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Type: **Research-oriented Oral Face-to-face presentation**

## **Promoting Learning Through Collaborative Content Creation and Peer-Teaching**

*Saturday 17 May 2025 14:50 (25 minutes)*

### **TITLE**

Promoting Learning Through Collaborative Content Creation and Peer-Teaching

### **RELEVANT SIG**

Learner Development

### **FORMAT**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description**

### **KEYWORDS**

peer-teaching, collaborative learning, learner agency, materials development

### **First-time presenter?**

### **ABSTRACT**

This presentation will provide an update on a longitudinal study being carried out into student attitudes towards collaborative learning and peer-teaching in their English as a Foreign Language (EFL) classroom in Japan. Nineteen Japanese university students working in groups of two and three people developed teaching content (e.g. speaking activities and grammatical exercises), at two stages over one academic year and then taught the content to other research participants at the end of each stage. The research employed an explanatory sequential mixed methods design, first collecting quantitative data followed by qualitative data to help explain the quantitative data. It was guided by three research questions, 1. Who do students think should create the content? 2. What are students' attitudes towards learner-based teaching? and 3. What is the teacher's role in learner-based teaching? Analysis of pre- and post-performance questionnaire data and student interviews provided insights into student attitudes towards this pedagogical approach and the nature of input they require from the teacher. The findings have practical implications for language teachers

interested in collaborative learning, particularly regarding students' engagement with the approach and its effective implementation.

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**Session Classification:** B8-110 Learner Development

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