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## RESEARCH ARTICLE

Section: *Literature, Linguistics & Criticism*

## The effectiveness of the peer education strategy in developing writing skills for students with learning disabilities

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### ABSTRACT

The primary aim of this study was to assess the efficacy of the peer education technique in enhancing writing skills of children who have learning disabilities. The study included a cohort of kids with learning disabilities who attended schools in the Abha Governorate. The original objective was for the experiment to have a length of 30 days. The study had a cohort of 40 students, with 20 students being allocated randomly to the experimental group and the remaining 20 students assigned to the control group. After the intervention was put into action, the experimental group showed a superior level of writing skills on assessments that measured both linguistic and content abilities, in comparison to the control group. There were no notable disparities observed in the writing proficiency scores of the experimental group, both at the follow-up assessment and immediately after the intervention.

**KEYWORDS:** peer education strategy, writing skills, students with learning disabilities, Abha Governorate

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## Introduction

In recent years, there has been a notable increase in the rate of scientific and technical advancement. The emergence of numerous and rapidly increasing issues in education worldwide is a direct consequence of consecutive advances in knowledge and information (Gubalani et al., 2023). Consequently, it is imperative for education systems as a whole to adapt to this swift transformation. In light of this, scientific conferences have highlighted the need to alter the philosophy and objectives of education. This entails moving away from the traditional approach where the teacher is the sole focus and the learner is merely a passive recipient of information, and instead embracing a more interactive form of learning (Robison, 2022).

Teaching is seen as a crucial and delicate aspect of the educational process. It refers to a collection of plans, methodologies, and tactics that a teacher can implement. Thus, it serves as a medium connecting the student and the scientific content. Teaching is the transfer of information or skills from the teacher to the learners (Roma & Gatot Sutapa, 2019). Therefore, the teacher must carefully select the most optimal and efficient ways. In the realm of skill development, it is important to consider factors such as age, gender, and sexual variations in order to enhance managerial capabilities and effectively attain desired objectives (Olulowo et al., 2020).

Peer education is a type of active learning that has a positive impact on the educational process. It involves transforming the role of the teacher from someone who simply imparts knowledge to someone who facilitates and guides student learning. By using it, a highly dynamic and engaging instructional setting can be established, fostering active student participation (Sutresna & Wijayanti, 2021). The individual engages in extensive reading, writing, speaking, and profound contemplation on the subject matter. This fosters students' self-assurance and equips them with the ability to establish priorities, resolve issues, and make informed choices. Furthermore, it enables them to acquire the virtues of collaboration and effective interpersonal communication. Peer education is a highly significant contemporary approach that facilitates the attainment of educational objectives. It offers several benefits, such as alleviating the workload of teachers by enabling students to tutor one another, particularly in situations when there is a large student population (Wen & Li, 2022). The responsibility rests with the teacher, transforming them into a mere guide and mentor. By centering learning activities around the students, it allows for more effective possibilities for them to study at their own level and pace. Additionally, the teacher's explanation of the learner's needs is typically tailored to their level of accomplishment (Hume, 2019).

Gaining proficiency in the English language can be a demanding endeavor. English language learners necessitate comprehensive linguistic assistance and a wide array of language encounters, encompassing auditory, written, reading, and spoken exercises. In addition, the education system emphasized all aspects of the language, covering both Arabic and English (Alharbi, 2023). English plays a vital role in enabling effective communication and promoting understanding between persons within a culture and across other societies. Proficiency in writing is a crucial skill necessary for achieving mastery in the English language. Multiple studies have shown that a substantial proportion of students face disabilities and difficulties in developing excellent writing skills, despite the vital importance of writing in communication, performance, academic attainment, and overall success. These issues may stem from insufficient student preparedness throughout their educational career or inadequacies in the curriculum (Almosa & Alzahrani, 2022). Academic disciplines and education, in general, provide problems for students who are acquiring them as a second language. In order to acquire the English language, individuals must possess a certain degree of consciousness, which includes a deep understanding of terminology, the ability to use precise words and phrases, and proficiency in the art of rhetoric. The objective of this is to efficiently convey information to the reader, as writing skills are complex linguistic abilities that require a variety of teaching approaches and preparations (Al-Jboul & Al-Sharah, 2019).

Writing and developing talents are commonly considered to be among the most important abilities that people possess. Writing necessitates the ability to generate ideas and convey them proficiently, taking into account sentence organization, syntax, and consistency within the subject matter. Developing writing abilities requires students to actively participate in real-life scenarios where they interact with their classmates in a dynamic setting that encourages dialogue (Alpat, 2019). This setting fosters the articulation of viewpoints, adopting stances, and forming evaluations. The social constructivist theory, which is based on the concepts of Russian scientist Vygotsky (1978), highlights the significance of dynamic interaction among learners. The instructor relies on the scaffold to facilitate the implementation of new activities, within a cooperative social environment.

According to Vygotsky's theory, knowledge is predominantly formed through a collaborative social process that involves the active participation of the student, teacher, and other pupils (Alqasham & Al-Ahdal, 2022). The teacher facilitates the students' cognitive processes and assists them in constructing significance. Thus, the learner independently and clearly constructs their knowledge. Therefore, the classroom is the optimal setting for implementing this strategy, thus requiring the establishment of active communication (Nasr, 2021).

Proficiency in writing is a crucial component of language skills that has a substantial influence on the development of other linguistic abilities, such as reading, speaking, and listening. These skills are closely intertwined with one another. Research has revealed deficiencies in students' writing competence, leading to a decline in their academic performance in completing written assignments and themes (Abdel Samad & Samah, 2020). Studies have confirmed that both students in general and students with learning disabilities need to improve their writing skills and develop their knowledge in various subjects and writing styles, using the latest available technology methods. This will empower individuals to thrive in many situations and practical situations, allowing them to choose appropriate materials that spark their enthusiasm and satisfy their feeling of proficiency. The objective of this study was to examine the efficacy of the peer education method in enhancing writing proficiency among students who face disabilities with learning (Alshammari, 2022).

### Research Questions

The aim of this research is to analyze the provided questions in accordance with the previous discussion.

1. Do the experimental and control groups show statistically significant differences in the effectiveness of the peer education strategy in improving writing skills for students with learning disabilities?
2. Does the effectiveness of the peer education strategy in increasing writing skills vary significantly for students with learning disabilities in the experimental group?
3. Is there a statistically significant difference in scores between post-test and follow-up tests when assessing the effectiveness of the peer education strategy in improving writing skills for students with learning disabilities?

### Literature Review

The peer education technique is a sort of cooperative learning where the teacher creates educational groups that aim to be diverse and collaborative. In this particular form of collective, students collaborate for a duration that can vary from a single session to multiple sessions spanning several weeks. The purpose of this is to attain shared educational objectives, when both students collaborate to accomplish an educational task (Odallah & Al-Jarrah, 2023). This is an educational system characterized by collaborative learning, where a knowledgeable individual (peer/teacher) imparts their expertise and practical experiences to others (peers/learners) who have a lesser grasp of the subject matter. The teacher provides supervision and guidance throughout the process (Ernawati & Winarti, 2019). It is a defined approach to train students in a particular skill by fostering camaraderie, facilitating mutual assistance and support through observing and giving feedback during actual classroom teaching. The ultimate goal is to enhance performance in specific skills and acquire new ones (Halim, 2021). BaniYounis et al. (2021) identified many manifestations of peer education in the educational process, which include:

1. Peer learning all over the class: in which every student engages in peer learning at the same time and in each session, switching roles so that students can cooperate while teaching and studying at different times. either in any other manner, at random based on academic standing, or in a structure that works for both the teacher and the educational situation.
2. Teaching peers of different ages: This kind of learning happens when a younger student, who is lacking in some areas, is instructed by an older student, who has comparatively higher skills. In this scenario, the teacher's position is set, with the younger student acting as the recipient and the older student possessing the most talents.
3. Role-exchanging peer education: In this approach, students take turns acting as teachers and learners. The student teacher assumes the role of teacher once and the learner once. It is also possible to switch roles with the instructor. Teaching individuals with exceptional disabilities is compatible with this kind

of peer education, as he as an instructor, a student with special needs instructs a regular student. This kind helps regular students with their academics while also giving special needs students a positive experience and improving their social and intellectual skills.

Numerous studies show that peer education, in all of its forms, helps students develop their social and academic skills as well as their communication skills. For example, reciprocal teaching, one type of peer education, enhances students' social skills and communication with one another while also enhancing their knowledge (Rusli et al., 2021). Peer teachers are now more motivated to teach and have improved their teaching abilities as a result of using peer teaching. Studies have shown that, when it comes to teaching English, having peers switch between the roles of teachers and students has improved the students' attitudes toward learning, helped them increase their reading and comprehension skills, and maintained the positive effects of language acquisition (Zein et al., 2020).

Through the influence of individuals with excellent knowledge and abilities on their peers, the peer tutoring technique fosters student cooperation and raises academic success levels. Both pupils who lack skills and those with disabilities can benefit equally from peer tutoring (Abdullah & Osman, 2020). Due to the large number of students compared to the small number of qualified teachers and peer tutors, as well as the workload and the social, economic, and technological changes that place pressure on educators, learners, parents, and society at large, peer tutoring has grown to be a significant challenge for students in schools (Arco-Tirado et al., 2020). As such, in order to address some of these issues, consulting counsel has become imperative. As peer education improves students' conduct in various educational settings by helping them change for the better, peer mentoring should assist students in planning and preparing for their responsibilities beyond school as well as their academic accomplishments (Thurston et al., 2020).

Peer education is the process of guiding students' learning through the provision of support, direction, encouragement, and guidance. Peer education is not limited to teaching students in classrooms and institutions; peers can also be instructors or staff members of an organization, and mentors can be found in Peer education refers to instruction in groups of one student and one teacher, or a teacher and several students, with the role of teacher in those groups being assumed by an exceptional student (Hameed, 2021). Teachers, coaches, government officials, and even students who are chosen and appointed as tutors to help their friends learn while they are in the learning room are involved in that process. Peer teaching is an effective strategy for enhancing students' social and academic skills. Students assume the role of teachers, with one student needing to have more experience than the other. This allows the students to teach each other while also giving each other opportunities for learning through questions and discussions as well as receiving feedback (Manubey et al., 2021). Students' relationships with one another during interactions both inside and outside of the classroom, as well as when leading educational activities, all benefit from this method, which raises academic achievement. Working in pairs helps students feel less stressed and more motivated to engage with their peers and share knowledge since they not only increase their comprehension by employing successful tactics, but they also learn from each other (Wankiiri-Hale et al., 2020). Additionally, it encourages students to listen and engage by giving them a platform to express their opinions on the material being learned. The group of students that finish their coursework and help other students who are struggling with their subjects serves as an example of the value of peer tutoring. This indicates that it's a teaching strategy that enables students who get along well with one set of pupils to teach their peers who don't comprehend (Leung, 2019). The teacher supplies instructional materials according to group guidelines, fostering a cooperative rather than competitive environment. Peer education is important because it keeps the focus of the learning activity on the students rather than the teacher, which helps students become more positive through active participation in the learning process and enhances peer assistance and development (Halim et al., 2021). It also lessens the workload for teachers, allowing them to concentrate on interacting with and caring for their students. Social contact among them, which aids in offering ongoing feedback to rectify the efforts of peers, as well as focusing on the peer individually and providing the best learning possibilities based on his aptitude and rate of work completion (Duran et al., 2019).

A number of educational objectives related to the lesson's subject and the student are intended to be met by the peer education strategy. Of these, the most crucial one is giving the peer teacher the chance to work with the peer learner on learning activities by sharing the subject's skills and allowing the teacher to correct mistakes



and give feedback (Moliner & Alegre, 2020). This builds peer relationships, develops the learner's experiences and skills, and broadens their social network by having the peer perform various social roles. Pairs and small groups of peers can be formed to do this. Through the application of skills, such as educational scenarios that inspire and focus students' attention toward acquiring ideas, knowledge, concepts, and abilities and using them appropriately through collaborative learning, peer education seeks to stimulate and improve student learning (Alegre et al., 2019). As people with knowledge and competence influence their peers, cooperation is seen as one of the most important needs from both an educational and social standpoint. When a student has a colleague, peer, or teacher, integration into the school and learning process occurs more quickly and directly (Kim et al., 2021). Research conducted by Alharbi (2023) has verified that employing peer learning as a method of teaching English enhances students' speaking and listening abilities and skills. This is due to the influence of a peer teacher with a higher level of proficiency on the learning progress of a peer learner with a lower level of proficiency. When selecting a teaching method, the instructor must ensure that it is suitable for the student's specific circumstances and the settings of the classroom. Hence, the instructor must modify the peer teaching approach to align with the students' needs, the educational setting, and the surrounding conditions. Given that the English language is the most prevalent and often used language globally, it is imperative for individuals and societies to acquire and impart its knowledge (Al-Ful, 2024). This is necessary to enhance communication among people and groups from all cultural backgrounds, as English serves as a universal medium of expression and comprehension. The accessibility of books, references, and methodologies across numerous sectors and specializations in the English language has resulted in heightened awareness and enthusiasm for English language acquisition and its instruction with the objective of conveying and interpreting these literary pieces (Wen & Li, 2022).

To effectively execute the peer education technique for teaching English, the instructor must consider the gender of the peers as a component that can impact the strategy's success and efficacy. Having peers of the same gender might enhance the learning process and contribute to the social and cultural development (Alharbi, 2023). Effective mutual learning occurs more readily among peers who share similar social and cultural backgrounds. Conversely, when there are significant differences in these features among peers within a group, it might hinder the success of the learning technique in achieving its aims (Almossa & Alzahrani, 2022). Teachers must employ innovative teaching approaches and refrain from relying solely on lectures and delivery due to the deterioration of students' writing abilities. Peer education is an effective method for enhancing English writing skills through reciprocal and collaborative learning among students. It emphasizes the positive role of the learner in the educational process and specifically targets the improvement of writing skills, surpassing the outcomes of traditional education (Al-Jboul & Al-Sharah, 2019).

In order to accomplish this, the teacher's function, which is regarded as a fundamental aspect of the educational process, needs to be redefined from that of a knowledge disseminator to that of a facilitator and mentor for students, aiding them in acquiring skills rather than simply memorizing information (Ernawati & Winarti, 2019). The teacher has multiple responsibilities when applying the technique, including selecting the topic, establishing objectives, coordinating and overseeing the class, and forming groups. The process involves selecting group members, identifying relevant learning resources and activities, appointing a leader for each group and defining their role and responsibilities, closely monitoring group members, promoting interaction and engagement within each group, gathering ideas and feedback after completing group work, and evaluating students' performance and assigning class assignments (Halim, 2021). Furthermore, in the process of peer education, it is anticipated that the learner would exhibit a favorable disposition, actively engage, exchange ideas, scrutinize, and develop a sense of assurance in acquiring knowledge. This outcome is facilitated by the interaction of the learner with peers who share similar age and cognitive abilities (BaniYounis et al., 2021). The study conducted by Rusli et al. (2021) demonstrated that the peer education strategy has a positive impact on the retention, function, and transfer of learning. It effectively captures students' attention, activates their memory storage mechanism, and enhances the learning process, surpassing the effectiveness of traditional methods. Hence, the longevity of students' retention of scientific knowledge and information serves as a validation of the efficacy of the employed technique.

The English language enables and enhances global human engagement and communication. It is important to prioritize improving the writing skills of students who have learning disabilities. This will help them succeed in their academic pursuits and overcome disabilities they may face (Almossa & Alzahrani, 2022). The

importance of writing lies in its wide-ranging use in both academic and professional contexts. As a result, students gain the necessary knowledge and skills to communicate effectively, write in English, and apply these abilities to navigate their daily lives and make appropriate judgments. The traditional approach to teaching writing focuses more on the technical aspects of the language rather than its intended purpose (Al-Jboul & Al-Sharah, 2019). Writing was viewed as a mechanistic process focused on replicating ideas and constructing sentences, without any consideration for the factors that contribute to creating a meaningful work. Moreover, there was a mistaken idea that teaching writing skills should exclusively focus on accurate form, usage, and overall organization. Instructors predominantly focus on identifying and correcting grammatical and syntactical faults, sometimes overlooking the students' ability to effectively apply essential writing strategies (Alpat, 2019).

As a consequence, the teaching and acquisition of writing skills have been neglected in academic research and studies due to the disabilities involved. Writing and skill development are highly valued for their ability to enhance communication and promote the expression of ideas. They serve as a means of effective communication. While it may take learners a significant amount of time, gaining the skills to form ideas and express disabilities is crucial for acquiring a second language (Alqasham & Al-Ahdal, 2022). In order to develop writing skills, learners must not only gain knowledge of specific language components, such as grammar and vocabulary, but also understand the processes involved in language production, including the timing, logic, and approaches. This activity occurs within a social-cognitive framework and requires the capacity to plan and compose efficiently. Written communication is a vital and complex linguistic ability that entails expressing thoughts and emotions to others through written means (Nasr, 2021). It necessitates meticulous deliberation of the substance, manner, and arrangement. Moreover, there are divergent viewpoints regarding whether writing should be seen as a procedural activity or as a conclusive result. It is seen as a sort of information processing, namely as a way to expand and improve the writer's initial ideas. Alternatively, it is considered a series of steps that includes the active participation of students and the final written product (Abdel Samad & Samah, 2020). Written language skills are seen as a crucial component of interpersonal communication, functioning as a means of communicating information. Language comprises both spoken and written modes of communication. Writing is the process of using symbols or letters to form words that communicate the intended message of the writer. Alqasham and Al-Ahdal (2020) propose that the optimal strategy for writing is to divide it into several phases, allowing for the mastery of each stage's skills. This strategy enables the enhancement and progression of these skills. The writing process comprises the subsequent stages:

1. The prewriting stage: This is considered the most time-consuming step of writing since it involves selecting a writing topic and establishing its aim.
2. The first stage of writing: This stage is marked by unpredictability and spontaneous creativity, as the learner formulates the fundamental concept of the topic. An area of discourse. The initial presentation of thoughts and writing may lack organization, resulting in the creation of seemingly chaotic diagrams. However, these diagrams encompass all the essential components of the subject matter. The primary objective of the initial text stage is to enhance one's talents, broaden their competencies, and refine their written text. At this point, the prose progresses to take on the characteristics of the finished theme.
3. Revision stage: During this phase, the student rectifies the faults or flaws highlighted in the original content, restructures and orders the paragraphs, and incorporates additional details.
4. The revision and control stage involves correcting spelling problems, reviewing and ensuring proper paragraph structure, checking margins, ensuring correct spelling, and ensuring clear and legible typeface.
5. Diffusion stage: During this phase, the written content is refined and prepared for various reasons, such as publication in the school's wall magazine or broadcasting on the school radio.

Abdel Samad and Samah (2020) emphasized the need of giving priority to the internal coherence, interconnection, and cohesion of thoughts when evaluating students' written work. It is also crucial to ensure that these concepts fit with the facts offered. The inspection should address not only grammatical, spelling, and punctuation errors, but also other aspects. The written content can be assessed based on many attributes, such as the precision, coherence, and organization of the ideas conveyed. In addition, it is crucial to use language correctly, employ proper vocabulary relevant to the subject matter, ensure accurate spelling, maintain legible handwriting, and prioritize overall organization.

## Previous Studies

Halim (2021) conducted an experiment to examine the impact of peer tutoring on students' writing abilities, specifically in the area of producing recount text. This study employed an experimental research design. The participants in this study consisted of second-grade kids from SMPN 1 Turi Lamongan, East Java, during the 2020/2021 academic year. The participants in this study consisted of 50 students selected from class VIII A and VIII B, who were subsequently divided into experimental and control groups, respectively. The data for this study were obtained from student test scores administered at the conclusion of the study. The data analysis revealed a substantial impact of peer tutoring on pupils' writing proficiency. The findings were derived from the average score of tests taken by students in each cohort. The control group obtained a mean score of 69.40, but the experimental group achieved an average score of 76.20.

Alharbi (2023) examined the impact of implementing the peer education technique in English language learning on the academic performance of intermediate school pupils, as seen by their teachers. In order to accomplish the objective of the study, the researcher employed a descriptive approach, which focuses on providing a detailed description of the phenomenon being studied. A questionnaire was utilized as the primary tool for data collection, which was distributed to a sample of 60 English language teachers in the Qassim region of the Kingdom of Saudi Arabia. The study found that implementing the peer learning strategy had a significant positive impact on the academic performance of intermediate school students. Additionally, English language teachers strongly supported the effectiveness of using the peer education strategy in teaching English. Furthermore, there were statistically significant differences in teachers' opinions regarding the effectiveness of the peer learning strategy in English language learning based on gender, with female teachers showing a greater awareness and understanding of its effectiveness. Furthermore, the study revealed that there were no statistically significant disparities in the impact of employing peer education on the education of intermediate school students based on criteria such as gender, academic rank, educational qualification, and years of work experience.

In their study, Gubalani et al. (2023) assessed the efficacy of peer tutoring as a method to improve the reading comprehension skills of Grade 9 students at Samal National High School. The research study employed an experimental research methodology, notably utilizing a pretest-posttest design, to analyze the topic. The main data were gathered from a sample of sixty (60) students utilizing a reading comprehension questionnaire created by the researcher and approved by a group of specialists. The findings demonstrated that the ninth grade students successfully attained the necessary standard of reading comprehension. The study demonstrated a substantial disparity in reading comprehension prior to and following the introduction of peer tutoring, affirming the idea that peer tutoring had a role in enhancing reading comprehension. Therefore, it is advisable to carry out comparable investigations that encompass a wider range of approaches to improve reading comprehension, going beyond the sole emphasis on peer tutoring, which has proven to be successful.

Al-Ful (2024) examined the impact of using peer teaching practices on the academic performance of primary school children in English, as reported by instructors. In order to accomplish the study objectives, the researcher employed an analytical descriptive methodology, employing a questionnaire as a means of collecting data. The study was conducted on a sample of male and female English language teachers at elementary schools located in Hurghada, which is in the Red Sea region. The study's findings indicated that there were no statistically significant variations, at a certain level of significance, in the efficacy of English language teachers' utilization of peer teaching practices. These variations were not influenced by factors such as educational credentials and years of experience. Furthermore, the study revealed a robust inverse relationship, with statistical significance at the specified level, between the use of peer teaching methods and academic performance in the English language among primary school pupils. The study suggested that it is essential to provide training for teachers in the utilization of modern methodologies that depend on collaborative teaching, such as peer teaching. Moreover, it proposed conducting efficacy assessments for peer teaching tactics in the instruction of non-language educational topics, enhancing instructors' understanding of the significance of staying up-to-date with contemporary advancements in the utilization of innovative strategies.

## Method

The study employed an experimental approach to examine the impact of an independent variable, specifically a training program focused on peer education strategy, on a dependent variable, namely the improvement of writ-

ing abilities in students with learning disabilities. The researcher selected an experimental methodological design that facilitated the establishment of both a control group and an experimental group. This design involved the selection of a sample of children and the collection of measurements both before and after the intervention. The events transpired in the following sequence:

- A cohort of 40 students was randomly divided into two groups: the control group and the experimental group.
- Ensure that the young individuals in both groups have similar levels of writing proficiency.
- The peer education strategy program was implemented with the experimental group, whereas the control group was not exposed to it.
- In order to assess the influence of the independent variable, a post-measurement was conducted for both the control and experimental groups.
- The experimental group was subjected to a follow-up assessment about one month later to investigate the continued effects of the peer education strategy program and validate the durability of the improvement in the dependent variable (writing skills), rather than it being temporary.

### *Population and sample*

The study sample consists of 550 children with learning disabilities who were enrolled in the Abha Governorate prior to its division into 160 schools. We employed a stochastic sampling process to choose our sample. Two classes were selected at random to participate in the study. A total of 20 students were assigned at random to one of two classrooms, with the remaining classroom being designated as the control group. The subjects included in the research sample were selected based on the explicit criteria outlined below:

- The learner's age should fall within the range of 8 to 16 years.
- The student's cognitive abilities to comprehend and react are unaffected by any disabilities, such as hearing impairment, as verified by medical records provided by the Ministry of Health.
- The student's cognitive ability is expected to fall within the average range, as evidenced by the results of an IQ test conducted in a Jordanian context. Upon evaluating the pupils' writing skills, it was concluded that the student likewise encounters disabilities in this domain.

### *Research Instrument*

In order to accomplish the research objectives, two research instruments were employed:

1. The researcher developed an instrument for instructing writing abilities to kids with learning disabilities by employing a peer education approach. The scale consists of 26 items, precisely arranged in a descending sequence according to their level of difficulty. The questions assess two separate abilities: linguistic proficiency, which is gauged by 13 items, and subject comprehension, which is gauged by another 13 items. The scale was employed as a quantitative tool to assess the research sample during the pre-, post-, and follow-up phases.
2. A peer education strategy program has been developed with the aim of enhancing writing skills. This program utilizes the peer education technique. This was accomplished by adhering to the designated procedures outlined in these programs, which involved referencing theoretical literature and previous research conducted by Gubalani et al. (2023) and Al-Ful (2024). The primary objective of this program is to enhance students' writing skills through a structured curriculum that incorporates various activities centered around peer education training. The individuals were provided with guidance inside the program they were already involved in for their educational endeavors.

### *Instrument Validity and Reliability*

To ascertain the validity of the scale, we employed both of the subsequent methodologies:

1. In order to evaluate the content validity of the scale, eight arbitrators are provided with its contents. The arbitrators' level of agreement and acceptance is determined by calculating the proportion as a percentage (80%).
2. The discriminant validity of the scale was evaluated by administering it to a sample of 10 experimental



students who had learning disabilities. The F values yielded statistically significant coefficients of discriminatory validity, with values of 4.80 and 5.30, respectively.

The scale's reliability was assessed using the internal consistency technique, following the conditions outlined in Cronbach's alpha equation. The overall dependability coefficient was computed as 0.834, whereas the confidence intervals for the dimensions ranged from 0.825 to 0.841.

#### *Data Analysis*

After the data gathering process was finished, the average scores and dimensions of the pre- and post-tests were determined. The researchers calculated the impact size to assess the extent to which the program enhanced the writing abilities of children with learning disabilities. The desired outcome was achieved by utilizing the Eta square. We assessed the dissimilarity between two samples with identical attributes by employing the Wilcoxon test and determining the Z-value.

### **Results and Discussion**

Prior to implementing an educational program centered around peer education, the researchers took measures to ensure that the experimental and control groups possessed comparable levels of writing skills, as seen in Table 1.

Table 1: Pre-test

Dimensions	Groups	N	M/R	S/R	U	Z	P
Linguistic skills	Experimental	20	9.80	196.00	26.00	1.250	0.230
	Control	20	9.50	190.00			
Content skills	Experimental	20	10.70	214.00	23.00	0.930	0.320
	Control	20	10.60	212.00			
Total	Experimental	20	10.30	206.00	25.50	1.050	0.280
	Control	20	10.00	200.00			

The data presented in Table 1 demonstrate that there was no statistically significant distinction between the experimental group and the control group in relation to their average scores on the pre-test for the writing skills assessment.

To determine if there are any notable differences in the effectiveness of a teaching program that uses peer education to improve writing abilities in children with learning disabilities, we will compare the experimental group with the control group. The following table displays the results.

Table 2: Post-test

Dimensions	Groups	N	M/R	S/R	U	Z	P
Linguistic skills	Experimental	20	12.80	256.00	5.00	3.700	0.000
		20	8.10	162.00			
	Control						
Content skills	Experimental	20	12.30	246.00	6.00	3.100	0.000
		20	7.90	158.00			
	Control						
Total	Experimental	20	12.60	252.00	5.30	3.300	0.000
		20	8.00	160.00			
	Control						

Based on the data shown in Table 2, the experimental group demonstrated significantly higher post-test scores in linguistic and content abilities, as well as the overall score, in comparison to the control group. This finding

suggests that the students who participated in the study possess a significant level of proficiency in both their language skills and their understanding of the subject matter.

The findings suggest that the study program had a positive influence on the group of children with learning disabilities who participated in the experiment, but the control group did not observe similar positive outcomes. The researcher credits the significant enhancement in the mean scores on writing proficiency assessments in the experimental group to the students' advanced technical skills, active participation, and enthusiasm in implementing this approach into their lessons after completing the training program. A possible explanation for the observed result is that this method possesses distinct properties that set it apart from other entities. The efficacy of this technique in fostering the engagement of student cohorts in productive activities, both within and beyond the classroom, is a noteworthy advantage when compared to traditional educational systems. To achieve this goal, educational institutions must create an atmosphere that encourages the sharing and accumulation of knowledge among students. The student now has access to the full range of features, including direct proposal, transmission, receiving, tracking, engagement, querying, and commenting. By engaging in self-directed learning, he gains fresh insights, enhances his abilities, and cultivates his unique viewpoints and comprehension of the world. As a result, he has the capacity to engage in deep reflection and assess multiple practical scenarios. The results of this study are consistent with the investigations carried out by Halim (2021), Alharbi (2023), Gubalani et al. (2023), and Al-Ful (2024).

Regarding the second question, there are significant differences in the effectiveness of instructional programs that employ peer education in improving writing abilities for students with learning disabilities in the experimental group. The results are presented in the following table.

Table 3: Pre/Post-test

Dimension	Pre/Po	N	M/R	S/R	Z	P
Linguistic skills	negative Rank	3	1.00	3	23.00	0.000
	positive Rank	17	6.00	102.00		
	ties	0				
	total	20				
Content skills	negative Rank	3	1.00	3	23.80	0.000
	positive Rank	17	7.00	102.00		
	ties	0				
	total	20				
Total	negative Rank	3	1.00	3	23.60	0.000
	positive Rank	17	7.00	102.00		
	ties	0				
	total	20				

The average exam results in content and linguistic skills for the experimental groups showed significant disparities. The final evaluation findings demonstrate notable heterogeneity, as evidenced by the data presented in Table 3. The group of students in the experimental cohort shown substantial improvement in their writing abilities following the evaluation.

The efficacy of peer education training approaches and processes in enhancing the writing abilities of kids with learning disabilities is the reason behind this. Utilizing a peer tutoring methodology enhances students' self-confidence and provides an ideal opportunity to improve their academic achievement. The utilization of the peer teaching approach enables the exchange of educational knowledge and information among students. Also, there are numerous options for delivering English in a more flexible manner by employing the peer teaching technique, creates a stimulating and inventive atmosphere for students. Utilizing the peer teaching method in the English language subject promotes the development of cognitive skills such as strategizing, implementing, and

evaluating learning materials enhances the individual advancement and progress of students. Implementing peer learning technique in teaching. Promotes pupils' use of English in interpersonal communication. Furthermore, implementing the peer education strategy serves to cultivate teachers' professional perspectives and discard conventional teaching approaches. Utilizing the peer learning strategy in teaching offers greater flexibility and enjoyment compared to conventional educational methods. The peer education technique enhances awareness of the need of time management and organization, offers a platform to impart leadership and guidance to students, and facilitates the expansion of social interaction among students. The results of this study are consistent with the investigations carried out by Halim (2021), Alharbi (2023), Gubalani et al. (2023), and Al-Ful (2024). The final question is about determining whether there is a statistically significant difference between the scores of students with learning disabilities before and after they received instruction in writing skills utilizing a teaching approach based on peer education. In order to offer a successful resolution, it is important to swiftly attend to the present problem. The results are presented in a tabular manner.

Table 4: Post /Follow-up test

Dimension	Po/ Fol	N	M/R	S/R	Z	P
Listening skills	negative Rank	17	7	119.00	8.20	0.100
	positive Rank	0	0.00	0.00		
	ties	3				
	total	20				
Speaking skills	negative Rank	17	7	119.00	8.50	0.120
	positive Rank	0	0.00	0.00		
	ties	3				
	total	20				
Total	negative Rank	17	7	119.00	8.40	0.110
	positive Rank	0	0.00	0.00		
	ties	3				
	total	20				

Table 4 indicates that the mean scores of the experimental group did not exhibit any statistically significant disparities, as determined by the post-test and subsequent evaluations. There were no discernible disparities after the program completed, which substantiates the idea that the training was advantageous even beyond the follow-up time. The children's improved writing skills and continued participation in the program's activities effectively prepared them for the situation, which could explain this result.

The program's lasting impact continued even after the follow-up period ended, thanks to the continuous evaluation carried out during the session and the attentive completion of assigned homework for each session. This unequivocally demonstrates their exceptional degree of involvement and intense eagerness to gain knowledge from this program. The kids in the experimental group exhibited more progress as a result of the training program's intentional design to minimize disruptions for young individuals. This involved furnishing ergonomic chairs, ensuring adequate lighting, and avoiding the use of supplementary teaching materials such as posters. The program's success can be attributed to its use of a wide variety of educational approaches and innovative technologies. The instructional methods and materials included audiovisual aids to enhance students' understanding of the correlation between their actions and ideas, while also offering real-life situations and opportunities for rehearsing and reproducing vocabulary in the desired language.

## **Conclusion**

The results of this study offer evidence to support the idea that persons with learning disabilities can benefit from an instructional program that focuses on peer education technique. Moreover, research suggests that the peer education model may be more effective than traditional methods in improving the writing abilities of these students. Therefore, it is beneficial for educators to enhance students' writing skills in the classroom in order to achieve the objectives of the program. The peer education technique improves the language and content skills of children who have learning disabilities. The results of this study suggest that the writing training program, which focused on improving writing skills, was more beneficial for the experimental group of students with learning disabilities after they took part in the program. The experimental group's superior mean results on writing skills competency assessments after the training program can be attributed to the students' technical proficiency, prior experience, and excitement for incorporating these platforms into their instruction.

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