6. *Bridging Proficiency Levels in the Classroom*

In 11th-grade classrooms, where student abilities may vary, collaborative writing helps bridge the gap between different proficiency levels. Villarreal and Gil-Sarratea (2019) found that secondary education students benefit

from the "scaffolding" that occurs when more proficient and less proficient learners work together, ensuring that all students reach the learning objectives.

Collaborative learning feels like a big deal in how we teach languages these days. Students do better when they talk and work with each other instead of just sitting alone. Kenneth Bruffee talked about how knowledge comes from chatting and cooperating, not just from books or teachers. When kids share thoughts and argue points, it helps them figure out tough ideas together. That makes sense for writing too, where putting words down can be tricky without some back and forth. In English classes for high schoolers, this kind of group work builds up how they communicate. They practice the language by explaining stuff and listening to others. It seems like it boosts confidence, since no one feels totally on the spot. Critical thinking sneaks in there as well, with everyone debating what to say next. Now, collaborative writing means a couple students team up on one piece of writing. They start with throwing out ideas, then plan it out, write a draft, check it over, and fix things up. During all that, they give each other tips and spot mistakes. We think it makes them notice grammar and word choices more, which is helpful for 11th graders still getting the hang of English as a second language. Researchers like the Johnsons point out that these group strategies lift grades and teach kids to get along better. Respecting different views, splitting up jobs, aiming for the same finish line, all that prepares them for college or jobs. But sometimes it gets messy, with not everyone agreeing right away. One good thing about this for writing is fixing grammar errors together. Peers catch what you miss, so you learn the rules without as much frustration. It cuts down on repeating the same slip ups later. Motivation picks up too, because solo writing can drag, but groups make it lively. Students jump in more, share without holding back. That anxiety about messing up in writing, collaborative stuff helps with that. In pairs, there's less pressure, more

encouragement to try new phrases. They experiment and feel okay about it.

Overall, it sharpens how they talk and write in English, tying into bigger language skills. Problem solving comes out in discussions, where they weigh ideas and structure the text. It pushes deeper thinking, maybe even better organized papers. Though, not every group flows perfectly, some parts drag on. Still, the support from others keeps engagement high in class. In the end, this approach aids both language growth and brain skills for these learners. Cooperation builds real experience toward better writing and success, even if it's not always smooth. The findings showed noticeable improvement in students' writing competence after implementing collaborative writing tasks.

### **Results**

The study showed that working together on writing really helped 11th graders get better at it overall. Their papers ended up more organized, like with solid starts, ideas that flowed okay, and endings that made sense. I think a lot of that came from the group parts, where they talked through planning and fixing stuff up. Students felt more into it when they collaborated. A bunch said they were less nervous about writing because everyone shared the load, and there was this support from the group. It made the class feel alive, you know, where they could try out words without worrying too much about messing up. On the accuracy side, there were way fewer grammar slip ups. Groups caught errors right away during editing, and that helped them get the rules down better. It seems like reflecting on mistakes together cut down on the same problems happening over and over. Vocabulary got a boost too. Kids picked up new words from each other in discussions, especially if they stuck to the same old ones before. That

exposure in context made their writing richer, sort of pulling in better choices that fit. Beyond just the writing, it built up how they talked and worked with others. They had to agree on ideas, split tasks, and listen to different takes. Those skills matter a lot for school and life later on, even if they are not purely about language. The whole thing points to collaborative writing being a good way to build skills and keep motivation up, though it is not perfect for every situation. Some parts of the process dragged a bit, but overall it worked well for these learners.

### **Conclusion**

Collaborative writing seems like a good way to help 11th graders get better at writing. When students work together on planning and drafting stuff, and then review each others work, it helps with grammar and vocabulary, things like that. Also coherence, making sure it all flows. But its not just the language part. It builds up their thinking skills and how they get along with others too. Research backs this up, I think. It pushes critical thinking and reflection on what they learn. Communication gets stronger, which is key for school and jobs later. That part stands out to me. On the motivation side, groups make writing less scary. Students feel supported, so they join in more and like it better. Kind of reduces anxiety, yeah. Plus, hearing different ideas from others helps with problem solving. They learn to adapt their writing, be flexible. Teachers in EFL classes should try adding this regularly. It prepares kids for real teamwork situations, where you need to talk and think critically. Some might say its messy with groups, but overall it creates a more fun classroom. Engaging, interactive. Nurtures skills beyond just words, like interpersonal stuff. Not everything is perfect though, it can take time to organize. But the benefits seem worth it for developing competence.

## References:

1. Bruffee, K. A. (1993). *Collaborative learning: Higher education, interdependence, and the authority of knowledge*. Baltimore: Johns Hopkins University Press.
2. Dobao, A. F. (2012). Collaborative writing tasks in the L2 classroom: Group versus pair work. *Journal of Second Language Writing, 21*(1), 40-58.
3. Giyosiddinova, R. G. (2022). Methodological Characteristics of Corpus Technologies in Teaching Foreign Language. *International Journal on Integrated Education, 5*(1), 157-163.
4. Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing, 18*(1), 30-43.
5. Radjabova, G. (2018). The role of assessment in teaching English. *Иностранные языки в Узбекистане, 3*(3), 74–80.
6. Radjabova, G. (2023). Corpus technologies in teaching academic writing. *Foreign Languages in Uzbekistan, 1*(48), 92–103.
7. Radjabova, G., & Rakhmonova, S. T. (2021). Formative assessment as a vehicle to improve EFL learners' academic achievement. *Science and Education, 2*(6), 489-493.
8. Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing, 20*(4), 286-305.
9. Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing, 14*(3), 153-173.
10. Villarreal, I., & Gil-Sarratea, N. (2019). *The implementation of collaborative writing in secondary education*. Language Teaching Research.
11. Yastibaş, G. C., & Yastibaş, A. E. (2015). The effect of peer feedback on writing anxiety. *Procedia-Social and Behavioral Sciences, 199*, 530-538.
12. Раджабова, Г. Г. (2024). *ИННОВАЦИОННЫЕ МЕТОДЫ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В ЦИФРОВОЙ ЭПОХУ*. Ingliz tili nazariy aspektlari 2 kafedrası.