



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
Homsi Besma

On: Tuesday, 18 June 2019

**The Role of The Peer Tutoring Strategy in Improving Pupils' Writing
Performance: a case study of fourth year pupils at Ahmed Redha
Houhou middle school Biskra**

Board of Examiners:

Mrs. MANSOURI Amina	Supervisor
Dr. BENEDIR Samira	Examinator
Dr. MEHIRI Ramdane	President

Academic year: 2018/ 2019

Dedication

This work is dedicated:

To my dear parents

To my brother and sisters

To my best friend Maroua

To my lovely Bichou

To all our nearest and farthest relatives

Acknowledgments

First of all, thanks to God who provided me with patience and ambition to achieve this modest work.

I would like to express my gratitude and thanks to my supervisor Miss. Mansouri Amina who accompanied me along the way with her guidance, advice, support and considerable patience. Without her valuable remarks, corrections and suggestions the accomplishment of this work would not be possible.

Many thanks, to all the teachers of the Department of English.

Many thanks, to all members of the Jury: Dr. Mehiri Ramdane and Dr. Benidir Samira to the time they devoted to read my thesis and provide me with valuable advice and feedback.

I also grant a special thank to my teachers: Mrs. Atef Zkiri . I would not forget His encouragement and support along my studies.

I would like to thank my classmate and my friend Miss Maroua Deghouche for her support.

My greatest debt and deepest thanks are owed to AGRODAT company directors: Kaddour Abdelaziz and Kaddour Abdelkarim

Abstract

The present study attempts to investigate the role of the peer tutoring strategy in improving pupils' writing performance. Thus, we hypothesized that if peer tutoring is implemented in the writing class, their writing performance will be improved. To test this hypothesis, a descriptive study is conducted beside a qualitative method to gather and analyze data. Two data collection tools were selected. A questionnaire was designed and administrated to thirty Middle school pupils, who were divided into tutors and tutees during English classes in order to gather their perception toward Peer Tutoring as a learning strategy. Besides, a classroom observation was conducted on pupils of fourth year class at Ahmed Reda Houhou Middle School in order to determine the role of peer tutoring during examination. From the findings obtained out of the two data gathering tools, it can be conclude that pupils' writing performances have improved through using the peer tutoring strategy. At the end of this study, some recommendations were proposed based on the research findings.

Key words: Peer tutoring strategy, writing performance.

Table of contents

Dedication	
Acknowledgments	
Abstract	
Table of contents	
List of figures	
List of abbreviations	
General Introduction	
1. Statement of the problem.....	1
2. Literature Review	Erreur ! Signet non défini.
3. Significance of the study	1
4. Research aims	2
5. Research questions	2
6. Research hypotheses	2
7. Methodology.....	2
8. Structure of the study.....	3
 chapter one: Peer Tutoring	
Introduction	4
1. Some definitions of peer tutoring	4
2. Importance of peer tutoring	5
3. Peer Tutoring and Students' Learning Styles	7
3.1. Visual learners	8
3.2. Auditory learners	8
3.3. Kinesthetic learners.....	8
3.4. Reading and Writing Learners (verbal)	9

4. Peer Tutoring Models (types)	9
4.1. ClassWide Peer Tutoring (CWPT)	10
4.2. Cross Age Peer Tutoring.....	11
4.3. Peer Assisted Learning Strategy (PALS).....	11
4.4. Same-age peer tutoring	12
4.5. Reciprocal peer tutoring.....	13
5. Peer tutoring strategies	13
5.1. Role-play.....	13
5.2. Teach tutoring skills.....	14
5.3. Create reward system.....	15
5.4. Explain how to give feedback.....	15
5.5. Provide written prompts.....	16
5.6. Use Think-pair-share activities (TPS).....	16
5.7. Jigsaw activities	16
6. Benefits of peer tutoring	17
7. The weaknesses and strengths of peer tutoring.....	18
Conclusion	19

Chapter two: Writing performance

Introduction	20
1. Definitions of writing	20
2. Approaches to Teaching Writing.....	22
2.1. The product approach.....	22
2.2. The process approach.....	23
2.3. The Genre Approach.....	24
3. Stages of the Writing Process	24
3.1. Pre-Writing	25
3.2. Drafting	26

3.3. Revising	26
3.4. Editing.....	27
3.5. Proofreading and Publishing.....	27
4. Elements of Writing.....	28
4.1. Purpose.....	28
4.2. Audience	28
4.3. Clarity	28
4.4. Unity	28
4.5. Coherence and Cohesion.....	29
4.6. Word Choice	29
5. Aspects of Writing.....	29
6. Collaborative Writing in EFL Classroom.....	30
7. EFL Writing Difficulties	31
Conclusion	32

Chapter three: Field work

Introduction	33
1. Data collection.....	33
1.1 Research instruments	33
1.2 The population and sampling.....	33
1.3 Classroom observation.....	33
2. Rationale.....	34
2.1 Classroom observation: description	34
2.2 Analysis of classroom observation	35
3 Tutors' questionnaire.....	37
3.1 Administration of tutors' questionnaire	37
3.2 Aim of tutors' questionnaire	37
3.3 Description of tutors' questionnaire.....	37

3.4 Analysis of tutors' questionnaire	38
4 Tutees' questionnaire.....	45
4.1 Administration of Tutees' questionnaire	45
4.2 Aim of tutees' questionnaire	45
4.3 Description of tutees' questionnaire	45
4.4 Analysis of tutees' Questionnaire	46
Research findings and discussion	53
Conclusion	53
General conclusion	55
Recommendations	
References	
Appendices	

List of figures

Figure 1: Pupils genre distribution	38
Figure 2: Pupils desire to studying English.....	38
Figure 3: Tutor's enjoyment of pair work technique	39
Figure 4: Reasons of tutors' enjoyment of pair work	40
Figure 5: The frequency of activities do tutors perform during pair work technique	40
Figure 6: Pupils suffering from writing difficulties	41
Figure 7: Tutors' perception about the effectiveness of peer tutoring strategy in improving tutees writing performance.....	41
Figure 8: Tutors' enjoyment of being tutors	42
Figure 9: Tutors' explanation and answering to tutees question	43
Figure 10: Proving tutees with constructive feedback	43
Figure 11: Teacher's intervention during tutors' work	44
Figure 12: Difficulties tutees face during the writing task.....	44
Figure 13: Tutees' gender distribution.....	46
Figure 14: Tutees' enjoyment of learning English	46
Figure 15: Tutees' enjoyment of pair work technique.....	47
Figure 16: Activities performed during pair work technique.....	48
Figure 17: The reasons behind tutees' avoidance of writing	49
Figure 18: Tutees' perception about the effectiveness of peer tutoring strategy in developing their writing	50
Figure 19: Difficulties tutees face in writing production	51
Figure 20: Skills developed after implementing PT strategy	51
Figure 21: Tutees' perception for an immediate correction.....	52

List of abbreviations

CWPT: Class wide peer tutoring

EFL: English foreign language

PALS: Peer assisted learning strategy

PT: Peer tutoring

RPT: Reciprocal peer tutoring

TPS: Think-pair-share

TTT: Teacher talking time

VARK: Visual, aural, read/ write, kinesthetic learners

General Introduction

Writing is an important skill for the competence of producing language. However; it is considered as the difficult one; particularly in English as a foreign language (EFL). That is why teachers of EFL are seeking to find the best strategies that can help pupils to learn more easily and efficiently. Peer tutoring is an effective and engaging strategy which is used by teachers to support their pupils to learn from each others. The goal of this study peruses to encourage the cooperative learning in improving writing performance.

1. Statement of the problem

Writing is a complex process which needs an effective technique to improve among which fourth year pupils of middle school. Via this research we are going to understand the potential role of peer tutoring which is one of the most helpful strategies used in order to improve English writing performance.

2. Significance of the study

Peer tutoring is useful method which enables pupils to share their learning experience and provides them with an opportunity to enhance their writing skill. In other words, it is an excellent way to help students through their writing struggles. In addition, it allows students to develop in-depth knowledge of the basics of English language, also to conduct an effective writing production.

With this research, it is hoped that this strategy can be recommended or implemented for pupils of middle school as means to show that peer tutoring gives better performance than solo work technique in writing skill.

Peer tutoring is addressed to the excellent pupils as well the less doing ones so that they can learn from each other.

3. Research aims

- **Main objective**

This study aims to discuss and prove the effectiveness of peer tutoring to improve writing performance.

Objectives of this research are to find out:

- Whether inexperienced pupil performs better after using peer tutoring strategy or not.
- It is to prove that peer tutoring is much more effective and beneficial on writing skills than working individually.

4. Research questions

This research is aiming to answer the following questions

- 1- Does peer tutoring help weaker students to improve their writing performance?
- 2- Will pupils' perceptions of their writing abilities be improved by using peer tutoring strategy?

5. Research hypotheses

We hypothesize that pupils will improve their writing skills if the teacher use peer tutoring technique.

We hypothesize that less doing pupils will perform better in writing expression tasks after implementing peer tutoring strategy.

6. Methodology

It is vital for any study to pick a research methodology since a research after all is what whole dissertation will rest on. The descriptive methodology will be adopted to describe and determine the role of peer tutoring in improving pupils writing performance. This research

takes place at AHMED Reda Houhou Middle School. The main instruments to collect data are two questionnaires for tutors and tutees and classroom observation.

7. Structure of the study

This study contains three chapters. The first chapter will be about peer tutoring which involves definitions of peer tutoring, its importance, its types and its strategies. The second chapter involves some definitions of writing, its process, its aspects and models. The last chapter is about the field work which analyzes the results that are gathered from data collection; two questionnaires (one for the tutors and other one is for the tutees) and classroom observation. This dissertation is concluded with a general conclusion.

Introduction

Peer tutoring is an effective collaborative learning strategy for classrooms with diverse learners as it helps and promotes academic gains as well as social enhancement. Moreover, peer tutoring encompasses a mutual learning experience where higher performing students (tutor) are paired with lower performing students (tutee) to help the latter improve critical academic concept. This approach is considered as one of the most important techniques which have been used by teachers to raise the assurance and confidence level of their students. In this chapter, we will deal with some important definitions of peer tutoring; the importance of peer tutoring; peer tutoring and learning styles; then we will pay special attention on peer tutoring benefits and finally, weakness and strengthen of peer tutoring as learning strategy.

1. Some definitions of peer tutoring

Peer tutoring has been defined under many different terms by different researchers. It is kind of collaborative teaching-learning process which can be defined as students helping other students to learn any subject (Newton & Ender, 2010) or active support of students who have equal status and social grouping among themselves (Topping, Duran & Keer, 2015). Moreover, Damon and Phelps (1998, p. 11) assured that, “peer tutoring is an approach in which one child instructs another child in material on which the first is an expert and the second is a novice” (cited in Kalkowski. n.d.para 2). It can also be defined as the transference of experience and knowledge from one to another. Furthermore, Topping (1996, p. 322), affirmed that “peer tutoring is people from similar social grouping who are not professional teachers helping each other to learn and learning themselves by teaching” (cited in Higher Education; 1996, p. 322). In the same stream, Gearheart et al (1992) claim that peer tutoring is the process in which pre-trained successful students teach a concept or a skill to another student or to group of students under the leadership of the teacher (as cited in Uzuner Yurt and Elif Aktas, 2016, p. 1036). In addition to the above definitions, PT promotes academic

and social development for both the tutor and the tutee. According to Hott (2014), peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. Typically, higher performing students are paired with lower performing students to review critical academic or behavioral concepts (as cited in George Mason University; Jasneen Sahni, Marymount University April. 2012). According to Topping et al (2011), peer tutoring contributes to student motivation towards courses besides developing discussion, expression and interrogation skills. (cited in Yurt & Aktas,2016, p.1036). In addition, Goodlad and Hirst (1989) defined peer tutoring as “a system of instruction in which learners help each other and learn themselves by teaching” (as cited in OMOROghomwan Ostayimwense, 2017).

Many researchers have defined peer tutoring in varying terms and from different perspectives, so it would be difficult to cite all what has been stated exactly by scholars, but it is clear that they commonly agree that PT is an instructional strategy that facilitate access to the general education curriculum for students with difficulties between peers. Peer tutoring is particularly important in inclusive classrooms because it allows teachers to address a wide range of learning needs and engages all students simultaneously.

2. Importance of peer tutoring

With the passage to the no child left behind, education professionals are seeking to facilitate access to the general curriculum for less doing students since teach any subject, particularly English as foreign language (EFL) can be difficult and most of times pupils need an extra help to urge them to learn more effectively. Many researchers have found that PT is an effective learning strategy. The general idea behind PT is that student’s partnerships, linking higher achieving students with lower achieving students is likely to help the latter improve. The Jeff Atwood claims that “teaching peers is one of the best ways to develop mastery.” In addition, many schools have found that peer tutoring is highly cost effective and

usually results in substantial gains for pupils, both academically and socially. Due to this reciprocal learning activity, peer tutoring should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the pupils. It can be described as a way of moving beyond independent to interdependent or mutual learning (Boud, 1988).

Peer tutoring is becoming an important part growing in many courses since explaining a concept to another learner helps extend his/her own learning. This practice gives students the opportunity to understand better the material being studied. Likewise, Ayaz (2014) in his research claims that tutoring is comprehensive processes where the student and his/her peer take a reciprocal trip to discover and practice academic skills and life while searching for and repairing the academic break that kept the students from becoming fully self-taught. Ayaz added that peer learning is not a single, undifferentiated educational strategy; it includes a vast extension of activities. Peer tutoring is as beneficial for the tutee as it is for the tutors, maybe even more beneficial. Collaborative learning really does seem to work in two directions, although not entirely transparent ways. The significance of peer tutoring does not focus on the task itself, but the emphasis is on the learning process and the emotional support that learners offer each other, due to its important role in developing skills, working cooperatively with peers, giving and receiving feedback. PT is significant in the sense that it can strengthen pupils' foundational knowledge of a course or a concept and find new approaches to overcome the complexity. Furthermore, Boud (1988) stated that peer tutoring is a necessary and important aspect in all courses and an addition to the repertoire of teaching and learning activities that can promote the quality of education (Boud, 1988, as cited in Reis.) Last but not least, research also indicates that peer tutoring activities typically yield the following result for both tutor and tutee: team-building spirit and more supportive relationships; greater psychological well-being, social competence, communication skills and self-esteem; and higher achievement and greater productivity in terms of enhanced learning outcomes.

3. Peer Tutoring and Students' Learning Styles

Many people recognize that each person prefers different learning styles and techniques. A learning style is not just an ability but rather a preferred way of using one's abilities (Sternberg, 1994). Individuals have different learning styles, that is, they differ in their natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills (Reid, 1995). Pupils have varied learning styles, which are characterized strengths and preferences in the way that they process information and learn. In fact, there is no wrong or right learning style; most children show a preference for one of the basic learning styles: visual, auditory, kinesthetic, and reading and writing unconsciously.

Learning styles are defined by Grasha (1996), as "personal qualities that influence a student's ability to acquire information, to interact with peers and the teacher, and otherwise to participate in learning experiences" (p. 41). Felder (1996) defines learning styles as characteristic strengths and preferences in the manner in which students take in and process information. James and Gardner (1995) define it as the manner in which people process, store and recall what they are attempting to learn.

When a tutor recognizes this preferred learning style; this knowledge can help a tutor gain and maintain interest in new material (wood, 2017 as cited in the role of peer tutoring strategy in improving pupils' reading comprehension skills). As stated by VAK theorists as tutors, they need to present information using all three styles in order to allow all the learners to be involved in the mood of learning, no matter what their preferred style may be. In order to overcome any difficulty, tutors may use different learning styles in different situations. In all definitions, learning styles entail the student's ability to relate new information along with the environmental factors which allow a student to acquire new knowledge.

3.1. Visual learners

In Fleming's view (1995; cited in Allen, Swidler, & Keiser 1256), these learners attend to information through visuals as graphs and charts. According to many researchers, the learners who prefer the visual mode tend to depend more on their eyes to grasp and remember the information which they are learning. In other words, it is suggested that visual learners “would rather see information presented in a visual rather than in written form” (Pantho & Tiantany, 2015). This can be described in terms of preferring seeing the teacher's body language and facial expressions, sitting near the front of the class, thinking in pictures, and learning through visual displays. For instance, they prefer visual displays such as handouts, diagrams; illustrated text books, overhead transparencies, interactive whiteboards, and flip charts (Davies, 2006).

3.2. Auditory learners

They are also called aural learners, and they are learners who rely most on their hearing sense. Unlike the visual learners (or visuals), they prefer to explain new ideas to others, attend lectures and discussion groups, and use stories and jokes (Hawk & Shah, p.7). From a selected point of view, Narayanan also mentioned the auditory preference in his work, The learners who prefer the auditory mode tend to prefer group discussions where they can discuss and express what they think about the information that they acquire. For instance, these learners learn better through discussion in either orientations, whether with teachers or with classmates (Allen, Swidler, & Keiser 1256).

3.3. Kinesthetic learners

This kind of learners is not the same as the previous kinds; these learners find it comfortable to learn through trial and error, through doing things to understand them (Hawk & Shah, p. 7). Therefore, these learners may learn the language better if they do something

physical, e.g., participation. For instance, they will not ameliorate their English grammar unless they participate in the classroom and they write something on the board. Mainly, these learners prefer the information to be real or simulating. They prefer the information to be in relation to reality as concrete personal experiences, examples, practice or simulation.

3.4. Reading and Writing Learners (verbal)

This kind of learners are assumed to find it easy to learn through words, i.e., in terms of writing and reading essays, taking notes, reading and writing reports, and any other kind of "encoded" information (Allen, Swidler, & Keiser, 1256). In addition, reading (including writing) learners who prefer learning through reading and writing can be characterized as Narayanan maintained:

“Academics prefer this category of read and write. It is all too well known that instructors ask the students ‘Read Chapter 7 from the textbook before coming to next class meeting.’ Some other instructors ask the students to write a 400 word essay about a particular topic. ... The input to the student is text-based and the output from the student is text-based.”

In other words, they have their own way. They learn through lists, essays, reports, text books, definitions, printed handouts, readings, manuals, Web pages, and taking notes (Hawk & Shah, p. 7).

To conclude, VARK model remains totally widespread among both learners and educators. (Cherry, 2012). The VARK learning style is proposed for EFL learners to choose the appropriate strategy, and for teachers to adjust their teaching techniques according to the style they have in classroom.

4. Peer Tutoring Models (types)

Teachers support instructional strategy in which students work together, usually in pairs for the purpose of practicing and mastering academic skills or concepts. Peer tutoring is a

broad term for a variety of tutoring situations that occur among students of same or different ages. In PT there are many models to be applied during PT process, but the most frequently used PT models are as follow:

4.1. ClassWide Peer Tutoring (CWPT)

CWPT is a teaching strategy that is based on reciprocal peer tutoring and small group reinforcement where whole classrooms of students are engaged actively in the learning process to practice essential academic skills jointly in methodical and fun way. Its purpose is to use question-answer, corrective feedback, tutoring, and a game format to support students' academic achievement in basic skills and content areas.

CWPT consists of assigning students to dyads (pairs) to peer tutor each other by reading, asking questions, and providing prompts and feedback on correct and incorrect responses in a highly structured format (Maheady et al., 2006). CWPT is the most researched and widely recognized effective peer-tutoring model (Maheady, Mallette, & Harper, 2006). CWPT can be implemented across content areas using already existing curricular materials and requiring minimal restructuring of teachers' lessons. In CWPT the entire class participates in PT activities two or more times per week for nearly 30 minutes (Harper & Maheady, 2007). According to Lee and Ward (2002), CWPT consists of six elements:

- Placing students in peer dyads.
- Dividing the class into team.
- Providing practice time with peers.
- Involving peers in assessing their partners 'performance.
- Posting the performance of the team.
- Setting goals for the team.

CWPT model give the entire student the chance to take on reciprocal roles of both tutor and tutee in a peer dyad in each team. In CWPT, first, the task is demonstrated by the teacher after that, the student follow the next step on a given card which contains a description about the drill, critical element and the number of trails to perform in order to assess partners' performance. For instance when a tutee is performing a task, the tutor is taking notes using a simple checklist, and then provides feedback and praise (as cited in the role of peer tutoring in improving pupils' reading comprehension skill).

4.2. Cross Age Peer Tutoring

This type of tutoring occurs between students of differing ages where the older student tutors the younger student. For example, a middle school student might get paired with an elementary grade student to help the younger student with reading, writing or math skills.

Scott-Little (2003), Hall and Stegila (2003) state that “ cross age – tutoring is a peer tutoring approach that join students assuming the role of tutee”. In the same vein, Miller and Miller (1995) claims that students' pairing may include a variety of combination such as elementary students with high school students or older students with disabilities. Wright and Cleary (2005) state that cross-age peer tutoring works by pairing students from different grades and ability levels to work on an academic skill together. The older/higher ability student will be the tutor; and the younger/lower ability student will be the tutee. The students work together to practice a skill. This is beneficial for both the tutors and the tutees.

4.3. Peer Assisted Learning Strategy (PALS)

The Peer Assisted Learning Strategy (PALS) is a class-wide peer-tutoring program that addresses the different learning needs of every student. This cooperative learning technique pairs students together and gives them the roles of a “Coach” and a “Player”. (PALS) is an intervention that utilizes the help of more advanced students for assisting in the development

of children with greater education needs. The program combines peer tutoring with instructional principals and techniques. Specific techniques vary depending on the grade level and domain of focus. Teachers pair students based on skill levels and social compatibility. In each pair, one student serves as the “coach,” while the other is the “player.” Teachers make pairings by ranking all the children in the class on reading capabilities and splitting the list in half. The teacher then pair the two most capable students from each list, the second two most capable, and so on. Pairs are changed frequently so that each student eventually has the opportunity to be both a coach and a player.

According to Fuchs and Burish (2000), PALS is a version of the CWPT model, it covers pairing students who need an extra help or an instruction with a peer who can support the less competent student nominated by the classroom teacher. Moreover, PALS are flexible groups set often changed across a variety of subject area of skills (as cited in walker.2012).

PAL is an umbrella term encompassing various forms of peer-assisted learning including peer teaching, peer learning, peer assessment, peer mentoring and peer leadership.

4.4. Same-age peer tutoring

In this model, tutoring occurs between students of the same age or grade level. Peer tutoring can be conducted among students within the same classroom as well as students from different classrooms. Same-age peer tutoring procedures are more pliable than traditional CWPT disposition.

Walker (2012) claims that same-age peer tutoring is a learning model that occurs between students of the same age or grade level. They may have similar ability levels or more advanced learners can be paired with less advanced ones in order to review key concepts for a better understanding of the content material.

4.5. Reciprocal peer tutoring

Peer tutoring is one collaborative approach where pairs of students interact to assist each other's academic achievement by one student adopting the role of tutor and the other the role of tutee. According to Henson, Hagos and Villapando "RPT is a collaborative approach in learning. In this procedure, students are assembled in groups of two or more and are trained to work together on a specific academic task. The students work together to prompt, monitor, and evaluate each other, while working toward group goals" (Henson, Hagos & Villapando, 2009, p. 1). Greenwood (1991) defined RPT as a student mediated instructional procedure in which small learning groups work together on learning tasks. In addition, researches have shown that both tutors and tutees gain immensely from participating in reciprocal peer tutoring (Salvin, 1996; Forman, 1994; Griffin & Griffin, 1997). In this process, students function reciprocally as both tutor and tutee.

5. Peer tutoring strategies

It is important for teachers to consider the numerous factors on which successful student learning depends: for example, reading/wanting, doing, digesting, and feedback (Race, 2010). Therefore, teachers need to organize engaging activities, instead of delivering pure lectures that keep the students in a passive state. Consequently, teachers should keep in mind while outlining a strategy to implement in a lesson that they do not work in all cases with each student. The teacher should be aware to choose and evaluate these strategies and select what he/she sees would work for a particular task and special population of students. There are various strategies that can be adapted in peer tutoring such as:

5.1. Role-play

According to Joyce and Weil (2000) Role-playing is a teaching strategy that fits within the social family of models. This strategy emphasizes the social nature of learning, and see

cooperative behavior as stimulating students both socially and intellectually. In addition, Role plays are good for developing opinions and encouraging students to look at a situation through a new perspective. It is great for practicing communication skills, and providing an opportunity to assess learning. According to Guido (2017, p.3) playing the role of good practices will complement the student's explanation, understanding, giving student clear examples and reference points about what teacher expect from them; for example, the class is about to start a series of peer reading activities, after reading the passage loud, the disposition of the scene focuses on giving and receiving praise and feedback. Role-play is acting a certain role to give the students the opportunity to demonstrate how English is used in real life situations and make them more focus on communicative competence .Nguyen.(2013).

In role-playing the student is representing and experiencing a character known in everyday life (Scarcella & Oxford, 1992). The use of role-playing emphasizes personal concerns, problems, behavior, and active participation (Newton, 1995). It improves interpersonal skills (Teahan, 1975), improves communication skills (Kirs, 1994), and enhances communication (Ettkin & Snyder, 1972). Role playing is a mainstay of education that needs to be incorporated into our lesson plans on a regular basis.

5.2. Teach tutoring skills

Different activities call for different approaches, of which tutors should have a basic understanding which adapt for PT process, Consider running exercises to teach students about:

5.2.1. Directive tutoring

The tutor fills the tutee's knowledge gaps, explaining and exemplifying how to reach a specific solution. To do so, the tutor must be qualified and confident in his or her own abilities and knowledge he or she own.

5.2.2. Non directive tutoring

The tutor asks and raises open-ended questions, guiding the tutee to form his or her own conclusions about a given topic. To do so, the tutor should understand when and how to pose thought-provoking questions.

5.3. Create reward system

To keep elementary students focused, openly acknowledge proper behavior with rewards. Tutors should provide proper feedback and give the tutee an empty ticket or stickers every time they successfully implement feedback. At the end of rewarding process, the teacher asks the students to submit their tickets and hold a draw. Winners will get a small prize. This strategy motivates students who are not interested, and continues to motivate those who have already shown good commitment (Guido, 2017.p4).

5.4. Explain how to give feedback

Feedback is a core aspect of peer teaching, it plays a crucial role in peer learning, but tutors should know when and how to give it, Students will certainly give two types of feedback during peer teaching activities:

5.4.1. Positive feedback

Wright (2004, p41) states that while tutor using a compliment on how hard a tutee is working, he should always mean what he says, for example, you did a very good job (award colorful stickers, thumbs up , positive gestures ...etc).

5.4.2. Corrective feedback

This helps tutees revise their answers and receive immediate correction by the tutor in order to revise his/her mistakes, tutor explains what went wrong and explains to the tutee how he/she would reach right solution (Guido, 2017. p. 5).

5.5. Provide written prompts

According to Finley (2016 as cited in edutopia.org), students need a little push to activate their imagination. Guido (2017) proposes that although the tutor's explaining, modeling and practicing feedback, they probably draw blanks when time comes, this behavior is a result to nerves especially for less experienced tutors who have not tutored before.

5.6. Use Think-pair-share activities (TPS)

This strategy exposes students to three lesson-processing experiences, allowing them to work individually and with a tutor or tutee. First, as the strategy's name implies, ask students to think about a given topic or answer a specific question by themselves. Second, pair tutors and tutees together to debating results and findings; Tutees focus on articulating and expanding their ideas, whereas tutors encourage their partners to do so while leading them to credible answers. Finally, have each pair share their thoughts with the rest of the class, and open the floor for questions. This strategy enables students to communicate effectively with others and the teacher acts as a facilitator in the (TPS) strategy (Guido, 2017, p.7).

5.7. Jigsaw activities

Sabbah (2016) states “ ‘The Jigsaw Method’ is a strategy of organizing student group work that helps students collaborate and rely on one another. This teaching strategy is effective for accomplishing multiple tasks at once and for giving students a greater sense of individual responsibility.”

Guido (2017, p. 7) asserts that the Jigsaw is considered the most preferable strategy for many teachers, which can vary peer tutoring. The teacher divide a topic (task) into subtopics and assigns each subtitle to a particular group member who is appointed as the group leader, student will work on their given subtopics and become experts, sharing their knowledge with the group members. In peer teaching tutors and tutees working side by side in order to debate and complete the given activity. This approach will be fruitful for teaching students the significance of individual contribution to meet group-learning goals.

6. Benefits of peer tutoring

Peer tutorial or (PT) is a system in which students help one another to learn and to learn by teaching. PT is viewed as one of the most effective ways of promoting student-centered learning; moreover, PT can be described as an academic support program that requires the use of academic successful students (tutors) to provide learning assistance to less advanced students (tutees) (Topping 1998, p. 53 as cited in Underhill, 2009).

Peer tutoring has countless benefits for students; using peer tutoring process enhances learning and critical thinking in students. Johnston (1998) asserts that tutorials are the opportunity to interact in a structured way ...they compel students to externalize their thoughts and make their ideas explicit. It provides the chance to transmit knowledge and discover inadequacies, to correct misunderstanding and reconcile conflicting views. Enhanced understanding results because students must think about the material... small group learning improves communication skills, increase self-confidence and encourages openness to new ideas.

Peer tutoring allows students to be more motivated. In addition to what have been mentioned, studies have proved that PT technique comes up with positive results such as: students demonstrate improved commitment and increased self- esteem. The literature shows that applying PT addresses students' individual needs and mitigates the pressure on teachers'

particularly while dealing with large –mixed ability groups. Tutors are responsible of monitoring their tutees' progress, so teachers would focus only on the assessment procedures and high level skills of curriculum development (Goodlad & Hirst, 1990, p.11 as cited in Underhill).

7. The weaknesses and strength of peer tutoring

Peer tutoring include students helping each other in learning and growing their learning abilities. This concept has been strongly adopted by organizations such as the National Education Association and the National Association of intellectuals. The reported results include gains in academic achievement and stronger peer relationships. On the other hand, peer tutoring can be ineffective and a burden on teachers if the program is inappropriate or the process is misconduct. PT should supplement, not replace, quality classroom instruction.

Peer tutoring has some weaknesses. PT decrease practice time and physical engagement, increase opportunity of giving and receiving incorrect feedback, and increases the chance for conflict or small-talk.

Furthermore, the weaknesses of peer tutoring are as follows (Gordon, 2005, p. 4): too much time and efforts to train tutors, tutors impatience, academic subject suitability for peer tutoring, and lack of expertise on the tutor's part. In addition, there may be cognitive consequences. Tutees cannot correctly solve problems and affective consequences. Students feel that they are poor tutors and become discouraged (Medway & Baron, 1997).

Moreover, Greenwood, et al. in Topping (2009) say that the quality of tutoring from a peer tutor may be a good deal inferior to that from a professional teacher (although this should not be assumed), and the need for monitoring and quality control cannot be overstated. This also significantly consumes time and resource. Likewise, the tutor's mastery of the content of tutoring is likely to be less than that of a professional teacher.

However, PT has numerous strengths. According to Gordon (2005, p. 4-5), the strengths of peer tutoring are as follows:

- The learning of academic skills. Students will learn better, when they help teach one another than they will in completely teacher-directed classrooms.
- Encouraging more positive attitudes toward learning.
- Gaining a deeper understanding of subject areas.
- Developing a more positive self-image.
- Improving attitudes toward school and teachers.
- For tutee, private instruction will help supplement the teacher's efforts so that the student will learn more in the classroom on a day-to-day basis.
- For tutor, gains a more in depth understanding of how to apply the skills and lessons he or she knows or more creatively use the information he or she tutors.

Moreover, PT helps the teacher break the whole class into small groups so that students have the chance to learn in a more intimate environment, which allow them to take more initiative. For example, students ask more questions at the tutorials and that hardly happen in English class where there are over 40 students sitting in the classroom.

Conclusion

This chapter presents a theoretical background on peer tutoring strategy. Firstly, we have introduced some definitions about peer tutoring. Then, we dealt with the importance of PT as a learning process. After that we spot light on PT models and strategies, moving to PT benefits. Finally, we dealt with PT weaknesses and strengths.

Introduction

Out of the four language skills, writing is considered as one of the most important ones, particularly in academic settings such as schools, colleges and institutions of higher learning. Writing, which is considered today a vital means of communication and one of the important ways of expressing thoughts, feelings, and knowledge, is the most fundamental and difficult skill that learners should master. Learning how to write correctly and effectively is indeed the main objective of learners, especially at middle school level. Writing is considered to be one of the most challenging and complex tasks for language learners and requires special attention and effort from both learners and teachers. This chapter intends to talk about definitions of writing, its approaches and aspects, stages of writing. Finally, we conclude with EFL writing difficulties.

1. Definitions of writing

In spite of the importance of the writing skill, a large number of views about writing show that there is no ultimate definition of writing. Pincas (1992) stated that “Writing is a system of graphic symbols, i.e., letters or combination of letters which relate to sounds we produce while speaking” (p.125). Moreover, writing can be defined more than the production of those symbols, just as forming a speech is more than the production of sounds. Those graphic symbols have to be organized well according to some principles to form words, words to form sentences and sentences to form paragraphs and essays as well.

For that reason, students should master the graphic symbols of language, its grammatical structures, and the appropriate mechanisms of writing in relation to the subject. To produce a good piece of writing becomes more difficult and complicated when it includes producing meaningful portions in the language. Accordingly, Widdowson (2001) asserted that, “writing is the use of visual medium to manifest the graphological and grammatical

system of the language”. (p 62) On the other hand, learners face many problems when they start writing because it is the most difficult and complex skill to master.

Furthermore, learners may express and communicate their ideas, feeling, and different attitudes in the written form. Whenever they write, students should also take into account the writing tone which depends to a large extent on a given subject matter, i.e., student’s style and manner of expression of ideas. Writing can be an individual, personal or social effort. Miller (2001) as cited in Richards and Renanya (2003, p.25) reported that “ even though the writing production is an expression of one’s individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people”. In addition, students cannot achieve their writing ability without making coherence between words or sentences, which are organized in a correct form with a meaningful structure.

That’s why; Bailey (2003) believed that “learners at schools and universities must master the academic writing which was needed in writing essays and paragraphs or other assignments for exams”. Another definition was given by Harmer (2007) who stated that “writing is a process that is, the stage the writer goes through in order to produce something in its final form” (p.4). According to him, this process of writing has four main categories which are: planning, drafting, editing, and final draft. Richards and Schmidt (2002) also supported this idea where they claimed that “writing is viewed as a result of a complex process of planning, drafting, reviewing, and revising” (p.526). That is to say, the final product is the result of various actions. However, Hedge (2000) claims that :

Writing is the result of employing strategies to manage the composing process... it involves a number of activities: setting goals, generating information, selecting appropriate language, making draft, reading and reviewing it, then revising and editing. It is a complex process (p.302).

Because writing is a whole process which goes through certain steps, it is not limited to express thoughts via the graphic symbols of language. For that, Kate and Guy (2003) believed that “writing is a process of exploring one’s thoughts and learning from the act of writing itself from what thoughts are”.

Writing is not just combining words and sentences, it is rather a thinking process involving different stages that occur repeatedly and that develop learners’ creativity since the more writers write the more they discover and create new ideas (Zamel, 1983 as cited in Kroll, 1990).

2. Approaches to Teaching Writing

Writing has been recognized as the most important skill (Wilson & Training, 2007, as cited in Westwood, 2008). Thus, the teaching of writing is based on various approaches, each attempts to better explain writing for better teaching and learning it. However, none can be considered ideal regarding the fact that each one has been successful in one period and criticized in another.

2.1. The product approach

This approach focuses on the composing process which writers utilize. This gives importance to meaning rather than form. In addition, this approach deals with the principles of learner-centeredness and motivates individuals to take more responsibility for their own learning (Jordan, 1989,). Students make decisions about the direction of their writing process through planning, drafting, revising the written words to form an effective composition (ibid). Hence, this approach has the advantage to raise the awareness to the constant need to draft, revise and let students be responsible for making achievements on themselves. In this context, White and Arndt (1991) see:

A process- focused approach to writing as an enabling approach ... the goal of this approach is to nurture the skills with which writers work out their own solution to the problems they set themselves, with which they shape their raw material into a coherent message, and with which they work towards an acceptable and appropriate form for expressing it.(Jordan, 1991, p.168).

This approach looks at writing as a creative process. Here, the role of the teacher is to let students engage in this creativity which is arranged according to the stages and sequences of writing.

2.2. The process approach

Leki (1991) defined the writing process as “the wandering path learners use to get to the final product” (p.10). Another definition was given by Zamel (1982) who believes that “writing is a process through which students can explore their thoughts” (p.147). The process approach is a learner-centered approach since the role of the teacher here is not that much important. Badger and White (2000) said that “ the process approaches see writing primarily as the exercise of linguistic skill, and writing development as an unconscious process which happens when teachers facilitate the exercise of the writing skill”(p.154).

Moreover, this approach focuses on planning writing which is to pass through stages in the writing activity, i.e. students in the process gain feedback after each of the drafts they write, and this feedback may be gained from their peers, small groups or even from teachers. In addition to that, the writing process concentrates on writing as a recursive process in which writers have the opportunity to plan, edit, and revise their works. Harmer (2001) stated that “a process approach aims to get to the heart of the various skills that should be employed when writing” (p.257).

2.3. The Genre Approach

Swales (1990) defines “a genre ... as a class of communicative events, the members of which share some set of communicative purposes” (cited in Badger & White, 2000, p.155). Accordingly, Cope and Kalantzis (1993) state that the genre approach to writing consists of three phases. First, the target genre is modeled for the students, second, a text is jointly constructed by the teacher and students, and third, a text is independently constructed by each student (cited in Guyu Yan, 2005, p.20). Henceforth, the approach stated that writing takes place in a social situation and reflects a particular purpose. In this way, learning can happen consciously through imitation and analysis, which facilitates explicit instruction provided by the teacher (Badger & White 2000, p.156).

Genre approach is an approach to writing in which the context helps students to write appropriately such as the culture, circumstances, purpose and motives that dominate in particular settings and time (Paltridge, 2017, p.8). These immediate situations are devised into different genres of writing based on the function of language used and the context in which they are produced. Genre occurs on the structure and meaning qualifications that must be reorganized for a text to suit a social objective (Tribble, 1996). Furthermore, the genre teacher supports learners to progress on their written productions or drafts and target genre. Thus, genre pushes students to achieve their writing according to the surrounding situation and the needs to write for specific purposes which contain at the same time distinctive registers, thus differs from one domain to another.

3. Stages of the Writing Process

As a recursive process, writing has several stages. Concerning the number of the writing stages, it is important to note that there is no agreement among researchers about the exact number of stages. For example according to Harmer (2004) the writing process consists essentially of four stages: planning, drafting, editing, and final draft. However,

Tribble (1996) considers that the final essay is the result of several activities, such as prewriting, composing, drafting, revising, editing, and publishing. A typical division would be the one that consists of prewriting, drafting, revising and editing. Writers do not follow the stages of writing and they do not give them any importance, although these stages should be followed as a way of good writing since the writer can jump backward or forward to any stage, returning to the library to search for more data then, revising the plan to accommodate new ideas or rewriting after peer feedback (Hyland, 2003).

The following is a detailed description of the basic writing stages that students follow in the writing process:

3.1. Pre-Writing

In this stage the writer would do some kind of creation by following strategies such as brainstorming and free writing where he/she brings all his/her background knowledge and specifies the audience he/she is writing to, and also the purpose of the writing process. (Williams, 2001).

3.1.1. Brainstorming

The first step the writers do before starting to write is brainstorming which means students storm or search their brain for ideas (Brown & Hood, 1990). This step should be done by the students themselves or in collaboration with their peer or teacher after an oral discussion in the classroom. Students start writing down the ideas directly and without worrying about whether these ideas will be useful or not, or whether the used expressions really exist in English or not. Instead, they only focus on writing ideas regardless of the neatness and correctness of these ideas. (ibid)

In this stage teachers are not allowed to criticize or correct even strange ideas of students. The latter start generating and writing down the words and phrases randomly and

making connection between concepts (Harmer,2004). This technique enhances the students' creativity and their critical thinking as well.

3.1.2. Free writing

This technique is similar to brainstorming in the point of being judgmental. Free writing is also called quick writing. It has the purpose of generating ideas, and attempts to overcome the problem of writer 'block'. It is characterized by writing continuously without stop. Another characteristic is that, by the use of free writing the writer focuses more on content rather than form (Hedge,2001). Furthermore, this strategy is used as a warm-up activity which helps writers to go in their writing freely (Brown & Hood,1999).

3.2. Drafting

The second stage in the writing process is drafting in which students write a rough draft. The latter is based on the ideas generated by the writer. In drafting, the writer can write phrases, leave spaces, or even violate the margin because the focus is information or the content rather than the mechanics (Oshima & Hogue, 2007). Moreover, this idea is supported by Gallo (2001) who states:

When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots to check your facts later. As you draft, you do not need to worry about grammar, spelling or parts of your paper at a later stage (p. 49).

3.3. Revising

Composing and drafting do not mark the end of the writing process because they are followed by another activity which is revising. Tribble (1996) claims that : “writers are continuously reading through what they have written and making corrections to ensure both clarity of expressions and factual, grammatical accuracy” (p.11). Also the revision process

can be done by other readers or editors who may comment and suggest corrections as Harmer (2004). stated that researchers are looking at the revising stage as problem solving process that could be achieved through the stages of diagnosing and operating, first the writers recognize and identify the problem for instance the writers compare what they had written with the intended text after they make the appropriate changes.

3.4. Editing

The third stage is revising/editing, which has a crucial role in the process of writing. Although revising and editing are used interchangeably by most researchers and scholars. Oshima and Hogue (2007) argue that revising is concerned with big issues like content and organization while edition focuses on the smaller ones such as grammar, punctuation and mechanics.

In this stage, writers check their writing; as a result, they revise both content and organization for purposes of adding, deleting or rearranging. Writers also aim at checking whether they reach their purpose or not, and make sure that topic sentences fit supporting ideas. They also verify both coherence and cohesion. So the writer need to read his paper. (Harris, 1993) said that “ there is always a need for reading back over the text so far developed _ whether this is only part of draft of a full draft ... to ensure that the text is maintaining an overall coherence. Poor writers...rarely review or scan back even when a draft is finished “.

3.5. Proofreading and Publishing

Writers' final task is to proofread their writing before the publication. Therefore, they check grammar, spelling, punctuation and typing errors (Oshima & Hogue, 2007). After that, writers rewrite the final draft, make any change they want, and then publish their production (Zemach & Rumisek, 2005).

4. Elements of Writing

4.1. Purpose

The purpose of writing deals with the reasons that help writers write for a particular composition. Indeed, the writers would understand the eager that they try to realize or accomplish for specific needs. Accordingly, the purpose statement is among the tools which help the writers to follow the organized goal.

4.2. Audience

Writing is to keep the reader in mind during the writing process. Writers should know who their audience is before they start writing. Writers keep their readers attached to every sentence in the written composition (Richard & Walker. 2010, p. 7-9). Therefore, writers take into consideration the use of formal language in writing to show their consciousness to the conventions of an effective writing.

4.3. Clarity

Any written assignment should be obvious because writers do not write for themselves but they write for different audiences or readers. The writers try to explain their point of view clearly without any ambiguous points by using precision or descriptive words (Richard & Walker, 2010, p. 10-11).

4.4. Unity

Writers write sentences related to the topic sentence in order to ensure that each sentence follows the main sentence to maintain the unity of the whole paragraph. In other words, the writer should be consistent in his/her ideas. That is to say, he/she should not jump from one idea to another.

4.5. Coherence and Cohesion

Coherence is a crucial element in writing which involves linking ideas in a clear and logical way, and satisfactory use of coherence resulting in effective communication. Kane (1988), Crème and Lea (2008) among other researchers found out that coherence has an important role in making an adequate piece of writing. They consider coherence as the arrangement and linking one's ideas in a way that facilitates communication with the reader by making him easily understand the writer's ideas. Moreover, cohesion is an important component of writing. Halliday and Hasan (1976, p. 4) consider the concept of cohesion as a systematic one which refers to "relations of meaning that exist within the text, and that define it as a text".

4.6. Word Choice

Students have to choose the convenient words that contribute appropriately to the intended meaning and context during the writing process. There are two aspects according to Starkey (2004) the students should consider while choosing the items: denotation and connotation (cited in Hadda .D, 2016, p.11). Denotation means the employment of literal meaning of the word and connotation includes the use of cultural assumptions. Hence, the word choice is really important to write appropriate ideas related to the assignment's needs.

5. Aspects of Writing

The process of writing deals with some factors such as punctuation, spelling, structure, and vocabulary. They are summarized below:

- **Punctuation:** According to Richards and Schmidt (2002, p.434) "punctuation is the use of graphic marks such as commas (,), semicolons (;), dashes (-), and periods (.) to clarify meaning in written sentences or to present spoken sentences in writing".

Accordingly, the use of punctuation when writing makes the piece of text easier for people to read. It guides them to know when to stop and make pauses as well as helps them to understand what is being written.

- Vocabulary: Hornby (2000, p.1506) defines vocabulary as the number of words a person knows. Without having a repertoire of vocabulary at one's disposal, a person cannot express his intentions and ideas and will then struggle in his writing.
- Structure: According to Lado (1961 cited in Striatum 2010, p.19), "structure is the head of phrase in a particular structure". This means the form and the shape of the sentence.
- Spelling: Sàrosdy and Bencze (2006, p.70), and Waters (2006, p.365) say that spelling is to know the correct form of a word. It is also defined by James (n.d) as the knowledge, and understanding of how the forms of words go in harmony with their spoken counterparts.

In a nutshell, the lack of knowledge of these aspects makes pupils struggle in their writing because they do not have the habit to use them. Hence, they need to be aware of their importance and get familiar with them through applying them in their everyday writing and not just at school.

6. Collaborative Writing in EFL Classroom

Brophy (1969) stated that students often benefit from working in pairs or small groups to construct understanding or help one another master skills (p.27). Here, the author assumed that students could improve or master skills such as the writing skill in pairs or small groups. As Ferris (1994) believed, "inadequate content", "poor organization" and "stylistic inappropriateness" are weaknesses of student writers (Shiri Aminloo, 2013, p.803-804). In this regard, Zimmet (2000) expressed that collaborative work and small groups give the unskilled students enough security to participate more frequently (ibid). Accordingly, Murray

(1992) cited that collaborative writing is a common occurrence in the community or workplace (Nunan, 1992, p.100). In other words, Nystrand (1992) stated that writing occurs in a community and for a community (Murray, 1992, p.100). Thus, Murray (1992) argued that we incorporate collaborative strategies in the EFL writing classroom and we determine effective ways of using collaborative writing where the group learning produces written texts (ibid).

7. EFL Writing Difficulties

Many studies have been carried out in the field of writing which have come widely to the same result citing that writing is a difficult task either for native or non-native learners of English (such as, Graham, Harris & Schmidt, 1997; Tangpermpoon, 2008; Al Badwawi, 2011 & Soureshjani, 2013). Specifically, as the findings of several researchers' reveal, Arab EFL learners encounter many writing problems including: spelling, vocabulary, grammar, syntax and in particular sentence structure, prepositions, articles and conjunctions (e.g., Abdul Haq, 1982; Al-Khuweileh; Al-Shoumali, 2000; Al-Hazmi, 2006; Al-Samdani, 2010; Grami, 2010; Adway, 2013 & Saihi, 2013). Accordingly, Byrne (1988), views writing as a solitary process that requires clarity and accurateness skills from students under psychological, linguistic and cognitive lenses. In this respect, for Weir (1988), writing deficits are shown in producing pieces of writing with high frequency of grammatical errors, poor spelling and punctuation. Similarly, Salido (2016) reported that learners produce more than 70% of lexical errors. The aforementioned writing problems are related to the field of language error analysis, Spelling and punctuation. Similarly, Salido (2016) reported that learners produce more than 70% of lexical errors.

Moreover, writing involves sub-skills more than any other academic task; "it involves... knowledge about grammar and vocabulary..." (Zimmerman & Risemberg, 1997, p.73). For this sake, writing is related to language deficiency (Watcharapunyawong and Usaha

,2013), to a lack of language learning and cooperative strategies (Senécal, Koestner & Vallerand, 1995; Cohen, 2003; Magno, 2009), to unawareness of the stages of the writing process (Al- Magableh, 1995; Alsawalha & Chow, 2012). In the Algerian context, Ghodbane (2010) identified that EFL university learners' poor writings are related mainly to their inabilities in structuring a sentence, inabilities in selecting the relevant word or syntax for a specific content, and inabilities in mapping and organizing the ideas.

Conclusion

Through this chapter, we have dealt with the history of writing, the nature of writing, some important definitions about writing and its stages. Finally, we have concluded with Collaborative Writing in EFL Classroom and EFL Writing Difficulties.

Introduction

The previous chapters present an overview of peer tutoring strategy as one way to improve pupils' writing performance. The next step in any research is to move to something more practical in order to give this research more credibility. Due to research constraints, this research is non-experimental; therefore, the method that is selected to conduct this research is the descriptive method. This chapter is divided into two parts; the first part is mainly concerned with a detailed description of the research methodology, instruments, and procedures. The second part introduces the data analysis yielded by the research instruments. This part also includes a section for further recommendations and suggestions.

1. Data collection

1.1 Research instruments

In order to answer the research questions and to attain the aims of this research, two research instruments were used. The first one is two questionnaires for tutors and tutees formulated to highlight the different views of the usefulness of the peer tutoring strategy in improving the writing performance. The second one is classroom observation, carried out to obtain more accurate findings.

1.2 The population and sampling

This study deals with fourth year (4AM) pupils of AHMED Redha Houhou Middle School. The whole population is about 40 pupils in the academic year 2018/2019. Thirty students were selected during the process of classroom observation.

1.3 Classroom observation

The data collected in the classroom observation was through a check list. The reason behind the choice of classroom observation as a main gathering data tool for this research is that it is a useful tool that enables the researcher to observe different behaviors and assess

pupils' performances and levels. On the other hand, the aim of resorting to classroom observation as a data gathering tool is to get clear insights about what is happening in the classroom and to describe and gauge the effectiveness of the peer tutoring strategy in the teaching and learning process.

2. Rationale

Classroom observation is surely a reciprocal research tool of gathering data that the researcher uses as a method of evaluating and recording specific information about what is going on within a classroom. It is also a tool to support the result and to reach a representative sample of the pupils' performance in the classroom. Therefore, the purpose of classroom observation is to observe and cover the process of implementing PT strategy during the writing task. Thus, classroom observation is the most appropriate tool that enables the observer to have a close look at student's reaction towards the strategy assigned by the teacher.

2.1 Classroom observation: description

Classroom observation has taken place from April 10th, 2019 to April 24th, 2019 with one class of fourth Year pupils (4AM2) of Ahemed Redha Houhou middle school. Since the researcher was restricted by time, we attended only five (5) sessions, each session took one hour. The class consisted of 40 pupils.

As previously mentioned, the observation that the researcher relied on took the form of a structured observation since she had prepared in advance a checklist with all the items that she was interested in observing, noting and measuring.

The checklist consists of four sections: classroom and environment, teachers' role and tasks, classroom interaction, tutors and tutees' reaction. It contains a rating scale of two points were ranging as follows: observed and not observed.

2.2 Analysis of classroom observation

2.2.1 Section one: classroom and environment

During our classroom observation, we noticed that in the total five sessions the physical setting was clean and large enough for implementing PT strategy with pupils. The teachers arranged the classroom in the best possible way for their students' learning. Therefore, classroom conditions were not appropriate in terms of temperature, lighting and noise level. Pupils were divided into pairs (tutor-tutee) not randomly. Furthermore, pupils knew where to sit since they keep their previous places during training session and every tutee followed his tutor; sitting side by side in a way that they can write together. Teacher creates a positive affective classroom climate in order to enhance pupils' motivation and reduce pupils' stress.

The teacher used TTT while gives instruction that means; teacher talk is dominant in classroom (teacher –centered), the teacher do not give the chance to pupils to talk. In addition, the teacher imposed discipline. She developed an effective working relationship with pupils. So instructions were clear and held as well by pupils.

2.2.2 Section two: teachers' role and tasks

The teacher organized a session with the whole sample (tutors-tutees) to introduce PT strategy and to explain new terms (tutor-tutee) to them and what they are going to do during PT process. Furthermore, this session was held to assign the roles tasks of both tutor and tutee. The teacher tried to select appropriate materials, such as the production of a recipe which is suitable with the level of the pupils as well the curriculum. The teacher raised tutors awareness to be flexible and patient enough if they encounter any behavioral problem with their tutees .However, tutees were informed that they would be taught by their tutors who are there just to help them to become better writers. In addition, the teacher recommended the tutee to be helpful and accept any kind of criticism given by their tutors.

The teacher worked as an observer, monitor, facilitator and motivator during the writing task. Thus, the teacher did not intervene only if necessary. Its role was to control and move around the rows to observe how well pairs were working together. Besides, the teacher played a crucial role in motivating and encouraging the pupils to fulfill the tasks. Moreover, the teacher has a supportive style of teaching, which includes listening, giving encouragement and responding to student questions.

2.2.3 Section three: classroom interaction

At the beginning of the PT process, pupils were not interested and they did not accept the strategy since it seemed to them a strange idea. But, after the teacher's explanation of the task, pupils were both intrinsically and extrinsically motivated. They were ready and eager to try this strategy. In addition, there was a positive interaction between tutors and tutees and a good communication between them. At first time pupils were a little bit shy toward pair work but after the first session, tutors and tutees were acting spontaneously. The learner, thus, established a real intimate learner-learner relationship.

2.2.4 Section four: tutors and tutees' reaction

There was more enthusiastic interaction between the tutors and tutees. In addition to that, they were positively engaged into the writing task. All along our classroom observation, we noticed that the majority of pupils were motivated in learning and writing as well. On one hand, tutors showed a feeling of responsibility towards their peers by providing them with immediate correction and feedback in order to support their tutees. On the other hand, tutees behaved appropriately, we observed that they accepted to be taught and assessed by their peers (tutors). It was also well observed that there was a reciprocal interaction, both of tutors and tutees felt the satisfaction of working together. Thus, tutees developed the different communication skills of seeking information, discussing, as well as producing short expressions and sentences.

3 Tutors' questionnaire

3.1 Administration of tutors' questionnaire

Tutors questionnaire was administrated at Ahmed Reda Houhou model school in El Alia (biskra) on 25th April, 2019. Tutor's questionnaire has been handed at the beginning of the session. We made sure that all tutors understand the questions by translating all the questions into Arabic.

3.2 Aim of tutors' questionnaire

It is an instrument for data gathering; it is done to collect information in order to answer our research question. Moreover, to obtain general data about the use of peer tutoring strategy and its role in fostering tutees' writing performance. In addition, to measure to what extent tutors do enjoy this new learning strategy (peer tutoring).

3.3 Description of tutors' questionnaire

Tutors questionnaire was composed of 11 questions divided into two sections as follows:

Section one: personal profile: it consists of 2 questions that aimed to gather information about tutors.

Section two: Tutors' Opinions about Peer Tutoring Strategy; it includes 9 questions which were designed to collect information on the use of peer tutoring strategy as a learning support to increase writing performance.

3.4 Analysis of tutors' questionnaire

Section one: personal profile

Item one: please, specify your gender?

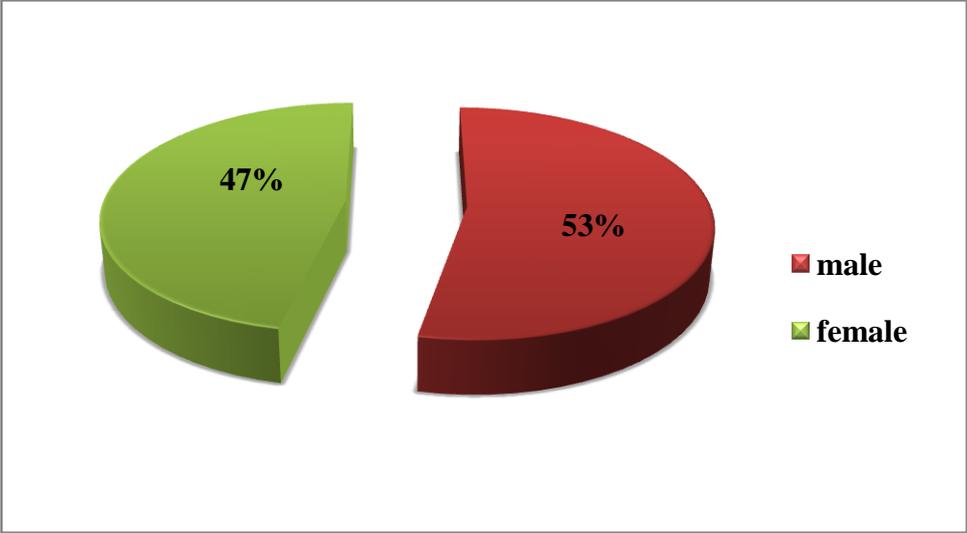


Figure 1: Pupils gender distribution

From the figure above, we notice that out of fifteen (15) participants eight (8) with the rate of 53% were male. Whereas, seven (7) with 47% are female.

Item two: do you like learning English?

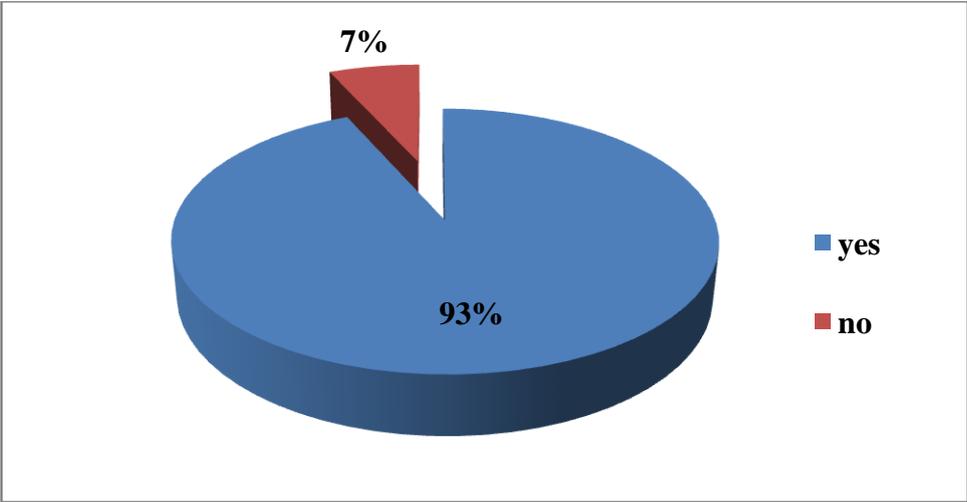


Figure 2: Pupils desire to studying English

The results shown in the figure above that most of tutors 93% like learning English because they find it simple and it is fairly quick and easy to learn compared to other languages. In addition, they claim that English is the language of science, of computers, and tourism. Some of them say that English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad. However, the rate of tutors who don't enjoy learning English is 7% because they don't like the teacher of English language.

Section two: Tutors' Opinions about Peer Tutoring Strategy

Item three: Do you enjoy working in pairs?

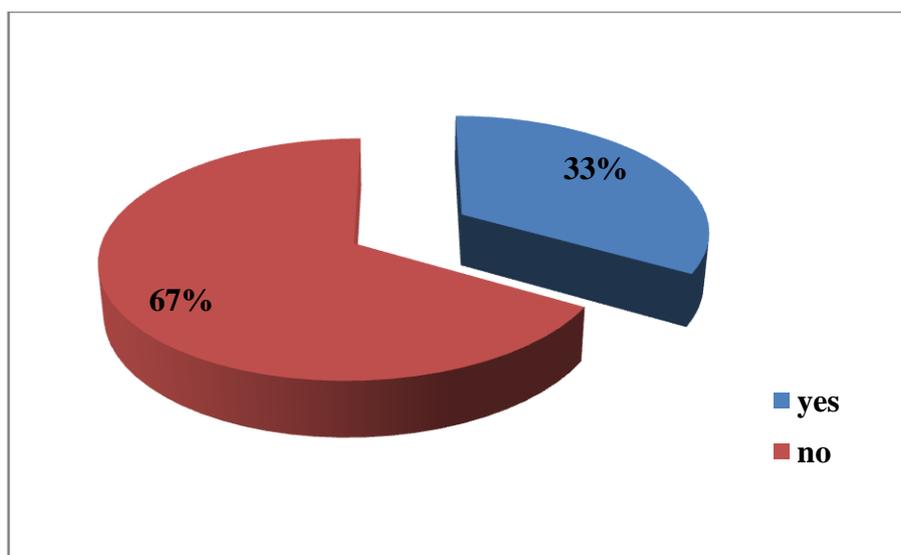


Figure 3: Tutor's enjoyment of pair work technique

From the figure above we observe that most of tutors 67% do not enjoy pair work technique since the latter can be noisy and loud. In addition they claim that it is a waste of time and it is easy for them to start to talk or do anything not related to the learning activity. However, 33% of tutors who like pair work technique because they find it useful technique which helps them learn more with one another.

If yes, is that because.

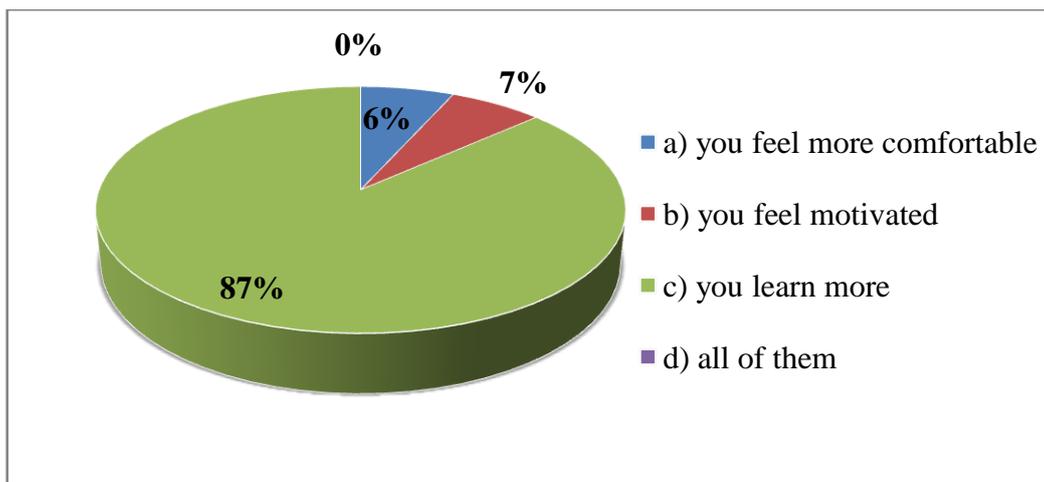


Figure 4: Reasons of tutors' enjoyment of pair work

It seems from the figure above that the highest rate 87% of tutors enjoy learning English in pairs because they claim that they learn more. However, (7%) of tutors say that they enjoy working in pair because they feel more comfortable and (8%) of tutors enjoy working in pair since they feel motivated. No one say all of them.

Item four: Among the following activities, which one(s) you are asked to do more when working in pairs?

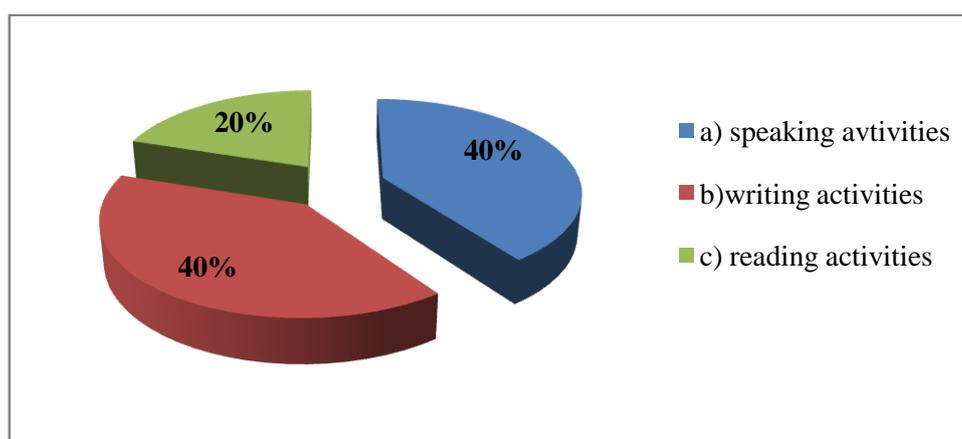


Figure 5: The frequency of activities do tutors perform during pair work technique

Item five: Among your peers, are there some who suffer from writing difficulties?

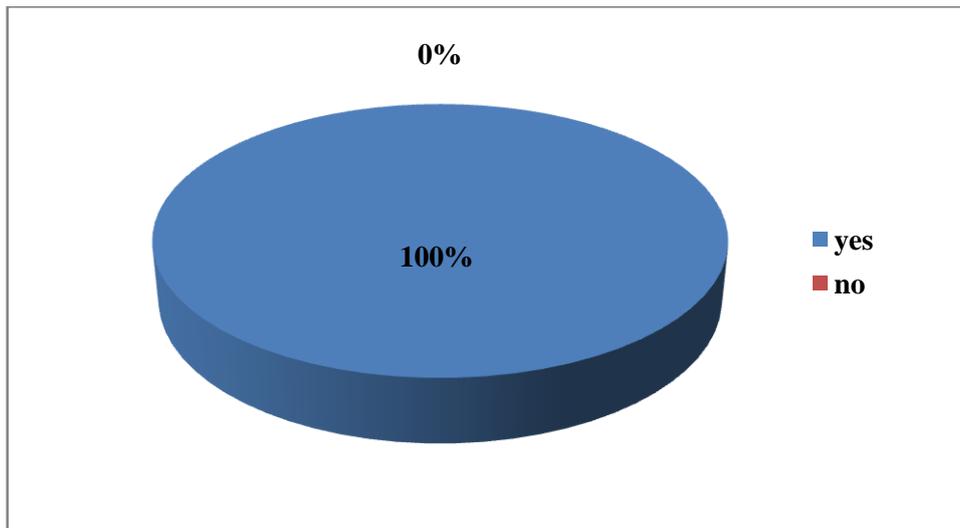


Figure 6: Pupils suffering from writing difficulties

As it is demonstrated in the figure above that (100%) of tutors think that their classmates suffer from writing difficulties because they have difficulty in expressing thoughts in writing, poor spelling, punctuation and capitalization.

Item six: Do you think that Peer tutoring is an effective strategy that helps tutees develops their writing performance?

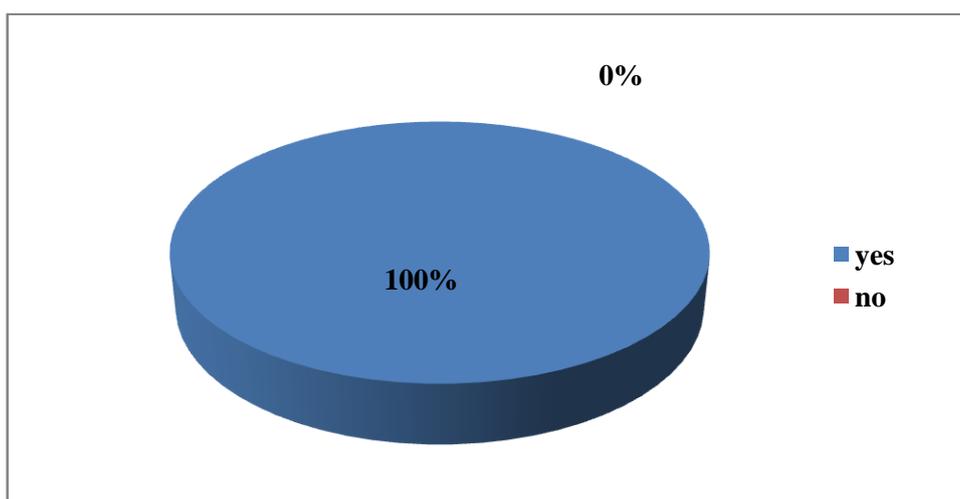


Figure 7: Tutors' perception about the effectiveness of peer tutoring strategy in improving tutees writing performance

We noticed from the figure above that the whole sample agree strongly (yes) that peer tutoring strategy is very useful strategy to improve tutees' writing performance.

Item seven: Do you enjoy your role as a tutor?

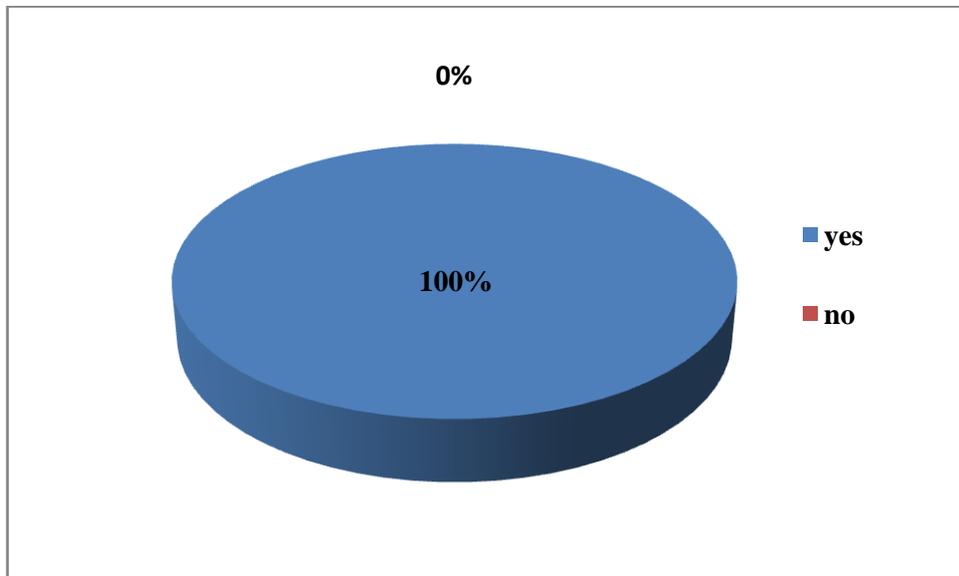


Figure 8: Tutors' enjoyment of being tutors

The result obtained in the figure above show clearly, that the whole sample (tutors) enjoys being tutors. Most of them claim that being a tutor helps improve knowledge of learning, studying, and writing. In addition, they think that being a tutor helps develop strong communication and leadership skills. Moreover, they believe that being tutor helps build confidence in their abilities. Furthermore, some of the tutors claim that this strategy may overcome tutees' learning obstacle also they claim that it helps tutees reinforce and gaining a better understanding of a task.

Item eight: Do you answer your tutees' questions and re-explain the task or the text for them?

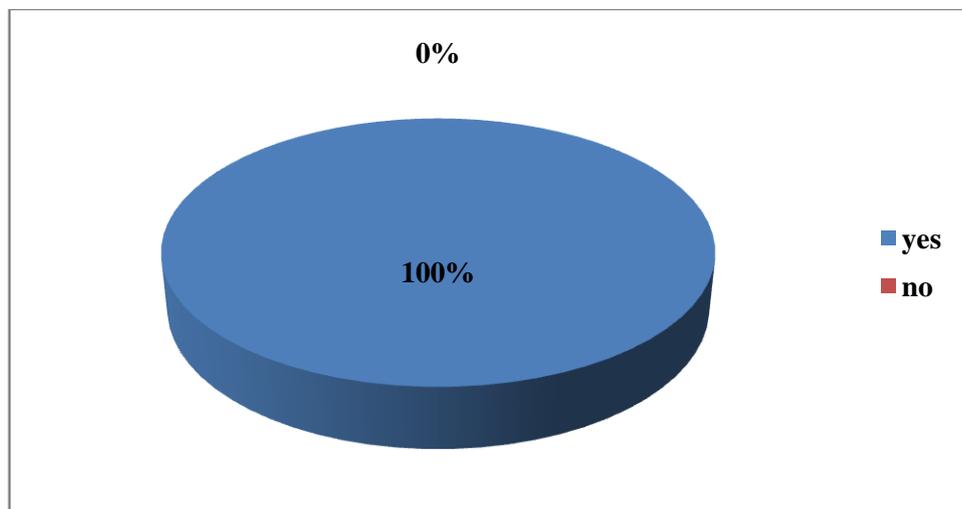


Figure 9: Tutors' explanation and answering to tutees' question

This question aimed at investigating whether tutors do their job appropriately through using explanation and answer tutees' inquiries and question. From the analysis of the figure above we found that 100% of tutors provide their tutees with suitable explanation answer their question and monitor them to correct answers. This reveals that tutees receive enough orientation from their tutors.

Item nine: Does your tutor provide you with immediate correction?

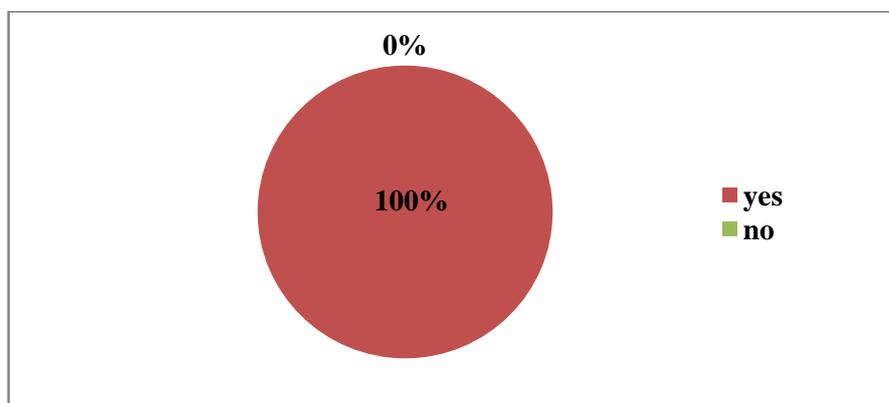


Figure 10: Providing tutees with constructive feedback

We observed from the figure above that 100% of tutors provide tutees with constructive feedback. The entire sample believes that constructive feedback is more beneficial than deconstructive feedback since the latter can do more harm than good.

Item ten: Does your teacher intervene when you work with your tutees?

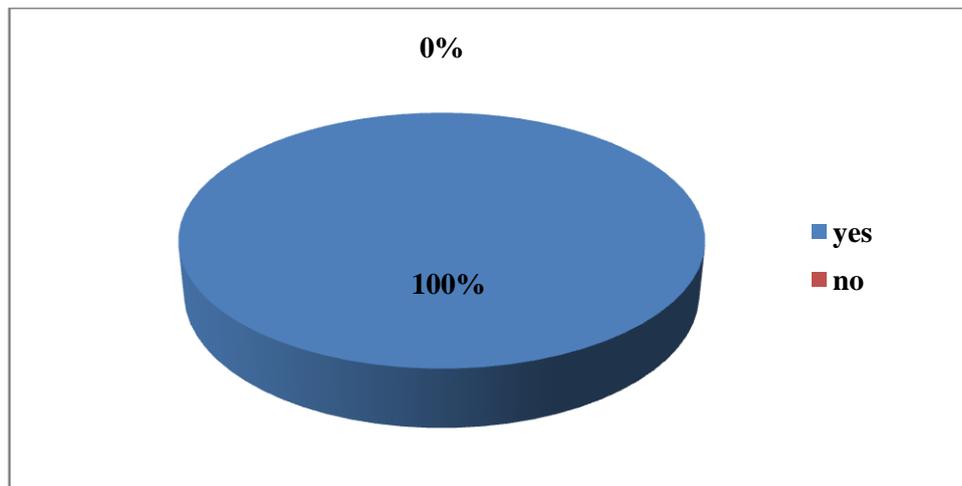


Figure 11: Teacher's intervention during tutors' work

We noticed that the entire sample 100% of tutors claimed that their teacher intervenes when they perform peer tutoring strategy.

Item eleven: Do you face any difficulties with your tutees?

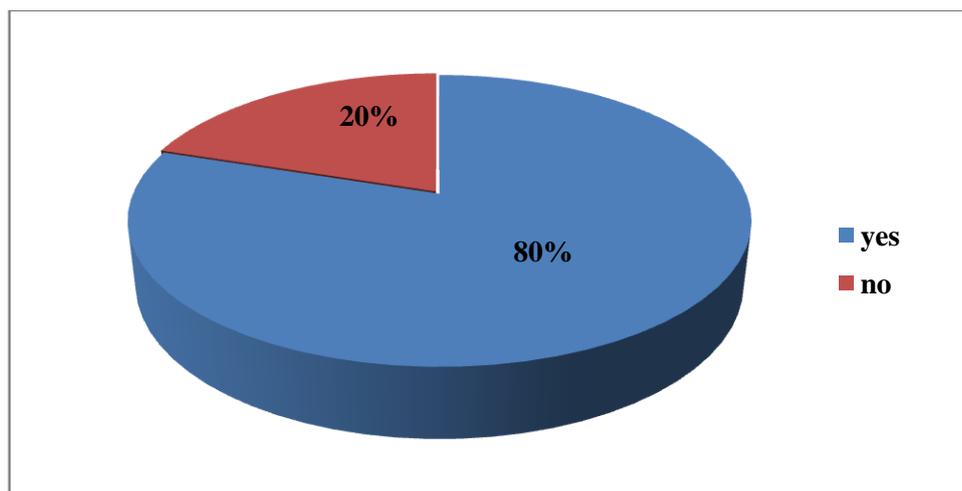


Figure 12: Difficulties tutees face during the writing task

We can understand from the previous figure that most of the tutors (80%) declare that they face (yes) difficulties with their tutees. Some of the tutors profess that they have encountered tutees with bad behavior also they state that they have problem in acquiring new knowledge by tutees. Moreover, they claim that tutees do not like to write due to their careless and laziness.

4 Tutees' questionnaire

4.1 Administration of Tutees' questionnaire

Tutees' questionnaire was administrated at Ahmed Reda Houhou middle school in El Alia (Biskra) on 25th April, 2019. We have checked that all tutees have understood the questions. In order to make sure, we decided to facilitate the access to answer the questions accordingly, we did our best to avoid any confusion or misunderstanding issue by translating all the questions into Arabic.

4.2 Aim of tutees' questionnaire

Tutees' questionnaire aimed at collecting data about tutees' opinions about the use of peer tutoring strategy. it aimed at getting to know tutees' perceptions about implementing peer tutoring strategy to cope and overcome their writing difficulties.

4.3 Description of tutees' questionnaire

Tutee's questionnaire consists of (9) question divided into two sections as follows:

Section one: personal profile, composed of (2) question aimed to collect data about tutees.

Section two: this section is devoted to explore tutees' views about peer tutoring strategy. It contains (7) questions to discover tutees' difficulties and problems during the writing task. Moreover, this questionnaire seeks to highlight the main reasons that make pupils unable to write. In addition, this questionnaire aims to obtain data from tutees' opinion about the role of

PT in enhancing their writing performance, and to what extent does this learning strategy decreases their writing difficulties as well.

4.4 Analysis of tutees' Questionnaire

Section one: personal profile

Item one: please, specify your gender

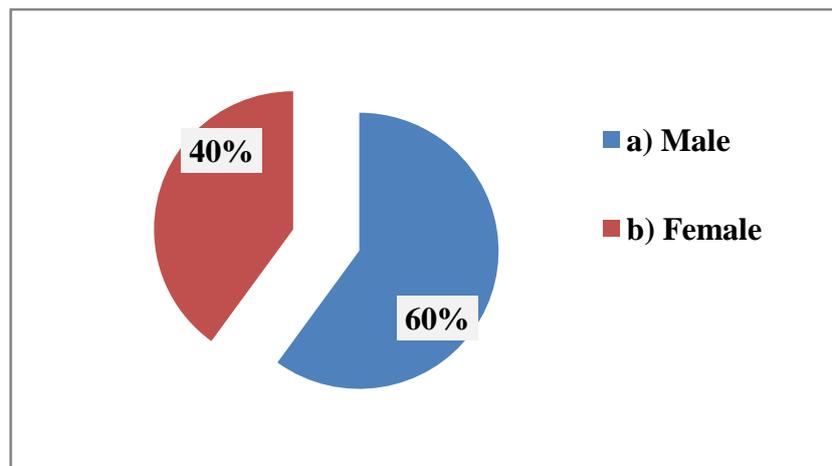


Figure 13: Tutees' gender distribution

It is mentioned in the figure above that nine (9) of tutees were male they represent the rate of (60%) and six (6) tutees were female they represent the rate of (40%).

Item two: do you like learning English?

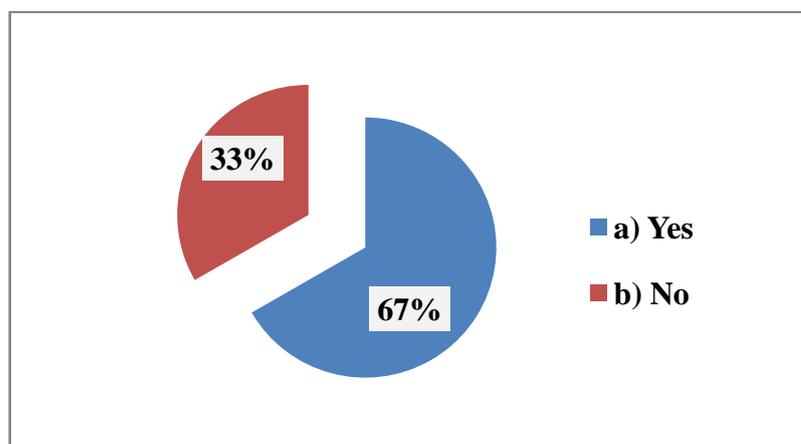


Figure 14: Tutees' enjoyment of learning English

From the figure above we observed that the tutees that enjoyed learning English is represented by the rate of (67%) because they think that English is the most commonly spoken language in the world. They added that it is the language of the internet.

Nevertheless, five (5) tutees (33%) represented by no they do not like English simply because they find it difficult and harder than others (Arabic and French).

Section tow: tutees' Opinions about Peer Tutoring Strategy

Item three: Do you enjoy working in pairs?

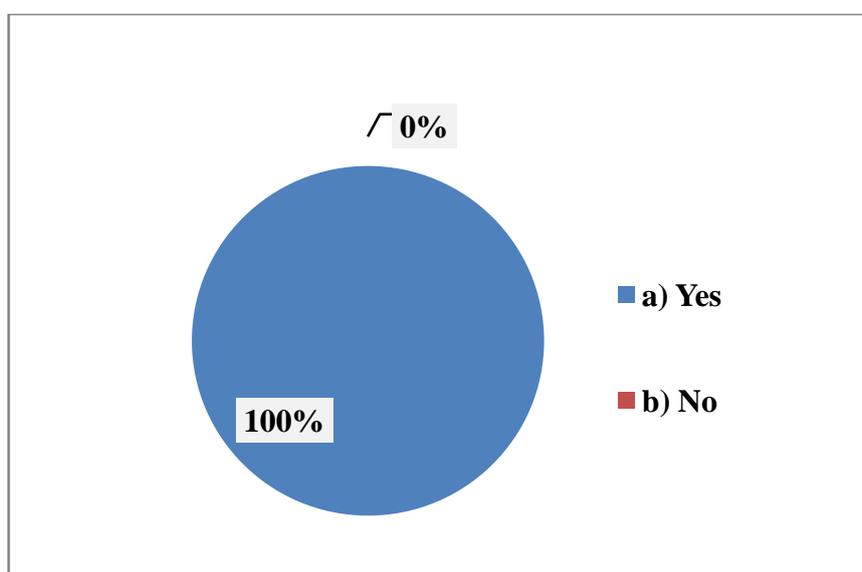


Figure 15: Tutees' enjoyment of pair work technique

It is illustrated from the above figure that 100% say that they enjoy group work. They stated that working with others gives them the opportunity to learn from one another also they think that it gives them more confidence then when completing a task individually. In addition to that they feel more motivated and more comfortable as well.

Item four: Among the following activities, which one(s) you are asked to do more when working in pairs?

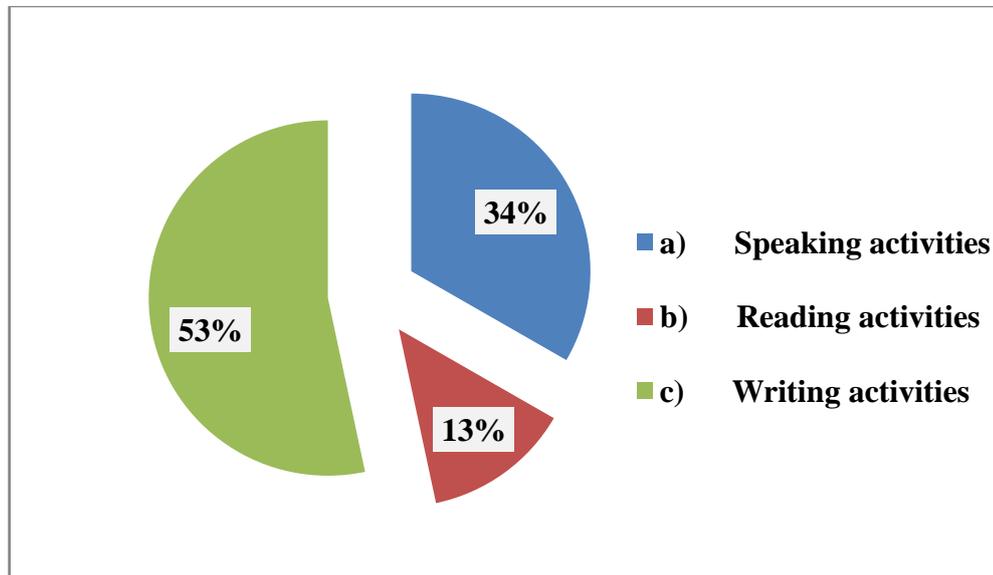


Figure 16: Activities performed during pair work technique

This question aims to identify what kind of activities do tutees perform or they are asked to do when working in pairs, the obtained result show that 53% of tutees work in pairs during writing activities, and 34% that they work in pairs during the speaking activities. Furthermore 13% of tutees said that they work with their peers during the reading activities. These outcomes reveal that pair work technique is applies in different activities to increase And gives individual pupils a lot of speaking time.

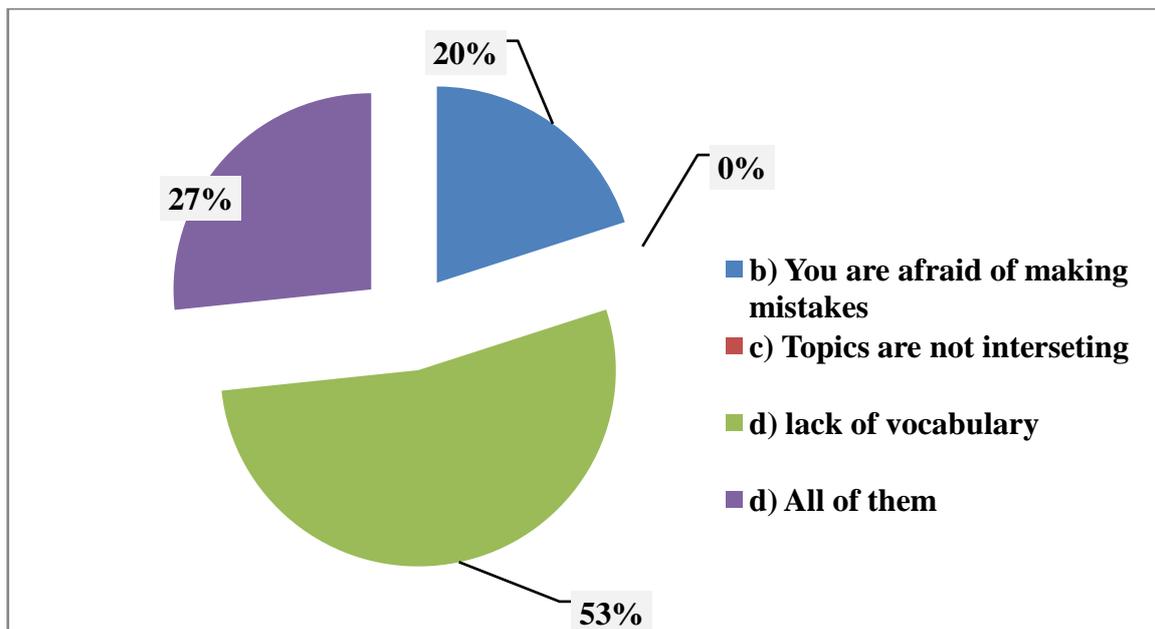
Item five: do you think you do not write because?

Figure 17: The reasons behind tutees' avoidance of writing

We observe from the above figure that the majority 53% of tutees say that they do not write because of the lack of vocabulary. However, 27% of tutees reported that they do not write because they are afraid of making mistakes, they are not interested in topics and the lack of vocabulary. In addition we noticed that 20% of tutees do not write because they are afraid of making mistakes. Furthermore, no one 0% claim that topics are not interesting. From the analysis of this question we can say that tutees have various reasons that let them dislike and avoid the writing process.

Item six: Do you think that peer tutoring is an effective strategy that helps tutees develops their writing performance?

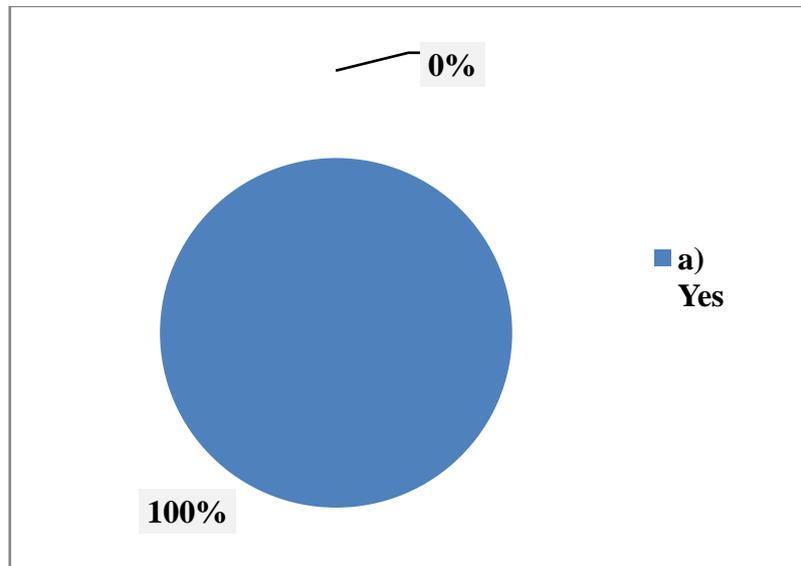
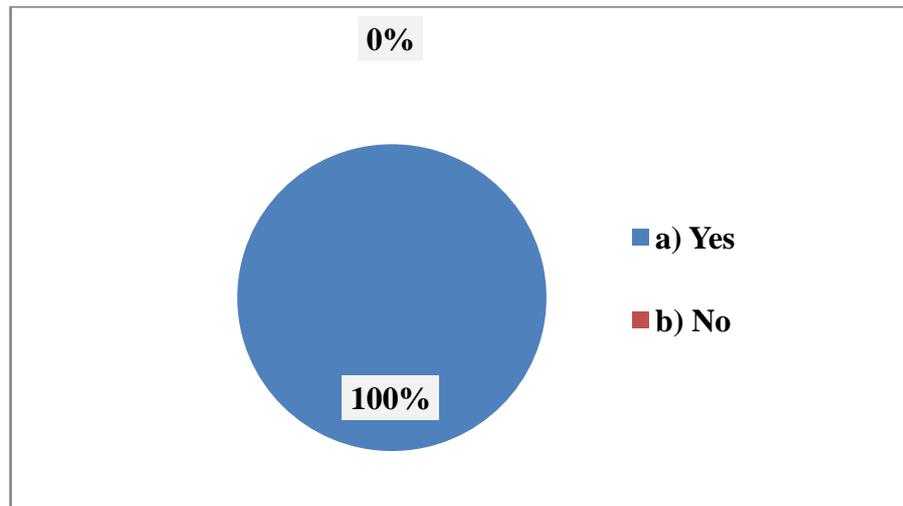
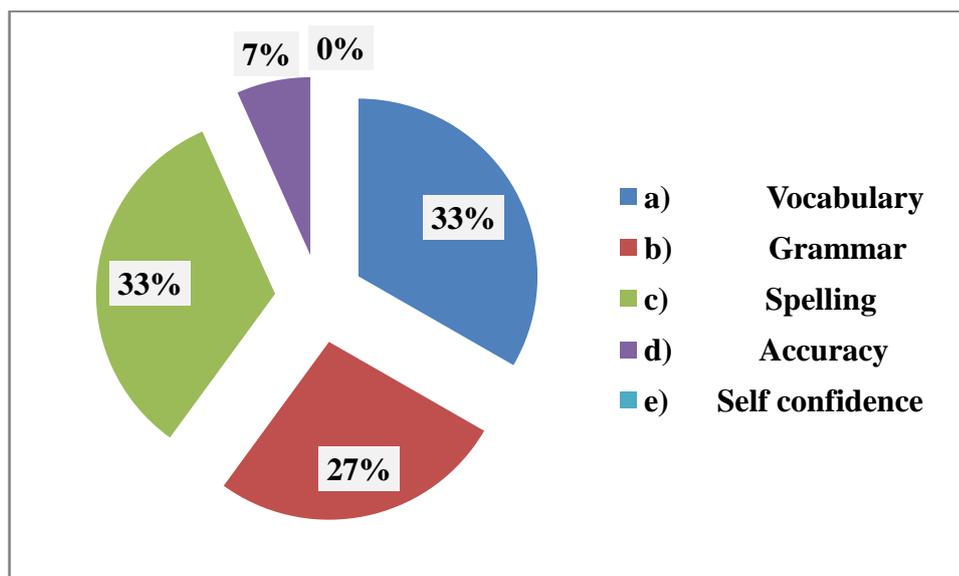


Figure 18: Tutees' perception about the effectiveness of peer tutoring strategy in developing their writing

We observe from the above figure that the whole sample (tutees) agree on (yes) that peer tutoring is an effective strategy that help them improve their writing, Since they feel more comfortable while receiving instructions from their peers than teacher. Moreover, they think that peer tutoring technique helps them develop personal relationship between the pupils.

Item seven: Do you face some writing difficulties?**Figure 19:** Difficulties tutees face in writing production

It is illustrated from the above picture that the whole tutees (100%) face difficulties in writing. All of the tutees declared that writing is a difficult and a hard task for them. They found difficulties in spelling, punctuation, and most of them stated that they have difficulties in language use and choice of sentence in writing production.

Item eight: Peer tutoring strategy in writing helps you develop:**Figure 20:** Skills developed after implementing PT strategy

This question aimed to know what are the skills developed after implementing peer tutoring strategy during writing activities. Accordingly, the obtained results show that there is a multiple increase in tutees' writing production. Five (5) out of fifteen (15) which represent (33%) state that PT develop their vocabulary, five (5) of them state that it develop their spelling which represent (33%), four (4) of the tutees (27%) state that it develop their grammar and only one (1) states that PT develop his/her accuracy which represent (7%). Finally no one states that PT develops their self confidence (0%).

Item nine: Does your tutor provide you with immediate correction?

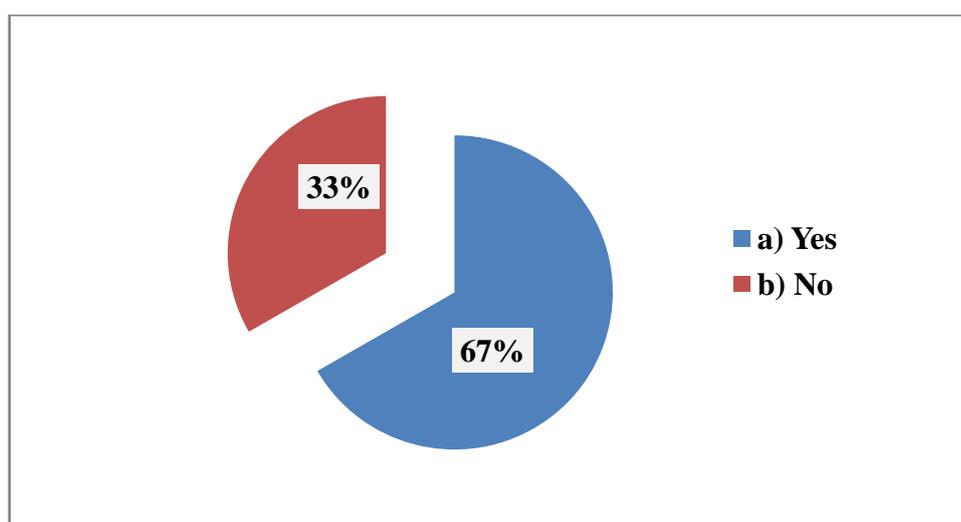


Figure 21: Tutees' perception for an immediate correction

From the figure (9), we conclude that 67% of tutees receive a prompt correction for their mistakes. While (5) tutees out of (15) who represent 33% of the sample report that their tutors do not provide them with an immediate correction, this reveals that that tutors have skipped one important element in PT process.

Research finding and discussion

The purpose of this study was to explore and investigate the role of peer tutoring strategy in improving pupils' writing performance. However, through the analysis of the data obtained from classroom observation, we have noticed that peer tutoring works for many reasons. First, pupils have more opportunities to respond to academic material. In other words, they have more opportunities to practice what they are learning by talking about what they are learning. Second, pupils receive feedback and error correction immediately and more frequently. In large group or teacher-directed settings, it is impossible to provide feedback and error correction to every student for every response. With peer tutoring, students receive feedback and correction immediately for every response. Third, Peer Tutoring gives pupils the opportunity to make choices throughout the learning process. By making choices, pupils enhance their self-management skills, and enhance control over learning and cooperation with others. Furthermore, pupils are accountable for monitoring and evaluating peer performance. In addition, pupil can be more active during lecturing and has high motivation in teaching learning process. Thus, it is believed that Peer tutoring can improve students' ability in writing task. The last but not the least, pupils are engaged in active learning, not passive learning. For example, when using peer tutoring, students are actively asking each other questions, responding, correcting mistakes, and providing positive feedback, as opposed to simply watching and listening to the teacher (passive learning). Active learning has been shown to be more effective in promoting pupil achievement. Finally, tutors' and tutees' questionnaire have also provide us with worthy and evident tools for gathering data about PT.

Conclusion

In this chapter, we provided a detailed discussion of the findings of the current study. Nevertheless, because of the small sampling and the short duration, the results cannot be generalized. We have used two data gathering tools; namely, tutors and tutees' questionnaire

and classroom observation. Each question is analyzed and at the end the discussion of the finding is provided. Each of the items of the checklist is analyzed in isolation; and eventually a discussion of this tool was done.

General conclusion

This research is seeking to investigate the role the peer tutoring strategy in improving pupils' writing performance. Its main aim is to attempt to answer the research question and to confirm the research hypothesis, which states that if peer tutoring is implemented in a struggling writing classroom, pupils' writing performance will be improved. This research takes place at Ahmed Reda Houhou Middle school, and deals with fourth year pupils. In addition, this research is conducted through a descriptive method for which two data collection tools were chosen: tutors and tutees' questionnaire and classroom observation. Tutors' questionnaire was administrated to (15) fifteen middle school fourth year pupils, tutees' questionnaire was also administrated to (15) fifteen middle school pupils.

Based on the interpretations of results, the study confirmed that peer tutoring plays a pivotal role in improving pupils' writing performance. This may relate to pupils to be taught in the sense that they like to be corrected by their peers as they are corrected by the teacher. Also, the results indicate that integrating peer tutoring within writing classes enables pupils to acquire new vocabulary and enhances their grammar. That is to say, their vocabulary will be enriched, and they will be more aware of their grammar mistakes. Moreover, peer tutoring contributes to improving pupils' spelling mistakes and punctuation. Furthermore, using this technique increases motivation among pupils which encourages them to write well.

The results obtained out of such a sample may not be enough to generalize it to represent all the Algerian pupils at middle school level due to time constraint, this was the major limitation of this study as it was carried out over an extremely short period of time which did not allow the researcher to go more in depth. A number of inquiries emerged from this research, which may be interesting to be investigated and would be a starting point for future studies such as the importance of peer tutoring in improving literacy skills.

Recommendations

On the basis of the theoretical part and the field work (the analysis of tutors and tutees' questionnaire and the analysis of classroom observation), we are going to suggest some recommendations and solutions in order to help pupils improve their writing performance.

For teachers

Teachers should apply peer tutoring strategy in teaching writing skills for the sake of improving pupils' writing performance.

Teacher should be a a facilitator or motivator not as an instructor, so she or he does not dominate the class.

Teachers should give more importance to this neglected strategy and encourage the students to use peer tutoring as their own writing strategy.

Provide tutors with training sessions before starting each peer tutoring session in order to ensure a successful PT program that comes up with fruitful result and avoid any kind of difficulty.

For tutors

Tutors should be aware that their role is not to replace the teacher in his/her class, but they are an important component in the PT program.

Tutors should be helpful and responsible of their tutees progress rather than acting as they are real teachers and impose power on their tutees.

Tutors should encourage their tutees by giving constructive feedback and compliment to raise tutees self-confidence.

For tutees

Tutees should write more than often in order to develop their cognitive and accuracy of writing skills.

Tutees should be aware that their educational success is related to their writing performance.

For the Institutions and syllabus designers

Syllabus designers should familiarize peer tutoring among the English lecturers in the institutions and facilitate the institutions with several books or references which help the effectiveness of peer tutoring implementation.

Syllabus designers should give more interest and importance to writing performance by integrating PT strategy in our educational syllabus as a practical not a theoretical part in order to improve pupils' writing performance.

For researchers

This study is not an end it would be a starting point for future research, we suggest other researchers on the use of peer tutoring strategy in teaching other English skills.

References

Appendices

Observation Checklist for Peer Tutoring In Paired Writing task

Observer: _____ Start time: _____

Date: _____ End time: _____

Location: _____ Classroom: _____

Aspect to be observed	Not observed	observed	comments
Classroom and Environment			
The use of TTT by the teacher or does he avoid TTT			
The use ICQ by the teacher when giving instructions			
Developing an effective working relationships with pupils			
The management of time			
Establishing behavioral standards (showing respect)			
dividing pupils into pairs consisting each of a tutor and a tutee			
The classroom physical environment			
Teachers role and tasks			
Preparing pupils psychologically about this strategy			
Teacher's role as monitor, observer, facilitator			
Selecting appropriate materials consistent with the level of the students and the curriculum			
The use of teaching equipment (paper, books, technology)			
The achievement of the T by the end of the lesson			

Classroom interaction			
Pupils showing good behavior and manner during the lesson			
Pupils motivated by pair work			
Pupils' shyness towards pair work			
Good communication between tutors and tutees			
Tutors and tutees' reaction			
Feelings of responsibility toward his/her peers			
Supporting the tutee in the writing task			
Immediate error correction and feedback			
Praising (stickers-remarks) for every correct answer			
Responding to tutee's writing errors or hesitations by providing the correct words			
Giving tutee enough time to think before starting to write			
Tutees behaving appropriately and accepting to be taught, and assessed by their peers			
Asking questions by tutees when facing difficulties			
Presentation by the tutee's work by the end of session			

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Faculty of Letters and Languages
Department of Foreign Languages
Division of English

Tutors' Questionnaire

Dear pupils,

You are kindly requested to fill in this questionnaire which is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to explore your attitudes towards "The Effectiveness of Peer-tutoring Strategy in Increasing Middle School Pupils' writing performance". We would be so grateful if you could sincerely answer the following questions. Tick (✓) your answer (s) in the corresponding box(es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes. Thank you for your time and for your collaboration.

أعزائي التلاميذ

أنتم مدعوون لملء هذا الاستبيان الموجه لجمع معلومات من أجل اتمام مذكرة تخرج في مستوى ماستر في اللغة الانجليزية. لقد اعدنا هذا الاستبيان من اجل التعرف على آرائكم حول مدى فعالية استراتيجيات تعليم الزملاء على أداء الكتابة باللغة الانجليزية لدى تلاميذ المستوى الاعدادى (المتوسط). سنكون جد ممتنين اذا اجبتم على الاسئلة بكل صدق. من فضلكم قوموا بالتأشير (✓) على الاختيارات المناسبة وبتقديم اجوبة كاملة كلما تطلب الأمر. كونوا على ثقة بأن اجوبتكم ستكون في غاية السرية وستستعمل لغرض البحث فقط.

تقبلوا منا خالص الشكر والامتنان على تعاونكم

Section One: Personal Profile

Q1. Please Specify Your Gender:

قم بتحديد جنسك من فضلك

- a) Male
ذكر
- b) Female
أنثى

Q2. Do you like learning English?

هل تحب تعلم اللغة الانجليزية؟

- a) Yes
- b) No

Please Justify

.....

.....

.....

Section Two: Tutors' Opinions about Peer Tutoring Strategy

Q3. Do you enjoy working in pairs

- a) Yes
- b) No

If yes, is that because:

إذا كان الجواب نعم هل هذا بسبب

- a) You feel more comfortable
أنك تشعر بالارتياح
- b) You feel motivated
أنك تشعر بالتحفيز
- c) You learn more
أنك تتعلم أكثر
- d) All of them
جميع الاختيارات

Q4. Among the following activities, which one(s) you are asked to do more when working in pairs?

من بين النشاطات التالية أذكر في ايها يطلب منكم العمل بشكل ثنائي؟

a) Speaking activities

نشاطات المحادثة

b) Writing activities

نشاطات الكتابة

c) Reading activities

نشاطات القراءة

Q5. Among your peers, are there some who suffer from writing difficulties?

هل هناك من بين زملاءك من يعاني من صعوبة الكتابة؟

a) Yes

b) No

If yes, please Justify

إذا كان الجواب نعم برر إجابتك

.....

.....

.....

Q6. Do you think that Peer tutoring is an effective strategy that helps tutees develops their writing performance?

هل تظن بأن تعليم الأقران (الزملاء) استراتيجية فعالة من اجل تطوير مستوى في الأداء الكتابي؟

a) Yes

b) No

Q7. Do you enjoy your role as a tutor?

هل تستمتع بدورك كموجه؟

a) Yes

b) No

Please justify?

برر إجابتك؟

.....

.....

.....

Q8. Do you answer your tutees' questions and re-explain the task or the text for them?

هل تقوم بالإجابة على اسئلة من تعلمهم وكذا بإعادة شرح النشاطات او النصوص من أجلهم؟

a) Yes

b) No

Q9. Do you provide your tutees with constructive remarks or comments?

هل تقدم ملاحظات او تعليقات بناءة لمن تقوم بتعليمهم؟

a) Yes

b) No

Please justify?

برر إجابتك؟

.....

.....

.....

Q10. Does your teacher intervene when you work with your tutees?

هل يقوم الأستاذ بالتدخل أثناء عملك كموجه لزملائك؟

a) Yes

b) No

Q11. Do you face any difficulties with your tutees?

هل تجد صعوبة مع من تقوم بتوجيههم او تعليمهم؟

a) Yes

b) No

If yes, what kind of difficulties you face?

إذا كان الجواب نعم قم بتحديد نوع الصعوبات التي تجدها من فضلك

.....

.....

.....

Thank you for your efforts and for your collaboration

شكرا على مجهوداتكم وعلى تعاونكم

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Faculty of Letters and Languages
Department of Foreign Languages
Division of English

Tutees' questionnaire

Dear pupils,

You are kindly requested to fill in this questionnaire which is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to explore your attitudes towards "The Effectiveness of Peer-tutoring Strategy in Increasing Middle School Pupils' writing performance". We would be so grateful if you could sincerely answer the following questions. Tick (✓) your answer (s) in the corresponding box(es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes. Thank you for your time and for your collaboration.

أعزائي التلاميذ

أنتم مدعوون لملء هذا الاستبيان الموجه لجمع معلومات من أجل اتمام مذكرة تخرج في مستوى ماستر في اللغة الانجليزية. لقد اعدنا هذا الاستبيان من اجل التعرف على آرائكم حول مدى فعالية استراتيجيات تعليم الزملاء على أداء الكتابة باللغة الانجليزية لدى تلاميذ المستوى الاعداوي (المتوسط). سنكون جد ممتنين اذا اجبتم على الاسئلة بكل صدق. من فضلكم قوموا بالتأشير (✓) على الاختيارات المناسبة وبتقديم اجوبة كاملة كلما تطلب الأمر. كونوا على ثقة بأن اجوبتكم ستكون في غاية السرية وستستعمل لغرض البحث فقط.

تقبلوا منا خالص الشكر والامتنان على تعاونكم

Questionnaire

Section One: Personal Profile

Q1. Please Specify Your Gender:

قم بتحديد جنسك من فضلك

c) Male

ذكر

d) Female

أنثى

Q2. Do you like learning English?

هل تحب تعلم اللغة الانجليزية؟

c) Yes

d) No

Please Justify

.....

.....

.....

Section tow : tutees'Opinions about Peer Tutoring Strategy

Q3. Do you enjoy working in pairs

c) Yes

d) No

If yes, Please Justify

إذا كان الجواب نعم برر إجابتك

.....

.....

.....

.....

Q4. Among the following activities, which one(s) you are asked to do more when working in pairs?

من بين النشاطات التالية أذكر في ايها يطلب منكم العمل بشكل ثنائي؟

d) Speaking activities

نشاطات المحادثة

e) Reading activities

نشاطات القراءة

f) Writing activities

نشاطات الكتابة

Q5. do you think you do not write because ?

هل تعتقد أنك لا تجيد الكتابة لأن ؟

a) You are afraid of making mistakes انت خائف من ارتكاب الأخطاء

b) Topics are not interesting الموضوعات ليست مثيرة للاهتمام

c) lack of vocabulary فقر في المفردات

d) All of them كلهم

Q6. Do you think that peer tutoring is an effective strategy that helps tutees develop their writing performance?

هل تظن بأن تعليم الأقران (الزملاء) استراتيجية فعالة من اجل تطوير مستوى أداء في التعبير الكتابي لديكم؟

c) Yes

d) No

Justify your answer please?

.....

.....

.....

Q7. Do you face some writing difficulties?

هل تواجه بعض الصعوبات أثناء الكتابة؟

a) Yes

b) No

If yes what kind of difficulties?

إذ كان الجواب نعم فما نوع الصعوبات؟

.....

.....

.....

Q8. Peer tutoring strategy in writing helps you develop:

استراتيجية تعليم الزملاء في الكتابة تساعدكم على تطوير

- a) Vocabulary
مفردات
- b) Grammar
قواعد
- c) Spelling
اخطاء املائية
- d) Accuracy
صحة اللغة
- e) Self confidence
الثقة بالنفس

Q9. Does your tutor provide you with immediate correction?

هل يقدم لك زميلك المعلم تصحيحا فوريا؟

- a) Yes
- b) No

المخلص

تهدف هذه الدراسة إلى استكشاف دور إستراتيجية تعليم الأقران في تحسين أداء التلاميذ في الكتابة، لقد افترضنا أنه إذا تم تطبيق إستراتيجية تعليم الأقران خلال فصل الكتابة، سيتحسن أداء الكتابة لدى التلاميذ. لاختبار هذه الفرضية، يتم إجراء دراسة وصفية إلى جانب طريقة نوعية لجمع وتحليل البيانات. تم اختيار أداتين لجمع البيانات. تم تصميم الاستبيان وإدارته لثلاثين تلميذاً من الطور المتوسط، تم تقسيمهم إلى معلمين و طلبة من أجل جمع تصوراتهم تجاه إستراتيجية تعليم الأقران. إضافة إلى ذلك ، أجريت دراسة وصفية على تلاميذ الصف الرابع في مدرسة أحمد رضا حوحو من أجل تحديد دور إستراتيجية تعليم الأقران. من النتيجة التي تم الحصول عليها من أداتي جمع البيانات ، يمكن أن نستنتج أن أداء التلاميذ في الكتابة قد تحسن من خلال استخدام إستراتيجية التدريس النظير. في نهاية هذه الدراسة ، تم اقتراح بعض التوصيات بناءً على نتائج البحث.

الكلمات المفتاحية : إستراتيجية تعليم الأقران، أداء الكتابة لدى التلاميذ.