

REPUBLIC OF TURKEY
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**THE EFFECTS OF PEER TUTORING IN LEARNING ENGLISH AS A
FOREIGN LANGUAGE AT A SECONDARY SCHOOL**

THESIS BY
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MASTER OF ARTS

MERSİN, September 2016

REPUBLIC OF TURKEY

ÇAĞ UNIVERSITY

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ACKNOWLEDGEMENTS

The completion of my master degree and this thesis represent the work, encouragement, and support of many people to whom I am very grateful and thankful.

The very first person to whom I am the most grateful is my supervisor, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ. Thanks to her non-stop guidance and endless patience, I was able to find my way in the mazes of question.

More thanks than I can say go to each member of my beloved family. I would like to thank my mother, Sebiha AYDINLIOĞLU and my father, ALİ AYDINLIOĞLU because of their support and encouragement. Another person to whom I would like to thank is my brother, Ömer AYDINLIOĞLU. Throughout the whole study, he was more than a text editor for me and helped me when I was lost in meanings.

I also want to thank to my school administrators Ali ARICI and H. Yusuf AVŞAR for supporting me by arranging suitable working environment for me and allowing me what I needed in this process to help and ease my study. Besides I would like to thank all my students as participants because of their contributions, cooperations and patience. They were the core value of this study.

I would like to thank my committee members Jülide İNÖZÜ, Kim Raymond HUMISTON for their precious comments. Before that, they were great teachers I could have. Their wisdom together with their kindness and understanding really relieved the stress and tension of me and also inspired me to go further and be better to be able to resemble them.

Finally, I thank Hürü İLBEGİ UYDURAN who is like a sister for me because of her precious supports and good wishes. I would also like to thank Leena Pettula who is beyond a friend for me. She was always there with her valuable comments and evaluations.

I love all of you and thank you very much.

23.09.2016

Fadıma AYDINLIOĞLU

DEDICATION

I dedicate this thesis to the most four important persons who made their marks on my education. They were G a z i M u s t a f a K e m a l ATATÜRK who led us to be independent by founding Republic, saw the youth as the hope of the country and put the teachers into the most important place by stating that the new generations will be teachers' masterpiece; my teacher and supervisor, Şehnaz ŞAHİNKARAKAŞ who showed me how to be a true teacher and reminded me the importance and value of being a true teacher by being a sample for me; my parents, Sebiha AYDINLIOĞLU and Ali AYDINLIOĞLU who arranged all the opportunities and conditions that were needed for my education and always advised me to go further as much as I can and supported me with their gentle advices and prays for me.

ÖZET

ORTAOKULDA YABANCI DİL OLARAK İNGİLİZCE ÖĞRENMEDE AKRAN ÖĞRETİMİNİN ETKİLERİ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

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Eylül 2016, 100 sayfa

Sosyal öğrenme teorisi olarak, akran öğretimi, öğrencilerin öğreterek öğrenmelerine imkân verir. Öğrenciler okulda öğretim uygulamak için doğal bir çalışma alanına sahiptirler. Öğretmeye çalışır ve öğrenmeyi inceleyerek kendi öğretme yöntemlerini keşfederler. Gözlemler, taklit eder ve öğrenmek için model alırlar. Bu niteliksel vaka çalışması akran öğretiminin öğrenciler üzerindeki etkisi ve öğrencilerin altı aydır ders çalışırken uyguladıkları akran öğretiminden sonra kazandıkları yararları keşfetmek için uygulanmıştır. Bu çalışmanın katılımcıları ortaokulun gönüllü öğrencileridir. Bu katılımcılar yabancı bir dil öğrenme açısından İngilizce 'deki ihtiyaçları, yetenekleri ve başarılarına göre öğretici veya öğrenici olarak eşleştirildiler.

Katılımcılar, yabancı dil olarak İngilizce 'deki ihtiyaçları, yetenekleri ve başarılarına göre üç farklı role sahiptiler: Öğretici, öğrenici ve aynı zamanda hem öğretici hem de öğrenici. Bu roller bir zincirin halkaları gibi en az üç katılımcı ile birleştirildi ve bir grup oluşturuldu. Katılımcıların en az bir rolleri vardı ve her bir rol için haftada bir saat çalışmaya dahil oldular. Bu çalışmada, üç grup örnek olay çalışması olarak incelendi; her bir grup sadece bir öğretici rolü, bir öğrenici rolü ve öğreticinin öğrencisi ve öğrenicinin öğreticisi olarak diğer iki katılımcının arasında rolü olan hem öğretici hem de öğrenici rolüne sahipti. Bu üç grup elde edilen bilgileri analiz etmek için röportaj, yansıma kağıdı, öğretmen notları ve gözlem kullanılarak, ayrı örnek olaylar olarak incelendi.

Bu deneyim, onlara eğitimin birbirine geçmiş olarak öğretim ve öğrenimin iki tarafında da kendilerini görebilmelerini, rollerini kıyaslamalarını ve İngilizce' de kendi gelişimlerine tanık olmalarını sağladı. Ayrıca, bu çalışma akran öğretimin doğal kazanımlarını sergileyerek, ondan nasıl yararlanılabileceği üzerinde fikir vermektedir.

Anahtar Kelimeler: Sosyal Öğrenme Teorisi, Akran Öğretimi, Öğrenme Stratejisi

ABSTRACT

THE EFFECTS OF PEER TUTORING IN LEARNING ENGLISH AS A FOREIGN LANGUAGE AT A SECONDARY SCHOOL

M.A. Thesis, Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

September 2016, 100 pages

As a social learning theory, peer tutoring allows students learn by teaching. Students have a natural workshop to apply tutoring at school. They try teaching and explore their own teaching methods while investigating learning. They observe, imitate or model to learn. This qualitative case study was conducted to explore the effects of peer tutoring on the student and the benefits of peer tutoring that students gained after they applied while studying for six months. The participants of this study were voluntary students of the secondary school. These participants were paired as tutor or tutee according to their needs, success and ability in English in regards to learn a foreign language.

The participants had three different roles according to their needs, success and ability in English as a foreign language: Tutor, tutee, both tutor and tutee in the same time. These roles were integrated with at least three participants like the links of the chain. The participants got at least one role and could involve studying one hour per each role per week. In this study, three groups were investigated as a case study; each group had just a role of tutor, another one had a role between the other two participants as becoming both the tutee of the tutor and the tutor of the tutee who was the last one. These three groups were investigated as separate cases and used interview, reflection paper, teacher notes and observation to analyse the data obtained.

This experience led them see themselves in both sides of education; teaching and learning as intertwined, compare their roles and witness their own improvement in English. This study also suggests on how to benefit from peer tutoring while demonstrating its natural outcomes.

Key Words: Social Learning Theory, Peer Tutoring, Learning Strategy

ABBREVIATIONS

- CAT:** Cross-age Tutoring
CWPT: Class Wide Peer Tutoring
EFL : English as a Foreign Language
ESL : English as a Second Language
LOL: Language online
PALS: Peer Assisted Learning Strategies
PT: Peer Tutoring
RPT: Reciprocal Peer Tutoring
SAT: Same-Age Tutoring
SLA: Second Language Acquisition
SCT: Sociocultural Theory

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CHAPTER 1

1. INTRODUCTION

The present research investigates the effects of peer tutoring on secondary school students in learning English as a foreign language. This study aims to scaffold students to overcome the problems occurred in learning English and utilize from the contributions of peer tutoring.

This first chapter presents the background to the study, statement of the problem, purpose of the study, significance of the study, research questions, and the limitations of it. This chapter will be finalized with the operational definitions in the study.

1.1. Background of the Study

It is a common thought that learning a second language is a hard and long process. In this process, the learner goes through many phases. In all these phases, he or she must be ready not only physically but also psychologically. According to Maslow (1954), a human being has fundamental needs that must be fulfilled one by one satisfactorily in order for him or her to climb the next step of the hierarchy. Motivations and attitudes play a crucial role in one's life if one aims to climb the top step of hierarchy the name of which is self-actualization. It might also be challenging especially for the younger learners to form a positive attitude towards second language learning. Teachers' role in this process is as important as that of the parents'. Teachers create an environment to apply the language skills and get the students interact with each other so that they can use the language as much as possible. Applying various methods or strategies can be a solution for this problem, but on some occasions, all the efforts of teachers may not be sufficient.

As Williams and Burden (1997, p. 40) suggest, people have different levels of skills and knowledge. When interacting, the role of the one with most knowledge, a partner or a teacher, but often a peer, is to find ways of helping the other to learn effectively. Peers have special roles and aspects in children's development that parents or teachers may not have. Rizve (2012) defines these aspects as the greater continuity, freedom and equality of peer relationships which present children the opportunity to gain interpersonal experience and discovery. As we are social beings, what we see and how we live in our society have a big role in our adulthood. The relationship of peers

may turn out to be a cornerstone in people's lives as it inspires a new sensitivity for the improvement of social qualifications, a sense of social justice, and the ability to build relationships with each other in society (Rizve, 2012).

Peer tutoring (PT) which makes this relationship possible can be described as one student teaching another. While the peer is older in cross-age peer tutoring, in same-age peer tutoring, the peer can be a classmate or at the same grade. Seen as both a teaching and a learning strategy, PT has been popular and active for every grade of language learners recently. Vygotsky (1978, p. 90), who is one of the leading psychologists and the founder of constructivism, states that "learning awakens in children a variety of internal developmental processes that can operate only when they interact with more competent people in their environment and in cooperation with their peers".

Learning and teaching are naturally intertwined. PT as a teaching and learning strategy is a system of instruction in which learners help each other and learn by teaching (Goodlad & Hirst, 1989). Bradford-Watts (2011) also note that it is a kind of help or practice that peers teach each other in a purposeful and meaningful interaction. Tutor does not have to be an expert or a teacher in the target area. Generally, the upper level or more experienced one (tutor) instructs or shares his experience with the lower level or less experienced one (tutee) (Hott, Walker & Sahni, 2012). They are expected to guide the tutee to find the right way by himself (Topping, 2005). Even though it is thought that the tutee is instructed or tutored, the tutor also benefits from this activity from various aspects, which will be discussed in detail later.

1.2. Statement of the Problem

It is widely known that language learning requires many skills like listening, speaking, reading and writing as integrated and employed properly. However, the application of these skills in a classroom environment is limited and students need extra support to construct and reinforce them. As a solution to these cases, peer tutoring has been utilized in numerous schools all over the world.

Though English is taught as a foreign language in Turkey, it is one of the most difficult disciplines for both students and teachers. It has reasonable causes such as its different structure from Turkish. The difference between its pronunciation and writing makes it more complicated. It needs abundance of practice, usage together with interest,

motivation, attention, discipline and so on at the same time to learn meaningfully, therefore it creates more stress and constructs negative attitudes on students. As English is taught from the early stages of a student's educational life, once a student forms a negative attitude towards learning it, it will probably go on throughout his or her academic life. Some students are poor at English as background knowledge, and some of them need help in learning. Proper activities should be arranged to provide these conditions, but it is really hard for teachers to supply all of the needed factors together at the same time. Because the large size of class and little time make them impossible for the teachers to help students individually when they need help. This brings a wide range of problems from social to self-related issues that can make it more difficult for the students to succeed in their studies. In this sense, peer tutoring can be used to help provide these conditions, overcome both learning and teaching problems and help further studies related.

1.3. Purpose of the Study

This study was designed to investigate all the possible effects of PT with its contributions or drawbacks that students may have through PT. In this strategy, students are expected to learn while teaching.

1.4. Significance of the Study

The present study is significant from a variety of aspects: "Language, especially English, is a significant instrument in the fields including scientific communications, business world, cultural interchanges, political issues, and so on. It is widely accepted that fluency in this foreign language is a key to success in life" (Oroujlou & Vahedi, 2011, p. 994). Knowing English as an international language is indispensable in order to adapt to the new world and keep in touch with other nationalities. Though English is learned by learners in many countries as their second or foreign language, they are given limited opportunity to practice and help them improve it in some cases.

While learning English, most of the students have some kind of problems. They generally feel insecure and frustrated. They need a stress free environment to overcome this uneasiness and also have a chance to use and practise the language. I see peer tutoring/ learning as one of the right methods to supply these situations together.

Kreuger (1996) emphasizes that peer tutoring has a positive impact on students with emotional and behavioral disorders on both academic achievement and behavior (cited in Kingsley, 2007). The participants in PT help each other while sharing the experience about the problems they encounter in learning English. Peers can create a stress free zone in which they use and practise the language and as they have a more secured environment, less stress and anxiety while learning, they gain a positive attitude about learning a language. This study will allow the researchers and educators to investigate a study focusing on peer tutoring from many aspects as a case study. Besides, this study may suggest to teachers how to facilitate PT.

Secondary school students who are teenagers have similar lifestyle, thoughts, wishes and problems with their peers. They share the same circumstances or spend time together. They get on well mostly with their peers as they have in common and feel close. When peers share their experiences or warn, they listen to and trust each other, and can easily share their secrets or problems with their peers. They can understand each other better and understanding is the main factor to solve a problem. Hence, even if educators cannot understand their problem, they can move another step and overcome it in a shorter time and more effectively.

This study may have a positive contribution to the field of learning and education and in all academic subjects particularly in the subject of English. The students may improve their academic skills, and also gain positive attitudes towards learning English by help of participating and interacting in the tutorial sessions. The influence of PT may have a great impact on education by improving policy-making and practice. The results of this study may also guide further research on peer tutoring in all kinds of developments and changes related not only English but also all disciplines in education.

In this context, the present study was designed as a qualitative case study and conducted in actual circumstances. The study also presented all the processes and the performances of the students closely. I sought to investigate the possible power of the peer tutoring in learning English, its effects with its contributions and drawbacks in details. It was aimed to see the participants' affective changes thanks to peer tutoring, as well.

1.5. Research Questions

Related to my aim, my research questions are;

-What are the contributions of peer tutoring to the secondary school students' foreign language learning process?

-What are the drawbacks of peer tutoring to the secondary school students' foreign language learning process?

1.6. Operational Definitions

Constructivism: Constructivism is basically a theory which "...maintains that learning is a process of constructing meaning; it is how people make sense of their experience" (Merriam and Caffarella, 1999, p. 260, cited in Learning Theories/Constructivist Theories). It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know (Constructivism as a Paradigm for Teaching and Learning, thirteen.org, n.d.).

Socio-Cultural Theory: It describes learning as a social process and the origination of human intelligence in society or culture (Vygotsky's Sociocultural Theory, portal.unesco.org, 2013).

Social constructivism: Social constructivism is a theory of knowledge in sociology and communication theory that examines the knowledge and understandings of the world that are developed jointly by individuals (Amineh & Asl, 2015, p. 13).

Peer Tutoring: A higher performing student is paired with a lower performing student to review critical academic or behavioral concepts (Hott, Walker & Sahni, 2012).

CHAPTER 2

2. LITERATURE REVIEW

This chapter mainly covers social constructivism, sociocultural theory which form the base of peer tutoring and then, it presents peer tutoring with its types, benefits and concerns. This chapter also informs about the roles of a teacher and a student as a tutor and a tutee in peer tutoring, researches related to peer tutoring. Finally, it touches on attitudes and motivation on learning a language.

2.1. Social Constructivism

Constructivism is the term used to indicate that learners construct knowledge for themselves, in other words, how learners learn and the nature of learning (Hein, 1991). Constructivism sees information as a process, not a product that is accepted as one of its major difference from others (Hein, 1991; Jones & Brader-Araje, 2002; Gillies & Ashman, 2003). Constructivism represents “the shift from behaviourism to cognitivism. While behaviourism takes intelligence, domains of objectives, levels of knowledge and reinforce in the core of learning, constructivist approach alleges that it is the learner in the essence of constructing knowledge” (Constructivism and language teaching, constructivism in elt. wikispaces. com). According to constructivist belief, we learn how to learn while learning. Knowledge doesn’t happen independently, but we construct it for ourselves by learning. We actively learn while processing input to construct meaning out of it (Hein, 1991).

Vygotsky and Piaget are two pioneers who are accepted as the ones who contributed and affected the theory of constructivism mostly. Vygotsky is a social cognitive theorist and founder of the “constructivism” as a theory. He suggests that learning happens through social interactions (Rohrbeck, Ginsburg-Block, Fantuzzo, & Miller, 2003) and grows gradually. Besides, Vygotsky’s theory supports that interaction of learners with their worlds-with the persons, objects, and institutions in it- shapes their thinking. The way how a child sees an object is refracted to another person. By this way, human constructs as a product of developmental process and it has a strong tie between individual and social history (Vygotsky, 1978).

Doolittle (1995, p. 5) remarks Vygotsky’s theory of cognitive development as it is based on “the tools such as hands, hammers or computers and culturally based signs

such as language, writing, number systems that are used to socialize”. Children interact with other children and adults who scaffold the children to socialize into their culture. According to Vygotsky, the more they improve their mind, the more advanced mental functions they obtain. Firstly, they develop lower mental functions as they experience an idea, behaviour or an attitude by the help of social interactions with more advanced peers and adults, then, they improve their mental functions such as language, counting, problem solving skills in a higher level (1978). These social contexts develop individuals’ cognitive abilities since learning occurs during interaction and activity with others (O’Donnell & King, 1999).

Jean Piaget is another contributor to the theory of which peer tutoring is based. He is known with his extensive research on developmental psychology. Piaget thinks that knowledge occurs when we assimilate new information and adapt the new one with the older one (Jones & Brader-Araje, 2002). Piaget explains the learning process via three concepts which are scheme, assimilation and accommodation. According to him, while scheme is used for the organization of information on how things work, assimilation is defined when new information is located into scheme. Accommodation is meant as converting present schemes or creating new schemes. When the learner goes on interaction among these concepts, learning occurs. In other words, Piaget’s constructivist theory suggests that students should be involved in the classroom activities which present “opportunities for students to explore using the senses, and for them to engage in concrete learning experiences” (Callender, 2009, p. 9).

Piaget’s developmental theory of learning and constructivism are based on discovery. According to these concepts, the learner should have a tendency to conform his environment to be able to motivate himself to learn. So, schools create a balance between schemes and the environment (Ozer, 2004). In the light of this theory, a range of activities should be included in a constructivist classroom in order to invite students so that they can adopt individual differences, explore new ideas, increase their readiness to learn, and also construct their own knowledge. Students should be allowed to come across other ideas, cultures and they should have an opportunity to work with other students collaboratively.

The Vygotskian and Piagetian approaches look at how children learn from different angles. Vygotsky’s social constructivist approach takes the peers as the key subject to provide language and mediate learning while Piaget’s personal constructivist approach takes the individual as the key subject to consider their own understanding and

learning (O'Donnell & King, 1999). These statements stem from the understandings of the sociologists above. Vygotsky considers the environment (ZPD) as the prominent element enabling and shaping the child's language. Piaget, on the other hand, supports the idea that the individual is responsible for its own understanding and learning. According to Piaget, we often revise and re-construct our understanding by experiencing through time. He studied on individual's development and ignored socio-cultural factors, but he still supported that knowledge was related to an action and we could learn it by connecting to an action scheme (Jones & Brader-Araje, 2002).

Constructing meaning is learning. Learning is an active process in which the learner uses sensory input and constructs meaning out of it. People learn to learn as they learn: While you learn, you construct the way how you learn. Learning consists both of constructing meaning and constructing systems of meaning (Hein, 1991). Constructivist education supports student centered education that allows students construct the knowledge, comment and develop (CAN, 2009). According to social constructivists, learning is a social process. By the help of internalisation, learning begins to improve. When students interact with the people around them, they activate their learning (Vygotsky, 1978). Mitchell and Myles (2004) emphasize that learning begins as social, then individual and also, first inter-mental, then intra- mental (cited in Pei, 2010). Teacher's role is important in constructivist education. They must observe well and know how to react accordingly (Can, 2009).

2.2. Sociocultural Theory

2.2.1. Introduction to Sociocultural Theory

Every knowledge depends on experience (construction). Learning is a social activity. We learn when we interact with the people around us and apply our knowledge to practice, internalise and learn meaningfully (Hein,1991; Jaworski, 1995, cited in Steffe & Gale, 1998).

Vygotsky views that learning never occurs spontaneously; it needs to be constructed through interaction. On the direction on this belief, his theory is based on the principle that a child depends on interaction with other children and adults to construct information and improve their knowledge. It actually means that the individual's development belongs to the society and its culture that they live in (Doolittle, 1995). Santrock (2006) defines sociocultural theory as a social process that

covers the origination of human intelligence in a society or culture (cited in Rizve, 2012). According to Vygotsky's theory, if learning and development are formed according to social and cultural interaction, then, it is called as socio-cultural theory (SCT). SCT describes how individual mental functioning is related to cultural, institutional, and historical context. According to the theory, language as a social invention is related to memory, attention and reasoning which require learning (cited in Rizve, 2012). Aimin (2013) also adverts that SCT mainly deals with cognitive development of children and argues that social, cultural and biological elements are integrated and socio-cultural circumstances have a great impact on human's cognitive development.

2.2.2. Background of Sociocultural Theory and Its Concepts

Sociocultural theory is constructed on the basis of the concepts that an individual does activities in cultural contexts which are mediated by language and other symbol system (Steiner & Mahn, n.d.) and, through interaction with others, and then integrated into the individual's mental structure (Scott & Palincsar, 2013). Pei (2010) reports that SCT is used to examine language learning as a social practice in which students can participate in the construction of learning processes and other factors' interaction.

A wealth range of researchers and language educators worked on SCT and its concepts to find a relationship between sociocultural theory and second language acquisition (eg: Lantolf & Thorne, 2006; Turuk, 2008; Pei, 2010; Rizve, 2012; Aimin, 2013). On the light of the researches, SCT has some concepts that construct the frame of SCT and also are mentioned in second language acquisition (SLA). They are mediation, the zone of proximal development (ZPD), scaffolding, verbal thought, internalization and self-regulation.

2.2.2.1. Mediation

Language is used as a transmitter of thought to build a mediation to communicate with the world (Fahim & Haghani 2012). Saussure points in Aimin's report (2013) that language is used as a symbol system to express our thoughts and ideas. On the other hand, speech is both a psychological and physical phenomenon and the spoken production of language and the process that we produce sounds, so while language is accepted by a society, speech is more personal and is accepted by individual.

SCT brings a new way of thought on the process of SLA: Language and thought are related closely to each other, so learners should be supported to think and speak in the target language at the same time that can be arranged in social communication activities (Aimin, 2013). Vygotsky suggests that a child's interaction with more skilled and experienced people such as his/her parents or teachers pave the way and improve his/her cognitive development (Rizve, 2012). According to Vygotsky, consciousness is accepted as the product of socialization. The child constructs the language interpersonally, between himself or herself and the external world to communicate, but later he or she internalises and becomes a master on it, and it turns into intrapersonal and "inner speech" emerges. What a child gets and learns on his or her own is related to sociocultural setting. It is arranged for a certain aim and it describes the child's own environment (1978).

Mediation is one of the most important aspects of sociocultural theory. Vygotsky and his followers see the language as a symbolic tool to serve as a shield between the person and the environment (Lantolf & Thorne, 2006) and to mediate and regulate the relationship between people and in the neighbourhoods (Fahim & Haghani 2012). To gain a comprehensive and thorough understanding of sociocultural theory (SCT), we must first comprehend the concept of "mediation".

While people benefit physical tools such as computers to improve their material activities, they also use symbolic tools like language to mediate and regulate their cognitive activities (Aimin, 2013). Lantolf and Thorne (2006) gave a more concrete example from the physical world to understand psychological mediation through conceptual and semiotic tools. They used a shovel or a backhoe as physical tools to make us compare and see the effects of these tools. According to them, you could either use your bare hands to dig hole or use these tools. When you compare the tools with your bare hands, it can be easily understood. Even if the activity is the same (digging), we can conclude more efficient work with less physical energy to dig a more precise hole. Likewise, symbolic tools can be used to connect with the world, and upgrade our psychological and cognitive processes. Mediation can be counted as a shift from other regulation to self-regulation while progressing in a second language as an autonomous learner in this process (Mingfei, 2015).

2.2.2.2. Regulation, Zone of Proximal Development, Interaction

Regulation means a rule or directive to control an activity or a process made and maintained by an authority. Aimin (2013) explains regulation in SCT as; “one form of mediation which refers to children’s capacity to regulate their own activity through linguistic means by taking part in activities (mental and physical) where their activity is initially subordinated, or regulated by others” (p. 2).

Culture affects children’s understanding directly and have a profound role on their ZPD as they convey the meaning or the way of their thinking through their culture (Aschermann, 2001). Culture shapes the individual’s thinking, life style and also their language. It can narrow down or broaden the distance that ZPD has and interaction help the one to pass that distance. During interaction, an individual get some help from a more capable peer or an adult which is called as "other regulated". Getting cues or scaffolding from the more capable peer or an adult are referred by "other regulation" and after the individual gets this step, they can move in order to reach to "self regulation" and intellectual growth (Jones & Brader-Araje, 2002). Mingfei (2015) describes other regulations as adults or more experienced peers who help novices while interacting and getting feedback within ZPD to correct their mistakes and reach self-regulation or intellectual growth (see Jones & Brader-Araje, 2002). Bandura (1991) states that human beings regulate their behaviour according to both external outcomes and self generated influence. He alleges that fidelity, consistency and temporal proximity of self monitoring are determinants of success in self regulation.

Aimin (2013) describes ZPD as the distance between the levels of actual and future developments. The first is the actual developmental level on which the child reaches the level of skill by working independently. The second is the future development level. Here, the child is able to reach with the help of a more capable instructor to the level of potential skill. On the basis of these definitions, we can revise ZPD with a situation that a child can achieve a goal with his or her actual potential, but if the goal is on the upper level which means a bit more difficult to accomplish, he or she needs some outer help such as a peer, a tutor, or a teacher. In other words, the distance between the child’s actual and future or developmental level for cognitive growth can be called as the zone of proximal development.

Vygotsky also refers to his theory of ‘the zone of proximal development’ as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving

under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). Ormrod (1998) indicates that we should consider two aspects that reflect us the cognitive capacity of a child. One of them is to identify the extent to which a child can do by himself or herself (as his or her actual developmental level), and the other is to identify the extent that a child can do by the help of someone who is more skilled or experienced (as their potential development level) (cited in Rizve, 2012).

Moll (1990) gave us three aspects to understand the zone of proximal development and its educational implications which are “the use of whole activities, the need for social interaction, and change” (cited in, Doolittle, 1995, p. 4). To sum up, we must keep dealing with higher mental functions, such as reading and writing, critical thinking, or problem solving, to study, teach, and learn higher mental functions in whole activities. We also need to socialize, interact and change our circumstance to improve our learning and ZPD.

Many researchers have acknowledged that students achieve some academic and motivational gains when they experience socialization with their peers (Rohrbeck et al., 2003). Because learning happens in a social circumstance, we learn when we interact with around ourselves such as our peers, family, the people in front of us or behind us in a row and so on (Hein, 1991). We obtain knowledge actively by interacting and experiencing (Jones & Brader-Araje, 2002). Meaning occurs when individuals interact with each other and with the environment they are in (Kim, 2001). Interacting with others, children learn which behaviours are suitable in a social life and receive feedback on the activities that they do while interacting, and they realise what is involved in co-operating and working together (Dewey 1940, 1966; cited in Gillies & Ashman, 2003). Social interactions create and develop human cognitive and mental functions provided that children encounter and take part in social activities which are necessary for cognitive and communicative functions (Aimin, 2013). Turuk (2008) stresses the importance of sociocultural theory principles in second language classroom on the basis of interaction and collaboration among peers and deals with how to scaffold each other by using interaction which is one of the major roles in Vygotsky’s concept of learning.

2.2.2.3. Verbal Thought, Internalisation and Scaffolding

Language is used as a symbolic artifacts to build a mediation to communicate with the World. Verbal thought is one of Vygotsky’s important contributions to

sociocultural theory that deals with the interrelationship of development and thought. Sociocultural theory supports the view that language and thought are related closely to each other as nature of thinking and speaking are integrated (Fahim & Haghani 2012).

Internalisation is a fundamental issue in Vygotsky's theory "sociocultural learning" as well as in second language classrooms. Vygotsky (1978, p. 57) described internalisation as "Every function in the child's development appears twice: first, on the social level that is between people (interpsychological), second, on the individual level that is inside the child (intra-psychological)". Internalization refers to the genetic link between the social (or interpsychological) and the inner (or intra-psychological) planes. Internalization is the process by which the child comes to learn cultural tools such as a language with an outer help at first by interacting. Then, it turns internally available to the child (Dillenbourg, 1994; Steiner & Mahn, n.d.). Vygotsky hypothesizes that once an idea, a behavior or an attitude are encountered by a child in a social setting, they turn out the child's mental functions such as a language which is called as internalization (Doolittle, 1995).

While developing higher mental functioning, children internalize or regulate their learning through mediation of symbolic tools as languages and passing through ZPD. These processes help children develop their language from social speech to private speech finally to inner speech or verbal thought. Thus, learners should be supported to think and speak in the target language at the same time that can be arranged in social communication activities (Aimin, 2013).

Berk (cited in Rizve, 2012) describes scaffolding as a kind of helping given by a more mastered one (teacher, tutor) to the novice one (student, tutee) by the way of explaining, asking, demonstrating, encouraging and so on within the novice's zone of potential development. Scaffolding is a way of teaching when it is suitable for the learner's mental level, so if it is below or above the level, the learner will get either bored or anxious in learning.

2.3. Peer Tutoring

Most of the studies take the terms peer learning, peer instructions, peer tutoring, cooperative learning, group working as having close or similar meanings (Akay, 2011). Peer advising has also gone by various names, depending on the exact circumstances of

the interaction-peer tutoring, education, mentoring, facilitating, monitoring, counseling, modeling, teaching, and interaction (Fishkin, 2004). In this respect, Kalkowski (2001) entitles of peer teaching such as “peer tutoring, cross-age tutoring, peer teaching, peer education, partner learning, peer learning, child-teach-child, learning-through-teaching, [and] mutual instruction” (para. 4).

Mynard and Almarzouqi (2006) simply describe PT as two students help each other and learn by teaching. More common and appreciated description can be that a more experienced or higher performing student is paired to teach a less experienced or lower performing student to review academic, or behavioral concepts (Kiarie, 2003; Hott et al., 2012; Tiwari, 2014). However, it is something much more than these descriptions. There are some concepts that researchers give more emphasis and add more value on peer tutoring such as systematic (Rohrbeck et al., 2003; Mynard & Almarzouqi, 2006; Can, 2009; Ezenwosu & Nworgu, 2013; Goodlad & Hughes, 1992 cited in Li Li, n.d.; Hall & Stegila, 2003) one on one, as tutor and tutee involved (Chi, Siler, Jeong, Yamauchi & Hausmann, 2001; Topping, 2005; Ariza & Viáfara, 2009; Dash, Baral & Sumari, 2015) with an asymmetrical relationship (Rohrbeck et al., 2003; Shabani & Gerdabi, 2013), guided and carefully organised by the teachers (Topping, 1996 p. 322; Ezenwosu & Nworgu, 2013; Dash et al., 2015), cost effective (Topping, 1996; Weiss, 2007; Shabani & Gerdabi, 2013; Ezenwosu & Nworgu, 2013), in a purpose driven (Bradford-Watts, 2011) peer-mediated strategy (Hott et al., 2012) which involves interactive method of teaching and learning (Topping, 1996; Kiarie, 2003, Tiwari, 2014) and academic or behavioral concepts (Weiss, 2007; Hott et al., 2012; Ezenwosu & Nworgu, 2013; Bremer, n.d.). Besides these concepts, both tutors and tutees who have similar age and academic status— and the ones in which the tutor might be older or more competent in the target area than the tutee (Topping, 2005; Weiss, 2007; Gaustad, 1993; Ariza & Viáfara, 2009) share a common goal (Monereo & Duran, 2002; cited in Shabani & Gerdabi, 2013; Akay, 2011; Blanch, Duran, Valdeberino & Flores, 2012; Tiwari, 2014; Dash et. al., 2015).

Apart from these definitions, Vygotsky describes peer tutoring as it is a role of the students to get information with the help of each other by interacting within their zone of proximal development (1978). In CAT, the roles of tutor and tutee are fixed (Topping, 1996; 2005; Ariza & Viáfara, 2009; Hattie 2009: 186, cited in Grimm et al., n.d). Tutor also has some roles as if facilitator (Topping, 2005) and guidor, advisor, supporter, observer (Ariza & Viáfara, 2009). In this direction, Chi et al. (2001) try to

pull the attention that “the tutors do not necessarily have expertise in the pedagogical skills of tutoring, although they do have expertise in the domain knowledge” (p. 472). Topping (2005) supports this statement by saying that the tutors are not professional teachers (see also at Blanch et al., 2012).

2.3.1. Aspects of Peer Tutoring

Kim Bradsford-Watts (2011) states that all types of peer-tutoring programs are based on Vygotskian approach wherein learning happens when we construct meaning through interaction with others within the learning environment. Yardim (2009) defines the purpose of the peer tutoring as to help students’ particular problems, improve their learning skills and assist them to gain self confidence (cited in Akay, 2011). Peer tutoring creates situations to individualized instruction, practice, repetition, and clarification of concepts as it consists of one to one teaching. While interacting, peers reinforce skills or practice a learned task.

Researchers see that students who work in details, think, discuss and remember better than ones who get classical education. These researches help teachers to find and use some education techniques that help students keep the information in mind and not forget. Peer tutoring can be counted one of these strategies (Can, 2009). In any types of peer tutoring, the process of both the tutor and tutee roles are modeled for students by teachers (Maida, n.d.). Providing that a teacher builds a peer tutoring programme, plans, monitors and supervises it when needed through the process of the programme, readers may get individualized and targeted instruction that they may not get in any other way.

Scaffolding stands in the core of peer tutoring. Just like a teacher, tutor has the same responses to the tutee as scaffolding activities including verbal prompts, questions, clarification, or demonstration (Dzubak, 2015). It should be noted that in the direction of these reviews, both the tutees and the tutors learn through personalised assistance received from their partners (Roscoe & Chi, 2007). Tutoring has an advantage over the classroom instruction as it is more spontaneous and free than the class instruction. Timing and responsibility are some of the aspects of peer tutoring which make PT more favorable than classroom instruction, as well. Tutors assist their tutees whenever any confusion occurs and corrects it at the right time and this allows tutees shorten learning time and helps them get a sound information. Hence, tutees can pass from their ZPD to the next higher level of understanding and skill. The next steps of peer tutoring can be

counted as keeping the information in mind, carrying it into the classroom and implementing it when necessary in other contexts (Dzubak, 2015).

The reason why peer tutoring is so much important at school is that peer effect reaches its peak in this term and peers are exposed to peer effect and tend to taking positive or negative models which their peers present them easily (Taylı, 2010). To support this respect, Shumway, Hales & Greenwood, Spencer & Okroy (2009) describe how to regulate a peer tutoring programme. According to them, while establishing peer tutoring, teachers should get all the supports from administrations and inform about the programme with a brief presentation. They should tell the benefits and responsibilities of the programme and arrange the quality materials for attendants to communicate and collaborate effectively. Teachers should recruit suitable tutors and inform the candidates with tutor responsibilities and make weekly commitment. They should train peer tutors and supervise them. Then, they should schedule tutoring sessions. Two sessions with 30 minutes each are seen minimum number of peer tutoring. Sessions should include a lesson plan, tutor notes and observations. Tutees must have interests, positive attitudes and motivation to learn.

2.3.2. Types of Peer Tutoring

Many researchers (Weiss, 2007; Gaustad, 1993, Blanch et al., 2012; Dash et al., 2015) have kept grouping peer tutoring (PT) between the ones –in which peers are of similar age and academic status– and the ones in which the tutor might be older or more competent in the target area than the tutee, a wide range of classifications about PT have been reported so far now:

Miller, Barbetta, Drevno, Martz, and Heron (n.d) have classified five types of PT: “Classwide peer tutoring, cross-aged tutoring, one-to-one tutoring, small group instruction and home-based tutoring. Peer-Assisted Learning Strategies (PALS) and Cooperative Integrated Reading and Composition (CIRC) were also other types of PT” (e.g., Boudouris, 2005) (cited in Alrajhi & Aldhafri, 2015, p:185). Stewart- Brown (2011) has also categorised PT as “paid and unpaid tutoring, face-to-face, online (e.g., Skype) and computer- assisted tutoring, in- and out-of-school tutoring as well as small group and one-to-one tutoring” (p.15). On the other hand, one of the most detailed peer tutoring programme formats has been determined by Topping (1996). She describes nine different peer tutoring formats suitable for different circumstances. These formats

are: Cross-year small-group tutoring, a personalised system of instruction, supplemental instruction, same year dyadic fixed-role tutoring, same year dyadic reciprocal peer tutoring, dyadic cross year fixed-role tutoring, same year group tutoring, peer assisted writing and peer assisted distance learning.

As seen in the researches (Hall & Stegila, 2003; Corzine, 2012; Dash, Baral & Jena, 2015) it can be concluded that mostly used PT are cross age peer tutoring (CAT), Class wide peer tutoring (CWPT), Reciprocal Peer tutoring (RPT) and Peer Assisted Learning Strategies (PALS) which are going to take place below.

2.3.2.1. Cross-Age Peer Tutoring

Cross-age tutoring (CAT) can be defined as “older and more experienced peers with greater mastery in a subject area teaching younger and less experienced peers who are not mastered yet” (Kalkowski, 1995; Can, 2009; Bradford-Watts, 2011; Stewart-Brown, 2011; Dash et. al, 2015; Bremer, n.d.). It is one of the most commonly used peer tutoring that teachers get benefit to meet the educational needs of students with disabilities included in their classrooms (Hall & Stegila, 2003, cited in Bremer, n.d.) Bremer notes that the most peculiar aspect of CAT is the heterogeneous pairing of tutor and tutee. In this type of PT, student matchings can vary in terms of age, grade and so on. However, the roles of tutor and tutee are fixed like teacher and learner (Boud, Topping, 1996; 2005; Hattie 2009: 186, cited in Grimm et al., n.d; Ariza & Viáfara, 2009). Tutor also has some roles as if facilitator (Topping 2005) guidor, advisor, supporter and observer (Ariza & Viáfara, 2009).

Most of the students benefited from different types of PT in some way, but some of the researchers claim that CAT affects better than same age tutoring (Weiss, 2007; Rizve, 2012). whereas some researchers like Burnish, Fuchs & Fuchs (2005) or Topping (2008) think contrary: same-age tutors are as effective as cross-age tutors (cited in Eskay et al., 2012). Santrock (2006) supports CAT against a same-age tutoring (e.g. class wide, reciprocal tutoring) as they embarrass if they become a tutee of their classmate and it can lead to negative social comparison. Besides, CAT brings benefits to the tutors who especially are low-achieving students as teaching is one of the best way to learn (cited in Rizve). Marious (2000) also claims CAT as most effective when planned it before the activity, trained the tutor and identified specific contributions that the participants will gain by the teacher (cited in Bremer, n.d.). Bremer (n.d.) emphasized

that pre-planning is important because it allows teachers to make decisions about “pair matching, tasks during tutoring, monitoring, and evaluation” (p. 6). If the steps above are taken successfully, the aim of the course will be achieved.

Teachers can teach students how to construct information, learning methods and styles in CAT. As the students give feedback as soon as they are tutored, their basic misunderstanding can be determined and corrected with application (Gaustad, 1993; Can, 2009). Jacobson, J, Thrope, Fisher, Lapp, Frey, & Flood, (2001) also indicate that tutors gain in the academic and affective field as well as tutees: The tutor determines his or her tutee’s understanding level and learning style and create a structure intended for teaching information. The tutor receives feedback immediately and corrects the mistakes, tutee gains a lot with such an individualised education. (cited in Can, 2009). However, CAT has a backward, indeed. It is less commonly studied because it is difficult for two different age groups of students to meet on a consistent basis. This requires much planning on the parts of teachers, approval from administrators, and permission from parents (Maida, n.d).

2.3.2.2. Classwide Peer Tutoring

Classwide Peer Tutoring (CWPT) can be described that the class splits into two groups and the groups are then divided into pairs who work together in class to tutor one another. Greenwood (1991) informs us that “CWPT was originally developed to address the lack of class time during which students were actively engaged in activities that facilitated academic achievement” (cited in Kiarie, 2003, p. 29). CWPT is less commonly implemented for the mere fact that it is necessary for the entire class to participate at the same time.

CWPT has proven its effect in some skills such as reading, social studies, spelling, and vocabulary skills which are related closely to SLA on students with mild disabilities and students who are low-achieving (Martel, 2009). Some researchers (Greenwood, 1997; Arieno, 2007; Can, 2009; Martel, 2009; Bremer, n.d) advise some processes for the implementation of CWPT.

Bianco (n.d.) recommends teachers how to apply CWPT in the classroom. According to her, teachers introduce the students the new material by using CWPT to make them learn in the class. Then, they pair the students according to their ability and compatibility and switch roles as tutor and tutee. The teachers distribute tutors written

materials such as point sheets, comprehension questions and strategies for tutoring like giving feedback. They should involve the activity by error correction and positive feedback which ease learning just after tutoring.

Gilberts (2003) suggests some implementation ways to make CWPT involve in the classroom, as well. According to Gilberts, firstly, we should select the tutors carefully and train them effectively. We can collect the tutors addressing directly or ask teachers, counsellors and administrators' opinions. The training programme should include all the tutors' expectations, characteristics of students with disabilities. They also should learn specific content knowledge, simple instructional strategies and tools (cited in Arieno, 2007). Reorganisation of the classroom is the second step. The teacher must organize the class into groups of at least four students. Each of the students has to be assigned with a responsibility. These responsibilities may include time keeper, researcher, transcriber, and peer tutor. The next step is monitoring. The teacher should observe the group interactions to ensure that training is going accurately. They should monitor frequently at the beginning of the CWPT program until they are confident in the peer tutoring process. Then, they can reduce monitoring. The final step is rewarding. It can be extrinsic rewards such as class credit, fancy pens and gadgets, or may include field trips, achievement certificates. This can help to make the tutors feel appreciated and motivated which can improve the CWPT sessions.

Two similar models have come out from CWPT which are Peer Assisted Learning Strategies (PALS) and Reciprocal Peer Tutoring (RPT). These three tutoring programmes have similar format where "students prompt, teach, monitor, evaluate and encourage each other" (Fantuzzo, King, Heller, 1992, p. 332, cited in Martel, 2009, p. 10).

2.3.2.3. Peer Assisted Learning Strategies

Peer Assisted Learning Strategies (PALS) is a version of CWPT. The teacher identifies children who need help on specific skills and match them with the most suitable student to help them on those skills. The teacher rearranges the pairs and the students regularly to work on a variety of skills during that time (Tiwari, 2014). There is a striking outcome of PALS which draws attention. PALS influences mostly and shows great effect on the low-income minority students living in urban rather than others in suburban or rural settings (Rohrbeck et al., 2003). All students can have the role of

“coaches” and “players”. In elementary grades, children improve their reading comprehension when they work in PALS. Students improve working together with someone else, because interaction can strengthen their academic and social achievement (Fuchs, Fuchs, Thompson, Al Otaiba, Yen, Yang & Braun, 2002)

PALS is approved by the U.S. Department of Education’s Effectiveness Panel for Inclusion on effective education practices (Martel, 2009). Students involve in learning process and achieve academic gains efficiently by the help of PALS (Rohrbeck et al, 2003; Chen, & Liu, 2009). PALS includes intervention integrity, satisfaction, and collaboration between program developers and classroom teachers. Therefore, the best and most acceptable solutions for the students can be achieved.

2.3.2.4. Reciprocal Peer Tutoring

Mickelson, Yetter, Lemberger, Scott and Ayers (2003) define Reciprocal Peer Tutoring (RPT) as a collaborative approach that construct assessment in a learning process that is formalized to assist students to involve in course content and enhance their achievement. RPT is a collaborative learning strategy which can involve more than a one-to-one relationship. Students switch roles while in pairs or groups. RPT has a structured format (Fantuzzo, King, Heller, 1992, p. 332; cited in Tiwari, 2014; Dash et. al, 2015). Both students can take roles of tutor (teacher) and tutee (student); It is common for a higher-level student to be paired with a low-level student (or with similar ability) of roughly the same age and/or grade level, and for the higher-level student to lead as the tutor (Maida, n.d.) and self-management methods and group interdependent reward are used to promote academic and social competency in RPT (Dash et al, 2015).

This type of peer tutoring is seen more flexible and common to see than the others as it requires fewer students to be involved and allows for even one pair of students to work together at a specific time. Whereas, the other types of peer-mediated instruction, such as cross-age peer tutoring, are much more structured and require more cooperation, planning, and time than reciprocal peer tutoring does. CWPT asks all the class to attend PT activities, whereas the entire class does not have to simultaneously be tutoring one another in RPT. It allows students to take the responsibility for lesson planning, monitoring, and evaluating their performance. By this way, it aims to raise student’s interdependence as it allows freedom of choice within group settings (Using Peer Tutoring to Facilitate Access, www.k8accesscenter.org).

Cheng & Ku (2008) conducted a quantitative research on 105 undergraduate students and investigated the students' attitudes towards RPT. They reported that RPT were helpful for group members as it gave chance to work in groups, received feedback from groups and shared knowledge. Besides, the students did not hesitate or fear when they took a question. However, they found that RPT had unnecessary work and lack of interaction (Celis, n.d.).

2.3.3. Benefits of Peer Tutoring

Peer tutoring evidently belongs to the social learning theory as students learn by observing and changes take place both in behavior and cognitive learning positively (Lyttle, 2011). "Peer tutoring literature reveals that all kinds of peer tutoring including cross-age and class wide, have been used effectively to improve both academic and social behaviors of students at various grade levels" (Kiarie, 2003, p. 34). Gartner and Reissman (1999) allege that peers are influenced by each other far more "...than their parents, teachers, or other authority figures, " so educators need to provide the opportunity for this influence to occur (p. 5). Chen & Liu, (2009) state that peer tutoring is accepted valuable experience and resource both tutors and tutees as its results show a moderately rewarding effect on tutees success, and a smaller but significant effect on their attitudes toward the subject matter concerned. According to Tiwari, peer tutoring programs gain both cognitively and socially in an individualized and positive way (2014). While peer tutoring provides opportunities as students often engage in academically relevant material, it can reduce disruptive behavior, as well (Kiarie, 2003).

A wealth of research concluded in this field reports clearly that peer tutorings sharpen students' cognitive and academic skills while enhance their social and behavioral sides at various grade levels (eg. Kiarie, 2003; Topping, 2005; Akay, 2011, Lyttle, 2011). It flourishes a new sensitivity to be able to become socially competent, get the sense of social justice, and build relationship with others apart from the family (Fishkin, 2004; Rizve, 2012).

2.3.3.1. Academic and Cognitive Benefits

Peer Tutoring acts like a source which provides contributions on academic and cognitive issues. Both tutors and tutees learn the subject that they studied while learning how to learn (Garthner & Reissman, 1993). Peer tutoring assists teachers to support

more individualized instruction in today's diverse classrooms (Vazquez, n.d). Moreover, Weiss (2007) reveals that a student as a tutor acts like a teacher does; conveying information, listening and answering questions, verbal reinforcement, being both independent and responsible. They feel that they should be competent academically, like both about the school and the subject, and help others learn the subject. These factors improve certain study strategies such as paying attention and actively participating in learning activities. Hattie supports this view by stating that as peers take over responsibility from the teacher and arrange their own or the others' learning, they improve their self regulation and motivation. Hence, students should experience freedom, control, and autonomy through the peer tutoring method (Hattie 2009: 187; cited in Grimm, Kampf & Kolodziejski, n.d.).

Tiwari (2014) notes that students receive more time for individualized learning thanks to PT. She mentions some of PT benefits that affect students' academic, social and behavioral improvements profoundly. As known, active interaction between students enables permanent learning. Peer tutors consolidate their own learning when they instruct others. Students feel free and relaxed when they work someone with whom they get on well. Peers share a similar discourse, allowing for greater understanding.

PT may expand the capacities of learners by recognizing and analysing the capabilities of the students into the learning process (Rizve, 2012) as well as helping us repeat and record newly gained information into long term memory (Lyttle, 2011). It submits suitable conditions to a student to become an active, self-regulated learner (Eskay, Onu, Obiyo, & Obidoa, 2012) and gives the students time to make active responses to instructions and to get immediate feedback for their performance. Thanks to peer interactions, less able students can assess the proximal development zone by the help of more able one through problem solving (Vygotsky, 1978).

Even if PT program has some challenges, its benefits far outweighs any challenges. PT affects more and gains mostly for: "a) students in grades 1-3; b) urban settings; c) low socio-economic areas; d) minority students; e) school-wide prevention programs; and f) when students controlled tutoring sessions" (Rizve, 2012, p. 130). Most students have tendency to be active during the class time. It is important for a teacher to draw their attention and create a desirable attitude towards the lesson. That is the reason why students should be involved in a task that they teach and learn to improve academic behavior (Kiarie, 2003). Student's relationship with each other may also affect their social and academic behavior. Willingly or not, students interact and

work with one another in PT. Therefore, it can contribute to increase social interactions between students (Welsch, 1998; cited in Kiarie, 2003).

2.3.3.2. Social and Behavioral Benefits

Similarly, a peer tutors his or her partner throughout an activity with an attitude of a teacher. This authority includes keeping the tutee away from the outer distractions and make the activity easy for him or her. Kiarie (2003, p. 33) suggests that “A behavior management system might have an additive effect on PT for both academic and social behaviors” . The students who have less success seem to gain their self-esteem by the help of PT. As tutors become models of acceptable behavior, they feel as if they are responsible for organizing the program, asking questions, displaying self-management, encouraging social interaction and facilitating learning behaviour in a peer tutoring session (Gaustad, 1993). Those functions allow both learners and helpers gain positive attitudes in self-esteem, self-confidence, self-belief, motivation, social relations beyond tutoring, and ability to understand and manage their own learning processes (Topping, 1996; Fishkin, 2004; Weiss, 2007). Peer tutoring supports students with an individualized instruction and maximum engagement (Vazquez, n.d.).

Tutoring encourages and motivates the individual, as well. Empathy, initiative, enthusiasm, and direction can be supplied by the tutor. Affective and social effects of peer tutoring are related loosely with each other. The affective is a cause of the behavioral, thus all of them have a tendency to become more understanding and tolerant (LI Li, n.d.). Tutoring also provides the students with immediate feedback, an atmosphere and a technique for involving peers or a teacher in choosing, planning, and executing student learning activities. They can be easily conducted in a variety of environments, large or small, formal or informal. Students can be involved in the learning process to provide for individual interests and specialized skill areas (Fishkin, 2004).

Another advantage of PT is that anxiety caused by vast differences in age, status, and background between students and teachers can be reduced thanks to PT. Peer tutoring improve students' communication skills. A tutor may possibly communicate more easily with a student, particularly a struggling student. (LI Li, n.d.). They learn how to listen to and communicate effectively. Tutors may increase their own understanding, self-esteem and self-confidence as they teach academic materials to such

students (Fishkin, 2004). Thus, PT is especially recommended to reduce anti-social behavior in schooling adolescents. As the students have opportunities to practice their social skills in a structured environment, they are less problematic and display exemplary behaviours (Eskay et al., 2012).

2.3.4. Concerns of Peer Tutoring

Kalkowski (1995) thinks that PT has not been researched yet and it is not so widespread. She links up this argument with some obstacles before this strategy. Kalkowski (1995, p. 6) points out these obstacles as “tradition, teacher resistance, possible disadvantages accruing to the tutor, possible tutor impatience, implications of tutor selection parent cautiousness, implications for school organization, variable suitability of different subjects for peer tutoring and possible lack of expertise on tutors' parts”.

Beasley (1997) states that both tutors and tutees have different expectations, but they can be trained beforehand to clarify them (cited in Mynard and Almarzouqi, 2006). There is also concern that wrong information can be given by the tutors or tutors may not realize the tutees' weaknesses properly and the activity turns just a spending of time (Beasley, 1997; cited in Mynard & Almarzouqi, 2006). Shabani & Gerdabi (2013) also assert that while a tutor can support more than a professional teacher in peer tutoring, the quality of that support can be significantly poorer than that of a professional teacher. Tutor 's detection of errors and misconceptions might be mistaken and less reliable than a teacher.

Quality of peer assistance varies with individual peer helpers. Ethical and theoretical concerns about appropriateness and effectiveness can be increased for peer helpers. There are also four common problems for peer assistance- increased noise levels, student complaints about tutoring partners or team mates, student cheating and point inflation (when tasks are used for a grade) (Topping & Ehly, 1998, cited in Fishkin, 2004). Peer tutoring takes time to design, organize and affect suitable selection and pairing. Besides, it may need to adapt to curriculum materials (Topping, 1996).

There seems to be some tasks that take time to fulfil. Preparing the student folders is an activity that requires time and resources to prepare (Kiarie, 2003; Bradford-Watts, 2011). Another area that requires time is monitoring the student progress. For the PT programme, to proceed as planned, student progress needs to be monitored by the teacher. Training the students is an activity that requires time as well.

2.3.5. The importance of Peer Tutoring in Learning English

Considering the importance of PT for learning English, many researchers who studied on peer tutoring and English as ESL or EFL state that peer tutoring programs have positive effects on both EFL and ESL English learners (Lyttle, 2011; Shabani & Gerdabi, 2013; Alrajhi & Aldhafri, 2015). A foreign language is assumed to learn best in a social context and the intention of peer tutoring is to supply children a social context so that they learn better (Tella, 2013).

Lyttle (2011) emphasizes that as PT supports the students learning English while adding advantages when compared to other effective instruction methodologies such as direct instruction, response cards, and guided notes, it affects English language learners positively on the basis of the cognitive learning abilities (Kiarie, 2003). Shabani and Gerdabi (2013) allege that peer-tutored read aloud is more effective in vocabulary learning than individual teacher-guided read aloud for Iranian EFL students.

PT may not be appropriate for all kinds of learners, but majority will get benefit from it and its all types can be used in learning English and if structured and arranged correctly, it allows to use “immediate-response feedback, error correction, and a specific tutoring technique that benefits both the tutor and tutee” (Carmichael, 2009, p. 12). Harper, Maheady, Mallette, & Karnes (1999) state that PT improves “reading, social studies, spelling, and vocabulary skills on students with mild disabilities and students who are low-achieving” (cited in Martel, 2009, p. 11).

When enhancing peer scaffolding, PT helps learners overcome task challenges such as lack of ideas, limited content knowledge, difficulties in pronunciation, and presentation skills effectively (Nguyen, 2013, cited in Alrajhi & Aldhafri, 2015). Students can improve positive self-concept in learning English by constructing these positive effects (Alrajhi & Aldhafri, 2015).

2.3.6. Teacher’s Role in Peer Tutoring

Bradsford-Watts (2011) identifies teacher’s main aim as enhancing students’ language proficiency, help them make autonomous, confident learners who work well together and also nurture a positive attitude to the language and the school. Teacher acts as a facilitator of the learning progress. They set aside the time to decide on the curriculum that students plan the logistical arrangements, tutor and evaluate the programme components. They are there to support the peers (Gartner & Riessman,

1993). Besides, the tutor needs to prepare tutoring in detailed and reflect their progress. All the tutees are seen preparing themselves to become a tutor (Gartner & Riessman, 1993).

Lyttle notes that we need to have a sound curriculum and repeat the material information. While arranging tutoring, we need to select the tutors and tutees meaningfully (2011). After the matching, the students who are supposed to be tutors or tutees should be trained carefully and properly. Students who were trained well can help others who have the same needs (Arieno, 2007). Tella (2013) accepts these suggestions and moreover, offers some procedures to be followed in PT. According to Tella (2013), the procedures in PT put in the following order:

(1) identification of learning task; (2) analysis of learning task; (3) presentation of the learning task to the whole class by the teachers; (4) selection of peer tutors; (5) briefing assigning tasks to the tutors; (6) pairing of tutor with tutees; (7) discussion of tutors with tutees; (8) monitoring of peer activities throughout the activity and provision of clue; (9) teacher processes feedback for incorrect responses and praises for correct answers and appropriate cooperation; (10) teacher guides conclusion. (p. 10)

In the past, peer tutoring was used to implement as a remedial help, but now it is used to reinforce and enrich the knowledge and gain self esteem. It was used to give importance to tutee, but now, it is used to emphasize tutor improvement (Gartner & Riessman, 1993). Therefore, the teacher must be aware of its outcomes and how to implement it effectively.

Many researchers and educators have worked on how to implement PT effectively and which points that both teachers and participants of PT avoid before or while implementation to utilize from it as much as they can. Some of them suggest some steps and rules that we take into account about the process. For instance, Baker states in Martel's report that teacher must be trained to arrange suitable learning skills and accommodate the needs of all the students. They must be able to recognize if the students have latents and if they have, the teacher must help the students nurture and strengthen them (Baker, 2005, cited in Martel, 2009). Teachers should collaborate with their colleagues to organize and structure a PT programme. Teachers should prepare the materials, select the pairs and schedule the timetable carefully to get PT and and run the

activity. They should explain the procedures and instruct the students about the tutoring clearly and in detailed. They should model and provide time for students to select and practice for the goal. Teachers should observe and evaluate the tutoring, their behaviours as individuals and peers and adjust the programme according to students' needs. They also should ensure that students understand the activity (Kingsley, 2007).

Topping (2001a; cited in 2005) mentions some principles that teachers need to consider while organizing PT. These are "context, goals, curriculum area, participants, helping techniques, contact, materials, training, monitoring and assessment of students" (p.634). Teachers also should motivate peer tutors with special needs as it can affect their social skills and self-esteem positively (Arieno, 2007). Teachers should choose volunteer students with special needs in order to affect their social skills and self-esteem positively. Teachers encounter the problem of uncertainty of what to do while teaching the students with special needs because of the lack of time and large teacher-to-student ratios. When these students are trained carefully and properly, they can help others who have the same needs.

Teachers should not transmit the knowledge, but facilitate, model and coach the students (Calderon, 1990; cited in Ching & Hui, 2013). Teachers should mediate and help them solve their learning problems and assess group interactions and monitor students' developments in language skills to improve student learning (Chen, 1998; cited in Ching & Hui, 2013). According to Dopp & Block (2004) teacher has the primary role as they assure basic concepts (cited in Arieno, 2007) and intervene the programme when something negative happens like rebuking or insulting. To ensure them, they should create a safe, non- treating and learner- centered environment (Ning, 2011, cited in Ching & Hui, 2013).

Shumway et al. (2009) advise teachers about key points on PT that teachers take into account. Teachers should know and articulate tutoring programme. They should provide pre and post tests to assess their skills for improvement. They also should coordinate the tutoring programme including matching and arranging time. Timing should be flexible not to miss the classroom lessons. They should give the students who study in PT support, feedback and praise and also inform the students' parents about the programme. In addition, teachers should remind the students about their progress through effort and practice, and after that, they should celebrate and praise their efforts and progress.

Another important fundamental factor which can be counted as a must in PT is communication. PT allows tutee to ask question and answer the question without being anxious in a nearly free stress environment. Tiwari suggests other possible steps to implement PT. According to her, the students who are in PT should guide the students who are not related to PT programme. Teachers need to create a comfortable atmosphere and build a rapport. They should choose the peer tutors who are interested and sensitive on tutoring. They should design activities and a training programme. After PT starts, we should supervise and support the tutors, keep record of the students' activities. They should encourage and advise the peers about the programme (2014).

Teachers should monitor, counsel and evaluate student progress (Vazquez, n.d.) in order to measure whether the activity is successful or not. The tutors should not be the tutee's best friends or the worst enemies. There must be a close relationship between the students and the teachers. The teacher may change the matching according to the students' behaviour and change the students every two or three weeks. It will also help students to be familiar with some other people in the classroom (Eskay et al, 2012).

2.3.7. Student's Role in Peer Tutoring

First, If the tutors and tutees have clear expectations and take the ongoing training and feedback, they benefit the best from the programme (Shumway et al., 2009). Tutors should learn the subject that they teach. Then, they should learn how to teach. On the other side, tutees should learn how to listen to each other and interact together. Last and the most important one they will learn how to learn (Gartner & Riessman, 1993).

Topping (2005) emphasizes that both tutors and tutees must realize what happens when they interact and they must arrange and observe their own learning strategies. Both tutors and tutees reflect directly or indirectly. Reflection occurs randomly even at the beginning of peer tutoring. The more they learn actively, the more they increase reflection. Dzubak (2015) is like minded with Topping, pointing on the learning methods that is gained by scaffolding. According to Dzubak, we can say that learning is occurred if a tutee can transfer skills which are newly obtained independently. While acquiring and transferring new skills, tutees can get effective learning and problem solving strategies, as well. They learn how to analyze and deal with new concepts which help strengthen their problem solving and critical thinking skills. This

leads constructing and strengthening of autonomous learning that is an independent learner in other word.

Researchers think that choosing the tutor and the peers' education is important. In addition to tutors' aptness to the lesson or topic, they must be willing and volunteer. It is important for tutors to understand their peers' problems. Thus, tutors change and adapt their way of teaching according to tutees' situation. Tutor should provide the tutee clear, specific and accurate information (Dzubak, 2015). Besides this, they have to observe, discover, correct their mistakes and direct the tutoring (Topping, 2005). Content of the education must be meaningful and systematic together with teaching in their education (Can, 2009). Tutors must know what their peers need help to improve themselves in the subject. They can improve problem solving. Besides, they can get different kinds of learning methods and they can realise the tools that are used.

Tutoring consists of different learning strategies inside: The learners learn significantly by constructing the relationship between cognitive and social development. They use pacing, repetition and reinforcement, besides, they individualize and attune the material to their interest and learning style (Gartner & Riessman, 1993). Arieno (2007) argues that peer tutors must have the specific qualifications such as perseverance, higher-order thinking, leadership, organization, willingness to stand firm against odds, and compassion. Nevertheless, Gaustad (1993, p. 2) alleges that by the well-planned peer tutoring programs, tutoring may become a model programme of "appropriate behavior, organizing work, asking questions, demonstrating self-management, encouraging social interaction, and facilitating better study habits." Besides, tutees get more than the aims of learning the subject in tutoring (Gartner & Riessman, 1993). But, they should have motivation and desire to attend to the programme (Shumway et al, 2009). Orsmond (2005) mentions "six ways in which feedback can be utilized which are to enhance learning, encourage reflection, improve motivation, clarify understanding, enrich the learning environment and improve engagement in the learning activities" (cited in Arieno, 2007, p. 17).

2.3.8. Research Studies Related to Peer Tutoring

Joanne Kingsley from Bishop University conducted a research on the effect of peer tutoring in 2007. She investigated the third grade class which consist of 20 students. She selected six students and then chose four of them who had greatest

learning difficulties. She gathered qualitative inquiry through case study of four third grade students who had greatest learning difficulties. Her investigation lasted per two-hour a week from January to June. She collected data by photographing, video and audio taping, interviewing both the classroom teacher, Cathy and her third grade students. The third grade students worked with the first grade students. Cathy, the third grade teacher and Norma who is the first grade teacher worked together to plan and prepared an agenda. According to the plan, the peers would work for four days. They carefully matched the students according to their abilities and needs. After working for three months, they changed the dyads considering compatibility of both personalities and reading skills. Cathy's class helped their tutees, the first grades train to become big buddies with kindergarten class. The tutors were engaged in reading to each other and challenging literacy activities that enhance reading. At first, teachers taught the subject and gave the instructions about what and how to do. The children valued their own teaching as they had the authority as little teachers. Students were unable to read and write well and had negative attitude towards literacy. After the tutoring programme, they learned how to read and spell and also got pleasure and self esteem. On the other side, younger students strengthened their spelling and dictation. She concluded that peer tutoring improved the students' academic achievement and behaviours. Their reading fluency and comprehension increased. Their roles as little children motivated them to be attentive and active learners. Besides, their self esteem increased and they became self confident and had serious attitude towards this literacy event. Furthermore, they enjoyed as they interacted with their peers.

Vazquez (n.d.) conducted a study on sixth-grade students to see academic and social growth from cross-age peer tutoring. Five sixth grade students as tutees and five eighth grade students as tutors participated in the study. The students were matched with the same gender according to their wishes. The process of the teacher led tutoring was "(a) transitions to and from tutoring; (b) practice procedures; (c) rules for behavior, (d) error correction procedures; and (e) positive feedback" (p. 7). The tutor training lasted 45 minutes and when it was complete, cross-age peer tutoring began. A session was 30-minute class period. These sessions lasted during every Monday through Friday between mid-April and mid-June, approximately nine weeks. A teacher designed behavioral checklist, anecdotal teacher notes and reflections, the 6th grade student work samples/journals of tutees and 8th grade student writing journals of tutors were mainly used to collect the data.

She told that she witnessed of the positive responses to their tutors and the remarkable improvement in their behavior. She acknowledged that they became more confident about their own teaching and benefited from cross-age peer tutoring for tutees, tutors, and teachers. The tutees also improved their behaviours as a result of the tutors modeling appropriate classroom interaction and increased personalized praise, feedback and encouragement.

Ll Li (n.d) conducted an experimental subject which has four classes each of which consist of 60 students. Those four classes include three different departments which can be representative of the whole university. Ll Li took one of those classes while describing the process of the study. Ll Li used PT in her study to improve her students' English level. Before PT, the students were clearly informed, engaged with specific tasks and assigned in each team as tutoring pairs. Students were matched according to the personality and the academic difficulties of the students. The students worked with the same peers for 4 to 6 weeks. After the teams were formed, the students learned their responsibility like helping each other to learn weekly content previously introduced by the teacher, previewing the new unit and completing the task that they assigned beforehand. Teacher prepared a series of peer tutoring tasks to give the students weekly. This method made the students learn from each other. As the method, the pairs understood each other's learning needs and the background. Then, they had specific learning task and specific instructional materials for that task. In the specific learning task, a pilot study was conducted as an example for the students. In the study, two pairs of students tried to do the task. During the performance, the teacher would correct the students' behaviour and give a model of appropriate tutoring behaviours for the task. After the pilot study, they ensured that every peer understood procedure the programme. Teachers did not involve in the students' study. The students had regular time and place for the activity. Students had two sessions of peer tutoring on each Monday and Friday in step building. The peer tutoring lasted for the whole semester.

After the study, Ll Li concluded that both the tutor and tutee utilized in development of cognitive skills such as literature review skills, reading, speaking, writing and listening skills, approaches to learning and study skills. This programme helped them to increase their learning autonomy, gain insight into how other students perceive their subject and improved students' communication skills. Ll Li realized that affective effects were connected to each other as the affective effects were the reason of social effects. Besides, they developed a greater respect for others with different levels

of skill or aptitude. The less successful students seemed to gain their self-esteem and then tend to become more understanding and tolerant.

2.4. Attitude and Motivation on Learning a Language

Luciani (2013) defines attitude as a mental orientation and an emotional position that shape who and what we are. According to him, while positive attitude leads healthy, constructive ambition making us feel more empowered and positive, negative attitude let us suffer as it causes anxiety and depression.

Ushida (2005) defines motivation as the extent to which the individual works or tries to learn the language as he or she wants to learn the language and satisfies to experience it. On the basis of this definition, a motivated person wants to learn the language, try to learn and keep on studying to learn (Gardner, 1985, p. 10; cited in Ushida, 2005). Motivation is the ability and energy to provide and maintain positive attitude (Luciani, 2013). Ellis (1997, p. 76) alleges motivation does not stay still in a learner, instead, it occurs or changes from time to time depending on the learning context or task (cited in Lennartsson, 2008). She claims that a student who has negative attitudes towards learning a language can turn them into positive ones by getting a positive result. Petrides argues that motivation is connected to two factors to be understood in foreign language learning theories which are the needs of the learners and their attitudes towards the second language and the second language community (Petrides, 2006).

Motivation is one of our key to learn. Bandura (1991) tried to pull our the attention onto self motivating functions by emphasizing that if people deal with their performance on a task so closely, they begin to set progressive improvement goals even though nobody encourage or ask them to do. If it is lack in the components that are essential to learn, then, learning will not happen meaningfully, because, we need to know the reason why we learn no matter how direct or severe education it is. Falchikov (2001) states that motivation includes the goal, expectation and external factors (cited in LI Li, n.d.).

Petrides supports this view and states that motivation is not a single phenomeon. There are some concepts that are counted as they may affect motivation such as cause, behavior and outcomes. Cause can come from inner (personal goals of the learner) or outer (rewards or punishment) factors. Some learner bevaviours like persistence, effort or

enjoyment and outcomes that occurs because of the evaluation of performance and reaction to success or failure. So, teachers think if the students actively work on a task, they will be more positively motivated (Petrides, 2006).

An attitude is a set of beliefs and motivation is a reason for doing something. Motivation affects learning a language directly. Negative attitude and lack of motivation can hinder learning a language. But negative attitudes can change and turn into positive ones and facilitate a positive result. A person starts to learn a language better with a positive attitude (Oroujlou & Vahedi, 2011). It was found that students who have less talented can make their best to be a successful language learner with a high motivation. Teacher can implement some tips to enhance motivation and get positive attitude toward a foreign language in the class. Oroujlou & Vahedi (2011) advise teachers in order to have positive attitude and foster motivation. According to them, a teacher should:

- (1) create a friendly atmosphere in the classroom should feel more comfortable and relax,
- (2) encourage students to personalize the classroom environment,
- (3) create situations in which students will feel a sense of accomplishment,
- (4) encourage students to set their own short term goals,
- (5) provide pair and group activities to develop students' confidence,
- (6) connect language to students' interests outside of class. (pp. 998-1000)

Lennartsson (2008) worked on students' motivation and attitudes towards learning a second language. She examined a group of volunteer students group consisting of almost 16 students, both native English speakers and students from other countries. She used questionnaires and interview to gather the data. According to the data, she found that motivation and positive attitude is a must to improve to learn a language.

Ushida (2005) conducted an empirical study to investigate the role of students' motivation and attitudes on the study of French or Spanish in language online (LOL) courses. The findings from this study indicated that students who had positive motivation and attitudes toward language study inclined to do well on the module tests and to participate actively in online chat sessions. It was also concluded that motivated

students studied regularly and productively in order to take every opportunity to perfect their language skills in the LOL course.

Tutoring programme helps the tutees to motivate so that they learn effectively as they participate in the activity and share information with the tutors. An attitude can be learned. If it is learned, it can be taught, as well (Oroujlou & Vahedi, 2011). Well trained tutors increase the tutees' learning. Tutees learn how to teach indirectly and and prepare themselves to be a tutor which help them improve self esteem(Gartner & Riessman, 1993).

Students' motivation towards learning a second language change and accordingly, different attitudes may be demonstrated (Lennartsson, 2008). Peer tutoring as a cooperative learning lessens anxiety while increasing achievement. This also helps learner occur self-confidence and motivation gaining positive attitudes towards language learning (Bayat, 2004). Peer tutoring creates environment for peers to practise with each other (Tiwari, 2014) and gain confidence while communicating. This help them occur motivation and positive attitude to learn English as a second/foreign language.

2.5. Conclusion

Peer tutoring presents an effective educational strategy for our classrooms of diverse learners as it enhances both academic gains and social enhancement. As Vygotsky indicates that language is first interpersonal, between the child and the external world, and then becomes intrapersonal (1978), through PT programmes, all the students can involve in learning EFL and utilize from the wide range of benefits of PT while interacting and socializing with other peers.

Teachers can benefit from PT to surpass some challenges such as limited instructional time, multiple curricular requirements, and appropriate social engagement among students by taking support from administration. PT programs can be implemented at the classroom successfully, even at the school or district level. Since students take over the responsibility of learning through PT, the teacher shifts from the centre as the sole source of teaching and turns into a facilitator of the students' learning. This situation allows the teacher to deal with other aspects like monitoring, scaffolding and feedback which make the classroom management easier and helps the teacher create a positive learning environment. It suplies advantages for inclusive classrooms as well.

This allows teachers to reach a wide range of students with different needs and make them keep in education in some way effectively.



CHAPTER 3

3. METHODOLOGY

This chapter presents the participants, setting and data collection instruments of the study. Then, it describes the research design and procedure of the study. Finally, it gives information about data analysis and trustworthiness.

3.1. Participants of the Study

The population of this study was the volunteer students of the sixth, seventh and eighth grade at an elementary school. The students as participants were selected from the volunteers of the classes where I have been teaching. Thus, I had a chance to observe them in class time and see their progresses vividly as I knew my own students better than the others. I could compare the changes and see analysis for the data closely and in detail. I could arrange and adjust the experimental procedure easily.

The present study is a case study. Nine students who seemingly needed help in learning English among the participants were selected as the samples of the research in accordance with the terms of the purposive sampling.

3.1.1. Rationale for Purposive Sampling

In this study, I decided to examine the students who seemingly needed help in English as my samples, but I allowed any volunteer to participate in the activity to construct the groups beside my samples. This would help all the volunteers get benefit from PT and also their presence would let the samples feel that they would not be alone in this occasion and feel more harmonious and relaxed. Therefore, any volunteer to participate in the activity was allowed before selecting the samples. Firstly pairings were arranged and then they were formed in three as groups (see 3.1.2). Some of the groups were formed at the beginning of the study and some groups were formed a few weeks later.

Among those participants, nine students in three groups were determined to investigate according to purposive sampling. The selected three groups were formed by the participants who were in need of help in learning or displaying their knowledge or skills in English. These participants were selected as purposive samples, because they shared similar characteristics; all the participants need help in learning English because

of either their learning problems such as lack of attention, inability to focus, forgetfulness or disruptive behaviors such as indifference or irresponsibility. These students cannot learn properly without individual help and when they do not get any help them in time, their learning lessens, their English level gets worse and finally, they quit. Besides, some of them have affective problems such as anxiety.

Figure 1 also visualises the first sample group's arrangement. As seen in the sample, the students in these three groups initially studied as either a tutor and a tutee. After a few weeks (approximately three weeks) when the tutee got accustomed to study together with a tutor, I asked him or her to have two roles and become a tutor of another student while keeping the role of tutee at the same time. When he or she accepted, I assigned a new participant as a tutee for the previous tutee of the group. By this way, all these three groups had one tutor, one tutee and one both a tutor and a tutee. This kind of grouping would provide me to compare the roles and see the effects of PT on the roles after the study more closely.

Another reason of choosing those three groups was that even if they had similarities about sampling, their continuity of PT activities differed from each other; the first group kept on studying as the longest time, the second group studied shorter than the first group and the third group studied the shortest time of the other two groups. I wanted to see the effects of PT on these group members in accordance with the continuity of the study and be able to compare them.

3.1.2. Organizing the Pairs

Any volunteer to participate in the activity was allowed before selecting the samples. The participants could suggest their choice for their peers to study PT. Some of them wanted to be matched together as peers. Two different tutoring types were applied according to students' pairing solutions; cross-age and same-age pairings. The volunteer participants' roles in pairing were arranged on the base of their English lesson achievements, needs, learning styles and personal structures and aspects; their strengths, weaknesses and attitudes towards the lesson. I knew their personalities, understood the patterns of their behavior, and I communicated on a personal level with each of them on a daily basis. Consequently, my thoughts, observations about them so far and the participants' wishes were taken into consideration for pairing. When they offered me to be paired someone to study, I let them be pairs. They either offered me to study with

someone in the same class/ grade or from upper level as a tutor, or lower level as a tutee. Some of them asked for two roles: being someone's tutee while pairing another as a tutor. This kind of students were generally high achieving seventh grade students; they asked to tutor someone from same or lower grades, but wanted to be a tutee for upper grades in the mean time. When they do not find a suitable pair, I offered to arrange someone according to the factors mentioned above. The participants were generally tolerant about pairing, but some of them asked to study with the same gender. Therefore, they were matched accordingly. Pairing was done as they wished in order to create a stress-free environment and make them work more efficiently. Nevertheless, I warned them to be paired again with someone else or quit pairing if they do not participate in the activity or react according to the programme.

The samples were paired with each other as either tutor or tutee or both tutor and tutee according to their level and wish just like other participants. Figure 1 presents a sample arrangement of the tutor-tutee relationship in the mean time. For example, Kenan was a good student, but had some problems in English. He wanted to have a tutor for him who was more proficient than him, but a few weeks later, when he was ready, he also accepted to tutor a student who had lower proficiency level than him to sharpen his skills. Thus, he had two different roles as being both a tutor and a tutee. At the end of the arrangement, we had some groups like the sample from the beginning of the study. Besides these groups, a few more groups were formed after a few weeks.

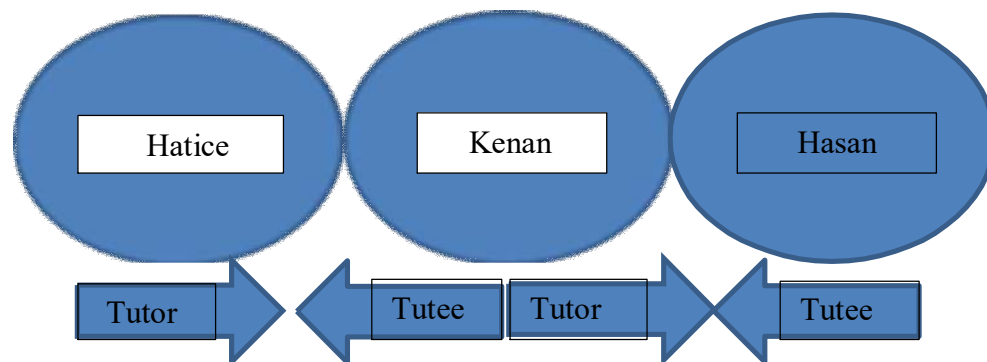


Figure 1. A Sample Group Arrangement

All the selected groups were among the ones who were formed a few weeks (approximately three weeks later). The constructions of the selected groups were given in clear and detailed instructions in chapter 4.

3.2. Setting

The school where the participants mostly took the study as setting runs from 8.30 to 15.00. There is a break time at 11.40 for one hour. The students take seven lessons per day and have a ten minute break between lessons. Classes have between 30 and 40 students. The classes are heterogeneous about success level. The students of the school generally know each other as they come from the same surroundings and they are mostly each other's neighbours.

The participants attended to peer tutoring mostly at school in their spare time; they studied in their classes at break or lunch time. If they were not able to study at school, they could meet somewhere out of the school such as their homes or a library for PT.

3.3. Data Collection Instruments

For my study, I used a variety of research tools. I obtained data from:

- my observations
- my anecdotal records
- students' reflection papers
- Interviews

3.3.1. Observations

Observations of the participants included progresses both in and out of the class. Throughout the process of the study, the participants were observed and recorded closely. My focus points were on their behaviour towards me as their English teacher, their peers and the lesson. The participants' responses to English lesson were especially aimed to observe. Their readiness, willingness to the activities about the skills of English, motivations and attitudes were taken into account to observe before, during and after the lessons. I also tried to observe their concern about the PT activities and compare all of these points and success level before and after PT.

3.3.2. Anecdotal Records

I decided to use anecdotal records for the participants to analyze and compare the progresses of the participants during the study. I began to keep my anecdotal notes for every participants as individual and with his or her peer. For instance, I began to keep notes for Meliha just after I assigned her as a tutor. My note for Meliha on the 27.10.2015, Tuesday:

Meliha is in 8/A class and she has too much of anxiety about exam. She does not have enough self-esteem. She doubts about her knowledge, so she hesitates too much and does not trust her answers. I assigned her to tutor Figen. She was so excited about PT.

I wrote my records informally, but I took care of writing the students' previous situations in English lessons, problems or reactions towards English as a foreign language at first, then I took notes about their improvements or changes I observed. I took my notes at the end of the day when the students dealt with PT activity and talked to me about their study directly or showed me in the classroom activities indirectly (through my observations on their participations to classroom activities and English skills). I described their behaviour before studying PT and after PT. For instance, my notes for Meliha's tutoring on the 03.11.2015, Tuesday:

Meliha and Figen studied for more than one hour together this week. They said that they liked each other and got on well with each other. Mihriban was the most affected one on PT. She told me their study process eagerly. She told that she learned better while repeating. She told me that tutoring made her improved because she prepared herself before the tutoring. She read the topic she would tutor beforehand and practise. So, she read more correctly and fluently and she knew the words as she prepared herself for PT. She is so enthusiastic to tutor Figen and happy for herself

I kept my notes focusing student interactions, their involvement in the activities and the progress of the study, while caring of students background as tutor or tutee to be able to compare the progress just after the observations. I tried to capture the

participants' essential moments by taking records that might otherwise be lost. I went on taking notes till the study ended (approximately six months). These data were useful for my further processes of my study and I could see their progresses from a holistic perspective.

3.3.3. Students' Reflection Papers

Reflection in education is regarded as “a critical thinking process to analyze the performance, make informed decisions, and reshape the actions by gaining awareness of the context” (Viafara, 2014, p. 202). Tutor and tutee reflection papers provided insight about their opinions of a tutoring lesson, their progress and attitude towards both the programme for a short term and the lesson for a long term. The tutors gave feedbacks to their tutees about the activities they had and if they should do the same or differently the next time.

The students' reflection paper contains seven questions about their PT activity. The questions were related about the effects of PT, their lesson achievement, personal improvements, social relationships and also on their response toward PT and future plans related PT (see Appendix 1). I asked these questions to cover all the possible aspects of PT that I wanted to investigate and to grasp the students' overall thoughts about PT actively and vividly in detail on their own PT studies.

The participants had their reflection papers three times during the process: The participants took their first reflection papers just after a week when they completed their first study with their peers. The second paper was given when they felt as if they made a progress about PT. The timing was determined according to my observations and their willingness to take the paper as they studied for some time. So, some of them took their second reflection paper after three weeks of their PT while some waited one month to take the paper. The last reflection paper was given at the end of their study. The students took the same reflection papers, but their answers were changed as they studied on different skills or topics for each time.

3.3.4. Interviews

Interviews took place twice during the process of the study. Each interview lasted between 20 to 30 minutes. The participants took interview with the ones they did tutoring as a group in order not to create any stress upon the participants. The

participants were warmly welcomed and asked firstly one by one and then with their peers as a couple in order to get their thoughts about themselves and their comments on each other on PT during the interviews. We conducted the interview in the councillor's room not to be disturbed by anyone else. Before interviewing, I asked the students to record their voices just in case I needed to relisten so that I could analyze more correctly and clearly. The participants accepted my recording to their voices.

I interviewed with the groups two times; the participants took the first interview in a week after they got their first reflection paper for the study. and the second after they had their third (last) reflection paper so that they could have some more to say about PT and their study. In the interviews, I asked about their methods and procedures about PT in their studying. I also asked about their working styles and wanted to know if they had the rules, habits or tolerances about PT during their study and I wanted them to give feedback about each other's roles in PT. I tried to learn their thoughts, opinions about PT and also their feelings or wishes about each other on study (see Appendix 2 for interview questions).

Interviews helped me to observe their reflections and hear their thoughts about PT. Besides, I had information about the methods they used, process about their PT. I also had a chance to listen to their first impressions, memories they had and feedbacks about PT.

3.4. Research Design

The study was arranged as a qualitative case study. Specifically, there were three cases, each of which was composed three students. According to Baxter and Jack (2008, p. 545), "a qualitative case study enables the researcher to answer 'how' and 'why' type questions, while taking into consideration how a phenomenon is influenced by the context within which it is situated". The qualitative case study allows to investigate the case of the population being studied in depth in real life settings and in a particular time. It also helps analyze the individuals, the programme and the process through many instruments some of which are observations, interviews, audios and so on. Greenaway (2011) recommends case study as "a research lies in the capacity for in-depth study of complex social phenomenon in real-life settings and provides an opportunity to gather first-hand experience using a variety of data collection methods"

The study took place at a secondary school while they studied actively for six months. Just as a case study aims to analyze a particular case in detail to be able to describe, learn from that and to expand and generate theory (Yin, 2003 cited in Baxter & Jack, 2008), I also aimed to analyze and find out the benefits of PT on the learners who need help to learn English. Cresswell (2003) also approves “observations, interviews with open-ended questions, documents, and audiovisual materials as data-collecting methods in the qualitative research methods procedures” (p, 17). Baxter and Jack (2008, p: 556) point that researchers should “provide enough detail in a qualitative case study so that readers can assess the validity or credibility of the work”. This study also has the instruments which qualitative case study use mostly and offers enough detail in order to supply the validity or credibility.

3.5. Procedure of the Study

I told the classes about my intention through the study and introduced the peer tutoring programme. The programme was supposed to last for six months which was to start at the beginning of the first term and to finish in the middle of the second term in 2015-2016 education year. I spent one hour for each class on introducing the programme talked on their involvement in it. I told the structure and aim of the peer tutoring programme and the procedures that were going to be implemented in this programme explicitly. The instruction part went on with question- answer and then, individualized instruction. I also told them that it was voluntary basis. Even though it was not compulsory for them to deal with this activity, I told them to try just once in their school life to experience and have an opinion on its structure and process. Then, I matched all the students in pairs accordingly.

The study started in the last week of October and went on till April. The students did not study for the last week of the first semester as most of the students were absent and also spent their semester holiday without studying PT. They studied at least one hour per week and they used mostly their break or lunch time; if they could not complete in that time, they arranged evenings or weekends to study together.

The pairs took their decisions on PT themselves. They decided time and place themselves to study. They studied according to units in their student’s book and revised their lessons and did exercise together. The tutors sometimes instructed when it was needed. Tutors sometimes gave extra exercises to tutee to study and practice, and acted

as a facilitator, listened to their pronunciation in reading and corrected their mistakes and gave feedback immediately and praised when tutee achieved the goal while tutoring. The tutors acted as if they were the tutees' coach at all about school life, beside English, they even dealt with their motivation and attitudes towards learning English and gave them advice.

My role was to monitor and reinforce the student performance and behavior while and after they have tutoring programme. I gave them reflection papers as an additional data. I asked them to write their reflections on the programme after PT activity to record their progress and interview them when it was concrete that they have tutored for a while and had a progress or change. I witnessed some of their studying and observed how well it went on. I observed the participants' reactions, attitudes and progresses on the study. Whenever I witnessed any change about them, I took records. I read their reflection papers and analysed them according to my aim of the study. I interviewed them and before the interview, I got permission from them, I recorded their speech to be able to relisten, dictate and analyse them correctly.

3.6. Data Analysis

In this study, conventional content analysis as qualitative method was used. The data obtained from the narrative responses, interviews and observations were analysed to provide the benefits or drawbacks of PT under study. Hsieh & Shannon (2005, p. 1278) define the qualitative content analysis as "a research method for the subjective interpretation of the content of text data through systematic classification process of coding and identifying themes or patterns". To analyse the data in the conventional content analysis, all the data is read at first to immerse and get a sense of the whole (Tesch, 1990 cited in Hsieh & Shannon, 2005) and then "read word by word to derive codes (Miles & Huberman, 1994; Morgan, 1993; Morse & Field, 1995, cited in Hsieh & Shannon, 2005) by first highlighting the exact words from the text that appear to capture key thoughts or concepts". I read all the data repeatedly to attain information about the case, then read word by word all the written data to obtain codes from the data. At this point, I worked with our school councillor and my university counsellor together to form and categorise the codes according to their relationships or links with each other. We organised and grouped the codes into related and meaningful clusters. Finally, we analysed the results of the coding process. Categories and sub-

categories were formed at the end of the coding process through analysis of the data which are in the aspects of the conventional content analysis in a qualitative method.

3.7. Trustworthiness

In this study, triangulation was applied to validate the findings of the qualitative study. The methods triangulated in the study were observation, teacher records, interview and reflection paper. One method to analyse the data obtained from participants would be failed in answering the research questions of the study. Triangulation of different methods to obtain the data helps strengthen the trustworthiness of the findings. So, all the data obtained from these sources were combined to the validity of a study.

Four aspects are accepted as alternatives to “assess the trustworthiness in a qualitative study which are credibility, dependability, conformability, transferability and authenticity” (Elo, Kääriäinen, Kanste, Pölkki, Utriainen and Kyngäs, 2014, p. 2). Participants should be identified and described accurately to construct credibility. Data should be stable while processing and under different conditions. Elo et al., (2014) state that conformability stands for objectivity which means that “independent people have consistency among their opinion about the data’s accuracy, relevance, or meaning” (p. 2). They also allege that we can accept the data as transferable when “it can be generalized or transfered to other settings or groups”(p. 2). Finally, authenticity can be described when researchers put forth fair and faithful reality in their studies.

On the base of these criteria, I discussed the findings with our school councillor and finally my thesis counsellor on the base of these criterias. After implementing the methods and triangulating them to combine the data, we went hand in hand while collecting the data, analysing and reporting. We outlined, implemented and analysed the coding scheme of the data and we defined the categories and subcategories according to the coding scheme together to maximize the confidence in the findings.

CHAPTER 4

4. FINDINGS

This section presents the process of the study as implementation; its construction and the findings gathered from the study. It includes information about grouping of the participants and the steps that are supposed to be taken during the process. After that, it covers the contributions and drawbacks which emerged thanks to this study.

4.1. Construction of Peer Tutoring

I aimed to investigate the effects of PT on secondary school students, therefore the study was arranged as a qualitative case study to be able to witness of the effects and outcomes of PT closely and in detail. Construction of PT in the classes of mine lasted one week. Introducing the programme, pairing the volunteers, assigning the roles of peers as tutor or tutee according to their English level were the pre-processes in construction of the study. Students were assigned as tutor, tutee or both a tutor and a tutee when they wished. (see 3.1.2). I gave importance to arrange the PT to be a voluntary study and informed the students that attendance was not obligatory like homework, but it was a free social activity to make themselves deal with English. I emphasized that even if they were not obliged to participate, it would be useless and losing time if they did not take it serious and study. For the attendants, I wanted them to get involved in the activity at least one hour per week. The peers were responsible for the same syllabus of the lesson but the strategies or methods were optional. The timing was also flexible. The participants could even use the breaks for the activity. After determining the arrangements and processes, PT activities started in the last week of the October, 2015

I mentioned possible benefits and outcomes as well. Most of the participants were eager and enthusiastic about the activity. Accordingly, the activity drew their attentions towards English. However, some of them had hesitations and worries whether they could manage it. Some of them just needed courage to participate in the activity. I tried to find out their thoughts, hesitations about it and answered their questions and tried to relieve them about it. If they still refused to attend the study, they were taken out of the activity.

None of them has experienced peer tutoring in their academic life before. They informed that it was the first time that they had done peer tutoring. After assigning the participants' roles based on their English level, they started their peer tutoring for at least one hour per week. Some of them got two roles from the beginning of the study: Those participants both tutored the students who were lower than their level, but became a tutee of the students who were upper level than them. Besides them, I told my tutees that they could get a second role which was being a tutor if they studied, got experienced about tutoring and improved their level in English skills. Because the tutees had lack of knowledge in English and needed to gain some experience and courage to be a tutor and teach someone as tutee to show more improvement and got different outcomes, not just in English, but also other sides. So, they participated in the activities as tutees for at least three weeks, and then, they could be promoted to be a tutor, but they did not quit their tutee roles, instead, they went on tutoring activities with two roles who were both being a tutee and a tutor.

Although the construction process was the same for all the classes, the grouping of my samples had some differences from others. All the participants did not join the programme just because they had problems about learning. Most of them wanted to improve their levels in English and PT seemed interesting and meaningful. But, my samples had some kind of learning problems which I thought that they could overcome by the help of PT. The samples' grouping stories and PT studies were narrated in the next sections. In order not to reveal the students' real identities, each student was given a nickname.

4.1.1. Group 1: Hatice (Tutor) / Kenan (Tutee & Tutor) / Hasan (Tutee)

The participants in this group did same-age tutoring (SAT) and studied together from the beginning of the programme as the most regularly and continuously of other groups. Kenan had a bright mind, but also had a focus problem on a subject taught in the class time. As he could not learn in the class time, he needed a special tutor to deal with his own learning. As soon as I realised that Kenan had a problem in learning some subjects (at the beginning of the first semestre), I asked him whether he would work with a student to get some support. When he accepted, I searched to find a suitable student to be his tutor. After giving the necessary instruction about peer tutoring in the class, I proposed Hatice to be Kenan' s tutor, because Hatice was hardworking,

disciplined about studying and could focus on details while working and could be very suitable tutor for Kenan. I realised that Hatice was listening to me eagerly, but she needed some courage to be volunteer. After my proposal to tutor Kenan, she smiled and accepted to study with him.

They started to study together at least one hour per week and they even used the break time to work together. He got the information, but could not internalise it easily and reinforcing was a bit problematic as he felt that he was dependent on Hatice. I asked him whether he wanted to be tutor and study with Hasan so that he could overcome these problems. Being a tutor would give him a chance to focus on his own teaching, internalize the knowledge and reinforce his learning while teaching to a student with a lower level. Kenan accepted to try and I paired him with Hasan. Hatice and Kenan had started to study two weeks before Hasan came in the group. Consequently, Kenan started to tutor Hasan and kept on being a tutee with Hatice.

4.1.2. Group 2: Meliha(Tutor)/ Esra (Tutee&Tutor)/ Figen(Tutee)

The participants of the second group, Meliha and Esra were in the same class (8th. grade), but Figen is the 6th. grade student. Therefore, two different kinds of PT (SAT and CAT) were applied in this group. The members of the second group studied together less than the first group, but more than the third group.

This group began to be formed with Meliha as a participant of PT. She was a hardworking student but she was so nervous that she could cry or sometimes could not breathe while demonstrating her knowledge either written or spoken. She even could not take some exams or perform any activity verbally in front of the class. She had knowledge of English, but she could not show this knowledge because of her anxiety. She told me that she forgot everything that she had studied for the whole day just before the exam or performance.

She studied well and was proficient enough about knowledge, but she just needed to overcome her anxiety to use her knowledge and be able to speak. I thought to use PT as a strategy to eradicate her anxiety and make her courageous in the exams. I thought that if she eliminated her anxiety problems, she could reflect her knowledge into the performances and the exams. Besides, she could improve her self esteem and be much more relaxed while speaking and using English. Thus, I decided to assign her as a tutor. I asked her whether she could study with a lower level student. She accepted my

proposal and I instructed the process and aims of the peer tutoring. She started to study with Reyhan in the beginning as CAT. It lasted three weeks. Then, Reyhan left the school and Meliha started to tutor Esra as SAT.

Esra was Meliha's classmate. They had been together since last year, but they weren't close friends. Esra was a very quiet, inactive girl who tried not to draw attention in the class. She had not studied properly until this year, so she knew little about English. Even though she was a shy student, she came and asked me to study with Meliha. She told me that she witnessed Meliha and Reyhan's improvements in English and their relationship and when Reyhan left the school, Esra wanted to be Meliha's tutee in the place of Reyhan. As Meliha and Esra knew each other, Esra found Meliha close to her and thought that Meliha could help improve her English and she would be comfortable in displaying her knowledge like Meliha, because she would be less shy and stressful while studying with Meliha.

When Meliha accepted to tutor Esra, I introduced the activity for them again. They had to study at least one hour and they even used the 10 minutes' breaks or lunch time to complete their duration. They told me that they never regret spending their breaks on studying English together and they were very eager to participate in this activity. They always come to me and reported me how their studying was going.

After three weeks, when Esra became more social, active and got used to the tutoring, I arranged her a new tutee and asked her to tutor Figen as her tutee. Figen was in the 6th grade. They would do CAT. Figen came to the school in the middle of the first term, but could not get accustomed to the school environment. This made her shy and unsocial. She was also inactive and reluctant for the lessons. She was so apprehensive that she started to tremble even if I told her that I could ask her to perform an activity in the lesson. So, I could not see her potential and decided to arrange her Esra as a tutor. She could not perform any skill of English in front of the class.

I had informed the 6th grade for peer tutoring and paired them to study, but, as Figen came to the school late of the first semestre, I informed her about PT apart from the class. As all her class mates had been matched with someone else, there was no one proper to tutor her. Besides, she did not want to study with someone in her class. I told her that I could arrange someone from the upper grades to tutor her. That would help both feel more relaxed as she was not from her class and she could respect Esra. Esra was from an upper class and she could improve her English with its skills and prepare better for the lesson. At first, Figen hesitated, but did not reject, either. I also proposed

Esra to tutor Figen. She eagerly accepted, because she was longing to be a tutor. She wanted to display her knowledge and share her experiences and benefits from tutoring.

I introduced them with each other. But, even if we had arranged the time to study together with Esra and Figen, Figen did not attend or delayed some sessions at the beginning of their arrangement. Figen did not want to study in her own class, but she did not go to Esra's class to study, either. They decided to meet up somewhere out of school, but something happened and they could not meet. Esra has the leading role here. She tried not to lose her and to warm her to PT as being kind and show her eagerness and sincerity to Figen before or while tutoring. She even told her the benefits of peer tutoring and behaved very kind and helpful like an older sister just to motivate Figen to be a tutee and start to study.

4.1.3. Group 3: Tutors; Ahmet (former), Ayhan (later)/ Mehmet (tutee& tutor)/ Sinan (tutee)

The third group spent the least time for peer tutoring than the others, because the participants had to be changed and peers were rearranged in the group. At first, all the members of the group did CAT, but after the rearrangement, both CAT and SAT were seen in the group. While Ahmet who was Mehmet's former tutor was the 8th grade, Ayhan and Mehmet were in the same class (7th grade) and Sinan was the 6th grade student.

Mehmet was a 7th grade student whose English was really bad. He was heavily biased against English. Besides having negative attitudes towards English, he had little interest in learning it. He used to make excuses about it. Still, he had a potential to improve his English if he studied eagerly. His biases stemmed from his attempts towards English. Through this activity, Mehmet was supposed to turn his negative attitudes into positive and desirable attitudes.

Tutoring activity for this group started with Mehmet who was the 7th. grade as tutee by pairing with Ahmet as a tutor from the 8th. grades. While arranging and pairing the peers with each other, Mehmet was not a volunteer. I asked him to study with someone whose English was better. He did not believe in whether it would work for him to improve his English level, nevertheless, he accepted to try.

Ahmet was unsocial and grumpy student who had difficulties to get on well with others. As he was introverted and shy, he rarely spoke, shared opinions and expressed

himself in the class. When it came to English, he was not that bad. He had basic knowledge in English and he could use his skills in English. If any question was asked, he answered blushing. Otherwise, he kept silence throughout the lesson. He had some problems about communicating, it was expected that the tutoring activity would help him eliminate these problems. Known as biased and sulky student, by accepting to tutor Mehmet, Ahmet made a big progress.

At very first, Ahmet hesitated about accepting tutoring proposal. But, he made up his mind and accepted to be tutor for Mehmet. I provided him the essential information and encouraged him to handle with the task. After Ahmet and Mehmet got to know each other, they started to study together. As preliminary activities, he made his own schedule, materials and documents.

In the beginning, one hour per week seemed to be appropriate for them. Although there was grade level difference between the participants, they got on well surprisingly. Ahmet got the responsibility and guided on Mehmet successfully. According to Ahmet, Mehmet listened to him carefully and did the tasks according to his directions. This activity went on with this pace for a couple of weeks. Unfortunately, their time schedules at school went wrong. While Ahmet was off, Mehmet was busy or vice versa. Therefore, they could not go on studying together. Though the process did not come to end properly, we acquired significant outcomes for the participant Mehmet. I arranged another tutor for Mehmet. Ayhan was Mehmet's classmate and accepted to tutor him. They started to study together. After one month, when he got experience and had both enough knowledge and desire to be a tutor, I arranged him a student (Sinan) from the 6th grade as his tutee. He was so excited and ready to do the activities. I asked them to meet and arrange the time and place to do the activities. I did not intervene with their speaking, but just observed. As Mehmet was accustomed to arrangements and instructions, he gave the instructions and asked for suitable arrangement for their first session of tutoring. He was more willing than Sinan as he witnessed the outcomes of peer tutoring.

4.2. General Findings

In this study, qualitative content analysis was applied. Triangulation of the instruments was applied in order to gather satisfactory, comprehensive and reliable data. After doing triangulation, I worked with our school councillor and my university

councillor to reach common and sound findings. We did not use any pre-set codes for analysing the data obtained from the participants. Instead, we formed emergent codings for the data; we classified the similar codes together and constructed categories and subcategories according to the data. These findings and results were attained from all the instruments triangulated. They cover and reflect the analysis of the data.

The general findings contain both the contributions of PT in accordance with the terms of PT programme and also the drawbacks we could meet during PT.

4.2.1. Contributions of Peer Tutoring

After analysing the data obtained from the instruments applied by the participants, we had a wide range of contributions inferenced from the data that participants gained by the help of PT. They were so broad that we gathered the contributions under three main titles which are language related, social related and self related issues. Then, we put subtitles for contributions under the main titles to give more detailed information and make them more clear for readers. In the following parts, I am going to tell the main titles and their subtitles with the data inferenced from the instruments.

4.2.1.1. Language Related Issues

This section was aimed to investigate the participants' improvement on their language proficiency. Even though the students' improvements in language skills are integrated with both process and product and they sometimes overlap each other, I seperated language proficiency into two parts as success level as product and success level as process according to emergent coding. Success level as product covers new words or structures in English the participants learned during PT, their participation in the lesson and their examination notes. Success level were regarded as process when the participants improved their fluency in English skills and memorize the words quicker and more permanently.

4.2.1.1.1. Success Level as Product

Nearly all the students who took part in this study progressed their language proficiency as product. They could be able to learn more about grammar and

pronunciation. They improved their vocabulary capacity and used their skills more correctly and meaningfully.

Meliha wrote in her reflection paper that she improved his English and widened his vocabulary capacity thanks to studying peer tutoring and he got higher notes than before. Figen also demonstrated a huge difference in her language proficiency. She began to realize and adapted the details and learned the skills more meaningfully (teacher's records). Mehmet also stated:

I did not use to know the rules and get low marks. After PT, I spent more time for studying English with my tutor and I learned a lot in English. Now, I am readying better and raised my grade in English. (interview)

Their levels in English were different from now before PT. Hatice used to take high points as she was a disciplined and hardworking student. But, she hardly ever makes mistakes now. She is very good at commenting or detailed questions, she has become very careful to see any mistakes. She said that she got higher note than before thanks to this study. The biggest difference was seen on Kenan's notes. He was so distracted and used to make big mistakes. Besides, he used to forget everything, so he could not write anything. He even used to tell me that he did not understand what the question asked for. But, he has turned into one of the students who got the highest note in the class. Kenan conveyed:

I got very low before tutoring. But after this study, I got the highest note of my life in English. (reflection paper&interview)

Here is the table which shows the participants of the group's first term notes just as an example for concrete evidence. They took their first exam before tutoring. They took their second and third exams after tutoring.

Table 1

The First Group Participants' First Term English Exam Notes

Name	1. exam	2. exam	3. exam
Hatice	90	98	93
Kenan	65	94	90
Hasan	36	40	55

As seen in the table, one of the most concrete contributions of PT on students was their success level and notes they gained as products in English. All the participants of the group increased their points for the second and third exams significantly after tutoring.

Besides the names in the table, other participants of the groups were observed as they improved their success and took higher notes, as well. Ahmet from the 8th grade made his point from 65 (as first exam) to 90 (in TEOG as the second exam). Especially, the tutors made their notes higher through tutoring. Hatice got the highest notes (98) in English and told me that they got their highest notes thanks to peer tutoring in their school life. Related to this, Kenan said the following:

I studied in details in a very disciplined way to tutor my peer correctly and meaningfully and I got its benefits more than my tutee. (Reflection Paper)

When the participants saw their progress in the concrete as a product, they gained self-esteem and courage to learn English. This situation made them taste the success vividly, gained positive attitude and motivated them to go on study.

4.2.1.1.2. Success Level as Process

Some of the contributions of PT were related to process. Those contributions did not't come out at once, but formed and progressed during PT. Even if their orientation to the PT took some time, when they got accustomed, the effect of their study increased. Hatice who was in the first group indicated that:

I have improved my reading and constructing sentences in writing. My speaking got better, as well. (reflection paper)

Kenan started the tutoring with a big memory and focusing problem. These problems caused him not to realize his real potential and he did not push himself to overcome his learning problems. Tutoring helped him a lot on these issues and he and his tutor or tutee (as Kenan acted as both a tutee and tutor role) studied like in a tailor made programme they made. So, he could improve his learning. Kenan told that:

We studied on the skills with my peer in tutoring and now I am getting accustomed to focus on the skills and the topics we learned thanks to peer tutoring. By this way, I can join more in lessons as I know more. (interview)

One of contributions related to process is about the students' fluency. The participants dealt with English skills during PT and fluency is bounded with them like reading and speaking. So, they worked on pronunciation and fluency from the beginning of PT. The more they studied, the more they reinforced and internalized it. We can say that studying turns into a natural occurrence like a habit. They began to use English skills automatically, seemingly faster and more natural than before. This enabled their improvement in fluency.

Most of the students, especially the tutors have been observed as they could adapt themselves to read more carefully and fluently. Ahmet reported on fluency:

While tutoring Mehmet, I practised on reading and speaking, these practices must help sharpen my skills. After tutoring, I realised that I can read and speak faster. (reflection paper)

Mehmet said:

I could read the texts more correctly and fluently. (reflection paper)

Meliha said about PT:

I tutored Esra on the skills and I can read faster than before or answer the questions more quickly. I mean, my speaking also and also understanding improved. (interview)

All of these participants realised the importance of practice via PT in improvement of their English skills. They were so glad about it and they mentioned so eagerly about their progresses that they might go on studying PT because studying might turn into a habit. When they like an activity and believe that they get benefit from that, they will go on doing it.

Another contribution of PT is on memory related to process. The participants told that their vocabulary capacity have been widened and internalised. They realised that it was important to learn new words to comprehend the text, participate in an activity or play a game. This awareness triggered him to participate in the PT and learn new words. Ayhan said:

I learned a lot of new words while studying with my tutor. As we use new words to make sentences and keep doing exercises, I can keep them in my memory. (reflection paper)

Mehmet also mentioned that he did not use to give importance to learn new words. But, he started to learn new words with his peer to practice.

We started to learn new words while practising in PT or even playing games with my peer after PT. These words helped me attend the activities or understand what I read or listened. I have much more vocabulary capacity now than before PT. (interview)

Indicating that his tutor role had supported Kenan to overcome memory problem and internalize his learnings:

I could not learn new words, even if I learned, I could forget so quickly, but after tutoring, I can memorize most of the words as I tutor Hasan. Because, I focus on my tutoring and tell the topic more carefully. (interview)

Hasan attended the group later than Hatice and Kenan. Hasan's English level and its skills were so low that he could just tried to have a general knowledge about English and adapt himself to English skills. Still, he accepted that he could manage to improve something about English and its skills by saying:

I could read and write better. I also could understand the topic. (reflection and interview)

As seen in the quotations, the samples indicate that they all sharpened their English skills in time and they accepted that they showed progress during PT. These outcomes might happen when attended for certain of time and the participants may need to pass the process to gain these outcomes.

4.2.1.2. Social Related Issues

This his section may include five issues such as social interaction with peers and the teacher, cooperative learning, voluntary help, encouraging others and transfer to the

social life. I am going to introduce them with their inferenced evidences obtained from the data.

4.2.1.2.1. Social Interaction with Peers and the Teacher

The participants became very social as they interacted with each other at school and out of the school. They shared information and experience and argued about the topics and exchanged ideas. They helped other participants voluntarily and encouraged the other. These activities have made them keep in touch with different people and overcome their shyness. Now, they feel more relaxed and comfortable while interacting with other people. Most of the participants (Figen, Mehmet) accepted in the interviews that they were so asocial and introvert, but after tutorial activities, they have got accustomed to interact with each other and ask or respond to the requests about tutoring or anything else. Esra said:

I was so shy and introvert, but after I began tutoring, I have become more social and can share my knowledge or experience and ask any help if I need easily. (reflection paper& interview)

Kenan indicated:

I have improved about constructing relationship with people. In the past, I did not know how to interact with others, now, I can find my way easier to interact with others. (interview)

This study improved the group members' relationships among each other in their social circumstances such as at school and out of school. They became very good friends. Moreover, they have become more social and outgoing. They are more comfortable while talking, more tolerant and easy going when someone asks for help or wants to talk to them (observation). Kenan stated that;

I have improved the bond of friendship with Hasan. We became our buddies. (reflection paper)

Hasan said:

I have gained a very good friend. (reflection paper)

Hatice also reported:

Tutoring helped me strengthen my relationships. Because when tutoring, we became close and share more than usual. (reflection paper)

The participants have become more comfortable while speaking with me as their teacher, as well. They could not communicate with me before tutoring activities. When I asked them, some of them could not answer, moreover they even could not look at me, instead they just stared the ground. After PT, they came to me and told their progress or plan for their study or lessons without asking. They could easily communicate with me as their English teacher and convey the event that they enjoyed or got sorry about tutoring or even their own lives. They also commented on each other and expressed their problems (observations and teacher records). While putting their studies into practice, the participants carried their studying out of school, as well and transferred its contributions and effects into their social lives. They informed me that they became more social even out of the school. They have become close friends with their tutor or tutee and begun to spend more time together even out of the school. Mehmet said:

Ahmet and I meet in one of our house and play after school or on weekends.(interview)

Other participants also informed in the interview that they spent more time out of the school than before. Esra said in the interview that she did not know Figen beforehand, but they met up for spending time together out of the school. Besides, they gained courage thanks to PT and this helped them strengthen their relationships among each other and me.

In this respect, PT might have constructed or healed the groups' relationships among them and me as their English teacher, because they dealt with the same situations like PT and they felt that they needed to share the process of PT or wanted to show me their progress about PT.

4.2.1.2.2. Cooperative Learning

Participants of the study experienced cooperative learning throughout PT. As learning occurs mutually and both the tutor and tutee get the benefits in this approach. While tutors are trying to help tutees, they help themselves reinforce what they have. By sharing their knowledge, they only taste the feeling of teaching something to another, but also improving their self confidence and self esteem. As peers have a lot in common and they know many things (strengths, weaknesses and so on.) about each other, this may help the tutors avoid using complicated explanations if they are aware of their peers' situations, so both tutors and tutees gain as they either learn the skills,

practise and internalise or transfer his or her information, experience and reinforce their learning or skills. Meliha wrote in her reflection paper that she repeated the topic while tutoring and it made her internalise the topic or skills. Esra said;

I did not forget after I taught any topic. (interview)

Also, her tutee, Figen told me:

Esra adapts her tutoring according to my level and I could understand better as she dealt with me closely. (interview)

I observed that the group members, especially, the tutors make tutoring a habit and begin to generalize it to anyone who needs it. For instance, they can tutor anyone who asks help without thinking, because they see that they can tutor and want to practice and reinforce their new discovered talent. Its outcomes lead them intrinsically (teacher's records). Kenan who was both tutee and tutor said:

I learned a lot when I study with Hatice. Besides, I realized that while tutoring, I both practiced my learning and internalized them. I used to forget easily in the past, but I do not forget now. (reflection paper and interview)

It can be understood in these conversations that both the tutor and the tutee learned and internalised the subjects they dealt with while studying together. Because they come together on a mission. They prepare themselves for the study, focus on their aim more and study together intentionally. These steps make easy to learn and both sides achieve this goal.

4.2.1.2.3. Voluntary Help

Another benefit related to their social relationship is voluntary help to others. Maslow's hierarchy indicates that if a person fulfils a need, he or she may climb up the next step. Here, if the tutor fulfils his or her need of respect or esteem by drawing the tutee's attention, helping the tutee learn anything, he or she may reach of the top much easily. Improving his or her self-confidence or self-esteem, the tutor will be much more eager to teach the others. Voluntary help can be counted as one of the most distinctive contributions in this study.

In this study, I witnessed that tutoring activity turned into a kind of helping service and some students helped others in need about lessons or skills of English through tutoring voluntarily. A student who needed help for a specific topic in English asked her classmates easily to tutor her, and one of her classmate accepted to tutor her

without hesitation. Besides, they began to offer to exchange their strong sides in English and both sides would win. Thus, they began to improve their weak side and gain success in English.

Empathy is the first step to understand each other and then, it will be easier to solve problems and emerge improvements. Thanks to tutoring, they began to empathy others. When they understand each other by tutoring, they become willing to help each other. Especially ones who got help from others to overcome their problems are more willing to the ones who have the same experience with them, because they directly empathy with them and know how to deal with and surpass the problems. For example, Esra said that she saw herself as if she was Figen before peer tutoring.

I was also so inactive and shy in the class, like her. This study led me to help Figen to overcome these problems. (interview)

She believed that if she overcome her problems through peer tutoring, anyone could do it by just giving a hand. (teacher's records). Either their strong relationship among each other thanks to tutoring might have caused voluntary help, or voluntary help might have created a strong relationship among peers, but these two positive events might have a cause and effect relationship. Hatice was the one who tutored mostly, reported that she loved teaching and seeing students improve thanks to me was really satisfying (interview).

I began to help others about English. I realised that helping affects my life positively. (reflection paper)

As we understand from this quotation, PT opened a way for students to help each other moreover, they did it voluntarily. We can say PT causes empathy and empathy triggers voluntary help, consequently, PT allows them to see their goodwill.

4.2.1.2.4. Encouraging Others

It is known that emotions are contagious that is, if any student sees the signs of improvement on the tutee and the satisfaction on the tutor, he or she will, most probably, be triggered about the activity. It can be said that the effects and outcomes of peer tutoring have been spread like water rings and any participants who especially passed on an upper level helped the popularity of the activity spread by praising the activity and encouraging his or her friends to participate in this activity to enhance their improvements. Esra told in the interview that after she had witnessed Meliha's

improvement thanks to peer tutoring, she became volunteer to take part in this activity. Now, when she saw anyone who was like her before tutoring, Esra told him/her the contributions of PT (observation& teacher's records).

Esra prepared herself for tutoring, studied beforehand, arranged the materials for the session and then, she started tutoring. She tried to become disciplined and competent for her tutoring and displayed both what she observed on Meliha's tutoring and she added her style. One main goal laid down under all these efforts that was encouraging others. She was so introvert and asocial student, but she could overcome these negative aspects by the help of her friend, Meliha. This made Esra believe that she could also hold someone's hand who was just like her and encourage him or her to succeed. She witnessed that once someone broke his or her walls and put his or her burden aside, he or she could move quickly, and she wanted to encourage like her and show this reality to anyone else who needed help by tutoring. Some of the participants hardly ever believed their own success and when they saw that they could manage, they were so excited and eager to share their success and they were so willing to inform and encourage others to participate in the activity.

Kenan can be counted as another example who encouraged others to participate in tutoring. As he realized that he achieved a lot, he kept telling to anyone who asked about his improvement that he owed his success to tutoring. He told that he managed achievement by attending the tutoring activity. He got information through being a tutee and sharpened his skills of English by being a tutor. He said that he doubled his success by acting both tutor and tutee roles, because he spent two times more than other participants in this group (observation & teacher's records).

The participants like Kenan acts like an ambassador or advertiser of PT and attracts other students to PT just telling their progress in PT process. When the students who had not taken part in PT activity heard the success stories such as Kenan had and got courage, they also got excited to gain that success and became volunteer to attend PT activities.

4.2.1.2.5. Transferring Peer Tutoring to the Social Life

Many of the participants have been observed that they transfered PT to their social lives. Figen from the 6th grade wrote that;

I tried to tutor my 1st. grade brother by playing games or singing English songs just to help him love English. (reflection paper)

In addition, she told in the interview that she tried to prepare her brother to love English and succeed in it for the next year when he started to take his first English lessons formally. Kenan said in this issue:

I recruit my cousins after school and tell them what I learned and practise English. We even play English word games I researched on the net. (interview)

Meliha and Esra are now very good friends apart from tutoring peers, and Figen calls them older sisters (teacher records). These observations have been summarized as they have realized the benefits of PT, internalised it and wanted people around them to get those benefits just like them.

Students are good observers and want to spread the outcomes of PT into their social circumstances to make them get benefited, too. Kenan was one of those who tried to transfer PT in their social lives. As Kenan got affected most from tutoring, he wishes to generalize this improvement to anyone around him, especially his beloved ones like his family.

I have begun to teach my cousin, and when my brother comes to the seventh grade, I will teach him as well. In the future, I will go to England. (reflection paper)

Hasan also informed in the interview that he started to do tutoring with her older sister at home. He studies with his older sister to prepare the tutoring sessions beforehand by doing exercises and repeating the topics seen in the lesson. This outcome helps us understand that when students believe something that it is useful for them and applicable on their own, they may transfer it to their social lives.

4.2.1.3. Self Related Issues

This section contains the contributions which can be counted as self-related issues such as awareness of language, confidence, attitude, enjoyment, responsibility, and sustainability. The present section gives information about these contributions with related quotations from the study.

4.2.1.3.1. Awareness

The participants of the group realized with the help of PT that they had something they did not know about themselves. This study helped them discover their personality and also sharpen their skills of English.

They did not expect such a change both in their attitude and success. Kenan was not aware of his talents, either. He told that he did not believe that he could manage this success, but he realized in time that he achieved it. These quotations from him reflected this:

I'm very glad that I have improved from many sides. I had not anticipated this success. (interview)

While knowing nearly nothing about English, I know most of the things in English now. I'm looking my life before this activity and after it. I compare and see a huge difference. (reflection paper)

I remember myself before beginning this activity, and when I compare myself before and after this activity, there is a huge change like a mountain. I could see what I can manage. That is great. (interview)

This awareness helped Kenan go forward about himself. As he has witnessed his improvement, he also wished his circumstances to have the same benefits, so he has a decision on conveying this experience to others around him to succeed in English by saying:

I decided to help my relatives such as my cousins, brothers improve their English for their future. (interview)

The participants admit that they were not aware of the skills of English and did not know how to study. Mehmet said that:

I did not know how English is read and I generally used to misread it. (interview)

Ayhan also confirmed:

I was confused while using English so much and thought that its rules were like Turkish and made wrong sentences. After tutoring, I realised how its structure should be. (interview)

Another example about this is from Hatice. She was already a good student, but she could see her talent on teaching while tutoring, as can be seen in the following excerpt:

I realised that I love teaching. I see my tutees' improvements and it happens because of me. It is very challenging, but seeing their success makes me very satisfied. I see what I can do. (reflection paper)

Thus, we can say that PT helped the participants be more aware of the language with its skills. The process runs mutually, but affects the participants individually and they become more careful as they are in the centre of the activity. This awareness led them to take the programme so seriously and try to do it correctly; for instance, the tutor tries to give the correct information and searches the topic beforehand and the tutee tries to focus on the subject he or she is supposed to learn.

We can confirm that the awareness of themselves especially in a foreign language and transfer it to social life is a cause and effect situation have in the same direction.

4.2.1.3.2. Confidence

The participants have gained confidence about both in their social interaction and participating in the activities about either needed knowledge or skills of English. I observed that the participants have been more confident and relaxed while talking about something or discussing. They have become more willing to take part of any activity either in or out of the class. They do not hesitate to voice their thoughts or opinions on it. Esra was so introvert and she hardly ever spoke before her peer tutoring. But now, she attends to the lesson and wants to do some activities on her own in front of the class (teacher's note). Esra conveyed:

I did not use to join any activities especially the ones related to reading or speaking skills, but now I raise my hands to read any text loudly or do not hesitate to answer any oral questions. (reflection paper)

Gaining self confidence might have led many other outcomes come true .It strengthened the peers' social relationships, gained courage to attend the activities, helped to have positive attitudes towards English as an EFL and so on. PT has a significant role in gaining self confidence as it allows students prepare themselves for tutoring, practice and internalize the subject they studied.

PT triggers students to prepare themselves for PT. A tutor makes preparation like searching, practising not to teach wrong information to tutor. A tutee prepares himself or herself to practice, reinforce and internalise the subject. Whichever his role

is, this preparation helps the participants gain confidence. Students like Esra also may gain confidence thanks to PT and attend the activities willingly.

4.2.1.3.3. Attitude

Attitude can be formed or changed in different conditions. While some are changed in short time, some may remain the same. Positive attitudes are fundamentals for a better learning. As far as I observed, all the participants have gained positive attitude after tutoring and are willing to keep it going. They have seen their improvements significantly after tutoring. They also enjoyed while studying together with their tutees or tutors. These positive reinforcements made them look at learning English positively, as well. They mostly confessed that they did not expect so many improvements from the activity.

Esra from the 8th. grade:

I have seen that English is not so difficult for me anymore. I have seen myself doing well in English. I will keep going this activity for all of my lessons. (interview)

Kenan indicated:

I gained positive attitude towards learning English, because this activity affected me positively. I and my tutee learned and enjoyed a lot in the mean time. I witnessed my improvement and saw that I could manage to learn English willingly. (interview)

Hatice who was already hardworking and could manage her studying on her own stated:

My concern and sympathy towards English have increased. I love English more than before thanks to this study. My own and others' success contributed to this interest for English. (interview)

Hasan also gained positive attitudes and motivation by accepting:

I have seen that I can make sentences and have begun to understand. So this motivated me to go on studying English and do better. (interview)

Mehmet accepted the positive attitude by saying:

I have begun to love English more, because I began to believe that I can do it. I'm not anxious or afraid of English anymore. (interview)

These quotations helped us realize the importance of PT in gaining a positive attitude toward English. Positive attitude is also important for students to believe themselves that they could manage to learn and improve, so not to quit studying.

As seen in the participants' sentences, PT affected their beliefs and attitudes toward English positively. It will lessen their anxiety by eliminating their learning problems efficiently, because they gain positive attitudes and begin to think that they can achieve English with its skills with the help of PT. It may allow students to sustain PT for their studies and spread it to use related areas in their lives.

4.2.1.3.4. Enjoyment

Another contribution of PT is about enjoyment. Everybody likes doing what they enjoy. Especially children want to deal with enjoyable things to do like playing games, because they feel that they do not study, but they have fun. It like doing a hobby; if you like doing something, it is not work for you, it becomes something you want in your lives. Thus, I did not urge them to do PT, instead, let them feel free to do and if they do, I asked them to do with their own style either like playing game or studying. They liked doing PT as an activity and wanted to sustain with their own decision.

This study allowed the participants to become close friends, hence, they found a way to enjoy. Meliha said in the interview that she and her tutee realised that they had something in common and became close friends. For instance, they dance or sing songs. That is fun. Mehmet wrote:

I and my tutor like board games and we do tutoring on the new words while playing word games. So we both enjoy and learn, that is fun. (reflection paper)

Ahmet also informed that tutoring someone and witnessing that he is learning thanks to him was so satisfying:

I got really happy and had fun. (reflection paper)

One of the brightest side of PT is that participants have fun while tutoring and want to keep going with their own wish. Even the ones who have not met up the activity yet want to take part when they see the participants who became close friends and enjoy studying together. The participants talk about tutoring significantly positively. I realized that the participants find some way to have fun while tutoring on their own. Kenan said on it:

It was fun to study with someone. We even laughed while studying together.
(reflection paper)

We even played halay with a handkerchief if we got bored tutoring with Hasan (laughed). Then, we returned studying which is fun. I could not do it alone.
(interview)

Hatice also reported:

I loved being a tutor. Helping others make me happy. I have fun while tutoring, because I see others satisfied and smile. (reflection paper and interview)

Having fun is a big trigger to keep studying and PT arranges an automatic opportunity for participants to set a suitable environment to have fun. As the participants create their own setting and they are in the centre of PT, they feel as if they can conduct PT through their own way, they can arrange something enjoyable to keep studying via PT.

4.2.1.3.5. Responsibility

Another factor seen via PT is responsibility. Being responsible from someone's success is both honoured and difficult. It has been observed that especially the tutors take the responsibility of their tutees in education. Most of the tutors in this study believe that they are charged with tutoring to scaffold the tutees to learn. For instance, when she felt that Meliha was responsible for her success, Esra thought that being a tutor was a kind of privilege and Meliha must have been very proud of herself and this pride was just belong to upper levels like tutors, but she did not realise that it was difficult in the mean time. After Esra started to tutoring, she realized that it took more effort and needed time to arrange and supply this success. Still, she loves having this responsibility and feels that it is just peculiar for tutoring. So, she gives importance to her tutoring more than her tutee role (observation and teacher's records). She admitted in the interview that she just became tutee to get information and practise to prepare herself for her own tutoring. Esra finds it unfair when she studies Meliha, but she cannot tutor Figen. Esra accuses herself for this situation by saying:

When I study with Meliha, I feel guilty as I can not tutor Figen. (interview)

In the first group, Hatice began to think of her tutee, Kenan's problems or duties apart from studying English instead of himself. For instance, she focused on the lessons intentionally more than before tutoring just to tutor Kenan well. She knew that she could learn the topic on her own, but if she learned well, she could tutor her tutee better.

Therefore, she learned not just because of herself, but for her tutee in the mean time. The tutors begin to direct the tutees about anything that they can observe in tutees' school life and decide what is better to do instead of tutees. Hatice told for Kenan:

Kenan is a forgetful one. He had better study with someone to help him remember.(interview)

Kenan has also concern and worries about Hasan's learning English. He said on this issue:

I made Hasan take notes and showed how to make sentences. I told him to find unknown words in a reading text. He should repeat more. He should be more disciplined, as well and not quit studying. (interview)

Responsibility helps the participants prepare and be ready for their future lives. PT presents the participants a perfect opportunity to get the responsibility automatically and allow them discover or construct their bright side such as responsibility. Mehmet noted;

This activity made me take my own responsibility. I should study and be better because if I do not pursue of myself, other people cannot do for me. (interview)

As seen in the quotations, PT made them take on their own even their peers' learning responsibility, they felt that they had to prepare themselves for PT.

4.2.1.3.6. Sustainability

Sustaining PT keeps its importance for achieving the participants' goals. If peers achieve to generate and sustain this interest, it will help their following educational lives. However, sustainability is not that easy. It must be permanent and regular. A tutee should continue striving in order to sustain PT and keep the gained positive attitudes without a tutor. In this activity, the tutee did not have to depend on the tutor after a while as they are allowed to taste the success of self achievement by being tutor. In PT, tutees get accustomed to study, construct their own styles and methods. When they are ready, they can become a tutor. I witnessed that they studied with their peers willingly and they felt that they were learning and teaching at the same time and benefited from the activity from many aspects, so they wished to sustain both being a tutee and a tutor together. Meliha told on this issue:

I have improved my level of English a lot. I also loved tutoring, because I have strengthened my relationship with my friends and loved learning English. Why would I quit tutoring?(interview)

Esra also stated:

I am planning of going on tutoring, because when I go on tutoring, I am more ready for the lesson and active. But, if I do not, I fail. Besides, it helped me learn many new words. I feel like I can introduce myself in English. (interview)

Kenan utilized from tutoring the most as he took part in both sides as roles and said:

As I see my success and contributions to both my English and life, I will definitely keep on this study. (reflection paper)

Hasan has seen his own improvement since he took tutoring, this made him feel happy and also he got a new friend. He knows that his friend does his best to tutor and also they enjoy together (teacher's note). He wishes to sustain tutoring by informing:

My English was bad and I could not manage it before. But now it is not so challenging with my friend. My tutor and friend Kenan helped me improve my English by tutoring. If I go on studying with him, I believe that I will improve my skills of English more. (interview)

I would love to continue, because it contributes me to do better. (reflection paper)

As understood from the participants' sentences, they experienced PT and witnessed their own improvement and saw what happened when they did not sustain. This experience led them realise that if they wanted to keep their success, they had to sustain the PT programme and study.

As the participants of the group, especially tutors feel responsible for their peers' learning, they feel that they should sustain tutoring until their tutees got the skills and knowledge in English. Hatice told on this issue:

I wanted to keep tutoring as both I reinforce and internalize the topic and scaffold my tutee Kenan repeat and learn until the end of the semester. (reflection paper)

I want to help other students apart from Kenan, too. So, I will go on being a tutor. (interview)

As seen in the quotations, they realised benefits and importance of sustaining of PT. This awareness would help the students get positive attitude and willingness toward English and trigger them take part and sustain PT for further studies.

4.2.2 Drawbacks of Peer Tutoring

Even if peer tutoring has many contributions on various aspects related to the learner, it also has some drawbacks. The drawbacks that were witnessed during the programme are authority, high expectation from the tutor and too much ownership and jealousy.

4.2.2.1. Authority

One of the drawbacks that I have encountered is too much authority that a tutor can have on a tutee. When a tutor sees himself/herself like a teacher, they can construct too much authority and can get angry or shout at the tutee. For instance, even if Meliha gets prepared for the tutoring beforehand, she can get angry to her tutee easily and sometimes shouts at her tutee. Her tutee complained about her while admitting that even her friendship is so well, she can be irritating as she sees herself as if a teacher and can be so strict and disciplined:

Meliha and I are good friends, but Meliha sometimes acts as if a real teacher and be more strict and disciplined and does not behave me as her friend.(interview)

As seen in this example, tutors may think them as if an authority like a teacher. They try to be more disciplined, but they do not realise that they exaggerated this and it slips to being strict and even may put a pressure on their tutees.

4.2.2.2. High Expectation from the Tutor

A tutee sometimes expects too much about his or her own learning from his or her tutor and does almost nothing about his/her own improvement during the lesson. I witnessed that Kenan told Hatice to listen to the lesson more carefully to tutor him the topic after the lesson and ignored listening to the lesson. So, only Hatice focused on the topic to tutor Kenan about it.

Kenan knew that Hatice would focus the lesson (English) more to be able to tutor him well after the lesson, so he thought that he did not need to listen to the lesson twice. This kind of statements put pressures on the tutor's shoulders and makes him or her stressed. As in the example above, Hatice did not refuse Kenan's offer and did what he wanted, because she was his tutor and felt that she had to tutor him well. After the incidence, Hatice started to listen to me carefully and took notes. On the other hand, it

allowed Kenan neglect the lesson, because he was sure that she would tutor him well and felt that he did not need to listen to the lesson. (observation)

4.2.2.3. Too much Ownership and Jealousy

Another drawback can be called as too much ownership and jealousy. A tutee/a tutor might behave as if he or she owns his or her peer, so his or her peer cannot deal with or tutor others, but just himself or herself.

As an example for the situation, Kenan asked something to Hatice about the topic, but Hatice was tutoring another student at that time, so she could not deal with his question. As she is Kenan's tutor and she dealt with another except Kenan, Kenan thought that even though she was his tutor, she ignored him and taught another one, so he was crossed her (observation). He said:

She did not deal with me and answer my question, but tutored another one. While she rejected my claim, she just answered the other student's question and did not hear my request. (interview)

This example shows that a very close relationship may occur between the peers and sometimes it may lead too much ownership and jealousy when one of the peers seems a bit far away from the other or seems dealing with another one, his or her peer may think that he or she might ignore him and get jealousy and nervous, because he or she might think that his or her peer is supposed to deal with just him or her, not others.

As seen in the examples, peers who either being too close or can not communicate properly as they do not empathy each other may get such drawbacks. These drawbacks can be counted as personal and can be avoided through taking some precautions like warning beforehand, putting rules to obey or even rearranging the peers for tutoring. When compared with drawbacks, contributions outweigh drawbacks.

CHAPTER 5

5. CONCLUSION

This chapter covers the summary, discussions, limitations of the study and implications and suggestions for further studies.

5.1. Summary

Mankind has always wondered how learning takes place. Hence, throughout the history, there have been so many studies and approaches trying to answer this question. One of those approaches is constructivism. Constructivism takes the learner in the core of learning. According to constructivist theory, learning occurs when the learner interacts with his or her environment. In the frame of constructivism, the researches have shown that apart from inner motives, peers are crucially effective on both learning and teaching. As known, peers are closer to each other than adults or teachers. They spend most of their time with each other playing, studying or entertaining. The tutor can make the lesson easier to understand for the tutee.

PT is a versatile teaching and learning strategy which allows students learn mutually. Also, it helps improve students' interpersonal skills. Taking the participants as core values, PT shares the burden on the participants shoulders equally and creates a bond between the peers. From the beginning to the end, the strategy requires the participants being active and open minded. It is a kind of win and win situation for both the tutor and the tutee. If the strategy was applied regularly and carefully, the success would be inevitable. Within this respect, my purpose was to witness the effects of PT with its cotributions and drawbacks on a secondary school's students closely and deeply.

Hence, I determined to conduct a qualitative case study on peer tutoring. I allowed all the volunteers to participate in the activity. I selected nine participants as samples. They needed help in learning English or had a problem to present their studying. These students' choices or demands were taken into consideration for pairing and accordingly, they were matched with each other and arranged groups. Each group consisted three participants; one tutor, one tutee and one who was both tutor and tutee. They took roles according to their situations, needs and wishes.

The study took place approximately six months and they did tutoring at least one hour per week. The first group did tutoring the longest, the second group studied less than the first group and the third group took part in the activity shortest as duration. They generally did tutoring at school, but when they could not complete it at school, they arranged somewhere out of the school. I used student reflection paper three times in different intervals and two interviews after the first and last reflection papers to collect the data to investigate their studying, its process and effects. Observation and teacher records were used as instruments and qualitative content analysis was applied. After doing triangulation with four data collecting instruments, I worked with our school councillor and my university councillor to analyze the data obtained from the sources to enhance the trustworthiness. We structured and categorized the results via emergency coding and determined the contributions and drawbacks of the data. The results were gathered under three main titles which were language related, social related and self related issues. These main titles had also subtitles as following:

The language related contributions were separated into two; one is success level as product and the other is success level as process. These parts dealt with students' improvements in language proficiency. Social related issues involved in contributions named as social interaction with peers and the teacher, cooperative learning, voluntary help, encouraging others and transfer to the social life. Self related issues contained with language awareness, confidence, attitude, enjoyment, responsibility, and sustainability. However, some drawbacks were observed such as authority, high expectation from the tutor and too much ownership and jealousy. Consequently, it can be easily said that contributions outweigh much more than drawbacks.

To sum up, PT promotes students' active learning as it provides direct interaction between the participants. As students have similar aspects such as age, social circumstances, likes or habits, they understand each other better and it helps them create stress free zone as they feel more comfortable while studying together and asking each other. As the participants witnessed their own improvement in English through tutoring, they gained positive attitude and motivated themselves for learning English. It also helped me as their the teacher lessen the burden of teaching English and conducting activities.

5.2. Discussions

This study points out that if applied properly, PT helps the participants gain “social, emotional, behavioral and academic benefits” like Bell acknowledges (cited in Bremer, n.d., p. 4). Witnessing the contributions so closely, it can be said that PT provides so broad of benefits and contributions that might be a breakthrough to learn English or any issue for a learner who has not discovered it before.

This study investigated the effects of PT on the students who needed help in learning English. Both tutor and tutee roles achieved success in English and enhanced communication skills while interacting and sharing information, experience and so on. Nevertheless, tutors were seemed that they improved their social and self-related aspects such as leadership skills or self-confidence more than tutees as they had the leading role on teaching and they discovered their own way of teaching more actively than tutees (see also Kiarie, 2003). When looked at the contributions, even if all the participants got benefit from academic contributions, tutors were viewed as they gained social and self-related contributions more than tutees. They seemed to improve their affective sides indirectly while conveying information directly. In other words, the tutors might have sharpened their affective sides and reinforced their learning while conveying information at the same time. That might have actualized as the tutors had the leading role on teaching and found out their own way of teaching. They were more active than tutees. For instance, the tutors prepared themselves beforehand, searched different sources and methods to inform the tutees and arranged a kind of lesson plan for the tutees to lead the tutoring effectively. These helped the tutors motivate and be more responsible, disciplined, and creative. As the tutors did their preparation and arrangements according to the tutees’ level while considering the tutees’ learning made the tutors more sensitive, thoughtful and matured. The tutors sharpened their leadership by conducting the activity and improved their self-confidence, as well. This led them to gain positive attitudes on learning English. Santrock (2006) supports this by saying that PT also helps learners develop self-confidence and self-efficacy (cited in Rizve, 2012).

I want to point out in this study that the participant who was in charge of two roles together (both tutee and tutor in the same time) may have gained much more opportunity in improving his or her skills in English, sharpened his or her studying methods, reinforced their learning and enhanced success more meaningfully than any role alone. While they had an average success and even needed help in learning English,

they utilized the advantage of being both a tutor and a tutee and fastened the process of achievement and doubled their gains in shorter time thanks to this study. While getting information and filling the gap of knowledge as tutees, they had a chance to transfer the information they got and while processing the information, they learned meaningfully as tutors. Besides, they got social and self-related benefits automatically when they interacted with others and conducted the study. They even did not realize these benefits at first as they focused on just to participate in the activities. At the end of the study, they observed and witnessed themselves as managed the skills of English, got their own learning style, been more social, more confident and responsible learners. They improved their affective side indirectly while conveying direct information. Kenan was one of the samples who had a special position by having two roles in this case. He had both tutee and tutor roles, so he got benefited from both sides. Becoming a tutee made him gain and refresh his learning, but also he reinforced and internalized his learning by tutoring and also he became more active, social, self-confident and helpful thanks to his roles.

As some of the researchers (such as Weiss, 2007; Rizve, 2012) claim that CAT affects better than same-age tutoring (SAT), CAT has been found more effective and permanent in this study, as well. Even if the tutors are not so socially active or good at English than the tutee, they are more experienced and capable of lesson and the tutors can prepare themselves beforehand for tutoring. Santrock (2006) hypothesizes that CAT brings benefits to the tutors who especially are low-achieving students as teaching is one of the best way to learn (cited in Rizve, 2012). Thus, tutors can manage to tutor and handle with leading the tutee about the lesson or the rules about the school. There is a significant respect between the tutor and tutee in CAT which I have not observed so strong in SAT. It leads the participants to obey the rules about the programme and schedule. Marious (2000) also claims CAT as most effective when planned it before the activity, trained the tutor and identified specific contributions that the participants will gain by the teacher (cited in Bremer, n.d., p. 6). But, it is really more difficult to arrange pairing and their schedule to study as the participants are from different levels and have different schedule and priority to deal with. In this case, the SAT is easier, because the participants can be in the same class or level and have same lessons or even a same schedule. On the contrary to Santrock' observation that is the participants embarrass if they become a tutee of their classmate and it can lead to negative social comparison (2006, cited in Rizve, 2012), the classmates or the ones in the same level became more

willing to take part in peer tutoring and asked for someone in the same grade as they could arrange tutoring programme easily and found tutoring more enjoyable as they make jokes and have fun during tutoring. CAT is a bit more formal and disciplined than SAT.

Three different tutorial timing of the groups allowed us to compare their efficiency. The first group sustained PT longer than other groups. Consequently, nearly all of the contributions were seen in the first group. Additionally, duration helped us realise the drawbacks occurred in PT; two of three drawbacks of PT could be seen in the first group. After comparing the groups of the participants, it was seen in this study that longer period of the study provides more possible outcomes to appear in time. The first group utilized from PT properly and created various opportunities to attain the data from different aspects. Otherwise, it was impossible to gather all its outcomes and see its effects so significantly.

Even though some drawbacks were seen in tutorings, these drawbacks can be counted to be personal. Moreover, the drawbacks caused by PT can be eliminated by various precautions such as warning the peers to be aware of the drawbacks they have and encouraging them to study together with his/her tutee, share the responsibility equally and scaffold them to overcome their problems. Teachers should be good observer, as emphasized above and they should arrange suitable pairing for peers at first. Like Eskay et al, (2012) warn that the peers should not be too close or worst enemies, teachers should take some precautions to sustain PT properly and they should put rules before tutoring for the participants. But, if the participants still became too close or worst enemies after tutoring, teachers may even rearrange the pairing. The respect and affection that the peers should show towards each other in this activity will help to solve the problems called as drawbacks and turn it into a positive effect on learning.

5.3. Limitations of the Study

I sought to investigate PT activity on participants as a case study. The study has both benefits and drawbacks. As the main benefits of a case study, I had a chance to observe the participants closely and profoundly and witness the effects of PT on participants more vividly, on the other hand, I had a few participants at a certain level of education to investigate which can be counted as its limitation. It would be more comprehensive and satisfying to see peer tutoring's effects at different levels of education with more participants. Besides, we conducted this study for six months.

Another limitation could be duration. The participants applied PT at least one hour per week, this duration might not be sufficient for some students to benefit efficiently and get strong contributions.

5.4. Implications and Suggestions for Further Studies

In this study, the focus was on the students who had both roles at the same time in tutoring and the effects of PT and its contributions on EFL. From the variety of benefits witnessed through PT, it proved its effectiveness and offers certain suggestions for further studies as applicable for students:

When witnessed that students who are inactive, unmotivated or unskilled, here I could say that the first step taken should come from the teacher. Bremer (n.d.) emphasizes that pre-planning is important because it allows teachers to make decisions about “pair matching, tasks during tutoring, monitoring, and evaluation”. If the steps above are taken successfully, the aim of the course will be achieved. Teacher should be a good observer and realize how students behave or react towards English, activities related to its skills and how to display attitudes. PT presents very good opportunity to perform a language lively with its skills. As a language, English should be learned by interacting to internalize and reinforce it. Rather than giving more homework, the teacher may offer and arrange the students to take part in a tutoring activity.

Apart from English as a foreign language, tutoring has been proved that it is highly beneficial for other lessons like Maths, Science or Physical which need to interact and practice, from many aspects such as motivating, practicing, reinforcing and sharpening their skills. It also helps students improve their responsibility, motivation, leadership and so on. Therefore, PT might be broadened its scope and students may be encouraged to take part in peer tutoring and sustain it sufficiently to improve their skills for all of the disciplines.

Students who need help in learning certain areas where especially requires interaction might be encouraged to take part in both roles of tutoring. These students may be paired to exchange their areas where they are good at and they may tutor each other to improve their own weak sides. This exchange can be with the same students if they are suitable for this exchange, or they can have tutors for their weak sides from anybody else in the same grade or upper grade while tutoring someone who need help in the same time.

Especially unsocial, introvert or shy students / learners who have problem in communication skills and need help socially might be encouraged to take part in tutoring, especially in CAT. If the student is a volunteer, he or she must be assigned as a tutor for someone who is inexperienced or low-achieving than the tutor in CAT. Teachers have a key role here, as well. They should be able realize who needs help PT. The teachers should be a good observer and know their students well and also they should be capable of arranging the pairs and a suitable and regular PT program according to the students' conditions and needs.

CAT as peer tutoring can also be used to share experience related to school, lessons and orientate the newcomers to the school circumstances and rules. It also strengthens the relationship between the students in different levels and can be applied to improve the relationships among the students, empathy each other and impede bullying among the students at school. As the participants empathy, understand each other's situation, share their experiences, advise or suggest how to react against the situations they encounter. This may help create a more tolerant and peaceful society.

At last, if all the school staff with the students take part in PT activities in somehow, PT's effect area might become much wider and even the authorities in that district or families may involve in and get benefit or help directly or indirectly.

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7. APPENDICES

7.1. Appendix 1: Peer Tutoring Reflection Paper

AKRAN ÖĞRETİMİ YANSIMA KAĞIDI

Ad-Soyad:

Görevi: Öğrenen

Öğreten

Çalıştığın Kişi ve sınıfı:

Çalıştığın beceri: Okuma

Yazma

Dinleme

Konuşma

Çalıştığın Konu:

Çalıştığın Süre:

1. Yaptığın akran öğretimini kısaca değerlendirebilir misin? Bu çalışma seni etkiledi mi? Evetse nasıl etkiledi? Hayırsa neden etkilemedi?
2. Bu çalışmada gelişme gösterdin mi? Evetse hangi yönlerde gelişme gösterdin? Hayırsa, sence neden gelişme göstermedin?
3. Bu çalışma derslerin/öğrendiğin konu açısından sana yarar sağladı mı? Evetse nasıl sağladı? Hayırsa neden sağlamadı?
4. Bu çalışma sana kişisel olarak yarar sağladı mı? Evetse nasıl sağladı? Hayırsa neden sağlamadı?
5. Bu çalışma sana sosyal olarak yarar sağladı mı? Evetse nasıl sağladı? Hayırsa neden sağlamadı?
6. Bu çalışma sana geleceğe yönelik kararlar aldırды mı? Evetse ne ile alakalı kararlar aldın? Örnek verebilir misin?
7. Akran öğretimine devam etmek ister misin? Evetse neden devam etmek istersin? Hayırsa neden devam etmek istemiyorsun?

7.2. Appendix 2: Interview Questions

INTERVIEW QUESTIONS

Collocutors

Questions

1. To all

Did you accustomed to your role?

- 2. To tutor** Can you tell your tutoring process? How do you perform tutoring? Have you used any specific method while tutoring? If yes, why did you choose it and can you describe how you implemented it?
- 3. To Tutee** How is his/her tutoring? Is there any feedback that you would give on your peer tutoring? What would be better if s/he did in tutoring?
- 4. To the ones who have two roles** Did your tutor's methods/ styles affect yours in your tutoring?
- 5. To All** Have you set any rules with your peer in tutoring activities?
- 6. To All** Have you got any habits or tolerances that you showed to your peer in tutoring?
- 7. To All** Have you got affected by tutoring? If yes, which side did tutoring affect/ improve yourself most and why do you think so?
- 8. To Tutor or tutee** Do you want yourself as a tutor or a tutee? If yes, why? If no, why not?
- 9. To All** If you could, how would you improve your role?
- 10. To All** Did you realize/observe any change on your peer because of the tutoring activity? If yes, in which side?
- 11. To tutor** What do you focus on/ give importance in your tutoring?
- 12. To All** What do you expect from tutoring?
- 13. To All** Which areas do you use PT apart from English? Even if you have not, do you think that PT could be used in any areas, if yes, which areas and why, if no, why not?