

# The Effect of Peer Teaching Technique to Develop Student's English Grammar

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## أثر تقنية تدريس النظير في تطوير قواعد اللغة الإنكليزية للطلبة

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## Abstract

Grammar is considered as the most focal and important element in language teaching. It can be employed as a means of improving the foreign language learning. It seems to be essential for good use of language; it enhances students' ability in other language skills

The research aims to "investigate the impact of using peer teaching technique in to develop Iraqi EFL students ' English grammar". "The null hypothesis states that there is no statistically significant difference between the mean scores of the students who are taught grammar using peer teaching technique and that of the students who are taught grammar using the traditional method"

**Key Words: Peer teaching, Grammar**

## Section One: The Problem and its Importance

Teaching is considered the cornerstone of education; it is a professional and creative endeavor crucial for societal development, requiring well-trained, qualified teachers to shape good learners and future generations, around the 19th century. Teachers act as guides, inspiring students, imparting knowledge, and developing critical thinking, thereby holding immense responsibility for individual and societal progress, making their expertise essential for building strong educational foundations. (Rutherford, 1987: 251).

Kelly (1969: 274) states that the educational system needs well-qualified teachers due to their pivotal role in the teaching process. Qualified teachers must be able to perform their duties to the fullest extent. A good teacher plays a crucial role in student learning, as competent teachers lead good learners; qualified and well-trained teachers who can help learners in their learning.

In any language learning, peer teaching technique could be a good model for student learning because he/she is one of the important factors in the process of teaching. There are many types of teaching; among them is peer teaching technique has been adopted by the researchers when conducting their study.

Peer teaching technique may play a clear role in (EFL) classes. Firstly, since knowledge is built collaboratively, learning should be similarly collaborative, within small groups. Feedback by peers is necessary because 'it informs self-assessment and enhances the objectivity of individual judgments by allowing learners to compare their own evaluations with those offered by their peers'. Peer teaching plays an important role particularly when it focuses on linguistic competence because it is always easier to identify other people's mistakes than our own ((Little, 1998:10 as cited in Mathi, 2011, 42)

Grammar is fundamental to language learning; without it, there is no language. Therefore, teaching grammar has played a crucial role in language

teaching. Many authors emphasize the importance of grammar in language learning, it is difficult to monitor learners' progress without understanding of its rules, it will be difficult for learners to learn FL. In practice, learners are must taught linguistic structures commonly which is known as sentence patterns (Widodu 2006: 122). As for Ur (1999:4) emphasizes that learning grammar serves as an essential guide for learners in producing grammatically correct sentence structures. Grammar learning should is not concentrated only on form but also on the appropriate use of sentence patterns and grammatical structures. In this sense, grammar teaching needs to integrate meaning, usage, and structural aspects of the language.

The present research tries to use new technique (namely peer teaching technique) to develop the ability of the students in learning grammar. Peer teaching technique is the most comfortable and accessible way of promoting students' grammar in the classroom,

## 1.2 Aim

The current research aims at investigating “the effect of using peer teaching technique to develop Iraqi EFL student’s English grammar”.

## 1.3 Hypothesis

“There is no statistically significant difference between the mean scores of the students who are taught grammar using peer teaching technique and that of the students who are taught grammar using the traditional method”.

## 1.4 Limit

It limited to third-year students studying in the English Department / College of Basic Education, during the 2025/2026 academic year.

## 1.5 Procedures

The following steps will be followed in the current research:

1. A representative sample from third stage of English department is selected to this research.
2. A suitable experimental design (nonequivalent pretest-posttest control group design) is chosen.
3. Achievement tests are used as a pre and posttests.
4. Peer teaching technique is applied to the EG.
5. Posttest to both groups is administrated to collect the required data.
6. The obtain data of research results are analyzed by using appropriate statistical means.

## 1.6 Definitions of Basic Terms

The major terms are employed in the current research.

### 1.6.1 Peer teaching technique

In peer teaching technique, “classmates can work together for a common intellectual well-being” that can create a cooperative atmosphere” for students rather than one in which students compete for grades” (Mallhorn (1994:323).

### 1.6.2 Grammar

Grammar can be viewed as “the study of the possible forms of a language. As it is closely linked to sentence analysis, grammar provides an explanation of the rules that govern how sentences in a language are structured” (Thornbury, 1999:1).

## Section Two: Review of Literature

### 2.0 An Introductory Note

This section provides an overview of grammar instruction and its importance to students. It also explores the use of a new technique namely (peer teaching) as a useful tool in language classes and its significance in language acquisition.

### 2.1 What is Grammar?

Fontaine (2013: 4,) states that grammar is how words and linguistic structures are linked to form meaningful relationships. Greenbaum (1996: 23) emphasizes that grammar is used in various ways in everyday language. Richards and Schmidt (2010: 251) argue that grammar can encompass different aspects, sometimes being limited to syntactic structure that is, how words are combined into phrases, subordinate clauses, and complete sentences.

Crystal (2008:217 as cited in Rusha, 2017 :8-9) supports the idea of Richards and Schimidt (2010:251) by saying that “grammar is a central term in linguistics that covers a wide range of phenomena, being used in mass noun and count noun meanings as well; more specifically: particular grammar and general grammar. Further exactly, grammar may refer to the description of the structure of a language and the way in which linguistic units such as words and phrases are consolidated to bring about sentences in a given language. It usually takes into account the meanings and functions these sentences have in the overall system of the language”.

Yule (2010:81) confirms that grammar is the process of explaining phrase and sentence structure, detailing grammatical relations within a language while excluding ungrammatical sequences, essentially outlining the systematic rules governing how words form meaningful units and how those units combine.

## 2.2 The Importance of Grammar

English is currently the most widely spoken language in the world. Greenbaum and Nelson (2002: 5) emphasize that studying “grammar is an integral part of general knowledge”. Learning any language, including its grammar, is fundamental to its study. Therefore, there is a compelling reason to focus on grammar. It is easily learned by using dictionaries to explore pronunciation, spelling, and word meanings..

The applications of studying grammar are numerous and can be summarized as follows:

- a) It is important to understand the structure of grammar.
- b) Learning grammar of a foreign language is beneficial.
- c) It is valuable for the interpretation of literary and cultural texts, as understanding their meaning relies heavily on grammatical analysis.
- d) Learning how to write any piece of writing is beneficial.

## 2.3 Types of Grammar

In language teaching, teachers should serve as a positive models for their students, as he or she are represents a central element in the instructional process. Teachers of English as a FL carry primary responsibility for their students' academic success; therefore, they are required to be highly qualified both academically and professionally.

It goes without saying that competent teachers possess a strong professional knowledge base and demonstrate a thorough understanding of the subject matter. Successful teachers employ a wide range of teaching methods and techniques that reflect their subject knowledge and help their students grasp the material easily. As for Scrivener(2011:23) ), the most skillful and knowledgeable teachers are those that consciously reflect upon, conceptualize, and apply understandings from one

classroom experience to the next. Teaching grammar requires continuous practice and using different methods in teaching and learning FL

Widodo (2004: 112) states that there are two main methods for teaching English grammar: the deductive method and the inductive method. However, although both methods share the same goal—teaching grammar—they differ in their teaching style.

### **2.3.1 Deductive Method**

Widodo (2006:126-127) states that grammar in deductive method proceeds from general to the specific. He further explains rules, principles, concepts, and theories are presented first, and then their applications are discussed. In the context of grammar instruction, deductive method is also known as grammar-based learning. In deductive method, a grammar rule is explicitly introduced to students and followed by practice applying the rule.

Ur (1988:160) asserts grammar in deductive method is taught by presenting grammatical rules with examples of sentences structures. Learners with understand rules, they are told to apply the rules given to various examples of sentences. In this method the learners' attention is focused on the problem discussed directly.

### **2.3.2 Inductive Approach**

Decoo (1996:95, as cited in Rusha, 2017:32-33) explains that inductive approach is often referred to as discovery learning. In this method, grammatical rules are not presented directly; instead, learners are exposed to illustrative examples and exercises from which they are expected to infer the underlying rules. These examples or exercises may be delivered either orally or in written form. Long and Richards (1987:290) argue that the inductive method promotes active learners

involvement in their learning process. Learners are encouraged to develop their own cognitive strategies to handle learning tasks. Through this method, grammatical rules are implicitly emphasized, prompting learners to deduce the rules introduced by teachers on their own.

## 2.4 Peer Teaching and Classroom Interaction

Brown (2001:166) states that interaction is a fundamental element of classroom learning. It helps the teacher convey the intended meaning and enables students to exchange ideas, think about the problem, and collaboratively find solutions. Interaction is considered a collaborative exchange of opinions, feelings, and information among students.

Verplaetse (2000:221) views classroom interaction as a key factor in supporting students' academic, social, and communicative development. He also emphasizes that 'interaction offers learners valuable opportunities to share their knowledge and experiences with others'. Hall and Walsh (2002:192 as cited in Rusha, 2017) emphasized that interaction between teachers and students contributes to building a shared knowledge base. It also fosters a mutual understanding of their roles and relationships, thus enabling them to know what is expected of them as members of the group within the classroom.

Peer teaching is a form of cooperative learning which plays a significant role in language classrooms. Kohli (1999:48) asserts that peer teaching is essential and important in language instruction, as it enables learners to develop their language abilities and communicative competence by offering many opportunities to use the target language in classroom. Creating such an environment will provide learning opportunities and student interaction, enhances learners' motivation and their willingness to engage with both peers and teachers.

Rivers (1987:221) explains that “peer teaching is significant for language learning that emphasizing through interaction in class activities such as discussions, group work and problem solving tasks, students are learned cooperatively”. Betcher and Lee (2009:17) state that peer teaching is called cooperative learning because it encourages students to interact and be more engaged in the class. In peer teaching, the students actively work in the class; it helps to creating an effective teaching and learning environment. More specifically, this environment requires empowering students to explain and defend their ideas to their classmates. To promote collaborative learning, teachers should thoughtfully structure lesson content to increase overall classroom interaction.

## 2.5 Teaching Grammar through Peer Technique

Purpura (2004:345) defines peer teaching as a “technique in which students assume instructional roles within the college classroom. Several factors have motivated the researcher to adopt this technique”. Betcher and Lee (2009:17), when peer teaching is applied in grammar learning, students show higher levels of motivation while teaching their peers. Furthermore, the presence of peer support enhances collaborative learning, boosts students’ self-esteem, and increases accountability, which in turn leads to improved academic achievement. Based on these opinions of the writers, the researchers believe that the peer teaching technique can effectively enhance students’ achievement in grammar. In addition, Duran (2010:47) affirms that peer teaching is a “valuable method for fostering the development of interpersonal skills that are essential in a knowledge-based society”.

Peer teaching technique involves students teaching their peers, especially their classmates. Students learn better and demonstrate the material when they have the opportunity to explain it to others, and having someone of the same age

helps bridge learning gaps. Collaborative teaching can provide models and allow students to connect on a completely different level.

Rutherford (1987:67) states that “the importance of peer teaching technique on the language achievement of the tutors and especially tutees. The language areas that are examined include grammar, comprehension, identification of sight words, acquisition of vocabulary, “. Peer teaching is not widely used; the researchers intend to expand its application. Its potential lies in its being an “underutilized resource” characterized by its low cost and high effectiveness. Therefore, it seems essential to encourage students and provide them with opportunities to connect and work together collaboratively.

## Section Three: Methodology of Research

The primary objective of this section is to outline the procedures implemented in the current study. The following points will be addressed:

1. Choosing a suitable experimental design.
2. Selecting the sample of the study.
3. Pre and posttests are prepared.
4. Experiment is applied.
5. The posttest was administered to compare the performance of both groups and to collect the study's results.

### 3.1 The Experimental Design

Best and Kahn (2006:177) state that “experimental design is the blueprint of the processes through which the researcher able to test the hypotheses, he/she poses and show the relationship between independent and dependent variables”.

The current research follows a “pretest-posttest control group design”, in which the both groups consist of intact classes. A pretest is administered before the implementation of the treatment, and a posttest is conducted after its completion. The experimental group (EG) is taught grammar using the independent variable, the peer teaching technique, while the control group (CG) receives grammar instruction according to the traditional method.

**Table 3.1 Experimental Design”**

Group	Test	Treatment	Test
Experimental (EG)	Pretest	Peer teaching technique	Posttest
Control (CG)	Pretest	Traditional Method	Posttest”

### **3.2 Sample Selection**

The sample consisted of third-year female students in the English Department, Evening study, for the 2025-2026 academic year. Group A comprising 44 students, was randomly selected as the control group, and Group B, comprising 42 students, was randomly selected as the experimental group. The total number of students was thus 84. Two students were excluded from the control group because they were repeating in the same year.

### **3-3 Students’ Performance in the Pre-test**

To compare the mean scores of the (EG) and the (CG) on the pretest, the t-test for two independent samples was applied. The mean score of the experimental group was 35.89, while the mean score of the control group was 34.28.

**Table 3.2 3- Students' Performance in the Pre-test**

Groups	No.	M	SD	t-Value		DF	Level of Significance
				Computed	Tabulated		
EG	42	35.89	11.210	1.700	1.980	84	0.05
CG	42	34.28	9.842				

### 3.4 Experiment Application

The experiment began on February 21, 2025, and ended on May 7. Researchers taught both groups, with the teacher serving for control group. Classes were held three days a week for both groups. In this study, students had equal learning opportunities; both groups were received the same conditions except for peer teaching technique for experimental group.

### 3.5 The Tests

The test items were chosen from the students' books to assess their grammatical knowledge and presented in various formats. To ensure the test items' suitability, accuracy, effectiveness, appropriateness, level of difficulty, discrimination power, reliability, and timing, a pilot study was conducted to other sample which was taken from mourning study ( class A).

#### 3.5.1 Test Construction

Actually, the format of the pretest is different from that of the posttest; furthermore, the grammatical items of the pretest are different from those of the posttest. Both tests consist of two embedded parts: recognition and production.

### 3.5.1.1 The Pretest

In the pre-test, the recognition measures students' ability to recognize test items, requiring them to complete and rearrange sentences, as well as answer multiple-choice questions. The production requires students to write the correct verb form to assess their use of grammatical knowledge and sentence-linking skills.

**Table 3.3 Test Specification of the Pretest**

No.	Type of questions	Items' Levels	No. of Items	Scores
Q.1	Change the sentences into passive	Production	6	14
Q.2	Completion	Recognition	6	6
Q.3	Rearrange the words in the correct order.	Recognition	6	10
Q.4	Joining sentences using so...that and such... that, however , although , in spite of	Production	8	10
Q.5	MCQ	Recognition	8	10
Total			34	50

### 3.5.1.2 The Posttest

Posttest recognitions measure the students' abilities to complete sentences using the correct answers. The production requires from students to write sentences so that measure their use of grammatical knowledge

**Table 3.4 Test Specification of the Posttest**

Question No.	Question Type	Level of Items	No. of Items	Scores
Q.1	MCQ	Recognition	8	8
Q.2	Changing sentences into passive form	Production	8	12
Q.3	Correct the verb form	Production	6	12
Q.4	Matching	Recognition	5	8
Q.5	Joining sentences using relative pronouns who, where, which and whose,	Production	5	10
Total			34	50

### 3.5.2 Test Validity

The researchers of the current study state that “validity is an essential key to any effective research. It is useless if a piece of research is invalid. A better definition of validity is that it is the amount to which data and theory supports the interpretations of test scores entailed by the suggested uses of a test”. A test study of both (pretest and posttest) are submitted to experts of linguistics and methods of teaching to check the it's face and content validity

### 3.5.3 The Pilot Study

Monette (2013:9) states that “pilot is as an important means of assessing the feasibility and usefulness of the data collection methods and making any necessary revisions before they are used with research participants”. Pilot study helps researchers to refine and test one or more aspects of the final study, such as fieldwork processes, data collection tools, and design or analysis plans. It also helps researchers to identify potential problems they might encounter in actual experiments.

In the present research, the pilot study was applied to a sample of 42 students from morning study, subjects of class (A) selected randomly from morning study which contain four classes.

### 3.5.4 Test Reliability

Mackey and Gass, (2005:128) say that reliability is “referred to consistency, often meaning instrument consistency. For example, one may ask whether an individual who receive a particular test would get the similar score on two administrations of the same test”. Alpha Cronbach method is used in the current research which is yielding reliability coefficient of 0.887. The test has reliability.

### 3.5.5 Final Administration of the Test

The pretest was administered on February 25, 2025, and the posttest was administered on May 13, 2026. Both tests were conducted under identical conditions and in the same location.

## Section four: Results, Recommendation and Suggestions

### 4.0 An Introductory Note

This section is focused on the results that shown connection with the aim and hypothesis of the research.

### 4.1 Results

#### 4.1.1 Presentation

In response to the aim of the current research which is investigating “the impact of using peer teaching technique to develop students’ ability in grammar”, “it is hypothesized that there is no statistically significant difference between the mean scores of the students who are taught grammar using peer teaching technique and that of the students who are taught those using the traditional method”. The test scores show that the experimental group had a mean score of 55.59 with a standard deviation of 4.775, while the control group had a mean score of 44.55 with a standard deviation of 7.231. The difference between the two means is statistically significant, as the calculated t-value is 8.665, which exceeds the critical t-value of 1.662 at the 0.05 significance level with 82 degrees of freedom. This indicates that the experimental group outperformed the control group on the achievement test.

**Table 4.1 The t-test Statistics for the Posttest Achievement**

Group	No.	Mean	SD	t-Value		DF	Level of Significance
				computed	tabulated		
EG	42	55.59	4.775	8.665	1.662	82	0.05
CG	42	44.55	7.231				

### 4.1.2 Interpretation

The results of the current research indicate that the grammar of the students in the experimental group have improved, Through the teacher's personal observation, enthusiasm for the learning process has increased when studying using the peer teaching technique. Peer teaching take learning to a new dimension, away from teacher-centered lectures. Learner centered and the teacher facilitated the students' tasks.

### 4.2 Conclusion

The result obtained shows the following conclusion can be drawn:

- Peer teaching is an instructional technique that enhances EFL learners' mastery of grammatical structures and broadens their grammatical knowledge.
- Employing peer teaching technique in grammar instruction is more effective than the conventional teaching aids.
- It provides students with greater opportunities to engage actively in the classroom and to develop creative thinking skills.

### 4.3 Recommendations

1. Iraqi English curriculum designers should emphasis on using peer teaching technique to improve students' grammatical knowledge and other language skills.

2. Teachers should use participatory teaching in the classroom, but they often lack the skills to fully utilize the benefits of this technique. Therefore, teachers should be provided with intensive training and encouraged to use this tool.

#### 4.4 Suggestions

1. A study is needed to determine the impact of collaborative teaching on English as Foreign Language (EFL) and their skills, such as listening, speaking, reading, writing
2. A study is needed to examine the impact of using other innovative teaching methods on the grammatical competence of EFL learners in sub skills (vocabulary, pronunciation, comprehension).

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## اثر تقنية تدريس النظير في تطوير قواعد اللغة الإنكليزية للطلبة

### المستخلص

تُعتبر قواعد اللغة العنصر الأهم والأكثر تركيزاً في تعليم اللغة الإنجليزية كلغة أجنبية. ويمكن توظيفها كوسيلة تستخدم لتحسين تعلم اللغة الأجنبية، إذ تعدّ ضرورية للاستخدام الأمثل للغة، لأنها تُعزز قدرة الطلاب على امتلاك مهارات اللغة الأخرى. تهدف هذا البحث لمعرفة أثر استخدام أسلوب تدريس النظير في تدريس قواعد اللغة لتطوير مهارات طلاب العراقيين في استخدام اللغة. وتنص الفرضية الصفرية على أنه «لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب الذين درّسوا قواعد اللغة باستخدام أسلوب تدريس النظير ومتوسط درجات الطلاب الذين درّسوا قواعد اللغة بالطريقة التقليدية».

الكلمات المفتاحية: تدريس النظير، القواعد

