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EXPLORING HOW PEER INTERACTION SHAPES ENGLISH SPEAKING SKILLS AMONG INDONESIAN SENIOR HIGH SCHOOL EFL STUDENTS: A QUALITATIVE CASE STUDY

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ABSTRACT

While peer interaction is recognized in EFL learning, limited qualitative evidence explores how specific peer dynamics concurrently address affective and cognitive barriers in localized secondary contexts. This study investigated the peer interaction aspects influencing EFL students' English speaking skills, particularly in mitigating speaking anxiety, vocabulary limitations, and scarce practice opportunities. Employing a qualitative case study design, the study focused on nine 11th-grade students in the English Specialization Program (Package F) at a senior high school in Bone Regency. Data were gathered through classroom observations and semi-structured interviews, followed by Miles, Huberman, and Saldaña's qualitative data analysis. The findings revealed three interconnected aspects: interaction modes, academic support, and emotional comfort combined with interaction frequency. Uniquely, the study demonstrates that practice frequency is not a standalone variable but a direct outcome of affective comfort, where peer scaffolding reduces anxiety and fosters linguistic risk-taking. Academically, these findings extend Vygotsky's Sociocultural Theory by mapping peer dynamics at a micro-level, proving that emotional safety is a prerequisite for cognitive-linguistic growth. Practically, educators are advised to strategically align student groupings based on sociometric closeness and structure communicative tasks with peer feedback to optimize both affective security and oral proficiency.

Keywords: Academic Support, EFL Students, Emotional Comfort, Peer Interaction, Speaking Skills

INTRODUCTION

English language learning in secondary education across global English as a Foreign Language (EFL) contexts continues to grapple with persistent challenges in fostering oral proficiency. Despite years of formal instruction starting from primary education, a significant proportion of secondary EFL learners experience pronounced psychological and linguistic barriers when prompted to perform spoken tasks in front of peers and teachers. Extant literature identifies these impediments as a complex interplay of high affective filters manifested through severe speaking anxiety, fear of negative evaluation, and fear of making grammatical errors compounded by cognitive-linguistic deficits such as limited vocabulary retention, inadequate syntactic processing, and poor pronunciation control (EMYLIA, 2025; Vacalares, 2023). Consequently, oral participation in conventional EFL classrooms remains

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characteristically low; the vast majority of learners adopt passive, risk-averse, and defensive classroom behaviors, leaving only a small fraction of highly confident students to engage in active discourse. This widespread passivity underscores an urgent need to re-examine the social architecture of the EFL classroom and identify environmental mechanisms capable of mitigating communicative anxiety while simultaneously fostering willingness to communicate (WTC) (Ayiz & Tauchid, 2024; Burhanuddin et al., 2023).

A critical yet frequently underutilized dimension in addressing these instructional barriers is the strategic implementation of peer interaction. Within the social hierarchy of the classroom, learners naturally communicate more frequently, organically, and spontaneously with their peers than with their instructors. Horizontal interactions among peers provide a low-stakes, non-threatening, and highly collaborative environment where language practice occurs with significantly reduced performance anxiety (Saeid, 2024; Tajuddin & Shafie, 2025). The theoretical foundation of peer-mediated language learning is deeply anchored in Vygotsky's Sociocultural Theory, which posits that higher psychological functions and language competence develop primarily through mediated social interactions. Central to this framework is the Zone of Proximal Development (ZPD) the distance between a learner's actual developmental level under independent problem-solving and their potential development achieved through guidance or collaboration with more capable peers. In collaborative pair or group settings, peer interaction functions as dynamic scaffolding, enabling learners to collectively retrieve vocabulary, perform spontaneous peer corrections, and offer immediate, empathetic feedback without the intimidating power dynamics inherent in teacher-led evaluations (Aji & Irawan, 2023; Nhan, 2024). Through this sociocultural mechanism, language internalization becomes an adaptive, social, and enjoyable process rather than a stressful performance (Homayouni, 2022).

Recent empirical research across international EFL settings further highlights the multifaceted benefits of peer-mediated instruction on speaking proficiency. For instance, studies by (Phan, 2021) as well as (Loor et al., 2024) demonstrate that cooperative learning strategies, such as Think-Pair-Share and small-group discussions, significantly increase student talk time (STT) while drastically reducing teacher talk time (TTT). From a psycholinguistic perspective, peer interaction forces learners to engage in negotiation of meaning when communication breakdowns occur, prompting them to modify their output and refine structural accuracy in real time (Butarbutar, 2025). Moreover, recent investigations into affective variables reveal that peer support plays a decisive role in alleviating foreign language classroom anxiety (FLCA). (Meilasari et al., 2023) and Alruwaili (2025) noted that cooperative peer environments build emotional safety nets, allowing learners to take linguistic risks such as experimenting with new vocabulary or complex sentence structures without fearing public embarrassment. Similarly, studies examining peer feedback mechanisms (Li & Hu, 2024; Setiawan et al., 2025) emphasize that horizontal, peer-led corrections are perceived as more supportive and less punitive than vertical teacher corrections, leading to sustained passion for language learning and enhanced oral fluency.

Despite the growing body of literature on peer interaction, several critical research gaps remain. First, the vast majority of existing studies in the field have employed

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quantitative or experimental paradigms that focus predominantly on macro-level outcomes such as standardized speaking test scores or generalized survey perceptions without capturing the nuanced, real-time dynamics of peer engagement (Thi & Thien, 2025; Rahman et al., 2026). Second, there is a distinct scarcity of qualitative research exploring how academic (cognitive-linguistic) support and emotional (affective) comfort interact concurrently during peer tasks from the direct, lived experiences of high school learners. Most prior studies treat practice frequency as an isolated, mechanistic independent variable, overlooking how relational closeness and social ecosystems in localized, non-metropolitan classrooms shape learners' willingness to practice (Ayu et al., 2026; Kos, 2023). Furthermore, classroom practices in many Indonesian secondary schools remain heavily constrained by rigid, teacher-centered instruction, limiting structured opportunities for meaningful peer dialogue (Rusdin & Purwati, 2023).

To address these empirical and theoretical gaps, the present study offers a novel qualitative inquiry that simultaneously investigates the cognitive-linguistic (academic support) and affective (emotional comfort) dimensions of peer interaction within an under-researched sociocultural context. Specifically, this study explores the lived experiences of 11th-grade EFL students enrolled in the English Specialization Program (Package F) at a secondary school in Bone Regency, South Sulawesi, Indonesia a unique rural-suburban educational setting characterized by specific socio-cultural dynamics and curricular requirements.

The significance and novelty of this study lie in its theoretical and practical contributions to secondary English as a Foreign Language (EFL) education. Theoretically, this study extends Vygotsky's Sociocultural Theory by proposing a micro-level operational model that explains the relationship between emotional comfort, cognitive scaffolding, and students' speaking practice. Specifically, it highlights emotional comfort and relational safety as important conditions that may facilitate students' engagement in scaffolded learning activities, while positioning the frequency of speaking practice as a behavioral manifestation of students' willingness to participate in supportive classroom interactions. Practically, the study provides evidence-based insights for EFL teachers by examining how different interaction modes, including pair work, gamified tasks, and peer feedback, relate to students' affective responses and speaking participation. These insights can inform the design of structured, emotionally supportive, and collaborative classroom activities that address speaking anxiety while promoting students' oral language development. By connecting students' emotional experiences with classroom interaction and speaking practice, this study offers a context-sensitive perspective on how secondary EFL teachers can create more supportive learning environments.

METHODS

Research Design

This study employed a qualitative approach using a case study design to gain an in-depth understanding of the aspects of peer interaction that influence EFL students' English speaking skills. The case study design was selected because it enables researchers to explore

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specific phenomena in depth within a real-world educational context (Creswell & Poth, 2018), particularly to examine students' direct experiences, perceptions, and the dynamics of their interactions during the English learning process.

Context and Participants

This study was conducted at SMA Negeri 2 Bone, South Sulawesi, Indonesia. Participants were selected using purposive sampling, with an emphasis on the relevance and richness of the information they could provide in addressing the research questions. The participants consisted of nine eleventh-grade students (coded R1–R9) enrolled in the English Specialization Program (Paket F). The selection criteria included active enrollment in a class that regularly employed collaborative learning activities, such as group work and pair work; active engagement in classroom English interactions, as recommended by the subject teacher; and willingness to participate voluntarily and share their experiences in depth. The participants represented varying levels of confidence in speaking English, allowing the study to explore diverse perspectives on peer interaction, emotional comfort, and speaking practice in the classroom.

Data Collection Techniques and Procedures

Data were collected through classroom observations and semi-structured interviews. Classroom observations were conducted over approximately two weeks to examine students' natural interactions during English language learning activities. Guided by a structured observation protocol, the observations focused on forms of peer interaction, including group discussions and pair work; the frequency of language exchanges; students' emotional responses, particularly signs of anxiety or comfort when speaking; and peer feedback practices. Detailed field notes were maintained to document classroom dynamics and relevant student behaviors that might not have been fully captured through verbal exchanges.

Following the observations, individual semi-structured interviews were conducted with all nine participants. The interviews explored students' perceptions of how peer support, opportunities for speaking practice, feedback exchanges, and the emotional atmosphere within collaborative activities influenced their confidence and speaking experiences. Open-ended questions allowed participants to describe their experiences and perspectives in detail. All interviews were conducted in Indonesian to facilitate clear and comfortable communication. Each interview lasted approximately 17 minutes, was audio-recorded with appropriate consent, and was subsequently transcribed verbatim for analysis.

Trustworthiness

Several strategies were employed to enhance the trustworthiness of the findings, drawing on the qualitative research principles discussed by Creswell and Poth (2018). Methodological triangulation was conducted by comparing classroom observation notes with interview transcripts to identify consistencies and discrepancies between observed behaviors and participants' reported experiences. Source triangulation involved comparing accounts from the nine participants to identify recurring patterns as well as differences in

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their perspectives. In addition, member checking was conducted by returning interview summaries and preliminary thematic interpretations to participants for confirmation. These procedures helped ensure that the interpretations remained grounded in the data and accurately represented the participants' experiences.

Data Analysis

The data were analyzed using the interactive qualitative data analysis model proposed by Miles, Huberman, and Saldaña (2014), which comprises data condensation, data display, and conclusion drawing and verification. During data condensation, interview transcripts and classroom observation notes were reviewed, coded, and organized into meaningful categories. Initial codes were progressively refined and grouped into three overarching themes: Modes of Peer Interaction, Academic Support, and Emotional Comfort and Frequency of Speaking Practice.

During data display, the categorized data were organized into descriptive narratives and thematic matrices to identify recurring patterns and examine relationships among peer interaction, academic support, emotional comfort, and speaking practice. Finally, conclusions were drawn by interpreting the thematic patterns in relation to the research questions. The emerging interpretations were continuously verified through repeated examination of the original data, consideration of member-checking feedback, and comparison with relevant literature on peer interaction and EFL learning. This iterative process supported the development of data-grounded interpretations of students' experiences in collaborative speaking activities.

RESULTS

Qualitative analysis of semi-structured interview transcripts and observational field notes from nine participants (R1-R9) yielded systematic patterns detailing how peer interaction influences EFL students' English speaking skills. Through the data condensation process, verbatim statements and observed behaviors were coded, clustered into sub-themes, and aggregated into three overarching themes: (1) modes of peer interaction, (2) academic peer support, and (3) emotional comfort and interaction frequency.

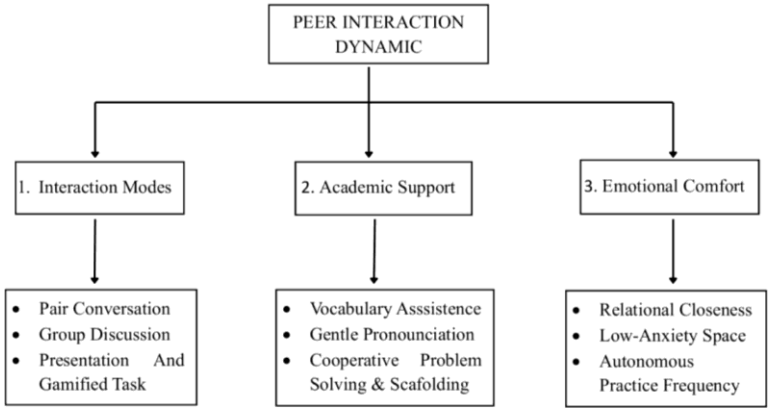


Figure 1. Thematic analysis of peer interaction and EFL students' speaking skills

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Modes of Peer Interaction

The empirical data reveal that the structural format of peer interaction directly determines the volume and quality of language production opportunities available to students. Rather than passive listening, structured peer engagement provides an active platform where communicative necessity compels students to formulate output.

Most participants identified pair conversations as the most frequent and effective mode for reducing performance pressure while maximizing individual turn-taking. Classroom observations confirmed that during pair work, student talk time increased exponentially compared to teacher-led segments. R2 explained how pair tasks provided an immediate, contextualized space to operationalize lesson topics:

> "Usually my friends and I have conversations with topics relevant to the learning theme to practice speaking together." (R2)

This structured practice is optimized when paired with interpersonal familiarity. As R7 highlighted, pair work acts as a psychological buffer, enabling students to experiment with language without fear of public evaluation:

> "Conversation in pairs, with familiar people [feels much safer and allows me to speak continuously]." (R7)

Similarly, R8 and R9 emphasized that pair work served as their primary mechanism for practicing spontaneous speech generation.

Beyond pair work, small-group discussions and class presentations expanded students' communicative repertoire by requiring them to negotiate meaning and defend points of view. Observation notes indicated that while presentations initially triggered higher anxiety, the collaborative preparation phase within small groups helped build collective competence. R3 and R8 noted:

> "Usually discussing with each other, discussions with my classmates are usually in pairs [or small groups to exchange ideas]." (R3) "In class, it's like exchanging opinions, conversations, and discussions... it forces us to find the right words quickly." (R8)

Furthermore, gamified language activities (e.g., word-guessing games, digital learning tools like Duolingo, and icebreakers) emerged as pivotal catalysts for engagement. Observational data showed that gamification shifted students' focus away from linguistic accuracy toward communicative goal achievement, thereby lowering inhibition.

> "Usually we play guessing... throwing questions at each other, which makes us forget our fear of making grammar mistakes." (R2) "Doing tasks with games or challenges makes it more fun and encourages everyone to speak up." (R3)

Participants R5, R6, and R9 corroborated that gamified tasks stimulated rapid vocabulary recall and spontaneous turn-taking. Interpreted holistically, these interaction modes do not merely increase practice time; they fundamentally transform the classroom atmosphere into an interactive language ecosystem where task structure mitigates output inhibition.

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Academic Support (Peer Scaffolding)

Academic support provided horizontally by peers acts as a critical cognitive bridge (scaffolding), enabling students to bridge gaps in their current linguistic competence. The data demonstrate that peer support operates across three distinct sub-dimensions: vocabulary retrieval, non-threatening pronunciation correction, and collaborative problem-solving.

In terms of vocabulary assistance, students frequently experience cognitive overload when searching for target vocabulary. Peers step in as real-time lexical resources, preventing communication breakdowns. R2 and R3 detailed this reciprocal safety net:

> "My friends sometimes give me help if I forget the meaning of a word in English, and vice versa. It has become our natural habit." (R2) "Yes, they help me quite often whenever I get stuck on a difficult term." (R3)

Regarding error correction and feedback, the data highlight a stark contrast between teacher correction and peer correction. Peer feedback was overwhelmingly perceived as constructive and non-judgmental, preserving the speaker's self-esteem. Classroom observations revealed that peer corrections were delivered through soft tones, whispers, or supportive gestures. R4 and R6 captured this dynamic:

> "If I mispronounce or mistake a word, sometimes a friend of mine gently reminds me right away." (R4) "Usually it is corrected immediately, but the way to correct it is relaxed, not excessive or cornering, so I don't feel ashamed." (R6)

Finally, collaborative problem-solving during complex tasks fosters a shared learning responsibility. Rather than relying on passive instruction, students engage in mutual translation and peer tutoring.

> "We explain the answer to the assignment in its entirety, and if there are words that we don't understand, we translate and break them down together." (R2) "If you don't know a word or sentence structure, let's find the meaning together." (R5) "If we forget or don't know English during word games, sometimes we help each other explain until everyone gets it." (R9)

These findings reveal that academic peer support is not a mere transfer of answers. Instead, it constitutes a dynamic sociocultural mechanism where peer feedback serves as immediate, low-stakes cognitive scaffolding, allowing students to gradually internalize complex structures.

Emotional Comfort and the Frequency Factor

The final theme addresses the crucial link between affective security, interpersonal relationships, and the quantitative frequency of practice. The evidence demonstrates that willingness to communicate (WTC) is deeply contingent upon relational closeness and a threat-free social environment.

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Respondents consistently reported that relational closeness significantly dictates their affective filter. Interacting with familiar peers eliminates feelings of inferiority and social judgment.

> "If it's with a friend who is not close enough, it's less exciting and I feel hesitant, but it's a completely different story if it's with a close friend." (R1) "Friend from elementary school... because of our long-standing frequency of interaction, I don't feel hesitant or embarrassed to speak English, even when I make mistakes." (R6) "If it's just a good, familiar friend, I feel fine and confident." (R8)

Importantly, the data reveal a direct causal pathway: high emotional comfort leads directly to increased practice frequency both inside and outside the classroom.

When students feel safe, they voluntarily seek out additional language immersion opportunities. R2 and R1 described autonomous practice routines developed within their social circles:

> "Outside of class, we usually have a chat afterwards about movies we watch together or games we play, using English informally." (R2) "Outside of class, I usually practice talking to my cousin who is pretty fluent in English because she makes me feel safe while correcting me." (R1)

Additionally, participants (R4, R5, R8, and R9) emphasized that practicing with peers of equal or slightly higher proficiency created an optimal environment for growth. This relational security allowed them to view language practice not as an academic evaluation, but as a meaningful social tool.

Critically, these results demonstrate that frequency of practice should not be analyzed as an isolated behavioral metric. Rather, practice frequency is an organic byproduct of emotional comfort; creating an emotionally secure peer environment is a prerequisite for sustaining high-frequency, autonomous speaking practice.

DISCUSSION

This study demonstrates that the development of EFL students' English speaking skills is fundamentally mediated by three interdependent aspects of peer interaction: interaction modes, academic support (peer scaffolding), and emotional comfort combined with interaction frequency. Rather than acting as isolated pedagogical variables, these three dimensions form an integrated psychosocial ecosystem that directly shapes language learning processes. This overarching finding provides a critical empirical confirmation that speaking proficiency is not merely a product of individual cognitive capacity such as vocabulary memorization or mechanical grammar mastery but is deeply rooted in the sociocultural dynamics of classroom interpersonal relationships.

Interaction Modes and Output Generation

The first aspect modes of interaction provides a clear structural understanding of how classroom activity design influences real-time language production. When students participate in pair conversations, small-group discussions, or gamified tasks, their active

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speaking time increases significantly compared to teacher-centered instruction (Wotring et al., 2024). From a psycholinguistic perspective, structured peer tasks compel learners to engage in negotiation of meaning when communicative breakdowns occur. It is precisely this interactive process of modifying input and reconstructing output in real time within a low-pressure environment that gradually enhances fluency, structural accuracy, and lexical recall (Butarbutar, 2025; Saeid, 2024). Furthermore, small-group configurations serve to distribute practice opportunities more equitably, allowing shy or reticent students to speak without competing for teacher attention in front of the entire class (Nhan, 2024; Phan, 2021; Prawitna et al., 2026).

Academic Support as Horizontal Scaffolding

This structural mechanism is reinforced by the second aspect: academic support or peer scaffolding. The findings show that peers routinely assist one another by retrieving forgotten vocabulary, offering gentle pronunciation corrections, and co-constructing meaning during group activities. In these horizontal interactions, peers with comparable or slightly higher knowledge provide the temporary cognitive scaffolding necessary for learners to complete their utterances within their Zone of Proximal Development (Homayouni, 2022; Li & Hu, 2024). Critically, because this assistance originates from peers rather than an evaluative authority figure, learners do not perceive corrections as academic threats, punitive judgments, or indicators of personal failure (Setiawan et al., 2025). Instead, peer feedback is interpreted as organic, empathetic collaboration aimed at solving linguistic problems together (Purwanti et al., 2026).

Emotional Comfort as the Primary Driver of Practice Frequency

The third aspect combining emotional comfort and practice frequency serves as the primary catalyst governing the success of peer interaction. When students interact with close, familiar peers who foster psychological safety, their affective filter drops significantly(Meilasari et al., 2023; Susila et al., 2023). This reduction in foreign language classroom anxiety encourages learners to take linguistic risks, such as experimenting with novel sentence structures, attempting unfamiliar vocabulary, or utilizing translanguaging as a temporary communication strategy (Ayiz & Tauchid, 2025; Thi & Thien, 2025). A direct consequence of this emotionally safe environment is a marked increase in the frequency and intensity of voluntary practice, both inside and outside the classroom (Cahya & Churnia, 2026). The sustained practice frequency resulting from affective comfort contributes directly to the automatization of language production, improved lexical retention, and heightened speaking fluency (Ayu et al., 2026; Fikry & Zuraida, 2025).

Critical Comparison and Theoretical Contributions

When evaluated against the broader literature, the empirical evidence supports previous arguments regarding the value of collaborative learning in enhancing EFL verbal engagement (Rahman et al., 2026; Setiawan et al., 2025). However, this study offers a critical re-examination of universal generalizations prevailing in traditional literature. Conventional studies often assume that implementing group work or peer tasks automatically yields

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positive speaking outcomes regardless of social dynamics. Conversely, the qualitative findings of this study demonstrate that structured collaborative tasks designed without considering sociometric closeness or emotional comfort can still trigger high levels of anxiety, similar to the anxiety experienced during individual public speaking (Alruwaili, 2025; Burhanuddin et al., 2023).

The novelty of this study lies in its examination of the relationship between affective factors and the frequency of students' speaking practice in secondary EFL classrooms. Whereas previous research has often examined practice frequency as a behavioral or instructional variable, this study highlights the role of interpersonal affective security in shaping students' willingness to engage in speaking activities. The findings suggest that frequent speaking practice cannot be promoted through instructional requirements alone when students do not feel psychologically comfortable within their peer groups. Accordingly, the effectiveness of peer interaction depends not only on the communicative tasks designed by teachers but also on the quality of interpersonal relationships among students (Kos, 2023). These insights contribute to sociocultural perspectives on language learning by emphasizing emotional comfort as an important condition for peer scaffolding and meaningful classroom participation. Pedagogically, the study encourages teachers to consider students' interpersonal relationships and affective needs when organizing collaborative learning activities, rather than relying exclusively on random or academically oriented grouping strategies. Practically, the findings also highlight the potential of supportive peer study groups beyond formal classroom settings to provide opportunities for autonomous speaking practice in a less evaluative environment. Overall, this study offers an affect-sensitive perspective on peer interaction that connects students' emotional experiences, classroom relationships, and opportunities for speaking practice in secondary EFL education.

Limitations and Future Directions

Despite its methodological strengths in exploring student psychosocial dynamics through validated qualitative techniques (Darwin et al., 2024; Okyar, 2023; Rusdin & Purwati, 2023), several limitations should be noted. First, the study's scope was confined to a single secondary school in Bone Regency, restricting direct generalizability to EFL populations with different socio-cultural backgrounds. Second, the data rely on respondents' retrospective self-reports during interviews. Finally, as a qualitative study, it does not statistically quantify the relative percentage contribution of each interaction aspect on standardized speaking scores. Future research should adopt a mixed-methods or experimental design to quantitatively measure the direct impacts of manipulating affective and sociometric variables on objective speaking proficiency metrics.

CONCLUSION

This study demonstrates that peer interaction plays a pivotal role in developing English speaking skills among EFL students at SMAN 2 Bone. The three identified dimensions modes of interaction, academic support (peer scaffolding), and emotional comfort combined with interaction frequency work synergistically to cultivate a supportive and low-anxiety learning

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ecosystem. Specifically, collaborative modes (such as pair work and gamified tasks) maximize active speaking opportunities; academic support from peers provides crucial, non-threatening linguistic scaffolding; and emotional comfort serves as the fundamental catalyst that reduces foreign language anxiety and drives voluntary practice frequency.

Core Contribution of the Study

The primary theoretical contribution of this study lies in extending Vygotsky's Sociocultural Theory within the secondary EFL domain by conceptualizing peer interaction not merely as a communicative teaching technique, but as a dynamic, micro-level psychosocial mechanism. Crucially, the study reveals that practice frequency is not an isolated pedagogical variable, but a direct behavioral outcome of relational safety and affective comfort. Pedagogically, these findings shift the classroom management paradigm: teachers must consciously move away from random student groupings and instead leverage sociometric closeness to create emotionally secure spaces that promote active risk-taking and oral fluency.

Limitations and Recommendations for Future Research

This study has several limitations that should be considered when interpreting its findings. First, the research was conducted at a single senior high school in Bone Regency, South Sulawesi, which limits the transferability of the findings to other EFL contexts with different geographical, cultural, and socioeconomic characteristics. Second, the study relied on qualitative data from classroom observations and participant interviews, and the interview accounts may have been influenced by recall bias or subjective interpretation. Third, as a qualitative case study, the research did not statistically measure the relative contribution of different peer interaction patterns to students' speaking proficiency or establish causal relationships between affective factors and speaking practice frequency. Future research could address these limitations by adopting mixed-methods or experimental designs that combine qualitative analysis with standardized pre- and post-tests to examine changes in speaking fluency and accuracy. Further studies could also involve multiple secondary schools across diverse geographical and socioeconomic settings to explore the applicability of the findings in different EFL contexts. In addition, longitudinal research could provide a deeper understanding of how peer interaction, emotional comfort, and speaking practice develop over time as students' language proficiency and interpersonal relationships change. Such investigations would help strengthen the empirical evidence concerning the role of affective factors in collaborative EFL learning.

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