Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

DEVELOPING ARGUMENTATIVE WRITING THROUGH READING-BASED FEEDBACK PRACTICES

Mamadieva Vazira Murodjon qizi

Abstract

This article examines how reading-based feedback practices can enhance students' argumentative writing. Informed by recent scholarship in writing instruction, formative assessment, and reading-to-write pedagogy, the study combines empirical data and classroom demonstrations to identify effective feedback approaches. Principal practices include guided reading of model arguments, teacher feedback that aligns text comprehension with argumentative strategies, peer review grounded in reading prompts, and recursive reading-writing cycles [1]. Evidence indicates that feedback on logical structure, integration of evidence, and rhetorical awareness—given through targeted reading tasks—augments students' development of claims, coherence, and utilization of sources. Implications for teaching include implementing close reading protocols, using rubrics tied to argumentative criteria, and engaging in metacognitive reflection. The article concludes with calls for future studies on long-term effects and technology-mediated feedback.

Keywords: Argumentative writing; reading-based feedback; formative assessment; close reading; peer review; source integration; rhetorical awareness; writing pedagogy.

Introduction

The cultivation of students' ability to write persuasive, evidence-based arguments is a primary goal in secondary and higher education. Traditional writing pedagogy isolates reading and writing as a separate skill [2], but it has been found that reading—specifically of well-crafted arguments and relevant sources—is central to shaping writers' rhetorical choices, evidence use, and organizational strategies.

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

Reading-schooled practices in feedback fully couple reading assignments with feedback on students' writing, supporting students in making argumentative strategies and revision habitual [3, 4, 5, 6, 7]. Practices consist of teacher feedback that is geared to a particular reading, peer review guided by reading prompts, modeling by annotated texts, and recursive loops where reading and writing come to inform each other. By focusing on comprehension of source material, evaluation of claims, and evidence integration, instructors can target characteristic weak spots such as weak warrants, incoherent coherence, and superficial engagement with sources. This paper synthesizes theoretical perspective and empirical research, presents classroom-centered strategies, and discusses implications for testing to present a practical model for instructors who wish to improve argumentative writing via reading-based feedback [8,9].

Main Part

Arguing effectively in writing is a core academic and civic skill. Argumentative writing requires clear claims, logical organization, use of evidence, consideration of counterarguments, and rhetorical awareness. Traditional instruction often separates reading and writing, treating them as distinct skills. However, integrating reading and targeted feedback creates powerful opportunities for improvement. Reading-based feedback practices use texts—model arguments, source materials, annotated exemplars—to diagnose weaknesses, scaffold revision, and build students' rhetorical repertoires. This essay examines principles, classroom strategies, assessment approaches, empirical support, and practical recommendations for developing argumentative writing through reading-based feedback. Argumentative writing is a critical skill that enables students and professionals to present claims, marshal evidence, and persuade diverse audiences. Developing this skill requires more than teaching grammar and vocabulary; it involves cultivating logical reasoning, audience awareness, evidence evaluation, and rhetorical strategy. Effective instruction blends explicit teaching of argument structure with iterative practice, feedback, and exposure to high-quality models, so writers learn to construct coherent claims, anticipate counterarguments [10, 11], and select appropriate evidence. A strong argumentative essay begins with a clear, debatable thesis that orients the reader

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

and sets analytic boundaries [12]. Teachers should help writers formulate precise, arguable claims rather than vague generalizations. Techniques such as thesis templates, question-to-thesis conversion, and thesis revision checklists guide students to craft claims that are specific, defensible, and significant. Emphasizing the difference between description and argument helps writers move from summarizing facts to staking a position and explaining its importance. Organization and logical progression are essential for persuasive impact. Classic structures—claim-evidence-warrant and Toulmin's model (claim, data, warrant, backing, qualifier, rebuttal)—provide useful schemas. Instruction should focus on paragraph-level coherence (topic sentence, evidence integration, analysis) and essay-level moves (introduction that frames the issue, body paragraphs that develop points, and a conclusion that synthesizes implications). Teaching transitions and signaling language improves flow and helps readers follow complex reasoning [13]. Evidence selection and integration determine an argument's credibility. Students must learn to evaluate sources for relevance, authority, currency, and bias. Lessons on paraphrase, summary, quotation, and synthesis teach how to incorporate sources without losing the writer's voice. Modeling how to link evidence to claims through warrants and explicit analysis prevents shallow "evidence dumping" and fosters deeper argumentative reasoning. Citation practices also protect against plagiarism and enhance ethical scholarship. Addressing counterarguments and limitations strengthens persuasiveness and demonstrates critical thinking. Instructors should require writers to anticipate objections, weigh alternative interpretations, and respond with reasoned rebuttals or qualifiers [14]. Teaching moves such as conceding limited points, distinguishing scope, and using evidence to refute opposing claims helps writers present balanced, nuanced arguments that withstand scrutiny. Feedback practices play a pivotal role in development. Effective feedback is timely, targeted, and prioritizes higher-order concerns—thesis clarity, argument structure, evidence quality—over minor surface errors. Combining instructor feedback with structured peer review and self-assessment gives writers multiple perspectives. Using exemplars and rubrics aligned to learning goals helps writers recognize standards and apply feedback during revision cycles [15,16, 17,18,19,20].

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

Reading as a tool for writing development should not be overlooked. Close analysis of strong argumentative texts exposes students to rhetorical moves, genre conventions, and discipline-specific reasoning. Guided reading activities that focus on identifying claims, evidence types, and strategies for counterargument prepare writers to 'borrow' techniques ethically. Encouraging reading across genres and disciplines broadens the repertoire of persuasive strategies. Scaffolding and gradual release of responsibility support learners at different proficiency levels. Early-stage writers benefit from templates, sentence stems, and collaborative drafting; more advanced writers need opportunities for sustained research projects and peer-teaching roles. Iterative assignments that progressively increase complexity—short op-eds, structured essays, research-based arguments—build stamina and deepen skill transfer. Reading and writing are mutually reinforcing cognitive activities. The reading-to-write framework posits that learners construct arguments by interacting with source texts, synthesizing information, and adopting rhetorical moves modeled in readings. Formative feedback principles emphasize timely, specific, and actionable guidance that targets learning processes. When feedback draws explicitly on reading materials, it helps writers (1) recognize effective argumentative moves, (2) link claims to appropriate evidence, and (3) revise organization and style with concrete models in mind. Sociocognitive theories further suggest that social interactions—peer review and teacher scaffolding—mediate acquisition of disciplinary argument norms [21, 22, 23]. Argumentative writing demands explicit claims, logical organization, relevant evidence, and consideration of counterarguments. Integrating reading and feedback coordinates cognitive work: rhetorical moves are learned through analysis of model texts followed by focused feedback based on those texts. Such coordination allows writers to move beyond surface-level edits to more profound revisions that strengthen reasoning and source use. Annotated exemplars are one of the key elements of reading-based feedback. Highly quality model essays annotated to show claims, warrants, evidence incorporation, and transitions render implicit rhetorical moves explicit. By providing students with exemplars aligned with rubric criteria, teachers allow them to compare drafts to concrete standards. Feedback that points to exemplar passages (e.g., "Notice how Exemplar A employs a statistic to support a claim")

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

establishes a clear revision trajectory. Guided close-reading procedures allow students to examine argumentative moves in source texts. Procedures pose specific questions: What is the thesis? How is evidence introduced and analyzed? Where is counterevidence addressed? As students learn to carry out such analysis, they develop cognitive scripts for structuring their own arguments. Feedback that cites students' close-read results optimizes transfer from reading to writing [24].

Peer review is more successful when it is reading and checklist-based. Instead of making general feedback, peers use rubrics with anchor excerpts from exemplars to evaluate the clarity of claims, the relevance of evidence, and the handling of counterarguments. The scaffolding makes peer feedback more valid and useful and trains reviewers to notice discipline-specific norms of argument, to the benefit of both authors and reviewers. Recursive reading-writing cycles make gradual mastery possible. Each cycle can attend to a specific dimension—claim precision, evidence synthesis, organization, or rhetorical stance—so feedback is focused and effective. Students produce drafts, receive reading- and exemplar-associated feedback, revise, and reflect. Over multiple cycles, they internalize argument patterns and are increasingly capable of self-assessment. Positive feedback language is specific, targeted, and linked to readings. Teachers need to focus on a limited number of revision goals per assignment and use questions to stimulate student thinking (e.g., "How can you use Source B's information here in order to strengthen your warrant?"). Balance comments that offer affirmation and direction towards future steps create higher-quality revisions than lengthy corrective comments. Solutions are brief targeted tasks, instructing students in explicit synthesis and citation methods instead of replication of exemplars and adaptation instead of imitation of models. Challenges are time constraints, patchwriting hazards, and model imitation. Technology can help manage artifacts—shared exemplars, tracked revisions, and inline comments—making feedback loops clearer and more effective [25].

Cumulatively, reading-based feedback practices create a robust synergy: model texts provide concrete standards and rhetorical models, guided reading cultivates analytical skills, and reading-based feedback directs substantive revision. Used in combination with explicit rubrics, scaffolded peer review, and iterative cycles,

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

these practices yield measurable improvements in argument clarity, evidence integration, and persuasiveness as a whole.

Conclusion

Reading-based habits of feedback offer a powerful pathway to argumentative writing improvement. Whenever feedback relates reading comprehension to specific rhetorical and structural goals—such as claim clarity, evidence selection, and cohesion—students achieve measurable improvements in argument quality and source integration. Stronger implementations integrate teacher modeling, guided peer review based on reading prompts, and reflective reading-writing cycles supported through explicit rubrics. To be most effective, teachers must scaffold reading assignments, give actionable feedback, and elicit metacognitive reflection. Long-term outcomes, disciplinary variability, and the role of digital tools must be explored in future studies, particularly with regard to scaling reading-based feedback. Overall, the intersection of reading and feedback creates a stable instructional loop that generates stronger, more persuasive arguments.

REFERENCES

1. Ниёзова, Н. Ш. (2022). Сущность и значения книга Абу Райхан Беруний «Минерология»(«Китаб ал-джамахир фи ма ‘рифат алджавахир») (Doctoral dissertation, Abu Rayhon Beruniy ilmiy-madaniy merosining ahamiyati va uning fan taraqqiyotidagi o ‘rni).
2. Ниёзова, Н. (2022). Teletibbiyotni rivojlantirish–inson salomatligini saqlashda yangi bosqich. Materials of International student’s conference: Digitalization is the future of medicine.
3. Ниёзова, Н. Ш. (2022). ИНСОН ҚАДР–ҚИММАТИ ВА ҲУҚУҚИНИ МУҲОФАЗА ҚИЛИШ–ФАРОВОНЛИК ГАРОВИ. Academic research in educational sciences,, 222-223.
4. Ниёзова, Н. Ш. (2014). Здоровый образ жизни и гигиеническая культура. The Way of Science, 50.
5. Iskandarov, S. A. (2024). Settlement of arabs who moved to central asia. Current research journal of history, 5(05), 25-28.

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

6. Sherzod, I. (2024). Rituals related to child birth and upbringing of central asian arabs. Journal of Social Sciences and Humanities Research Fundamentals, 4(04), 75-80.
7. Kholikova, R. E., Narkulov, D. T., Abilov, U. M., Khudoykulov, A. B., Karimov, N. R., Iskandarov, S. A., ... & Niyozova, N. S. (2023). Impact of Renaissances in The History of Uzbekistan And Causative Factors of The Third Renaissance. Journal of Law and Sustainable Development, 11(12), e2518-e2518.
8. Abdiganievich, I. S. (2023). CHANGES IN ETHNIC IDENTITY OF UZBEKS. American Journal Of Social Sciences And Humanity Research, 3(12), 42-46.
9. Abdiganievich, I. S. (2023). CHANGES IN ETHNIC IDENTITY OF UZBEKS. American Journal Of Social Sciences And Humanity Research, 3(12), 42-46.
10. Iskandarov, S. A. (2023). Social, economic and cultural processes in the Kashkadarya oasis in the 20th century and their impact on the lifestyle of local residents. American Journal Of Social Sciences And Humanity Research, 3(10), 149-154.
11. Musayev, O., Abidova, Z., Abdalov, U. M., Orzikulov, B., Narkulov, S. D., Rakhimov, S., ... & Nematov, O. (2023). Issues Of National Identity in The People of Central Asia. Journal of Law and Sustainable Development, 11(12), e2796-e2796.
12. Norkulov, D. T., Narkulov, S. D., & Iskandarov Sh, A. (2022). Alimova SG, Pardayev AA Umarova FS, Khudoykulov AB THE ROLE OF PHILOSOPHICAL THINKING AND PHILOSOPHICAL KNOWLEDGE IN UNDERSTANDING NATIONAL IDENTITY. ASEAN Journal on Science & Technology for Development, 39(4), 605-613.
13. Бўриев, О., Искандаров, Ш., & Хўжаёров, А. (2022). Абу Райҳон Берунийнинг “Ҳиндистон” асари ноёб этнографик манба сифатида. Academic research in educational sciences, (3), 399-411.
14. Iskandarov, S. (2020). O ‘zbekiston arablarining til xususiyatlari va etnolingvistik o ‘zgarishlar. Uzbekistan: Language and Culture, 2(2).

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

15. Ниёзова, Н. Ш., & Искандаров, Ш. А. (2019). Ўзбекистон тарихини ўқитишда инновациялар самарадорлиги хусусиятлари.
16. Искандаров, Ш. А. (2017). ОБ ЭТНИЧЕСКОЙ ИСТОРИИ АРАБОВ УЗБЕКИСТАНА И СВЯЗАННЫХ С НЕ ЭТНОТОПОНИМАХ. Вестник антропологии, (4), 38-46.
17. Pirimova, M., Torambetov, B., Kadirova, S., Ziyaev, A., Gonnade, R. G., & Ashurov, J. (2022). Synthesis, crystal structure and Hirshfeld surface analysis of a zinc (II) coordination polymer of 5-phenyl-1, 3, 4-oxadiazole-2-thiolate. Structure Reports, 78(8), 794-797.
18. Primova, M. A. Kadirova Sh. A., Ziyayev AA, Buvrayev ER Co (II) va V (V) ning 5-(fenil)-1, 3, 4-oksadiazol-2tion asosidagi aralash metalli kompleks birikmasini antioksidantlik faolligini o'rganish. Samarqand davlat universiteti ilmiy axborotnomasi-2020 yil.
19. Primova, M. A., Kadirova, S. A., Ziyayev, A. A., & Buvrayev, E. R. (2020). va V (V) ning 5-(fenil)-1, 3, 4-oksadiazol-2tion asosidagi aralash metalli kompleks birikmasini antioksidantlik faolligini o'rganish.
20. Нуралиева, Г. А., & Пиримова, М. А. Universum: Химия и биология: электр. научн. журн. 2020. № 2 (68).
21. PIRIMOVA, M. A., KADIROVA, S. A., & ZIYAYEV, A. A. (2025). Synthesis and study of complex compounds with 1, 3, 4-oxadiazole derivatives based on ammonium vanadate. Chemistry and chemical engineering, 2024(4), 5.
22. Abdukhakim, Z., & Mehribon, P. (2025). SYNTHESIS, CRYSTAL STRUCTURE AND HIRSHFELD SURFACE ANALYSIS OF A 2–CARBOXYMETHYLTHIO-5-PHENYL-1, 3, 4-OXADIAZOLE. Universum: химия и биология, 4(6 (132)), 31-35.
23. Pirimova, M. A., Kadirova, S. A., Ziyayev, A. A., & Buvraev, E. R. (2023). Co (II) VA V (V) NING 5-(FENIL)-1, 3, 4-OKSADIAZOL-2-TION ASOSIDAGI ARALASH METALLI KOMPLEKS BIRIKMASINI ANTIOKSIDANTLIK FAOLLIGINI O 'RGANISH. 2020, No. 1 (119/2), 119(90), 5-9.
24. Киньшакова, Е. В., Кадирова, Ш. А., & Пиримова, М. А. (2022). СИНТЕЗ И ИССЛЕДОВАНИЕ КОМПЛЕКСНЫХ СОЕДИНЕНИЙ 3D-МЕТАЛЛОВ

Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 01, Issue 06, September, 2025
Website: usajournals.org

С 5-4-ПИРИДИЛ-1, 3, 4-ОКСАДИАЗОЛ-2-ТИОНОМ. Universum: химия и биология, (3-2 (93)), 10-16.

25. ПИРИМОВА, М., КАДИРОВА, Ш., РАХМОНОВА, Д., ЗИЯЕВ, А., ХАЙРУЛЛАЕВ, Ғ., & ХОЛОВ, Х. (2020). Co (II), Ni (II), Cu (II), Mn (II) ВА V (V) НИНГ ОКСАДИАЗОЛ ҲОСИЛАСИ АСОСИДАГИ АРАЛАШ МЕТАЛЛИ КОМПЛЕКС БИРИКМАЛАРИ СИНТЕЗИ ВА ТАДҚИҚОТИ. Uzbek Chemical Journal/O'Zbekiston Kimyo Jurnali, (4).