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**The Role of Peer Tutoring in Developing Middle School Pupils'
Corrective Feedback: A Case Study of Fourth year Pupils at
Mohamed Chaabani Middle School, Ouled Djellal**

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Declaration

I, **Meriem Meddas**, hereby declare that the present research, which is entitled "The role of peer tutoring in enhancing middle school pupils' corrective feedback: a case study of fourth year at middle school in Ouled Djellal", and supervised by **Dr**. **Benedir Samira** from Mohamed Kheider University of Biskra. This study is new and has not been submitted beforehand to any University or academic institution for a degree or a diploma.

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Date:

Signature

Dedication

❖ *In the name of Allah, the most gracious, the most merciful May peace and blessings of Allah be upon his prophet Mohamed.*

This work is dedicated to:

❖ *To my beloved and treasured parents, my mother Hadda Meddas and my father Ali the source of my power, they have always been my life, I would like to thank them for the efforts and their encouragement they have offered me all the time to complete the master degree.*

❖ *To the person who stood by my side all the time, he motivated me, I consider him the best person in my life, to my dear Saber*

❖ *To my sympathetic supervisor*

❖ *To my beloved sisters: Souhayla, Houria, Khawla, and my little sister Khadidja*

❖ *To my dear brothers: Mohamed and Ibrahim*

❖ *To the best friends in my life: Amel, Fousia, Mesouda and to all my close friends.*

Thanks again to those who helped, encouraged, and motivated me during the preparation of this work.

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Abstract

The present study aims to investigate the role of peer tutoring in enhancing pupils' feedback. The objective of this research is also to examine the effect of this strategy in the classroom and to raise EFL learners' awareness about the importance of pair work in developing their language learning skills. To achieve the objectives of this research, we used the descriptive method. Two data collection tools were chosen to test our hypothesis, thus, we hypothesize that if we apply peer tutoring in the EFL classes, EFL learners' feedback will be improved. So, a questionnaire was designed to 33 thirty three pupils in the middle school in the academic year 2018/2019. The Pupils were divided into tutors and tutees to collect their attitudes towards the peer tutoring strategy and their feedback and to seek answers for the questions of this research. We also relied on classroom observation which was conducted with pupils of fourth year class at Mohamed Chaabani Middle School, Ouled Djellel in order to determine the role of peer tutoring strategy during tutorial session. The results obtained have confirmed that peer feedback has improved through the strategy of peer tutoring and that pupils appreciated this strategy and want to apply it in tutorial sessions. Based on the aforementioned data, the hypothesis has been confirmed. Based on the findings, some recommendations were suggested such as tutors should put in their minds one purpose, which is giving corrective feedback to their tutees, and raising tutees' self-confidence.

Key words: Peer tutoring, tutors, tutees, feedback, tutorial session

List of Abbreviations and Acronyms

ASK: Attitude Skill and Knowledge

CAPT: Cross-age Peer tutoring

CWPT: Class Wide Peer Tutoring

EFL: English as a foreign language

FB: Feedback

MKO: More Knowledgeable Other

(n.d): no date

PT: Peer Tutoring

Q: Question

SI: Social interaction

TD: Traveaux Deregés (Tutorial Session)

TPS: Think-pair-share

VARK: Visual, Aural, read/write, kinesthetic

ZPD: Zone of Proximal Development

List of Tables

List of Figures

List of Appendices

Appendix one: Tutors' questionnaire

Appendix two: Tutees' questionnaire

Appendix three: Classroom observation checklist

Appendix four: Samples of activities during paired working

Table of Contents

General Introduction

Chapter One: A General Overview about Peer Tutoring

Chapter Two: Classroom Corrective Feedback

Chapter Three: Fieldwork and Data Analysis

الملخص

General Introduction

Introduction

Teaching English as a foreign language is considered a challenge for our teachers. So, any teacher opts for a suitable strategy to let his/her pupils understand more and provide each other by feedback. Also, teachers should design learning activities to cover pupils' individual needs. Hence, to enhance pupils' learning, the teachers should adopt many strategies, like peer tutoring as an effective strategy. The tutor teaches his/her tutee who is a less skilled and has a low level of knowledge (tutee) because; this strategy permits peers to interact with each other and let shy pupils learn effectively in pairs to improve their levels in learning in pairs to improve their levels in learning English.

1. Statement of the Problem

Peer tutoring is a teaching strategy through which students are paired together to practice academic skills and master content. Teachers may use peer tutoring to help accommodate classroom full of diverse students who need more individualized attention. Many pupils do not interact with the teacher and they may find themselves with no information and feel anxious and somehow demotivated. To solve this problem, the researcher suggests the use of peer tutoring strategy that can be implemented in EFL classes at middle schools to enhance pupils' feedback, peer correction and to improve achievement and performance.

2. Research Questions

Through this study, we will try to answer the following questions:

1) What are the strategies that can be applied in peer tutoring?

2) What is the role of peer tutoring in enhancing peer feedback?

3. Research Hypothesis

As a first attempt, we hypothesize that:

1) Team work, pair work and projects may be the strategies that can be applied in peer tutoring.

2) If teachers apply peer tutoring in the EFL classes, EFL learners' feedback will be improved.

4. Aims of the Study

The aim of the present study is to investigate the role of peer tutoring in enhancing peer feedback. Additionally, it tries to raise EFL learners' awareness about the importance of pair work in developing their language learning skills and to identify the different aspects required for implementing the peer tutoring strategy.

5. Research Methodology

5.1 Choice of the method

This research is conducted following the mixed-methods approach in order to seek answers to the raised research questions. We have used a questionnaire and a classroom observation with middle school pupils, and we have tried to investigate teachers' and pupils' reactions in order to determine the role of peer tutoring in enhancing middle school pupils' feedback.

5.2 Population

The population of this research is the pupils of fourth year classes in Chaabani Mohamed Middle School. Among four groups (N=160), we chose one group containing thirty three pupils (N=33).

5.3 Sample of the study

In our study, we have selected fourth year (4AM) pupils of Chaabani Mohamed Middle School. This sample includes 33 pupils; their ages are between 15-16 years old. They are divided into tutors and tutees. We chose this sample for our study because they have certain background knowledge in English. Also, they have been learning English since their first year in the middle school and they can follow the instructions of their teachers.

5.4 Data gathering tools

To gather the data needed for this work, a questionnaire for tutors and tutees and a classroom observation is conducted with fourth year middle school pupils in order to investigate the role of peer tutoring in enhancing EFL pupils' feedback.

6. Structure of the Study

This work is divided into three chapters. The two first chapters are devoted to peer tutoring and peer feedback and the third chapter describes and analyses the data collected in the field work. The first chapter will be about the peer tutoring strategy; it will provide some definitions, types of peer tutoring in addition to its stages and its benefits. The second chapter is about peer feedback; it includes some definitions about peer feedback, developing self- advocacy, the power of feedback and how peer feedback fosters students' growth. Finally, the third chapter is devoted to the fieldwork and data analysis.

Chapter One: General Overview about Peer Tutoring

Introduction

Peer tutoring (PT) is considered as an important strategy which is used by teachers to raise the confidence level of their students. In this strategy, the pupils are divided in pairs; one acts as a tutor and the other pupil acts as a tutee. In fact, pupils who learn in cooperative learning groups acquire more knowledge. Pupils are trained and guided by their teachers who play an important role in peer tutoring strategy. In this chapter, we will deal with a general overview on peer tutoring that includes some definitions, its importance, origins and types. Then, we will see its benefits for both tutors and tutees in addition to its advantages and disadvantages.

1.1 General Overview on Peer Tutoring

Peer tutoring means the cooperation between two or more pupils. This can occur between pupils of the same age (same-age tutoring) or between pupils of different ages (cross-age tutoring). So PT takes place when one pupil helps another pupil to learn something. In this sense, Ley (1999) asserted that "in the multigrid classroom, the incidental tutoring is an Eco raged and necessary instructional activity"; he also said that pupils learn from each other without immediate intervention of the teacher.

According to Kalkowski (1995), peer tutoring is a process which involves an expert pupil assisting a novice pupil and they are randomly paired to provide assistance. Therefore, the purpose from using PT is providing assistance and guidance from more knowledgeable person to a less knowledgeable one.

1.2 Definition of Peer Tutoring

There are many researchers who have defined the notion of peer tutoring from different perspectives. Peer tutoring is a system of instruction in which pupils help each

other and learn themselves by teaching (as cited in good lad and hirst, 1989). According to Topping (1995), peer tutoring is defined as people from similar grouping who are not professional teachers helping each other to learn.

scholars have defined peer tutoring as a way for all pupils to get one on –one help and enough time to practise and learn; in other words, peers mutually support each other's knowledge growth (as cited in Arisa & Viafar,2008). Peer tutoring is the process by which a competent pupil with minimal training and with teacher's guidance helps one or more pupils at the same grade level to learn a skill or a concept (Thomas, 2000). However, it would be hard to mention all the definitions of PT, but the common points between all scholars is to provide explicit teaching support, but the use of PT in the field of education has emerged centuries ago.

1.3 Origins of Peer Tutoring

The concept of peer tutoring is not a new notion because it has been used in education as a strategy. That strategy has strong roots both in behaviourist and constructivist approaches of learning. Peer tutoring can be improved by rewarding the tutors for their good performance. So the outcomes of PT are conditioned to some external stimuli, the same idea with skinners learning theory. That idea emerged in ancient Greek through Aristotle. He implemented peer tutors to assist him in educating his learners (cited in Briggs, 2013).

1.4 The Importance of Peer Tutoring

Peer tutoring is an effective strategy to engage pupils and promote their academic success. So in many classes, one can see that strategy because pupils prefer to learn from each other. Also peer tutoring helps pupils develop their communication and their skills.

Pupils can promote their confidence level and become more motivated from this process. Moreover, pupils feel comfortable; that makes them interact with their peers. The importance of peer tutoring is to encourage peer learning. Rufinov (2016) states, "one of the reasons why this strategy is felicitous may be that students or pupils' personalities are considered when pairing to insure they will work together".

Ayaz (2014) declares that "tutoring is a comprehensive process where the pupil and his peer take a reciprocal trip to discover and practise academic skills and life while searching for and repairing the academic break that kept the student from becoming fully self-taught".

1.5 Types of Peer Tutoring (Models)

Teachers need to find new ways to engage their pupils in the learning process to promote their academic skills. The best strategy is to divide pupils into pairs when the teacher requests his/her pupils to get into pairs. It can be an effective method because it can help pupils to learn more from each other .There are many types in PT that can be applied during this strategy, but the most used models are as follows:

1.5.1 Reciprocal peer tutoring

According to Najabat and Muhamad (2015), this model of peer tutoring takes place when peers learn from each other by changing their status from tutor to tutee. Both peers take a role; one is going to be a tutor while the other one acts as tutee. However, this strategy gives a good chance to every pupil to act as a tutor, which improves his confidence level.

1.5.2 Class-wide peer tutoring (CWPT)

It is one of the important types of peer tutoring. Class-wide strategy means breaking the whole class into smaller groups in which all students of the classroom become very active to learn from each other for an extended time period. They act as tutors. Every pupil involves himself in the allotted tasks. They can promote their confidence level and become more motivated from this process.

However, "in CWPT, the entire class participates in PT activities two or more times per week for nearly 30 minutes" (Harper and Maheady, 2017). According to Lee and Ward (2002), CWPT consists of six elements:

- Placing students in peer dyads

- Dividing the class into teams

- Providing practice time with peers

- Involving peers in assessing their partners' performance

- Posting the performance of the team

- Setting goals for the team

1.5.3 Cross-age peer tutoring (C A PT)

In the model of tutoring, the elder pupils act as tutors. The tutors have a higher level of academic background as compared to their pupils in cross-age peer tutoring .This type is suitable for the pupils because they get effective individual instructions and feedback from their tutors, so the tutor gets a valuable experience in teaching. The following table contains a brief comparison of approaches (as cited in the access center, 2004):

Approach	Gross age Tutoring	Pals	RPT
Content Area	Multiple content area	Math a beading	Multiple content area
Number of students	2	2	2 or more
Role of student	Tutor to tutee	Tutor to tutee	Tutor to tutee
Type of interaction	Expert cooperative	Cooperative competitive	cooperative
Type of reward	Social reinforcement	Social reinforcement earn points	Social reinforcement earn points

Table 1.1 comparison of approaches in peer tutoring adopted from access center

(2004, p. 24)

Student-centered learning needs teachers who make new strategies in the classroom to enhance students' learning quality with their different abilities. Consequently they participate actively because they are about self-managed and have high self-esteem and that is through using strategies such as peer tutoring to include social interaction and cooperative learning.

1.6 Benefits of Peer Tutoring

Najabat and Muhammad (2015) state that there are many benefits of peer tutoring which have a major impact on learning and they include the following:

a) It provides opportunity to the students to interact directly with each other, which is helpful to promote learning activities among the students.

b) Pupils usually do not get sufficient time and individual attention from their teachers, so PT is a very good solution for this problem which provides individual attention to the pupils.

c) By tutoring the pupils, the tutors reinforce and revise whatever they have studied before. So, it directly benefits both and the pupils.

d) Peer tutoring is an enjoying way of learning where the peers do not get bored, but they learn by entertaining themselves.

e) Pupils are more open and comfortable with their tutor in PT. So pupils learn without any sort of hesitation from their tutor in this kind of environment.

f) Due to PT, teachers in the schools get more time for lesson and to focus on their text lessons. The important thing about PT is that it is a financially efficient alternative to hiring more staff numbers in a school.

g) PT develops interpersonal and communication skill in the tutor.

1.7 Characteristics of Good Tutors

PT as a strategy can be applied among pupils of the same age or pupils from different age groups. They can learn from each other in an organized process. Therefore, PT enables the tutor and the tutee to gain self-confidence. However, there are many important characteristics of good tutors which include: empathy, honesty, good listening, asking good open-ended questions, encouraging independence, patience, confidentiality, motivating, showing respect, having the desire to help, the ability of explaining the material in multiple ways, acceptance and demonstrating a positive attitude. Hartman (1997) presupposes that tutors are supposed to have the ability to clarify concepts, should have leader ship skills and a sense of responsibility.

1.8 Learning Theories

There are different theories of second language acquisition which are based on many different perspectives. However, theories of learning are based on the tutoring operation. These theories gave the foundation of peer tutoring. Also this study focuses on the theories of behaviourism.

1.8.1 Behaviourism

Behaviourism is a psychological approach which focuses on objective methods of investigation. This perspective is concerned with stimulus response behaviours and states all behaviours are learned through interaction. Salvin (2015) thinks that rewarding groups based on group performance means creating reinforcement through interpersonal reward such as (praise and encouragement). This means that it would be better to use rewarding as reinforcement in order to enhance students' performance.

From a behavioural perspective, external behaviour can be objectively measured. Internal phenomena such as thinking must be explained through behavioural terms. For Margerite and George (1993), the purpose of education is to help pupils to act effectively in the absence of instructional contingencies while for Skinner, teaching is "simply the arrangement of contingencies of reinforcement". However, behavioural method means the teacher takes the pupils through a series of successive step to learn a goal, or behaviour.

Also, behaviourism demonstrates that the response of the pupils comes from the environment (positive and negative) stimuli, thus the behaviour is shaped through negative reinforcement or passive reinforcement. In contrast, punishment if positive or negative decreases the prospect that the previous behaviour will occur again. Therefore learning is

defined as nothing more than the acquisition of a new behavior based on environmental conditions.

1.8.2 Cognitivism

In his lecture, Temagoult (2018) summarized that cognitivism was initiated in the late 1950s and contributed to the move away from behaviourism. People are no longer viewed as collections of responses to external stimuli, as understood by behaviourists, but information processors. Cognitive psychology paid attention to complex mental phenomena ignored by behaviourists, and was influenced by the emergence of the computer as information processing device, which became analogous to the human mind.

In cognitive psychology, learning is understood as the acquisition of knowledge: The learner is an information processor who absorbs information, undertakes cognitive operations on it and stocks it in memory. Therefore, it is preferred methods of instruction are lecturing and reading textbooks, and it is most extreme that the learner is a passive recipient of knowledge by the teacher.

1.8.3 Constructivism

It is a learning theory which emerged as a reaction to behaviourism. As we know, learning is typically deliberated by someone remembering something and that it can be used in the future (Atkinson and Shiffrin, 1968). This theory states that learners' knowledge is built upon one's personal experiences and hypotheses derived from environment through an active contextualized process rather than just building knowledge. These hypotheses depend on social interaction.

Everyone has his/her own construction of knowledge in his/her mind. Brown (1975) states: "logically organized material is easier to recall than the material that is

arbitrarily sequenced; it appears that people rely on inferences and general knowledge to help them reconstruct such material" (pp. 103-52). Constructivism is used to teach higher skills like; reasoning and problem solving. Consequently, the social development theory supports constructivism.

- **Principle elements of constructivism as a learning theory**

    1) Learning is an active process;

    2) Knowledge is constructed from (and shaped by) experience;

    3) Learning is a personal interpretation of the world;

    4) It emphasizes problem solving and understanding;

    5) It uses authentic tasks, experiences, settings and assessments;

    6) Content is presented holistically and not in separate smaller parts.

This theory can help students:

- Develop their goals and assessments;

- Create new understandings (via coaching, moderating, suggesting) and control learning (reflecting);

- Use and develop their abilities;

- Build on their prior knowledge and experiences;

- Develop life-long learning (Christic, 2005)

1.8.3.1 The social interaction (SI)

Social interaction deeply influences cognitive development has an end point in goal and he asserts that child's development precedes learning, but Vygostky says: "The development process that begins at birth and continues until death is too complex to be defined by stages" Also, he claims that social learning precedes development (Driscoll, 1994).

1.8.3.2 The more knowledgeable other (MKO)

Mohamedi (2018, p.17) says that more knowledgeable other MKO was proposed by Vygotsky who recognized that the existence of MKO is one of the social development theories. MKO stands for someone that is perceived to have a better skill or understanding of a task, process or a concept. MKO refers to a peer or a teacher, tutor who is skilled and s/he has a higher capacity standard than his or her mate. So, MKO is the state of being a teacher, coach or older adult.

1.8.3.3 Attitude, Skill and Knowledge (ASK) model of peer tutoring

The attitude, skill and knowledge (ASK) model is a composition of three theoretical perspectives which are: behaviourism, cognitivism and constructivism. Behaviourism focuses on training and evaluating tutors; however, cognitivism and constructivism concentrate on learners' knowledge.

- Attitude: This approach ability has a positive attitude across tutoring. It means a desire to help others to learn. For that, tutors must know and use tutees names, show empathy also offer encouragement (Marguerite and George, 1993).

- Skills: According to Marguerite and George (1993), tutors must require communication skills, also they should observe and hear their tutees and make them active in participation. Tutors provide feedback and reinforce their tutees during performance. Good communication skills starting with heedful listening and tutors make eye contact. They say "ah-huh" or "ok" which tutees speak.

- Knowledge: Tutors should have a sufficient knowledge base and they must know quite a bit about the field of study because they can promote tutees' participation in the learning process (Marguerite and George, 1993).

1.8.4 The zone of proximal development (ZPD)

The ZPD has become equal with the notion of scaffolding, which was introduced by Wood et al. (1976). It means when pupils benefit from scaffolding, they are able to master a given task. Then, the pupils will be able to achieve the task on their own (Mc leod, 2012). The zone of proximal development (ZPD) is useful for comprehending tutoring. ZPD defines the zone of child's ability by the child's actual performance of a task without help. However, Vygotsky's zone of proximal development means problem solving under adult guidance or in the collaboration with more capable peers.

Likewise, many schools have applied Vygotskian 'Social Development Theory' (SDT) to develop a learning context where students are active learners rather than passive ones. He suggests that using collaborative learning tasks in classroom with the support from masterful peer can be effective for promoting the ability of less competent children with the ZPD.
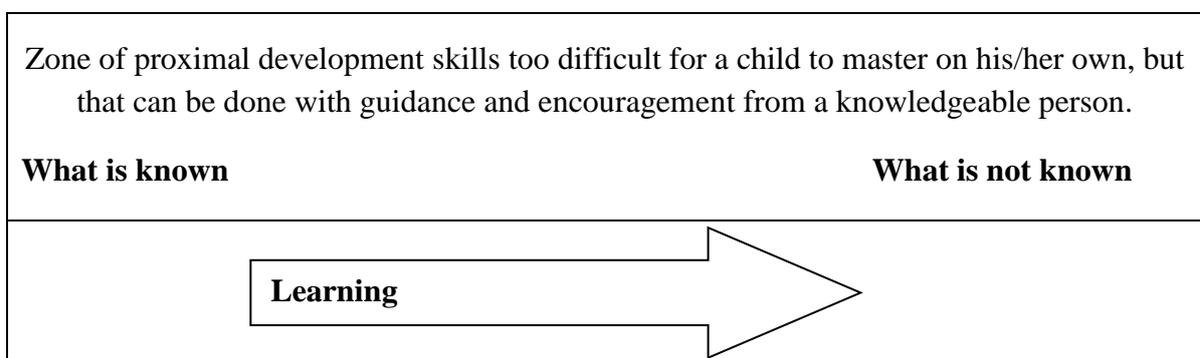
Figure 1. Zone of proximal development (Mc leod, 2012, p. 90)

The term of ZPD has never been used in Vygotsky's writing, but was introduced by Wood et al. (1976). Students are able to master a given task. It means they benefit from scaffolding and then they can be able to achieve the task on his own (Mc leod, 2012).

1.9 Learning Styles and Peer Tutoring

Alan (2009) says the way of learning something is difficult from one pupil to another. Each individual will choose an approach of learning especially if they are conscious of their own learning performances to use a suitable learning style. Dornyei (2005) says learning style refers to "an individual's natural, habitual and preferred ways of absorbing processing, and retaining new information and skills". Consequently, learning styles are not constant because individuals will always display or show preference and pupils can use or adopt different styles in different contexts.

1.9.1 Visual Learners

Visual learners prefer to learn when they see things; they have a good visual recall and present the information visually like diagrams, graphs, maps, posters. They often use hand movement when recalling events. Visuals have two sub channels; linguistic and special.

1.9.2 Auditory learners

Auditory learners learn by listening to the information. They have a good auditory memory and benefit from lectures, interviewing, hearing stories and discussion. They are good at remembering things that they are told. Tutors should vary techniques in order to help those learners to study in a best way. They learn by hearing and speaking.

1.9.3 Kinaesthetic learners

Tactile learners prefer to learn by doing things. They are good at recalling events. They do well when think by themselves to better understand the process. They need to learn through their wiggle, bodies, moving. For kinesthetic learners doing is equal to learning. Tutors should use most effective activities such as:

- Preparing games to review a concept (vocabulary, games, crosswords, pass the ball to the tutee and she/he catches it and he/ she answers the question.
- Performing Role plays to remember important ideas.
- Playing music when it is important during tasks.
- Using colored markers to emphasis key points.

1.9.4 Extroverted learners

Extrovert learners like to:

- Talk to understand new information and ideas.
- Work in groups.
- Try something first and think about it later
- See the results from a project
- See examples of how other people are doing the work.

1.10 Peer Tutoring Strategies

When the teacher plans a peer tutoring program, he must follow some steps like different schools and/or classrooms. To succeed in peer learning program, the teacher can use different types of resources. Consequently, the teacher must be aware of selecting and evaluating these strategies for each task. There are several strategies, which can be followed in peer tutoring such as:

1.10.1 Role play

According to Mohamedi (2018), role play is acting a certain role in order to give the students the chance to demonstrate how English is used in real life situations and make the students more concentrated on communicative competence. This strategy will help the students to:

+ Examine factors and influences affecting behaviours and share and compare experiences.

+ Develop interpersonal skills including assertive communication, negociation, making within a range of contexts.

+ Plan effective strategies for managing "real-life" situations.

    a) **Before the role play**

        1. Establishing rules for role playing including:

       - One person speaks at a time.

       - Everyone's responses and feelings are to be treated with respect.

       - Everyone is entitled to express their opinions or have the option to pass.

    b) **During the role play**

      - Give the students enough time to practice the role play especially if it is to be performed to an audience.

     - facilitate the role play by allowing students to direct the action.

    c) **After the role play**

The teacher may:

    - Use open-ended questions that focus on the feelings of the role play characters' attitudes, expressions and consequences of actions.

- As a result of the role play, ask students to personalize the content by considering what they would do in a similar real life situation.

1.10.2 Teaching tutoring skills

According to ('Teaching and learning strategies', n.d.), Tutors must understand carefully different tasks; the teacher will adapt peer tutoring process and teach students about:

1. 10.2.1 Directive tutoring

To achieve directive tutoring, the tutor fills the tutee's knowledge gap by explaining and using examples to reach a specific solution.

1. 10.2.2 Non-directive solution

The tutor asks indirect questions by raising open-ended questions for tutee and guides the tutee to draw his own conclusion about a given topic.

1. 10.3 Veen diagram strategy

This strategy will help students to:

- Represent information and think in graphic organizer.
- Determine similarities and differences between concepts or ideas.

1. 10.4 Mind maps strategy

Mind maps are a great way of organizing thoughts, especially for visual learners. It is a creative technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members (Buzan, 1968). This strategy will help students to:

- Brainstorm ideas to help students get started on their assignments.
- See the big picture, or overview of their assignment, project or essay.

1.10.5 Using think pair share activities (TPS)

Guido (2018, p. 7) states that this strategy contains three stages. In this case the students work individually and then with a tutor or a tutee. It helps students to:

- Formulate and share individual ideas through focused, short-term, purposeful talk with peers;
- Develop the ability to filter information and draw conclusions;
- Consider other points of view when making decisions;
- Consequently, this strategy enables students to communicate effectively with others and the teacher acts as a facilitator in TPS strategy

First, students think and answer particular questions depending on themselves. Second, tutors and tutees are working together to discuss the results. Tutees are trying to explain their ideas whereas tutors encourage tutees and guide them to reach reasonable answers. Third, tutors and tutees are sharing their ideas with other paired students.

1.10.6 Jigsaw activities

Jigsaw activity is considered to be the most preferable strategy for many teachers. The teacher divides the topic into subtopics, and assigns each subtopic to a particular group member who is appointed as the group leader. Pupils will work on their given subtopics and become experts. Therefore, in peer teaching, tutors and tutees work side by side to debate the given task (Guido 2017, p.7).

Aronson and Patnoe (1997, p.2) state that:

Jigsaw is one of the learning strategies under cooperative learning in which, just like in a jigsaw puzzle, the content of the lesson is subdivided into different parts of information and then given to groups of students who would later explain to each other their parts and results in the whole jigsaw puzzle to be completed.

1.10.7 Brainstorming

Baumgartner (2005) states that brainstorming is a "cooperative approach in which a number of people collectively agree upon a solution after all of their ideas are brought forth and discussed" This strategy will help students to:

- Recall existing knowledge and organize ideas,
- Consider others' views and ideas,
- Develop creative thinking processes and problem solving skills.

How is it implemented?

1) Select a topic to brainstorm and write it on the board;
2) Students choose the topic and their ideas can be written randomly on a board or they may choose to write the responses on post-it notes so that students can later cluster the responses;
3) Reflect and discuss the ideas, clarifying responses where necessary;
4) Determine how the information can be further used ("Teaching and learning strategies", n.d.).

1.11 Basic Elements of a Successful Peer Tutoring

According to (Bruce, 1987), There are objectives to design the peer tutoring programs including subject areas, target age group and the availability of human and

financial resources. Precise specific assessment of students' progress gives program staff feedback on the effectiveness of lessons and motivates tutors and tutees. (Bruce, 1987) says tutors are required to provide supervision and support; it means younger tutors should receive more structure and closer supervision. And in cyclic group meetings, older tutors must have a psychological support by speaking about sharing success stories. However, tutors can learn from each other's experiences.

Grubbs and Boes (2009) states that it is necessary to plan five training sessions as follows:

- In the first session, teachers would teach tutors justice, fairness, ethics and education;
- In the second session, they would highlight teaching strategies;
- In the third session, they would teach how to communicate with those who have communication difficulty;
- The fourth session, will be devoted to train tutors about the importance of teaching friendship with tutees;
- The fifth session would be for sharing what tutors had learned.

Topping (1995) suggests tutors training takes a long time and tutors are not lasting members of staff at an institution because they may leave after training. When the peer tutors master the process of peer tutoring, tutors will meet their tutees.

1.11.1 The role of the teacher in TD Classes

In that session (TD) the teacher plays more roles; he brings activities of the TD and presents them in different situations in order to engage all the learners and let them participate and work in homogenous small groups. Moreover, the role of the teacher is to evaluate his learners' progress (Mohamedi, 2018, p.38).

1.11.2 Typology of tasks in TD classes

To promote the integration of the different parts of the competency (skill, knowledge and attitude), the learners should deal with process and product-oriented tasks, meaningful and manipulative language activities such as: project work, role play, problem solving activities, games, songs, presentation of a group work, etc (Mohamedi, 2018, p. 38).

1.11.3 The objectives of the tutorial session (TD)

a) Moderation and remediation,

b) Learning how to integrate, and

c) Work for excellence.

Also, the teacher must be aware of the different levels in his class and he should be ready to organize his tutorial session as follows:

a) Identify the repeated errors in class;
b) Make an analysis of the common repeated errors in class;
c) Exploit the learners' results of the text;
d) Find out the reasons for the sake of moderation.

(Adapted from teacher' guide Middle school)

1.12 Advantages and Disadvantages of Peer Tutoring

Peer tutoring as a concept requires pupils to help each other to learn and develop their levels and provide learners with stronger relationships. Also, peer tutoring is a supplement, and is not meant to replace quality instruction in the classroom.

1.12.1 Advantages of peer tutoring

1.12.1.1 Academic achievement

Dowd (2017) states "peer tutors learn themselves by teaching the material to a classmate or a younger student. Peer tutors are challenged to use and have their creativity and thinking skills to help tutees make sense of new material introduced by the teacher". Moreover, tutors ask questions for tutees to see their understanding. Consequently, peer tutoring raises motivation and enhances academic performance of the class. Finally, the role of the teacher is just a resource guide.

1.12.1.2 Personal growth

Students are engaged in peer tutoring; they develop a positive attitude towards learning. Peer tutoring also develops self-worth and a sense of pride; it means they are able to increase self-confidence as tutors and tutees and they master the difficult tasks with the help of the teacher (Dowd, 2017).

1.12.2 Disadvantages of peer tutoring

Peer tutoring as a strategy has a few disadvantages such as:

1.12.2.1 Cost and time commitment

Dynamic peer tutoring programs do not happen in classes. They need exploitation of time in the school. Topping (1996) stressed: "peer tutoring requires extensive training of peer tutors, careful matching of tutors, ongoing supervision and monitoring of progress". However, costs mean purchase of peer tutoring program material that helps teachers to manage peer tutoring, and they will have less time for every day lesson planning.

1.12.2.2 Resistance and skepticism

Pupils and their parents may have doubt about peer tutoring process. Parents may debate that students do not teach other students because that is not their job. Parents are until now still skeptical until evidence that peer tutoring develop the level of students. Moreover, those peer tutors are not responsible enough. If the majority of tutors are from rich families, the students being tutored feel stereotyped and stigmatized (Dowd, 2017).

Conclusion

In this chapter, we have presented a theoretical background about peer tutoring. Firstly, we have introduced definitions of peer tutoring related to certain perspectives. Then, we have dealt with the origins of peer tutoring. Secondly, we have dealt with the importance of peer tutoring and its types as a learning strategy in the field of teaching and learning process. After that, we have highlighted the benefits of peer tutoring, characteristics of good tutors and strategies, moving to basic elements of a successful peer tutoring program. Finally, we have spotted light on the advantages and disadvantages of peer tutoring.

Chapter Two:
Corrective Feedback

Introduction

Feedback is any response made in relation to students' work such as an assessment task, a performance or a product. It can be given by a teacher, an external assessor or a student peer. It is usually spoken or written. Thus, in the past two decades, peer feedback has been increasingly used in English as a second/foreign language (ESL/EFL) writing instruction. Indeed, through feedback, pupils will develop their proficiency. In this chapter, we will deal with general overview of feedback, which contains definitions of feedback. Then, we will talk about the rational for teaching students to provide feedback. Then, we will cast light on feedback types, and assessment and feedback, also feedback strategies, eventually, the role of feedback.

2.1 General Overview of Feedback

As we know, feedback refers to what learners receive as information from their teachers about their performance that helps them to improve their achievement and take self-corrective action. So Hatti and Timperley (2007) state that: "feedback is one of the most powerful influences on learning and achievement" (p.81). However, this effect can be positive or negative.

Gibbs and Simpson (2004) argue that: "assessment works best when a series of conditions are met". These conditions are two: the influence of the design of assessment systems and assignments on how students study.

According to Driscoll (2007), "feedback serves two functions during the learning process. First, feedback provides learners with information about the correctness of their performance. Second, feedback provides corrective information that can be used by the

learners to modify their performance." (p.34). It means learners use information from feedback and store it in short-term and long-term memory.

2.2 Definitions of Feedback

Scholars and authors have defined feedback from different points of view. For instance, Kluger and Denisi (1996) define feedback as "actions taken by an external agent to provide information regarding some aspect(s) of one's task performance". In co-constructive perspective, feedback is an integral part of learning and is defined as "an active constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition" (Pintrich and Zusho, 2002). Moreover, Karl and Richard (2008) state that feedback refers to a situation in which two or more dynamical systems are connected together in a way that each system influences the other and their dynamics are thus strongly coupled.

Additionally, Dinham (2010) asserts that feedback can be defined as any form of response by a teacher to student's performance; attitude or behavior impinges upon performance (p.2). He further added, "Feedback is equally vital in schooling and performs a variety of functions including recognizing, correcting, encouraging, challenging and improving students' performance" (p.3). In the same sense, Narcis (2008) sees that feedback refers to all post-response information that is provided to a learner to inform him about his/her actual learning performance.

2.3 Sources of Feedback

In any classroom, there are two main sources of feedback which are teacher's feedback and peer feedback. Both are very important for the development of students' performances.

2.3.1 Teacher feedback

This is a major type of feedback through which the teacher generally focuses on the language form and with little attention to the content. Teachers seek by their feedback to develop learners' current level of performance and to increase their motivation as well. According to Richard and Lockhart (1996, p.188), teachers' feedback serves not only to let students know how well they have performed, but also to increase motivation and to build a supportive classroom climate.

2.3.2 Peer feedback

Peer feedback may take the form of editing, peer evaluation and/or peer review. For Belleraguck and Saidat (2018), peer feedback is the process of proposing comments and /or corrections about one's performance by one of his peers for the sake of helping him/her do a task in a good manner or develop certain skill(s); it can be oral or written (P.75).

2.4 Levels of Feedback

When we talk about feedback, we talk about its levels as Hatti and Timperly (2007) considered; for them, FB refers to the information that aims to reduce the gap between what is now and what should or could be. For that, FB has four levels related to the nature of the tasks.

2.4.1 Task or product

In this case, feedback is powerful if it is more information focused; for instance: correct or incorrect. So, FB can be task or product means the learner acquires more and different information and builds more surface level knowledge. FB leads the pupils to acquire more different amount of information, this type is common. It is about corrective knowledge of outcomes; it is always given by the teacher questions in the classroom. It is

specific and it can be given by the teacher and not received by pupils (Sutton and Hornsey, 2011, p.6).

2.4.2 Processes

Hattie (2009, p.6) claims that this level aims to use the processes, to create the product or complete the task. That FB can lead to stand by processing, reduction of cognitive load, providing strategies for error detection and employment of task strategies. That level is more effective than task level for improving learning. Chan (2006) states that: "feedback was more likely to enhance self-efficacy when it was formative rather than summative and self-referenced rather than comparative to another peer feedback" (p.6).

2.4.3 Self-regulation

This third level is concentrated at the pupils' monitoring of their learning processes. F.B here can improve pupils' skills in self-evaluation, provide greater confidence to engage on the task and can enhance the willingness to seeking and dealing with F.B information. However, pupils can monitor and self-regulate their learning and they use FB to reduce contradictions between where they are in learning and the desired successes of their learning (Sutton and Hornsey, 2011).

2.4.4 The self

The last level is directly related to the "self" and it directs attention away from the task, processes or self-regulation. It is welcomed and expected by pupils. Hyland and Hyland (2006) note that "almost half of teachers feedback was praise can confuse pupil and discourage revisions. Praise always contains little task-related information and rarely transformed into more engagement, commitment to the learning goals and it leads to enhance self-efficacy" (p.7). Finally, we can say that the self-level can interact negativity with realization as it concentrates more on the person than the proficiencies.

2.5 Kinds of Feedback

Mehiri (2018) states that "the purpose of giving feedback in the classroom is to improve learner performance; it provides constructive advice and guidance for learners in their effort to raise their performance levels, and he also says "Feedback is generally given for information and/or motivational purposes". We can say that feedback is to reinforce learning. So, there are two kinds of FB.

Harmer (1991) says that there are two kinds of F.B which are content. He asserts "content F.B involves the assessment of how good the students' performance was in the communicative activity, focusing on their ability to perform the task rather than deal with correctness of their language used in the activity", and he states "form F.B deals with the linguistic accuracy of the students' performance. The teacher will record the errors that the students make during the activity and will give a F.B on their successful achievement as well as discuss their errors and mistakes".

2.6 Feedback Strategies

According to Center for Innovation in Research and Teaching (n.d), in any classroom, there are many strategies that influence the effectiveness of feedback. The most necessary variables including the following:

2.6.1 Timing

❖ Students need to receive the feedback so there is still time for them to use it towards the target goal.

❖ Most effective if the student is still engaged in the subject matter because it will be more meaningful and relevant.

❖ Examples: returning tests, quizzes and homework promptly.

2.6.2 Amount

❖ FB should correct major issues and misconceptions

❖ FB should provide students with a guide on where to go next and what to focus on.

❖ Instructors must realize that 100 percent of mastery of the subject matter is not realistic for most

❖ Instructors take time and experience to learn to gauge the appropriate amount of FB for each student. It will vary by student and lesson content.

❖ It is critical that students are not overwhelmed by FB that tries to correct everything so prioritization by the instruction is important

❖ Examples: select two or three points in a paper to comment on and be sure as weakness.

2.6.3 Mode

❖ FB can be delivered in several modes; it can be oral, written, visual or done through demonstration.

❖ Use written when the student needs to be able to refer to the FB later.

❖ Use oral when there is too much information for the student to read or if the student does not read well.

❖ Interactive feedback in person is best because it allows the student to ask questions.

❖ Use visuals or demonstrations for visual learners and how to types of material (Center for Innovation in Research and Teaching, n.d).

2.6.4 Audience

❖ Feedback can be given to individual students, group of students, or the entire class.

❖ Teachers give feedback to individuals when needed to address their own performance or learning.

❖ Feedback to groups or the whole class is appropriate when most of the class is missing a concept or needs reinforcement (Center for Innovation in Research and Teaching, n.d).

2.6.5 Content

❖ Feedback content may vary in focus, function, clarity, specificity, and tone.

❖ It is important that FB is descriptive and specific enough to be valuable to the student and provide them direction.

❖ FB should be clear and instructors should verify that the student understands the FB (Center for Innovation in Research and Teaching, n.d).

2.7 Peer Feedback

Peer FB referred to as peer review, peer response or peer editing has been defined as the use of learners as sources of information, and interacts for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor or editor in community on and critiquing each other' drafts in both written and oral formats in the process of writing (Liu and Hansen, 2002, p.1).

2.8 Doing peer Feedback

For (Hyland, 2000), the teacher should allow pupils enough time to give both readers and writers to discuss their peers' work. The teachers should be aware of their roles not to over control the students' interactions. The teachers can encourage students to take more responsibility for their own writing by allowing them to make their own decisions about their use and sources of FB.

2.9 Direct and Indirect Feedback

Long (1977) made a difference between what error correction and feedback. He asserts "the purpose of error feedback is to help students detect grammatical errors and correct them. In contrast, direct FB is more closely related to error correction than error F.B. According to Hondrickson (1984) "the purpose of indirect FB is to indicate either the presence or the location of errors but also to suggest correct forms".

2.10 Advantages and Disadvantages of Peer Feedback

Hyland (2003) provides us by the advantages and disadvantages of the peer response in the following table:

Advantages	Disadvantages
❖ Active learner participation ❖ Authentic communicative context ❖ Non-judgmental environment ❖ Alternative and authentic audience ❖ Writer gains understanding of reader needs ❖ Development of critical reading skills ❖ Reduces teacher's workload	❖ Tendency to focus on surface forms ❖ Potential for overtly critical comments ❖ Cultural reluctance to criticize and judge ❖ Students unconvinced of comments' value ❖ Weakness of readers' knowledge ❖ Students unconvinced of comments' value ❖ Weakness of readers' knowledge ❖ Students may not use feedback in revisions ❖ Students may prefer teacher feedback

Table 2.1: Advantages and disadvantages of peer feedback (Hyland, 2003, p.57)

As noticed in table (2.1) which presented by Hyland the role of peer feedback not only limited to its positive side, but it also provides certain negative points that may hinder

learners and teachers in the process of learning and teaching in general. Although the drawbacks of these kinds of feedback but they rest important in improving motivating and encouraging both teachers and learners to use it in their career (Zitouni, 2015, p.14).

2.11 Types of Feedback

There are a lot of types of feedback. Hattie and Timperley (2007) give us the following types:

2.11.1 Oral feedback

Hattie and Timperley (2007) assert that "oral FB usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be very powerful and effective tools as it can be provided easily in the 'teachable moment' and in timely way" (p.1).

2.11. 2 Written feedback

As we have seen oral feedback, there is also written feedback

❖ We can say written FB comes to be given after a task.

❖ Effective written F.B provides students with a record of what they are doing well, what needs improvement and suggested next steps, students and teacher might use a log to monitor whether and how well the student acted on the FB, so written FB needs to be (Hattie and Timperley, 2007, p.1).

❖ Timely so that it is understandable for the student.

❖ Actionable so that the student can make revisions.

Also written FB needs to include:

❖ Where the student has met the learning intentions and/or success criteria.

❖ Where the student still needs to improve a way to think through the answer for themselves.

2.11.3 Evaluative feedback

Evaluative FB, in the form of grades or brief general comments eg (well done, provides some information about learning, but does not convey the information and guidance that students can use to improve, it can make the good students feel better (and at times coplacement) and the less able students feel worse. Also, in attempting to create a positive climate for learning, many teachers increase the level of praise that they give during F.B sessions (Hattie and Timperley, 2007).

2.11.4 Descriptive FB

According to Hattie and Timperley (2007), "the effective FB provides students with detailed, specific information", this descriptive FB is (p.2):

❖ Linked to the learning that is expected (where am I going?).

❖ Addresses faulty interpretations and lack of understanding (How am I going?).

❖ Provides students with visible and manageable "next steps" based on an assessment of the work at hand and an image of "what good work looks like" so that they can begin to take on the responsibility of self-assessing and self-correcting (Earl, 2003).

2.11.5 Informal FB

Informal F.B (based on what we called "check ins"), Check INS occurs when the teacher visits students as they are engaged in a task to make sure they are on the right track. Check INS can quickly and effectively steer students in the right direction or enhance learning. Also, check INS can also occur when students approach the teacher to seek F.B, in advance with allocated times for students to check in (Hattie and Timperley, 2007, p.3).

2.11.6 Formal FB

Hattie and Timperley (2007) assert "formal feedback can be provided through structured conferences with specific goals. Therefore, the teacher can meet with few students for a day or a week depending on specific projects, deadlines, and individual student needs" (p.3).

Hints for student-teacher conferences:

a. The teacher should look at student work beforehand

b. The teacher should use a checklist or feedback form that student can use as a reference for making revisions.

c. The teacher should focus on two to three items that need work and show how to improve them.

d. The teacher should make time for the students to ask questions and give input.

2.12 Assessment and Feedback in Foreign Language Classes

According to Boud (1995) asserts that "all assessment including self-assessment comprises two main elements: making decisions about the standards of performance expected and then making judgment about the quality of the performance in relation to these standards. When self-assessment is introduced, it should ideally involve students in both of these aspects".

Andrade and Vue (2007, p.3) states that self-assess is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.

2.12.1 Peer assessment

Flachikov (2007) asserts that "assessment requires students to provide either feedback or students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determine". Boud and Falchikov (2007). In that case like the tutor evaluates the tutee works and give him/her feedback; so the level of the tutee here will develop.

2.12.1.1 Summative and formative assessment

"Assessment is something of an umbrella term, encompassing a range of methods and techniques". So, the main difference between summative or formative assessment is the purpose for conducting the assessment.

a.   Summative assessment

Summative assessment is the type with which most of people are familiar. It is usually conducted in the last few weeks of term to see how well students have learned what they were supposed to have learned. The results from these assessments are aggregated and used to determine whether a student has fulfilled the specified learning outcomes and may achieve some kind of accreditation. This usually causes a degree of anxiety since the grades received in summative assessments are final and can affect their future prospect (Paul, 2010, p.2).

b.   Formative assessment

Formative assessment does not form part of the student's final grade or mark. It is used to provide constructive feedback to improve learning and understanding. The product of formative assessment may never be quantifiably recorded on a grade sheet. The rational is that students learn effectively by making and learning from mistakes which is difficult to

do if their academic performance/final grade may be adversely affected. Since there are no marks at risk students can be more experimental, challenging preconceived ideas and developing more derisible higher cognitive skills (Paul, 2010, p.2).

The following quote has used to explain the difference between formative and summative assessment, "when the chef tastes the sauce it is formative assessment; when the customer tastes, it is summative" (Anon, n.d).

2.13 Types of Errors in Second Language Acquisition

The learners of second language acquisition are making errors and that indicate the learners' progress in language learning. So, there are two types of errors which are: performance errors and competence errors. According to Hanna (1986) "performance errors are those errors made by learning when they are tired or hurried. Normally, this type of error is not serious and can be overcome with little effort by the learner". This means that those errors happen accidently by the learner in the case if she/he are very tired and feeling bored and can avoid these errors with an effort by the time.

Second type is competence errors. Hanna (1986) asserts, "Competence errors are more serious than performance errors since competence errors reflect inadequate learning". So, when we compare the two types we can see a light difference between them (p.2).

2.14 Errors Treatment

When the pupils are making errors, teacher cannot correct all the errors; sometimes they can correct oral errors. But when the teachers do not correct some errors of pupils, directly the learner will not improve his/her level specially the shy pupils. The following are general guidelines in correcting second language learning errors; Hanna (1986) suggests:

1. Teacher should correct errors affecting intelligibility; it means errors that interfere with the general meaning and understandability of utterances. Teachers should concentrate on correcting global errors more than local errors.

2. High frequency and generality errors should be connected more often than less frequent errors. For example, the omission of the third singular.

3. Teachers should put more emphasis on correcting errors affecting a large percentage of their students.

4. Finally, errors relevant to a pedagogical focus should receive more attention from the teacher than other errors. For example, if the focus of the lesson is the use of the present perfect tense, the correction of errors involving prepositions, articles, and demonstratives in this lesson should not be emphasized by the teacher because if s/he did the attention, the student would be distracted from the focus of the lesson which, in this instance, is the use of the represent perfect tense.

Conclusion

In this chapter, we dealt with some definitions for feedback, and its types. Then, we have seen the sources of feedback and its strategies and levels. We showed the difference between direct and indirect feedback. After that, we shed light on peer feedback. Moreover, we concluded that feedback is the process to develop the proficiency of pupils in order to evaluate them to take self-correction act.

Chapter Three:

Fieldwork and Data Analysis

Introduction

The present chapter is devoted to analyzing the obtained data. The main aim of this work is to elicit answers for the raised research questions and to determine the validity of our hypothesis which is using peer tutoring strategy to increase pupils' feedback. Therefore, we have selected for the present work two data gathering tools that are classroom observation to describe data about the strategy of peer tutoring and, the questionnaire submitted for the tutors and tutees to determine their attitudes about the peer tutoring process.

3.1 Review Research Methodology

3.1.1 Research method

We relied in our study on the descriptive methodology to analyze and describe facts and observe real situation to investigate the role of peer tutoring strategy in enhancing pupils' feedback by using qualitative method.

3.1.2 Sample of the study

In our research, we selected the fourth year pupils (4AM) of Mohamed Chaabani Middle school to participate in the present research; our sample contains 33 pupils. Their ages were about 14-15 years old, and they were divided into pairs (16 tutors and 16 tutees), we applied the classroom observation during the tutorial session. We selected these pupils because they learnt English for three years in Middle school.

3.1.3 Data gathering tools

Data gathering tools are an essential part in any research. So, the aim of our research is to detect the role of peer tutoring strategy in enhancing pupils' feedback. Moreover, we have chosen two data collection tools which are a questionnaire for tutors and tutees and also classroom observation to record and obtain data.

In the questionnaire, we obtained data from the perspectives of pupils about the peer tutoring strategy in enhancing their feedback. Fourth year (4th year) pupils answered the questionnaire which was translated to Arabic and it was written in English language to let our pupils answer easily.

To accomplish our research, we used the classroom observation to determine whether the peer tutoring is an effective strategy in improving pupils' feedback. In addition, classroom observation is considered as a natural phenomenon by this way we could get information in real situation which is the classroom. Also, we took comments about application of peer tutoring strategy and we checked whether it is workable or not in EFL classes.

3.2 Tutors' Questionnaire

3.2.1 Aim of Tutor's questionnaire

The tutors' questionnaire is designed to obtain data especially about pair work to see the progress of pupils when they are using peer tutoring strategy and its role in adopting pupils feedback; it also attempts to see their opinions when using peer tutoring to promote their feedback and to see how tutors and tutees are dealing with this new process which is the peer tutoring.

3.2.2 Description of tutors' questionnaire

We designed a questionnaire for the 4th year EFL pupils (4AM1) of the conducted research. The tutors' questionnaire contains 18 questions divided into three main sections which cover our variables.

Section One: Personal Profile

This section contains three questions. Question one was for specifying the pupils" gender (male/female). The second question was about the period of pupils' learning English (one year, two years, three years, and four years). Question three was about whether tutors like learning English or not. These questions aimed to gather information, opinions, and attitudes about tutors.

Section Two: Tutors opinions about pair and group-work

The second section was devoted to eliciting answers about pair and group-work from the tutors' perspectives. This section contains four (4) questions mixed between multiple choice questions and Yes/No questions. Participants were required to choose their preferred way of learning English. Question (5) is for exploring whether PT is a useful learning strategy or not. In the question (6) respondents were asked about when the teacher ask them to work in pairs.

Section Three: Tutors' opinions about peer tutoring strategy

The third section was devoted to eliciting tutors' opinions towards peer tutoring strategy. The section incorporates a combination of close-ended and open-ended questions. Participants were asked to work in pairs (Q8). Additionally, they were asked about their agreements about whether peer tutoring is an effective strategy that helps tutees improve their learning skills or not (Q9). Question (10) is about playing the role of tutor. Consequently, question (11) indicates the specific training before beginning peer tutoring process.

In question (12) respondents asked whether tutors motivate their tutees when working in pairs. In addition, question (13) was for knowing whether tutors give the time

to the tutees to answer questions or not. Question (14) is for indicating if the tutors give their tutees some instructions before they work in pairs. Question number (15) is about the forms of remarks given by tutors to their tutees. Additionally, question (16) is for checking if the teacher has a role when pupils work as tutors. Also, question (17) is for checking if the teacher intervenes during pair work. The last question (18) in this section is about the attitude of the tutors towards working in pairs.

3.2.3 Administration of tutors' questionnaire

Tutors' questionnaire was administered to EFL pupils' in Chaabani Mohamed Middle School in Ouled Djellal, Biskra in April 11th, 2019, during the TD session. Tutors' questionnaire has been delivered at the end of the session. We made sure that all the tutors were ready and understood the nature of the questions, but we facilitated the questions by translating them into Arabic to avoid misunderstanding. Tutors took 15 minutes to answer the questions. We noticed that all the questions were answered and handed to the researcher.

3.2.4 Analysis of tutors' questionnaire
Section One: Personal Profile

The first section was dedicated to general background containing three genuine questions. Question number one was about pupils' gender (male/female), the second one focused on the period of learning English as a foreign language (one year, two years…). The last question was included to determine pupils' attitudes towards the English language.

Item one: Specify your gender

Gender	N	%
Male	6	37,5%
Female	10	62,5%
Total	16	100%

Table 3.1: Pupils' gender

As it is demonstrated in table 1 that out of sixteen (16) participants, (6) with the percentage of 37, 5% were males, (10) with the percentage of 62, 5% were females. We notice from the data offered above that the majority of pupils are females and the minority of pupils are males. This indicates that there are more females than males in this class.

Item two: How long have you been learning English?

Period	N	%
1 year	0	0%
2 years	0	0%
3 years	0	0%
4 years	16	100%
Total	16	100%

Table 3.2: Period of pupils' learning English

Table (2) denotes the period of pupils' learning English. The pupils in the sample are between 14-15 years old. However, we have noticed that (100%) of tutors have been studying the English language for 4 years.

Item three: Do you like learning English?

Response	N	%
Yes	14	87,5%
No	2	12,5%
Total	16	100%

Table 3.3: Pupils' desire to study English

As we notice in table 3.3 that 14 pupils with the percentages of 87,5% like learning English, and 2 pupils with percentages of 12,5% do not like learning English language. Moreover, most of tutors like English because they say that English is the language of the world and also they stated that it is an easy language and it helps them in the future when they will travel broad and speak with native speakers without any difficulties. Whereas, other tutors said that they dislike English because their family do not like this language and they face many problems in learning this language.

Section two: Tutors' opinion about pair and group-work

Item four: How do you prefer to learn English?

Way of learning	N	%
Individually	7	43,75%
In pairs	2	12,5%
In groups	7	43,75%
Total	16	100%

Table 3.4: Tutors' preferred way of learning English

Based on the data stated above, 7(43,75%) participants prefer to work individually. They prefer to learn English individually, and they justified their answers by saying that

they learn and acquire knowledge without the help of their classmates. Moreover, participants reported that when working in pairs, it enables them to discover new information. They have seen that this strategy is effective because they can know their errors in the same time they will get feedback. While 7 pupils with the percentage of 43,75% prefer learning in groups because they believe when working with their peers that gives them the courage to study more. Others state that working in groups is the best solution for them because they exchange ideas and information.

Item five: How useful do you find working in pairs and in groups?

Tutors remarks	N	%
Very useful	12	75%
Somehow useful	2	12,5%
Not useful	2	12,5%
Total	16	100%

Table 3.5: Tutors remarks about the usefulness of pair and group work

Students were asked to answer this question in order to identify the usefulness of pair and group-work. The findings indicate that 12 tutors who represent (75%) admitted that pair and group work are very useful and helpful techniques to learn English language; while, only (12,5%) state that pair and group work are somehow useful. On the other hand (12,5%) declare that pair work and group work are not helpful for them.

Item six: How often does your teacher ask you to work in pairs?

Response	N	%
Always	2	12,5%
Sometimes	14	87,5%
Never	0	0%
Total	16	100%

Table 3.6: Teachers' application of pair work in classroom

Relying on the data in the table 6, we notice that the most of the respondents (14) with the percentage of (87,5%) state that their teacher asks them to work in pairs. That denotes that pair work is implemented in this class with some activities which require work in pair like dialogue, role play. Whilst, two tutors with the percentage of (12.5%) asserted that their teacher always asks them to work in pairs.

Item seven: Do you enjoy working in pairs?

Response	N	%
Yes	11	68,75%
No	5	31,25%
Total	16	100%

Table 3.7: Tutors' enjoyment of pair work

The results in the table (7) demonstrate that (68,75%) of tutors answered "yes" which means they enjoy learning English language in pairs, meanwhile, five respondents which represents (31,25%) state that they do not enjoy learning English in pair work.

Section three: Tutors' opinion about peer tutoring strategy

Item eight: Among the following tasks, which one are you asked to do when working in pairs?

(A, b, c) stand for:

A: reading activities

B: speaking activities

C: writing activities

Activities	N	%
A	5	31,25%
B	6	37,5%
C	5	31,25%
Total	16	100%

Table 3.8: Tutors' activities during pair work

As table 3.8 represents, 6 tutors who represent (37,5%) were usually asked to perform speaking activities; it means when working in pairs their teacher uses speaking activities more than the other activities in order to enhance pupils' speaking and let them speak fluently and acquire oral competence. However, 5 tutors with the percentage (31,25%) state they perform reading and writing activities while performing pair work activities. That means their teacher varies pair work activities by using reading and writing activities to engage pupils in these activities and let them work in a cooperative atmosphere.

Item 9: Do you agree that peer tutoring is an effective strategy that helps tutees improves their learning skills?

Response	N	%
Yes	13	81,25%
No	3	18,75%
Total	16	100%

Table 3.9: Tutors' perceptions about the effectiveness of peer tutoring strategy in improving tutees learning skills

According to table 3.9, thirteen (81,25%) tutors showed their agreement that peer tutoring strategy is a very helpful strategy to improve tutees learning skills; whilst, three tutors (18,75%) showed their disagreement that peer tutoring strategy is not helpful strategy to improve tutees learning skills.

Item ten: How often do you play the role of tutor?

Response	N	%
Always	3	18,75%
Sometimes	5	31,25%
Rarely	2	12,5%
Never	6	37,5%
Total	16	100%

Table 3.10: Pupils playing tutors' role

Table 3.10 determined how often pupils play the role of tutors. 37.5% of tutors pointed out they never play the role of tutors during English sessions which mean that their teacher never asks them to be a tutor to help their peers. Moreover, (31.25%) of tutors state

that they sometimes play the role of tutors because their teacher wants to vary the process of learning during the session. However, three tutors (18.75%) declare that always their teacher asks them to act the role of tutors to teach their tutees and give them the chance to be trained as future teachers.

Item 11: Do you follow a specific training before beginning the peer tutoring process?

Response	N	%
Yes	5	31.25%
No	11	68.75%
Total	16	100%

Table 3.11: Tutors training before the peer tutoring process

Based on the data indicated in table 11, we notice that the majority of tutors 68.75% have not been trained before starting peer tutoring process; whereas, five tutors with the percentage of 31.25% have been trained before the peer tutoring process for every new task. Consequently, training of tutors is an important way to have a positive side to give tutees feedback. So, the teacher ensures that all tutors must know the necessary steps of training before peer tutoring process to meet after that their tutees and they justified their answers about training before peer tutoring process and how often they do that. So, the following table indicates that:

(A, b, c) stand for:

A⟶ Always

B⟶Depends on the kind of the task

C⟶Rarely

Response	N	%
A	0	0%
B	15	93.75%
C	1	6.25%
Total	16	100%

Table 3.12: Periods of training before peer tutoring process

It seems from table (12) above that most of tutors (15) with the percentage of (93.75%) pass through a training phase before beginning the peer tutoring strategy, while, one tutor who represents (6.25%) asserts that he rarely follows the peer tutoring strategy.

Item 12: Do you motivate your tutees when working in pairs?

Response	N	%
Yes	14	87.5%
No	2	12.5%
Total	16	100%

Table 3.13: Tutors' motivating tutees when working in pairs

Motivation from a teacher plays a big role because it is considered as reinforcement to engage pupils to show their proficiencies and participate all the time. However, tutors motivate their tutees instead of the teacher. In this way, tutees level improves. The answer provided in table 13 demonstrates that (87.5%) of tutors motivate their tutees when working in pairs denotes that tutors are very aware of the peer tutoring process. Meanwhile two tutors declare they do motivate their tutees during pair work because they have a lack of awareness toward peer tutoring strategy.

Item 13: Do you give your tutees enough time for answering your questions?

Response	N	%
Yes	14	87.5%
No	2	12.5%
Total	16	100%

Table 3.14: Tutors' devoted time for answering tutees questions

As table 14 presented, 14 respondents who represent (87.5%) give time to their tutees to answer questions and provide them with appropriate explanations and correct their mistakes during the task. So, tutees will learn more through the feedback of their tutors. However, tutors who represent (12.5%) do not give a enough time for tutees to answering questions and they do not give them any kind of feedback.

The tutor must be as a guide and controller of the tutees and provide them with correct answers, because there are slow learners. Here the tutors must give them time to think and answer all the questions, tutors justified their sufficient time to answer questions to let their tutees improve their thinking and improve their style of answers. Others said that there are slow tutees. They take a long time to understand and think about the instruction.

Item 14: Do you give your tutees some instructions before they work in pairs?

Response	N	%
Yes	12	75%
No	4	25%
Total	16	100%

Table 3.15: Instructions to tutees before working in pairs

Based on the data indicated in table 15, we notice that (12) tutors who represent (75%) give instructions before the beginning of the task and before working in pairs in order to work well without any obstacles. However, (4) tutors with the percentage of (25%) do not give instructions to their tutees before work in group because they like to working spontaneously.

Item 15: What are the forms of remarks which you give to your tutees?

Forms of remarks	N	%
Written remarks	3	18.75%
Oral remarks	10	62.5%
Both of them	3	18.75%
Total	16	100%

Table 3.16: forms of remarks to tutees

According to table 16, ten (62.5%) of tutors provide their tutees with using oral remarks through body language or gestures; whereas, 3 respondents who represent (18.75%) provide their tutees with written remarks like using notebook to evaluate the progress of tutees. Whilst, three tutors (18.75%) also answered by using both of them as a best way of feedback. So, we notice that the oral remarks were the best way to see the good performance of tutees.

Item 16: Does the teacher have a role when you work as a tutee?

Response	N	%
Yes	12	75%
No	4	25%
Total	16	100%

Table 3.17: Teachers' role during tutors' pair work

As we know, peer tutoring is a new strategy for tutors to employ during their learning and of course tutors find some difficulties with their tutees when working in pairs. In that case, the teacher must intervene to overcome these difficulties. (12) Tutors with the percentage of (75%) report that their teacher intervenes when they work in pairs and four tutors with the percentage of (25%) declare that their teacher does not intervene during the task when they work in pairs.

Item 17: How does the teacher intervene when you work in pairs?

Response	N	%
A	6	37.5%
B	9	56.25%
C	1	6.25%
Total	16	100%

Table 3.18: Teachers' intervention during tutors pair work

As we know peer tutoring is new strategy for tutors to engage during their learning. Of course tutors finding some difficulties with their tutees when working in pairs. In that case, the teacher must intervene to overcome these difficulties. Nine Tutors with the

percentage of (56.25%) reported that their teacher intervenes during the task and when they work in pairs.

Six tutors with the rate of (37.5%) declare that their teacher always intervenes before the task to give them some recommendations, which is better because they prefer that. However, one tutor with the percentage of (6.25%) states that his/her teacher intervenes after the task in order to give his/her feedback.

Item 18: How do you find the strategy of working in pairs?

Response	N	%
Good	12	75%
Somehow good	3	18.75%
Bad	1	6.25%
Total	16	100%

Table 3.19: Working in pairs

As we notice in table 19 above, (12) tutors with the rate of (75%) argue that the strategy of working in pairs is good because they share ideas and acquire more knowledge when they are working in pairs and also the level of their tutees will develop that means working in pairs is a positive strategy for both tutors and tutees. Three tutors with the percentage of (18.75%) claimed this strategy is somehow good for them. Another tutor with the rate of (6.25%) demonstrates his/her opinion by saying that this strategy is bad because s/he does not like working in pairs.

3.3 Tutee's Questionnaire

3.3.1 Aim of tutee's questionnaire

Tutee's questionnaire is designed to see the progress of EFL pupils through the application of peer tutoring progress; also it is aimed to collect data about tutee's point of views about pair work. It attempts also to investigate the role of peer tutoring strategy in enhancing their feedback and having their mistakes corrected by their tutors.

3.3.2 Description of tutee's questionnaire

The current questionnaire of tutees contains 22 questions divided into three main sections. This questionnaire encompasses a mix of close-ended questions where the pupils just tick yes/no, and also open-ended questions to let pupils justify answers.

Section one: personal profile

This section contains two questions. Pupils were asked to specify their gender (male/female. The second question was about the period of pupils' learning English (from one year to four years).

Section two: tutees' opinions about pair and group work

This section investigates the opinions of tutees toward pair and group work; it is composed of five (5) questions. These questions are mixed between multiple choice questions and yes/no questions. Question (3) was about whether tutees like learning English. Question (4) investigates whether tutees prefer to learn English. In addition, question (5) is about whether the tutees like working in pairs or in groups also how they find working in pairs and in groups.

Section three: Tutees' opinions about peer tutoring strategy

This section contains 15 questions to see the opinion of tutees toward peer tutoring strategy, these questions are varied between Yes/No and multiple choice questions. Also we spotlight on some difficulties of tutees when writing and reading passages and

especially when tutees are learning English. In (Q10) they are required to give their opinions whether peer tutoring is an effective strategy in learning skills. Later in (Q11) tutees are asked to tell whether pair work is an effective strategy that helps to overcome their learning difficulties. The next question (Q15) was about the intervention of tutor when the tutee encounters any problem. (Q16) was about the tutors giving an immediate feedback (correction). In the last question in this section, respondents are asked to tell whether the tutors and tutees agree or not to integrating peer tutoring strategy in their English language curriculum.

3.3.3 Administration of tutees' questionnaire

Tutees' questionnaire was administered at Chaabani Middle school in Ouled Djellal (Biskra) to EFL pupils in (4AM1) class, it was administered on the 11th, 2019 during TD session .We translated the questions to Arabic language to let our tutees answer all the questions, tutees took quarter of time (15 minutes) to answer this questionnaire. Finally, it was quite clear and all the tutees answered that questionnaire.

3.3.4 Analysis of tutees' questionnaire
Section One: Personal Profile

Item one: specify your gender

Gender	N	%
Male	7	43.75%
Female	9	56.25%
Total	16	100%

Table 3.20: tutees' gender

From the above table (1), we noticed that (9) tutees were females with the percentage of (56.25%) and (7) were males with the percentage of (43.75%). These results indicate that females are more than males in the classes.

Item two: How long have you been learning English?

Period	N	%
1 year	0	0%
2 years	0	0%
3 years	0	0%
4 years	16	100%
Total	16	100%

Table 3.21: period of tutees' learning English.

As it appears in table (21), it shows the periods of tutees learning English language. Tutees are teenagers because their ages are between (14) fourteen to (15) fifteen. Consequently, we noticed that (100%) of tutees have been studying English language for four years.

Section two: Tutees' opinions about pair and group work

Item 3: Do you like learning English? Why?

Response	N	%
Yes	15	93.75%
No	1	6.25%
Total	16	100%

Table 3.22: Tutees' desire to learning English

Table 22 denotes that (93.75%) from the tutees it means the majority of the class like learning English. And (1) tutee with the percentage of (6.25%) does not like the English language. Moreover, most tutees like English because they mentioned their opinions in this questionnaire like it is an easy language, also they love it so much from their first year of middle school, they stated when they will travel to America, they will be able to speak with native speakers. However, the tutee who does not like English language said that it is a difficult language, so, s/he cannot learn it.

Item 4: How do you prefer to learn English?

Way of learning	N	%
Individually	4	25%
In pairs	4	25%
In groups	8	50%
Total	16	100%

Table 3.23: Tutees' preferred way of learning English

Tutees in this question were asked to indicate their preferred way of learning English language. As it is revealed from table (23), (8) tutees with the rate of (50%) have selected group work. They prefer to work in cooperative learning and they just justify their answers by saying that they can learn more from each other during group work; they can acquire information and new ideas. However, (4) tutees with the percentage of (25%) opted to work in pairs. They prefer this technique to work with their peers because they correct mistakes of the partner. They do the best during pair work because when they work like this, they understand and discuss together everything. Also pair work is an easy technique for them because they share their ideas and express themselves. Tutees with the percentage of (25%) prefer learning individually, that means, depending on themselves

when learning English language because they want to acquire knowledge without any help from their peers or classmates.

Item 5: How useful do you find working in pairs and in groups?

Aspect	N	%
Very useful	10	62.5%
Somehow useful	3	18.75%
Not useful	3	18.75%
Total	16	100%

Table 3.24: Tutees remarks about the usefulness of pair and group work

Results in table (24) show that (10) tutees with the percentage of (62.5%) argue that pair work and group work are very useful technique during their learning process; these techniques motivate and encourage them to learn more. However, (3) tutees with the percentage of (18.75%) state that pair and group work are somehow useful because they do not enjoy working in pairs or in groups. While (3) tutees with the percentage of (18.75%) declare that pair and group work are not useful at all. Maybe these techniques did not provide them with knowledge.

Item 6: How often does your teacher ask you to work in pairs?

Response	N	%
Always	5	31.25%
Sometimes	11	68.75%
Never	0	0%
Total	16	100%

Table 3.25: Teachers' application of pair work in classroom

Based on the data stated above, (11) tutees with the percentage of (68.75%) stated that sometimes their teacher asks them to work in pairs. That denotes that the strategy of pair work is implemented in their class with particular tasks. Beside (5) tutees with the percentage of (31.25%) assert that their teacher always asks them to work in pairs.

Item 7: Do you enjoy working in pairs?

Response	N	%
Yes	16	100%
No	0	0%
Total	16	100%

Table 3.26: Tutees enjoyment of pair work

The results show that all the participants (16) with the rate of (100%) answered "yes"; that means they enjoy learning English as a foreign language in pairs for many reasons which are classified in the following table: (a – b – c) stand for:

A = feel comfortable

B = learn more

C = both of them

Reasons for enjoyments pair work	N	%
A	2	12.5%
B	8	50%
C	6	37.5%
Total	16	100%

Table 3.27: Reasons of tutees' enjoyment pair work

As it is presented in the table (27), (8) respondents who present (50%) state that they are enjoying pair work because they learn more from their peers and also they become more motivated for any task. However, (2) tutees with the percentage of (12.5%) report that they enjoy pair work because they feel comfortable. We conclude from these results that most tutees enjoy working in pairs for many reason.

Section three: Tutees' opinions about peer tutoring strategy

Item 8: Among the following tasks, which one you are asked to do when working in pairs?

Activities	N	%
Speaking activities	8	50%
Writing activities	7	43.75%
Reading activities	1	6.25%
Total	16	100%

Table 3.28: Tutees' activities during pair work

This question aims to identify the types of activities tutees will perform or they are asked to do during working in pairs. (8) Tutees who represent (50%) were asked to perform speaking activities; that means their teacher uses speaking skill more than the other skills or activities to improve tutees speaking skill and acquire oral competence. However, (7) tutees with the rate of (43.75%) state that they perform writing activities during pair work. Whilst, (1) tutee with the percentage of (6.25%) reports that s/he performs reading activities. We conclude that the teacher tries to vary activities when tutees are working in pairs by using different skills like speaking, writing and reading tasks to let them share ideas and work together.

Item 9: Do you find some learning difficulties when learning English?

Response	N	%
Yes	11	68.75%
No	5	31.25%
Total	16	100%

Table 3.29: Tutees possibility of having difficulties in learning English language

The aim from this question is to know if tutees find difficulties or no in learning English as a foreign language. The answers and results provided in table (29) demonstrate that (11) tutees, which represent (68.75%), find difficulties when learning English. While (5) tutees with the percentage of (31.25%) do not find difficulties when learning English because they see it very easy language.

Item 10: Do you think that peer tutoring is an effective strategy that helps tutees to develop their learning skills?

Response	N	%
Yes	13	81.25%
No	3	18.75%
Total	16	100%

Table 3.30: Tutees' perceptions about the effectiveness of peer tutoring strategy in enhancing their learning skills

Tutees were requested to determine whether peer tutoring strategy is an effective technique that helps them to develop their learning skills or not. As it is shown in table (30), (13) participants with the percentage of (81.25%) agree on peer tutoring as an effective strategy that helps to develop their learning skills. However, (3) tutees with the

rate of (18.75%) do not agree that peer tutoring is an effective strategy to improve tutees learning skills.

Item eleven: Do you think that learning in pairs is an effective strategy that helps to overcome your learning difficulties?

Response	N	%
Yes	15	93.75%
No	1	6.25%
Total	16	100%

Table 3.31: Tutees' opinion about the effectiveness of peer tutoring strategy that helps to overcome their learning difficulties

In table (31), (15) tutees with the rate of (93.75%) agree that about peer tutoring strategy helps to overcome their learning difficulties; whereas (1) tutee with the rate of (6.25%) does not approve this idea.

Item Twelve: How useful do you find peer tutoring strategy?

Response	N	%
Very useful	10	62.5%
Somehow useful	4	25%
Not useful	2	12.5%
Total	16	100%

Table 3.32: The usefulness of peer tutoring strategy

According to table (32), the majority of tutees answered "yes" to reach the percentage of (62.5%) this indicated that peer tutoring is very useful strategy during their process of learning. Unlike the first option, the second option reached (25%) from our

sample who have said peer tutoring is not useful strategy. And the last option with the percentage of (12.5%) said that peer tutoring is not useful strategy. Consequently, for those who selected the first option of peer tutoring as a helpful strategy they justified their answers by listing the following reasons: this strategy helps them more because when they work with the tutor; also their tutors correct their mistakes and give them feedback.

Item Thirteen: Peer tutoring strategy helps you to develop your:

A = Accuracy

B = Acquire word

C = Self-confidence

Aspect	N	%
A	7	43.75%
B	7	43.75%
C	2	12.5%
Total	16	100%

Table 3.33: Skills developed after implementing peer tutoring strategy

Based on the data obtained in table (33), (7) tutees with the percentage of (43.75%) state that peer tutoring strategy has developed their accuracy. Whereas, (7) tutees with the percentage of (43.75%) report that peer tutoring strategy has developed their word acquisition and the last two (2) tutees with the percentage of (12.5%) argue that peer tutoring has developed their self-confidence.

Item fourteen: Do you find any problems when working in pairs?

Response	N	%
Yes	3	18.75%
No	13	81.25%
Total	16	100%

Table 3.34: Tutees' problems during pair work

The aim from question 14 is to identify whether tutees find problems during pair work with their peers or not. As it is shown in the table (34), (13) respondents with the percentage of (81.25%) do not find difficulties when working with their tutees; that means they are working well and follow a successful process of peer tutoring. However, (3) tutees with the rate of (18.75%) state that they find some difficulties when working with their peers. They justified their answer by attributing their difficulties to the psychological problem of shyness. That is a big problem between tutors and tutees in that case because the shy tutee cannot deal well with his/her tutor. Also, some tutors have a bad behavior when s/he dealing with his/her tutees.

Item Fifteen: Does your tutor intervene when you encounter any problem?

Response	N	%
Yes	15	93.75
No	1	6.25%
Total	16	100%

Table 3.35: Tutors' intervention when tutees encounter any problem

The findings presented in table (35) indicate that the majority of tutees (93.75%) answered "yes". Tutors intervene when tutees encounter any difficulty. However, (1) tutee with the rate of (6.25%) states "No"; that means no intervention for tutors during the task.

Item Sixteen: Does your tutor provide you with immediate feedback (correction)?

Response	N	%
Yes	14	87.5%
No	2	12.5%
Total	16	100%

Table 3.36: Tutees' provision with an immediate correction

Relying on the findings presented in table (36). (14) Tutees who represent (87.5%) indicate that tutees receive immediate correction from their tutees that means the tutors all the time provide their tutees by direct correction to learn from their mistakes and improve them. However, (2) tutees, who represent (12.5%) of the sample state that their tutors do not give them immediate correction.

Item Seventeen: How do you find your peers' remarks?

Option	N	%
Useful	10	62.5%
Somehow	6	37.5%
Not useful at all	0	0%
Total	16	100%

Table 3.37: Tutees' perception about their peers' remarks

From the table (37), (10) tutees who represent (62.5%) from the whole sample state that peers' remarks are very useful, whereas (6) tutees with the percentage of (37.5%) report that peers' remarks are somehow useful.

Item Eighteen: What do you prefer?

Response	N	%
a. Getting guidance and remarks from your teacher	9	56.25%
b. Getting guidance and remarks from your peers	2	12.5%
c. Both of them	5	31.25%
Total	16	100%

Table 3.38: Tutors preferred way of getting guidance and remarks

Table (38) shown, (9) tutees who represent (56.25%) opt for getting guidance and remarks from their teacher. Whilst, (2) tutees who represent (12.5%) preferring getting guidance and remarks from their peers. However, (5) tutees declare that they prefer both of them.

Item Nineteen: Do you feel at ease when working with your peers?

Response	N	%
Yes	16	100%
No	0	0%
Total	16	100%

Table 3.39: Tutees ease to work with peers

According to table (39), we concluded that (16) tutees means the whole sample with the percentage of (100%) state that really they feel comfortable when working with their peers for many reasons as they said: they exchange ideas together; also they consider peer tutoring strategy as an effective technique.

Item Twenty: Does peer tutoring strategy help you overcome your learning difficulties?

Response	N	%
Yes	13	81.25%
No	3	18.75%
Total	16	100%

Table 3.40: Tutees opinions about peer tutoring Strategy in helping them to overcome

their learning difficulties

The table (40) demonstrates that (81.25%) of tutees state that PT strategy is helping them to overcome their learning difficulties. However, (3) tutees who represent (18.75%) report that PT strategy is not helping them to overcome their learning difficulties.

Item Twenty One: Do you think that peer tutoring strategy has helped you to become a good learner?

Response	N	%
Yes	15	93.75%
No	1	6.25%
Total	16	100%

Table 3.41: Tutees' opinions about PT strategy in helping them to become good learners

Table (41) demonstrates that (15) tutees who represent (93.75%) agree totally that the process of PT has helped them to become good learners.

Item Twenty-Two: Do you agree with integrating peer tutoring strategy in English language curriculum?

Response	N	%
Yes	13	81.25%
No	3	18.75
Total	16	100%

Table 3.42: Tutees' opinions about integrating PT in curriculum

Based on the information offered in table (42), we notice that (13) tutees who represent (81.25%) agree to integrate this process of PT strategy in their curriculum. But, (3) tutees who represent (18.75%) do not agree to integrate it in the curriculum. We conclude that PT strategy is an effective strategy to improve their level and their process of learning and to obtain feedback from their peers.

3.3.5 Discussion of questionnaire (tutees and tutors) results

On the basis of the analysis of the tutors' and tutees' questionnaire which was delivered to fourth year pupils at Chaabani Mohamed middle school, that was enrolled in the current research, which is entitled "The role of peer tutoring strategy in enhancing pupils' feedback". We noticed that the majority of pupils were females and the males were the minority.

The respondents' age is between 14-15 years old; they are pupils at 4 years middle school, also we noticed that levels' class was good. They studied English for four years and they like it for many reasons.

Secondly, in section two was about the tutors and tutees opinions about pair and group work, the most of the participants like and preferring to learn English in pairs and in group work that means they want to work collaboratively.

The next section was about tutees and tutors found work in pairs and in groups were very useful, also their teacher sometimes ask them to work in pairs. However, from the answers of respondents enjoyed working in pairs with the percentage of (100%).

Thirdly, in the section three was about tutees' and tutors' opinions about peer tutoring strategy they did not find difficulties when learning English language also the majority of them said peer tutoring is an effective strategy that helps them to develop their accuracy, acquire words and self-confidence and during working in pairs the tutees receive feedback from their tutors.

Finally, all the pupils agreed to integrate peer tutoring strategy in English language curriculum. Relying on the findings gathered from tutors'' and tutees' questionnaire, we conclude that pupils demonstrate positive attitude towards peer tutoring strategy.

Classroom Observation

3.4.1 Aim of classroom observation

We used classroom observation to support our findings and to act the sample of the pupils' performance in the class. Matthew (2013) point out that "classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons". Moreover, the aim from the classroom observation is to cover and observe the strategy of PT during the tutorial sessions. So, our classroom observation aims to gather and collect the data about our topic which is the role of P.T strategy in enhancing pupils' feedback.

3.4.2 Description of classroom observation

Our classroom observation has taken place on 28th February and 27th March, 9th, 11th April with fourth year class (4 AM1) of Chaabani Mohamed Middle School, Ouled Djellal. In that class, there are 33 pupils, 14 boys and 19 girls. Moreover, during two weeks, we observed pupils during four sessions. So, we have taken notes and we observed what naturally occurred during all the sessions. Also, we relied on observation by using a checklist.

Our purpose was about indicating the role of PT strategy in enhancing pupils' feedback and to observe what occurred during the tutorial session. Briefly, that observation has provided us with the necessary data. Also, the pupils were very calm, active and respectful.

3.4.3 Analysis of classroom observation

In our research we relied on classroom observation to cover all the aspects that partnered with our study. So, we focused on classroom aspects which are classroom management and environment, teachers' role and the lesson structure, classroom interaction in addition to tutors' and tutees' reactions and behaviors toward the strategy of PT.

Section one: Classroom management and environment

During the period of four weeks, we observed that in all the four session, the physical setting is very clean and large enough and appropriate for the peer tutoring strategy with pupils. Moreover, classroom conditions were suitable. The teacher divided pupils into pairs (tutors and tutees) not randomly. Also, every tutee sat with his/her tutor. It means sitting side by side so that they could read and write together. The teacher managed

well her class and she established on appropriate and respectful learning atmosphere. So, instructions were very clear.

Section two: Teachers' role and the lesson structure

The researcher prepared and planned a lesson structure and selected available materials (tasks) to apply the strategy of PT during all the tutorial sessions. Moreover, the teacher trained tutors before hands and gave them clear instructions. She explained to them the notions of (tutors and tutees) and clarified to them how they are going to do during P.T strategy. So, every tutor had his/her a specific checklist to checklist to check it in order to give the tutee his/her feedback. Then, the teacher selected appropriate materials and activities (writing passages + games) motivated the tutees to try to write a short paragraph, also the teacher worked as an observer, promoter and facilitator in the same time the teacher asked the tutors to be respectful and patient.

When they faced any small problems with their tutees; however, the tutors helped their tutees to become good writers and readers. The teacher did not talk all the time but she intervened in the necessary points or when they faced some difficulties in the tasks. Thus, the teacher controlled and moved around to see how well pairs were working together. Finally, in every session, the teacher observed and took notes that will be reviewed later on.

Section three: classroom interaction

Firstly, when we began to attend the tutorial sessions, we observed that the pupils were interested the idea of PT process. They were serious when their teacher divided them into (tutors and tutees). Moreover, during the tutorial sessions when they worked in pairs, pupils showed readiness and motivation to pair work. They acted spontaneously and felt

comfortable, and their behavior was controlled and some of them showed shyness toward pair work.

Section four: tutors' reactions/behaviors

During all the sessions of tutorial sessions, we observed that all the pupils were motivated specially in writing tasks/assignments and exchanged their feedback. Tutors showed feeling of responsibility towards their peers and provided them with feedback; also, tutors gave their tutees enough time to think before supplying the correct answers and tutors were checking tutees understanding by using what/who questions. Finally, we observed after pair work tutors gave praise (stickers and remarks) for every correct answer. At the end tutors presented tutees' work to their teacher.

Section five: tutees' reactions/behaviors

Tutees behave appropriately and they accepted to be taught and assessed by their peers and tutees' raise their hands when they came across a word they could not write; also, tutees all the time asked their tutors for clarification by quietly way. Also, we observed the collaborative work between them.

- **Teachers' observations during applying PT strategy**

During the two weeks, we observed many things. But we focused about what occurred in the classroom when pupils exchanged feedback by using peer tutoring strategy. Also we noticed new aspects.

1) **First peer tutoring session**

At the beginning, pupils were interested in the strategy of peer tutoring and when the teacher explained them that strategy by dividing them into tutors and tutees, they

showed readiness and motivation. Pupils were working together but we remarked that few girls had suffered from a psychological problem which was shyness.

2) Second peer tutoring session

Pupils were working together positively and they were interest to begin the new strategy of pairs. Tutees were facing some difficulties when they wrote paragraphs like: word order and other difficulties.

3) Third peer tutoring session

Tutees were interested to write short paragraphs but they had some difficulties. Such as negative transfer (think Arabic and translate to English language). Tutors were providing their tutees with feedback and correcting their mistakes.

4) Fourth peer tutoring session

Tutors were encouraging their tutees to interact and participate in the classroom but they engaged very well when they were writing a task. Most of tutees wrote small paragraphs with little mistakes and they performed and read their paragraphs to their classmates. Tutees finished to write and answered all the tasks before time over.

3.4.4 Discussion of the findings

Our purpose from this study was to investigate the role of peer tutoring in enhancing pupils' feedback. So, from the class observation we have observed that peer tutoring strategy is a suitable strategy when we apply it in the tutorial session. First, the physical setting had a positive influence on the performance of pupils because the setting was very clean and appropriate for the PT strategy. This strategy allowed the teacher to divide pupils into pairs (tutees and tutors); it means sitting side by side in order to create a respectful learning atmosphere. Second, the tasks of peer tutoring strategy were very clear.

This strategy helped the teacher train tutors before hands and gave them clear instructions. Third, during this strategy, the pupils taught each other but there was the intervention of their teacher because she moved around the class to check and evaluate the work of her pupils. She worked as an observer, promoter and facilitator. Moreover, during the peer tutoring strategy, pupils showed interest and desire to work in pairs. They felt comfortable and their behavior was controlled and some of them showed shyness toward pair work.

Pupils showed feeling of responsibility towards their peers; in the same time tutors gave an immediate error correction and feedback. However, pupils displayed a big desire to work in pairs and they were involved in the process of learning; also the teacher varies her tasks such as games, paragraphs. Consequently, peer tutoring strategy permitted the pupils engaging and participating when they worked in pairs because peers shared ideas and attitudes with each other. So, all peers understood the peer tutoring strategy. Finally, when we attended the four sessions we observed that the pupils were obtaining an immediate correction and feedback from their peers and from their teacher because they were working in small group.

Conclusion

To sum up, the current chapter tackled the peer tutoring strategy and its role in enhancing pupils' feedback. The results obtained from this research were discussed. We opted for two data gathering tools that were a tutors' and tutees' questionnaire and classroom observation. This chapter presented the strategy of peer tutoring during tutorial session and the data presented in the form of tables. All the questions were analyzed. At the end, the discussion of the findings took a part in the present chapter. Also, classroom observation was analyzed; each of the items of the checklist was analyzed well. As a

conclusion, the results gathered from this chapter validate our hypothesis that is "the role of peer tutoring in enhancing pupils' feedback" is significantly positive.

Pedagogical Recommendations

The present study attempted to see the role of peer tutoring in enhancing pupils' feedback. The results obtained from pupils' questionnaires and classroom observation which confirmed the effectiveness of the peer tutoring strategy in enhancing the feedback of pupils. The researchers would like to suggest several pedagogical recommendations for improving pupils' feedback oriented to teacher, pupils (tutors and tutees), and syllabus designers. They are illustrated as follows:

For teachers

- Teachers should give importance to the peer tutoring strategy while teaching foreign language to change their way of teaching to be pupils-centered,
- Teachers should implement peer tutoring in the teaching process for improving pupils' feedback,
- EFL teachers should select appropriate and effective activities to engage pupils in the learning process in order to make pupils motivated to give feedback to each other,
- Teachers should apply the peer tutoring strategy in teaching all the skills of language,
- Teachers should be as facilitators during the peer tutoring process to avoid some obstacles during this process,
- Teachers should provide their tutors with training sessions before every session of peer tutoring in order to make a successful PT program.

For tutors

- Tutors should teach their tutees to facilitate the PT process.

- Tutors should support and motivate their tutees because they are responsible for developing their level during the learning process,

- Tutors should put in their minds one purpose which is giving corrective feedback to their tutees and raise tutees self-confidence,

- Tutors should follow the introduction provided by their teacher to teach their tutees in a good way.

For tutees

- Tutees should accept and try to understand everything from their tutors,

- Tutees should be aware of their aim from the peer tutoring process, that is, to obtain feedback from their tutors and to develop their performance and their level.

For syllabus designers

- Syllabus designers should integrate PT strategy in the educational syllabus and especially in tutorial sessions in order to enhance pupils' feedback because PT is considered as an effective strategy in the teaching and learning process.

General Conclusion

The current conducted research has attempted to highlight the importance of the role of peer tutoring in enhancing pupils' feedback in the field of teaching and learning. Consequently, in any class, the teacher should select a suitable strategy to improve the level of learning for his/her pupils. In this study, we presented the strategy of peer tutoring during the tutorial session. The aim of our study is to attempt to answer our research

question and to confirm the research hypothesis, which says that if we apply peer tutoring in EFL classes, EFL learners' feedback will improve.

The application of peer tutoring strategy encourages pupils to improve their feedback when they work in pairs by exchange of ideas, vocabulary, opinions that helps them to improve their language; this study consists of two chapters; the two parts of chapter one are devoted to the theoretical background of this study, whereas the second chapter was concerned with the practical aspect or field work. The first chapter tackled several elements related to PT strategy. The first part of chapter one presents definitions about PT strategy, origins, importance. However, in part two of chapter one, we spotted the light on feedback in general, definitions, sources, levels, feedback strategies. The second chapter represents the fieldwork where we applied a classroom observation during tutorial sessions, we also relied on tutors and tutees' questionnaire. This chapter contains two tools to interpret and analyze our data through two tools; a classroom observation and questionnaire.

The findings obtained confirm our research hypothesis that there is a positive relationship between peer tutoring strategy and feedback. Implementing this strategy in EFL classes is necessary in enhancing the pupils' feedback. In this study we relied on descriptive research with two data gathering tools, tutors and tutees' questionnaire and classroom observation. Tutors questionnaire was administered to (16) sixteen pupils at middle school of Chaabani Mohamed, the class of (4AM1) in Ouled Djellal. Moreover, tutees' questionnaire was administered to (16) sixteen other pupils to check their opinions about PT strategy in getting feedback from their peers.

In sum, this current research is helpful for our teachers who can select peer tutoring strategy in their classes in order to develop the field of teaching and learning. However, the

major limitation of our study is insufficient time which did not allow the researcher to go in depth in this topic to achieve completely the target objective. Therefore, our interest is investigating that topic in the future studies such as the role of peer tutoring strategy in enhancing academic success.

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Appendices

Appendix 01: Tutors' Questionnaire

Dear pupils, *This questionnaire is an attempt to collect information for the accomplishment of a Master's dissertation about the use of peer tutoring strategy to develop middle school pupils peer feedback. Therefore, you are kindly requested to answer the following questions by putting a (√) in the appropriate answer and by giving full statements whenever it is necessary.* **"Thank you for your time and for your collaboration »**	أعزائي التلاميذ، هذا الاستبيان هو محاولة لجمع معلومات من اجل إتمام مذكرة تخرج بمستوى ماستر حول استعمال استراتيجية توجيه الزملاء من أجل تطوير التغذية الرجعية بين تلاميذ المستوى المتوسط. من أجل هذا، نرجو منكم الإجابة على الأسئلة التالية وذلك بوضع علامة (√) على الإجابة الصحيحة وتقديم شروح وتوضيحات كلما اقتضى الأمر. "تقبلو منا خالص الشكر والامتنان على وقتكم وتعاونكم"

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Academic year: 2018-2019

Section one: Personal profile

Q1: Specify your gender : (قم بتحديد جنسك)

    a) Male (ذكر) ☐

    b) Female (أنثى) ☐

Q : How long have you been learning English ? منذ متى وأنت تدرس الإنجليزية

    a) One year (سنة واحدة) ☐

    b) Two years (سنتين) ☐

    c) Three years (ثلاث سنوات) ☐

    d) Four years (أربع سنوات) ☐

Q3: Do you like learning English? Justify your answer هل تحب تعلم اللغة الانجليزية؟ برر إجابتك

    a) Yes (نعم) ☐

    b) No (لا) ☐

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Section two: Tutees' opinions about pair and group work

Q4: How do you prefer to learn English? كيف تحب أن تتعلم الإنجليزية؟

    a) Individually (بمفردك) ☐

    b) In pair (بشكل ثنائي) ☐

    c) In groupe (بشكل جماعي) ☐

Please Justify your answer (برر إجابتك من فضلك)

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Q5: How usefull do you find working in pairs and in groups العمل الثنائي أي مدى ترى أن إلى والجماعي مفيد؟

a) Very useful (مفيد جدا) ☐

b) Some howuseful (مفيد بعض الشيء) ☐

c) Not useful(غير مفيد) ☐

Q6: How often does your teacher ask you to work in pairs? كم عدد المرات التي يطلب منكم الأستاذ العمل بشكل ثنائي؟

a) Always (دائما) ☐

b) Sometimes (أحيانا) ☐

c) Never (ولا مرة) ☐

Q7: Do you enjoy working in pairs? هل تجد متعة في العمل الثنائي؟

a) Yes ☐   b) No ☐

Section Thee: Tutors' opinions about peer tutoring strategy

Q8: Among the following tasks, which one you are asked to do when working in pairs?

من بين النشاطات التالية، أيهم يطلب منكم عمله بطريقة ثنائية؟

a) Reading activities (نشاطات القراءة) ☐

b) Speaking activities (نشاطات المحادثة) ☐

c) Writing activities(نشاطات الكتابة) ☐

Q9: Do you agree that peer tutoring is an effective strategy that helps tutees improve their learning skills?

هل توافق بأن تعليم الأقران استراتيجية فعالة لتحسين مهارات التعلم لدى زملائك؟

a) Yes (نعم) ☐

b) No (لا) ☐

Q10: How often do you play the role of tutor? (الموجه) كم مرة لعبت دور المعلم

a) Always (دائما) ☐

b) Sometimes (أحيانا) ☐

c) Rarely (نادرا) ☐
d) Never (ولا مرة) ☐

Q11: Do you follow a specific training before beginning peer tutoring process?

هل تتبع تدريب خاص قبل الشروع في عملية تعليم الأقران (الزملاء)؟

a) Yes (نعم) ☐
b) No (لا) ☐

If yes, how often? إذا كان الجواب بنعم،كم مرة يحدث ذلك؟

a) Always (دائما) ☐
b) Depends on the kind of the task (هذا يعتمد على نوع النشاط) ☐
c) Rarely (نادرا) ☐

Q12: Do you motivate your tutees when working in pairs?

هل تقوم بتحفيز قرناءك (زملاءك) أثناء العمل بشكل ثنائي

a) Yes (نعم) ☐
b) No (لا) ☐

Q13: Do you give your tutees enough time for answering your questions?

هل تعطي لزملائك الوقت الكافي للإجابة على أسئلتك؟

a) Yes (نعم) ☐
b) No (لا) ☐

Please justify your answer يرجى تبرير إجابتك

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Q14: Do you give your tutees some instructions before they work in pairs?

هل تعطي لزملائك تعليمات قبل العمل بشكل ثنائي؟

a) Yes (نعم) ☐
b) No (لا) ☐

Q15: What are the forms of remarks which you give to your tutees?

ما هي أشكال الملاحظات التي تقدمها إلى زملائك؟

a) Written remarks (ملاحظات كتابية) ☐
b) Oral remarks (ملاحظات شفوية) ☐
c) Both of them ☐

Q16: Does the teacher have a role when you work as a tutor?

هل للأستاذ دور معين أثناء قيامك بدور الموجه؟

a) Yes (نعم) ☐
b) No (لا) ☐

Q17: Howdoes the teacher intervene when you work in pairs?

كيف يكون تدخل الأستاذ أثناء العمل بشكل ثنائي؟

a) Before the task (قبل النشاط) ☐
b) During the task (أثناء النشاط) ☐
c) After the task (بعد النشاط) ☐

Q18: How do you find the strategy of working in pairs? كيف تجد استراتيجية العمل الثنائي

a) Good (جيدة) ☐
b) Some how good (نوعا ما جيدة) ☐
c) Bad (سيئة) ☐

Appendix 02: Tutees' Questionnaire

Dear pupils, *This questionnaire is an attempt to collect information for the accomplishment of a Master's dissertation about the use of peer tutoring strategy to develop middle school pupils peer feedback. Therefore, you are kindly requested to answer the following questions by putting a ($\sqrt{}$) in the appropriate answer and by giving full statements whenever it is necessary.* ***"Thank you for your time and for your collaboration »***	أعزائي التلاميذ، هذا الاستبيان هو محاولة لجمع معلومات من أجل إتمام مذكرة تخرج بمستوى ماستر حول استعمال استراتيجية توجيه الزملاء من أجل تطوير التغذية الرجعية بين تلاميذ المستوى المتوسط. من أجل هذا، نرجو منكم الإجابة على الأسئلة التالية وذلك بوضع علامة (√) على الإجابة الصحيحة وتقديم شروح وتوضيحات كلما اقتضى الأمر. "تقبلو منا خالص الشكر والامتنان على وقتكم وتعاونكم"

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Section One: Personal Profile

Q1 : Specify your gender : (قم بتحديد جنسك)

    a) Male (ذكر)   ☐

    b) Female (أنثى)   ☐

Q2 : How long have you been learning English ? منذ متى وأنت تدرس الإنجليزية ؟

    e) One year (سنة واحدة)   ☐

    f) Two years (سنتين)   ☐

    g) Three years (ثلاث سنوات)   ☐

    h) Four years (أربع سنوات)   ☐

Section Two: Tutees' Opinions about Pair and Group Work

Q3: Do you like learning English? Why? هل تحب تعلم الإنجليزية؟ولماذا؟

    a) Yes ☐
    b) No ☐

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Q4: How do you prefer to learn English? كيف تحب أن تتعلم الإنجليزية؟

    a) Individually (بمفردك) ☐

    b) In pair (بشكل ثنائي) ☐

    c) In groupe (بشكل جماعي)☐

Please justify your answer (يرجى تبرير إجابتك)

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Q5: How useful do you find working in pairs and in groups?

إلى أي مدى ترى أن العمل الثنائي والجماعي مفيد

    a) Very useful (مفيد جدا)   ☐

    b) Somehow useful (مفيد بعض الشيء) ☐

    c) Not useful(غير مفيد)   ☐

Q6: How often does your teacher ask you to work in pairs?

كم عدد المرات التي يطلب منكم الأستاذ العمل بشكل ثنائي

 a) Always (دائما) ☐

 b) Sometimes (أحيانا) ☐

 c) Never (ولا مرة) ☐

Q7: Do you enjoy working in pairs? هل تجد متعة في العمل الثنائي

 a) Yes (نعم) ☐

 b) No (لا) ☐

If the answer is yes, is it because: إذا كان الجواب نعم فهل سبب ذلك هو

 a) You feel confortable (لأنك تشعر بالارتياح) ☐

 b) You learn more (لأنك تستفيد أكثر) ☐

 c) Both of them (كلتا الحالتين) ☐

Section Three: Tutees' Opinions about Peer Tutoring Strategy

Q8: Among the following tasks, which one you are asked to do when working in pairs?

من بين النشاطات التالية، أيهم يطلب منكم عمله بطريقة ثنائية؟

 a) Speaking activities (نشاطات المحادثة) ☐

 b) Writing activities (نشاطات الكتابة) ☐

 c) Reading activities (نشاطات القراءة) ☐

Q9: Do you find some learning difficulties when learning English?

هل تواجه بعض صعوبات في تعلم اللغة الانجليزية؟

 a) Yes (نعم) ☐

 b) No (لا) ☐

Q10: Do you thing that peer tutoring is an effective strategy that helps tutees to develop their learning skills? هل تعتقد بأن تعليم الأقران هي استراتيجية فعالة لتطوير مهارات التعلم لديهم

 a) Yes (نعم) ☐
 b) No (لا) ☐

Q11: Do you think that learning in pairs is an effective strategy that helps to overcome your learning dificulties ? هل تعتقد أن العمل بشكل ثنائي استراتيجية فعالة للتغلب على صعوبات التعلم

    a) Yes (نعم) ☐
    b) No (لا) ☐

Q12: How useful do you find peer tutoring strategy?إلى أي مدى وجدت استراتيجية تعليم الأقران فعالة

    a) Veryuseful (فعالة جدا) ☐
    b) Somehow useful (فعالة بعض الشيء) ☐
    c) Not useful(غير فعالة) ☐

Please justify your answer : يرجى تبرير إجابتك

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Q13: Peer tutoring strategy helps you develop::استراتيجية تعليم القرناء ساعدتك في تطوير

    a) Accuracy (صحة اللغة) ☐
    b) Acquire words (اكتساب الكلمات) ☐
    c) Self cofidance (الثقة بالنفس)

Q14: Do you find any problems when working in pairs? هل تواجه أي صعوبات أثناء العمل بشكل ثنائي

    a) Yes (نعم) ☐
    b) No (لا) ☐

If yes, what kind of problems you face? إذا كان الجواب نعم، ما نوع الصعوبات التي تواجهها

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Q15: Does your tutor intervene when you encounter any problem?

هل يقوم زميلك المعلم بالتدخل عند مواجهتك لصعوبة معينة؟

    a) Yes (نعم) ☐
    b) No (لا) ☐

Q16: Does your tutor provide you with immediate feedback (correction)?

هل يقدم زميلك المعلم تصحيحا فوريا؟

a) Yes (نعم) ☐
b) No (لا) ☐

Q17: How do you find your peers' remarks? كيف تجد ملاحظات زملاءك؟

a) Useful مفيدة ☐

b) Somehow useful مفيدة بعض الشيئ ☐

c) Not useful at all غير مفيدة على الإطلاق ☐

Q18: What do you prefer? ماذا تفضل؟

a) Getting guidance and remarks from your teacher الحصول على توجيه وملاحظات من الأستاذ ☐

b) Getting guidance and remarks from your peers الحصول على توجيه وملاحظات من زملاءك ☐

c) Both of them كلاهما ☐

Q19: Do you feel at ease when working with your peers? هل تجد نفسك مرتاحا أثناء العمل مع قرناءك؟

a) Yes (نعم) ☐
b) No (لا) ☐

Please justify your answer : يرجى تبرير إجابتك

....
....
....

Q20: Does peer tutoring strategy help you overcome your learning difficulties?

هل ساعدتك استراتيجية تعليم الزملاء على التغلب على صعوبات التعلم لديك؟

a) Yes (نعم) ☐
b) No (لا) ☐

Q21: Do you think that peer tutoring strategy has helped you become a good learner?

هل تعتقد بأن استراتيجية تعليم القرناء قد ساعدتك لتصبح متعلما جيدا؟

a) Yes (نعم) ☐
b) No (لا) ☐

Q22: Do you agree with integrating peer tutoring strategy English language curriculum?

هل توافق على دمج استراتيجية تعليم الأقران (الزملاء) في مناهج تدريس اللغة الإنجليزية؟

a) Yes (نعم) ☐

b) No (لا) ☐

Appendix 03: Classroom Observation Checklist

Observer: **Start time:**

Date: **End time:**

Location: **Classroom:**

Obs: stands for "observed".   **N.Obs: Stands for "Not observed"**

Aspects to be observed	obs	N.Obs	Comments
The physical setting is clean, large enough and appropriate for the peer tutoring strategy.			
The teacher divides the pupils into pairs (tutors and tutees) not randomly.			
The teacher managed well his class.			
The teacher established an appropriate learning atmosphere/ and respect			
Teacher's instructions were clear.			

Pairs sit side by side so that they can read and write together.			

Teacher's role and the lesson structure

The teacher trains tutors before hands and gives them clear instructions about how teach their tutees.			
The teacher prepares tutees to be taught by their classmates.			
The teacher selects appropriate materials and activities.			
The teacher works as an observer, promoter and facilitator.			
The teacher did not talk.			
The teacher intervenes when necessary.			
The teacher controls and			

	Obs	N.Obs	Comments
moves around to see how well pairs are working.			
The Teacher observes and takes notes that will be reviewed later on.			

Classroom Interaction	Obs	N.Obs	Comments
Pupils show readiness and motivation to pair work.			
Pupils are acting spontaneously and feel comfortable.			
Pupils had interest to the writing task.			
Pupils' behavior was controlled.			
There was confusion, boredom and silence.			
Pupils showed shyness towards pair work.			
There was good communication			
Tutors' Reactions/Behaviours			
Tutors show feeling of responsibility towards their peers			

Tutors support tutees to write.			
Tutors give immediate error correction and feedback. Tutors give praise and (stickers and remarks) for every correct answer.			
Tutors write in harmony with the tutees.			
Tutors stop writing when their tutees give a signal that they are lost.			
Tutors respond to tutees writing errors. Or hesitations by correction tutees mistakes.			
Tutors give enough time to think before supplying the correct answers.			
Tutors check tutees' understanding using What/ who questions.			
Tutors the tutees work at the end of peer tutoring cycle.			
Tutees' Reactions/Behaviours			
The tutees silently write the passage.			
The tutees silently write the same passage slowly while tutors write it rapidly.			
Tutees behave appropriately and accept to be taught and assessed by their peers.			

Tutees raise their hands when they come across a word they cannot write.			
Tutees ask for clarifications.			

الملخص

الغاية من هذه الدراسة هي التشخيص عن دور استراتيجية تعليم الأقران في تحسين قدرة التغذية الرجعية لدى التلاميذ لنرى فعالية هذه الاستراتيجية في الأقسام، ولنرفع الوعي لدى التلاميذ حول أهمية العمل الثنائي في تطوير مهارات تعليم اللغة. لهذا افترضنا إذا طبقت استراتيجية تعليم الأفراد في الأقسام، فإن قدرة التغذية الاسترجاعية لدى التلاميذ سوف تتحسن. بالنسبة لهذه الفرضية، استعملنا الدراسة الوصفية لإثباتها. من أجل ذلك اخترنا وسيلتين لفحص النظرية.الاستبيان صمم لـ33 تلميذا من المرحلة المتوسطة للسنة الدراسية 2019/2018. التلاميذ قسموا الى معلمين ومتعلمين لنجمع بين آرائهم اتجاه استراتيجية تعليم الأقران وقدرة التغذية الرجعية. ولنبحث عن إجابات لأسئلة البحث اعتمدنا على الملاحظة الوصفية في القسم على تلاميذ السنة الرابعة في متوسطة شعباني محمد بأولاد جلال لكي نحدد دور استراتيجية تعليم الأقران خلال حصة الأعمال الموجهة ومن خلال النتائج المتحصل عنها من البيانات، استنتجنا أن القدرة الاسترجاعية تحسنت ونالت محل اعجاب التلاميذ و يريدون تطبيقها في حصص الأعمال الموجهة و بالتالي اكدت صحة الفرضية من خلال نتائج البحث.

الكلمات المفتاحية: تعليم الأقران، المعلمين، المتعلمين، السنة الرابعة، الحصة التطبيقية، قدرة التغذية الرجعية.