

Enhancing Public Speaking Skills among EFL Learners through the Peer Teaching Method: A Mixed-Methods Study

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Abstract. This research investigates the effectiveness of the Peer Teaching Method (PTM) in improving public speaking skills among English as a Foreign Language (EFL) learners in a tertiary education setting. A mixed-methods approach was employed, combining quantitative and qualitative data collection and analysis methods. The research involved 25 EFL learners who participated in a peer teaching intervention, which was evaluated through pre- and post-intervention speaking assessments and in-depth interviews. The results showed significant improvements in pronunciation accuracy, vocabulary usage, fluency, and confidence levels and lowering the public speaking anxiety among the participants. The qualitative findings highlighted the supportive and collaborative nature of the peer teaching environment, which fostered a sense of shared responsibility for learning, reduced anxiety, and promoted confidence in public speaking. The research's findings contribute to the growing body of literature on collaborative learning methods in language education, suggesting that the Peer Teaching Method is a valuable approach for enhancing public speaking skills and promoting psychological readiness among EFL learners.

Keywords: Peer teaching method, English as foreign language, public speaking anxiety, supportive teaching environment.

Introduction

Teaching public speaking to English as a Foreign Language (EFL) learners in Indonesia is a complex task, filled with challenges that arise from linguistic, psychological, and cultural factors. Students often face limited vocabulary and pronunciation difficulties, exacerbated by anxiety and a lack of authentic speaking

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opportunities. As Tauchid et al. (2022) and Yuan et al. (2022) observed, the absence of real-world speaking environments creates a significant gap between classroom instruction and practical application. This issue is especially prominent in Indonesia, where collectivist cultural norms often discourage public self-expression, making public speaking a particularly daunting task for many students (Pitura, 2022).

The importance of addressing these challenges in public speaking for EFL learners is highlighted by the significant impact it has on their academic and professional success. Public speaking is a critical skill, not only for academic presentations but also for students' broader ability to communicate effectively in English-medium contexts. However, the teaching of public speaking is further complicated by large class sizes and limited resources, making it difficult for teachers to provide individualized attention and feedback (Robah & Anggrisia, 2023). Additionally, many teachers themselves face challenges, including low confidence in their own speaking abilities and limited proficiency in English (Al-Sobhi & Preece, 2018), further hindering the effectiveness of public speaking instruction.

Several studies have explored the challenges faced by EFL learners in developing public speaking skills. Robah & Anggrisia (2023) investigated the psychological barriers, such as low student motivation and self-efficacy, that hinder public speaking performance among vocational high school students in Indonesia. Similarly, Chou (2021) highlighted the lack of supportive environments for practicing spoken English, emphasizing that even students proficient in written English struggle with speaking due to limited opportunities for authentic practice. Pitura (2022) further noted that cultural factors, particularly in collectivist societies, inhibit students from expressing their opinions publicly, even when they possess adequate language skills. These studies underscore the significant barriers EFL learners face but often stop short of proposing comprehensive solutions to improve public speaking performance.

Despite the recognition of these challenges, there remains a notable gap in the research regarding effective pedagogical strategies for overcoming both linguistic and psychological barriers in public speaking among EFL learners. Previous studies have predominantly focused on the barriers themselves rather than exploring solutions that could mitigate these issues. For example, Chou (2021) highlights the lack of supportive environments for spoken English practice, while Pitura (2022) underscores the influence of cultural factors, yet neither research extensively investigates potential interventions to address these problems. This gap calls for further exploration into methods that can bridge these obstacles, particularly in the context of higher education in Indonesia.

The purpose of this research is to investigate the Peer Teaching Method (PTM) as a potential solution for improving public speaking skills among tertiary EFL learners. By focusing on peer teaching, the research aims to determine how this method can help reduce speaking anxiety and enhance overall fluency in diverse cultural settings. Specifically, it will examine aspects such as pronunciation accuracy, vocabulary usage, fluency, and students' confidence levels. Through this analysis, the research contributes to the ongoing discussion on how to overcome the distinct challenges that EFL learners face in public speaking.

The significance of this research lies in its potential to offer practical solutions for educators and learners alike. By providing empirical evidence on the effectiveness of peer teaching, the research could help inform teaching practices that foster a more supportive and engaging environment for EFL learners. Moreover, it addresses the pressing need for pedagogical strategies that not only improve linguistic competence but also boost learners' psychological readiness to engage in public speaking. This research's findings are expected to benefit both teachers and learners by offering a structured approach to public speaking that reduces anxiety and promotes active participation.

This research further contributes to the existing body of knowledge by filling the gap in the literature on practical interventions for improving public speaking in EFL contexts. By focusing on the Peer Teaching Method, it provides insights into how this collaborative approach can mitigate both linguistic and psychological barriers, ultimately enhancing the public speaking skills and confidence of EFL learners in tertiary education.

Literature Review

Public Speaking

Public speaking is broadly defined as the process of delivering a message to an audience through spoken language in a structured, deliberate manner (Lucas & Stob, 2020). It is an essential skill in both academic and professional settings as it enables individuals to effectively communicate ideas, persuade others, and share knowledge. The ability to speak confidently and clearly in public enhances leadership potential, increases job prospects, and supports successful personal and professional interactions (Raja, 2017). Public speaking is critical for fostering interpersonal relationships, influencing opinions, and driving societal change (Munz et al., 2024). Given the increasing emphasis on communication in a globalized world, public speaking has become a key competency in educational and business contexts (Johari et al., 2023).

Effective public speaking involves several key components, including content, delivery, audience engagement, and non-verbal communication. According to Zhang et al. (2020), content refers to the message itself, which must be clear, coherent, and relevant to the audience. Delivery includes the speaker's vocal variety, pacing, and clarity of articulation, which greatly impact the audience's understanding. Non-verbal communication, such as gestures, facial expressions, and eye contact, enhances the speaker's ability to engage with the audience and underscore the spoken message (Sutiyatno, 2018).

Audience analysis is another critical element, as speakers must tailor their message and delivery style to the audience's expectations, background, and level of knowledge (Rahmat, 2018). The ability to adapt content and tone based on audience feedback is crucial for maintaining engagement and ensuring the message is effectively communicated (Munz et al., 2024).

Challenges and Barriers in Public Speaking

Public speaking is often associated with anxiety and fear, which are common barriers to effective communication. Glossophobia, or the fear of public speaking, affects a large portion of the population, causing physical and emotional symptoms such as nervousness, sweating, and a lack of concentration (Dansieh et al., 2021).

This fear can lead to avoidance of public speaking opportunities, which hinders professional and personal growth (Dellah et al., 2020).

Another challenge is the lack of audience engagement, which can result from monotonous delivery, poor content organization, or ineffective use of non-verbal communication. Speakers who fail to connect with their audience risk losing attention, diminishing the overall effectiveness of the speech (Curtis et al., 2015). Additionally, cultural and linguistic barriers can pose challenges, especially in multilingual or diverse environments, where miscommunication or misunderstandings can occur due to differences in speaking styles or cultural expectations (Kho & Ting, 2023).

Developing strong public speaking skills has a profound impact on personal, academic, and professional success. Public speaking improves critical thinking and persuasion abilities, as speakers must carefully consider how to construct arguments and present evidence (Malmir & Shoorcheh, 2012). Moreover, public speaking boosts self-confidence and interpersonal skills, allowing individuals to effectively engage in discussions, negotiations, and leadership roles (Yulianti & Sulistyawati, 2021). In addition, the ability to engage audiences and present complex information in an accessible manner is critical for those in teaching, marketing, law, and public relations (Roberts, 2019).

Peer Teaching Method

The Peer Teaching Method involves students teaching other students, often through collaborative activities, presentations, or mentoring. It is rooted in social learning theory, where learners benefit from shared knowledge, mutual engagement, and the opportunity to explain concepts to their peers (Pekerti et al., 2021). The method promotes active learning and helps students not only absorb content but also improve critical thinking, leadership, and communication skills (Sukrajh, 2018).

Research shows that peer teaching significantly enhances student learning outcomes by encouraging deeper cognitive processing. When students teach their peers, they engage more actively with the material, resulting in better retention and understanding (Rusli et al., 2021). This method also fosters collaboration and shared responsibility, allowing students to learn from each other in a more informal, relatable setting compared to traditional teacher-led instruction. As the result, students involved in peer teaching performed better on assessments, as the method encouraged them to think critically, organize their knowledge, and explain it effectively. By becoming peer educators, students also improve their problem-solving and analytical skills.

Peer teaching has been shown to significantly improve students' confidence and communication skills. As students teach others, they practice public speaking, articulation, and active listening, all of which are crucial skills in academic and professional environments (Sato, 2017). Peer teaching creates a less intimidating environment for students to present ideas and ask questions, promoting a positive, supportive learning experience. Furthermore, Sato (2017) points out that peer teaching builds self-esteem because students receive immediate feedback from peers in a non-judgmental setting. This practice helps reduce anxiety and boosts learners' confidence, especially for those who may feel uncomfortable in traditional teacher-student interactions.

Peer teaching also increases motivation and promotes learner autonomy. By taking on teaching roles, students become more invested in the learning process, taking responsibility for their education and their peers' learning. This empowerment fosters intrinsic motivation, encouraging students to engage more fully with the material (Parra et al., 2023). Parra et al., (2023) highlights that the Peer Teaching Method gives students a sense of ownership over their learning, which improves self-regulation and the ability to manage their learning independently. The method helps students set learning goals and work towards them more effectively, creating a more active and motivated learning environment.

The process of teaching peers requires students to reflect on their own understanding, which promotes cognitive and metacognitive development. When students explain concepts to others, they are forced to clarify their own thinking, identify gaps in their knowledge, and develop strategies to address these gaps (Li & Yuan, 2022). This reflective process enhances critical thinking and promotes a deeper, more structured understanding of the subject matter. Li & Yuan (2022) argues that peer teaching accelerates metacognitive growth, as students actively monitor and evaluate their comprehension while teaching. This self-awareness enables learners to become more effective problem solvers and independent thinkers.

Public Speaking Anxiety

Public speaking anxiety, often referred to as glossophobia, is one of the most common forms of social anxiety and can severely hinder effective communication. This anxiety manifests in physical, emotional, and cognitive symptoms, including increased heart rate, sweating, nervousness, and difficulty concentrating (Horwitz, 2017). Anxiety itself is defined as an unmanageable state that may impact negatively on a language learning setting (Palupi, 2022). Understanding the role of anxiety in public speaking is essential for developing strategies to manage it and enhance overall speaking performance.

Anxiety in public speaking has a significant impact on performance. High levels of anxiety can negatively affect fluency, pronunciation, and the ability to recall information. As a result, speakers may fail to deliver their message effectively or may avoid public speaking situations altogether (Tee et al., 2020). This avoidance can lead to missed opportunities in both academic and professional settings. Tee et al. (2020) argues that managing anxiety is crucial for improving public speaking skills. Research shows that moderate levels of anxiety can be beneficial as they heighten focus and alertness, but excessive anxiety can impede performance by causing mental blocks and physical discomfort.

Anxiety in public speaking affects both cognitive and emotional processes. Speakers may experience negative self-perception, fear of judgment, and cognitive distortions that lead them to believe they are performing poorly, even if they are not (García-Monge et al., 2023). These cognitive distortions, combined with the fear of failure, can create a cycle of anxiety that perpetuates poor performance. García-Monge et al. (2023) explains that anxiety triggers an internal dialogue of self-criticism, leading speakers to overanalyse their delivery and become more focused on their fears rather than the content of their speech. This internal tension reduces their ability to engage with the audience and detracts from the overall quality of their presentation. Furthermore, Anxiety during public speaking can also manifest in physical symptoms, such as shaking, sweating, dry mouth, and

increased heart rate. These physiological responses can be distracting for both the speaker and the audience, often compounding the anxiety (Li, 2020). For speakers, recognizing and managing these physical symptoms is key to maintaining control during a presentation. Li (2020) emphasizes the importance of relaxation techniques, such as deep breathing and visualization, to mitigate the physical manifestations of anxiety. Speakers who learn to control their physical responses often report feeling more confident and capable of delivering their speeches with greater poise.

Method

This research adopts a mixed-methods approach to assess the impact of the Peer Teaching Method on enhancing public speaking skills among EFL learners. The research focuses on 25 EFL from Universitas Duta Bangsa Surakarta, selected with purposive sampling method. The research instruments deployed in this research involve quantitative phase which include pre- and post-intervention evaluation using standardized speaking tests. A series of speaking assessments were employed for the quantitative data collection to evaluate participants' pronunciation accuracy, vocabulary usage, fluency, and confidence levels both before and after the intervention. The tests were grounded on established measurement tools such as the Phonemic Accuracy Rating Scale (Isaacs & Trofimovich, 2012), IELTS Lexical Resource criteria for Vocabulary Usage, Fluency Scale (Skehan, 1996), and a self-assessment for confidence adapted from (Horwitz et al., 1986).

The qualitative phase incorporates in-depth interviews and classroom observations to gain deeper insights into learners' experiences and perceptions regarding the peer teaching method. In the qualitative side, semi-structured interviews and classroom observations were utilized to explore the influence of peer teaching on learners' speaking skills and anxiety reduction. Thematic analysis was applied to interview data to identify recurrent themes regarding the method's effectiveness. The quantitative data was subjected to paired t-tests to evaluate the statistical significance of changes in speaking performance before and after the peer teaching intervention. The analysis focuses on improvements in key areas such as fluency, vocabulary, and pronunciation. In parallel, qualitative data from interviews and observations undergo thematic analysis to discern patterns in participants' reflections on their experiences with peer teaching. This combination of quantitative and qualitative analyses offers a holistic understanding of how peer teaching impacts EFL learners' speaking abilities across different cultural settings

Findings and Discussion

This research endeavours to examine and augment the efficacy of the Peer Teaching Method (PTM) in enhancing public speaking competencies among university-level learners of English as a Foreign Language (EFL). The primary focus was on assessing the influence of peer teaching on mitigating speaking anxiety and improving fluency across diverse cultural settings. The research used meticulously analyse specific dimensions of speaking proficiency, including pronunciation accuracy, lexical resourcefulness, fluency, and self-assurance, to elucidate how peer-led instruction can effectively address the distinctive challenges encountered by EFL learners in public speaking.

The quantitative data were derived from the pre and post-tests of public speaking. The results of the tests were analysed by using paired t-test. The results of pre-test and post-test were depicted in the following table.

Table 1. Paired t-test results of speaking assessments

Variable	Mean (Pre-test)	Mean (Post-test)	Mean Difference	Std. Deviation	T	df	Sig. (2-tailed)
Pronunciation Accuracy	64.2	79.1	14.9	2.83	18.73	24	0.000
Vocabulary Usage	61.9	73.5	11.6	2.58	14.91	24	0.000
Fluency	60.7	77.3	16.6	3.12	16.52	24	0.000
Confidence	55.5	81.5	26	4.21	16.97	24	0.000

Table 1 depicts all four variables including pronunciation accuracy, vocabulary usage, fluency, and confidence showed statistically significant improvements after the Peer Teaching Method intervention, with p-values of 0.000 for each, indicating a high level of significance. The mean differences indicate that the Peer Teaching Method led to marked improvements across all public speaking components. Confidence saw the greatest improvement (26-point increase), suggesting that the peer teaching environment not only enhances technical speaking skills but also boosts learners' psychological readiness and comfort in speaking. Pronunciation accuracy, vocabulary usage, and fluency also showed substantial gains, reinforcing the idea that consistent peer interaction and practice in a low-pressure setting leading to meaningful improvements in public speaking proficiency. In short, the paired t-test results demonstrate that the Peer Teaching Method is highly effective in improving EFL learners' public speaking skills, both in terms of linguistic competence (pronunciation, vocabulary, fluency) and speaker confidence. The statistically significant p-values and high t-scores confirm that these improvements are robust and meaningful.

The findings in Table 1 offer compelling evidence for the effectiveness of the Peer Teaching Method (PTM) in enhancing multiple dimensions of public speaking skills among EFL learners. The statistically significant improvements across pronunciation accuracy, vocabulary usage, fluency, and confidence, each with p-values of 0.000, underscored the robustness of these results. This high level of significance suggests that PTM's structured, peer-driven framework directly supports learners in refining their linguistic competencies while simultaneously fostering a supportive environment that encourages risk-taking and psychological comfort. Confidence, with the most substantial mean improvement (26-point increase), highlights the psychological impact of peer-led interactions in reducing speaking anxiety. In peer settings, students are likely more comfortable taking communicative risks, thereby gradually building their self-assurance in public speaking, a finding supported by recent research on anxiety reduction through peer collaboration (Chou, 2018).

The meaningful gains in pronunciation, vocabulary, and fluency reflect PTM's potential to facilitate linguistic growth through frequent, constructive feedback and modelling provided by peers, a low-pressure context known to enhance language performance (Gregersen & Horwitz, 2002). Peer interactions encouraged learners to practice and refine specific language elements through

repeated exposure, thus improving fluency and accuracy in an organic and collaborative way. Additionally, the high t-scores further affirmed that these changes were not only statistically significant but also educationally meaningful, as they indicate learners made genuine progress in both technical language skills and self-confidence. These findings suggest that PTM not only supported the development of specific linguistic components but also provided a holistic approach to building EFL learners' readiness for real-world speaking situations, effectively bridging the gap between language proficiency and communicative competence in a practical, learner-centered framework.

The findings from both quantitative and qualitative were analysed by providing compelling evidence that the Peer Teaching Method has a significant positive impact on enhancing public speaking skills among EFL learners. This discussion aims to contextualize these results in light of existing literature, exploring the implications for language learning and pedagogy, and highlighting the broader significance of the findings.

The quantitative data revealed a clear enhancement in learners' pronunciation accuracy, vocabulary usage, fluency, and confidence levels after the peer teaching intervention. Each of these components plays a crucial role in effective public speaking, and the improvements observed are consistent with prior research on peer-based learning methodologies. The marked improvement in pronunciation accuracy (an average increase of 14.9%) aligns with existing studies which suggest that peer correction and feedback can be particularly effective in language learning contexts (Topping, 2005). The peer teaching method provided learners with repeated opportunities to practice pronunciation in a supportive, non-threatening environment, which likely led to better articulation and accuracy. Isaacs & Trofimovich (2012) scale provided a solid foundation for measuring these gains, confirming that peer interaction fosters greater attention to sound production and phonemic precision.

Learners also exhibited notable gains in vocabulary usage (an average increase of 11.6%). This is consistent with findings from Storch (2002), who noted that peer interaction often leads to the use of a wider lexical range, as students tend to engage with diverse linguistic inputs during peer discussions. The results suggest that the Peer Teaching Method enhances vocabulary acquisition by encouraging students to use new words in context, thereby reinforcing their learning through practice and peer feedback. Furthermore, the most substantial gains were observed in fluency, with an average improvement of 16.6%. Fluency is often cited as a key challenge for EFL learners in public speaking contexts, but this research confirms that repeated speaking practice in a peer-led environment can lead to significant progress. Previous research Sato & Lyster (2012) also supports the idea that peer interactions promote natural language use, which in turn enhances speech fluency. The peer teaching environment likely reduced the cognitive load associated with fear of judgment, allowing learners to focus more on the fluidity of their speech.

In addition, the increase in confidence levels (an average rise of 26%) underscores the psychological benefits of peer teaching, particularly in reducing the anxiety that often hinders EFL learners in public speaking. This finding is consistent with Horwitz et al. (1986) and Amin & Masthurah (2023) work on foreign language anxiety, which shows that a supportive, low-pressure environment can significantly alleviate fear and promote confidence. The peer

teaching method fosters a collaborative atmosphere where learners feel comfortable taking risks, thus boosting their self-assurance in public speaking.

The qualitative data, obtained through comprehensive interviews and classroom observations, further provides a deeper understanding of the learner experience and elucidates the role of the Peer Teaching Method (PTM) in skill development. The results of the semi-structured interviews showed that participants overwhelmingly expressed a heightened confidence in their public speaking skills, attributing this to the informal and supportive nature of the Peer Teaching Method, which diverges from the traditional teacher-led format often associated with high levels of performance pressure. This peer-led structure facilitated a supportive learning environment, fostering mutual encouragement and alleviating anxiety commonly associated with public speaking errors. Additionally, participants underscored the constructive impact of peer feedback, viewing it as both motivational and instructive. This peer feedback was regarded as uniquely valuable due to its practical, empathetic nature, helping learners to refine specific speaking skills and increase their awareness of areas needing improvement. Furthermore, interviewees noted a gradual reduction in public speaking anxiety, largely attributed to continuous practice in a low-stakes, collegial environment that normalized and facilitated ease in speaking before an audience.

A further prominent theme emerging from the qualitative analysis was the enhancement of confidence and the alleviation of anxiety among participants. Numerous learners reported that peer teaching fostered a supportive environment, allowing them to practice public speaking without the fear of severe criticism, thereby corroborating previous research on the significance of emotional support in language learning (Gregersen & Horwitz, 2002). The iterative peer feedback mechanism bolstered learners' confidence in their abilities, as evidenced by classroom observations where students demonstrated increased willingness to take risks and actively engage in speaking tasks.

Classroom observations corroborated these self-reported benefits, showing a marked rise in students' active participation and risk-taking in peer-led sessions. As learners grew more comfortable, they became increasingly inclined to engage in speaking tasks, with many volunteering to present or lead discussions. Observers also documented strong collaborative behaviors, evidenced by students frequently offering support to one another and readily seeking help from peers, thus enhancing inclusivity within the learning environment. Notably, there was observable progress in learners' speaking proficiency, as indicated by improved fluency, speech organization, and ease with nonverbal aspects such as eye contact and gestures. Peer feedback was further observed to play a pivotal role in students' progress; learners appeared to value and integrate the insights gained from peers, which was evident in subsequent presentations where improvements in articulation, audience engagement, and speaking confidence were consistently displayed.

The collaborative nature of peer teaching was also highlighted as a key factor in the learners' improvement. Participants noted that receiving constructive feedback from their peers not only helped refine their pronunciation and fluency but also fostered a sense of shared responsibility for learning. This finding supports Vygotsky et al. (1978) sociocultural theory, which emphasizes the role of social interaction in cognitive development. Learners benefited from peer scaffolding,

where more capable peers provided guidance and support, facilitating the development of speaking skills.

Many learners reported substantial improvements in fluency and vocabulary, attributing these gains to the informal and interactive nature of peer teaching. The collaborative setting provided ample opportunities for real-time language use, allowing learners to practice speaking in authentic, conversational contexts. These findings align with Storch's (2002) research, which shows that peer collaboration leads to richer language output, thereby enhancing both fluency and vocabulary acquisition.

Another key theme was the supportive, low-pressure environment that peer teaching creates. Learners repeatedly emphasized that the relaxed atmosphere helped reduce their fear of speaking in front of others, a finding supported by studies on language anxiety (MacIntyre & Gardner, 1994; Chou, 2018; Csizer et al., 2024). The qualitative data suggest that the peer dynamic shifts the focus from performance to learning, enabling learners to feel less intimidated and more engaged in the speaking process. This aligns with research by Dörnyei (2005), who argues that motivational strategies are enhanced in non-threatening, collaborative settings.

When integrating both the quantitative and qualitative findings, it becomes evident that the Peer Teaching Method is an effective pedagogical tool for improving public speaking skills in EFL learners. The quantitative improvements in pronunciation, fluency, vocabulary, and confidence are supported by the qualitative insights that highlight the positive learning environment and the role of peer feedback in fostering these gains. Together, these findings suggest that peer teaching not only promotes linguistic proficiency but also enhances the psychological readiness of learners to engage in public speaking tasks.

This research contributes to the growing body of literature that advocates for collaborative learning methods in language education, particularly in contexts where learners face high levels of anxiety and low confidence in their speaking abilities. The Peer Teaching Method can thus be considered a valuable approach for teachers seeking to create more interactive, supportive, and effective public speaking practices in EFL classrooms.

Conclusion

The research on the application of the Peer Teaching Method (PTM) in enhancing public speaking skills among EFL learners reveals its substantial positive impact on various facets of language proficiency. The findings from both quantitative and qualitative analyses underscore improvements in pronunciation accuracy, lexical resourcefulness, fluency, and confidence levels subsequent to peer teaching interventions. Pre- and post-test results indicate statistically significant enhancements in learners' public speaking performance, affirming the efficacy of peer teaching in fostering active learning and communication. Furthermore, learners reported increased confidence and reduced anxiety during public speaking, attributed to the supportive and collaborative environment fostered by peer teaching.

Qualitative insights, derived from interviews and classroom observations, highlight the method's role in promoting social interaction, critical thinking, and mutual engagement. Peer teaching not only facilitated the alleviation of public

speaking anxiety but also enabled students to engage deeply with content, practice presentation skills, and receive immediate feedback in a non-judgmental setting. These findings suggest that peer teaching is an effective pedagogical tool for language educators to adopt in order to develop learners' public speaking competencies and enhance overall communication skills in culturally diverse contexts.

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