Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
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Title

Peer Tutoring as a Teaching Strategy to Increase Peer Interaction in EFL Mixed Ability Classes

The Case of EFL Teachers at Mohamed Kheider University of Biskra

Dissertation Submitted to the Department of English as Partial Fulfillments of the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

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Academic Year: 2021-2022

Declaration

I, **Boutoubba Racha** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

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Dedication

Above all, I dedicate this work to my guardian angel, the Iron Lady, to the most giving, caring, and loving person in my life, Mom. To the tender, gentle man, my first and last king, who gave me strength when I thought of giving up, and who continually provided moral, spiritual, emotional, and financial support, Dad. To my brothers, my three knights, my heroes, my protection, and my right arm, who have been my constant source of inspiration; without their love and support, this project would not have been made possible. To the family that always stood behind me and provided me with energy. For the soul of my grandfather and grandmother; may God have mercy on them. To the people I met and genuinely loved: my friends. This study is wholeheartedly dedicated to my classmates who shared their words of advice and encouragement to finish this study. I also dedicate this research to those who were very close to my heart. Whose affection, love, encouragement and prays of day and night made me able to get such success and honor because every challenging work needs self-efforts as well as guidance of elders. This work is a fruit of years of countless and arduous sacrifices, so it is heartily and proudly dedicated to the people who serve as hope during these difficult years, during a long adventure. I thank the angels of invisibility in my life; they are my continuous present support and love me as I am.

I would be ungrateful not to mention you, a million thanks, my deepest gratitude goes to all of you, those "who passed through my life", but helped me in any way that contributed in refining my work, « because of you » and « the lesson you gave me » I became stronger. And lastly, i dedicate this work to myself, who got tired and stumbled , and came back stronger every time in the face of difficulties in this world, Strong by herself and for herself, For myself that lights up, shines in spite of everything, To the new Me "again, today, tomorrow, and the day after» Forever and ever.

Acknowledgements

Abstract

This research aims to unveil whether the peer tutoring strategy applied to teach EFL mixed-ability classes is suitable in increasing peer interaction. This study, likewise, aims to investigate the different problems that teachers and students, alike, face in the EFL mixed ability classrooms and try to look for some solutions to overcome these challenges. A descriptive study was conducted to gather and analyze data. Moreover, a questionnaire was used as a data gathering tool with a sample of nine EFL teachers at Biskra University during the academic year 2021-2022 in order to explore their attitudes, perceptions, and experience about peer-tutoring as a strategy to teach EFL mixed-ability university classes. Findings revealed that many teachers face difficulties dealing with mixed ability classes, especially during the preparation and presentation of the lesson, when they need to plan a balanced lecture as well as appropriate activities that fit all students' different abilities and needs. Hence, teachers approved the use of peer tutoring strategy and demonstrated positive attitudes towards it because it improves and develops the interaction between learners in EFL mixed-ability classes. Moreover, it fosters interaction between high-achievers and low-achievers and helps them overcome their difficulties in learning the language. This strategy has also proved to create a motivating environment and to give students a sense of belonging. In fact, the prosperity and success of this strategy are dependent on the teachers' appropriate selection of materials in a way that guides students to meet their learning objectives. Therefore, it can be concluded that students' interaction and comprehension skills could be highly improved through the use of Peer Tutoring strategy.

Keywords: Mixed-ability classes, teaching strategy, peer tutoring, peer interaction, EFL teachers.

List of Acronyms and Abbreviations

CWPT: Class Wide Peer Tutoring

EFL: English as a Foreign Language

PALS: Peer Assisted Learning Strategy

PI: peer interaction

PT: Peer Tutoring

RPT: Reciprocal Peer Tutoring

SDT: Social Development Theory

SI: Social Interaction

VARK: Visual, Aural, Read /Write, Kinesthetic learners.

ZPD: Zone of Proximal Development

List of Tables

List of Figures

Table of Contents

General Introduction

Chapter One: Peer Tutoring

Chapter Two: Peer Interaction in Mixed-Ability Classes

Chapter Three: Fieldwork and Data Analysis

General Introduction

Introduction

Educators have always sought to search for the ideal method to implement in the English as a foreign language (EFL) mixed-ability classrooms for effective teaching and learning. Many teachers still follow the old strategies even though they have been criticized over the years. However, during the last few decades, research in learning found that learners learn best when they are actively engaged with the course material through discussion, problem-solving, case studies, role plays with another peer close to their level or their learning style. This research discovery led to the emergence of peer tutoring strategy. Moreover, EFL Mixed-ability classrooms refer to where EFL students and teachers may collaborate despite the differences in individual talents, personal interests, personalities, and learning requirements. Nevertheless, teaching mixed-ability classes is not an easy task; it requires talented teachers who use a variety of methods, strategies and materials based on their students' needs in order to fit their different learning styles, levels, and abilities.

1. Statement of the Problem

The EFL mixed-ability classroom is one in which students are taught together in the same class even though their abilities are different. Teaching EFL in a mixed-ability classroom poses nearly the same challenges for both novice and experienced teachers because it is time and effort consuming.

Moreover, maintaining positive and fruitful interaction in EFL classrooms is a vital ingredient for the success of the teaching and learning processes. It is crucial for sharing, acquiring and practicing new knowledge, and it occurs when assigning peer or cooperative communicative tasks. However, it is considered to be the main challenge that teachers

encounter in mixed-ability classes for the reason that most students choose their peers of the same level. This may hamper the progress of underachieving learners.

For this reason, we suggest, in this study, the use of peer-tutoring as a teaching/learning strategy that may contribute in fostering EFL students' interaction. This, consequently, may give them the opportunity to acquire new knowledge from different resources and may help underachieving students develop their educational level.

2. Aims of the Study

This study aims to explore peer tutoring as a teaching strategy. More specifically, it aims to:

❖ Identify the difficulties and challenges that teachers encounter when teaching EFL mixed-ability classes.

❖ Explore the main strategies used by EFL teachers in mixed-ability classrooms.

❖ Draw teachers' attention and awareness on what and how PT works as an academic learning support to promote students' peer interaction in EFL mixed-ability classes.

3. Research Questions

The present study is an attempt to answer the following questions:

RQ1: What are the difficulties teachers and students face in EFL mixed-ability classes?

RQ2: How can peer interaction be enhanced in a mixed-ability environment?

RQ3: What is the teacher's role in organizing pair work and paired activities through the use of PT strategy?

4. Research Hypothesis

This study is based on one main hypothesis stating that:

- If Peer Tutoring strategy is effectively implemented in EFL mixed-ability classes, students' peer interaction will be improved.

5. Significance of the Study

This research work's objective is to explore how instructors work in mixed-ability university classes and how they overcome various teaching challenges to ensure that all students develop their English properly. In fact, this study is significant for both teachers and learners as it, first, highlights the importance of interaction and the impact of collaboration, cooperation and debate for a successful mixed-ability class where students of all abilities, personalities and learning styles work together. Another significance remains in bringing into light the Peer Tutoring Strategy as a means to enhance learners' peer interaction in class.

Moreover, this work is particularly significant to all teachers in general and to Algerian university teachers in particular to put aside all their practices related to yesterday's pedagogy and embrace a more modern teaching-learning pedagogy that places the learner at the center of the teaching-learning process so as to create an environment conducive to effective learning where learners can meet their needs.

6. Research Methodology

6.1 Choice of the Method

The nature of any study imposes which research methodology will be selected in carrying out the research. In the case of the current study, the descriptive methodology has been adopted to describe and analyze facts about actual and observed situation in order to

determine the role of Peer Tutoring strategy to increase peer interaction in EFL mixed ability classes via qualitative research approach.

6.1. Population and sampling

Exploring teachers' opinions, attitudes, and experience in teaching mixed-ability classes was the trigger to this research. Moreover, teachers are the first concerned with applying teaching strategies in class and improving their students' language achievements.

Therefore, this study relied exclusively on a sample of teachers to gain insights about the topic under investigation. From a population of about 65 EFL teachers in the department of English at the university of Biskra, 09 teachers, teaching different modules and levels, were chosen randomly for the academic year 2021-2022.

6.2. Data gathering tools

A semi-structured questionnaire was used as a data collection method in this study. It was designed and administered to the sample of teachers (N= 09) at the department of English who would provide us with the necessary knowledge and experience about the research topic. Indeed, the aim was to collect their opinions about mixed-ability classes' difficulties, procedures and used strategies. The aim was also to gain teachers' insights as experts about the use, importance and impact of learners' peer tutoring on enhancing peer interaction in classes with different language skills and abilities.

7. Structure of the Dissertation

This dissertation consists of two parts: A theoretical part and a practical part. More precisely, it is divided into three chapters. The first two chapters deal with the theoretical background of the study. They provide an overview of the previous studies that tackled the different aspects of the present research topic namely mixed- ability classes, peer tutoring

and peer interaction. Definitions, affecting factors, difficulties, procedures, etc were thoroughly described and investigated.   The third chapter, however, consists of the fieldwork, data analysis, and discussion of the findings obtained from the teachers' questionnaire.

Chapter One: Peer Tutoring

Table of Contents

Introduction

Educators have looked to alternate techniques to improve learning and the traditional educational system during the last two decades. Peer tutoring is one of these techniques. It is a common approach of academic help and a kind of active learning. It entails tutors and tutees sharing their opinions, information, and experience. Learners gain knowledge through communicating their thoughts to one another and participating in activities that allow them to learn from their peers.

1.1 Some Definitions of Peer Tutoring (PT)

Peer tutoring has been defined from various perspectives, making it difficult to cite everything that has been said by scholars. According to Merriam-Webster (2020), the term "peer" refers to others with similar talents or who are of the same age, status, or grade as you. Previously, peer tutoring was associated with students whose goal was to transmit information while serving as the teacher's surrogates. Moreover, Damon and Phelps (1998, p. 11) provided the most simple explanation of peer tutoring. They claimed, "peer tutoring is an approach in which one child instructs another child in material on which the first is an expert and the second is a novice" (cited in Kalkowski, n.d., para. 2). Additionally, Webb (1988) defined, "peer tutoring is a cooperative undertaking in which students share not only the answers but the process used to reach the answers".

It is obviously noticeable that scholars agree that the PT strategy creates a friendly and comfortable environment between peers, allowing them to learn more easily from that ease interaction rather than feeling spotted under authorized persons (teachers). Feeling at ease with one's peers is not a new notion; peer tutoring has been used as a tactic in the field of education for millennia.

1.2 History of Peer Tutoring

When we were younger, we used to play games with our peers, and if we had problems or did not know how to play such games, our peers would explain how to play the game to us, and things were much clearer. Since the hunter-gatherer era, peer tutoring has been a part of our life. Indeed, "Tutorial instruction, parents teaching their offspring how to make a fire and to hunt and adolescents instructing younger siblings about edible berries and roots, was probably the first pedagogy among primitive societies" (Jenkins & Jenkins , 1987, p. 64).

In Western civilization, Wagner (2005) traces the origins of peer tutoring to Aristotle's employment of archons or student leaders to help other students understand the ideas of religion and philosophy being taught in the first century A.D. in Greece. Peer tutoring was later introduced in Germany, a few European nations, and eventually in the United States in 1990. Andrew Bell is credited with the world's first systematic and structured use of peer tutoring. Bell travelled to Madras, India, in 1787 to teach at an orphanage, but owing to a teacher shortage, he implemented a "monitorial" scheme, which entails having advanced learners instruct those who are younger or struggling. When he returned to London, he wrote "An Experiment in Education" (1797) to describe his Madras method, but his ideas were not well received in England until they were implemented by Joseph Lancaster at a school in Southwark in 1801. It would be more precise to state that Bell invented peer tutoring systems and Lancaster developed and disseminated them (Wagner, 2005).

Andrew Bell, a Scotsman, initially proposed the theory in 1795, and it was later adopted by French and English schools in the 19th century. Peer teaching has grown in popularity in connection with "mixed ability grouping" in K-12 public schools and a need

for more cost-effective teaching approaches during the last 30-40 years. Later, in the early 1990s, Harvard professor Eric Mazur developed a new notion. Aristotle used peer tutors to help him educate his numerous dependents (Briggs, para. 2).

1.3 The Importance of Peer Tutoring

Peer tutoring has a variety of objectives. Accordingly, Falchikov (2002) enumerated the following:

• Promoting critical thinking.

• Improving metacognitive skills.

• Encouraging students to think about their own experiences, analyze their tutoring positions, and assess their own performance.

• Incorporating conflict and disagreement into peer tutoring programmes to aid learning.

• Empowering learners and give them more autonomy.

• Enhancing learners' communication abilities.

• Enhancing their writing and literary review abilities.

Therefore, peer tutoring appears to have a favorable influence on learning, with an average positive effect corresponding to nearly five months' improvement. Benefits have been observed for both tutors and tutees, as well as a wide range of age groups in studies. Though peer tutoring appears to help all types of students, there is some evidence that low-achieving students and those with specific educational needs benefit the most.

Spencer (2006) adds further aims to peer tutoring:

- It's a well-studied approach that works for all ages, grade levels, and topic areas.

- Students can receive one-on-one guidance through the intervention.

- In smaller groups, students have more opportunity to reply.

- It encourages both the tutor and the tutee to grow academically and socially.

- Increased student involvement and time on task.

- Peer tutoring boosts self-esteem and effectiveness.

1.4 The Concept of Learning in Peer Tutoring

In multiple nations, peer learning is applied in various situations and disciplines. It is basically a means of transitioning from independent to interdependent or cooperative learning. Learners assist one another in learning, providing them with substantially more practice in accepting responsibility for their own learning and, more broadly, learning how to learn than traditional teaching and learning techniques (Boud, 2001). Learning by teaching is proved to be a success, especially if the program is "well organized and implemented with specific objectives" (Eggers, 1995).

Learners gain knowledge through communicating their thoughts to one another and participating in activities that allow them to learn from their peers. They improve their ability to collaborate with others, organize and arrange learning activities, provide and receive feedback, and evaluate their own learning. (Boud, 2001). As a result, peer learning is reciprocal. Learners, who are generally in the same class or group, learn from and alongside one another.

1.5 Who May Be Described as a Peer?

Peers were assumed to be learners of a comparable educational level and age when peer teaching was introduced into higher education. The term "peer" is currently used to denote a variety of connections in the context of learning and teaching, and the extent to which learners are truly peers varies depending on the type of peer tutoring application (Falchikov, 2002). In general, the word 'peer' means 'equal'. Accordingly, Roberson (2006) stated,

A peer is a colleague who does not have administrative authority above
you. A peer may or may not be your mentor. While a mentor is usually in
a more senior position, colleagues who share the same status can offer
each other very useful observations and guidance about teaching.   (p.4)

According to Lakshmi (2015), when it comes to picking peer tutees, teachers
should select students who have showed a need for a certain topic and who may struggle to
study in a large group environment. However, while developing a peer tutoring program,
learners with severely poor behavior or poor attendance should be avoided. He further
added that the instructor should select tutees who will not be threatened by peer education,
but will instead appreciate and accept it.

Furthermore, Lakshmi (2015) highlighted that various criteria influence the
selection of peer tutors and peer tutees. When it comes to peer tutors, the following
considerations must be made: Academic success, recommendation from a teacher or
counselor, leadership characteristics, dependability, course activity, availability, and
qualities such as willingness, patience, devotion, assertiveness, and the ability to lead and
instruct.

1.6 Peer Tutoring Models (types)

The contemporary teaching technique incorporates and prioritizes the necessity for
students to work in pairs. Teachers sometimes instruct students to "get into pairs." While
this technique can be helpful, it can also be monotonous and uninteresting; hence, a pinch
of adversity might assist students become more engaged in their study by encouraging
them to break the rules. Students can work with students who might not have chosen to
work with them otherwise. There are various PT models that can be utilized throughout the
PT process.

Peer tutoring for students can be structured in a variety of ways. All of the approaches have one thing in common: learners take on responsibility for parts of teaching as well as judging the achievement of their peer or peers. Regardless of the model chosen, the focus is on the learner's needs, accountability, and leadership (Lakshmi, 2015). However, the following are the most commonly used PT models:

1.6.1 Classwide Peer Tutoring (CWPT)

In each team, the CWPT approach allows all students to take on the responsibilities of both tutor and tutee in a peer dyad. In CWPT, the teacher first demonstrates the task, then the students follow the next step on a given card that contains a description of the drill, critical elements, and the number of trials to complete in order to assess partners' performance. For example, when a tutee is performing a task, the tutor takes notes using a simple checklist, and then provides feedback and praise (Terry, n. d. para. 2).

According to Lee & Ward (2002), Classwide Peer Tutoring consists of six elements: (1) creating peer dyads for students, (2) organizing the class into groups, (3) providing opportunities for peer practice, (4) including peers in the evaluation of their partners' performance, (5) keeping track of the team's performance, (6) and defining the team's objectives.

1.6.2 Cross Age Peer Tutoring

Scott-little (2003), Hall & Stegila (n.d) state that "cross age – tutoring is a peer tutoring approach that join students of different ages, which older students assuming the role of tutor and younger students assuming the role of tutee". In the same vein , Miller & Miller (1995) claims that pairings of students can take many different forms, such as pairings of older students with disabilities or elementary students with high school students. The Access Center (n.d). explained that Cross-age tutoring involves older

students teaching younger children, while The session framework was left unstructured even though tutors got training.

1.6.3 Peer Assisted Learning Strategies (PALS)

According to the Access Center, PALS approach involves a highly structured math and reading tutoring program that takes around 30 minutes twice or three times each week. Unlike cross-age tutoring, this approach pairs higher and lower achieving kids together. The higher-achieving students (tutors) always started the classes by setting an example for the lower-achieving students (tutees) to follow.

According to Fuchs & Burish (2000), PALS is a modified version of the CWPT approach that involves partnering students who require more assistance or instruction with a peer who can assist the less capable student recommended by the classroom instructor. PALS are adaptable groupings that are often modified throughout a wide range of topic areas (as cited in Walker, 2012). All students have the opportunity to serve as a tutor or tutee at various times. Students are frequently paired with students who are on the same ability level as them and have no notable skill discrepancies.

1.6.4 Reciprocal Peer Tutoring (RPT)

Reciprocal Peer Tutoring (RPT) is another PT technique that involves two or more students working in a systematic manner of promoting, instructing, monitoring, assessing, and encouraging each other. Tutors and tutees trade roles; this alternative structure is designed to increase learners' motivation and learning progress by utilizing group reward and interdependence. Within the (RPT), students alternate positions with equal time spent in each, and higher-performing students are frequently partnered with low-performing pupils.(Access Center, 2004).

As a result, the tutor's job is to stick to an organized framework that facilitates the teaching of content throughout the process. Rewards are given to both groups and individuals. Students are in charge of developing the teaching content, which is based on a set of learning objectives. In this strategy, the instructor gives guidance, control, and answers questions as needed to assist promote dialogues. Students may readily learn because it is not only a teacher-led process (Wessel, 2015).

1.6.5 Peer Tutoring with Peers of the Same Age

Peer learning in this model can take place between students in the same classroom as well as students from separate courses. Cross-Age Tutoring, Peer-Assisted Learning Methodologies (PALS), and Reciprocal Peer Tutoring are three research-backed peer tutoring strategies discussed in this short (RPT).

Peer tutoring approaches are adaptable and may be tailored to the learner's or class's specific needs. The academic assignment, which is based on the content and learning goals, determines whether peer tutoring approach is acceptable. Depending on the activity, context, or desired learning results, groups or pairs can be modified after learners have a good comprehension of the methods (Hott & Wallker, 2012).

1.7 Characteristics of Good Tutors

Numerous qualitative research have addressed the important characteristics that students look for in teachers. Among these studies is Smith's (2011). Her research identified the following characteristics as being particularly significant: acceptance, affirmation, encouragement, support, openness, genuineness, self-disclosure, empathy, a sense of equality, and displaying a positive attitude. According to Smith's research, the interaction between teachers and students has a significant impact on the learning process

(2011). In a similarly, Jelfs, Richardson, and Price (2009) found in their study that students place a high value on their tutors' critical thinking abilities and topic knowledge. According to Hartman (1996), in order to get the tutees' attention, tutors need to be able to explain concepts, possess leadership qualities, and have a feeling of responsibility (as cited in Grubbs & Boes 2009, p. 23). There are several factors that influence students to seek tutoring, but the majority call for PT because they need academic help (Kersaintetal, 2011).

1.10 Peer Tutoring Strategies

Teachers recognize that there is a range of things to consider when developing a peer tutoring program; different schools, classes, and teachers can give various sorts of resources and expertise that will contribute to the success of the peer learning program. There are various strategies can be adaptedin PT.

The role-play strategy, when planning a lesson, teachers should keep in mind that strategies do not always work with every student or at all times; it is up to the teacher's wisdom and awareness to choose and evaluate these strategies and select what he/she believes will work for a specific task and with a specific group of students.. There are various strategies can be adapted in PT such as: Role-play which is acting or performing a certain role in order to give the students the opportunity to demonstrate how English is used in real life situations and make them more focuses on communicative competence (Nguyen.n.d.para1). when dealing with stories in the post-reading stage, the teacher asks students to play the roles of story's characters, orn asking students to perform a dialogue or exchanging with their partner, so it can be used only for certain tasks of story telling. Speaking during role-play activities, students are under less or no control of their teacher.

Another strategy used is "Create reward system" , Primary students' attention is kept on task when good behaviour is clearly rewarded. Every time a tutee effectively applies feedback, tutors ought to provide appropriate feedback and provide an empty ticket or

stickers. The instructor invites the students to produce their tickets at the end of the awarding procedure, and the winners receive a modest prize. This technique gamifies a portion of the peer tutoring process, encourages students who are not interested, and continues to motivate those who have previously demonstrated a good commitment. The instructor invites the students to produce their tickets at the end of the awarding procedure, and the winners receive a modest prize. This technique gamifies a portion of the peer tutoring process, encourages students who are not interested, and continues to motivate those who have previously demonstrated a high commitment (Guido, 2017.p4).

Hence, positive feedback is when the tutee responds to a question or solves a problem through questions, the tutor compliments them or praises them. The tutor utilizes this as a motivating technique, but it should be genuine and natural. When tutors use their students' praises as motivation, they consider how many they have gotten (Guido, 2017, p. 5). In the same vein, according to Wright (2002, p. 41) states that when a tutor compliments a tutee on how hard they are working, he should always mean it; for instance, "you did a very excellent job" (awarded with colored stickers, the thumbs up, or other encouraging gestures).

In the other hand corrective feedback is when the tutor will provide the student rapid corrections so that they may rewrite their responses and identify their errors instead of receiving positive feedback. The tutor will also explain what went wrong and how the student can come up with the right solution. (Guido,2017.p5).

Another strategy named Jigsaw Activities. Firestone (n.d), states, "Jigsaw activity is a cooperative technique where students work in groups to teach each other something, the groups are given an overall assignment, and each student group becomes "an expert" on a smaller part of it. When each student has taught what he/she knows to another group member, they have together learned the overall assignment and completed the jigsaw

(similar to puzzle)"

1.11 Benefits of Peer Tutoring

Throughout the years, various research studies on the benefits of peer tutoring have been conducted.

Peers and students have comparable conversations, which allow for greater comprehension. Tutor-tutee dialogue has been noted as vital to both participants' learning by Thomas (1994) and Roscoe & Chi (2007), giving tutees with more attention, feedback, and opportunities to debate and question their learning. Moreover, discussions with "like-minded" people can help tutors and tutees "think in their own ways." In peer tutoring, Damon & Phelps (1989) describe, the tutor is neither far from the tutee in terms of authority or expertise, nor does the peer tutor have any particular claims to instructional competence it.

1.12 Peer Tutoring and Students' Learning Styles (VARK)

Learning styles differ across countries, genders, and a wide range of demographics. Different educational experiences resulting from cultural variations such as ethnicity and origin might influence learning styles. It is crucial to remember that gender might influence the development of learning styles (Joy & Kolb, 2009; Severiens & Dam, 1994). According to Wood (2017), recognizing a tutor's preferred learning style can assist a tutor in gaining and maintaining interest in new subject. The VARK model continues to be widely used by both students and instructors (Cherry, 2012). Many students are aware that they are directing to a particular learning style, while others may discover that their educational preferences are somewhere in the middle.

However, VARK is an abbreviation representing the four modal preferences that

the VARK instrument can identify: visual, aural, read/write, and kinesthetic. (Fleming & Mills, 1992).Beside to that, Fleming and Mills (1992) assume that the instrument consists of multiple choice Qs that help to assess whether the individual taking the instrument prefers visual learning, auditory learning, reading and writing learning, kinesthetic learning, or a mix of any of the modes. A individual is termed a multimodal learner if he or she scores similarly in two or more modes. according to the VARK instrument (Fleming & Mills, 1992; Hawk & Shah, 2007). Moreover, Murphy et al. (2004) added by saying that the VARK learning style model offers a platform for self-knowledge and opportunity exploration in classrooms, resulting in a more fruitful learning experience and more student satisfaction.

The VARK inventory can be a useful tool for faculty because it empowers them to teach more effectively (Cassidy, 2004). The questionnaire can help educators understand their own information processing styles, which frequently affect how they teach. A teacher could be inspired to try to widen their teaching methods in order to reach more students after gaining such information. In essence, the most successful teachers would combine all instructional techniques. The questionnaire can help educators understand their own information processing styles, which frequently affect how they teach. A teacher could be inspired to try to widen their teaching methods in order to reach more students after gaining such information. In essence, the most successful teachers would combine all instructional techniques.

Teachers are more likely to promote active learning among their students when they increase the scope of their instructional strategies. By concentrating on the study techniques recommended for their preferred modality, students can take advantage of the information the VARK inventory offers. Additionally, they can enhance learning in the classroom since they will be aware of the teaching approach that best fits their learning

type and can actively participate in enhancing their learning. (Fleming 2012)

According to VAK (Visual, Aural, Kinesthetic Learners) theorists of learning styles, instructors must deliver material in all three styles in order for all learners to be engaged in the learning mood, regardless of their favorite style.

Marcy (2001) state that" VARK, an acronym for visual, aural, read/write, and kinesthetic preference modalities, is a questionnaire that determines a person's sensory modality preferences"

Tutors may utilize different learning styles in different scenarios to overcome any issue :

- **Visual learners**

Visual learners learn better when they see things and mentally absorb the knowledge; for these students, what they see is significant, and they typically do well in school since most teachers understand the importance of writing and drawing on the board. There are two sub-channels for visual learners: linguistic and spatial.

- **Visual Linguistic Learners**

Are students who like to learn through written language, such as reading and writing activities, since they can readily recall what has been written down even if they do not repeat it, and who prefer to observe in order to pay greater attention.

- **Visual –Spatial Learners**

Unlike visual linguistic learners, they often struggle with written language and do better when learning through charts, visual aids, materials, demonstrations, and movies. They can readily envision faces and locations by using their imagination. Methods and strategies may be integrated into tutor sessions to assist this sort of learning style. To integrate this style into a peer tutoring setting, a tutor should:

- Draw graphics, -use graphs, charts, and diagrams; this strategy is excellent for memorizing definitions and vocabulary terms. A tutor should create a picture next to the words or a notion to help students comprehend it better.

- When conveying a subject to a visual learning tutee, employ hand gestures; a tutor tries to use appropriate motions to elucidate each concept. Whenever the tutor is monitoring the same issue, he makes the same hand signal so that the tutee may link your body language and hands with that notion.

- Color coding Visual learners can benefit by highlighting every vocabulary word in red, every definition in blue, and every explanation in green when reading or writing. This allows the tutees to identify a certain hue with a topic (using bold).

- **Auditory (aural) learners**

These types of students learn best by hearing information and processing it in that way. They are also strong at remembering what they are told. They find reading and writing chores challenging, therefore they prefer to ask questions and receive answers verbally. This type of learning should not be done in a peaceful environment. They prefer activities that involve listening and speaking, and they frequently converse with themselves. Because auditory learners learn by hearing and speaking, the tutor should:

- Explain topics to the tutee orally and clearly rather than having them read an explanation.

- Explain everything slowly, clearly, and sequentially so that the tutee can follow along with the tutor.

- Allow the tutee to record the tutor's explanations so that the tutee may listen to the audio afterwards to evaluate what the tutor said during peer tutoring.

- **Kinesthetic (tactile) learners**

Kinesthetic (or tactile) learners like to learn by feeling and doing things on their own. They prefer touch as their major means of knowledge acquisition. This type of learning necessitates a much more hands-on approach. Reading, writing, and listening are not the greatest ways for kinesthetic learners to learn. They do well when they do it themselves in order to have a better understanding of the procedure. For kinesthetic learners (learning = doing), they have an outstanding physical memory, they learn via their bodies, the sense of touch, they need to move, squirm, swing their legs, bounce, and they can appear bothersome to teachers and even their students.

- A tutor will ask his tutee several comprehension questions during tutoring. He also instructs the tutee to write his replies on the white board.

- Preparing games to review a subject (for example, vocabulary games, grammar games, crosswords, passing the ball to your tutee and having him/her catch it and answer the question...etc).

- Matching games are also effective; use flashcards to match each word with its meaning (concepts and explanations)

- Role-playing can help you recall essential concepts.

- Each verb the tutee must learn is written on a separate piece of paper and placed in a jar by the tutor. Then have them choose a verb from the jar and roll a die; if they get a one, they must conjugate the word into the "I" form. Two "you" form if they roll, and so on.

- Use colored markers to emphasize crucial areas and play music when appropriate throughout tasks.

- Provide highlighters, colored pens, pencils, and other such Qs.

- As a reward for their accurate highlighted replies, provide a tutee gum, candies, or perfumes.

1.13 The Weaknesses and Strengths of Peer Tutoring

While teaching using peer tutoring strategy, like any other strategies, teachers can notice that there are strengths and weaknesses.

1.13.1 Weaknesses

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

Some weaknesses exist with peer tutoring. Peer tutoring shortens the amount of time spent practicing and increases the chances of incorrect feedback will be given and received, as well as the probability that there will be conflict or aimless conversations between students (small talks).

Furthermore, the weaknesses of Peer Tutoring are as follows (Gordon, 2005:4):

Too much time and effort to train tutors, tutor impatience, academic subject suitability for peer tutoring, and lack of expertise on the tutor's part. In addition, there may be cognitive consequences. Tutees cannot correctly solve problems and affective consequences. Students feel that they are poor tutors and become discouraged (Medway & Baron, 1997).

There might also be cognitive repercussions. Tutees are unable to solve issues and their emotional repercussions appropriately. Students grow disheartened because they believe they are lousy teachers (Medway & Baron, 1997).

Furthermore, according to Greenwood, Topping et al., (2009), the quality of peer tutoring may be much worse than that of a professional instructor (although this should not be assumed), and the need of monitoring and quality control cannot be stressed. This costs a tremendous amount of time and resources. Similarly, the tutor's grasp of the tutoring topic is unlikely to be comparable to that of a professional instructor.

1.13.2 Strengths

PT can offer a lot of advantages. According to Gordon (2005, pp. 4-5), peer tutoring serves to the acquisition of academic abilities. When students assist one another in teaching, they will learn more effectively than in teacher-directed classes. Dueck (1993) gives some strengths of peer tutoring for tutors, tutees, and teachers. These are the details:

For Tutors

- As they teach students in/on, assist them in increasing their own comprehension of the subject matter, which increases confidence and can lead to a desire to learn additional disciplines (Ehly, et al. 1984)
- Give tutors enormous confidence by allowing students to practice their communication skills with other students.
- Give tutors the chance to hone their own leadership skills.

For Tutees

Goodlad & Hirst (1989) said that there are four key benefits for tutees who seek peer assistance:

- Tutees receive additional education

- Tutees receive personalised instruction

- Tutees may respond to their peers better than their professors

- Tutees might find friendship among the students who tutor them.

For Teachers

Teachers who may not have the time to spend one-on-one with each of their students can benefit from peer tutoring. PT can help to lessen teacher dominance by serving as a guide and coach, as well as a co-learner and facilitator.

Furthermore, PT assists the instructor in breaking the entire class into small groups so that students may learn in a more intimate setting, allowing them to take more initiative. People, for example, ask more questions in tutorials than they do in English class, when there are over 40 students in the classroom.

Conclusion

Peer tutoring is a practical strategy for improving learning in educational settings. According to multiple studies, peer tutoring enhances higher-order thinking, cognitive processing, meta-cognitive abilities, comprehension, self-esteem, social behaviour, topic attitudes, learning comfort, and conceptual understanding. Because the educational system has conditioned learners to think of themselves as information sponges, it is necessary to prepare them for unconventional learning before introducing them to peer tutoring and teaching them how to become peer tutors. As a result, in this chapter, we provided a theoretical foundation for peer tutoring.

Chapter Two:

Peer Interaction in Mixed Ability Classes

Table of Contents

Introduction

Mixed ability classes are characterised by students with various capabilities, levels, personalities, learning styles, intelligences, and so on. Despite the fact that most classes are multileveled, teachers may find it challenging to teach them. They should be aware of their own requirements, interests, abilities, and shortcomings in order to ensure that everyone gets a good education. Education should be equal for all, which implies the teacher's role is to reach out to all students. In order to accomplish so, a teacher must use differentiation pedagogy.

As suggested in chapter one, peer tutoring strategy was proposed as a way to help students, especially the low achievers, in overcoming their difficulties in learning and improving their language skills. This chapter, however, attempts to offer further help for EFL teachers and students to work comfortably in mixed ability classes by tackling the concept of peer interaction and highlighting its relation with peer tutoring.

Section one: Mixed Ability Class: Challenges and Strategies

2.1.Definition of a Mixed Ability Class

Mixed-ability classrooms are those in which students' achievement, involvement, and readiness to study a foreign language vary. For mixed-ability classrooms, educators use a variety of explanations and concepts. Some associate them with multi-level or diverse courses, in which students' levels and achievements are clearly differentiated. Bremner (2008) points out that mixed-ability classrooms include students with a variety of learning styles and preferences as well as students with varying abilities.

Mixed ability classrooms are those in which the language levels of the students are clearly different. Indeed, "There are differences in the level of their abilities in the receptive and productive skills, fluency and accuracy work, grammatical knowledge, size of vocabulary, command of pronunciation and so on" (Valentic, 2005, p. 74). Moreover, Mattews-Aydinli &

Horne (2006) defines mixed ability or multilevel classes as the classes where students with wide range of levels are placed together. They vary in their levels of competence in listening, reading, speaking and writing.

Students differ in terms of their ability, willingness to learn English, needs, interests, learning styles, and experiences. Students have various learning methods and requirements. There are learners who are bright and can comprehend easily, learners who can hardly understand basic information, and learners who fall somewhere in between these two extremes (Reyes & Rodriguez, 2005). In a classroom, the teacher can identify students who are motivated to learn a new language, as well as students who are not interested in learning a new language (Simanova, 2010).

Students differ in language competency, as well as in their attitudes toward learning a language and in their self-discipline (Valentic, 2005). Moreover, Gordon (2010) defines mixed-ability classrooms as a descriptor for students who are in the same grade and have a comparable background but differ in their subject-area skills.

Mixed- ability classes are considered as a universal phenomenon. Students are divided into classes based on their age and academic year. They are grouped randomly regardless of their attainment and levels of ability (Lyle, 1999; Bremner, 2008). As a result, each class has many levels. Some classrooms may be more multileveled than others, making them more difficult for professors to manage (Tomlinson, 2012 and 2014).

Language teachers are perplexed when some students quickly acquire language elements while others in the same class show little or no improvement. Many factors might impact learning results in language classes; therefore, the cause could be connected to second language acquisition. The key aspects that influence students' achievement in language classes are their ability and motivation to learn a new language (Ellis, 1994).

2.2. Teaching Mixed- abilty Classes

Harris and Snow (2004) express their concern that the drive to raise achievement may have left modern languages teachers feel that they should be drawing yet more colourful flashcards or making up differentiated worksheets. They propose that a different strategy would be to concentrate on assisting students in becoming more successful learners. They advocate giving students more control over not only the content they learn but also how they learn.

Teaching a mixed-ability class will work if all students are given the opportunity to succeed and develop as individuals. Teachers who focus on whole-class instruction and teaching to the typical students are less likely to succeed. It is unrealistic to expect any group of students, whatever of skill, to complete a body of work at the same rate. Unless the type of assignment is modified, two-thirds of students will be working out of their learning style. Fisher (2001) suggests that many children don't achieve their potential because they are told "to make a journey but they have no map" (p.1)

The teacher should reflect on classroom practice, adopt a problem- solving approach to any difficulties identified and experiment with a range of approaches. Teachers need to accept their new role first of all as a learner themselves and a facilitator of learning. " A secure teacher comes away from today with important questions to puzzle about overnight and the belief that today contains the insights necessary for a more effective tomorrow" (Tomlinson, 1999:28). The emphasis is on what students learn rather than what teachers teach.

2. 3. Individual Differences in Mixed-Ability Classes

2.3.1 Definition of Individual Differences

Humans differ from one another in a variety of ways. Many biological or conditional factors might be to blame. For Dornyei (2005), this term individual differences signifies, "characteristics or traits in respect of which individuals may be shown to differ from each other." (p. 1). Moreover, individual differences are defined as everything that distinguishes a person

such as age, personality, intelligence level, etc. Individual differences, Dornyei says, might be persistent personal qualities that are thought to apply to everyone yet on which people differ to varying degrees. These differences are linked and associated with one another. They are crucial in language learning.

2.3.2 Factors Affecting Individual Differences

There are various factors, that may affect individual differences. They are narrated bellow:

2.3.2.1. Age

Gass & Selinker (2008) believe that, "children are better language learners than adults in the sense that young children typically can gain mastery of a second language, whereas adults cannot" (p. 405). There is a recognized critical period for L1 (first language) acquisition. Children have a limited number of years during which they may learn a second language (L2). A crucial time occurs when efficient L2 acquisition is no longer feasible owing to physiological changes in the brain. Furthermore, younger L2 learners outperform older learners. There is a critical period hypothesis stated by to Ellis (1985) who assumes, "there is a period when language acquisition takes place naturally and effortlessly." (p. 107).

Aside from that, the brain might lose its ability to assume new functions; as a result, when persons get older, they become more aware of how they use their abilities. Harmer (2007) indicates, "people of different ages have different needs, competences, and cognitive skills" (p. 37). He believes that children learn a foreign language vocally, as opposed to adults, who can think abstractly. Ellis (1985) concludes, "if innate abilities account for the acquisition of primarily levels no differences in route between children and adults will be observed." (p. 110). Similarly, adult learners may acquire phonology, morphology, and syntax but children cannot.

- **Aptitude**

According to Gass & Selinker (2008, p. 417) aptitude refers to, "one's potential for

learning new knowledge or new skills." Similarly, aptitude is defined as an individual's capacity to learn another language. Moreover, Carroll & Sapon, 1959 as cited in Ellis, 1985) suggest that there are:

> Three major components of aptitude: phonetic coding ability, which consists of ability to perceive and memorize new sounds; grammatical sensitivity, which is the individual's ability to demonstrate awareness of the syntactical patterning of sentences of a language; and inductive ability which consists of the ability to notice and identify similarities and differences in both grammatical form and meaning. (p. 112)

In other words, aptitude is a natural capacity to learn a second language. It is, in fact, intrinsically linked to general intellect and success. Many researchers believe that aptitude alone does not define an individual's language learning capacity; some people have outstanding aptitude for language acquisition. Individuals learn at varying speeds, and the ability to learn rapidly is the differentiating attribute of aptitude.

- **Motivation**

In general, motivation appears to be a significant predictor of success; learners who are highly motivated are more likely to attain their goals than those who are demotivated. Dornyei (2001, p. 1) defines motivation as an, "abstract, hypothetical concept that we use to explain why people think and behave as they do". That is, motivation is the driving force behind behaviour. Ellis (1985, p. 118) adds, "the most successful learners will be those who have both a talent and a high level of motivation for learning". Motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity (Dornyei 2001, p.7). To put it in another way, motivation, together with work and skill, is one of the most critical components of success. Gardner (1985 quoted by Gass & Selinker , 2008, p. 50) clarifies, "motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question".

- **Gender**

It is known that males and females are not equal human beings; they possess different features not just physically but also psychologically. Each one of them performs in different ways, so the way they acquire language will be different. Gender/sex is the sum of the biological characteristics by which males and females and other organisms are distinguished.

- **Learning Strategies**

Learning strategies are the many actions used by the learner to make learning more enjoyable. Gass & Slinker (2008, p. 440) claim, "learning strategies clearly involve internal mental actions, but they may also involve physical actions as well". Learning strategies, in other words, are a set of tactics that people utilize to acquire control over their own learning process. Rubin (1975, p. 43) argues that learning strategies are, "the techniques of devices which a learner may use to acquire knowledge". As a result, utilizing the proper learning approach at the right time allows students to learn the language more effectively and become more independent and autonomous. In short, language learning strategies are the procedures that learners use to learn.

2.4. Challenges that occur in Mixed Ability Classes

When teaching mixed-ability classrooms, teachers may run across a variety of issues. Therefore, they need to determine the source of the problems and try to fix them. According to Ur (1993, p. 83), differences in personality, talents, motivation, and other factors among students cause a variety of issues, including:

2.4.1 Lack of Materials

When teaching a mixed-ability class, a teacher must deal with the reality that each student's reaction to the content differs due to individual differences. Some students, for example, may find it boring and difficult while others may find it simple and enjoyable. Second,

the teacher does not use a range of educational resources such as images, videos, or slides into the lesson. As Ur (1993, p. 83) states in his book A Course in Language Teaching, "the teacher works according to a syllabus, or according to his or her program, using textbooks and supplementary materialsas the need arises."

2.4.2 Task Difficulty

It is clear that students use a variety of learning strategies and methods. Learners must be assessed after each session to ensure that they have grasped the course. The work is quite apparent to high-level students; however, low-level students may find it difficult and complicated (Ur, 1993).

2.4.3 Participation

One of the most significant issues in mixed-ability classrooms is that some students are advanced and always engage in the classroom, taking numerous turns while others are uninterested and may not speak for the duration of the session. As a result, low-level learners may be frustrated and experience grammatical difficulties. Perhaps such behaviour is due to the fact that students are introverts and bashful, preferring to work in a relaxed environment (Ur, 1993).

2.4.4 Discipline

Disruption of discipline is another serious problem in multileveled classes. Those who finish the task before their classmates will tend to misbehave while waiting for others to finish. In this context, weaker learners lose their confidence and cannot complete the task. Noise will disrupt calm students (Ur, 1993).

2.4.5 Shortage of Training Programs

Teachers are also confronted with a shortage of training programs and practices to help

them prepare for such scenarios. These strategies assist teachers in ensuring the success of the learning process. In fact, the majority of instructors struggle to manage their classrooms and apply various strategies to satisfy the demands of their students. Teachers in mixed-ability courses must be given the required training to address the problems posed by the varied learners (Ur, 1993).

2.4.6 Interests

Another issue that has been proposed to arise in mixed-ability courses is the learners' attention. Teachers find it difficult to excite all of the students and develop interest in the topic being addressed. Some students may find lessons boring, especially if the subject is unrelated to their own life and interests (Ur, 1993). Furthermore, the instructor may spend the entire session explaining, depriving the other students of the opportunity to share their opinions.

2.4.7 Large classes

Most classrooms include a big number of students, and the teacher's role is to keep them under control and deliver the lesson successfully. Preparing a lesson for a mixed-ability class is tough since each student has a different degree of understanding. This is a difficult duty for teachers since they must meet the requirements of each student and try to use the most appropriate way for them.

2.5. Overcoming Mixed-ability Classes Difficulties: Strategies and Solutions

When teachers work with mixed-ability classes, it is very important to keep in mind the following set of advice:

- The instructor must use appropriate resources, including not just the course book but also additional materials to give variety. Ainslie (1994, p. 33) claims, "we need to introduce new material in short segments so that older course members and slower or less advanced learners have the time to assimilate it before moving on to something else." The teacher may use a variety of resources such as photos, flash cards, films,

etc. Furthermore, the instructor can create his/her own materials such as using confetti (little bits or strips of colorful paper) and writing questions on them. He/she then tosses them to the ground. This is a really dynamic method that encourages introvert students to join.

- It is critical for the teacher to first assess the requirements of his/her students then he makes easier versions of the same task. For example, for visual learners, he/she uses activities with photos and drawings to capture their purpose, but for tactile learners, he/she asks them to perform ellipsoids. Ainslie (1994, p. 33) points out, "lesson by lesson and even task by task learners must be aware of their learning objectives, must be set a task that is within their capabilities." The teacher must use tasks according to students abilities, like tiered task". Aside from that, the teacher must provide students the freedom to work alone, in pairs, or in groups.

- The teacher should serve as a model for his/her students, encouraging them to speak up. This may be accomplished by allowing students to express their thoughts and describe their experiences verbally and in writing. He/she should inquire about their long-term ambitions and encourage them to engage as Dornyei (2001, p. 29) claims, "if the content of the task is not attractive to the students, you cannot motivate them." So, the assignments must be attractive to the students. Ainslie (1994, p. 24) adds that the aim is, "to encourage learners to be independent, autonomous and to take charge of their on learning."

- Ability grouping is very useful as an organizational tool; that is to say, ability grouping is the classification of students into fast, average, or slow learners according to their scores and achievement. Oakes (1985, p. 3) defines it as, "dividing the class into groups according to their abilities: slow, average and quick learners." Slow learners benefit from this method because it eliminates the competitiveness that quick

learners provide and offers low-level learners the same opportunities to express themselves.

- Curriculum designers should create a curriculum that is appropriate for all students; it should be chosen based on the students' requirements and preferences. The topics should be relevant to the students' everyday lives and backgrounds.

- Create conditions that encourage all students to make consistent progress in their learning while adhering to a shared curricular framework. In other words, the teacher should establish a conducive learning environment for students by building mutual respect and self-assurance. As a consequence, students will feel safe and will endeavor to make class more interesting and exciting.

- The teacher should provide clear instructions and convey them in a way that is simple to understand. Furthermore, he clearly communicates the tasks, employing several ways to make the work easier for them.

Section Two: Peer Interaction: Perspectives and Benefits

2.1 Definition of Interaction

Interaction has always been and continues to be a topic of study for many scholars working in the field of foreign language learning (FLA). Scholars are attempting to define the concept of "interaction" since it is essential in the teaching and learning processes. Mukalel (1998, p. 104) views interaction as "Any definable exchange that happens between two or more learners or between the learner and the teacher". Furthermore, Brown (2001, p. 165) declares, "Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other." To put it another way, interaction is an interchangeable process that cannot be realized from only one side but rather requires reciprocal information sharing across individuals. It might be with students or teachers in the classroom.

Interaction is considered as an essential component of society. Ellis (1999) defines it from a social perspective by saying that it is "the social behavior that occurs when one person communicates with another" (p. 01). Thus, interaction is viewed as a social behaviour rather than an action that occurs between people that allows them to form social relationships. Ellis (1997, p. 173) defines it as "the fundamental fact of pedagogy" and that "successful pedagogy involves the successful management of classroom interaction". As a result, interaction plays an important role in language teaching and learning since it is seen as the primary tool via which learners obtain knowledge and achieve their objectives.

Overall, interaction is the activity that involves a reciprocal meeting between individuals in society or learners and teachers in classrooms communicating in order to achieve their goals.

2.2 Definition of Peer Interaction

The Longman Dictionary of Applied Linguistics defines classroom interaction as "the patterns of verbal and non-verbal communication and the types of social relationships which occur within the classroom" (2002, p. 74).

Ellis (1999, p.1) defines interaction as "the social behavior that occurs when one person communicates with another". He claims that the term "interaction" refers to communication between people, particularly when they are negotiating meaning to avoid a communication breakdown.

2.3 Perspectives on Peer Interaction and L2 Learning

According to Duchesne et al. (2012), age and developmental variables are another factor that influence peer interaction perspectives. The peer interaction literature for children and adolescents differs significantly from that for adults. For them, peers and learning are the focus of a substantial body of educational psychology research, and much of it is crucial to our understanding of peer interaction and L2 learning during the school years. The maturational trajectory of social and cognitive development from childhood to adolescence to adulthood manifests in qualitatively different ways of thinking and behaving (Duchesne et al., 2012). This has implications for the nature of peer interaction and its contribution to L2 learning among students of various ages; to comprehend the possible contributions of peer interaction to learning, we depend on these four viewpoints.

Another viewpoint that is crucial to comprehending the role of peer contact in L2 learning is that of language socialization and identification as well as the process of becoming a part of a target language community (Miller, 2003). In first language (L1) medium schools, for example, peer interaction is a critical arena in which immigrant students and adolescents negotiate their identities and how they are perceived by others. They appropriate or reject the discourses of their classmates, and as a result, they are accepted or excluded from the school community, with positive and negative implications for L2 learning.

2.4 Peer Interaction as a Context for Learning

Classroom interaction, from a cognitivists' point of view, provides L2 learners with learning opportunities since it facilitates many processes involved in L2 development (Leslie, 2017). Peer interaction exercises come in a variety of shapes and sizes, with a variety of goals and benefits (and disadvantages). Some forms of peer contact are valuable

because of an uneven connection between peers throughout the activity, in which one peer is more competent than the others. Vygotskian concepts and the concept of working inside the learner's zone of proximal development (ZPD) provide the greatest understanding of this possibility ZPD (Berk, 2013).

Even though all homogenous groups in the classroom are working on the same assignment, the quality of each group's interaction and learning results might differ simply because group members react to one another differently. According to Hartop (2011,p. 8), "Peer contact always comprises distinct [individuals] who have a unique social history, various dates of engagement with each other, specific content (what the conversation is about, and a unique context, a state in time and place)". Although these disparities are obvious, it is unclear to what degree peer interactions with one another underpin peer interaction's potential contribution to learning.

2.5 Benefits of Peer Interaction

The linguistic gains received through peer interaction in EFL classrooms have been studied in seminal work in second language learning. According to Allwright (1984), learning occurs through peer interactions in which personal value systems are brought to the surface in the classroom. Learning is more likely to occur when learners engage in conversational interactions in which they communicate ideas that are important to them because this form of interaction engages learners more meaningfully. Depth of learning is not always gained as a result of activities that emphasize communicative interaction, according to Allwright (1984). Furthermore, he stated that peer dialogues in the classroom are vital because "peer discussion may promote learning" (p. 157). Better comprehension is likely to follow when students discuss their learning and share their understandings. Peers can learn from one another or "just by striving to explain their own thinking" (p. 158). In

non-language classrooms, peer groups discuss a topic in more depth through conversational interactions. In language lessons, however, this aim can be met in addition to extra language learners practicing conversational skills.

Group contact in the EFL classroom is vital, according to (Kohn & Vajda, 1975), since it helps students to alter and adapt language in order to comprehend one another. Because group interactions compel students to employ "more self-expression, actual self-expression" (p. 381) to create meaning, students may support and learn from one another.

Aside from the language benefits, Kohn & Vajda (1975) suggested that group interaction might help students overcome their "feelings of inadequacy" and establish a "more positive self-image and identity" (p. 381). Because peer interaction has been related to both linguistic and psychological advantages, when interactions are promoted in the classroom, students may perform better.

More recent study has looked at how peer interaction in EFL classrooms aids language acquisition. Wang & Castro (2010) discovered that classroom contact, particularly via group work, helped learners recognize the target form in English in a research with Chinese students. In addition, Fang (2010) claims that classroom interaction can benefit the formation and promotion of extra language acquisition by making form-focused material more prominent and, hence, observed by students. Furthermore, Loewen & Basturkmen (2005) found from analysing small group interactions in EFL writing activities that students paid close attention to language forms in general and discourse in particular when participating in the activity with their peers.

Another study by Hung & Hyun (2010) has focused on the intricate links between peer interaction and language skills in higher education situations in content-specific classrooms. More specifically, research has looked at how an international EFL student's

communicative English language competence–or lack thereof–increases or decreases the opportunities for conversational interactions in academic classrooms and in the larger higher education setting. Interacting and engaging in classroom speech activities (e.g., in pairs, small groups, whole-class debates) is a major issue for students who speak English as a second language, according to these studies.

2.6 Peer Interaction-Based Activities

Teachers frequently employ a variety of methods to encourage their students to engage with one another in the classroom, including targeted peer interaction-based activities that aid in the development of their speaking skills. Role plays, problem solving, discussions and debate, and information gap exercises are some of the most typical activities used.

2.6.1. Role play

Role play is a peer-to-peer speaking exercise that takes place in the classroom. Ur (1981, p. 9) claims, "for role play, the class is usually divided into small groups – often pairs – which are given situations and roles to act out and explore". As a result, it is an exercise that asks students to collaborate in pairs or groups to act out a real or imagined event in front of the entire class. In a similar context, Harmer (1998) adds,

> Role play activities are those where students are asked to imagine that they are in different situation and act accordingly. We may tell them to role play being guest at a party, travel agent, and answering a customer or questions or a participant in a public meeting about a road-building project for example (p. 92).

Additionally, role play is a "let's pretend" activity in which students are placed in a situation and instructed to play various characters such as a client, a teacher, a manager, or a shop clerk in order to complete a learning assignment (Harmer, 1998). Role play achieves a number of goals that are specified in order to help learners overcome various learning difficulties. As a result, it is beneficial in a variety of ways:

- Role play is an effective activity that provides learners with the opportunity to analyse things critically and develop their level, in addition to being socio-centric; it enables them to see things from other people perspectives (Wohlking & Gill, 1980, p. 55).

- Role play is very important since it helps learners in building up their self-confidence, strengthens interaction with their peers, and increases their motivation as well as their engagement in the lesson (Ur, 1981, p. 10).

- Role play activity is preferred by the majority of students because it brings fun and creates enjoyable atmosphere where learners enjoy what they are doing and become motivated. Thus, it surely leads to a better learning (Harmer, 2001, p. 275).

- Role play plays a crucial role in enhancing learners' speaking skill since the act of performing requires practice and use of a wide range of language structures (Ur, 1981, p. 9).

- Role plays enable learners to provide and receive constructive peer feedback and develops their ability to interact with each other (Ching, 2014, pp. 295-296).

- Role play involves learners in real life communication and helps in minimizing their shyness and fear of performing in front of other people by providing them with a mask(Ur, 1981, p. 10).

2.6.2 Problem Solving

Problem solving is an interactive practice in which students are divided into groups and given a problem to solve before presenting their findings to the entire class. According to Barker & Gaut (2002, p. 160), "a problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings". Thus, this activity is completed by following three fundamental steps: gathering the necessary data for the problem, studying the data and developing solutions, and finally deciding on the suitable option.

Using problem-solving activities in the classroom has a number of advantages for students:

- It promotes learners' speaking skill ability and enables them to put the language in their store into practice (Khotimah, 2014, p. 55).
- It develops students' critical thinking and problem solving skills as well as reasoning strategies (Kurt, 2020).
- It creates a funny atmosphere where successful learning takes place. Learners tend to achieve better when they are motivated and interested in the learning process (Bourke, 1996, p. 15).

In sum, implementing problem-solving activities in classes is beneficial since it encourages students to enhance their skills. It allows students to openly express their thoughts and strengthen their judgement abilities.

2.6.3 Discussions and Debate

Discussion is a whole-class exercise in which students discuss and share their perspectives on a particular topic with their instructor and peers. Ur (1981, p. 02) claims,

"the most natural and effective way for learners to practice talking freely in English is by thinking out some problem or situation together through verbal interchange or ideas; or in simpler terms, to discuss". Therefore, it is the most effective activity for providing students with focused and natural practice is conversation. It is intended for debating difficult subjects, exchanging ideas and expertise, and negotiating for meaning.

Debate constitutes a formal version of discussion. According to Fluharty (1996 as cited in Darby, 2007, p. 01), "Debate can be defined as an old teaching-learning strategy that presupposes an established position, either pro or con, on an issue, assertion, proposition, or solution to a problem". That is, debate is a speaking exercise in which students are separated into two groups and asked to discuss a topic from two different perspectives. Each of them is attempting to defend its own point of view.

Using discussions and debate technique in EFL classes yield in good results as summarized in the following points:

- The use of discussion helps learners develop communicative and interactive skills since it provides them with precious chances to express themselves freely using the target language (Ur, 1981, p. 03).

- It boosts students' critical thinking as well as rapid decision making and teaches them how to accept and respect others' points of view (Kayi, 2006).

- Discussions promote interaction and cooperative work among learners (Brookfield & Preskill, 1999, p. 17).

- It gives students the chance to improve their speaking skill. Therefore, their comprehension level would be raised, and they will get out of their shells to take part in class conversations (Ur, 1981, p. 03).

Teachers should follow specific guidelines in order to conduct a good conversation. They should employ small groups instead of big ones to avoid the debate being dominated by advanced students, giving shy people fewer opportunities.

Besides, teachers should support their learners and give them a vast space to ask questions and express their ideas freely (Kayi, 2006). Moreover, Harmer (2001, p. 275) suggests some tips as follow:

• Rather of pushing their views of view on students, teachers should encourage them to engage and ask questions.

• It is advisable to pre-teach students and equip them with efficient knowledge resources so that they know what to say and how to say it.

• Teachers should assign demanding exercises that require students to make a final decision by selecting one of two possibilities.

2.6.4 Information gap

The information gap is an interactive practice for teaching the ability of speaking. Harmer (1991, p. 48) states that this activity refers to "a gap between the two (persons) in the information they possess, and the conversation helps to close that gap so that both speakers have the same information". Therefore, students must cooperate in pairs to complete the information gap task. Each of them has a piece of knowledge that the other does not have in order to finish a task. They collaborate by asking each other questions in order to compile all of the information.

Information gap activity has a number of advantages:

• It provides learners with the opportunity to practise the speaking skill and talk muchusing the target language ("How to use information gap", 2017).

• It offers to learners equal involvement in the task since the task can never be

achieved ifone partner is not taking his role (Kayi, 2006).

- It increases students' motivation since it takes them from working on a structured wayto a more enjoyable communicative one (Bilash, 2011).

- It promotes interaction among peers and develops critical thinking (Robinson & Knight, 2019, p. 302).

2.14 Aspects of Peer Interaction

Peer interaction has two primary components: peer feedback and meaning negotiation. These considerations are important in the learning process.

2.14.1 Peer feedback

The use of peer feedback in language teaching and learning has recently piqued the interest of scholars. Peer feedback is defined as, "the relationship between feedback provider and receiver. Thereby, the preposition 'peer' indicates that provider and receiver of feedback have a similar status regarding to the learning process" (Auer, Guralnick, and Simonics, 2017, p. 463). In other words, peer feedback happens when one student provides feedback to another student of the same educational level, resulting in a more effective learning environment. The use of peer feedback in the classroom offers a number of significant advantages.

2.14.2 Negotiation of Meaning

The negotiation of meaning is an important aspect of peer interaction. It is "the skill of communicating ideas clearly. This includes the way participants signal understanding during an exchange" (Bygate, 1987, p. 67). Furthermore, Ellis & Barkhuizen (2005, pp. 166-167) add that negotiation of meaning "refers to the conversational exchanges that arise when interlocutors seek to prevent a communicative impasse occurring or to remedy an actual impasse that has arisen". In other words, when learners ask for more information

in order to understand a message, meaning negotiation occurs; thus, speakers must be aware of their speech, provide comprehensible output, and make linguistic adjustments in syntax, vocabulary, and meaning to clarify the idea and keep the interaction going.

In the development of linguistic skills, meaning negotiation is important. In a classroom, it is a must-have tool. According to Mackey (2007, p. 13), "negotiation can help learners to notice the mismatches between the input and their own inter-language – an initial step in L2 development". To put it another way, this interactive feature is critical since it is seen as the first step in encouraging language learning. It allows students to notice the difference between what they generate as output and what they experience as input. It helps them promote input to become more understandable and comprehensible, and encourages them to adjust, manipulate, and modify their own linguistic output (Mackey, 2007, pp. 13-14). Long (1996, pp. 445-454) on the other side, provides a detailed discussion on interaction in which he declares that the role of negotiation is to:

- Make input understandable without simplifying.

- Break the input down into manageable pieces.

- Raise awareness of the input's formal characteristics.

- Give students the chance for direct learning of new forms.

- Push learners to express themselves more clearly and precisely "pushed output".

- Make learners more aware of the need of being understandable.

Conclusion

The chapter concludes that mixed-ability classrooms are prevalent in practically all schools, and teachers encounter a variety of challenges while teaching such classes. In order to handle these issues, educators must use good management. This may be accomplished by experimenting with various methods and strategies and settling on the

most effective ones. Mixed-ability classes are well-known for their wide range of abilities. Furthermore, teachers who have a favorable attitude toward student ability variety are more successful when teaching multi-level classrooms. Furthermore, one of the most important tactics for teaching those sessions is definitely to create a happy and collaborative working environment. Finally, the instructor must engage the entire class in the instructional process.

Chapter Three

Fieldwork and Data Analysis

Table of Contents

Introduction

The present chapter represents the practical part of this study which aims at exploring the benefits of peer tutoring as a teaching strategy to enhance peer interaction in mixed ability classes. This research specifically targeted teachers at the department of English at Mohamed Kheider University of Biskra as the case study. Moreover, the chapter is devoted to the review the research methodology employed in this study as well as to present the analysis and interpretation of the data gathered from the teachers' questionnaire.

3.1. Review of Research Methodology

3.1.1. Research approach

The present study involves a qualitative approach. The research approach mainly claims a questionnaire to endeavor the relation between peer tutoring as teaching strategy and peer interaction.

3.1.2. Population and sampling

In this research, the population comprises approximately sixty five (65) teachers of English at the department of English at Mohammed Khider University of Biskra, who have been teaching different subjects and levels. Besides, the sample of this research consists of nine (9) teachers, who were randomly selected.

3.1.3 Data gathering tools

The data gathering tool adopted in this research is the questionnaire. It was used to gather more detailed information about the participants' perceptions on the effectiveness of peer tutoring in EFL mixed-ability classes. Additionally, this questionnaire provided the participants with the opportunity to express their ideas and opinions freely.

Answers of the teachers' questionnaire were analyzed and interpreted in order to obtain the results about the role of peer tutoring in mixed ability classes.

3.2. Data Analysis

3.2.1. Description of teachers' questionnaire

The questionnaire is a semi-structured one as it contains open-ended and close-ended questions. It served into four main sections. The first section seeks to know the teachers' general information and it consists of three questions. The second section aims at identifying the teachers' opinions towards teaching mixed-ability classes and it contains four questions. In section three, the researcher attempts to know the teachers' challenges in mixed-ability classes through only two questions. The fourth section consists of five questions in order to select the main strategies that can be used in mixed-ability classes. However, the last section is about peer tutoring as a strategy to foster peer interaction according to teachers, and it involves twelve questions.

3.2.1.1. Administration and aims of the teachers' questionnaire

The questionnaire was submitted to nine teachers of English at Biskra University; they were randomly chosen. This tool aims at identifying the role of peer tutoring in increasing EFL peer interaction in mixed ability classes, and it demonstrates the teachers' opinions about the investigated topic. It is worth mentioning that the questionnaire was sent to teachers online via their emails to facilitate the process and gain time.

3.2.1.2. Analysis of teachers' questionnaire

Section One: General Information

Q1. Would you specify your academic degree and qualification?

Table 3.1: Teachers' Degree and Qualification

Option	Respondents	Percentage
a. Master	0	0%
b. Magister	4	44%
c. Doctorate	5	56%
Total	**9**	**100%**

From the table above, we can notice that the majority of respondents (56%) hold a Doctorate degree and four of them (44%) hold a magister degree. This means that teachers of English branch are highly qualified and their responses will be certainly reliable.

Q2. How long have you been teaching English at university?

Table 3.2: Teachers' Experience in Teaching English at University

Option	Respondents	Percentage
a. 1-5 years	0	0%
b. 5-10 years	4	44%
c. More than 10 years	5	56%
Total	**9**	**100%**

After a quick glimpse at table 2, we can see that the majority of respondents' experience (56%) is more than 10 years; however, (44%) of them have been teaching between 5 to 10 years. This indicates that all the participants are not novice teachers; their experience in teaching will help to get useful insights about the topic under investigation.

Q3. Do you teach: tutorials/ lectures/ both?

Table 3.3: The Type of Teachers' Courses

Option	Respondents	Percentage
a. Tutorial	3	33%
b. Lectures	0	0%
c. Both of them	6	67%
Total	**9**	**100%**

The results shown in the table 3 illustrates the participants' type of courses they teach at university. The majority of them, which represent the average of (67%), reported that they teach both tutorial and lectures,. However, the remaining number of participants only teaches the tutorial courses, which represents an average of (33%).

Section Two: Teaching Mixed-Ability Classes

Q4. Do you teach mixed-ability classes?

Table 3.4: Teaching Mixed-ability Classes

Option	Respondents	Percentage
a. Yes	9	100%
b. No	0	0%
Total	**9**	**100%**

This question sought to know whether teachers teach mixed-ability classes or not. According to the above table, all the participants asserted that they do teach mixed-ability classes. Therefore, they should know about their challenges as well as the strategies to use to overcome them.

Q 5. Do you think teaching mixed-ability classes is:

Table 3.5: Teachers' Opinion about Teaching Mixed-ability Classes

Option	Respondents	Percentage
a. An easy task	0	0%
b. A hard task	9	100%
Total	**9**	**100%**
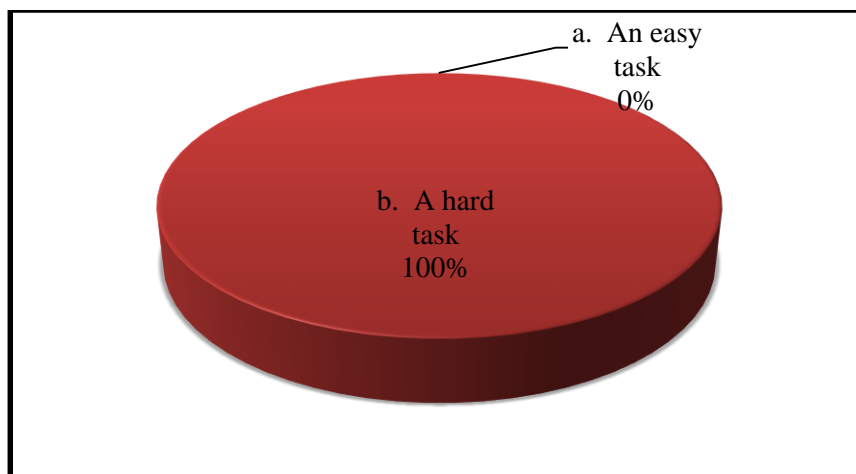
Figure 3.1: Teachers' Opinion about Teaching Mixed-ability Classes

This part measures the participants' opinion towards teaching mixed-ability classes. According to the results, all of the respondents find teaching mixed-ability classes a hard task to do. According to them, it is very hard to teach students with unequal abilities because the teachers need to shift from high to average and low levels to successfully respond to all the students' needs.

Besides, it is time and energy consuming especially if the teacher tries to make understanding possible for everyone. However, two participants claimed that students have different abilities and degree of acquiring the lecture, so it is difficult for the teacher to meet with all students' expectations. On the other hand, a participant argued that, and we quote, "It is hard to design tasks and activities when the class comprises different levels. One task can be easy for some (and won't benefit from it) and may seem very difficult for others (who will feel frustrated, demotivated and anxious)".

Q 6: Have you ever participated in a training period, seminar or conference about teaching mixed-ability classes?

Table 3.6: Teachers' Participation in Training Period, Seminar or Conference about Teaching Mixed-ability Classes

Option	Respondents	Percentage
a. Yes	1	11%
b. No	8	89%
Total	**9**	**100%**

Statistically speaking, the difference between the respondents who participated in training period, seminar or conference about teaching mixed-ability classes and the others who did not is quite immense. The former represents the average of (11%) while the latter represents the percentage of (89%). This justifies the reason behind finding mixed-ability a hard task to do (question 5).

Q7. How can you evaluate your students' level in English language?

Table 3.7: Teachers' Evaluation of their Students' Level of English Language

Option	Respondents	Percentage
a. Poor – They definitely need some help	1	11%
b. OK – but I know they could improve	5	56%
c. Good – They could improve with some advanced tips	3	33%
d. Excellent – I do not think they could improve much	0	0%
Total	**9**	**100%**
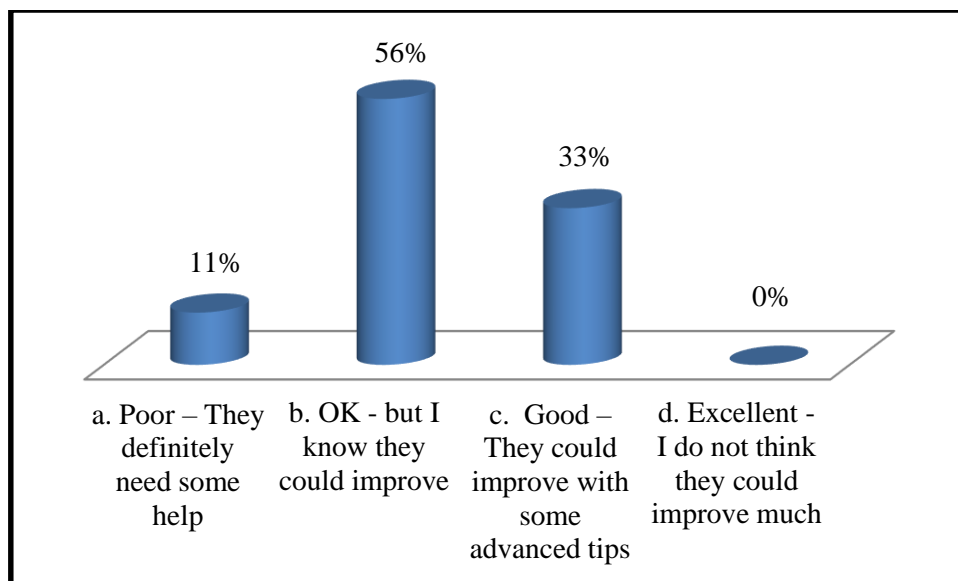
Figure 3.2: Teachers' Evaluation of their Students' Level of English Language

The participants were asked to evaluate their students' level of English language. The provided opinion lead to the results that the majority of the participants, who represent the average of (56%) opted for "OK- but I know they could improve" option. A port of (33%) opted for "Good- they could improve with some advanced tips" option while only one participant (11%) finds their students' level is poor, they definitely need some help.

Section Three: Teachers' Challenges in Mixed-Ability Classes

Q 8. Which of the following challenges you face when teaching mixed-ability classes?

1. **Teaching and Learning (You may choose more than one answer).**

Table 3.8.1: Challenges Related to Teaching & Learning in Mixed-ability Classes

Option	Respondents	Percentage
a. Many students are unable to communicate using English especially low achievers.	0	0%
b. It is difficult to plan a balanced lesson that fits all students with their different abilities.	0	0%
c. I cannot satisfy the needs of all students.	0	0%
d. It is difficult to elaborate adequate activities to suit all students' levels	0	0%
e. More than one challenge	5	56%
f. All of them	4	44%
Total	**9**	**100%**
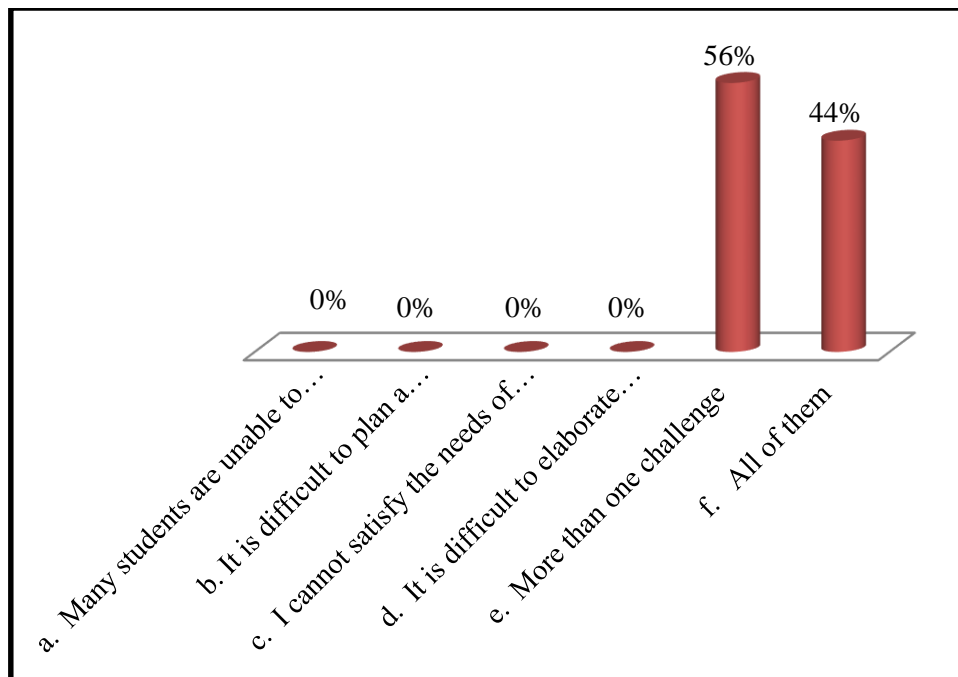
Figure 3.3: Challenges Related to Teaching & Learning in Mixed-ability Classes

The aim of this question is to identify the challenges related to teaching and learning in mixed-ability classes. The results show that the majority of participants(56%) regard more than one challenge as the type that the teachers face when teaching mixed-ability classes. Nevertheless, the rest who consider all of the mentioned challenges to be obstacle in teaching mixed-ability classes represent the average of (44%).

These results confirm that coping with students having different abilities in one class is quite hard. Indeed, it requires from teachers additional attention, care, and management.

2- Motivation (You may choose more than one answer).

Table 3.8.2: Challenges related to Students' Motivation in Mixed-ability Classes

Option	Respondents	Percentage
a. Lack of self-confidence leads some students not to communicate and interact in class.	0	0%
b. Some students quickly lose interest as they have very low language ability.	0	0%
c. Simplifying the lesson for low-ability students decreases good students' interest.	0	0%
d. There is a lack of motivation among some students in the class	0	0%
e. Low-level students feel they are treated unequally in mixed ability classes.	0	0%
f. It is difficult to ensure that all students are challenged and interested.	0	0%
g. High-level students feel they are treated unequally in mixed ability classes.	0	0%
h. More than one challenge	6	67%
i. All of them	3	33%
Total	**9**	**100%**
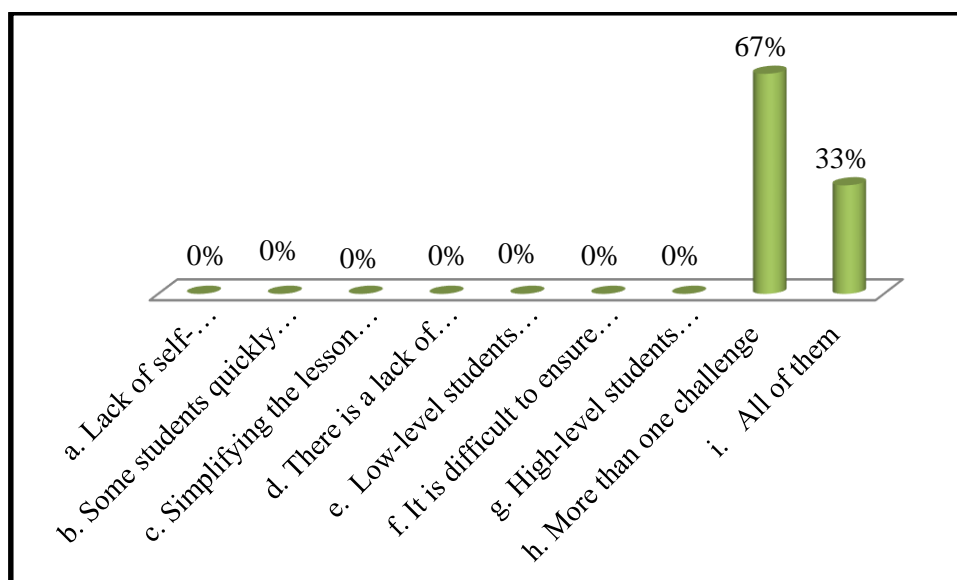
Figure 3.4: Challenges related to Students' Motivation in Mixed-ability Classes

The presented data show that (67%) of participants encounter more than one challenge related to students' motivation in mixed-ability classes; however, the minority of participants, who form a percentage of (33%), opted for "all of them" option. From this, we can deduce that learning at university in general and learning English as a foreign language in specific is not an easy task. Students need to be motivated in order to achieve better results. Many of them face many obstacles that hamper their progress.

3. Materials (You may choose more than one answer).

Table 3.8.3: Factors Affecting Teachers' Choice of Instructional Materials

Option	Respondents	Percentage
a. It is difficult to find appropriate teaching resources for different levels.	0	0%
b. It is difficult for me to design or adapt different materials regularly.	0	0%
c. The large number of students prevents us from designing and using different teaching materials	2	23%
d. More than one difficulty	4	44%
e. All of them	3	33%
Total	**9**	**100%**
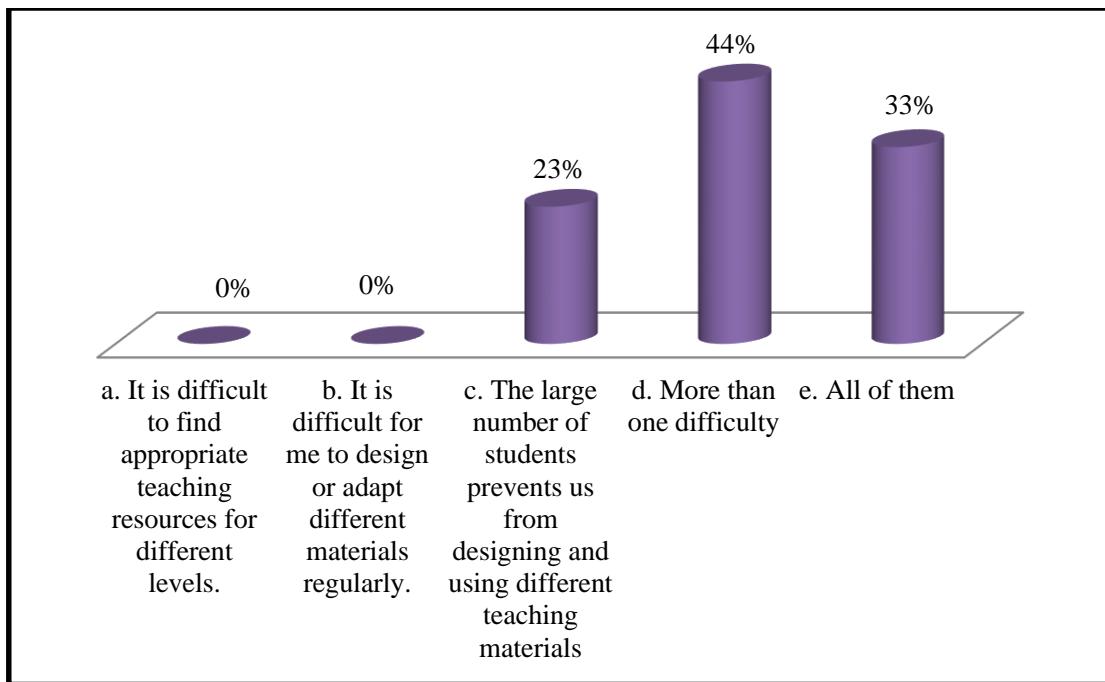
Figure 3.5: Factors Affecting Teachers' Choice of Instructional Materials

As far as mixed-ability classes are concerned, a remarkable quantity of participants (44%) claimed that more than one difficulty affect their choice of instructional materials; however, (33%) of participants picked "all of them" option. The rest of participants, on the other hand, declared that the large number of students prevents them from designing and using different teaching materials.

These findings indicate that all of the teachers find it difficult to design and adapt appropriate teaching resources for their students due to the above mentioned challenges.

Q9. According to you, what characterise(s) mixed-ability classes have?

This question aims at investigating the main characteristics of mixed ability classes. According to the participants, mixed-ability classes are generally crowded and there is always a gap between high level students and low level ones. Other characteristics were provided by two participants; they referred to different linguistic levels, difficulty to low achievers to express themselves, low scores versus very good ones, low motivation and anxiety for the first category.

63

On the other hand, mixed ability classes consist of different students' proficiency levels, different levels of interest, and different levels of motivation and engagement. A different answer was given by one participant who talked about the heterogeneity of individual learners, different linguistic competence, and different learning styles and abilities. In addition to that, some participants described mixed ability classes as a class which has lack of competition among the students and contains different levels of students in terms of background, language skills, and progress rate.

Section Four: Teachers' Strategies in Mixed-ability Classes

Q10. Which language teaching approach do you think is the most effective to teach mixed-ability classes?

Table 3.9: The Most Effective Teaching Approach for Mixed-ability Teaching

Option	Respondents	Percentage
a. The Communicative Approach (CA)	0	0%
b. The Competency-Based Approach (CBA)	0	0%
c. The Task-Based Approach (TBA)	4	44%
d. Eclectic Approach (Eclecticism)	5	56%
Total	**9**	**100%**

The above table reveals the different language approaches used in language teaching. The aim was to know on which approach the teachers rely to teach EFL classes with mixed abilities.

From the observation of the above results, (44%) of the participants find the Task-Based Approach (TBA) as the most effective teaching approach for mixed-ability teaching; however, (56%) of the participants chose "Eclectic Approach" as an appropriate teaching approach. Hence, in order to know the reasons behind their choices, the participants were asked to justify. Most of the participants who opted for eclectic approach reported that using this approach helps coping with different learning challenges; the teacher will rely on

different methods and approaches to be able to cater for learners' differences. Meanwhile, some of them said that the teacher can select different and varied types of techniques and activities to fit his/her class different levels and students' learning styles.

However, the participants who reported to use task-based approach claimed that teachers will be able to know the ability of each student through the task they do, to have a balance between the different levels, and to identify the problem solving activities and varied tasks.

Q 11. How do you think a teacher can motivate the students in different ability classes?

Table 3.10: Motivating Students in Different Ability Classes

Option	Respondents	Percentage
a. S/he should diagnose her/his learners' abilities and explore their weaknesses and needs	0	0%
b. S/he should use different tasks and activities to fit learners' differences and needs	1	11%
c. S/he should vary her/his teaching materials to fit learners' preferences	1	11%
d. S/he should provide her/his learners with constructive feedback	1	11%
e. All of them	6	67%
Total	**9**	**100%**
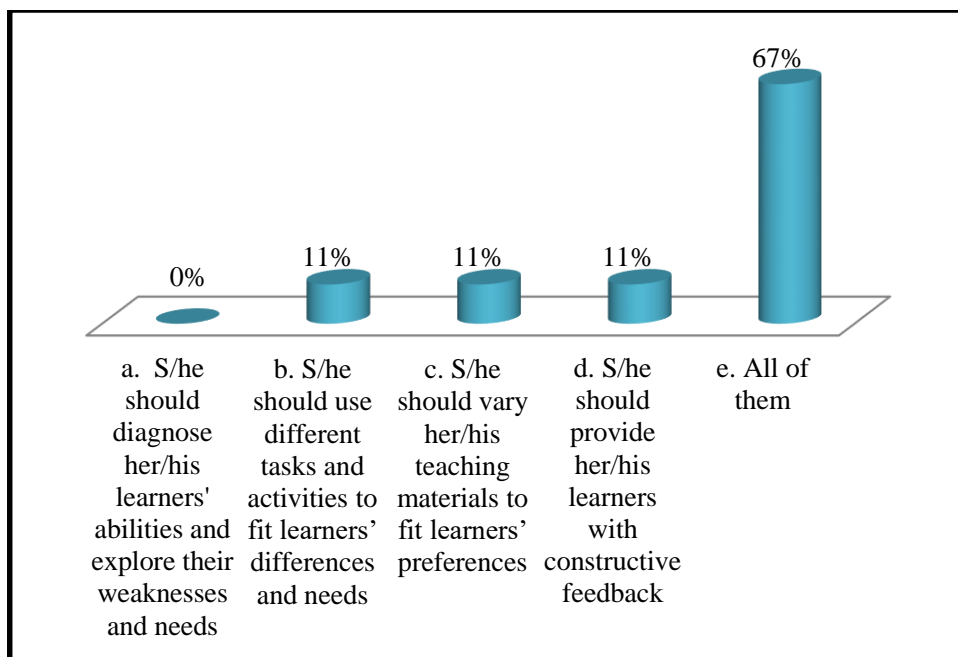
Figure 3.6: Teachers' Motivation for Students in Different Ability Classes

The table and graph above indicate that out of 09 participant teachers, one participant (11%) claimed that the teacher should provide his/her learners with constructive feedback in order to motivate them. Another respondent asserted that the teacher should use different tasks and activities to fit learners' differences and needs. In addition, one participant explained that to motivate learners, the teacher should vary his/her teaching materials to fit learners' preferences. On the other hand, (67%) of the sample opted for "all of them" option.

Q12. How do you cope with the weaker students?

This open-ended question sought to gather teachers' way/method to cope with weaker students. The majority of the participants tend to make their lectures fruitful and enjoyable to attract less motivated students and strengthen their commitment. Another different strategy provided by the participants is that they try to diagnose their students' weaknesses and understand their problems so as to work on finding adequate solutions

whether through providing them with regular advice, effective feedback, or motivating tips.

Additionally, some of the participants, when they face weaker students, try to give them special attention by involving them in the lecture, praising them when they answer correctly and urging them to make efforts and do better next time. Meanwhile, one participant added, "I try to repeat again and again and sometimes I simplify the idea. Often I ask students to explain for their classmates or have a group discussion. At last, when I don't find any development in the students understanding, I translate in Arabic". This indicates that all the teachers do their best to cope with the weaker students through different methods and strategies.

Q13. Do you think classroom interaction is important in mixed-ability classes?

Table 3.11: Teachers' Opinions about Classroom Interaction in Mixed-ability Classes

Option	Respondents	Percentage
a. Yes	9	100%
b. No	0	0%
Total	**9**	**100%**

The question at hand was addressed to seek for the teachers' opinions about classroom interaction in mixed-ability classes. The displayed results show that all of the participants exposed their agreement on the importance of classroom interaction in mixed-ability classes while none of them showed their refusial. In order to know the reasons behind their choices, the respondents were asked to justify. A portion of participants claimed that classroom interaction increases students' motivation, interest and especially engagement in the learning process. Some others added that it creates a sense of belonging: it makes all the students communicate with one another and with the teacher so as to give

everybody the chance to practice the language, express their ideas, and to give weak learners the opportunity to learn from their classmates and ask for assistance.

Q14. Which of the following tasks do you think are effective to use in multi-levels classes?

Table 3.12: The Effective Tasks to Use in Multi-levels' Classes

Option	Respondents	Percentage
a. Individual tasks	1	12%
b. Peer tasks	0	0%
c. Cooperative tasks	4	44%
d. All of them	4	44%
Total	**9**	**100%**
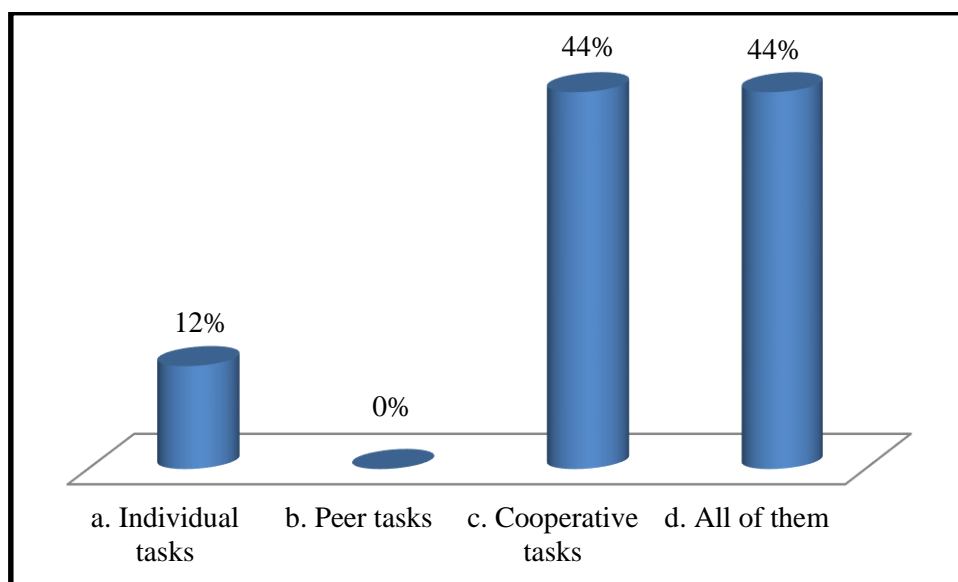
Figure 3.7: The Effective Tasks to Use in Multi-levels' Classes

The figure 07 portrays that cooperative tasks (44%) is the most effective tasks to use in multi-levels' classes according to teachers' point of view; however, with the same percentage (44%), the participants opted for "all of them" option and only a single participant (12%) finds individual tasks the most appropriate task for mixed-ability classes.

Section Five: Peer- Tutoring as a Strategy to Foster Peer Interaction in Mixed-ability Classes

Q15. To what extent do you find peer interactive tasks effective in mixed-ability classes?

Table 3.13: The Effectiveness of Interactive Tasks in Mixed-ability Classes

Option	Respondents	Percentage
a. Very effective	8	89%
b. Somehow effective	1	11%
c. Not effective at all	0	0%
Total	**9**	**100%**

08 participants (89%) reported that peer interactive tasks are very effective in mixed ability classes; however, only one participant (11%) declared that the activities based on interaction are somehow effective.

Q16. According to you, what are the benefits of peer interactive tasks? (You may choose more than one answer)

Table 3.14: Benefits of Peer Interactive Tasks

Option	Respondents	Percentage
a. They engage high and low level students to work together	0	0%
b. They foster interaction between high and low level students	1	11%
c. They help students overcome their difficulties and benefit from one another	1	11%
d. a+b	1	11%
e. All of them	6	67%
Total	**9**	**100%**
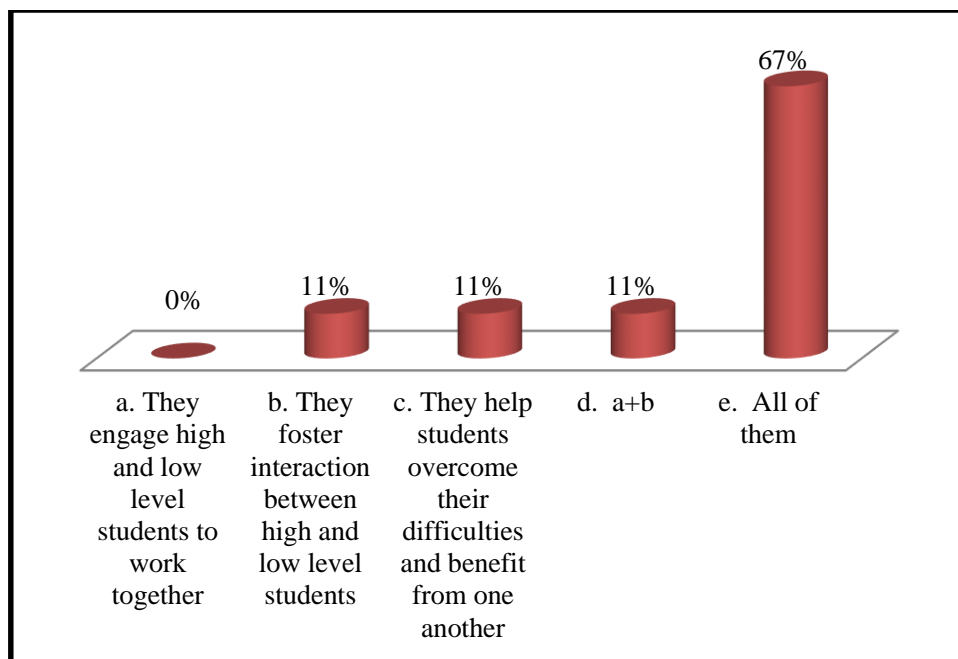
Figure 3.8: Benefits of Peer Interactive Tasks

Figure 3.8 indicates the benefits of peer interactive tasks. Over half of participants (67%) reported that all of the mentioned suggestions in the table are considered as the benefits of learners' engagement in classroom tasks. The same percentage goes for: "they foster interaction between high and low level students", "they help students overcome their difficulties and benefit from one another", "They engage high and low level students to work together" and for "They foster interaction between high and low level students".

Q 17. When assigning peer interactive tasks, do you take into consideration their different abilities and levels?

Table 3.15: Teachers' Consideration of Students' Different Abilities and Levels When Assigning Peer Tasks

Option	Respondents	Percentage
a. Yes	9	100%
b. No	0	0%
Total	**9**	**100%**

According to table 15, all of the participants forming the average of (100%) take into consideration the different abilities and levels of their students when assigning peer

interactive tasks. This is important because it will offer equal opportunities for all students, increase a sense of belonging and will maintain classroom discipline.

Q 18. Do you group students:

Table 3.16: Teachers' Ways for Grouping Students

Option	Respondents	Percentage
a. Heterogeneously	0	0%
b. Homogeneously	0	0%
c. They have the freedom to choose their peers	3	33%
d. Depends on the situation and the course objective	6	67%
Total	**9**	**100%**

According to the table above, a percentage of (67%) group their students depending on the situation and the course objective; however, a rate of (33%) give their learners the freedom to choose their peers. This indicates that both ways of grouping are beneficial for the students and does not affect them negatively.

Q19. What kind of problems do you find when assigning peer interactive tasks?

The primary purpose behind asking this question was to identify the problems teachers' encounter when assigning peer interactive tasks. Most of the participants face problems with time (that it is consuming) and the dominance of high level learners on their counterparts (low level) and their inability to cope with the tasks. However, some of the participants reported the lack of technological devices that are used to increase motivation.

Moreover, they referred to some students' resistance to change their attitudes towards group work. In addition, students' difficulty to find the right matching peers is considered as obstacle in peer interactive tasks. On the other hand, some of the sample declared that the problem is when lazy students rely on the good ones; therefore, there will be a lack of harmony between students. Moreover, one of the participants added that "some students refuse to be corrected by their peers".

Q20. Which of the following strategies do use when implementing peer interactive tasks? (You may choose more than one answer).

Table 3.17: Strategies Teachers Use when Implementing Peer Interactive Tasks

Option	Respondents	Percentage
a. Calling students by their names to make them feel respected and to pay attention.	0	0%
b. Involving high-level students in class management to save teachers time.	0	0%
c. Varying voices to make the meaning clear and to get the students' attention.	0	0%
d. Working closely with low-level students to motivate them.	0	0%
e. Varying the pace and level of instructions.	0	0%
f. Changing pairs from time to time.	0	0%
g. Personalizing tasks (students talk about themselves and their experiences).	0	0%
h. Assigning mixed-ability group project (students get different roles while working on the project).	0	0%
i. Using in-class peer-tutoring.	0	0%
j. More than one strategy	7	78%
k. All of them	2	22%
Total	**9**	**100%**

The data obtained above reveal that the majority of participants (78%) chose more than one strategy while the minority of the participants (22%) selected "all of them" option. This indicates that teachers do not depend on only one strategy but, instead, they vary the use of methods when implementing peer interactive tasks.

Q21. Peer tutoring is a strategy in which a peer can help and teach other students so the better students help the weak ones and they may work in pairs or groups (Harmes, 2007, p. 177). Do you think dividing the mixed abilities classes into peer-tutoring groups would be a good way to deal with the different ability levels?

Table 3.18: Peer Tutoring as a Helpful Strategy

Option	Respondents	Percentage
a. Yes	8	89%
b. No	1	11%
Total	**9**	**100%**

The data obtained in the above table portrays that the vast majority of teachers (89%) agreed with the provided opinion, thus, asserting that dividing the mixed abilities classes into peer-tutoring groups would be a good way to deal with the different ability levels. However, the minority of participants (11%) did not agree and answered negatively. This indicates that peer tutoring is a helpful strategy to deal with the different ability levels.

Q 22. According to you, what may influence how students interact with one another in peer-tutoring tasks?

This question measures the main factors that influence students' interaction in peer tutoring tasks. According to teachers' responses, two participants said that students' level of motivation, interest and commitment may influence the classroom interaction atmosphere. Meanwhile, two participants considered students' level of proficiency as an obstacle that affects their involvement in pair or group work. However, one of the respondents answered differently, "gender, character, personality, kind of task/topic and friendship". On the other hand, two of the participants opted for "the acceptance of the idea of being helped by a classmate" and "feeling of inferiority". Another single participant advocated that learning styles (introverted vs. extroverted) are one of the most influential factors in peer tutoring tasks. Further, it is important to mention that the question was not clear for one of the participants.

Q 23. Do you think that this strategy is beneficial for:

Table 3.19: The Efficiency of Peer Tutoring Tasks

Option	Respondents	Percentage
a. The teacher	0	0%
b. The tutors	1	11%
c. The tutees	1	11%
d. All of them	7	78%
Total	**9**	**100%**

Throughout the summarized results in the table above, a portion of (78%) indicated that peer tutoring tasks is beneficial for the teacher, tutors and tutees. (11%) of informants declared that this strategy is efficient only for the tutees, and the same percentage (11%) finds it beneficial only for the tutors.

Q 24. Do you agree or disagree with the following statements?

Table 3.20: Teachers' Opinions Towards Peer-tutoring

Option	Agree	Disagree
a. Peer-tutoring (PT)	100%	0%
b. Improves relationship with peers	89%	11%
c. It increases learners' motivation	89%	11%
d. It reduces learners' fear, anxiety and shyness	89%	11%
e. It increases the opportunity to individualize instruction	78%	22%
f. It offers opportunities to reduce inappropriate behaviours	67%	33%
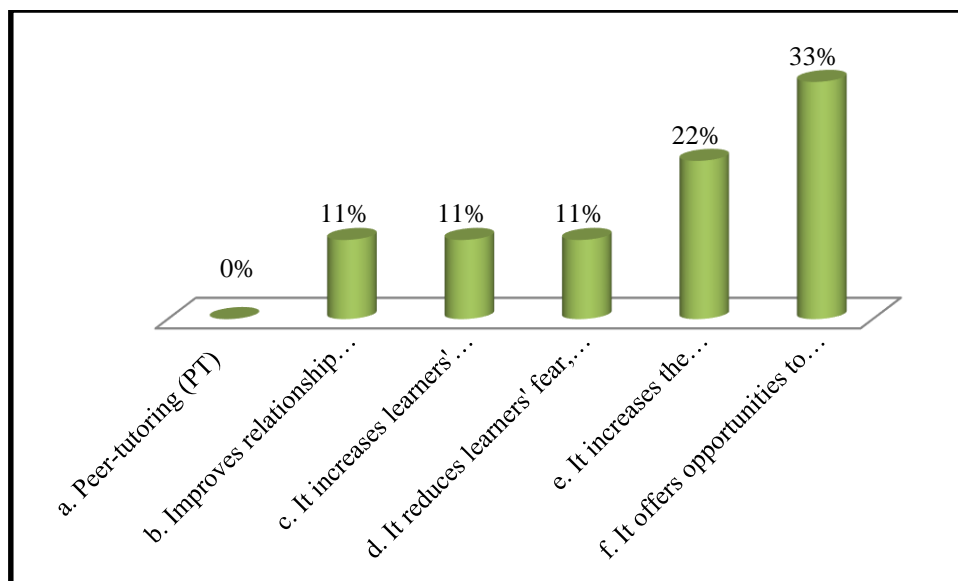
Figure 3.9: Teachers' Opinions Towards Peer-tutoring

As indicated in the table above, all of the participants (100%) agree with the first given statement "Peer-tutoring (PT)". The percentage of (89%) goes for "Improves relationship with peers", "It increases learners' motivation" and "It reduces learners' fear, anxiety and shyness", in which participants agree on them; however, with the same statements, there are participants who showed their disagreement with percentage of (11%). Sum of (78%) opted for "agree" on the statement 'e' and sum of (11%) picked "disagree" on the same statement, and sum of (67%) selected "agree" on the last statement; unlike, (33%) of the informants showed their disagreement on the same statement.

Q25. Do you think that a peer-tutoring strategy can be effective for up-grading under-performing students' levels?

Table 3.21: Peer Tutoring as an Effective Strategy for Up-grading Under-Performance Students' Level

Option	Respondents	Percentage
a. Yes	8	89%
b. No	1	11%
Total	**9**	**100%**

At the level of the twenty-fith question, the participants were asked about their opinion on peer tutoring as an effective strategy. It is apparent from the table above that eight teachers (89%) answered positively whereas one participant (11%) was opponent to the idea of upgrading students' level using peer tutoring strategy.

According to the second part of this question, the participants were required to justify their choices. Some of the respondents reported that peer tutoring encourages learners to make more efforts to keep up with their peers. It also inspires them to adopt different strategies of learning similar to their mates with higher performance abilities, and it fosters their social emotional needs, which could eventually help improve their study results. Others added that weak students will be helped by their peers in a friendly atmosphere away from anxiety and stress and pushes the weak to practice their communicative skills.

Q 26. According to you what challenges do you think may hamper the implementation of peer-tutoring sessions?

This question sought to know the reasons that hinder the participants from implementing peer tutoring sessions. The majority of them claimed that the shortage of time and the overcrowded classes are the main challenges that prevent them from using peer tutoring strategy. Meanwhile, some of the participants faced problems with students' seriousness, their level of engagement and motivation in order to get their participation. On the other hand, one participant referred to the lack of materials and resources while another participant complained about the lengthy syllabus.

3.3. Discussion of Findings

The focus of this study was on the effectiveness of peer tutoring in fostering peer interaction in EFL mixed-ability classes. The chosen sample was the teachers of English at

Biskra University. During the analysis of the questionnaire, the researcher had deduced the following conclusions:

The analysis of the results obtained from the teachers' questionnaire demonstrates that the majority of the teachers of our sample have a doctorate degree; they have taught English language for more than ten years at Biskra University. According to data obtained, although teachers have experience in teaching mixed-ability classes, they find it a hard task to do due to the difficulty of designing tasks and activities when the class comprises different levels. In addition, it is time and energy consuming because the teachers always need to find a mid-position to meet the requirements of all the learners in terms of lesson, explanation, development of the lesson, testing and evaluation.

Notably, the obtained results also revealed that mixed-ability classes are generally crowded and there is a significant gap between high and low level of students. Besides, these classes are characterized by different linguistic levels, different levels of interest, motivation, and engagement. These differences made teachers adopt eclectic approach (eclecticism) as the most effective teaching approach for mixed-ability teaching. With this approach, teachers rely on different methods and approaches to fit their class different levels and learners' learning styles because using one approach will not be enough.

However, since mixed-ability classes have weak learners, teachers tend to use different strategies to cope with their weaknesses. Some of them try to make their lectures more enjoyable and fruitful to attract less motivated learners and strengthen their commitment. They also tend to involve them in pair or group work by grouping them with their counterparts (good achievers). Additionally, others tend to give their learners regular advice, effective feedback and motivating tips in order to motivate them.

Classroom interaction is also considered as an effective method to solve different problems in mixed-ability classes. The data obtained confirmed that classroom interaction creates motivating atmosphere, makes all the learners communicate with one another and with the teacher so as to give everybody the chance to participate, practice the language, express their ideas and develop their skills. In addition, it gives poor learners a sense of belonging, enhances their self-esteem, self-confidence and motivation.

Within the same vein, the results illustrated that the participants find peer interaction very effective because it helps high and low learners engage in work together, fosters the interaction between different levels and helps them also to overcome different difficulties and benefit from one another. The results also showed that peer tutoring is an effective method for upgrading poor learners' level because it reduces the learners' fear, anxiety and shyness. It also increases their motivation and improves their relationship with peers. Despite the benefits of peer tutoring and the different strategies teachers use, still teachers encounter difficulties when assigning peer interactive tasks because they are time consuming. Another reason is the dominance of high level learners on their counterparts (low level) and their inability to cope with this.

To sum up, the findings supported the view that if peer tutoring is effectively implemented in EFL mixed ability classrooms, learners' peer interaction will be improved. Hence, the present study showed that the majority of the teachers have positive attitudes towards using peer tutoring in raising learners' interaction in EFL multi-level classes.

Conclusion

This chapter is an attempt to determine the effectiveness of peer tutoring in EFL mixed ability classes. The questionnaire of the teachers revealed information about the teachers' attitudes towards the research topic. They confirmed that peer tutoring is an

effective strategy to increase peer interaction in EFL multi-level classes. Throughout the results generated from the analysis of teachers' data, the participants show positive attitudes towards the benefits of integrating the peer tutoring strategy in EFL mixed-ability classes. By using such efficient method, learners get more exposure to the language and different interactive tasks. Thereby, they become more motivated, interested and can benefits from their counterparts (good level students). Thus, through implementing of such method, EFL learners can improve their relationship with peers, overcome their difficulties and benefit from one another.

General Conclusion

The aim behind conducting this work was to explore the effectiveness of peer tutoring in fostering peer interaction in EFL mixed-ability classes at Biskra University. The research consisted of two main parts: the theoretical part and the field work. The former included two main chapters which were devoted to the study of variables. The first chapter focused on the peer tutoring whereas the second chapter investigated the concept of peer interaction in mixed-ability classes. The third chapter covered the analysis, description, and discussion of the data accumulated from the teachers' questionnaire.

The data required for the study were obtained from teachers of English at Biskra University. The primary reason behind choosing this sample was due to the fact that they have long teaching experience which may raise the probability of experiencing teaching mixed-ability classes. The primary aim of choosing the questionnaire as a data gathering tool was because it fits the limited time given for the study in order to confirm or to reject the research hypothesis about the effectiveness of implementing peer tutoring strategy in EFL mixed ability classrooms in order to improve learners' peer interaction.

The findings revealed a positive attitude regarding the integration of peer tutoring strategy in EFL mixed ability classes. More precisely, it is found that peer tutoring strategy fosters the interaction between high and low achievers, helps them overcome their difficulties and can engage them in peer interactive tasks to work together. It also creates motivating atmosphere and gives students a sense of belonging: everybody gets the chance to express his/her ideas, practice the language and develop his/her skills. The prosperity and success of this strategy depends on the teachers' appropriate selection of the materials in a way that guides students to meet the learning objectives.

To sum up, peer tutoring strategy plays a significant role in multi levels classes. The revealed findings have served the hypothesis, which is If Peer Tutoring strategy is implemented in EFL mixed ability classrooms, students' peer interaction will be improved. The results led to a conclusion that this strategy is effective way for students to practice the language.

Pedagogical Recommendations

Following the completion of the current study, the researcher would like to make some recommendations for instructors, syllabus designers, and other researchers based on the findings.

For teachers

• Teachers should encourage students to participate in their education and take on greater responsibilities.

• Teachers should adjust their teaching techniques to their students' learning styles and requirements.

• Teachers should make an effort to push students' cognitive and metacognitive mixed abilities.

• Teachers should take on the responsibilities of facilitators and instructors instead than lecturers.

• Teachers should take a more constructive approach to students' explanation queries.

• Instructors should think about including peer tutoring into their classes.

• Instructors should Train students to be self-reflective and teach them techniques in order to improve their levels and to be active learners.

- Teachers should Use positive pair-work (For activities, pairing weaker and stronger students will enable the two to interact and support one another in a more private setting)

For students

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

- Tutors should be helpful by providing learning support their tutees and be responsible of their tutees progress instead of appearing as if they are actual instructors and exerting authority over their tutees

- students should encourage each other by giving constructive feedback and compliment to raise tutees self- confidence for better learning.

- The student must interact in the class during the lesson in order to understand quickly and consolidate the information

- In order to improve and speed up the comprehension, the student must cooperate with his colleagues.

For syllabus designers

- Peer tutoring is an effective teaching and learning approach that has been recognized by educational experts and is backed up by a large body of literature.

- Starting in primary schools, peer tutoring should be used to develop a generation of learners that are collaborative rather than individualistic and competitive. Furthermore, integrating peer tutoring early in the learning process will result in autonomous learners who are accountable for their own learning rather than learners who are reliant on the teacher, as is the situation with the majority of students today.

- Last but not least, implementing peer tutoring will result in learners who place a high value on education. In order to boost students' learning, syllabus designers should provide more attention and importance to PT strategy in our educational syllabus as a practical, not theoretical portion.

For researchers

- This study could be a starting point for further research. Other studies might be conducted, for example, to see how peer tutoring can assist students prepare for jobs as teachers. Furthermore, they can undertake research into how peer tutoring might help low-performing students.

Limitations of the Study

The researcher encountered some difficulties while conducting this research :

- The researcher planned for an observation, but she could not carry it .

- We could not proceed with the process of implementing peer tutoring into EFL classes.

- The researcher could not reach the whole population of teachers n=15 (The number of teachers participants was not sufficient, we needed at least 15 participants) . However, she managed to reach 09 teachers (instead, we managed only with 9 participants.).

- We could not proceed with another questionnaire (students questionnaire), which affected the amount of the data we needed for this research.

Despite the difficulties, the researcher managed to collect data that helped answer the research questions and validate the hypothesis.

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Appendices

Appendix 01

A Questionnaire for EFL Teachers

Dear teacher,

You are kindly requested to answer this questionnaire, which is an attempt for gathering information needed for the accomplishment of a master dissertation. It is a tool to explore your attitudes towards "Peer-tutoring as teaching strategy to increase peer interaction in EFL mixed-ability classrooms". We would be so grateful if you could sincerely answer the following questions. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes. Thank you for your time and for your collaboration.

Prepared by:

Racha BOUTOUBBA

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2021-2022

Section One: General Information

1. **Would you specify your gender, please?**
   - ☐ Male
   - ☐ Female

2. **Would you specify your academic degree and qualification?**
   - ☐ Master
   - ☐ Magister
   - ☐ Doctorate

3. **How long have you been teaching English at university?**
   - ☐ 1-5 years
   - ☐ 5-10 years
   - ☐ More than 10 years

4. **Do you teach:**
   - ☐ Tutorials
   - ☐ Lectures
   - ☐ Both of them

Section Two: Teaching Mixed-Ability Classes

5. **Do you teach mixed-ability classes?**
   - ☐ Yes
   - ☐ No

6. Do you think teaching mixed-ability classes is:

   - ☐ An easy task
   - ☐ A hard task

Justify your answer, please

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7. Have you ever participated in a training period, seminar or conference about teaching mixed-ability classes?

- ☐ Yes
- ☐ No

8. How can you evaluate your students' level in English language?

- ☐ Poor - They definitely need some help
- ☐ OK - but I know They could improve
- ☐ Good - They could improve with some advanced tips
- ☐ Excellent - I do not think they could improve much

9. Which of the following challenges you face when teaching mixed-ability classes?

I) Teaching and Learning

- ☐ Following the pacing guide does not help me to follow mixed ability classes
- ☐ Many students are unable to communicate using English especially low achievers.
- ☐ There is a wide gap among students' levels in different skills.
- ☐ The course books' activities do not suit the different levels of the students.
- ☐ It is difficult to plan a balanced lesson that fits all students with their different abilities.
- ☐ I cannot satisfy the needs of all students.

II) Motivation

- ☐ Lack of self-confidence leads some students not to communicate and interact in class.
- ☐ Some students quickly lose interest as they have a very low language ability.
- ☐ Simplifying the lesson for low ability students decreases good students' interest.
- ☐ There is a lack of motivation among some students in the class
- ☐ Low-level students feel they are treated unequally in mixed ability classes.
- ☐ It is difficult to ensure that all students are challenged and interested.
- ☐ High-level students feel they are treated unequally in mixed ability classes.

III) Materials:

☐ It is difficult to design different activities for different levels to achieve the same goal.

☐ Fixed lesson plans prevent us from adapting various activities.

☐ The teacher's book does not support me with effective strategies to deal with mixed ability classes.

☐ Course books are designed solely for average learners neglecting high and low achievers.

☐ It is difficult to find appropriate teaching resources for different levels.

☐ It is difficult for me to design or adapt different materials regularly.

10. According to you, what characterises mixed-ability classes?

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Q11. Which language teaching approach do you think is the most effective to teach mixed-ability classes?

☐ The Communicative Approach (CA)

☐ The Competency-Based Approach (CBA)

☐ The Task-Based Approach (TBA)

☐ Eclictic Approach (Eclicticism)

Justify your answer please

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12. How do you think a teacher can motivate the students in defferent ability classes?

☐ S/he should diagnose her/his learners' abilities and eplore their weaknesses and needs

☐ S/he should use different tasks and activities to fit learners' differences and needs

☐ S/he should vary her/his teaching materials to fit learners' preferences

☐ S/he should provide her/his learners with constructive feedback

☐ All of them

If othrs, please specify

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13. How do you cope with the weaker students?

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14. Do you think classroom interaction is important in mixed-ability classes?

☐ Yes

☐ No

Justify your answer, please

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15. Which of the following tasks do you think are effective to use in multi-levels' classes?

☐ Individual tasks

☐ Peer tasks

☐ Cooperative tasks

16. To what extent do you find peer interactive tasks effective in mixed ability classes?

       ☐ Very effective

       ☐ Somehow effective

       ☐ Not effective at all

17. According to you, what are the benefits of peer interactive tasks?

       ☐ They engage high and low level students to work together

       ☐ They foster interaction between high and low level students

       ☐ They help students overcome their difficulties and benefit from one another

       ☐ All of them

If others, please specify

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18. When assigning peer interactive tasks, do you take into consideration their different abilities and levels?

       ☐ Yes

       ☐ No

19. Do you group students:

   ☐ Heterogeneousely

   ☐ Homogeneousely

   ☐ They have the freedom to choose their peers

   ☐ Depends on the situation and the course objective

20. What kind of problems do you find when assigning peer interactive tasks?

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21. Which of the following strategies do use when implementing peer interactive tasks?

☐ Calling students by their names to make them feel respected and to pay attention.

☐ Involving high-level students in class management to save teacher's time.

☐ Varying voice to make the meaning clear and to get the students' attention.

☐ Working closely with low-level students to motivate them.

☐ Varying the pace and level of instructions.

☐ Changing pairs from time to time.

☐ Personalizing tasks (students talk about themselves and their experiences).

☐ Assigning mixed-ability group project (students get different roles while working on the project).

☐ Using in-class peer-tutoring.

☐ All of them

22. Peer tutoring is a strategy in which a peer can help and teach other students so the better students help the weak ones and they may work in pairs or groups (Harmes; 2007:177). Do you think dividing the mixed abilities classes into peer tutoring groups would be a good way to deal with the different ability levels?

☐ Yes

☐ No

23. According to you, what may influence how students interact with one another in peer-tutoring?

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24. Do you think that this strategy is beneficial for:

☐ The teacher

☐ The tutors

☐ The tutees

☐ All of them

25. To what extent do you agree or disagree with the following statements

Statements	Agree	Disagree
a) Peer-tutoring (PT) improves relationship with peers		
b) It improves learners' personal and social development		
c) It increases learners' motivation		
d) It reduces learners' fear, anxiety and shyness		
e) It increases the opportunity to individualize instruction		
f) It offers opportunities to reduce inappropriate behaviours		

26. Do you think that peer-tutoring strategy can be effective for up-grading underperforming students' level?

☐ Yes

☐ No

If yes, please say how?

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27. What challenges do you think may hamper the effectiveness of peer tutoring sessions?

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If you have any comments or suggestions, please feel free

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Your contribution is highly appreciated. Thank you.

الملخص

لا يوجد شك في أن جميع الأقسام تحتوي على قدرات مختلفة، فالفصول المختلطة تجمع بين الطلاب بكفاءات و مستويات و مهارات و احتياجات و صفات متنوعة. كونك مدرسا في أقسام غير متجانسة يتطلب قدرا كبيرا من المسؤولية و الجهد و الاهتمام. كعدم تجاهل الأساتذة لمتطلبات المتعلمين و احتياجات التعليم و أشكال التعلم و عدم التقليل من أهمية الاستفسار و التساؤل عند الطلاب و شغف استفهامهم. و بالتالي فإن الغرض من هذه الدراسة هو تحديد التحديات التي تعرقل تعليم اللغة الإنجليزية كمعلمين لغة أجنبية في تدريس تلك الصفوف و طرح و عرض استراتيجية تعليم الأقران لبعضهم البعض لرفع مستوى التفاعل بين الطلبة و تلبية احتياجاتهم في الأقسام التي تحتوي على قدرات مختلفة. و بناء على ذلك هدفت هذه الدراسة إلى التحري حول مدى نجاعتها، علاوة على ذلك افترضنا أن إدراج تعليم الأقران في مناهج أقسام اللغة الإنجليزية كلغة أجنبية المتعددة المستويات و القدرات قد يكون استراتيجية فعالة لسرعة فهم الطلبة و من أجل الوصول لمبتغانا و تجريب الفرضية سعت هذه الدراسة إلى جمع آراء بعض أساتذة تخصص اللغة الإنجليزية في جامعة محمد خيضر كعينة لها، بحيث كشفت النتائج أن تعليم الأقران لبعضهم البعض طريقة فعالة لزيادة تفاعل و مشاركة الطلبة خلال الحصص و الاحتفاظ بالمعلومات و تشجيع التعلم العميق لاسيما زيادة عملية فهم المضمون لدى المتعلم، ولهذا في الختام يمكن القول أن بإمكاننا تأكيد فرضية البحث التي ذكرناها سابقا و بالتالي يجب على الأساتذة النظر في تطبيق استراتيجية تعليم الأقران لبعضهم البعض في أقسامهم المتنوعة القدرات التي تعود بالنتائج الجيدة على التعلم لدى الطالب و حسن استيعابه و تفاعله مع أقرانه.