BUILDING L2 COMPREHENSION THROUGH PEER INTERACTION

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ABSTRACT

This study investigated how peer interaction aided with authentic video clip can help Grade 10 learners in improving second language (L2) comprehension. Grounded on Vygotsky's Sociocultural Theory, Krashen's Input Hypothesis and Paivio's Dual Coding Theory, this qualitative descriptive study explore how learners interacted with a video clip from the movie WALL E. The study employed purposive sampling on thirty (30) Grade 10 students from Del Carmen Memorial High School of Casiguran, Sorsogon. To achieve diverse interactional data, a heterogeneous group of participants with different L2 proficiency levels was selected. Thematic analysis of student interactions, reflection notes and group outputs were utilized as techniques of gathering data. The results reveal that peer interaction function as an essential social scaffold which enable the learners to transition from fragmented definitions to refined conceptual summaries by anchoring abstract themes in shared visual anchors. By utilizing five specific comprehension indicators, the analysis showed that peer interaction effectively lowers the affective filter. Nonetheless, the results indicate that learners face difficulties like gaps in language and cognitive overload while communicating complex ideas. To address these gaps, the Connected Minds instructional material featuring reflective moments, visual vocabulary cards and role-play kits were developed so academic vocabulary can be mapped onto corresponding cinematic images. The study concludes that while peer interaction effectively lowers the affective filter, structured pedagogical intervention is essential to transition learners from literal observation to higher order thematic reflection. It is recommended that L2 educators should prioritize active, multi-layered video instruction that emphasizes thematic bridging and strategic translanguaging to optimize acquisition.

Keyword - *Peer interaction, Second language acquisition, Video clips, Acquisition, Instructional Guide*

1. INTRODUCTION

This paper presents a qualitative investigation at how social interaction and digital media work together to improve language understanding. The general objective of this study is to investigate the process, benefits and challenges of L2 learners' comprehension building through peer interaction using video clips, with the goal of developing evidence-based instructional materials for Filipino digital-native students. To achieve this, the study specifically aims to: (1) examine how L2 learners build comprehension through peer interaction using a video clip; (2) describe the benefits and challenges of L2 learners in building comprehension through peer interaction using a video clip; and (3) propose a Research Based Worktext- Teacher's Guide and a Learning Manual.

1.1 The Role of Peer Interaction in Enhancing L2 Comprehension

English continues to strengthen itself as the international lingua franca with a staggering 1.53 billion speakers however reports indicate a troubling trend on the number of English learners who often struggle at the level of basic English skills and have difficulty in acquiring deep reading comprehension. [1]. The Philippines is one of the countries with a high level of English proficiency worldwide [2]. However, results reveal that only around 21% of SHS graduates are able to reach functional literacy standard [3]. To address this gap, the Department of Education (DepEd) has been advocating for a major change in instructional methods from memorization based, teacher centered instruction to active social learning models [4]. Studies show that peer group interactions give students the opportunity to feel safe when they are negotiating the meaning through "language related episodes"

[5]. Moving through the stages of cognitive and social learning has a very large positive impact on reading skills [6]. If educators use digitally mediated learning methods, then students will develop the critical thinking and cultural awareness skills necessary for successful functioning in a globalized world [6].

1.2 Exploring Collaborative Learning Strategies in L2 Acquisition

Collaborative pedagogy shifts the focus from individual learning to the socio-cognitive dimensions of language acquisition. By engaging in collective tasks, learners are empowered to co-construct meaning and resolve conceptual ambiguities, which are fundamental process that help in the development of strong comprehension skills [7]. Through group discussions and pair works students are given the chance to bridge linguistic "gaps" with the help of 'languaging' or the use of spoken language to facilitate complex thought and to self-correct through trial and error [8]. Some researches underscores the effectiveness of this approach and points out that high-proficiency peer interaction serves as a reliable source of linguistic input and error resolution [5].

1.3 Video Clips as a Tool for Fostering Peer Interaction

The strategic use of multimedia, especially the use of short video clips take advantage of the dual channel processing by simultaneously activating the visual and auditory channel [9]. This type of multi modal input enhances the retention of information rather than the single mode instruction. Digital sharing platforms, such as YouTube have made authentic, thematic content more accessible to everyone, giving learners targeted learning opportunities through manageable and engaging segments [10]. Studies have revealed that students' listening skills are greatly improved when thematic clips are implemented in foreign language classes [11]. Watching content together, learners exhibit not only higher level of attention and motivationbut also more advanced learning behaviors such as active reasoning and critical thinking compared to those who study individually [12].

1.4 Relevance of Peer Engagement with Video Clips in Language Learning

Peer interaction during video-based language learning in increasingly recognized as key factor in second language (L2) acquisition. Video clips serve as a great multimodal medium that exposes learners to real language mainly by matching what they see visually with what they hear. However, contemporary studies argue that multimedia alone does not deliver its maximal effect until learners switch from passive viewing to collaborative engagement [13]. Peer interaction has the potential to transform individual digital activity into a social construction of knowledge. The use of video clips in peer learning settings address the urgent need for innovative teaching strategies at the same time help second language learners address the comprehension gap in the digital era by stimulating critical thinking, cultural understanding/ awareness and metacognitive growth of the students.

2. METHODOLOGY

The study adopted a qualitative descriptive approach in examining the role of video clips in facilitating peer interaction which leads to comprehension among Grade 10 L2 learners. The study was conducted at Del Carmen Memorial High School in Casiguran, Sorsogon with a heterogeneous group of Grade 10 students. Using purposive sampling, 30 participants were chosen based on their active involvement in the English lesson and their varied L2 proficiency levels to gather quality data. The sample students were organized into five collaborative groups where each has an assigned leader and a video recorder who would carefully capture peer interactions. The research utilized the video clip *WALL E.* The group video discussions, reflection notes and written outputs were the primary data sources used in data collection and the thematic analysis of Braun and Clarke was performed during analysis. Five comprehension indicators were specifically used that served as the basis to answer research objectives. The study utilized data triangulation which enabled the thorough analysis of peer-assisted learning, identifying both pedagogical benefits and challenges in aiding the creation of the final instructional material.

3. RESULTS AND DISCUSSION

The following discussion showcases the findings of the research objectives. The focus of the analysis is on how the WALL E video clip enhanced L2 learners' comprehension through peer interaction, the benefits and challenges encountered and the development of instructional materials to cater or leverage on challenges/benefits identified. To help clarify how peer interaction and multimodal learning lead to comprehension, the researchers draw on three important theoretical frameworks: Vygotsky's Sociocultural Theory, Krashen's Input Hypothesis and Paivio's Dual Coding Theory.

3.1 Peer Interaction and Video Clip in Building L2 Learner's Comprehension

The current research supports the idea that understanding a second language does not simply involve mentally decoding symbols, this is instead an interactive social event supported with multimodal inputs. The use of the

WALL E video clip as a multimodal anchor allowed the learners to mediate between their current linguistic limitations and the high-level conceptual demands of the task.

3.1.1 Summarizing the Main Idea

The research findings reveal that summarizing the main idea of "overconsumption" was a process of Collaborative Concept Refinement. Peer interaction served as a critical social scaffold where learners moved from fragmented initial definitions to more sophisticated, context-driven summaries. This adjustment shows that students are progressing through their Zone of Proximal Development, as social exchanges are the main driving force for learning [14]. For example, [15] claims collaborative pairs are very effective as students resolve the great majority of language-related episodes (LREs) encountered in completing a task. This was illustrated with Group 1, whose member gave a circular definition of overconsuming as being "over consumpting… that you don't even need." This was revised through peer dialogue into a clear written summary: "the excessive use of resources, usually for wants instead of needs.". According to the author, the data also support Dual Coding Theory of [16], which asserts that combining visual "imagens" from the video clip with verbal "logogens" from peer discussion strengthens the students' mental representation. As stated also by [9] principles of multimedia learning, dual-channel processing leads to more effective retention. The summaries were anchored by the students from the visual codes for example, when Group 1 paired environmental neglect with "trash higher than buildings". According to [17], this multimodal input offers rich and contextualized input (i+1). The student-centred nature of the discussion means the Affective Filter is lowered. Students became aware of gaps in their knowledge and fixed them using verbalization. By focusing on the message rather than grammatical perfection, students went through "languaging" or using verbalization as a cognitive tool to identify and fix gaps in student's knowledge [18].

3.1.2 Recall of Key Details

The findings suggest that the recalling of information from the WALL E video clip involved active negotiation of meaning than a straightforward retrieval of information. Each group used a different strategy to anchor abstract themes with concrete details- scene referencing in group 1, referencing visual outcome in group 2, and behaviour-based scene recall in group 3. These strategies show how negotiation of meaning through the peer interaction enables cognitive processing which is in line with [19]. The effectiveness of this strategy is due to the interaction of dual channel processing [9]. The association of verbal labels (logogens) with non-verbal mental images (imagens) aids memory retention, according to [16]. Group 1 exhibited this when the visual of "trash higher than buildings" was presented as a powerful external reference to define environmental neglect.

In [17], the video clip WALL E acted as a "contextual safety net," which connects with (i+1) comprehensible input. For instance, the film's visual images, like the floating chairs on the Axiom, ensured that all of the members of the group could share a common cultural reference to understand the overall message. Group 3 discussed the physical action "sitting and pressing the button" and this activated the mental image of what "sedentary lifestyle" means and which enabled them to describe what it is. Through this collaborative anchoring of abstract terms to concrete scenes in the clip, the input can be understood even with a complex vocabulary. This process confirms that peer interaction plays an important role in transforming learning from passive observation to active, social learning [20].

3.1.3 Clarifying Meanings

Based on the research, students mainly used peer negotiation and "definition layering" strategies to clarify abstract terms. The three groups used strategies including Peer Negotiation of Meaning (Group 1) to Peer-Driven Prompts in Group 2 and Layered Peer Definitions (Group 3). This social layering approach provides a richer type of scaffolding than the usual dictionary meaning since it enables the students to derive meanings within the ZPD [14]. For example, the transition from a circular definition of "dependency" to "over-relying" by Group 1 exemplifies the cognitive process of using a language to fill a gap in language or also termed as languaging [18]. This finding is also consistent with that of [15], who found that collaborative pairs are effective in resolving language-related episodes (LREs).

The video clip's content has also been instrumental ground to the student's clarifications of meanings. As the students simultaneously heard the words "environmental negligence" and saw "rubbish higher than buildings," they were able to form a concrete mental image which made it much easier for them to retain the words better. Group 2's use of peer-driven prompts such as "Uhm share your thoughts" created a relaxed atmosphere that lowered the group's affective Filter [17]. Group 3's use of the Filipino phrase "*umaasa nalang*" illustrates strategic translanguaging that enables them to connect more with the lesson on AI, drawing on their prior knowledge. As a result, the findings suggest that "bottom-up" social interactions are more effective and works better for clarifying abstract L2 vocabulary than "top-down" instruction provided by teachers.

3.1.4 Use of New Vocabulary

Three distinct group strategies were used to characterize the way new vocabulary was introduced: Incremental Word Exploration (Group 1); Contextualized Use of KeyTerms (Group 2); and Functional Rewording/Expansion (Group 3). By using such strategies, students were able to incorporate abstract terms, such as “sedentary” and “consumerism”, by going from social dialogue/ peer interaction to individual internalization within the Zone of Proximal Development (ZPD)[14]. This process, as described, involves students shaping their own knowledge by verbalizing it [24]. Group 1 had a tentative definition of “dependency”, which they agreed was “over relying” through sustained natural interaction. This showed how peer interaction can help overcome linguistic gaps.

The success of these vocabulary strategies was heavily supported by the contextual safety net provided by the video clip. For instance, associating the word sedentary with the vivid “imagen” of humans in floating chairs enabled better memory encoding [16]. The video provided (i+1) input that understandable despite its linguistic complexity, as further noted by [17]. Moreover, the group’s relaxed environment lowered the Affective Filter once again, inviting the linguistic risk taking necessary for functional rewording. For instance, this can be distinguished in Group 3’s progress from the informal student description ‘just sit’ to the formal academic label ‘sedentary lifestyle’. As noted by [25] social L2 learning that integrates visual cues stimulates greater brain activity, which naturally facilitates more effective memory retrieval

3.1.5 Making Connections to Real-Life Experience

Based on the results, making connections to real-life contexts involved a process of conceptual transfer which was enabled by the video as a cultural tool. The three groups adopted a Reflective Linking and Generalized Life Pattern Awareness approach to move beyond the fictional narrative of the clip to critique contemporary societal patterns. This application of concepts is viewed as high internalization. Whereby, the learners utilize common cultural tools to make sense of the environment [14]. For instance, Group 1 explicitly linked set the "mountains of trash" in the film with real pollution of the environment while Group 3 associated the Axiom reliance of the characters with the latest technologies dependency of the current society.

This "thematic bridging" was cognitively supported again by [16] since the vivid visuals of the video clip provided a concrete "imagens" that student mapped onto their real-world observations. Such critical engagement is also in line with [19] who claims that collaboratively interpreting authentic, video-based content encourages learners to question their assumptions and construct complex links. Furthermore, the WALL-E clip's emotional impact provides what [17] refers to as "optimal input," which not only lowers the Affective Filter, but also helps students draw on their extra linguistic knowledge for making sense of complex socio-environmental issues Authentic video clips expose learners to the social and cultural realities and will thus enable a “reflective linking” that translates academic labels into actual and concrete behaviour patterns [26].

3.2 Benefits and Challenges of Peer Interaction in L2 Learner Comprehension

This section explores the mechanisms that either aided or hindered the comprehension process, organized across the same key indicators. The analysis highlights how the *WALL-E* video clip functioned as both a catalyst for understanding and a source of linguistic demand.

3.2.1Summarizing the Main Idea: Benefits and Challenges

The main advantage observed from this study was the effectiveness of peer interaction as a social scaffolding technique for collaborative extraction of concepts. The video’s visual context, which was easy to interpret, encouraged rapid engagement, which allowed learners to draw upon shared visual discourse such as Group 1 referring to the "trash higher than buildings" as a way to make sense of the video’s message [14]. The importance of such dynamic interaction is consistent with the Input Hypothesis of [17], where the video provides the “i” (input) and presence of peers pushes the learners to i+1 by enabling the learners to verbalize the abstract themes. Furthermore, the low-pressure environment which significantly reduced the Affective Filter increased student attention and the focus on the main themes, consistent with [28].

In contrast, the main challenge was the temporary vagueness in L2 output that occurs during the initial student’s dialogue. Learners sometimes found “circular definitions” hard to deal with, as was evident from the first definition supplied by Group 1 to overconsumption. Such a language gap calls for "languaging" i.e. noticing and correcting errors through peer negotiation and trial and error [18]. The data indicates that students can successfully reveal complex patterns through peer interaction but need formal negotiation phases to help them move from literal observation to abstract interpretations.

3.2.2 Recalling Key Details: Benefits and Challenges

The video’s multimodal nature was found effective in recalling of key details such as the group’s mention of

“robot servants” and “floating chairs” from the video clip. Such recall is based on the Dual Coding Theory of [16] where the combination of image and discussing it with peers facilitated better recall. As mentioned by [9], this dual channel processing is important for the formation of strong mental models. The interaction with peers here served as a verification tool, reinforcing the details remembered through social scaffolding.

Nonetheless, a major issue that arose was the Linguistic Gaps and Ambiguity Present in L2 Output. While students were able to recall visually the detail, they couldn’t always express this with classroom or academic terms For example, Group 3 first used "over fat" before changing that to "not a normal weight" to define “sedentary lifestyle.” They relied a lot on nodding and hesitant eyes contact which indicates an L2 linguistic bottleneck phenomenon where the clarity of a particular mental image exceeds the learner's L2 lexical resource.

3.2.3 Clarifying Meanings: Benefits and Challenges

A major gain in clarifying meanings was the Social Scaffolding in the ZPD, whereby learners have used peer interaction to make sense of things beyond their individual capability [14]. The environment was constructed to allow so-called ‘language-related episodes’ (LREs) where students continuously monitor their output and improve through each other/pair work and through self-correction [15]. The WALL-E video can be seen as a common reference frame. In other words, it served as the (i+1) input of [17]. Such findings validate the discovery that working with peers offers a relaxed atmosphere for negotiation, which is highly effective at resolving comprehension breakdowns [15].

A new challenge that emerged was the Linguistic Proficiency Mismatch when there was a big gap between peers. In Group Three, the code switching got heavy after they started using the term ‘*sobrang paggastos*’ for consumerism Using the L1 is a quick way of creating a bridge to understanding but it creates less exposure to the TL and negotiation for meaning opportunities in L2. This shows how managing L1 use can be challenging with low-proficient peers since the more capable peer may not be able to explain complex ideas in full.

3.2.4 Using New Vocabulary: Benefits and Challenges

One of the significant advantages was the provision of Contextualized and Meaningful Input for learners, which helped them retain vocabulary better. Through connecting the new terms to the images found in the WALL-E clip [17], the vocabulary became more understandable and was readily incorporated in conversation. For example, Group 1 reflected that video visuals allowed them to "observe and define concepts more clearly," a result consistent with studies showing that video materials make instruction more meaningful and improve linguistic skill retention [12]. The low-anxiety setting further encouraged students to try using the new words, such as describing obesity based on the visual evidence of people on "hover chairs."

Nonetheless, the biggest obstacle was limited vocabulary of concrete words. Students from all groups often used simple concrete (Tier 1) vocabulary but struggled to use more sophisticated (Tier 2) academic words like ‘desolate’ or ‘sedentary’. Data indicated students were able to use basic language well among peers but often did not have the ‘linguistic leverage’ to push each other toward a more complicated use of academic vocabulary. This means that while strong base is built through peer dialogue, it is necessary for teachers to intervene to help close the gap towards the formal L2 production.

3.2.5 Making Connections to Real Life: Benefits and Challenges

The most recognized benefit was the development of Critical Thinking and Engagement. The video story served as a medium to engage the students in dialogue. The video’s narrative acted as a medium for establishing conversations with students. Collaboration prompted students to question their assumptions and draw deeper thematic links [19]. In Group 1, the members went beyond the plot summary to tackle an issue like artificial intelligence. They regarded it as having a “downside” instead of merely as information. According to [27], task engagement increased and anxiety decreased due to an attachment to the story.

The Linguistic Constraint on Abstract Expression was a challenge identified in relation to making connections to real life. Students who are less proficient sometimes have trouble articulating complex social critiques in English. For illustration, for Group 3, the discussion about environmental neglect remained at the literal level. When the group stated, “the earth they leave it because they neglect it” This reflect that students do not fully realize the deep cognitive context, a findings relevant to [29]. This means that students can think critically but do not often demonstrate such skills because they cannot put their thoughts into words.

3.3 Connected Minds: Enhancing L2 Comprehension Through Peer Interaction & Video Clips

The instructional material, Connected Minds, is an implementation of these findings. In contrast to other learning

materials which are purely theoretical, this one is based on the actual patterns of learner engagement and challenges observed in this study. To promote peer interaction, the material includes interactive video clips with reflection points. These act as the negotiation phases within the Zone of Proximal Development (ZPD) [14].This will allow students to jointly construct meanings of complex terms before proceeding to work individually. The crafter material also uses Vocabulary Cards with Visual Cues to address the identified challenges of language gaps. Following the theory of [16], these cards match Tier 2 academic words with specific "imagens" from the film, such as "mountains of trash." can be depicted with an appropriate image.This ensures that abstract concepts are grounded in a non-verbal reality, making them more accessible and resistant to the limitations of short-term memory.

Finally, the inclusion of Role-Play Kits facilitates the transition from passive understanding to critical reflection. This approach mirrors the "reflective linking" seen in groups who performed well, encouraging students to apply their newly acquired vocabulary to solve ethical dilemmas. Ultimately, *Connected Minds* makes viewing videos a socially mediated, congnitively rich learning experience that results in lasting L2 acquisition.

4. CONCLUSION AND RECOMMENDATION

This study concludes that although peer interaction and video clips such as WALL-E may help enhance the L2 comprehension of students through social scaffolding and dual-coding, their effectiveness can be evaluated only when proper pedagogical support or proper teaching intervention is available. The findings pertaining to Objective 1 and 2 indicate that through interaction with peers, learners can progress from individual definitions of concepts to a more accurate and coherent idea through visual association. Despite this, there are still considerable challenges, especially the linguistic gaps in using language at a level that is sufficient to articulate abstract ideas and the tendency to use simple concrete vocabulary instead of academic language. To address this issue, the study's third objective led to the development of the instructional material Connected Minds – a research-based worktext composed of the learning modules and a teacher's guide. This teaching resource shows that L2 students can learn more from visual input through complex L2 output when they participate in structured negotiation phases with tools that connect academic vocabulary to concrete images. Finally, the findings of the study indicate that peer interaction, while it may lower the affective filter, would still require teacher intervention to help the students go beyond mere descriptions and develop meaningful thematic reflections.

Given these findings, it is suggested that L2 teachers and curriculum planners should not just rely on passive viewing. Instead, it is recommended to use video based instruction to facilitate active, multilayered discussions. To begin with, teachers should embrace the use of visual scaffolding and definition layering tasks through interactive pause points in videos to encourage for immediate peer negotiation of meaning before writing occurs. To overcome the linguistic limitations, learners should be equipped with contextualized word banks to help strategize their translanguaging while brainstorming on their own during the lesson and to ensure that cognitive load is kept manageable in the Zone of Proximal Development. Moreover, curriculum designers should emphasize thematic links by developing student prompts that require students to uncover the links between the non verbal narrative indicators presented in the story, and contemporary human themes like sustainability and tech dependence Lastly, educational institutions should invest in multimedia resources that mainly feature narrative-heavy visuals in order to function as a contextual safety net and ensuring L2 learning results in durable, applicable and socially situated knowledge for learners of all proficiency levels.

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