



Sohag University



Faculty of education

***"Using Near-Peer Role Models to Enhance Freshmen's
EFL Achievement"***

Dr. Doaa Samir Hassan Ibrahim Elkady

Lecturer of TEFL at Innovation University, 10th of Ramadan City, Egypt

doaa.samir@iu.edu.eg - dsamer11979@gmail.com

Orchid Number <https://orcid.org.> 0000-0002-7478-4552

Receipt of the research Date: 5 May 2025

Publication Acceptance Date: 10 May 2025

Enhancing Freshmen's EFL Achievement by Using Near-Peer Role Models

Dr. Doaa Samir Hassan Ibrahim Elkady

Lecturer of TEFL at Innovation University, 10th of Ramadan City, Egypt

doaa.samir@iu.edu.eg - dsamer11979@gmail.com

Orchid Number <https://orcid.org.0000-0002-7478-4552>

Abstract

Changing between school environments can cause a variety of psychological stressors. In order to determine potential methods for lowering transitional stress, this study examines the potential impacts of near-peer role models (NPRMs) on the academic achievement of first-year English students. Eighty first-year students, evenly divided between the experimental and control groups, were instructed to write and speak in response to a few videos that featured NPRMs discussing their college experiences. Through a variety of channels, the experimental group interacted. The NPRMs were determined to be knowledge sources for learning approaches. Results indicate that NPRM-based interventions could be a useful symbolic tool for offering psychological or emotional support while students adjust to a new learning environment. Then an achievement test was administered. The experimental group performance exceeds that of the control group. The findings suggested NPRMs were effective in enhancing the students' achievement in EFL settings.

Keywords: Near-peer role models; Achievement.

Background

Role models can influence students' performance in the classroom, particularly in language learning, according to several motivating ideas. One of the most relevant models in this context is the "near peer role model" (NPRM). A near-peer role model is typically someone who is a little older or has a somewhat higher status, like a senior student, an upperclassman, or a more seasoned learner in a certain profession. These role models are often seen as kind and approachable, which facilitates communication between less experienced individuals and more seasoned students. First-year students in English as Foreign Language (EFL) programs have numerous challenges in terms of social adjustment, language acquisition, and cultural assimilation. The existence of role models who are close to peers. Near-peer role models can be extremely important in encouraging these kids, increasing their sense of self-efficacy, and enhancing their academic performance in language acquisition.

The purpose of this study is to look into how near-peer role models affect freshmen's academic performance in an EFL setting. To maximize the usage of near-peer role models, we will examine the possible advantages and difficulties of this dynamic, examine the underlying mechanisms of influence, and pinpoint tactics that EFL programs can employ.

The transition from high school to college can cause significant emotional stress and instability for adolescents. When transferring between two areas of expertise, students often need to quickly adapt to the demands of the new environment and assess whether and how the knowledge they have acquired thus far can be utilized in that context (Zittoun, 2006). Thus, this exploratory classroom study looks into how an NPRM-based pedagogical intervention may affect university students' academic performance once they begin receiving English teaching by acting as a source of transitional resources. Based on a qualitative examination of first-year students' reactions to senior peer films, the following research question is investigated.

On the basis of the results of the university teachers and students' opinions as well as the students marks in different exams, it could be inferred that there is a problem in EFL achievement among freshmen in university. Accordingly, the problem under investigation in this study could be represented in the following major question:

How might NPRMs impact first-year students' achievement in EFL classes?

This study could be investigated according to the following:

- 1- Surveying the relevant literature and previous studies to identify variables.
- 2- Surveying the views of the experts and the jury members regarding the designed instrument.
- 3- Administering the test to the sample.

- 4- Performing pertinent statistical analysis of the data and presenting results and discussions.
- 5- Conclusion, recommendations and suggestions for further research.

Literature Review

Educational Role Models

The importance of role models on education has long been recognized. Research has consistently shown that students who identify with a role model are more likely to adopt positive learning habits and attitudes. However, a role model's effectiveness is often determined by how close they are viewed to a student. A "near-peer" role model, who is just one step ahead of the learner, could offer an approachable and achievable example to follow.

Near Peer Role Models in Language Learning.

By working hard and persevering, near-peer role models can provide students with tangible examples of what is feasible in the context of EFL. First-year students who may feel overwhelmed by the language-learning process may find it beneficial to see someone who has recently faced similar challenges but has triumphed. Near-peer role models can offer helpful guidance, emotional support, and study tips, all of which may aid pupils in improving their language skills.

EFL students are more likely to be inspired by role models who have similar experiences or origins, according to a number of studies.

Freshmen Challenges in EFL.

In EFL programs, freshmen typically face the following challenges: Language Barriers: Since they are typically only starting to learn the language, kids may struggle with speaking, writing, and understanding it. Social Adjustment: Relocating to a new environment, such as a university, may affect their mental well-being and hinder their ability to learn.

Motivational Issues: Learning a language can be challenging, especially if students don't immediately see results. Near-peer role models can mitigate these challenges by offering psychologically supportive and realistic guidance.

NPRMs

Tim Murphey, his colleagues, and his graduate students have updated the entire body of work examining NPRMs in the context of second language learning studies (Murphey, 1996, 1998, 1999, 2003; Murphey & Arao, 2001; Murphey & Murakami, 1998). The following major points provide a broad

summary of the research agenda's findings: The age of a learner and an NPRM should be similar (Watson, 1993).

NPRMs might be slightly younger than the learner, among other reasons (Murphey, 1998). Important considerations are the NPRMs' nationality or cultural background and gender. NPRMs and learners must also be of the same gender. Comparable backgrounds, whether social, professional, or economic, as well as similar prior learning experiences, are essential for NPRMs.

From an educational standpoint, Zittoun (2008) noted that the literature on transitions has suggested that teachers must be cognizant of the challenges they face when studying EFL in various contexts and create resource-rich environments that give students chances for support and growth. Near-peer role models are one type of social/symbolic resource that has been found in many previous research studies to assist students in their educational transition.

Near-Peer Role Models (NPRMs).

Close peer role models (NPRMs) are people who may be "near" to us in a number of aspects, such as age, gender, ethnicity, interests, previous or present experiences, and proximity and frequency of social contact. (Arao & Murphey, 2001: 1). For a second language learner, there might be NPRMs everywhere. In addition to being recently graduated students or sometimes even their teacher, they could be in a student's class or in the greater school environment. Even though non-native speakers may appear to best fit the definition of NPRMs on paper, in some circumstances, native speaker teachers may also be able to function as NPRMs.

Near-peer role modeling.

People who may be "near" to us in a variety of ways, including age, race, gender, interests, past or current gestures, as well as proximity and frequency of social contact, are known as near peer role models, or NPRMs. In two previous quasi-experimental investigations, students in the English department of a Japanese university were shown an 8-nanosecond videotape of four model, slightly elderly Japanese students in the same department expressing their opinions and stations that were permitted to utilize SLA. The results of a pre- and post-questionnaire showed that observers' reported beliefs had improved. We wanted to find out how the same videotape speakers affected non-English majors taking required English classes at another universities. The results show that numerous of these scholars reported- beliefs and actions also change appreciatively after seeing the videotape and they feel to remain more motivated through post compliances. Interestingly, the trial also changed the schoolteacher's beliefs that made her class more interactive and conceivably boosted NPRM.

Peers who are near one's social, career, and/or age level and whom one may respect and appreciate are known as near peer role models (Murphey, 1995, 1996a, 1998). Growing up, a lot of folk's experience imitating the behavior of a student or sibling who is only a few years older. They might not regard the role model as a whole, but rather only a quality or skill that they possess. A number of quasi-experimental investigations employing NPRMs were conducted in the late 1990s by Murphey and his "Communication Psychology" seminar students at Nanzan University in Japan.

Near-peer role models versus native speaker role models.

Traditionally, language learners have looked up to native speakers of the language they are studying. Native speakers have usually provided examples in textbooks and other published language learning materials. This is especially true for materials that are meant for a global audience and do not have the luxury of content tailored to specific learner groups. However, starting before the year 2000, there have been strong arguments against the notion that language learners should aim to be as proficient as native speakers (Cook, 1999; Rampton, 1990). NPRMs offer students an alternative to native speaker role models. NPRMs can serve as more credible and attainable role models by offering real-life examples of individuals who have previously attained the accomplishment that students are aiming for. The degree of communication among students is another significant aspect for the classroom. While pointing out potential NPRMs in students' work may be useful, only to a certain degree, if students from a highly disconnected class were to swap essays, it is likely that this would be more effective if the students knew each other.

Achievement in EFL methodology

Since student L2 proficiency is the main goal of all language learning environments, a great deal of research has looked into how students' unique traits contribute to their L2 proficiency. Numerous research has also evaluated how instructors' professional and unique rates affect students' L2 proficiency. However, the benefits of teachers' caring teaching and organizational dedication have mostly gone unnoticed. Furthermore, no review article that describes the effects of teachers' organizational dedication and loving pedagogy on students' L2 proficiency has been accepted. Students learning English as a second language encounter a number of challenges.

The accession of the information and capacities demanded for academic success is arguably the most important. scholars must retain subject- matter knowledge, complete reading, and the capacity for successful knowledge in addition to English proficiency in order to achieve academic capability.

The class's pretensions and recommended training strategies must be reflected in the assessment of scholars' performance in EFL classes. Due to the

class's use of a thematic content- predicated approach, which emphasizes language skill integration and the integration of language and subject, traditional paper- and- pencil assessments are unfit to capture the wide range of exertion and performance tasks that take place in advanced EFL classrooms.

Assessment is the process of gathering information from various sources (such as tests, systems, performances, assignments, and demonstrations) that accurately shows how well a student is fulfilling the requirements of a subject's class. As part of the evaluation process, teachers provide students with thorough feedback that helps them focus their efforts on improvement. Evaluation is the process of evaluating student work based on predetermined moral standards and assigning a value to represent that quality. Therefore, the study expected that NPRMs will provide new scholars with continuous feedback and support (Altun, 2017).

Speakers and trainers were able to provide more complex, plate-known courses when they employed a range of ICT-based equipment and software, which improved their level of expertise (Khan, 2001). Additionally, it was found that if institutions and coaches give speakers more time to provide high-quality training, preceptors can more efficiently create and prepare lectures, exams, and tests, as well as lecture accessories and donations. They can also more quickly monitor scholars' progress.

The goal of Guasch a., Alvarez b., I., and Espasa's (2009) study is to elucidate the skills a university instructor must possess in order to teach in an online literacy environment. The methodological guidelines established in accordance with earlier theoretical concepts were taken into consideration when developing a schoolteacher training program.

In order to evaluate the usefulness of this abstract-methodological framework for the design of training programs intended to enhance preceptors' capacity for virtual environments in higher education, the primary goal of the analysis was to pinpoint the successes and challenges in a particular positive experience. Bailey et al. (2004) found that increased use of multimedia, labs, shops, or workrooms at schools and universities improved literacy. Additionally, ICT makes it possible for scholars and preceptors to interact outside of the classroom through vibrant communication platforms like emails, newsgroups, bulletin boards, and chat.

Since it would be a continuous and efficient method of communication, both the instructors and the students would benefit. Similarly, preceptors with access to information and communication technology are found to be able to easily get material data and information for teaching purposes, in addition to having a range of instruments at their disposal.

It is clear from this research that the integration of colorful information and dispatch technologies is beneficial to the field of education, providing

opportunities for quick and efficient communication in the literacy and tutoring processes. Information and communication technology (ICT) has been employed in education, and Salehi and Branch (2014) show how it has expanded the range of tutoring and literacy approaches. In English as a Second Language (ESL) courses, ICT is regularly used to navigate the pretenses of literacy and language teaching.

This study has two pretensions(i) to find out how secondary academy English preceptors view ICT as a pedagogical tool in the future, and(ii) to find out how they believe ICT will affect their own future. The study's conclusions demonstrated that ICT might significantly impact preceptors' futures in terms of the schoolteacher, the styles of instruction and the styles of assessment.

The conception of using near- peer part models to enhance new comers's English as a Foreign Language (EFL) achievement has gained traction in recent educational exploration. This approach leverages scholars who are slightly more advanced in their language proficiency or academic trip to inspire and guide their less educated peers. Then there is a breakdown of how this strategy can ameliorate EFL achievement

Near- peer part models are individualities who are not far ahead in age or experience from the learners they're impacting. In the environment of EFL, near- peer part models would be upper- position scholars who are close in age to the newcomers but have further experience or proficiency in the target language. This contrasts with traditional part models, who may be much aged or further distant in terms of experience.

Importance of Near-Peer part Models

Because newcomers are more inclined to identify with role models who are more like them in terms of age and gestation. The part model's impact on the learner's provocation and station toward language literacy may be strengthened by this relatability. When a close peer achieves success in EFL, it can encourage newbies to think they can succeed in the same way.

The component models can show that language proficiency is achievable and that the difficulties they encounter are a natural aspect of learning to read and write. Support from Peers Compared to professors or preceptors, who might be viewed as authority figures, near-peer role models typically offer more approachable and accessible help. Informal language practice, advice, and learning techniques are a few examples of this support.

Structures for promoting NPRM

Because newcomers are more inclined to identify with role models who are more like them in terms of age and gestation. The part model's impact on the learner's provocation and station toward language literacy may be strengthened

by this relatability. When a close peer achieves success in EFL, it can encourage newbies to think they can succeed in the same way. The component models can show that language proficiency is achievable and that the difficulties they encounter are a natural aspect of learning to read and write. Support from Peers Compared to professors or preceptors, who might be viewed as authority figures, near-peer role models typically offer more approachable and accessible help. Informal language practice, advice, and learning techniques are a few examples of this support.

In a chum-reading program, older students are matched with younger students and regularly read books of their choosing. Young children can gradually learn to believe in their beliefs in order to become like their older musketeers, in addition to learning how to read from them. Watson (1993) also promotes the benefits of peer modeling. At a Chinese abecedarian academy, he found that his 11-year-old son was a useful peer and adjunct lecturer in his English class of scholars who were 9 or 10 years old. The Chinese academics were more at ease copying his kid. He comes to the conclusion that when children are exposed to a new language, they mimic their classmates more than adults or preceptors.

In the classroom newsletters of scholars, language literacy histories, inviting older scholars to the classroom, inviting NNS cover-preceptors who speak a lot of the target language, and videoing peer exchanges for tone evaluation (Murphey & Kenny, 1998; Murphey & Woo, 1998b), Murphey (1998) identifies five structures that preceptors can use to effectively promote NPRM. Murphey established crucial support for these frameworks in the scholars' action logs, daily reflections, end-of-term feedback, and classroom compliances.

How Near-Peer part Models Enhance EFL Achievement

Modeling Successful Language Literacy Techniques Near-peer role models are able to exhibit successful language literacy techniques such as consistent practice, conversing with native speakers, utilizing language literacy applications, and reading in English. These techniques might be more comprehensible to novices, who might use them in their own literacy. Language Immersion Near-peer participation approaches often create an immersive literacy environment by involving newcomers in casual contexts, such as study groups or discussion clubs, where they can practice their English. This gives newcomers new opportunities to practice writing, speaking, and listening in a probative context.

Emotional Support and stimulant Near- peer part models can give the emotional support that newcomers may need to feel confident in their language literacy. This includes stimulant during grueling moments, as well as celebrating small successes, which fosters a positive literacy terrain.

Improving Social Connections EFL achievement is frequently connected to how comfortable scholars feel using the language socially. Near- peer part models can grease this by helping newcomers interact with other learners or indeed native speakers, therefore boosting their practical use of the language.

Increase in tone- efficacy by observing the near- peer part model's trip, newcomers can gain a sense of tone- efficacy. They may realize that success in EFL is not limited to a select many but is attainable through harmonious trouble and engagement, which in turn increases their provocation and continuity. Exemplifications of Near-Peer part Models in Practice. Peer training or Language Buddy Systems Freshmen can be paired with further advanced scholars who act as teachers or musketeers. These upperclassmen give support, share coffers, and offer guidance through the language literacy process.

Programs for Mentoring Through a mentorship program, new students might be paired with third-time or alternate students who can help them socialize and provide academic support. In addition to improving language proficiency, this all-encompassing strategy aids incoming students in acclimating to university life. Workshops or Classes Run by Students For beginners, more experienced students can organize study sessions, shops, or discussion circles.

In these environments, beginners can ask questions, practice their English in a relaxed environment, and accept criticism from their peers. Evidence of Effectiveness Research has demonstrated that mentorship, part modeling, and peer-supported literacy can all greatly improve students' academic performance. In EFL surrounds, using near- peer part models have been linked to enhanced speaking and harkening chops; advanced provocation and engagement with the language; increased participation in classroom and adulterous conditioning related to English. Challenges and Considerations While using near- peer part models is salutary, there are some challenges to consider.

Quality Control:

It's important to ensure that near- peer part models are trained or prepared for their places, as indecorous guidance may not profit the newcomers.

Comity:

Making ensuring that the mentoring or role-modeling relationships are based on mutual respect and that the newcomers feel at ease and willing to learn from their peers is crucial. Power Equilibrium The literacy process should be guided by role models rather than controlled by them. They ought to support their mentees' independence and instill a sense of tone-reliance in language literacy. In order to identify the most significant cuts connected to NPRMs, the current study deviated from earlier research.

Methods

Participants

The participants in this study were 80 first-year students (across two classes) majoring in English Education. The students were taking a compulsory credit-bearing course that focused on developing discussion and presentation skills.

Research Design.

This study will employ a mixed-methods research design, combining both quantitative and qualitative approaches to explore the impact of near-peer role models on the achievement of freshmen in EFL.

The Achievement E-test

Purposes

The Achievement E-Test, prepared by the researcher, was used as a pre- and posttest to identify whether the students' achievement in EFL methodology was developed as a result of using NPRMs.

Design of the test.

A few EFL methodology achievement examinations were examined, and the elements of the first-year students' methodology course were surveyed. The test's items were selected and produced based on the fourth academic year's curriculum for the pupils.

Description of the Test.

The four primary questions on the test were given to the experimental and control groups both before and after the test. The questions tested the students' understanding of the rules for teaching vocabulary, grammar, and pronunciation, as well as the concepts for teaching the four primary English language abilities of speaking, writing, listening, and reading.

Piloting the test.

During the first term of the academic year 2024-2025, the Achievement Test was piloted to a sample of freshmen students. Results indicated that the instructions of the Achievement Test were clear to all the students.

Data analysis

Quantitative Data: Grades and pre- and post-course proficiency tests (such as TOEFL or IELTS practice exams) were used to evaluate students' academic

performance in EFL courses. Academic performance was compared before and after exposure to near-peer role models using t-tests and descriptive statistics.

Qualitative Data:

To learn more about students' experiences with near-peer role models, focus groups and in-depth interviews were conducted. These looked at things like perceived learning tactics, motivation, and self-esteem. Key themes pertaining to the students' encounters with role models and their opinions of how these exchanges affected their learning were found through the use of thematic analysis.

Hypotheses

Hypothesis 1

It has been hypothesized that "There is a statistically significant difference between the mean scores of the experimental group and the control group in their post-administration of the achievement test in favor of the experimental group". A paired samples t-test was used to verify the hypothesis as shown in Table 1.

Table 1: T-test Results of the Post Application of the Achievement Test Comparing the Experimental and the Control Groups.

The group	N	Mean	Std. error mean	Std. deviation	Compared mean	T value	Sig. (2-tailed)
The experimental group	80	154.52	1.71	10.35	77.92	22.12	0.01
The control group	80	99.80	1.94	12.73			

These results verify the hypothesis. This means that there is an improvement in the performance of the experimental group due to the implementation of NPRMs.

Hypothesis 2

It has been hypothesized that "There is a statistically significant difference between the mean scores of the experimental group in their performance of the pre-and post-administration of the Achievement Test in favor of the post-administration". A paired sample t-test was used as shown in table 2.

Table 2: T-test Results of the Pre and Post Application of the Experimental Group in the Achievement Test

The group	N	Mean	Std. error mean	Std. deviation	Compared mean	T value	Sig. (2-tailed)
The experimental group (pre-application)	80	164.52	1.81	12.35			
					78.92	23.12	0.01
The experimental group (post-application)	80	100.80	1.99	13.73			

T-test Results of Comparing the Pre- and Post-Applications of the Experimental Group in the Achievement Test. There is an improvement in the performance of the experimental group due to the implementation of the NPRMs.

Examining the liaison that upholds the variables, and the procedures used in the classroom and through NPRM conditioning is a more practical and in-depth way to approach handling the results. A detailed statistical examination of the data helped the experimenter understand and explain the experimental group's apparent performance gain. This is given below:

First, it can be concluded that the practices and conditioning the experimental group engaged in had a significant impact on their performance when comparing their performance to the control group's performance in the Achievement E-Test post-administrations. scholars in the experimental group were particularly thrilled to be a part of this novel and instigative trial. They enjoyed the discussion, particularly how their schoolteacher broke down the obstacles and humdrum associated with traditional tutoring styles. also, they transuded confidence when speaking with their peers, particularly in virtual communities, and agitating the necessary assignments and duties. Through blogs, wikis, and forum exchanges, the actors had several openings to express themselves. The mean scores after the administration are advanced than those ahead. Also, the mean scores of the experimental group are advanced than those of the control group.

The t- value is significant at the 0.01 position of significance. Still, the scholars in the control group performed worse than those in the experimental group since the NPRM- grounded conditioning and procedures were not part of the conventional tutoring style for the EFL methodology course.

Findings

The pre-post administrations of the achievement test were determined using the experimental group/control group design. The more like an NPRM is to a learner, the more likely it is to have a good effect. Their native language, profession, upbringing, gender, country, and other specific traits may be

comparable. Although native speaker role models can also be inspirational, NPRMs are especially motivating since they are real-life examples of people who are similar to us and have already achieved the goals we have set for ourselves. To restate the question from the paper's morning, this leads us to ask, "If they can do it, why can't we?"

The findings of the investigation might have significant implications for EFL instruction. The results suggest that in order to improve the academic performance and provocation of newcomers, associations should consider implementing peer-led shops, near-peer mentorship programs, and part model-based systems. By fostering an environment where students may interact with near-peer role models, EFL programs may be able to reduce powerhouse rates and improve overall language proficiency outcomes.

Discussion

When the results were presented, the researcher was rather concerned that the improved performance of the experimental group might be attributed to the researchers' awareness that they were participating in a scientific study. The results of this study are expected to provide insight on how freshmen scholars' academic success in EFL programs is impacted by near-peer part models. Some significant findings might be Increased Academic Achievement.

The experimental group may have lower language proficiency test scores in comparison to the control group. Improved provocation: When learning a language, newcomers who interact with role models who are close to their peers may report more advanced instances of natural provocation and persistence.

Students in the experimental group may have lower levels of confidence in their language skills and tone-effectiveness. Social and Emotional Benefits By feeling more emotionally supported and socially connected, near-peer role models might help newcomers experience a decrease in feelings of anxiety or loneliness. The results of the study showed that the mean test scores of the experimental group were higher than those of the control group, and that this difference was statistically significant. The experimental group might have evolved into pens by using the new style to read jottings, evaluate them, and pinpoint important and corroborating ideas.

The effective coupling of colors, forms, and images is another significant outgrowth of employing abstract language in electronic mind maps produced in a creative motorized terrain. The fact that scholars constantly parade positive views toward creative tutoring styles that keep them from getting wearied in a traditional classroom may also help to explain the experimental group's notable growth.

Conclusion

It may be inferred from the replies of the students that the NPRMs evoked admiration for either the outcome (i.e., the level of English proficiency they had acquired) or the process (i.e., the effort and persistence they had demonstrated to reach that position). The findings of this classroom study indicate that when first-time university English learners entered a new field of study, they utilized NPRMs as social, iconic, and symbolic transitional tools. Clarifying the potential benefits of near-peer part models in improving novices' academic performance in EFL contexts is the aim of this study. Educational institutions can ameliorate pupil issues in their language learning trials by exercising the power of near- peer influence to establish a more encouraging and probative literacy terrain. The further analogous a NPRM is to a learner, the lesser the liability that they may be suitable to affect positive change. This similarity might be in terms of their gender, nation, first language, profession, background, or other particular factors.

The study's conclusions indicate that NPRMs were utilized by first-time students beginning a new course of study as symbolic transitional accessories. Additionally, they used their unique gestures to offer scholars guidance on literacy resources and strategies to help them become more self-reliant learners. Scholars were able to gradually adjust NPRM's styles to their own, which would have improved their ability to focus on their EFL performance.

Limitations

Newcomers' scholars were the only actors in the study for the following reasons

- 1- They are first tutored to long composition jotting.
- 2- The study was confined to specific writing sub-skills that were applicable for them at this specific age. These subskills were linked by creating a roster of them, which the administrators and EFL specialists also examined.

Recommendations

The effects of different approaches to presenting NPRMs to students (e.g., as language learner narratives, video clips, or in-person interviews) should be investigated further. It may also be necessary to investigate which beliefs and skills are most amenable to change.

In the light of the findings of the study, the following recommendations were made:

- 1- Conducting workshops on how to apply NPRMs techniques.
- 2- Conducting further studies investigating the impact of NPRMs on the other EFL skills.

- 3- Preparing questionnaires of the importance of applying NPRMs in EFL settings.

Suggestions for Further Research

According to the findings of the present study, the following points are suggested for further research:

- 1- The present study was confined to some subskills which are suitable for the students' age and level of learning. However, other sub skills related to the levels of sophomores, juniors and seniors would be practically beneficial to be under the application of NPRMs.
- 2- It would also be effective to conduct a study determining the efficacy of a program based on NPRMs in developing English speaking skill of various levels of students.
- 3- It would also be valuable to examine the effect of NPRMs on developing students' English reading skill, as IMP enhances the brainstorming and critical thinking techniques involved in such an important skill.
- 4- It would also be effective to conduct a study determining the efficacy of a program based on NPRMs in developing English listening skill of various levels of students.

Declaration:

The author received support from my organization for the submitted work, but no funding was received to assist with the preparation of this manuscript.

Ethics approval and consent to participate:

The study was approved by Innovation University and certify that the study was performed in accordance with the ethical standards as laid down in the 1964 Declaration of Helsinki and its later amendments or comparable ethical standards.

Consent for publication:

Innovation University approved publishing the manuscript.

Funding

Not applicable. The author has no relevant financial or non-financial interests to disclose.

References

- Altun, M. (2017). The effects of teacher commitment on student achievement: a case study in Iraq. *Int. J. Acad. Res. Bus. Soc. Sci.* 7, 417–426. doi: 10.6007/IJARBS/v7-i11/3475

- Bailey, L., L., Day, C., Day, T., Griffin, A., Howlett, P., Kane, M., Kirk, C., McCullough, N., McKiernan, B., McMullen, T., Perfect, K., Ramsey, E., & Wood, R. (2004) Using ICT in Schools: Addressing Teacher Workload Issues.
- Cook, V. (1995). Multicompetence and effects of age. In: Singleton, D. & Lengyel, Z., eds., *The age factor in second language*.
- Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185–209. <https://doi.org/10.2307/3587717>
- Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly* 33(2): 185–209.
- Guasch a ,T, Ibis Alvarez b,I, Espasa, A(2009). University teacher competencies in a virtual teaching/learning environment: Analysis of a teacher training experience a Psychology and Education Science Studies. psychology and Education Science Studies, Universitat Oberta de Catalunya, Rambla Poble Nou.
- Johnson, D. W. & Johnson, R. T. (1994). *Learning together and alone*(4th ed.).
- Khan, B., 2001. Virtual U: A Hub for Excellence in Education, Training, and Learning Resources. In: B. Khan, ed., Web-base training. Englewood Cliffs, N.J.: Educational Technology Publications, pp. 491-506.
- Knop, C. K. (1975). Gaining better student support for the foreign language program. In F. M Grittner, (Ed.), *Student motivation and the foreign language teacher* (pp. 95-106). Illinois: National Textbook Company.
- Murphey, T. & Arao, H. (2001). ‘Reported belief changes through near peer role modelling’, *TESL-EJ* 5(3). Available at: <http://tesl-ej.org/ej19/a1.html>
- Murphey, T. & Arao, H. (2001). Reported belief changes through near peer role modelling. *TESL-EJ* 5(3). Available at: <http://tesl-ej.org/ej19/a1.html>
- Murphey, T. & Murakami, K. (1998). ‘Teacher facilitated near peer role modelling for awareness raising within the Zone of Proximal Development’, *Academia* 65: 1–29.
- Murphey, T. (1996). Near peer role models. *Teachers Talking To Teachers: JALT Teacher Education SIG Newsletter* 4(3): 21–22.
- Murphey, T. (1998). Motivating students with near peer role models. In: Visgatis, B., ed., *Proceedings of the JALT 1997 International Conference*

- Murphey, T. (1998). Motivating with near-peer role models. In B. Visgatis (Ed.), *On JALT'97: Trends and Transitions* (pp. 201–205). JALT. <https://jalt-publications.org/archive/proceedings/previous/jalt97.pdf#page=209>
- Murphey, T. (1999). Discovering non-native role models through video. In: Larimer, E. & Schleicher, L., eds., *New ways of using authentic materials in the classroom*. Alexandria, VA: TESOL, pp. 166–172.
- Murphey, T. (2001). Tools of Recursion, Intermetal ZPDs, and Critical Collaborative Autonomy. *JALT Journal* 23(1): 130–150.
- Murphey, T. (2003). Motivating positive change with near peer role modeling. *Selected papers from the Twelfth International Symposium on English Teaching*, pp. 113–126.
- Murphey, T., & Arao, H. (2001). Reported belief changes through near-peer role modelling. *TESL-EJ*, 5(3). <https://www.tesl-ej.org/wordpress/issues/volume5/ej19/ej19a1/>
- Murphey, T., Chen, J. & Chen, L.C. (2005). Learners' constructions of identities and imagined communities. In: Benson, P. & Nunan, on *Language Teaching and Learning*. Tokyo: JALT, pp. 201–206.
- Rampton, M. B. H. (1990). Displacing the “native speaker”: Expertise, affiliation, and inheritance. *ELT Journal* 44(2): 97–101.
- Salehi, H., Branch, N (2014). Research Journal of Applied Sciences, Engineering and Technology 7(4): 764-770, 2014 ISSN: 2040-7459; e-ISSN: 2040-7467 © Maxwell Scientific Organization, 2014 Submitted.
- Samway, K. D, Whang, G and Pippitt, M. (1995). *Buddy reading*. New Hampshire: Heinemann Portsmouth.
- Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, MA: MIT Press. [Original published in 1932]
- Watson, T. (1993). Watson and son's EFL class: Teaching English to Chinese children using only English and a U.S. peer. In: Samway, K. D., ed., *Common threads of practice: Teaching English to*
- Zittoun, T. (2006). *Transitions: Development through symbolic resources*. Information Age Publishing Inc.
- Zittoun, T. (2008). Learning through transitions: The role of institutions. *European Journal of Psychology of Education*, 23(2), 165–181. <https://doi.org/10.1007/BF03172743> *children around the world*. Sterling, VA: TESOL, pp. 32–39 D., eds., *Learners' Stories:*

Difference and Diversity in Language Learning. Cambridge:
Cambridge University Press, pp. 83–100.