



EXAMINING THE ROLE OF PEER MODELING IN ENGLISH LANGUAGE LEARNING: INSIGHTS FROM ENGLISH TEACHERS BASED ON BANDURA'S SOCIAL LEARNING THEORY

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Abstract: Based on Bandura's Social Learning Theory, this study examines how peer modeling affects English language acquisition from the viewpoints of English teachers. Using a qualitative research approach, the study investigates how teachers view and incorporate peer interactions into their teaching methods. According to the results, peer modeling is essential for creating a cooperative learning atmosphere where students are more easily involved. Since students frequently learn more efficiently from their peers than from conventional instructor-led approaches, teachers found that peer interactions improve language acquisition. The study also emphasizes how peer modeling improves students' motivation, self-esteem, and social skills. This study, which looks at the perspectives of English teachers, emphasizes how crucial it is to incorporate peer modeling techniques into teaching methods to improve language learning outcomes and foster a positive learning environment where students can actively participate and develop as a team. The study aims to offer insightful suggestions on how teachers might improve their instructional strategies by utilizing collaborative learning techniques.

Index Terms – Peer modeling, social learning theory

I. INTRODUCTION

Learning a new language, mainly English, is complex and multifaceted. It often requires individual effort, social interaction and collaboration, cognitive skills, and emotional engagement. This study explores how teachers perceive peer modeling in instruction in English language learning. Utilizing a qualitative approach, the research focuses on the perspectives of English subject teachers, who play a crucial role in facilitating and observing peer interactions in the classroom.

Bandura's Social Learning Theory tells that learning occurs within a social context and emphasizes the importance of observational learning, imitation, and modeling, particularly with peers they identify with (Bandura, 1977). According to Bandura, individuals can learn new behaviors and skills by observing others, particularly those they consider as role models. This theory is especially relevant in language learning, where students can benefit from observing their peers as they navigate challenges in learning. Peer teaching and modeling can significantly enhance language skills, as students often feel more comfortable learning from their peers than instructors. McCarthy & Farr (2022); Shao et al., (2022) highlighted the effectiveness of peer teaching and collaborative learning in enhancing language skills because learners often feel more comfortable learning from their peers than teachers.

Furthermore, peer modeling creates an environment of collaboration and support, allowing students to practice their language skills comfortably. This collaborative learning approach has been linked to increased motivation and engagement, as students are more likely to participate actively when they can learn with their peers. Dewaele et al. (2019) mentioned in their study that learners learn maximally through peer modeling rather than doing it alone. By examining the insights of English teachers, this study aims to contribute to understanding how peer modeling can be effectively utilized in the classroom to enhance English language learning outcomes.

The need to study peer modeling in English language learning arises from several critical factors. Firstly, as educational environments increasingly emphasize collaborative learning, understanding how peer interactions facilitate language acquisition can impact teachers' teaching practices and curriculum development. The effective integration of peer modeling strategies could

improve student outcomes, particularly in diverse classrooms where learners exhibit varying levels of language proficiency (Shao et al., 2022).

Secondly, exploring peer modeling can address the emotional and social aspects of language learning. Language acquisition is not merely a cognitive task; it also involves overcoming anxiety and building confidence. Research indicates that positive peer interactions can enhance motivation and reduce anxiety, creating a more conducive atmosphere for language learning (Peeters & Mynard, 2021). By investigating how teachers perceive and implement peer modeling, insights will be provided that help teachers improve and embrace a learning environment where learners become independent.

Understanding the role of peer modeling in the classroom aligns with the pedagogical approaches that DepEd advocates. The MATATAG Curriculum promotes collaborative learning environments as essential components of effective teaching and learning, where students engage with one another. Peer modeling is also considered a timely and relevant form of instruction in 21st-century learning (Diquito, 2024).

With the growing recognition of student-centered learning, it is essential to identify practices that empower students as active participants in their education (Vygotsky, 1978). By examining the insights of English teachers, this study aims to contribute to understanding how peer modeling can be effectively utilized in the classroom to enhance English language learning outcomes. It also aims to investigate how teachers implement peer modeling that will provide insights and help educators holistically foster a collaborative learning environment.

II. NEED OF THE STUDY

Studying peer modeling in English language learning is necessary since collaborative learning environments are becoming increasingly important. Understanding how peer relationships support language acquisition can significantly impact teaching strategies and curriculum creation. Integrating peer modeling tactics effectively is crucial to improving student outcomes and addressing language acquisition's emotional and social aspects, as varied classes present varying degrees of language ability. This study aims to offer insightful information that will assist teachers in creating a welcoming and encouraging learning environment.

3.3 Theoretical framework

Peer Modeling in Education

Peer modeling, a concept grounded in Bandura's Social Learning Theory, emphasizes the role of observation and imitation in the learning process (Bandura, 1977). In educational contexts, peer modeling involves students observing and emulating their peers to develop skills and behaviors. This approach has gained significant attention for its potential to foster collaborative learning environments that align with modern educational paradigms. According to recent studies, peer modeling is particularly effective in language acquisition, where students learn better through interactions with their peers than in traditional teacher-centered instruction (McCarthy & Farr, 2022).

Peer Modeling in Language Learning

Peer modeling has been shown to facilitate both cognitive and affective outcomes in language learning. Shao et al. (2022) demonstrated that peer modeling encourages active participation, enhances engagement, and fosters language retention. Students often feel more comfortable practicing language skills with peers, reducing anxiety and building confidence. This finding aligns with Dewaele et al. (2019), who noted that learners maximize their potential when engaging in peer-led activities, creating a supportive and less intimidating environment.

Moreover, peer modeling contributes to improved language proficiency by enabling students to observe practical applications of language use. In a study by Peeters and Mynard (2021), students reported that observing their peers navigate linguistic challenges provided them with strategies they could apply in their learning. The interactive nature of peer modeling also promotes the development of communicative competence as students engage in authentic language use through collaborative activities.

Collaborative Learning and Peer Modeling

Collaborative learning, incorporating peer modeling, has been identified as a key driver of student-centered education. According to Diquito (2024), the MATATAG Curriculum emphasizes the importance of collaborative learning in fostering critical thinking, communication, and interpersonal skills. Peer modeling aligns with this pedagogical approach, as it encourages students to work together, share knowledge, and support one another in achieving learning objectives. Vygotsky (1978) highlighted the social nature of learning, emphasizing that students learn more effectively through interaction and shared experiences.

Teacher Perceptions of Peer Modeling

Teachers play a crucial role in implementing peer modeling strategies and observing their impact on student learning. Recent research underscores the importance of teacher insights in understanding the effectiveness of peer modeling. McCarthy and Farr (2022) found that teachers who actively incorporate peer modeling into their instruction observed increased student motivation and engagement. Additionally, teachers noted that peer interactions often improved students' confidence, as they felt empowered to take risks in language use within a supportive peer group.

Furthermore, Shao et al. (2022) highlighted that teachers observed significant improvements in students' listening, speaking, and critical thinking skills due to peer modeling activities. By facilitating opportunities for peer interactions, teachers can create an inclusive and dynamic learning environment that caters to diverse student needs. This approach also aligns with the principles of 21st-century education, which prioritize collaboration, communication, and creativity.

Challenges and Considerations

While the benefits of peer modeling are well-documented, its implementation is not without challenges. Teachers must carefully plan and structure peer interactions to ensure that all students benefit from the process. Peeters and Mynard (2021) noted that disparities in language proficiency among students can pose challenges, as less proficient students may struggle to keep up with their peers. To address this, teachers can adopt differentiated strategies catering to varying proficiency levels, ensuring all students have opportunities to learn and contribute. Creating a positive and supportive classroom culture is essential for the success of peer modeling. Teachers must actively monitor and guide peer interactions to prevent potential issues, such as negative feedback or exclusion. By fostering an environment of mutual respect and collaboration, teachers can maximize the benefits of peer modeling for all students.

III. RESEARCH METHODOLOGY

The methodology section outlines the plan and method of how the study was conducted. This includes the research design, population, sample, study locale, data gathering procedure, analysis of data, and research ethics. The details are as follows;

3.1 Research Design

This investigation used a qualitative case study design, as described by Creswell and Creswell (2018). This method examined English teachers' perspectives and experiences about peer modeling in language learning. By concentrating on particular examples of peer modeling in classrooms, the study sought to offer detailed insights into implementing these tactics and their impact on students' language learning processes.

3.2 Population and Sample

Five English teachers were selected as the study's target group using purposeful sampling. This technique selected participants with appropriate expertise and understanding of peer modeling techniques in English language training. The selected teachers supplied rich, qualitative data representing their observations and activities in the classroom.

3.3 Locale of the Study

The research was conducted across four distinct educational institutions: Vintar Integrated School, Dangcagan National High School, Malaybalay City National Science High School, and Halapitan National High School, all located in Bukidnon, Philippines. Each of these schools was chosen for its unique characteristics and diverse educational environments, which allowed for a comprehensive exploration of peer modeling techniques in various contexts. By including schools with different backgrounds, curricula, and student demographics, the study aimed to understand better how peer modeling can be effectively implemented and adapted to meet the needs of different student populations.

3.4 Data Gathering Procedure

A patterned semi-structured instrument adapted from previous studies was used to collect data; it was validated to guarantee its validity and applicability. Open-ended questions intended to elicit in-depth answers from educators regarding their experiences with peer modeling were included in this tool. Using various data-gathering techniques, such as focus groups, classroom observations, and interviews, methodological triangulation was used to increase the study's rigor and enable cross-verify findings from other sources. The triangulation technique was also applied by incorporating numerous researchers in the analysis process to reduce individual biases and guarantee a more impartial interpretation of the data. This thorough method aimed to understand better how peer modeling affected students' language acquisition.

3.5 Analysis of Data

Thematic coding was used in the data analysis to find recurrent themes and trends in the instructors' answers about peer modeling. Interview transcription, data coding for essential themes, and interpretation of these themes in light of Bandura's Social Learning Theory were all steps in this process. The analysis aimed to understand how peer modeling affected language learning and the particular behaviors seen in students.

3.6 Research Ethics

Throughout the research procedure, ethical issues were of the utmost importance. All participating teachers gave their informed consent, attesting to their understanding of the study's objectives and their freedom to discontinue participation at any moment without facing repercussions. Confidentiality was preserved by anonymizing data and safely preserving all gathered information. Ethical approval was also requested from the appropriate educational authorities to research the chosen schools and guarantee adherence to institutional policies.

IV. RESULTS AND DISCUSSION

4.1 Integrating Peer Modeling Strategies in English Instruction to Enhance Students' Language Acquisition

Table 1:

Integration of Peer Modeling Strategy Instruction

Integration of Peer Modeling Strategies to Enhance Language Acquisition	
Peer Modeling Strategies	P2- "assign students who can read well to slow reader"
Interactive and Hands-on Learning	P3- "...assign class into groups"
Language Acquisition Focus	P3- "...they learn to explain things in a way their classmates can understand."
Feedback and Reflection	P1- "...encourage learner to provide constructive feedback", "let them discover their mistakes"
Social and Emotional Factors	P4- "Challenge the learner to help themselves", expressing themselves without hesitation"

The table above shows the integration of peer modeling in the delivery of instruction to enhance language acquisition. The themes are peer modeling strategies, interactive and hands-on learning, language acquisition focus, feedback and reflection, and social and emotional factors. These themes revolve around how peer teaching strategies impact learners' language acquisition.

Peer modeling strategies are important for improving language learning because they encourage students to work together and learn from each other. These strategies are effective, particularly when pairing stronger readers with struggling ones. For example, Li and Zhang (2019) found that peer modeling can significantly enhance language acquisition skills in second-language learners, as students often explain ideas in ways their classmates can understand better. This idea connects to Vygotsky's theory, highlighting how social interactions are crucial for learning.

In the interview, P1 stated, "Teaching and learning by pair," emphasizing the value of peer collaboration. P2 added, "Assign students who can read well to slow readers," supporting pairing proficient and struggling learners.

However, some studies take a more cautious view. Webb (2017) points out that students may adopt incorrect methods from their peers without proper guidance, hindering their language development. As P3 noted in the interview, "Activities where students learn from each other" can be practical, but they also require proper supervision to prevent misconceptions. Therefore, peer modeling can be beneficial, but careful planning is needed to ensure students receive accurate and helpful support.

The interactive and hands-on learning theme is closely tied to peer modeling strategies. Participants stressed the importance of engaging students through group activities and games, which can boost the students' motivation and improve learning outcomes. Active learning methods, like group work and interactive lessons, significantly enhance student participation and help them retain language skills (Prince, 2018). This aligns with the idea that students learn best when they actively participate in their learning.

P4 highlighted this by saying, "Group activities in the form of games" can make learning enjoyable. However, some studies suggest that not all students do well in group or pair settings. MacIntyre and Gregersen (2019) note that students who feel anxious may find group activities overwhelming, which can hurt their participation and language skills. P3 reflected, "Assign class into groups," but it's crucial to consider how some students might struggle with anxiety in these settings. Therefore, while interactive and hands-on learning can be helpful, it's important to consider the individual needs of students to create an inclusive learning environment.

The emphasis on pair reading and cooperative learning is evident in language acquisition strategies. Research shows that when students explain things to each other, it can enhance their understanding and retention of language skills (Roscoe & Chi, 2017). This collaborative approach supports language learning and helps develop critical thinking and communication skills. For instance, Li and Zhang (2019) discuss how peer feedback in language acquisition helps students express their thoughts more clearly.

In the interview, P2 mentioned the "Strategy of pair reading," which highlights the effectiveness of this method. However, some literature critiques putting too much emphasis on group work at the cost of individual learning. Swain (2017) argues that while collaboration is important, it should not replace direct instruction and personalized support. P4 emphasized, "Assign pairs of students and collaborate," but acknowledged the need for individual attention. Thus, a balanced approach that combines group, pair, and individual strategies is likely most effective in promoting language acquisition.

Feedback and reflection are key parts of the learning process, as highlighted by the importance of constructive feedback in peer interactions. Hattie and Timperley (2017) emphasize that timely and specific feedback can significantly improve learning outcomes, especially in language acquisition, as it helps students identify areas for improvement. Peer feedback can also create a sense of student community, enriching the learning experience.

However, some studies suggest that peer feedback may not always work well, especially if students lack the skills to give helpful criticism. Li and Zhang (2019) indicate that students might provide vague or unhelpful feedback without proper training, leading to frustration. P1 noted, "Encourage learners to provide constructive feedback," essential for effective learning. "Let them discover their mistakes" can also be considered one of the pieces of evidence of learning. Therefore, while feedback and reflection are crucial for language learning, it's important to equip students with the right tools and guidance to provide effective peer feedback. Furthermore, there is a need for the teachers' correct facilitation in giving feedback and reflection.

The social and emotional aspects of learning and the need to create student bonds and encourage self-expression are emphasized. Research shows that a supportive classroom environment can significantly affect students' motivation and willingness to engage in language learning (Deci & Ryan, 2017). P4 stated, "Challenge the learner to help themselves, expressing themselves without hesitation," which reflects the importance of emotional safety in learning.

However, it's important to recognize that not all students feel comfortable in group settings. MacIntyre and Gregersen (2019) point out that some students may experience anxiety or fear of judgment, which can limit their participation and language development. P3 acknowledged this by saying, "Some may feel left out or anxious." Therefore, educators need to be aware of their students' different emotional needs and work to create an inclusive environment that supports every learning style.

Using peer modeling strategies, interactive learning, a focus on language acquisition, effective feedback, and understanding social-emotional factors are all important for enhancing language learning. While there is strong support for these

strategies, it's essential to consider the challenges in the research. A balanced approach that combines peer collaboration and individual strategies, along with effective feedback and emotional support, can lead to better outcomes in language learning.

4.2 Specific Behaviors and Skills English Teachers Observe in Students Influenced by Peer Modeling During Language Learning Activities.

Table 2:

Observations of Student Behaviors and Skills

Specific Observations of Student Behaviors and Skills Influenced by Peer Modeling	
Student Engagement	P4- "...they will most probably do their best to engage in the reading."
Social Interaction	P4- "...less pressure is observed since the students get to be comfortable towards their classmates."
Language Skills Development	P2- "...there was improvement of their reading speed and their self-confidence as well." progress, by checking if they were able to apply what they learned from their classmates."
Interaction Skills	P1- "...free talking to develop their speaking skills."
Confidence	P3- "...students become more confident in speaking and participating in class."
Peer Influence on Skills	P2- "...peer modeling has a great effect in the improvement of a pair reading project towards the reading speed."

Peer modeling shapes student behaviors and skills, enhancing engagement, social interaction, language development, and confidence. Table 2 on observations indicates that energetic students inspire their peers to participate actively in classroom activities, creating a vibrant learning environment. For instance, when enthusiastic students lead discussions or assist others, they foster a culture of collaboration where classmates feel encouraged to share ideas and ask questions. This aligns with findings by Vollet et al. (2017), who emphasize that engaged peer groups can significantly influence individual student engagement levels. These interactions' positive energy boosts participation and motivates students to excel, especially during reading tasks.

Regarding social interaction, peer modeling creates a supportive atmosphere where students feel comfortable taking risks, such as volunteering to read aloud. This shift from fear of judgment to a more accepting environment allows even slower readers to engage without the threat of bullying or harsh criticism. As Jones et al. (2016) noted, students who perceive their peers as supportive are more likely to engage behaviorally in academic tasks. The observations highlight how constructive classmate feedback helps build a relaxed classroom dynamic, encouraging students to express themselves freely and learn from each other's mistakes.

Language skills development is profoundly influenced by peer interactions fostered through modeling. Students benefit from engaging in free talking sessions that enhance their speaking abilities and boost their confidence. Observations reveal that as they practice explaining concepts to one another, they learn to articulate their thoughts clearly while honing their listening skills. This reciprocal teaching method aligns with research by Shernoff et al. (2021), suggesting that peer interactions can significantly improve language proficiency and comprehension. By observing their peers, students can track their progress and effectively apply what they have learned, reinforcing their understanding of the material.

Finally, confidence emerges as a vital outcome of peer influence in the classroom. Students who struggle with reading gain assurance when they successfully correct their mistakes with the help of classmates. This newfound confidence extends beyond reading tasks; students become more willing to participate in discussions and ask questions during lessons. As highlighted by Müller et al. (2021), peer encouragement fosters a sense of empowerment, motivating students to engage more fully in their learning experiences.

Peer modeling significantly enhances academic performance and social skills, as demonstrated in a study by Baker et al. (2020), which explored the impact of collaborative learning environments on student outcomes. In addition to improving their academic performance, participants in peer-assisted learning reported increased confidence and better emotional health. This research underscores the importance of peer connections in creating a positive learning atmosphere where students are motivated to communicate, share ideas, and develop essential communication skills. Similarly, Fuchs et al. (2015) investigated the effectiveness of peer-assisted learning strategies in boosting students' academic success and self-esteem. Their findings revealed that students engaged in peer tutoring experienced notable improvements in academic achievement and interpersonal relationships, enhancing their communication skills. The study indicates that peer interactions positively influence learning outcomes, suggesting that collaborative experiences provide students with more significant support and connection, ultimately increasing their confidence and engagement in the classroom.

Contrary to this, a study by Kuhlmann et al. (2019) questions the assumption that peer modeling consistently leads to improved academic performance. Their research indicates that peer pressure can sometimes produce adverse effects, particularly for students with lower motivation to study or low self-esteem. The study suggests that unfavorable peer relationships may result in students disengaging from their academic pursuits and engaging in riskier behaviors more frequently, challenging the notion that all peer interactions foster a positive learning environment. This underscores the importance of considering the context and nature of peer relationships in determining their influence on student outcomes.

Additionally, research by Miller et al. (2021) presents a counterargument to the largely positive perception of peer modeling by highlighting the potential drawbacks of peer collaboration in educational settings. Their findings reveal that specific group dynamics can lead to more dominant students overshadowing their peers, resulting in unequal participation and hindering the learning experiences of quieter or less confident students. This challenges the idea that peer modeling benefits all students, suggesting that while peer interactions can facilitate collaboration, they can also create situations in which some students feel excluded and less inclined to participate. The study emphasizes the need to consider the dynamics and context of peer relationships when evaluating their impact on academic outcomes.

When all factors are considered, peer modeling creates a supportive environment that enhances children's social and intellectual development. It allows students to learn from one another and fosters collaboration. However, it can also lead to uneven participation, with quieter students often overshadowing more vocal peers. Nonetheless, positive peer relationships typically boost

confidence and self-esteem, motivating students to embrace educational challenges. When managed effectively, peer modeling encourages active class participation and promotes achievement throughout students' academic journeys.

4.3 English Teachers' Perception of the Impact of Peer Interactions and Modeling on Students' Confidence and Motivation in Learning English

Table 3:

Perception of English Teachers on the Impact of Peer Interaction and Modeling

English Teachers' Perception of the Impact of Peer Interactions and Modeling on Students' Confidence and Motivation in Learning English	
Impact on Confidence	P2- "There is a positive impact of peer interactions and modeling on students' confidence in learning English."
Student Engagement	P1- "Students start to engage in casual conversation."
Motivation and Positive Outcomes	P5- "Peer teaching really can help in the students' motivation to learn English."
Peer Influence on Motivation	P3- "It creates a sense of, 'If they can do it, so can I.'"
Emotional Support and Reinforcement	P1- "Use people (their family and friends) in enhancing learning."
Comfort and Expression in Learning	P5- "They practice more and gradually become more comfortable."

Table 3 reveals insights from English teachers about the effects of peer interactions and modeling on students' confidence and motivation to learn English. Key themes extracted include impacts on confidence, student engagement, motivation, emotional support, and comfort in expression. The teachers highlighted how peer dynamics foster a supportive learning environment that encourages participation and growth.

The themes highlight several positive aspects. Under Impact on Confidence, teachers observed that peer modeling boosts students' self-esteem. Teacher P3 noted that students feel accomplished when explaining concepts to peers. For Student Engagement, teachers noticed that students are more inclined to share ideas and engage in conversations within a peer-supported environment. Moreover, Motivation and Positive Outcomes underscore that slower learners emulate their peers and strive to improve. Teacher P5 emphasized how peer teaching can inspire learners to achieve better outcomes. Finally, themes like Emotional Support and Reinforcement and Comfort and Expression in Learning illustrate that peer interactions reduce the intimidation of traditional classroom dynamics, allowing students to practice more freely.

These findings suggest that peer modeling plays a transformative role in language learning by addressing emotional and cognitive needs. Students benefit from observing peers who model positive learning behaviors, which aligns with Bandura's Social Learning Theory. By interacting with peers, students feel less anxious and more willing to participate, as P3 noted, reducing the intimidation often associated with teacher-led instruction. These peer relationships boost motivation and foster a culture of collaboration, where slow learners strive to emulate their more skilled peers. However, these benefits may vary depending on the dynamics within the group and the individual learner's receptiveness to peer modeling.

Several studies affirm the positive effects of peer modeling in education. For example, Vygotsky's Sociocultural Theory, explored by Daniels (2016), also emphasizes the role of social interactions in learning. Similarly, a study by Dewaele et al. (2019) found that peer relationships positively impact language learning by fostering confidence and reducing anxiety. Shao et al. (2022) showed that collaborative environments enhance motivation and engagement. Meanwhile, McCarthy and Farr (2022) highlighted how peer-led discussions facilitate a more profound understanding. Lastly, a study by Kim and McDonough (2016) demonstrated that peer interaction in language tasks significantly improves language acquisition outcomes.

On the other hand, some research offers opposing views. Swain (2017) argued that over-reliance on peers may lead to inaccuracies if peer models lack proficiency. Similarly, Rahimi (2020) cautioned that unequal group dynamics might hinder slower learners, who may feel overshadowed by dominant peers.

4.4 Summary

This study identifies key themes such as peer modeling strategies, interactive and hands-on learning, language acquisition focus, feedback and reflection, and social and emotional factors. Peer modeling strategies encourage collaboration, pairing proficient readers with those who struggle, which can significantly improve learning outcomes. Teachers emphasize the importance of group activities and games to enhance student engagement and motivation. However, they acknowledge that some students may experience anxiety in group settings, which can hinder participation. The focus on language acquisition is evident through methods like pair reading, which fosters understanding and retention. Peer feedback is also crucial, but students need proper training to provide constructive criticism effectively. Additionally, creating a supportive classroom environment is essential for fostering motivation and self-expression among students. A balanced approach, integrating peer collaboration with individual strategies, effective feedback, and emotional support, is vital for successful language learning. While peer modeling strategies are beneficial, carefully planning and considering students' diverse needs are necessary to maximize their effectiveness.

Moreover, peer modeling significantly enhances student engagement, social interaction, language skills development, and confidence in the classroom. Observations show that energetic students inspire their peers to participate actively, creating a supportive environment where mistakes are viewed as learning opportunities. This collaborative atmosphere encourages even slower readers to volunteer and improves their reading speed and self-confidence. Students learn to articulate their thoughts and listen to others through reciprocal teaching. Ultimately, the encouragement from classmates fosters a sense of empowerment, motivating students to engage more fully in their learning experiences.

Lastly, the study found that English teachers perceive peer interactions and modeling as highly effective in improving students' confidence and motivation to learn English. Teachers observed that students feel more comfortable practicing with peers, which helps reduce anxiety and encourages participation. Slow learners are inspired by their peers to improve, and group activities foster a supportive learning environment where students engage actively and share ideas. However, challenges such as unequal group participation and the influence of less proficient peers were also identified.

4.5 Conclusion

Integrating peer modeling strategies in English language instruction is vital in enhancing students' language acquisition. Teachers can create an engaging and supportive learning environment by fostering collaboration, utilizing interactive learning methods, and providing constructive feedback. However, it is crucial to acknowledge students' diverse emotional and individual needs, ensuring that all learners feel confident and included in the process. A balanced approach combining peer collaboration with individual attention, effective feedback, and understanding of social-emotional factors will optimize language learning outcomes. Ultimately, thoughtful implementation of these strategies can lead to more effective and enriching educational experiences for all students.

Next, the influence of peer modeling in the classroom is profound and multifaceted. It enhances student engagement and social interactions and is crucial in developing language skills and building confidence. By creating a supportive environment where students feel comfortable sharing, asking questions, and learning from one another, peer modeling fosters a culture of collaboration and mutual growth. As students help each other navigate challenges, they improve academically and develop essential communication skills and self-esteem. Ultimately, embracing peer modeling can lead to a more dynamic and practical learning experience for all students.

Finally, peer modeling plays an important role in language learning by building confidence, enhancing motivation, and encouraging active participation. It helps create a positive, collaborative learning atmosphere where students feel supported and motivated to improve. Despite its benefits, the effectiveness of peer modeling depends on ensuring balanced group dynamics and capable peer models.

4.6 Recommendation

To effectively integrate peer modeling strategies in English language learning, teachers are encouraged to strategically pair students according to their abilities, offer training on providing constructive feedback, and develop inclusive group activities that accommodate varying comfort levels. A balanced approach that combines peer modeling with direct instruction, actively monitors interactions, and fosters a supportive classroom culture enhances learning outcomes. Furthermore, incorporating collaborative learning objectives into the curriculum and providing professional development for educators can bolster effective peer modeling practices, ultimately nurturing a culture of collaboration and continuous improvement within educational institutions.

To enhance student learning through peer modeling, teachers are encouraged to implement small group activities that pair students of differing abilities, fostering collaboration and mutual support. Engaging students through active learning exercises such as role-playing and peer editing allows for immediate feedback and opportunities for articulating their thoughts. Additionally, cross-age tutoring can be advantageous, with older students mentoring younger ones, reinforcing knowledge while creating relatable support systems. Finally, establishing a written peer support plan that outlines roles and instructional strategies will help create a structured environment where students feel valued and empowered to succeed together.

Teachers are encouraged to carefully organize peer activities to ensure all students are included and benefit equally. Providing guidance or training to peer leaders can enhance the effectiveness of the modeling process. Schools should also support teachers with professional development programs focusing on peer collaboration strategies. Moreover, group-based technology platforms can facilitate peer interaction and ensure equitable participation.

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