DEVELOPMENT OF PEER TUTORING PACKAGE AND IT'S EFFECT ON ENGLISH LANGUAGE PROFICIENCY OF SECONDARY SCHOOL STUDENTS

Amita Chaudhary[1] and Prof. P. K. Joshi[2]
[1]Research Scholar, Dept. of Education, HNB Garhwal Central University, Srinagar, Uttarakhand.
[2]Professor, Dept. of Education, HNB Garhwal Central University, Srinagar, Uttarakhand.

ABSTRACT:

A person learns something new at every step of life, through his experiences, study and education. In the field of education, new teaching techniques are evolved day by day. Various innovative teaching techniques came into the existence to the recent past, with the advent of use of technologies. Most popular among those are – Computer Assisted Learning, Peer Assisted Learning, Cooperative learning and Peer tutoring etc. Peer tutoring, involving in the culture of work as a team, has emerged as an effective learning technique in the recent past. It is based on the assumption that the human being are inter-reliant to one-another and being independent, working in a team, gives a learner an opportunity to share and access his/her ideas, opinions, knowledge and feelings. It inculcates the feelings of cooperation, without which the member of society cannot survive (Montagu, 1965).

The instant paper dedicated to the construction of a package on Peer Tutoring, which the investigator constructed for the conduction of an experiment, needed for the Ph.D. work. A pilot study was also conducted after the construction of the tool in order to establish the effectiveness of experiment.

KEYWORDS: *Peer Tutoring Package and English Language Proficiency.*

INTRODUCTION :
Learning is the process of acquiring knowledge, skills, and beliefs through study, education, and experience (Hawes and Hawes, 1982). Learning is an incessant process which starts right after the birth and continues till the last breath of the individual. A person learns something new at every step of life, through his experiences, study and education. In ancient time, Gurukulas were the centers for getting formal knowledge and learning was confined to the hearing and listening only. In traditional teaching the students were considered as a passive vessel to be filled by the teachers' knowledge.

With the time, various theories of learning have evolved to understand the phenomenon of learning and its different aspects such as Trial and Error theory by Thorndike, Insight theory by Kohler, Operant Conditioning theory by Skinner, Classical conditioning theory by Pavlov, behavior modification theory etc. These theories have transformed the notion of learning process. New theories of learning address the individual requirements of the learner. The dawn of child-oriented education has produced a demand for diverse learning approaches to answer the intellectual level as well as the snooping of the learner.

The students of present age bracket are smarter than the previous. This smart generation is a challenge before the teachers. This situation is eagerly challenging, both at the primary and secondary level. This is the time for the teachers to rethink and revamp the teaching methods according to the needs of the students. Every day we find constant change in the teaching methods and techniques in all subjects. English language teaching method and techniques also required desirable changes in view of the demanding job and business market in the globalized world. Undoubtedly, English has turned out to be a global language of communication, rather than the language of only the English speaking people.

An innovative mind set of teachers in the existing time is mandatory for inspiring and motivating students, generating curiosity and stimulating them for the optimum learning. Teachers need to create conducive environment for the effective learning of the child. In our system most of the teachers, still continue traditional methods of instructions. They feel to incorporate innovative techniques in their teachings; with the result student learning is still far from expectations. Thickly populated classrooms also hampered teachers to pay individual attention and provide instruction to the individual needs of the learners. Pressure of covering the syllabus in a short period of time also does not allow the teachers to be innovative. With the result there is a gap between the brighter and weaker students. Need is there to bridge this gap and evolve some new techniques, so that in the existing framework learning is made more effective.

Various innovative teaching techniques came into the existence to the recent past, with the advent of use of technologies. Most popular among those are – Computer Assisted Learning, Peer Assisted Learning, Cooperative learning and Peer tutoring etc.

There is a shift from traditional methods of teaching to modern methods of teaching i.e. Group learning or peer tutoring.

Traditional Learning and Peer tutoring at a glance

Traditional Learning	Peer Tutoring
♣ A pin drop silent class is a good class	♣ Healthy noise occurs in an active class.
♣ Put your attention only on words of teacher	♣ Exchange the ideas with your peer
♣ Don't talk to each- other	♣ Help each- other to learn the content
♣ Fellows are only to play	♣ Peers are the study partner as well as sports.

FIVE ELEMENTS OF PEER TUTORING

1. Positive inter-reliance- In peer tutoring tutor and tutee both play their part and they are affirmatively inter-dependent.

2. Contributive face to face interaction- Peers' face to face interaction contributes in their learning. How one thinks, acts talks to other person, influences how well they perform.

3. Individual responsibility-Although it's a team work yet both tutor and tutee have their own responsibility. One student helps to another but ones' individual performance shapes his /her grade.

4. Social expertise- Interpersonal skills are improved by working in a group. It produces the social expertise of the participants.

5. Team spirit- Its automatically developed when two and more than two students work as a team. A team has to reflect on its performance and think together about how they might improve.

IMPORTANCE OF PEER TUTORING

Peer tutoring is reciprocally beneficial strategy, which makes the leaning more fascinating. It reduces the hesitation and fear of desolation in the students. All the schooling subjects can be taught by this method viz, Mathematical problem, project work of Science and exercises of Social studies. English language can also be learnt in easier way through this method. Learning becomes more effective and practical through peer tutoring, as students learn in cooperation and collaboration with each other. In

_____
Journal for all Subjects : www.lbp.world

2

_____

peer tutoring teacher allocates the content among the students and engages them with the task. Students learn the things joyfully rather than in a traditional one way stressful environment. In the process peer tutors also strengthen their own learning by teaching other students. Students feel more contented and relaxed while interacting with a fellow student.

Peer group learning or peer tutoring is a helpful strategy to enhance English language proficiency and it becomes easier when a peer tutoring module has been designed to teach the content. For the purpose of present study a reciprocal peer tutoring module is developed and validated by the researcher with the help of supervisor and experts, for enhancing English Language Proficiency of secondary school students.

The different phases that piloted to the development of RPT module are

1. **Analysis**
2. **Design**
3. **Development**
4. **Application**
5. **Evaluation**

The details of the different phases are given below
1.Analysis

In the analysis phase, the investigator carried out the need assessment and clarified the goals and objectives of the Package. Relevant data was collected from various researches, secondary school teachers and parents. The collected data was analyzed by the investigator. It underlined the concern of teachers and parents for English language proficiency and ignorance towards the importance of reciprocal peer tutoring. The researcher decided to develop a package with the objective to enhance English language proficiency of secondary school students. It was decided to include those activities in the package which would improve the reading and writing skills of the students.

2. DESIGN

In the design phase, the investigator determined the structure and sequence of the package. The package carried out in six sessions.

The first being the ice breaking session and the last being the follow up session. Session first, the ice breaking session was meant for preparing the children for the subsequent sessions. Rest of sessions was meant for enhancing the various components of English Language Proficiency among students. Each of these sessions was structured in a similar way. The investigator in consultation with the supervisor and other experts in the field decided to follow the following format for the development and execution of these sessions.

- Ice-breaking session
- Process
- Activities included in the session
- Evaluation
- Assignment
- Follow up

For the package, content was chosen very carefully. Some important topics were collected from the syllabus of secondary school students. The topics were selected according to the time duration. Researcher selected the common topics of English language, which are mentioned as under-

Main Topics:
- Comprehension passage
- Vocabulary

_____

- Grammar
- Story writing

Sub Topics:
❖ Four comprehensive passages for study and two for exercise.
❖ Synonyms and Antonyms for learning and exercise
❖ Noun and Pronoun with Example for study and exercise
❖ Four passages to arrange in a proper way to make story and two passages for exercise.

DEVELOPMENT
      In the development phase, the investigator prepared the contents of the package that were blue printed in the design phase. The activities in the package were carefully prepared so as to satisfy the objective of the package. Secondary school teachers and other experts in the field were also consulted. After deciding the activities to be included in the package, a pilot study was conducted to test whether the selected activities were effective for the intended sample. For this, the investigator randomly selected some of the activities and administered on a sample of 24 secondary school students in the presence of their teachers. The investigator observed and discussed the problems faced by the students while doing the activities. The feedback from the teachers and students helped the investigator to improvise the contents of the package and finalize the duration of the different sessions in the package. The duration of session first session was 30 minutes and last session was also of 30 minutes. The total duration of the package was one month.

      Many interesting games and activities were planned according to the selected topic. Games and activities were according to the level of the selected age group. Study material for students included following –
- Flash cards
- Cue cards
- Stories
- Games
- Pair activities
- Rhymes

IMPLEMENTATION:
      In the implementation phase the package developed by the investigator was made accessible to the intended population. For this, the investigator selected a sample of 24 students of class IX th from A.N. International school Bijnor, and administered one session of the RPT package. The performance of the students during the preprocess evaluation and post process evaluation were analyzed. The results along with the feedback of the students revealed the effectiveness of the package.

Comparison of pre-test with the post-test of the selectedgroup

		Mean	N	Std. Deviation	Std. Error Mean	T	df	Sig.(2- tailed)
Group	Pretest	25.0417	24	4.43777	.90586	-25.662	23	.000
	Postest	68.1250	24	7.69140	1.57000			

      The table indicates the mean for the pre test of group is 25.04 . The mean for the post test of the same group is 68.12. The standard deviation for the pre-test 4.437 and for the post-test is 7.691.The number of participants in both condition are (N) 24, t=-25.66 and p=.000.

_____
Journal for all Subjects : www.lbp.world

4

_____

The paired sample t-test between the pre-test and post test of the selected group indicates that there is a remarkable difference between the mean score of the pre-test and post-test. It shows that the students have improved their achievement by using Peer tutoring package

Consequently the package was finalized.

EVALUATION:

RPT Package was evaluated in each phase of its development. After RPT Package was finalized, it was evaluated using an evaluation Performa. The Performa was developed by taking into account the following features of the package - Precision, appropriateness, magnetism, involvement, suppleness, Reliability and Validity.

Precision: It shows the transparency of presentation of the content of the package.
Appropriateness: Relevance refers to the appropriateness of the content of the package in terms of objectives, needs and purposes.
Magnetism: It represents the features of the content that contribute to enhance student motivation
Partaking: It refers to extent of student involvement during package implementation process.
Elasticity: It refers to the adaptability of the content of the package.
Validity: The copies of this package were given to the supervisor, experts and subject teachers. They presented their valuable suggestion about the content. The investigator had modified the topics of the package according to the experts' opinions. Some topics were accepted, some of them were rejected and some others were modified as per need of the package**.**

CONCLUSION

Peer tutoring package benefits academically by exchanging knowledge and ideas between the tutor and the tutee. Peer tutors also found this experience as joyful and beneficial for enhancing their language skills and expand their knowledge through the available resources in the institutions. Moreover, the peer-tutoring experience helped students to expand their social network by making friendships and interacting with different students and staff members. They learnt to be more accountable, self-assured, patient, friendly, and punctual; skills which they would certainly need in their career. The pilot study conducted by the researcher shows that there is significant difference between the pretest and posttest of the selected sample. Students performed better in the English language when exposed to peer tutoring. Hence it can be concluded that reciprocal peer tutoring module is effective and helpful to make the English language learning easy. In brief this package is beneficial to improve the English language proficiency.

REFERENCES

- Abe, J., Talbot, D. M., & Geelhoed, R. J. (1998). Effects of a peer program on international student adjustment. *Journal of College Student Development*, *39*, 539–547.
- Alpay E, Cutler PS et al. Changing the Marks-Based Culture of Learning through Peer-Assisted Tutorials. European Journal of Engineering Education 2010; 35(1): 17-32.
- Bangert- Drowns, R. L; Kulik, J.A.; and Kulik, C.C. (1985): "Effectiveness of Computer Based Education in Secondary schools" Journal of Computer – Based Instruction 12/3: 59-68.
- Dee, B. A. (2015). A peer tutoring model for small school with limited funding and resources. Weikle Eastern Mennonite University, Harrisonburg, USA. Greenwood, C. R. (1997). Class wide peer tutoring.
- Deutsch, M. (1949b). An experimental study of the effects of cooperation and competition upon group process. Human Relations, 2, 199-231.
- Ebel, Robert L. (1966): "Measuring Educational Achievement", New Delhi; Prentice Hall of India, pp.481.

_____

_____

- Fantuzzo, J., & Ginsburg-Block, M. (1998). Recirpocal pper tutoring: Devleoping and testing effective peer collaborations for elementary school students. In K. Topping & S. Ehly, Peerassisted learning (pp. 121-145). Mahway, NJ: Lawrence Erlbaum.
- French, F.G. (1972), Teaching of English as an international language, oxford university Press, London.
- Sarswathi, V. (2004), English Language Teaching: Principles And Practice, Orient Longman, Hyderabad.
- Sharif, N. M., Zakaria, M. H., Mansor, W. F. A. W., Nordin, N. A., Fong, N. S., & Mustafa, H. R. (2012). Peer-tutoring and tertiary ESL learners. *Procedia-Social and Behavioral Sciences*, *66*, 441-447.
- SOLAS, E. C., & WILSON, K. (2015). Lessons learned and strategies used while teaching core-curriculum science courses to English language learners at a Middle Eastern university. *Journal of Turkish Science Education*, *12*(2).
- Tudor, A. M. (N.D). *Peer Tutoring Handbook for Tutors and Mentor Teachers.* Tennessee High School, Bristol.
- Topping, K. J. (2005). Trends in Peer Learning. Educational psychology, 25(6), 631-645.

Amita Chaudhary
Research Scholar, Dept. of Education, HNB Garhwal Central University, Srinagar, Uttarakhand.

Prof. P. K. Joshi
Professor, Dept. of Education, HNB Garhwal Central University, Srinagar, Uttarakhand.