

PROSPECTS AND CHALLENGES OF THE PEER TEACHING APPROACH IN THE INTERMEDIATE EFL CLASSROOMS OF BANGLADESH

Mohammad Nazmul Haque Shikder Shiblu¹, Tamanna Akter², Samia Islam^{3*}, & Md. Nasim Mahmud⁴

¹Department of English, Manarat International University, Dhaka, Bangladesh

²Department of English, Daffodil International University, Dhaka, Bangladesh

³Department of English, German University Bangladesh, Gazipur, Bangladesh

⁴Editorial Associate, Journal of ELT and Education, CARD, Dhaka, Bangladesh

*samia.helloteen@gmail.com

ABSTRACT

The current study aimed to investigate the opportunities and challenges of utilizing the peer teaching approach at the intermediate level classrooms in the English as a foreign language (EFL) context of Bangladesh. The researchers employed a mixed-method approach to conduct this study. The study participants were 128 students and 15 teachers from five intermediate colleges in Bangladesh. The participants were selected through a convenience sampling technique. The researchers used two questionnaire surveys: the teacher questionnaire and the student questionnaire, to collect the study's quantitative data. A focus group discussion (FGD) was conducted with five experienced teachers to obtain in-depth information about the prospects and challenges of implementing the peer teaching approach and its policy implications. The study's findings revealed positive perceptions of the approach at the intermediate EFL classrooms in Bangladesh to develop communication and presentation skills in the English language, learning attitude, lesson engagement, learners' autonomy, peer feedback, etc. However, the most significant challenge to the effective implementation of peer teaching is the large class size of the institutions.

Keywords: EFL Classroom, Intermediate Level, Peer Interaction, Peer Teaching

INTRODUCTION

The quality of an educational system is a cornerstone of a country's development and prosperity. Modern education focuses on students' skills-based learning (Fitria et al., 2023), therefore, in the ever-evolving landscape of contemporary education, innovative teaching methodologies are crucial to address emerging needs and challenges of successful EFL practices. Peer Teaching Approach (henceforth, PTA) is a transformative strategy that promotes students' soft skills in enhancing their cognitive knowledge and comprehension. This approach can potentially transform traditional classroom dynamics since it involves students taking active roles as both learners and teachers. This exploratory study investigates the implementation of the PTA in Bangladeshi intermediate EFL classrooms,

exploring its potential advantages, challenges, and wider implications for educational practices.

PTA evolved based on the constructivist theory of learning, which advocates that learners actively construct knowledge through engagement and build their understanding (McLeod, 2024). In a peer-teaching setting, students engage in peer-to-peer instruction, facilitating a better comprehension of the English language through collaborative learning, discussion, and problem-solving activities. This approach reinforces academic comprehension and fosters critical thinking, communication, and leadership skills. PTA can be advantageous in Bangladesh's intermediate education in numerous ways. Firstly, increasing students' engagement and knowledge retention through active learning can make learning more effective. Secondly, creating a collaborative and student-centred learning environment enhances students' enthusiasm and motivation in learning. Moreover, the dual roles of teaching and learning motivate students to foster critical soft skills such as leadership and effective communication.

The peer-teaching approach helps students take a proactive role in their educational journey while teachers assume a more facilitative role. To encourage peer teaching, many educational institutions in Bangladesh have supported activities such as group study, role-plays, peer teaching and student-led activities (Anta, 2019; Rahman & Humaidi, 2023). Positive impacts on students' achievement and engagement have been demonstrated through such initiatives (Anta, 2019). Despite these efforts, the application of PTA at the intermediate level remains underexplored. By integrating PTA into intermediate education, students can support each other, develop critical evaluation skills, and enhance their overall learning experience. This shift from teacher-led instruction to a more interactive and collaborative approach can drastically improve student engagement, understanding of English texts, and the enhancement of teamwork abilities.

Developed in the late 18th century England, the Lancasterian system is one of the earliest examples where advanced students taught basic literacy and numeracy skills to their younger peers (Lancaster, 1798). In the mid-20th century, developmental psychologists in education like Jean Piaget (1959) and Vygotsky (1978) further popularized teaching, emphasizing the importance of social interaction and collaboration in learning. Vygotsky's theory, particularly his assertion that "problem-solving in collaboration with more capable peers" enables learners to explore new potential (Vygotsky, 1978, p. 86), highlights the cognitive and social advantages of peer teaching.

PTA continued to develop in the 1970s later as researchers explored its applicability across various subjects and contexts. Allen and Bloom (1976) noted that peer tutoring can spur the educational progress of both tutor and tutee, indicating its efficacy in promoting learning and achievement. The advent of technology has further broadened the PTA, integrating online platforms, discussion boards, and collaborative tools that accelerate peer teaching beyond traditional classroom environments. Regardless of geographical limitations, students can be more engaged in sharing knowledge and meaningful learning interactions through technological improvements.

Bangladesh, a South Asian country with a vast and growing population, faces significant challenges in improving its education system. Despite substantial efforts by the government

to expand educational access, concerns about the consistency of teaching quality and students' development. The intermediate level, bridging secondary and higher education, is crucial in preparing students for further academic pursuits or the workforce. However, traditional teacher-centred methods dominate the educational landscape, emphasizing rote memorization and passive learning. Armstrong (2012) critiques this approach, pointing out that "traditional education ignores or suppresses learner responsibility," emphasizing the need for pedagogical reforms that promote active student participation and critical thinking.

The intermediate educational stage in Bangladesh is a pivotal period where students make crucial decisions about their future academic and professional pathways. Innovative teaching approaches like peer teaching, which promote active learning and skill development, are essential to address the limitations of traditional education. Implementing PTA can lead to enhanced learning outcomes, evolved student engagement, and the development of skills valued in the modern economy. Investigating the implementation of PTA in the Bangladeshi context not only aligns with global educational trends but also contributes to the body of knowledge on effective pedagogical practices, aiding educators and policymakers in making informed decisions.

Notwithstanding the potential benefits, numerous obstacles may hinder the full implementation of the PTA model in Bangladesh. Resistance to change, cultural traditions that prioritize teacher authority, and a lack of sufficient training and support for students and teachers are key challenges. Investigating the implementation of PTA at the intermediate level is crucial for overcoming these problems and informing current pedagogical practices. A thorough understanding of these factors can lead to effective strategies for integrating PTA into the curriculum, eventually enhancing educational outcomes and better preparing students for future academic and professional pursuits.

The primary objective of this tentative study was to explore and evaluate the potential benefits and challenges of implementing the PTA in intermediate EFL classrooms in Bangladesh. Specifically, it seeks to examine the impact of PTA on learning outcomes, student engagement, and classroom dynamics from both students' and teachers' perspectives in a Bangladeshi EFL context. Additionally, the study investigates the pros and cons of using peer teaching as a training tactic at the intermediate level, examining how peer instruction influences students' interest, enthusiasm, and self-assurance. The overarching goal is to enhance teaching and learning practices at the intermediate level in Bangladesh by addressing key research questions about the prospects and challenges of PTA in the classroom.

LITERATURE REVIEW

Peer teaching is based on the principle that students have the access to participate effectively as both learners and educators in the classroom for a diversified experience of the learning environment. The review of the literature examines various perspectives on shaping the implementation and efficacy of the PTA. Lancaster (1798) introduced the original foundation of peer teaching where students were involved as 'monitors' to assist learning among their peers (Rayman, 1981). Khan (2023) mentioned that by having students

teach each other in the classroom, they are forced to be involved with the study materials more profoundly which leads to a better understanding of the subject matter.

Jony (2016) examines the trend towards student-centred learning environments, highlighting the significant endorsement from teachers for this change. Nevertheless, the study revealed a deficiency in the incorporation of PTA, which has the potential to enhance the efficacy of these settings by increasing student motivation, engagement, and inspiration. According to Jonassen et al. (2003), the significance has been given to meaningful learning, advocating genuine, dynamic, and collaborative educational experiences. Keppell et al. (2006) defined peer learning as it is an addition of sharing knowledge and the establishment of mutually beneficial interconnections among students that build a sense of accountability for one's way of learning journey. Concurring with this notion Boud et al. (1999) defined peer learning as a teaching-learning approach in which students participate in collaborative learning excluding the direct teacher involvement, applying approaches such as group-wise projects and student-led workshops. Slavin (1995) elucidated that modes of learning through collaboration such as the PTA, are more valuable in comparison to conventional individualistic techniques. In the context of Bangladeshi situations, these techniques have the prospect of bringing about a new era in the field of education. Boud (2001) shares more viewpoints on the outcomes of peer learning which encircle critical inquiry, evaluative reflection, and the capacity to regulate one's learning productively.

Katz and Earl (2010) emphasize that collaboration can improve the adaptability of cognitive frameworks, hence promoting the learning of advanced knowledge. The PTA relies on the notion that collaborative learning environments are essential. Miquel and Duran (2017) have observed the successful implementation of peer tutoring in many subject areas, indicating its potential versatility and efficacy. According to Wessel (2015), common peer learning tactics, such as group-based discussions and student-led classes, strongly correspond to the PTA. Weimer (2012) and Brown (2008) emphasize the significance of learner-centred instruction, which involves students actively and empowers them to assume responsibility for their learning processes, promoting innate curiosity and collaborative learning. According to Moore (1989), the contact between learners, known as 'learner-learner' interaction, is identified as essential for successful learning. This idea is a fundamental part of the PTA. In his work, Coffman (2003) outlines ways that students might employ to assume responsibility in the classroom. He depicts the merits of engaging in the learning process actively and responsibly.

This thorough analysis of the literature emphasized the aspects of scopes and challenges related to the PTA as it prioritizes the proven success of peer teaching in history. The prominent role of actively participatory learning and the feasibility of these approaches can enhance pedagogical practices at the intermediate level in Bangladesh.

METHODS

This study employed a mixed-method design to assess the efficacy of the peer-teaching approach in the intermediate level (grade 11 & grade 12) classroom compared to the conventional teaching approaches. The study was carried out in five intermediate colleges in the Dhaka division of Bangladesh. The strength of mixed-method is that "it combines the

advantages of each form of data; that is, quantitative data provide for generalizability, whereas qualitative data offer information about the context or setting” (Creswell & Guetterman, 2019, p. 553). The aim was to evaluate the impact of PTA intervention on students’ involvement, peer interaction, motivation, self-efficacy, and learning outcomes over two weeks from April 15 to April 30, 2024. The key participants of the study were the 15 EFL teachers selected through a convenience sampling method according to their “convenience and availability” (Creswell & Creswell, 2018, p. 211). The researchers received verbal consent from the principals or coordinators of the colleges to collect data for the study. The researchers worked on three phases for the data collection from the teachers. In the ‘pre-implementation phase’, the researchers arranged an online orientation session for the teachers introducing the PTA and its principles in the EFL classroom. In the ‘implementation phase’, the teachers assigned some students specific topics to teach their peers under their guidance in a micro-teaching format encouraging group discussion and collaborative learning. The teachers observed and documented the classroom interaction in this phase. Finally, in the ‘post-implementation phase’, the researchers collected teachers’ feedback on the effectiveness of PTA in the classroom in a questionnaire survey of 15 statements to explore any opportunities and challenges among the students in comparison to their traditional classes.

Moreover, after the PTA implementation, the researchers surveyed the learner perception through another questionnaire survey about the opportunities of PTA in EFL classrooms. The participants in this study comprised of randomly selected 128 students, aged 16 to 19 of the selected colleges. The teacher participants helped administer the questionnaire among the students. The participants were well-informed about their roles in the study and were ensured that their identities would remain anonymous in the final report. Quantitative data were gathered by conducting the surveys among the EFL teachers and the students. These items were aimed to assess several aspects of students in the classroom, such as student engagement, peer interaction, motivation and attitude, self-efficacy, and learning outcomes during the peer-teaching sessions. The researchers selected these items being inspired by Khan (2023) who recommended PTA for the enhancement of students’ performance and engagement in the classroom. Five experienced teachers participated in a focus group discussion (FGD) at the end about the issues, prospects and policy implications of PTA in the institutional and national curriculum to collect qualitative data. The researchers used the thematic analysis of Braun and Clarke (2006) to identify and analyze the themes within the FGD data.

RESULTS

Teachers’ Perception

The researchers explored the teachers’ perceptions about the prospects and problems of PTA regarding peer interaction, motivation, attitude, self-efficacy or learning outcomes in the classroom during the time of the PTA implementation period with 15 statements on the Likert Scale. The teachers responded to the questionnaire about any changes and developments among the students in the PTA classroom in that of the traditional classroom.

Below, table 2 demonstrates the significant insights into the usefulness of PTA by revealing the teacher responses. The researchers used a descriptive analysis with Mean score and Standard Deviation (SD) score of the teacher responses to the statements.

Table 1. Teachers' Perception of the Prospects and Challenges of PTA

SL	Statements	Mean	SD
Attention, Engagement & Active Participation			
1	PTA helped students pay close attention during instructional activities in the EFL classes.	3.80	1.32
2	Students partook in class discussions and hands-on activities during peer-teaching sessions.	3.13	1.51
3	Students asked questions without hesitation in the peer-teaching sessions.	3.33	1.59
Collaboration, Communication & Peer Interaction			
4	Students collaborated well with classmates in the peer-teaching sessions.	3.33	1.50
5	The students can communicate ideas in English with peers effectively.	3.73	1.16
6	Students exchanged feedback with classmates.	3.80	1.26
Motivation & Attitudes towards Learning			
7	PTA motivated the students to participate in class activities.	4.07	0.96
8	Students enjoyed class lessons and peer-led activities during peer-teaching sessions.	4.20	0.68
9	PTA has the scope to make the English classes more interactive.	3.60	1.18
Confidence & Soft Skills Development			
10	PTA boosts students' confidence to complete academic learning tasks in English.	3.67	1.29
11	Explaining lesson concepts to peers helps the students develop their academic presentation skills in English.	3.80	0.86
12	PTA can enhance different soft skills among the students taking on challenging tasks.	4.40	0.63
Learning Outcomes and Self-Reflection			
13	Students utilized different learning materials effectively in peer-teaching sessions.	3.53	1.41
14	PTA helps achieve learning goals and objectives for students.	3.60	1.18
15	PTA is supportive of students' academic assessments and tests.	3.07	1.16

Table 1 demonstrates that the participants generally agreed that PTA is helpful for students being attentive in instructional activities in the EFL classrooms (mean: 3.8, SD: 1.32) indicating a moderate variability in statement 1. In the second statement, responses were more diverse (mean: 3.13, SD: 1.51) regarding students' participation in class discussions and hands-on activities. Statement 3 about students' asking questions without any hesitation also received a variability in responses (mean: 3.33, SD: 1.59). Participants moderately agreed about students' collaboration with peers (statement-4, mean: 3.33, SD: 1.50) which shows mixed responses. In statement 5, the mean score was slightly higher (3.73) with lower variability (SD: 1.16) reflecting students' communication with their peers effectively. Exchanging feedback among students in statement 6 demonstrates a positive response from teachers with some variability (mean: 3.80, SD: 1.26). Participants mostly

agreed that PTA motivated the students to participate in class activities (mean: 4.07, SD: 0.96). Likewise, strong agreement was found in statement 8 that students enjoyed the peer-teaching sessions with a low score of standard deviation (0.68).

However, the participants moderately perceived that the PTA classes were more interactive than traditional classes (mean: 3.60, SD: 1.18). In statement 10, participants observed that PTA moderately boosted confidence among the students to complete academic tasks in English. Teachers believed that explaining lesson concepts to peers helps students develop their academic presentation skills in English (mean: 3.80, SD: 0.86). In addition to that, teachers strongly believed that PTA can enhance students' soft skills to work on challenging tasks with a mean score of 4.40 and low variability (SD: 0.63). In statement 13, participants variably agreed that students utilized different learning materials effectively during PTA sessions (mean: 3.53, SD: 1.41). In statement 14, teachers moderately think that PTA helps achieve learning goals and objectives (mean: 3.60, SD: 1.18). However, regarding academic assessments and tests, teachers moderately agreed that the PTA is supportive in this regard. So, the responses of the teacher participants reflected both strengths and

Larners' Perception

This section is also a significant part of the research articles and is usually the longest part of an article. A discussion of the research presented in this section is the result—the process of data analysis, such as statistical calculations or other methods for the achievement of its study. Please present the discussion narratively.

Table 2. Learner perception of PTA

SL	Statements	5	4	3	2	1	Mean	STD
		SA	A	N	D	SD		
		Percentage (%)						
1	I felt confident to speak in front of the class in peer-teaching sessions.	31.25	39.06	15.62	7.81	6.25	3.81	1.15
2	I felt motivated to lead the class with a lesson topic participating in the peer-teaching sessions.	39.06	50.78	7.81	2.34	0	4.38	0.73
3	PTA reduced my hesitation and nervousness about speaking in class.	40.63	37.50	8.59	12.5	0	4.14	0.78
4	PTA can improve my communication skills.	32.03	41.41	11.72	8.59	6.25	3.84	1.15
5	I enjoyed the class lessons during the PTA intervention.	35.16	39.06	6.25	11.72	7.81	3.89	1.16
6	I spontaneously participated in the classroom activities.	21.88	31.25	17.19	22.66	7.03	3.38	1.25
7	I shared my feedback with my classmates spontaneously.	30.47	36.72	17.97	9.38	5.47	3.77	1.14
8	PTA helped me comfortably adjust to the learning environment in the class.	28.91	42.19	14.84	7.81	6.25	3.80	1.13

9	PTA helped me become more attentive during instructional activities in the EFL classroom.	21.88	47.66	8.59	14.84	7.03	3.63	1.18
10	PTA inspired me to stay focused during the lesson.	21.09	35.94	11.72	23.44	7.81	3.39	1.27

Table 2 encapsulates student’s responses to PTA sessions, where the responses were enlisted in five categories (Strongly Agree to Strongly Disagree) along with highlighting the mean scores and standard deviations for each item. The data reveals significant trends in students’ perceptions of PTA. The highest level of agreement was found in the statements reflecting ‘motivation’ (mean: 4.38, SD: 0.73) and reducing ‘hesitation and nervousness’ (mean: 4.14, SD: 0.78) to speak before the class with a low variability which indicates a positive impact of PTA to foster students’ confidence and engagement. A moderate agreement was noticeable, regarding communication skills (statement 4), enjoying the class (statement 5) and adjustment to the learning environment in the class (statement 8) where the mean score ranged from 3.75 to 3.89 and SD remained relatively low (SD ≈ 1.13–1.16). These findings also indicate the efficacy of PTA to create an interactive and supportive classroom atmosphere. Regarding spontaneous participation and focus on class lessons, the students demonstrated mixed responses with a mean score of 3.38 and 3.39 respectively with a relatively higher variability (SD ≈ 1.25–1.27) suggesting some potential challenges in fostering consistent engagement and attention across all the students.

From the statistical viewpoint, the SD scores were found with relatively low variability implying consistent responses among the learners regarding peer-teaching sessions. Higher variability shows student experiences in the case of participation and focus. To sum up, the peer-teaching sessions were found effective in enhancing motivation, diminishing hesitation, and improving classroom involvement, while drawing attention to opportunities for more improvement in advocating continuous participation and focus.

FGD Data on the Challenges and Policy Implications of PTA

The FGD with five participants underscored that the large class size is the primary concern in the implementation of PTA in the classroom. Teachers usually face difficulties to accommodate all students effectively during PTA sessions. Teachers shared common concerns that overpopulated classrooms result in the ineffectiveness of PTA as it limits the time and attention they can allocate to each student. A participant (T2) mentioned the fact that there are around one hundred students in the class and we cannot expect that everyone has the same level of confidence to speak in front of all the students. T1 revealed that many students do not feel interested and lack motivation to lead the class activities which is also a barrier to effective implementation of PTA. Another participant (T5) mentioned the irregular attendance of the students and that a large number of students also remain absent from the class. However, all the participants agreed that the PTA has scope to engage students in the lesson topic. Above and beyond, Rahman and Pandian (2018) identify a common tendency through the variations in student abilities in educational contexts that some passive learners are being dominated by some active learners.

To alleviate the challenges, teachers advised policy measures aimed at reducing class size or implementing PTA sessions for smaller groups within large-size classes. They also emphasized that regardless of the challenges, systematic application of PTA can significantly contribute to enhancing students' communication skills, leadership ability and self-confidence. Teachers recommended PTA be included in the English syllabi and curriculum with the structured roadmap and adapting its procedures to the realities of densely populated classrooms by rotating leadership opportunities. Khan et al. (2024b) mentioned that the syllabi should be supplemented by task-based real-life experiences with pair work, group work and face-to-face conversation what PTA includes indeed. They also draw attention to the necessity of institutional support to facilitate resources, and teachers training for the smooth operation of such sessions. To the core, with proper policies and adjustments, PTA can become a transformative tool in Bangladeshi education, promoting student engagement and skill empowerment.

DISCUSSION

To explore the opportunities and challenges of PTA in Bangladeshi classrooms, particularly at the intermediate level, this study triangulated data from teacher opinions, student perceptions, and focus group discussions with senior teachers of the selected institution. The findings demonstrate both the opportunities and challenges of PTA, highlighting its potential to improve student involvement, communication skills, and confidence while indicating the systemic barriers to its implementation.

Across all data sources, it was widely agreed that PTA elevated student enthusiasm and reduced speaking hesitancy. According to teachers' opinions, students' increased attentiveness (Mean= 3.80, SD= 1.32) and confidence in completing academic tasks in English (3.67, SD= 1.29) aligned with students' perceptions of enhanced motivation (mean: 4.38, SD= 0.73) and reduced hesitation (4.14, SD= 0.78). These findings emphasize the transforming role of PTA in enhancing students' self-assurance and engagement. Comparably, the FGD participants noted that PTA sessions facilitated students to develop critical skills such as communication and leadership, even despite large class sizes. These findings are consistent with earlier studies emphasizing the role of collaborative learning in fostering active participation and confidence (Vygotsky, 1978; Topping, 2005).

However, the data also revealed several challenges. Teachers noted the variability in student involvement during discussions (mean: 3.13, SD=1.51) and question-asking (mean: 3.33, SD=1.59), which echoed students' lower scores for focus (mean: 3.39, SD=1.27) and spontaneous participation (mean: 3.38, SD=1.25). As highlighted in the FGD, these mixed outcomes were attributed to many students in classrooms, whereas teachers claimed difficulty accommodating all students during PTA sessions. Large-size classrooms restrained the ability to provide individual attention, while disparities in student interest and motivation further complicated PTA implementation. This is in keeping with findings from Rahman and Pandian (2018), who highlighted large class sizes as an immense barrier to active learning in Bangladeshi contexts.

Despite these challenges, teachers and students strongly agreed that PTA enhanced classroom interaction and skill development. Teachers revealed that PTA enhanced

collaboration (mean: 3.33, SD=1.50) and communication (mean: 3.73, SD=1.16), findings mirrored by students' responses on communication (mean: 3.84, SD=1.15) and comfort in adjusting to the learning environment (mean: 3.80, SD=1.13). Prior research supports this remark, stressing that peer teaching can promote essential skills such as collaboration, critical thinking, and leadership (Johnson & Johnson, 1989; Michaelsen et al., 2004). FGD also emphasized the potential of PTA to strengthen skill-building if combined into the curriculum with structured guidelines, group activities, and teacher training to address challenges posed by large class sizes.

The data triangulation underlines the substantial implication of the PTA approach in fostering student engagement and skill development in Bangladeshi classrooms, particularly at the intermediate level. While motivation and skill development emerged as key strengths, the challenges of large class sizes and everyone's participation remain barriers. Policy interventions concentrating on reducing class sizes, enhancing teacher training, and allocating resources are significant to implementing PTA effectively. This study contributes to the increasing evidence supporting active learning as a transformative educational tool (Freeman et al., 2014; Wieman, 2014).

Based on the findings, several practical recommendations can be made to enhance the effective implementation of PTA in Bangladeshi classrooms. First, policies should focus on reducing classroom sizes to allow for more tailored attention and practical peer-teaching sessions. Alternatively, PTA can be applied in smaller groups within larger classrooms to ensure equitable involvement. Second, a designed teacher training program should be formed to equip the teachers with the EFL skills necessary to facilitate PTA sessions as the teacher's interaction matters to a great extent for a 'constructive' classroom environment (Khan, 2020). If the EFL teachers are trained they will be able to address the challenges such as student motivation and classroom management. Above all, the teachers mostly make a difference in a better classroom environment (Khan & Maniam, 2021). Finally, institutional support in the form of teaching aids, collaborative learning spaces, and clear guidelines for incorporating PTA into the curriculum is necessary for its thriving implementation. Khan et al. (2024a) also mentioned that the authorities should offer administrative support to create an environment encouraging pedagogical experimentation fostering a culture that values innovation and providing time and resources for teachers to develop and implement new teaching methods.

CONCLUSION

This study demonstrates that PTA encourages in advancement of student engagement, motivation, and skill enhancement in Bangladeshi intermediate-level classrooms. Although this approach is effective in alleviating hesitation, and strengthening leadership and communication skills, obstacles like large class sizes, resource limitations, and variable student participation must be resolved to fully optimize its impact. Strategic policy intervention and institutional commitment are highly needed to overcome these obstacles and establish the effective integration of PTA in the education system in Bangladesh. These efforts will further establish PTA as a transformative pedagogical tool in modern education. Further research on PTA should discuss the long-term implications on academia and skill

acquisition where the major focus would be on diversity of the students. Moreover, further inquiries are needed to explore subject subject-wise implementation of PTA in the class as this study considered participants from only intermediate EFL classes. Examining the efficacy of PTA across various educational levels and contexts, a comparative analysis would also uncover notable perspectives. In addition, hybrid teaching models and technology can pave the way for new opportunities in establishing its accessibility in resource-constrained settings.

REFERENCES

- Anta, A. (2019). Investigating the effectiveness of peer teaching/learning in language classrooms. *DIU Journal of Humanities and Social Science*, 6(1), 103-120. <https://doi.org/10.36481/diujhss.v.06i1.t5r9cf66>
- Armstrong, T. (2012). *The power of the adolescent brain: Strategies for teaching middle and high school students*. ASCD.
- Boud, D., Cohen, R., & Sampson, J. (Eds.). (2001). *Peer learning in higher education: Learning from and with each other*. Routledge.
- Coffman, S. J. (2003). Ten strategies for getting students to take responsibility for their learning. *College Teaching*, 51(1), 2-4. <https://doi.org/10.1080/87567550309596401>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.
- Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.
- Fitria, D., Lufri, Elizar, & Amran, A. (2023). 21st-century skill-based learning (Teacher problems in applying 21st century skills). *International Journal of Humanities Education and Social Sciences*, 2(4), 1366-1373. <https://doi.org/10.55227/ijhess.v2i4.409>
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415. <https://doi.org/10.1073/pnas.1319030111>
- Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Interaction Book Company.
- Johnson, D. W., & Johnson, R. T. (2002). Learning together and alone: Overview and meta-analysis. *Asia Pacific Journal of Education*, 22(1), 95-105. <https://doi.org/10.1080/0218879020220110>
- Jonassen, D. H., Howland, J., Moore, J., & Marra, R. M. (2003). *Learning to solve problems with technology: A constructivist perspective* (2nd ed.). Merrill Prentice Hall.

- Jony, M. (2016). Student centered instruction for interactive and effective teaching learning: Perceptions of teachers in Bangladesh. *Online Submission*, 3(3), 172-178.
- Khan, M. E. I. (2020). EFL teachers' prosocial behaviors at the secondary level in Bangladesh. *Universal Journal of Educational Research*, 8(8), 3734-3741. <https://doi.org/10.13189/ujer.2020.080854>
- Khan, M. E. I. (2023, February 10). Applying the method of Peer Teaching (STS). *The Daily Sun*. <https://www.daily-sun.com/post/673284>
- Khan, M. E. I., & Maniam, M. (2021). A study on teachers' departments and pedagogical skills at the intermediate level in an EFL context. *Asian Journal of English Language and Pedagogy*, 9(2), 1-15. <https://doi.org/10.37134/ajelp.vol9.2.1.2021>
- Khan, M. E. I., Bhuiyan, M. S. S., & Khan, M. E. I. (2024a). Current practices and pitfalls of ELT syllabi for developing engineering students' communicative English in Bangladesh. *MEXTESOL Journal*, 48(2), 1-11. <https://doi.org/10.61871/mj.v48n2-7>
- Khan, M. E. I., Nitu, N. A., Haroon, A., Khan, M. E. I., & Nessa, M. (2024b). Moving beyond CLT: Revisiting the scopes, ideologies and setbacks of post-method in secondary EFL teaching. *International Research Journal of Multidisciplinary Scope*, 5(4), 402-413. <https://doi.org/10.47857/irjms.2024.v05i04.01548>
- Khan, S., & Begum, A. (2017). Overcoming resistance to change: A case study of revision and modernization in Bangladesh education. *Education and Change*, 21(2), 320-335.
- McLeod, S. (2024, February 1). *Constructivism learning theory & philosophy of education*. Simply Psychology. <https://www.simplypsychology.org/constructivism.html>
- Michaelsen, L. K., Knight, A. B., & Fink, L. D. (2004). *Team-based learning: A transformative use of small groups in college teaching*. Stylus.
- Moore, M. G. (1989). Three types of interaction. *American Journal of Distance Education*, 3(2), 1-7. <https://doi.org/10.1080/08923648909526659>
- Piaget, J. (1959). *The psychology of the child*. Basic Books.
- Rahman, M. (2016). The impacts of traditional education in Bangladesh: A critical analysis. *South Asian Studies*, 31(2), 467-478.
- Rahman, M., & Baroi, H. S. (2016). The significance of group study in higher education in Bangladesh. *Journal of Higher Educational Studies*, 15(3), 45-60. <https://journal.uinsgd.ac.id/index.php/atthulab/article/view/30169>
- Rahman, M. M., & Pandian, A. (2018). Challenges of implementing active learning in higher education: A Bangladeshi perspective. *Teaching in Higher Education*, 23(3), 309-322. <https://doi.org/10.1080/13562517.2017.1414789>
- Rayman, R. (1981). Joseph Lancaster's monitorial system of instruction and American Indian education, 1815-1838. *History of Education Quarterly*, 21(4), 395-409. <https://doi.org/10.2307/367922>

- Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice* (2nd ed.). Allyn & Bacon.
- Topping, K. J. (2005). Trends in peer learning. *Educational Psychology, 25*(6), 631-645. <https://doi.org/10.1080/01443410500345172>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wessel, A. (2015). Peer learning strategies in the classroom. *Journal on Best Teaching Practices, 2*(1), 14-16.
- Wieman, C. (2014). Large-scale comparison of science teaching methods sends clear message. *Proceedings of the National Academy of Sciences, 111*(23), 8319-8320. <https://doi.org/10.1073/pnas.1407304111>