Peer Teaching for Peer Learning and Sharing: A study on students' attitudes towards implementing peer teaching and learning in the ESL classroom at the University of Technology and Applied Sciences

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Abstract: *The study reports on a collaborative peer teaching experiment conducted with a small group of English language students in a writing class at the University of Technology and Applied Sciences in Oman to assess the effectiveness of peer teaching in enhancing student engagement and learning. The study involved surveying students' experience of teaching their peers and being taught by them in an academic writing class. The survey questionnaire comprised four sections, the first three of which employed a Likert scale where '1' indicated the most affirmative response, while the fourth section was for descriptive data. The findings indicated that students have a positive perception of peer teaching and peer learning, although it appeared that they were more enthusiastic about their role as a peer teacher than as a peer learner. Moreover, the positive response of students towards the potential of peer teaching in promoting autonomous learning satisfied a prime feature of sustainable learning in terms of creating 'learning that lasts. (Graham, Berman & Bellert, 2015).*

Keywords: collaborative peer teaching, peer learning, sustainable learning, English language learners, student engagement

INTRODUCTION

The Peer Teaching Model is an instructional approach used in English Language teaching, where students act as both learners and teachers in the classroom. This approach involves students teaching their peers, which provides a collaborative and interactive learning experience. It promotes a dynamic and effective learning environment, allowing students to learn from one another.

Context

This research project was conducted in conjunction with students from the University of Technology and Applied Sciences (UTAS-Muscat Branch). These students were enrolled in the Intermediate level course (English Level 4) of the General Foundation Programme (GFP) at the Preparatory Studies Centre (PSC) of the university. The GFP provides English, Math, and Computing Skills courses that are necessary for higher education. Newly admitted students to UTAS are required to sit for the English Placement Test (EPT). Students are placed into different levels according to their score in the EPT.

Majority of students in the group of Intermediate Level students (English Level 4) involved in the study were students who had graduated to Level 4 after successfully passing lower English Proficiency levels. These students had previous experience in delivering brief presentations in English and taking part in collaborative tasks that required them to converse in English with their peers.

The researcher opted to incorporate peer teaching activities into the writing class, which involved three to four students working together to deliver a 20-minute lesson on an essay topic for their peers, utilizing PowerPoint presentations, if required. In their lesson, peer tutors had to provide the contextual knowledge and language necessary to respond to the selected essay task.

Furthermore, the peer tutors were encouraged to incorporate activities that would stimulate discussion in the class and address any questions or uncertainties raised by peer learners. The researcher requested that students submit their PowerPoint presentations and teaching points a week prior to the assigned lesson, so that any linguistic errors or misinformation could be corrected.

Significance of the Study:

Peer-learning is widely acknowledged as a promising method for fostering students' independent acquisition of knowledge and skills. In this approach, students can provide support and assistance to their peers within a predetermined classroom arrangement (Topping, 2005). Peer- learning combines elements of peer-tutoring and cooperative learning (Davidson & Major, 2014; Hogan & Tudge, 2009) in its application. Falchikov (2001) argues that students learn significantly from explaining their ideas to others and participating in activities where they can learn from their peers.

Hence, the instructor hoped that peer teaching would encourage students to attain the learning outcomes of the course by cooperation and collaboration. It was also hoped that by learning by teaching, the students would not only improve their subject knowledge but also be able to develop their presentation and communication skills. Moreover, it was felt that peer teachingwould allow the students to take ownership of their learning and participate in roles other than just subordinates, thereby promoting learner agency in the classroom. That would

help in the formation of a 'community of student experts' (Baltzersen, K 2023). This mechanism would create a sustainable learning environment, aligned with United Nations Sustainable Development Goal 4, which aims to ensure inclusive and quality education for all.

The researcher opted for small-scale action-research to investigate students' attitude and management of a peer teaching assignment. According to Mertler (2017), action research helps in identifying an area of study, collecting, and analysing data, and developing a plan of action.

Review of Related Literature

Peer teaching, also known as 'peer education' or 'peer learning' or 'peer-assisted learning' is a popular approach in many educational settings (Topping, 1996). It involves students taking on the role of a teacher and instructing their classmates. Educators are employing peer learning in various contexts and fields in several countries, and it is becoming an increasingly significant component in many courses. (Topping, 1996). Myers and Myers (1995:15) defined peer tutoring as a way in which students help each other 'by giving resources, assistance, and direction'.

Kalkowski (2001) notes that peer teaching can take many different forms, such as 'peer tutoring, cross-age tutoring, peer teaching, peer education, partner learning, peer learning, child-teach- child, learning-through-teaching, [and] mutual instruction'. Peer teaching can be implemented in different ways. One way is through a 'switched-role model', where a student takes over the role and responsibilities of a teacher for a specific task or activity. Another way is through the 'vertical interaction model' or 'proctor model' (PSI), where a senior student serves as a tutor for a junior group of students. Additionally, student learning groups and student counseling of students (known as "parrainage") can also be effective methods of peer teaching (Goldschmid, M, 1976). Peer education encompasses a diverse range of activities. Researchers from the University of Ulster have enumerated ten models of peer learning (Griffiths, Houston & Lazenbatt ,1995). These models include discussion seminars, private study groups, buddy systems (known as parrainage), peer-assessment schemes, laboratory work, group projects, cascading groups, workplace peer mentoring, and community activities.

Benefits of Peer Education

There are numerous benefits to integrating peer teaching into the classroom, particularly for English language learners. A key benefit of peer teaching is that it allows learners of English to practice their language skills in an authentic context. When students teach each other, they are more likely to use language that is meaningful and relevant to their peers. As Boud (2001) notes, our peers speak to us in our 'own language,' and we can ask them questions that may seem 'silly' in other contexts. Besides, facilitating subject-comprehension, this can help peer teachers and learners develop fluency and confidence in speaking English. Peer teaching offers a chance for learners to actively engage with their classmates and improve their listening and communication skills. A study by Sharif et al (2012) on peer tutoring among tertiary ESL

learners corroborates this notion, suggesting that peer teaching can be an effective 'support program' to enhance the foreign language competence of tertiary learners.

Another advantage of peer teaching is that it encourages learner agency. Leadership and Growth Mindset Expert, James Anderson defines learner agency as an individual's ability to affect their environment, particularly in the face of obstacles. According to Anderson, it involves three key elements: 'the environment to act, the will to act, and the power to act'. (Anderson, 2021). Peer teaching allows students to take responsibility for teaching others, promoting active participation in learning. They are motivated to research and prepare their lessons and have the freedom to choose how to present the material. This approach fosters student ownership of learning and promotes deep understanding of the content, thereby, creating opportunities for students to intervene in the learning process, empowering them with the requisite skills and attitude to become lifelong learners.

Promoting collaboration and cooperation among students is another benefit of peer teaching. By working together on a task, students not only strengthen their relationships but also foster a positive classroom environment. Moreover, when learners receive feedback from their peers, they may feel more comfortable and receptive to suggestions. This can enhance their capacity to provide and receive feedback effectively, which is an important language development skill.

Collaborative learning or group work has been found to significantly improve individual achievement as compared to working alone. An extensive research study conducted by Johnson et al. (2014) did a meta-analysis of around 168 studies of undergraduate students. The analysis revealed that students who learned in a collaborative environment exhibited superior 'knowledge acquisition, retention of material, and higher-order problem-solving and reasoning abilities' compared to those who worked alone. To improve students' abilities to work efficiently with others and help them enhance their collaboration skills, it is necessary to provide opportunities for group work in the classroom. According to Bennett & Gadlin (2012) and Jackson et al. (2014), facilitating peer learning can be a mutually beneficial concept that involves sharing knowledge, ideas, and experiences between participants. Peer learning goes beyond independent learning and promotes interdependent or mutual learning as described by Boud (1988).

According to Boud et al (2013) students tend to engage in more meaningful communication, articulate their understanding more effectively, and demonstrate greater openness to constructive feedback in a peer environment compared to situations where faculty or staff are present. Furthermore, peer learning has the potential to cultivate not only lifelong learning capabilities but also critical inquiry, reflective thinking, teamwork, and communication skills in students.

Peer teaching is also helpful in developing Graduate Attributes. Graduate Attributes" are the essential skills and knowledge that are necessary for achieving success in the workplace. In the year 2000, Bowden, Hart, King, Trigwell, and Watts formulated the concept of Graduate

Attributes (GAs). These are a collection of qualities, skills, and knowledge that the academic community has collectively decided should be developed by students throughout their time at university. The overarching goal is to equip graduates with the tools to drive positive change and serve as advocates for social progress. Employers seek graduates who can communicate effectively beyond their area of specialization. As a result, courses are expected to develop in students what are variously termed 'transferable skills' (Assiter, 1995), 'key competencies' (Mayer, 1992), 'generic attributes' (Wright, 1995), or 'capabilities' (Stephenson & Yorke, 1998). Problem-solving, critical thinking, adaptability, leadership, collaboration, effective communication, and digital literacy are some of the key skills for lifelong learning. As per estimates, nearly 80% of all employees work in group settings (Attle & Baker 2007). Hence, employers value effective written and oral communication skills along with the ability to work effectively within diverse groups (ABET 2016-2017; Finelli et al. 2011).

Candy, Crebert, and O'Leary (1994) identified "peer-assisted and self-directed learning" as a teaching method that promotes critical self-awareness and reflective practice among undergraduate students. It encourages learners to take charge of their learning process and engage with their peers in a supportive environment. This approach fosters self-reflection, enhances critical thinking, and creates a transformative learning experience.

A case study was conducted on the mentors of the Peer Assisted Study Sessions (PASS) program at a research-intensive university in New Zealand. The study found that PASS mentorsdeveloped a range of graduate attributes, such as communication, critical thinking, and ethical responsibility. This was due to the extra responsibility and leadership involved in being a mentor in an authentic work environment. (Scott, McLean, & Golding, 2018). This study adds to the existing literature, demonstrating that peer facilitation is an efficient method for cultivating graduate attributes. (Laurs, 2008, 2018; Skalicky & Caney, 2010).

The findings of a previous study in New Zealand conducted by Laurs (n.d., 2008) have been consolidated by these results. Peer tutors have reported that their leadership role has helped them develop crucial skills such as confidence, communication, and an eagerness to leave their comfort zone and learn from others.

Various studies have indicated that being a peer tutor could boost the self-confidence of learners and develop their problem-solving, teamwork, and relationship-building skills. (Donelan & Wallace, 1997; Congos & Stout, 2003; Streitwieser, & Light, 2005; Stout & McDaniel, 2006; Lockie & Van Lanen, 2008; Laurs, 2008, 2018; Micari, Skalicky & Caney, 2010).

Studies on Peer Teaching in ESL Classrooms

In 2021, Wang and Gao conducted a case study at ST University in China titled 'Peer Teaching as an Effective Method: A Case Study at ST University'. The study aimed to identify the factors that influence the ESL peer-teaching process and improve students' performance in all aspects of English skills. The research was conducted in three ELC 4 classes (the fourth and final level

in the English Language Centre's Foundation Program) during the spring semesters of 2018 and 2020. The peer teaching program at ST University consisted of 30 lessons in the founding year.

Surveys, focus groups, or semi-structured interviews were used to perform needs analyses and assessments with students, subject coordinators, and lecturers.Researchers found that students were more motivated and engaged in a relaxed and pleasant environment, encouraging them to ask peers for help, understand different perspectives, and develop empathy and problem-solving skills. Overall, most students evaluated peer teaching positively, and it appeared to be an effective method for promoting 'learner autonomy'.However, the researchers also found that the effectiveness of peer teaching largely depended on the student's English proficiency levels.

Luk and Wang's 2012 study was conducted with students from Kwansei Gakuin University. The students were part of the Intensive English Program (IEP) and had already given presentations in English. The researchers introduced peer teaching activities where 2-3 students collaborated to give a 30-minute language lesson with clear aims and functions. The students submitted their lesson plans beforehand to enhance the effectiveness of the lesson. Later, they completed a questionnaire with three parts on the challenges and benefits of teaching and being taught by peers, and suggestions for improvement.

Researchers found that peer teaching empowered students to take responsibility for their learning by collaborating with peers and selecting materials. Through this process, they created engaging lessons that elicited dynamic discussions and positive responses. The experience raised their awareness to improve their skills and take greater responsibility for their learning. Peer teaching difficulties raised awareness of the need for improved vocabulary, speaking skills, and self-directed learning to enhance language proficiency as both peer teachers and learners.

In a study done by Bradford-Watts (2011), peer teaching was implemented at a compulsory English oral communications course at a university in Kyoto. Groups picked book exercises, like grammar and vocabulary, or reading and listening, for their lessons. Peer teaching is 20% of in-class scores and evaluated equally through teacher, peer, and self-evaluation. Students reported 13 benefits, including goal setting, planning, cooperation, and communication.

According to Bradford-Watts, 'It would appear that peer teaching is an effective means of student-centered, socially constructed instruction for the foreign language classroom'. (p. 34.)

Researchers found that students collaborated effectively to create engaging and interactive classes for their peers.

Need for Research

In recent years, peer-to-peer learning has been recognized among the practices that facilitate Sustainable Education Goals (SDG). Pisano, U. and Berger, G. (2016) defined peer learning as

an 'umbrella concept' that incorporates various mechanisms and instruments to facilitate peer learning for 'sustainable development'. Developing competencies, fostering core values, and providing transformative experiences are all key elements of empowering individuals on a lifelong learning journey.

According to Topping's literature review, there has been limited research on dyadic reciprocal peer tutoring and same-year group tutoring. (Topping, 1996). In a recently published book, Effective Use of Collective Peer Teaching in Teacher Education (2023) author RK Baltzersen remarks that although peer teaching studies validate the importance of peer teaching in supplementing traditional teacher-delivered lessons, the 'impact of students replacing a formal teacher for an extended period in a collective peer teaching design remains limited'. To the best knowledge of the researcher, not much research has been done on the use of peer teaching in ESL classrooms in Oman. Hence, the researcher thought of undertaking small-scale classroom action research to study the attitude of students towards collaborative peer teaching in class.

The study aimed to investigate English language learners' attitudes towards peer teaching in academic writing. The study examined the following research questions:

1.   To what extent does peer teaching facilitate student engagement and learning in the classroom?

2.   What are the students' attitudes towards teaching their peers?

3.   What are the students' perceptions towards being taught by their peers?

METHODOLOGY

The study was conducted in cooperation with Level 4 students of the General Foundation Programme at the Preparatory Studies Centre in UTAS-Muscat. The researcher incorporated peer teaching activities in the writing class to help students produce various types of essays, including advantage-disadvantage, problem-solution, and argument essays. Groups of 3-4 students collaborated to prepare a 20-minute lesson on the essay topic they selected from a curated list provided by the teacher. The peer tutors were then tasked with providing the necessary knowledge and language to respond to the essay task. They were encouraged to use educational technology such as PowerPoint presentations, videos, and the classroom whiteboard. The peer tutees were instructed to take notes and ask questions while the peer tutors delivered the lesson. The researcher mainly observed and intervened when necessary to highlight the use of the target language or to ask questions to elicit information or enable classroom discussion. After the lesson, all students, including the peer tutors, were asked to write an essay using the information and target language provided by the peer tutors. Towards the end of the semester, a survey questionnaire was distributed to the students via Microsoft Teams to gather their feedback on the peer teaching model used in the classroom discussions.

Moreover, the instructor conducted informal interviews with the students to understand their experiences and gather suggestions for areas of improvement.

FINDINGS

All students who participated in the peer teaching exercise responded to the questionnaire. All respondents were Intermediate-level English language Learners (ELLs) of varying language abilities. The responses were converted into percentages as seen in Figures 1, 2, and 3. The discussion related to the findings of the tabulated data appears in three sections: the perceived effectiveness of peer teaching sessions, students' response as a peer teacher, and as a peer learner.

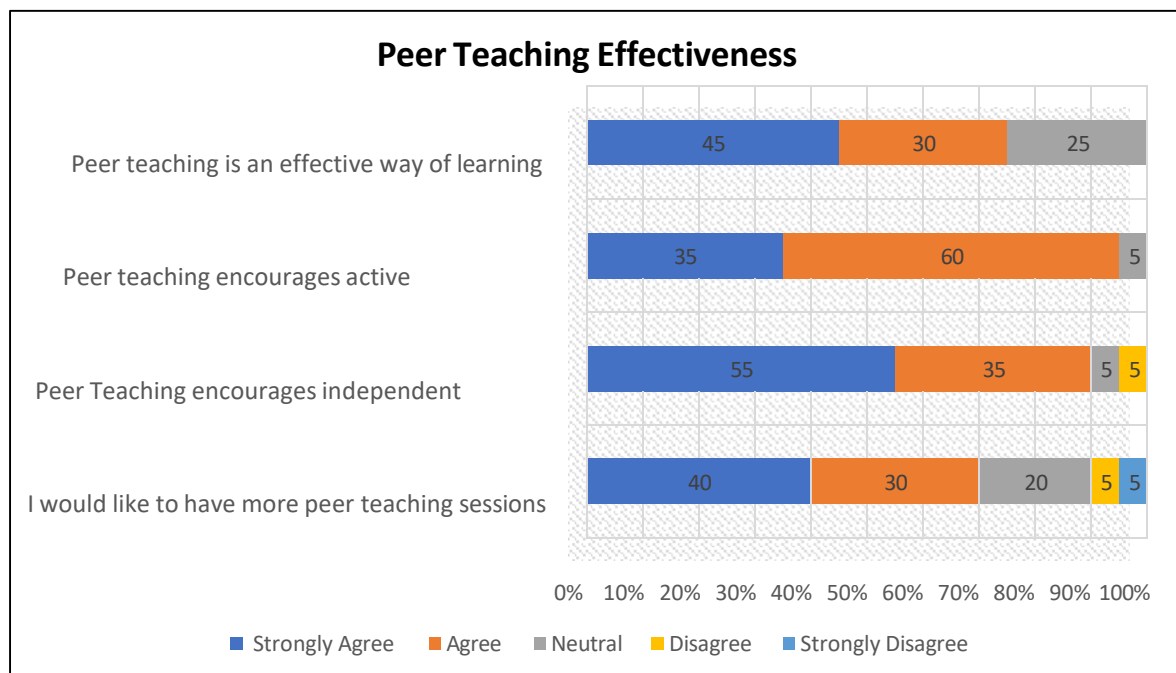*4.1 Effectiveness of Peer Teaching*

Figure 1: Effectiveness of Peer Teaching

Based on the survey conducted among students, it was found that students overall believed in the effectiveness of peer teaching.45% of students strongly agreed, and 30% agreed that peer teaching is an efficient way of learning. The remaining 25% did not disagree with theeffectiveness of peer teaching but remained neutral. It is reassuring to know that a total of 95% of the students agreed or strongly agreed about the positive impact of peer teaching on learner participation and engagement in the classroom. This positive impact could be attributed to the collaborative effort exerted by the peer tutor group while researching and preparing notes

and teaching aids for their teaching session. As a result, 90% of participants were convinced that peer teaching promotes independent learning. However, only 10% (2 out of 20 students) were not convinced. Surprisingly, despite the positive response towards student engagement and independent learning, the same proportion of students did not want to have peer teaching sessions more frequently. Only 70% of the students strongly agreed or agreed to have more opportunities for peer teaching, while 20% were undecided and 5% disagreed. The reason for this reluctance, despite agreeing with the benefits of peer teaching, needs to be further investigated.
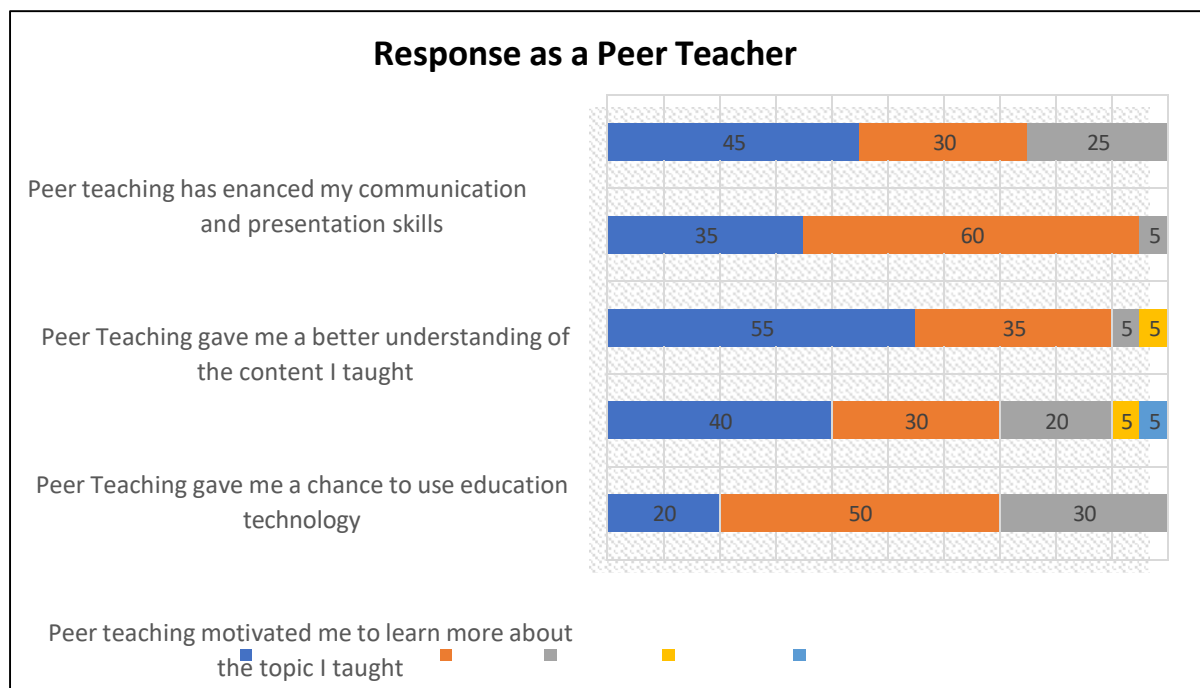
4.1 : Response as a Peer Teacher

Figure 2: Response as a Peer Teacher

The results of a survey conducted among students regarding their experience with peer teaching are presented in Figure 2. The majority of students had a positive perception of the teacher role, with a significant percentage (85%) strongly agreeing that peer teaching enhanced their communication and presentation skills. Only 15% expressed uncertainty about this. Additionally, 95% of students felt that peer teaching improved their understanding of the content they taught, and 75% acknowledged being motivated to delve deeper into the writing topic they had chosen.

When asked if peer teaching provided them with an opportunity to use educational technology, 85% of students agreed or strongly agreed. Peer teaching groups utilized tools such as

PowerPoint presentations, videos, and smartboards in the classroom. Overall, the survey data suggests that peer teaching was a positive experience, with students perceiving their peers as well-prepared and effective in explaining concepts. The information shared by peer teachers was valuable to their peers in academic work. Respondents also found value in learning from their peers and enjoyed the experience. Most respondents agreed that peer teaching encouraged them to participate more actively in class discussions.

Overall, the data suggests a positive perception of the impact of peer teaching on communication, understanding of content, use of education technology, motivation to learn, and active class participation. It's important to note the varying degrees of agreement, as some respondents provided neutral or disagreeing responses in certain areas.
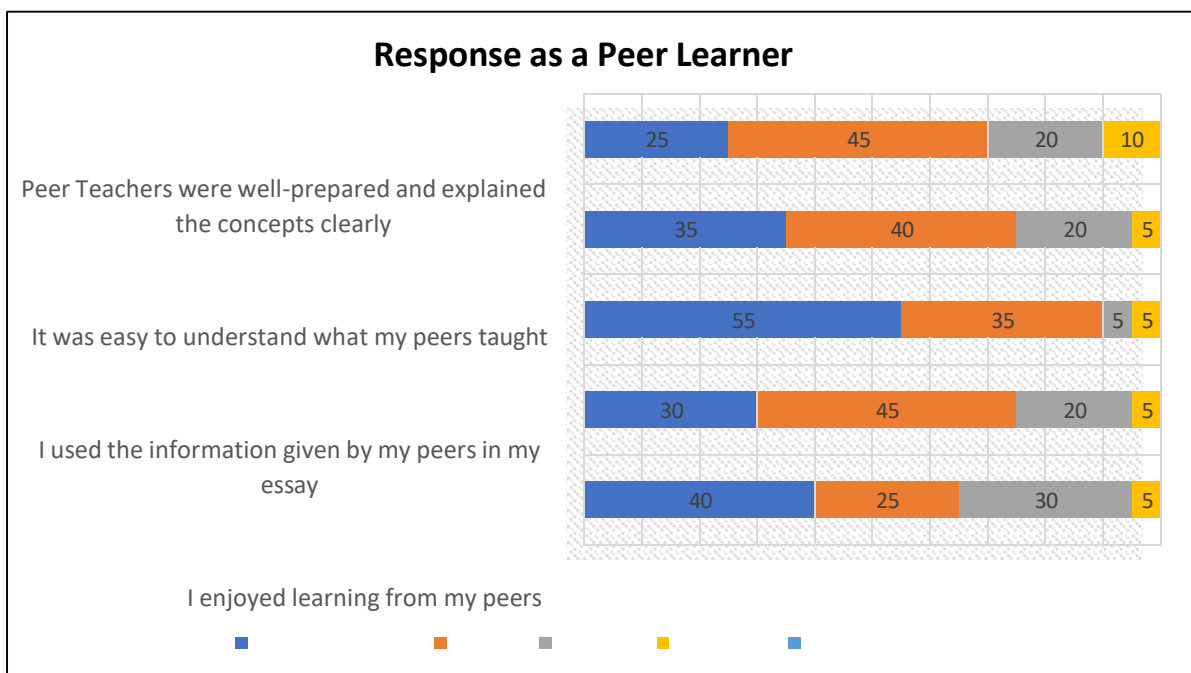
4.1: Response as a Peer Learner

Figure 3: Response as a Peer Learner

The analysis of responses from the participants in this sub-section of the questionnaire revealed that most of them either strongly agreed or agreed with the statements. This indicates that peer teachers are perceived positively by peer learners. Participants were asked to rate peer tutors 'preparedness' and their ability to explain concepts. Results revealed that responses were almost evenly distributed among the options, with a slight majority (65%) agreeing or strongly agreeing. However, 35% of participants remained neutral or disagreed, suggesting that they may not feel entirely comfortable seeking help or clarification. The statements related to ease of understanding, and enjoyment of learning from peers also received 75 % of agreement. 20

% were neutral and 5 % disagreed. The highest level of agreement is in the statement about using information given by peers in essays; 55 % strongly agreed and 35 % agreed that they used the information provided by their peers in their writing.

Open questions

How did your role as a peer teacher make you feel?

Based on the responses received, here is a summary of how students perceived their role as peer teachers:

Many students had positive experiences as peer teachers, using words such as "good," "great," and "wonderful." Peer teaching helped boost their self-assurance, with several students mentioning feeling confident. Although a few students felt nervous initially, most of them felt confident and happy after the experience. The peer teaching experience was seen as beneficial for improving communication skills and understanding of the topic. Students also felt responsible for helping their classmates understand the lesson and for their own learning. A student said, "I feel responsible for teaching my peers well". For instance, one student mentioned that sometimes he noticed that his peers were not understanding what he was saying, so he remarked, "I tried to simplify the information, so all my peers would understand". "I tried to reach out to students of different levels." Another student mentioned that it helped her to 'research new topics' and share the information with others. During the process, some students felt independent and excited, while a couple of students expressed a desire to improve or a feeling of underachievement. Despite some initial nervousness or room for improvement, the responses indicate that peer teaching was a positive and confidence-building experience for many students.

How can peer teaching sessions be improved?

Based on the responses provided, here is a summary of what students thought could be done to improve peer teaching sessions:

Several students provided suggestions to improve the peer teaching program. They recommended providing more time for peer teachers to prepare themselves adequately and scheduling sessions during less academically stressful periods to avoid negatively affecting students' grades. The students felt that they required more time to plan and practice the lessons. Some students also commented on the essay topics, suggesting incorporating topics from the ESL coursebook used by the university. A student commented, "It can be improved in terms of linking the topics of the book and the topics of the essay, and also making it an exercise for the speaking exam". Another student said, "by diversifying topics and using different teaching methods". They pointed out the need to improve the clarity of explanations and ensure that information is easy to understand. Another suggestion was that peer teachers could make the sessions more engaging by using games or competitions and using less time for presentations to allow for more interactive learning activities. The students emphasized the importance of

maintaining continuity and regularity in peer teaching sessions to ensure momentum and effectiveness.

DISCUSSION

The study aimed to explore English language learners' attitudes towards peer teaching in academic writing. It involved surveying students' experiences of teaching and being taught by their peers in an academic writing class. Peer teaching activities were incorporated to help students produce various types of essays. Groups of 3-4 students collaborated to prepare a 20-minute lesson on a chosen essay topic from a list provided by the teacher. Peer tutors provided the necessary knowledge and language to respond to the essay task.

Peer teaching was evaluated positively by most students and was deemed an effective teaching method. Students also agreed that it promoted student engagement and independent learning. This corroborates research by Shamir and Tzuriel (2004) that peer tutoring augments students' capacity for autonomous learning and has a good effect on students' and tutors' metacognitive monitoring and regulation (King et al., 1998).

However, there was some reluctance to conduct peer teaching sessions more often. This could be attributed to student anxiety, as Wang and Luke (2011) commented that peer teaching could be a 'daunting task' for students who are 'not natural teachers. Another reason could be the planning, preparation, and coordination involved in delivering a lesson to their peers. Taking into consideration the feedback, peer teaching sessions should not be scheduled during periods when students have tests or exams. A third factor could be a preference for being taught by the teacher rather than a peer. This can be seen through the discomfort reported by some students in seeking clarification from the students, and their dissatisfaction with explanations received from peer teachers.

With regard to their role as peer teachers for most statements, the majority of student respondents either strongly agreed or agreed. The statements with the highest levels of agreement are related to a better understanding of the content taught and a chance to use educational technology. The statement with the lowest level of agreement is related to active participation in class discussions, although a significant percentage still agreed or strongly agreed.

This suggests that, overall, peer teaching has a positive impact according to the respondents, particularly in terms of enhancing communication skills, improving understanding of content, providing opportunities to use technology, and motivating further learning. The data also indicates a generally positive response to the idea that peer teaching encourages active participation in class discussions. Corral, J. (2018) in his dissertation research at the University of Carolina found students' self-confidence rose with the implementation of peer teaching instruction.

When it came to their opinion of being taught by their peers, most peer learners either strongly agreed or agreed with the statements, indicating a positive perception of peer teaching. The highest level of agreement is in the statement about using information given by peers in essays, suggesting that the information provided by peer teachers was valuable to the respondents in their academic work. The statements related to the enjoyment of learning from peers also received a high level of agreement. The statement about preparedness and clarity of explanations got a recognizable negative response. This was also the case with the statement related to 'feeling comfortable seeking help or clarification', the statement had a relatively even distribution across the response options, with a slight majority agreeing or strongly agreeing.

Teacher observation

All peer tutor groups had collected sufficient information to impart to the peer learners about the essay writing topic. Peer tutors made use of the Smartboard and the whiteboard. The whiteboard was used to draw T-diagrams, list key ideas or write an important lexical item. Students had divided responsibilities among themselves: introduction of the topic, the essay task, the PowerPoint slides, asking questions and writing points on the whiteboard. More confident students addressed the class while maintaining good eye contact. Students who were shy or less confident about their language abilities often relied on teaching notes, they also appeared nervous and tended to speak at a faster pace.

There were occasions when the peer tutors failed to provide suitable examples or analogies to substantiate an argument. The teacher had to intervene in these situations to fill in essential gaps in instruction. Several students spoke to the researcher after their peer teaching session and shared what they perceived were the challenges and gains. Students appreciated the opportunity to use educational technology and improve their presentation skills. A common remark was that it was their first time teaching a class, although in an informal and one-to-one way they had tutored a peer. Most students expressed the sense of empowerment and ownership they felt as they assumed a more active role in class. When the researcher asked them about the challenges they faced. Some students felt they did not have enough time to plan for the teaching activity. Some expressed lack of confidence in their language skills and struggled to articulate responses to student inquiries. Teaching in a group helped alleviate the tutors' nervousness, and they often sought support from their co-tutors.

CONCLUSION AND RECOMMENDATIONS

Peer teaching was generally perceived favorably by students. Despite the initial hesitation and anxiety students as 'peer teachers' collaborated well and were able to execute the task assigned to them. As 'peer learners' students responded positively to their peers and actively noted the information provided by them. Student responses to the open questions and discussions were laced with words, such as 'self-reliance', 'independence', and 'responsibility'. This consolidates the findings of Wang and Gao's study (Wang and Gao,2021) in which students perceived peer teaching as an effective mechanism for promoting learner autonomy. It also

reinforces the claim that peer teaching could be adopted as a sustainable learning tool in its capacity to produce 'learning that lasts' (Graham, Berman & Bellert,2015). In the opinion of the researcher, if peer teaching is to be promoted in ESL classrooms, it would be a good idea to adopt a 'collaborative peer teaching' methodology to mitigate the pressure and stress solo teaching might pose for the learner.

For future research, the study should be repeated with multiple groups of learners. Self and peer- critique mechanisms could be introduced to enable students to reflect and grow as peer teachers

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