

*Research Article*

## Using Peer Interaction to Improve Listening and Speaking Skills in Secondary EFL Context

Sana Fatah Saeid<sup>1,\*</sup> 

<sup>1</sup> English Language Teaching, Tishk International University, Sulaymaniyah, 46001, Iraq

\*Corresponding Author: Sana Fatah Saeid, E-mail: sanafatah9@gmail.com

Article Info	Abstract
Article History	Peer interaction, a collaborative process where students engage in activities such as debates, discussions, feedback, and reflection, plays a pivotal role in language learning. This study aims to examine the impact of peer interaction on enhancing the listening and speaking skills of Kurdish EFL learners in secondary schools. Employing a quantitative methodology with a descriptive approach, the study investigated gender and academic-level differences through statistical analyses. An independent sample t-test revealed no significant differences between male and female participants ( $p > 0.05$ ), while a one-way ANOVA indicated no statistically significant variations among different academic levels ( $p > 0.05$ ). Despite these findings, the results underscore the overall effectiveness of peer interaction as a pedagogical strategy for developing communication skills. The study provides valuable insights for teachers and educators, emphasizing the potential of peer interaction to foster active engagement and collaborative learning among learners, irrespective of demographic differences.
Received Aug 04, 2024	
Revised Nov 26, 2024	
Accepted Nov 30, 2024	
<b>Keywords</b>	
Kurdish EFL learners	
Language learning	
Peer interaction	
Secondary schools	



**Copyright:** © 2024 Sana Fatah Saeid. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license.

### 1. Introduction

Peer interaction promotes guidance and counsel to one another. It can be improved through a variety of skills, for instance cooperation, listening, and leading teams. Positive relationships can be achieved through working with peers inside and outside of the classroom (Cowie & Sharp, 2017). Peer learning encompasses various strategies that can be utilized in language teaching to assist learners. It is commonly used alongside traditional teaching methods. Peer learning may take shape in various ways such as collaborative projects, private study groups, discussion seminars, and senior students assisting junior students (Goldschmid & Goldschmid, 1976).

Peer interaction involves students learning together and frequently learning from one another (Dobao, 2016). Moreover, peer interaction is commonly encouraged through various teaching activities like student

leadership workshops, group learning, peer-to-peer learning partnerships, and group work. Students have the opportunity to develop a range of crucial social and emotional skills, such as empathy, cooperation, and problem-solving strategies (Frey & Smith, 2019). Within the unique context of peer interactions, engagement with peers can sometimes hinder the development of social and emotional skills, as it may lead to exclusion, bullying, and inappropriate behavior (Rubin et al., 2015).

Student peer interaction frequently does not provide benefits. As previously stated, there are occasional drawbacks to consider: Approximately 5% to 10% of students face chronic peer relationship challenges, like peer rejection and annoying behavior towards peers (Desouza, 2016). Research highlighted that peer interaction can occasionally have a detrimental effect on students (Johnson, 1981). Some students often prefer isolation, avoiding social interactions and insisting on independence without seeking assistance from others. This situation creates numerous challenges for teachers when they aim to facilitate group activities with students. Peer interaction is acknowledged globally for its positive impact on enhancing English language learning and acquisition among diverse learners. Particularly within the English courses. Children or learners typically enhance their learning by sharing experiences and knowledge with each other, utilizing peer interaction as a valuable learning tool. Emphasizing the significance of language acquisition and instruction, like English, with a fresh approach. Students require varied and enhanced growth opportunities, with educators playing a crucial role. The study particularly focuses on creating engaging and enjoyable teaching materials that facilitate student learning (Haar et al., 2002).

This study highlights an opportunity to further explore the underlying dynamics of gender and grade-level differences in peer interaction. While the findings show no statistically significant differences between male and female students or among grade levels, there is potential to delve deeper into the factors that contribute to these outcomes. For example, future research could investigate whether male and female students vary in their participation styles, communication approaches, or comfort levels during peer interaction, as well as consider the cultural and societal influences that may shape these behaviors in the Kurdish EFL context. Additionally, while no significant differences were observed across grade levels, exploring factors such as task difficulty, social maturity, or classroom structures could shed light on how these elements influence the effectiveness of peer interaction across academic levels. Addressing these areas could offer valuable insights into how gender and grade-specific factors contribute to the success of peer interaction, enhancing its role in developing listening and speaking skills.

The present study aims to explore the impact of peer interaction in schools on improving language learning, particularly in the advancement of listening and speaking abilities. This study acknowledges the unique value of peer interaction for students, highlighting the frequent contact between peers during lessons that aids in skill development in comprehension and speaking. Ultimately, the goal is to improve English learners' communication skills by enhancing their understanding and ability to respond effectively to spoken English. Exploring the attitudes of students and teachers towards learning English by examining the significance of peer interaction among learners. This study serves multiple purposes and aims. When examining the interaction between boys and girls with friends, it is important to consider how peer interaction impacts each gender.

The researcher aims to address the following research questions in order to accomplish the study's objectives:

1. Are there notable gender disparities in peer interaction among students?
2. Do grade levels affect peer interaction among students?

The research hypothesizes the following hypotheses:

H0: Grade levels affect peer interaction among the students.

H1: Grade levels do not affect peer interaction among the students.

## **2. Literature Review**

### **2.1. Social Constructivism and Language Learning**

According to the theory of social constructivism, optimal learning occurs through collaborative interactions and the shared building of knowledge. In the context of language learning, socializing with friends and classmates enriches the learning experience. Lev Vygotsky, a renowned psychologist, was among the first to articulate this concept. He emphasized that engaging in conversations with individuals who possess greater knowledge, such as peers or teachers, enhances learning by enabling us to comprehend unfamiliar concepts more effectively. This is achieved through their support in bridging the gap between what we can do independently and what we can achieve with guidance, a concept known as the Zone of Proximal Development (ZPD) (Vygotsky, 1978). Engaging in conversations and collaborations not only improves language skills but also broadens understanding of the world (Toma & Wertsch, 1991).

Furthermore, social constructivism underscores the importance of social interaction and cultural context in cognitive development and learning. Working alongside peers fosters language acquisition while simultaneously enhancing problem-solving and critical thinking abilities (Geller, 2022).

## 2.2. Peer Interaction in Language Learning

Peer interaction involves collaborating and communicating with classmates to facilitate language acquisition. It is crucial as it provides opportunities to practice speaking and listening skills. Engaging with peers allows learners to exchange knowledge and improve their proficiency in the language (Storch, 2013). For instance, when learning a new word, classmates can assist in understanding its meaning by providing examples or incorporating it into sentences.

Research by Swan and Lapkin (1998) indicates that peer interaction in language learning enhances learners' skills by creating opportunities for authentic communication. This signifies that when students converse with their peers, they are not merely practicing the language; they are also learning how to apply it in real-life contexts.

Furthermore, peer interaction fosters a sense of belonging and community among learners, which is essential for creating a supportive learning environment where students feel comfortable taking risks and making mistakes. This type of environment encourages active participation and engagement in language learning activities, ultimately contributing to improved learning outcomes. The use of peer interaction strategies in the classroom also promotes self-directed learning (Gibson, 2003; Ahmed & Fatah, 2024).

## 2.3. Benefits of Peer Collaboration in Language Learning

Working with classmates in collaboration enhances learning in various ways. Learning becomes more enjoyable and boosts motivation to acquire knowledge. Engaging in activities with friends enhances learning and boosts language confidence, for instance, in a group project, peers can assist in generating ideas and structuring thoughts (Cotterall, 1999).

Watanabe in (2007) suggested that peer collaboration in language learning encourages active engagement and participation, both crucial for effective learning. Collaborating with classmates allows learners to learn from one another and actively practice language skills. Furthermore, working together with peers improves critical thinking and problem-solving abilities by helping students develop skills in negotiating meaning, analyzing information, and creating innovative solutions together. Collaboration among students allows for the exploration of various viewpoints, the exchange of information, and the creation of fresh insights, resulting in more profound educational experiences (Vass & Littleton, 2010).

## 2.4. Peer Interaction in Secondary Education

During middle school, engaging in discussions with peers is essential for enhancing learning. Language study improves comprehension and boosts confidence in its use. However, learners may sometimes feel hesitant or concerned about the opinions of others (Liu & Littlewood, 1997). Despite these challenges, engaging in conversations with classmates not only aids in learning but also fosters a sense of belonging within the community (Lantolf & Aljaafreh, 1995). According to Lave (1991), peer interaction in secondary education significantly influences social and emotional development. Through conversations, students acquire language skills while also developing teamwork and social abilities. Additionally, engaging with peers enables students to cultivate crucial socio-emotional skills such as empathy, communication, and collaboration. Meaningful interactions with peers equip students with the skills necessary for navigating social relationships, resolving conflicts, and fostering a sense of belonging within the classroom community. Furthermore, peer interaction enhances cultural awareness and appreciation, as students engage with classmates from diverse backgrounds, thereby creating an inclusive learning environment that values diversity and encourages mutual respect (Rothstein-Fisch & Trumbull, 2008).

## 2.5. Impact of Peer Interaction on Improving Listening and Speaking

Ahmed et al. (2023) asserts that peer interaction is essential for enhancing speaking and listening skills in language learning, as it provides a natural environment for practicing communication in everyday contexts. Peer interaction offers students immediate feedback on their grammar and pronunciation, allowing them to self-correct in real time. Moreover, it boosts confidence, as students are more inclined to practice frequently when they feel comfortable expressing themselves to their classmates. Additionally, exposure to a variety of dialects and speech patterns enhances listening comprehension and prepares students for real-world conversations. Engaging in peer activities encourages students to take risks and improve their language abilities by fostering collaborative learning, active listening, and a positive atmosphere (Johnson et al., 1985).

## 2.6. Factors Influencing Students Views on Peer Interaction

Various elements can impact how students perceive peer interaction. These factors may include individual differences such as personality, cultural background, and communication skills. Additionally, the learning environment, group dynamics, and the nature of academic tasks can influence students' perspectives on peer interaction. Considering social and emotional factors, such as peer relationships and support

from friends, plays a significant role in how students engage in interactions with their peers (Altstaedter & Doolittle, 2014). By understanding these elements, educators can foster a welcoming and supportive learning atmosphere.

Furthermore, the extent of teacher participation and support in encouraging peer interactions can significantly affect students' viewpoints. It is essential to comprehend how classroom norms and expectations, along with the broader school culture, influence students' perceptions of the value and effectiveness of collaboration with peers. Various factors, including gender, age, and socio-economic background, can affect students' comfort and preferences when engaging with their peers (Webb, 2009). Educators must be aware of these diverse factors to cultivate a nurturing and stimulating social atmosphere in educational environments.

### **2.6.1. Individual Differences in Learning Styles**

Several factors can influence the comfort level when interacting with peers. Some individuals prefer verbal communication over other forms due to their learning styles. For instance, certain students may favor listening to explanations, while others might gravitate toward hands-on activities or visual aids (Peterson et al., 1998). Additionally, individuals exhibit diverse learning styles, including auditory, visual, and kinesthetic preferences, which can impact their perspectives on peer interaction (Pourhosein, 2011). Some students may feel more comfortable expressing themselves verbally, while others may prefer written or nonverbal forms of communication. Therefore, it is essential for educators to consider the varied needs and preferences of students when designing peer interaction tasks to foster inclusivity and encourage active participation from all learners.

### **2.6.2. Classroom Dynamics and Teacher Support**

The classroom setting and teacher assistance significantly influence the enjoyment of interactions with peers. Research conducted by Johnson (1981) indicates that a positive and supportive classroom environment fosters effective peer interactions. When educators cultivate a nurturing and inclusive atmosphere, students are more likely to feel comfortable engaging in discussions and participating in group learning activities. Teachers can promote positive peer interactions by demonstrating effective communication techniques and providing constructive feedback (Johnson et al., 1981; Ahmed, 2024). Therefore, establishing a conducive classroom environment and supporting teachers are essential for enhancing valuable peer communication and improving outcomes in language acquisition.

### 2.6.3. Cultural and Social Factors Influencing Peer Relationships

As highlighted by Hofstede (2011), cultural background and self-perception can significantly impact students' attitudes toward communication with others. The perspectives on peer interaction in language learning contexts are shaped by cultural norms, values, and communication styles. For example, students from collectivist cultures may prioritize group harmony and cooperation, while those from individualistic cultures might emphasize personal achievement and independence. Additionally, social factors such as peer acceptance, social status, and group dynamics play a role in shaping peer relationships and interaction patterns in the classroom (Lazaraton, 2002).

It is essential to understand these cultural and social influences in order to create inclusive and culturally responsive learning environments that promote meaningful peer interaction and support language acquisition among diverse student groups. Educators must consider students' cultural backgrounds and social dynamics when designing peer interaction activities to enhance cultural relevance and foster positive peer relationships (Renn & Arnold, 2003).

### 2.7. Scholarly Related Studies

Many studies have explored the impact of peer discussions on learning. It is evident that the topic is crucial, yet there are still areas for further exploration. Lavy and Schlosser (2007) explored the impact of classroom gender composition on the scholastic achievements of boys and girls in Israeli primary, middle, and high schools. The study examined the mechanisms through which gender peer effects influence academic outcomes, focusing on changes in the classroom learning environment, teaching methods, teacher well-being, and social dynamics. To account for potential confounding factors, the researchers used variations in gender composition across adjacent cohorts within the same schools. The findings revealed that a higher proportion of female students significantly improved cognitive outcomes for both boys and girls. The study identified key mechanisms driving these effects, including reduced classroom disruption and violence, improved inter-student and student-teacher relationships, enhanced student satisfaction, and reduced teacher fatigue. Importantly, no changes in individual behavior among boys or girls were observed, suggesting that the positive effects were due to compositional changes in classroom gender ratios rather than changes in peer behavior. These results underscore the broader implications of gender composition in fostering a positive learning environment and enhancing academic performance.

In another study by Kumar et al. (2023) investigated the effects of peer and self-assessment on self-regulated learning, critical thinking, and problem-solving skills among Iranian EFL learners. The study involved 75 participants divided into two experimental groups—peer assessment and self-assessment—and a control group. Pre-tests were conducted using questionnaires, followed by a 13-lesson intervention where the experimental groups engaged in assessment activities while the control group received traditional teacher-based instruction. Post-test results analyzed via one-way ANOVA indicated that both experimental groups significantly outperformed the control group in all measured skills, with no significant differences between the peer and self-assessment groups. The study concluded that both assessment methods are effective in enhancing EFL learners' critical skills and self-regulation. Ozcelik et al. (2019) investigated the listening comprehension problems faced by A1-level Turkish secondary school students in a foreign language classroom. The study involved 28 students working in pairs, with the autonomy to control audio playback during listening tasks. Through dialogic exchanges, the researchers identified common listening difficulties, including mental translation, challenges in chunking speech streams, and maintaining pace with delivery speed. Students primarily used self-controlled audio to check their understanding and adjust to the speed of speech. The study also highlighted how peer interaction facilitated the articulation and sharing of cognitive, affective, and social processes involved in listening. These findings underscore the value of peer collaboration and autonomy in addressing listening challenges and improving comprehension in foreign language learning. Furthermore, Watanabe (2008) explored how adult ESL learners interact with peers of different proficiency levels during collaborative problem-solving tasks and how they perceive these interactions. The study involved three learners who engaged in a three-stage process: pair writing, pair noticing, and individual writing, where each worked with both a higher- and a lower-proficiency peer. Data were collected through stimulated recall sessions and post-task interviews to analyze patterns of interaction and attitudes towards peer collaboration. The findings revealed that both higher- and lower-proficiency peers could facilitate learning when collaboration was effective. Interestingly, learners preferred working with peers who actively shared ideas, regardless of proficiency level, suggesting that the quality of interaction rather than proficiency differences significantly impacts the effectiveness of peer assistance. These findings emphasize the importance of co-constructed interaction patterns in fostering language learning through peer collaboration.



### **3. Methodology**

#### **3.1. Research Design**

The research design focuses on investigating two key questions: whether there are notable gender disparities in peer interaction among students and how grade levels influence peer interaction through following quantitative approach. By addressing these questions, the study aims to analyze the interplay between gender and academic levels in shaping students' engagement and collaboration during peer interaction activities.

#### **3.2. The Population and Sampling of the study**

The study sample consisted of 200 secondary school students aged 13-15 from grades 7, 8, and 9 at two non-governmental schools in Sulaymaniyah: United Science Girls' Secondary School and United Science Boys' Secondary School, during the 2023-2024 academic year. The sample included both male and female students. Furthermore, the schools followed unisex education. For this reason, all girls and boys were from different schools.

#### **3.3. The Research Instrument**

A survey questionnaire using a 5-point Likert scale was developed and distributed among the participants. The data collection process followed a targeted sampling approach, involving a sample size of 200 students. The survey instrument consisted of 15 items designed to measure the impact of peer interaction on English language learning. The questionnaires were distributed in tangible, paper-based forms, with participants responding to prompts on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." Data collection took place between February 2024 and March 2024. The survey aimed to gather students' perspectives on the role of peer interaction in their language learning experience. Upon completion, the responses from the paper forms were transcribed into an online platform for systematic evaluation and organization. The consolidated data were then subjected to computation and analysis to address the research objectives.

#### **3.4. Data Analysis Procedure**

The Statistical Package for the Social Sciences (SPSS) was employed for the present study to analyze the data. The independent sample t-test was utilized to explore the differences between the male and female participants. Moreover, the one-way ANOVA was used to assess the variation among the academic level

of the participants. The reliability issue was assessed using Cronbach's alpha, showing .814 which indicates a good internal consistency of the study.

## 4. Result and Discussion

### 4.1. Gender-Based Disparities of Peer Interaction in Improving Listening and Speaking Skills

This section presents the results of the independent sample t-test to assess the differences between male and female participants in peer interaction in developing the listening and speaking skills.

**Table 1.** Gender-based differences of peer interaction in improving listening and speaking skills.

	Group Statistics					
	Gender	N	Mean	SD	T-Value	P-Value
Enjoyment and Confidence	Female	108	19.37	3.14	0.917	.300
	Male	92	18.95	3.41	0.910	
Perception and Impact of Peer Interaction	Female	108	39.58	5.59	1.247	.482
	Male	92	38.51	6.57	1.231	

Table 1 illustrates the results of the gender-based variation for the Kurdish EFL secondary school learners. The findings are compared of the male and female learners over the two main categories: enjoyment and confidence and perception and impact of peer interaction.

For the first category, enjoyment and confidence, female learners ( $N = 108$ ) had a higher performance ( $M = 19.37$ ,  $SD = 3.14$ ),  $t(917)$ . Furthermore, male students ( $N = 92$ ) showed a lower performance ( $M = 18.95$ ,  $SD = 3.41$ ),  $t(910)$ ,  $p = .300 > .005$ , indicating no significant difference between the two genders for this category. In accordance with the second category, perception and impact of peer interaction, female learners ( $M = 39.58$ ,  $SD = 5.59$ ),  $t(1.247)$ , showing better performance than the male learners ( $M = 38.51$ ,  $SD = 6.57$ ),  $t(1.231)$ ,  $p = .482 > .005$ , signifying no remarkable variations in the gender-based differences.

In both categories, the mean of the participants of the female learners are higher than the male learners. In addition to the differences between the two groups, the standard deviation illustrates the dispersion of the individual scores from the mean score. Correspondingly, the SD of the female learners are lower than the SD of the male learners, implying that the scores of the female learners are more clustered around the mean score results. Regarding the p-value, there is no significant difference between female and male learners in peer interaction in improving listening and speaking skills in the secondary Kurdish EFL context.

These results suggest that there are no gender disparities among Kurdish EFL learners in both categories in peer interaction in enhancing listening and speaking skills among Kurdish EFL secondary school learners. Depending on the knowledge and experience of the researchers, there are two possible reasons for the lack of significant differences between male and female learners. The first reason might be referred to the self-perception of the learner in enjoying the peer interaction activities and having confidence in practicing peer interaction in classroom among the students. The second reason might be due to the impact of peer interaction activities that boost the social skills and communication of the students.

The findings of this study align with the broader educational literature that highlights the role of classroom dynamics and interactions in fostering student development, but they also present a unique perspective. Unlike Lavy and Schlosser (2007), who found that a higher proportion of female students significantly improved classroom outcomes due to compositional changes in gender ratios, this study revealed no gender disparities in the impact of peer interaction on enhancing listening and speaking skills among Kurdish EFL learners. This suggests that, within the context of Kurdish EFL classrooms, peer interaction activities may serve as a leveling mechanism, equally benefiting male and female learners by fostering confidence, enjoyment, and social communication skills. The lack of gender differences could indicate that peer interaction inherently promotes an inclusive environment, reducing the potential for disparities and enabling all learners to benefit from collaborative engagement. These findings underscore the importance of designing peer interaction activities that encourage equal participation and leverage the social dynamics of classrooms to enhance language learning outcomes.

#### 4.2. Differences in Academic Levels

This section investigates the differences among the academic levels of the participants in peer interaction in listening and speaking skills of Kurdish EFL secondary school learners.

Table 2 presents the descriptive statistics of academic level of the Kurdish EFL middle school students of having peer interactions in improving listening and speaking skills. The One-way ANOVA was utilized to compare the differences between the academic levels in both categories: enjoyment and confidence and impact of peer interactions among the participants.

As shown in the first category, enjoyment and confidence, the mean difference score between grade 7 and grade 8 ( $M = 0.22$ ,  $SE = 0.56$ ,  $p = .919$ ), grade 7 and grade 9 ( $M = -0.97$ ,  $SE = 0.56$ ,  $p = .196$ ), and

grade 8 and grade 9 ( $M = -1.19$ ,  $SE = 0.57$ ,  $p = .093$ ) were not statistically significant, implying that there were no remarkable variations among the students of these grades in the enjoyment and confidence category. Correspondently, in the second category, perception and impact of peer interaction, the score of the mean difference between grade 7 and grade 8 ( $M = 0.36$ ,  $SE = 1.04$ ,  $p = .939$ ), Grade 7 and Grade 9 ( $M = -2.02$ ,  $SE = 1.04$ ,  $p = .126$ ), and Grade 8 and Grade 9 ( $M = -2.38$ ,  $SE = 1.05$ ,  $p = .064$ ) were also not statistically significant. However, a higher mean difference was inspected between grade 7 and grade 9, and grade 8 and grade 9, but there were not significant variations among them.

**Table 2.** Descriptive statistics of academic level of the students

Multiple Comparisons (Tukey HSD)					
Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.
Enjoyment and Confidence	Grade 7	Grade 8	0.22	0.56	.919
		Grade 9	-0.97	0.56	.196
	Grade 8	Grade 7	-0.22	0.57	.919
		Grade 9	-1.19	0.57	.093
	Grade 9	Grade 7	0.97	0.56	.196
		Grade 8	1.19	0.57	.093
Perception and Impact of Peer Interaction	Grade 7	Grade 8	0.36	1.04	.939
		Grade 9	-2.02	1.04	.126
	Grade 8	Grade 7	-0.35	1.04	.939
		Grade 9	-2.38	1.05	.064
	Grade 9	Grade 7	2.02	1.04	.126
		Grade 8	2.38	1.05	.064

In general, the analysis of these variables offer insight that no statistically remarkable variations are found in enjoyment and confidence, or in the perception and impact of peer interaction in enhancing listening and speaking skills among the Kurdish EFL secondary learners. There are two possible factors that no significant differences were noticed among the academic level of the participants. This could be related to the teaching experiences all the participants had received in their educational journey from the beginning of secondary school. The second factor might be due to the curriculum and its activities in which the English program, Sunrise, is prepared by the same publishing house. The activities follow a series of exercises, and the students are familiar with the style.

Similarly, the findings of the present study align with these results by (Ozcelik et al., 2019 & Watanabe, 2008), revealing that peer interaction fosters enjoyment, confidence, and social skills among

Kurdish EFL learners, irrespective of gender or academic level. This reinforces the notion that structured and inclusive peer activities can create an equitable and supportive learning environment, where the quality of interaction drives success.

## 5. Conclusion

The study provided strong evidence that peer interaction is perceived as a valuable and effective strategy for language development among the different levels of academic levels. It also revealed significant insights about students' perceptions of peer interaction in English language learning. The findings suggested that peer interaction helps them improve their English-speaking skills, understand different linguistic uses, and gain familiarity with various language skills. They also demonstrated that interacting with peers in English and expressed a preference for collaborative learning activities.

In light of the current data, the following effects have been drawn for further research: Attention to the effect of peer interaction to facilitate English language learning should be considered. To see the impact and make it a teaching method more research on the impact of peer interaction on language learning is needed, and more extensive surveys and research on the subject may inspire further exploration of the impact of peer interaction, as well as different learning and effective ways of interacting among peers in classrooms or outside classrooms. More research and more time should be allocated, and the effects of peer interaction may become clearer if more students and teachers participate in the research and more time is allocated.

**Declaration of Competing Interest:** The author declares that she has no known competing of interest.

## References

- Ahmed, A. A. (2024). Improving grammar mechanics among Kurdish EFL Learners: A case study. *International Journal of Social Sciences & Educational Studies*, 11(2), 40-48.
- Ahmed, A. A., & Fatah, S. N. (2024). The assessment of self-directed learning readiness among Generation Z Kurdish EFL undergraduates. *Journal of University of Human Development*, 10(1), 1-9.
- Ahmed, K. S., Hamasaheed, D. J., Ahmed, A. A., & Ahmed, D. B. (2023). The effects of English File coursebook on enhancing listening comprehension skills in the IELTS Proficiency Test: The case of Kurdish EFL learners. *Koya University Journal of Humanities and Social Sciences*, 6(1), 212-222.
- Altstaedter, L. L., & Doolittle, P. (2014). Students' perceptions of peer feedback. *Argentinian Journal of Applied Linguistics*, 2(2), 60-76.
- Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education*, 27(2), 139-153. <https://doi.org/10.1080/01587910600789498>

- Black, T.R (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics*. Sage
- Cotterall, S. (1999). Key variables in language learning: what do learners believe about them? *System*, 27(4), 493-513.
- Cowie, H., & Sharp, S. (Eds.). (2017). *Peer counselling in schools: A time to listen*. Routledge.
- Desouza, A. (2016). facilitating the emergence of convergent intraverbals in children with autism. Theses & Dissertations. 174. <https://digitalcommons.unmc.edu/etd>
- Dobao, A. F. (2016). Peer interaction and learning. *Peer interaction and second language learning: Pedagogical potential and research agenda*, 33-61.
- Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. Ascd.
- Geller, E, H (2022). Asking the right questions: Using peer instructing to facilitate learning in research methods.
- Goldschmid, B., & Goldschmid, M. L. (1976). Peer teaching in higher education: A review. *Higher education*, 5(1), 9-33.
- Johnson, D. W., Johnson, R. T., Roy, P., & Zaidman, B. (1985). Oral interaction in cooperative learning groups: Speaking, listening, and the nature of statements made by high-, medium-, and low-achieving students. *The Journal of Psychology*, 119(4), 303-321.
- Johnson, D. W., Maruyama, G., Johnson, R., Nelson, D., & Skon, L. (1981). Effects of cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis. *Psychological Bulletin*, 89(1), 47.
- Kumar, T., Soozandehfar, S. M. A., Hashemifardnia, A., & Mombeini, R. (2023). Self vs. peer assessment activities in EFL-speaking classes: impacts on students' self-regulated learning, critical thinking, and problem-solving skills. *Language Testing in Asia*, 13(1), 36.
- Lantolf, J. P., & Aljaafreh, A. (1995). Second language learning in the zone of proximal development: A revolutionary experience. *International Journal of Educational Research*, 23(7), 619-632.
- Lave, J. (1991). Situating learning in communities of practice. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 63–82). *American Psychological Association*. <https://doi.org/10.1037/10096-003>
- Lavy, V., & Schlosser, A. (2007). Mechanisms and impacts of gender peer effects at school.
- Lazaraton, A. (2002). *A qualitative approach to the validation of oral language tests* (Vol. 14). Cambridge University Press.
- Liu, N. F., & Littlewood, W. (1997). Why do many students appear reluctant to participate in classroom learning discourse?. *System*, 25(3), 371-384.
- Ozcelik, H. N., Van den Branden, K., & Van Steendam, E. (2019). Listening comprehension problems of FL Learners in a peer interactive, self-regulated listening task. *International Journal of Listening*, 37(2), 142–155. <https://doi.org/10.1080/10904018.2019.1659141>
- Peterson, A. F., Ray, S. L., & Mitra, R. (1998). Institute of electrical and electronics engineers. Computational methods for electromagnetics, 2.
- Renn, K. A., & Arnold, K. D. (2003). Reconceptualizing research on college student peer culture. *The Journal of Higher Education*, 74(3), 261-291.
- Rothstein-Fisch, C., & Trumbull, E. (2008). *Managing diverse classrooms: How to build on students' cultural strengths*. Ascd.
- Rubin, K. H., Bukowski, W. M., & Bowker, J. C. (2015). *Children in peer groups*. In *Handbook of Child Psychology and Developmental Science* (pp. 1–48). Wiley. <https://doi.org/10.1002/9781118963418.childpsy405>
- Thomas, W., & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*.
- Toma, C., & Wertsch, J. V. (1991.). *Sociocultural approach to mediated action: an analysis of classroom discourse*.
- Vass, E., & Littleton, K. (2010). Peer collaboration and learning in the classroom. *International handbook of psychology in education*, 105-135.

- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.
- Watanabe, Y. (2008). Peer–peer interaction between L2 learners of different proficiency levels: Their interactions and reflections. *Canadian modern language review*, 64(4), 605-635.
- Webb, N. M. (2009). The teacher's role in promoting collaborative dialogue in the classroom. *British Journal of Educational Psychology*, 79(1), 1-28.