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Impact of Social Factors and Peer Tutoring on Writing Proficiency of EFL Learners in Pakistan at Secondary School Level

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Abstract: This study investigated the impact of social factors and peer tutoring on EFL students' academic performance. In this research work, peer tutoring strategy was used to examine its effectiveness. Three dimensions of peer tutoring 'reciprocal peer tutoring, class-wide peer tutoring and cross-age peer tutoring' were used. The objectives of the study were to find the effectiveness of social factors and peer tutoring on writing fluency and accuracy of EFL learners and to investigate the advantages and disadvantages of peer tutoring in EFL writing skills. The population of the study consisted of the students of 9th and 10th grade from a private school in District Mansehra. A sample of 90 students was taken randomly and these students were divided into control group and experimental group. Quasi experimental design, "Pretest-Posttest Nonequivalent Groups Design" was used to collect data. Among 60 students in experimental group, students who achieved above average marks, were selected as peers. Then posttest was conducted to find the effectiveness of peer tutoring. The data was analyzed through computer software SPSS version 21. The results showed a significant difference in students' achievement in writing skills in experimental group. It was recommended to practice this technique in classroom to achieve academic skills.

Introduction

The importance of English language is universally acknowledged. The acquiring or learning English language as a second or foreign language has become a need in our globalized society (Olivares, & Morell, 2017). It is estimated that 1 billion people worldwide speak English, and 67 countries have English as their official language while 27 countries as their second official language (David, 2012).

Shamim (2011) conducted research in Pakistan, according to her English language is an important language in Pakistan due to its use as an official language. It is considered the significant language used in many other institutions like politics and education etc.

English language as a foreign language (FL) has significance in the field of teaching-learning English. Unfortunately, it remained at an unsatisfactory level as compared to the standard level of native English-speaking countries (Jafre and Rany, 2013).

This study further tells that there are several reasons behind the lack of proficiency level given by teachers and students. Some of these reasons are lack of well-trained teachers who use native language instead of English language, students do not have English background, students lack the confidence to use English language because they are afraid of mistakes, inappropriate curriculum that does not help students to

improve their English proficiency and most importantly, students are not well-motivated by the learning strategies. To tackle with these problems, a technique is used to enhance the understanding of language and its use known as peer tutoring.

Hussain & Suleman (2017) conducted a research study in Pakistan in Kohat Division on the factors that contribute to unsatisfactory academic performance in EFL teaching-learning situation. They observed these factors: ineffective curriculum, incompetence of English teachers, unfavorable classroom environment, lack of facilities, poor vocabulary, lack of practice. Latu (1994) says that other factors are language learner ability, age, attitude, or motivation and learning opportunities that affect the academic performance of the student. Environment is considered a major factor affecting teaching-learning process. It is not on the part of learner who lacks the ability to learn the language, but the environment and the total academic setting that's capacity needs to be improved (Ahmed, Khan, & Munir, 2013).

Damon and Phelps giving the most understandable definition of peer tutoring as "Peer tutoring is an approach in which child instructs another child in the material on which the first is an expert and the second is a novice" (Kalkowski, 1995). Peer tutoring is also defined as "a technique which involves those of the same societal group teaching one another when one peer has more competence or knowledge" (Colvin, 2007). Lassegender (2008) says that the interest in student-centered education is increasing day by day because it is not only beneficial for tutees but for tutors as well. So, peer tutoring technique is well recognized and practiced giving beneficial results.

This study is concerned with the enhancement of writing skills of the students with the help of peer tutoring in three dimensions. These dimensions are reciprocal peer tutoring, class-wide peer tutoring and cross age peer tutoring. Reciprocal peer tutoring

(where students take turn as tutor and tutee alternately with equal time in each role), class-wide peer tutoring (where students are divided in small groups of two to five members with differing ability levels where they act either as tutee or as tutor) and cross-age peer tutoring (older students with high ability as tutors are paired with younger students with low ability as tutees) are included.

This technique has been used across the world but in Pakistan, particularly in the Hazara region, the trend of peer tutoring is rare, and most of the institutes are still not aware of this technique. The origin of peer tutoring is England in the 19th century is now being used worldwide (Rekrut, 1994). This study intends to explore the effects of peer tutoring, which is used to improve writing fluency and accuracy.

Fluency is a familiar term used in language teaching and learning and this term has been used for a long time (Fulcher & Davidson, 2007). It means to use the language rapidly and productively. A person is called proficient of language who has these abilities.

Accuracy is a universal demand in language teaching, even though there has been a little focus given to it because of the stress on communicative ability. Writing involves advanced levels of accuracy than it needs in spoken language. Accuracy level primarily depends on learner's language competence, i.e. the degree of accuracy of the language depiction itself. To achieve accuracy in writing is to commit few errors as possible. Accuracy can therefore be defined as "freedom from error" (Walt & Hattingh, 2011).

Statement of the Problem

The purpose of this study was to investigate if peer tutoring helps learning English as a foreign language at secondary school level or not. This study helps the students not totally rely on teachers but have a habit of independent learning where they cannot only help themselves but fellow students as well. It also aimed helping the

teachers in understanding the importance of peer tutoring and ways to implement it in the language classroom teaching.

Research Questions

1. How are social factors and peer tutoring effective in EFL learning?
2. What are the advantages and disadvantages of peer tutoring in improving writing skills at secondary level?

Objectives of the Study

- To find out the effectiveness of social factors and peer tutoring in EFL writing fluency and accuracy.
- To examine the advantages and disadvantages of peer tutoring in improving EFL writing skills of students at secondary level.

These issues are analyzed in this paper to achieve the objectives of the study.

Literature Review

In this chapter, previous research studies related to cooperative learning and peer tutoring are discussed. To define the term peer tutoring, its role in academics and especially in EFL learning is discussed. Following chapter focuses on the research work of different linguists and researchers on peer tutoring and its role to enhance the four skills (reading, writing, listening, speaking) generally while writing skill specifically.

This study is related to an advanced teaching technique known as “peer tutoring”. Peer tutoring refers to a process that takes place between two or more students in a group where one of the students plays the role of a tutor for the other group members (Sotiriou, 2004). This technique of peer tutoring is not new but it was practiced in many countries and the results showed its effectiveness at all the levels. Comparing with authoritative style of teaching, where students get a very less chance to participate in classroom discussion and activities, or no chance at all and this modern

technique showed better results. The three dimensions of peer tutoring that are used in this research, were previously practiced by many scholars at various level. These types or dimensions of peer tutoring were introduced with a little difference from each other according to the needs of students. Practicing peer tutoring technique, students not only help themselves to clear their concepts, but they also help their classmates and sometimes their juniors to learn the material.

A researcher Suydam (2008) suggested that when students get engaged and interacted with other students in learning process, their understanding develops and, in the result, they gain more academic achievement than working individually. It has been found that peer tutoring facilitated in engaging students in their own learning process in comparison to traditional methods of teaching used in Pakistan where students play a passive role and do not get opportunity to express themselves (Dash, 2008). There are various benefits of peer tutoring technique found through different studies as Topping & Ehly, (1998) suggested it a better and positive method to enhance the academic achievements of not only the tutees but of tutors as well.

Cooperative learning is a teaching strategy that is successful where small teams, each student having different ability, use a variety of learning activities that helps improving their understanding and concepts of a subject. In CL (cooperative learning), each member of a team is answerable not only for learning what is taught but also for helping other members in the team, thus creating an atmosphere of accomplishment (Johnson, 1991).

Cooperative learning method is a method used in teaching learning process in which students work together in form of groups “to achieve competency in material at first presented by teacher” (Slavin, 1990).

Cooperative learning method has been used in many countries to fulfill the needs of students

and modern world as well. It is highly recommended by research who have experienced it in their research work and in this way this method gained popularity worldwide and psychologists and educationists suggest to apply this method in academics.

Cooperative learning is a method used in teaching-learning process, in which students of different backgrounds are gathered in groups to achieve a common goal. In cooperative learning, students share ideas and make discussions that gives them a relax environment. It helps students understand and build relationship with other students (Suydam, 2008). When students get engaged in CL tasks, their interaction increases, and they understand each other well and in result it leads to succeed more academic achievements than working as an individual. According to Aziz & Hossain (2010) CL enables to build positive relationship among the students who are gifted, average and below average. It also enhances self-esteem of students and bring a positive change in their attitude towards teaching. Johnson and Johnson (1989) said that CL gives emphasis to actively play their role as a student and the students should be involved in the learning process and they should consider themselves responsible of their learning.

Hussain & Inamullah (2008) stated in his research that in lecture method or other traditional teaching methods, it is observed that the teacher's talk time is up to 80% and students talk time is up to only 12% that is much less and remaining 8% is silent time.

Sultana and Zaki (2015) observed in their study that the current setting of classroom does not maintain and fulfil the criteria of interactive teaching methods in the classrooms. There are different factors behind this issue like the teachers either are not aware of the needs of the learners and modern teaching learning methods or they are not trained enough to use these teaching methods effectively. Moreover, it seems that they have no idea of individual learning styles, so they consider traditional teaching

methods more appropriate to use in classroom (Sharan, 2011).

It has observed that the classroom environment and setting is quite traditional, where there are students sitting in rows fronting the teacher. Here, students are instructed to quietly listen and comprehend him/her and follow whatever their teacher says without having opportunity to actively take part in teaching and learning process (Najmonnisa & Saad, 2015). According to Slavin, (1987, 1991); Johnson & Johnson, (2010) the traditional classrooms do not support social development and do not fulfil the needs of students. According to (Johnson et al., 1991), the face-to-face interaction among group members where they negotiate and discuss problems with each other, boosts the effectiveness of students' interaction in a positive manner because in this way students motivate and challenge each other to accomplish group goals, and they help each other through giving opinion including criticism as well as advice. The conflict among group members often prevents groups from reaching to an agreement and might lessen the positive impact of cooperation especially if personal differences is the reason behind the conflict (Castle, 2014). Group members with high social skills have more chances to engage in task-based activities and do not focus on interpersonal conflicts which may result in achieving the goals much efficiently. Group processing occurs best when its members are capable to judge their own skills and try to overcome their flaws with the support of other group members, which results in improvement in group working (Johnson et al., 1991).

As the trend is changing, more adult students enter at higher level classrooms, the teachers are shifting their instructional methods that are teacher-centered to learner-centered (Cerccone, 2008). Teacher-centered classrooms depend on a pedagogical style where the instructor conveys knowledge to the learners in such a way that students are just passive learners. In such classrooms, the students become the central

point rather than the teacher (Castle, 2014). The act of supporting others and helping them in fulfilment of the tasks, students learn to interact effectively with others that evokes interdependence between students.

The term “peer” refers to an individual acting as tutor having same status or near status of the individual who is being tutored. It was first used came in late 1700’s in England by a superintendent of a military male asylum, named Andrew Bell. He began to use it to instruct his male students where they can learn from each other without attending a school (Sharan, 1990).

The terms peer and peer tutoring are defined by many language scholars.

“Peer is a person who is equal in rank and is a matched companion” (Topping & Ehly, 1998).

Peer-tutoring is not a new concept. Its roots are in ancient Roman schools which used mutual instruction by one pupil to another. In European schools, this system of peer tutoring began in the early 1800s, where they utilize this idea by supposing the roles as tutor and tutee or learner for the students (Sharan, 1990). According to Scruggs, et al., (2007), peer tutoring is the instructional strategy in which students are educated to work in pairs with fellows to improve their skills and knowledge. The students learn to use tutoring materials and take turns as the tutor and the learner. According to Washington State Institute (2014), peer tutoring is considered a method of teaching-learning where students with high grades assist the students with low grades in learning and it is also very helpful for the students who are struggling to accomplish their tasks related academics. Peer tutoring has generated a great deal of scholarly interest in different academic fields. Peer tutoring technique was used by Coonie L. Areino in a classroom in New York City. According to the researcher, the participants of the study were students who had positive behavioral characteristics which allowed them to successfully tutor their peers. In study, eighth grade science class from an urban middle school were divided into five groups. In each

group there was a student acting as peer tutor. In result it was found that positive classroom behavior and student engagement increased after implementation of peer tutoring (Areino, 2007).

Several studies have been done in Pakistan as well on cooperative learning and peer tutoring. They also found this technique very useful for students. This study is important because it is concerned to find out the effectiveness of peer tutoring in learning EFL writing skills at secondary school level in District Mansehra that has not been done yet by any other researcher.

Research Methodology

The study is designed to look into the effectiveness of peer tutoring on EFL students’ achievement in the writing proficiency of English at Secondary School Level. This chapter deals with method and technique used to collect and analyze data in this study. The target population of the study is students of class IX and X (Age range 14–18 years) studying English as a compulsory subject in a private school in District Mansehra. These students belong to diverse backgrounds and social setups, holding different ability and motivation levels. A school was randomly chosen from private schools of District Mansehra. Total 90 students were selected from the school. 30 students were in control group while 60 students in experimental group. Experimental groups were further divided into three groups. Sixty students from experimental group were divided in three groups that were reciprocal peer tutoring, class-wide peer tutoring and cross-age peer tutoring. In this way in each category of experimental group, there were 20 students. From this sample size of 90 students, peer tutors and tutees were selected for experimental group. The selected peers were the students who scored 70% or above marks. Quasi experimental method consisting of pre-test and post-test was used to collect the data. A pre-test consisting of an essay was used to collect the data. Students were asked to write the essay in 20

minutes in order to check their writing proficiency.

The proficiency was measured based on tense, sentence structure and number of words. Then after composing the result of pre-test, students in experimental groups were divided into groups considering the three categories of peer tutoring. These groups were consisted of 20 students and then these 20 students were further divided into sub-groups by pairing the students. Then students were given intervention of peer tutoring for 4 weeks. For data collection, Quasi-experimental design, “Pretest-Posttest Nonequivalent Groups Design” was used. It was used to test if the intervention giving by peer tutoring made a difference in students’ writing skills in subject of English. This intervention lasted for 4 weeks. Three days a week were given to experimental group and three days to control group to learn. Researcher personally visited the school and took permission from the head of the institute to carry out the research. The data was collected from two groups, experimental group and control group that were non-equivalent groups. These two groups were further divided into three groups based on peer tutoring categories. After that, further sub-groups were formed from these three groups. The data in this study was collected from Pre-test and Post-test. Pre-test was given to 90 students, and they did it individually. After that, the students who scored below average were selected for experimental group and those who scored above average were selected as tutors. The students scoring average were selected for control group.

Data Analysis

In this section, the collected data is analyzed and interpreted to achieve the target of the study.

This study investigates the effectiveness of peer tutoring on writing proficiency of English language at secondary level. In this study the participants would be EFL learners of a private school in District Mansehra.

Experimental Group

In experimental group, total 60 students were selected where 50 from 9th grade and 10 from 10th grade. This selection was made as per requirements of the study. These 60 students were further divided into three categories of peer tutoring discussed above. These three categories are “reciprocal peer tutoring”, “class-wide peer tutoring” and “cross-age peer tutoring”. In reciprocal peer tutoring, students of 9th class took turns in each group, one student in first week as a tutor and other is tutee, and in next week they changed the role. This continued for four weeks.

Control Group

In control group, 30 students were selected. These students were from grade 9 only. The selection was made based on pretest scores of these students. The criterion selected for control group was students having average marks ranging from 10-14 marks out of 20 marks. After their selection, these students were asked to gather in a classroom. They were taught by the researcher three days a week. These days were different from experimental group tutorial session days. The content of both experimental group and control group was same, only the method of teaching was different. Timings of both the groups were same that was 7:30 a.m. to 8:00 a.m. before assembly. These students were also taught for four weeks and then post test was conducted.

Table 1

Demographics

Values			
Participants	Study level	Age of students	Groups
90	10 th + 9 th	Minimum = 14	Experimental
		Maximum = 18	= 20 + 20 + 20 (60)
		Mean age = 16	Control = 30

Table 1 shows the demographic data of the study. It has the total number of participants in the study, the study level and age of the students. Total number of students who participated in the study were 90. The study level of students was grade 9 and grade 10. 10 students from grade 10 participated while 80 students from grade 9 participated in the study. The maximum age of students was 18 years, the minimum age of students was 14 years and mean age was 16 years.

Table 2

Test Scores before Intervention

Scores before intervention	
Minimum score	5.00
Maximum score	18.00
Mean $\pm$ SD	11.41 $\pm$ 4.29

The entries in table 2 show the scores of all the students before intervention. It shows the maximum scores, minimum scores, mean and standard deviation. The minimum scores before intervention were 5 and the maximum scores were 18. The mean was 11.41 while standard deviation was 4.29.

Figure 1

Scores Before Intervention

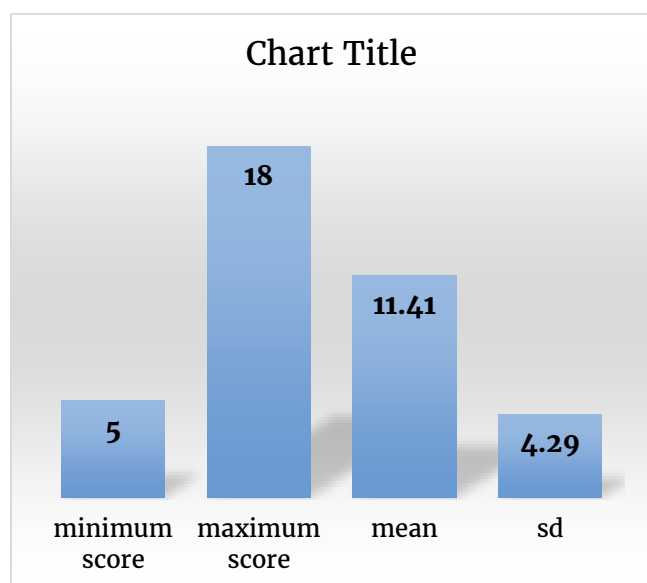


Table 3

Categories of Students According to Pretest Scores

Categories	Score range	Frequency N=	Percentage %
High	≥ 15	N= 30	33.3%
Average	9-14	N= 30	33.3%
Low	≤ 8	N= 30	33.3%

Table 3 shows the categories of students according to their pretest scores. Based on pretest scores, the students were divided into three categories namely, high, average and low. The total marks of the test were 20. The students scored 15 and above were placed in "high" category. The students scored 9-14 were placed in "average" category and the students who scored 8 or less than 8 marks were placed in "low" category.

Figure 2

Categories of students according to their pretest scores

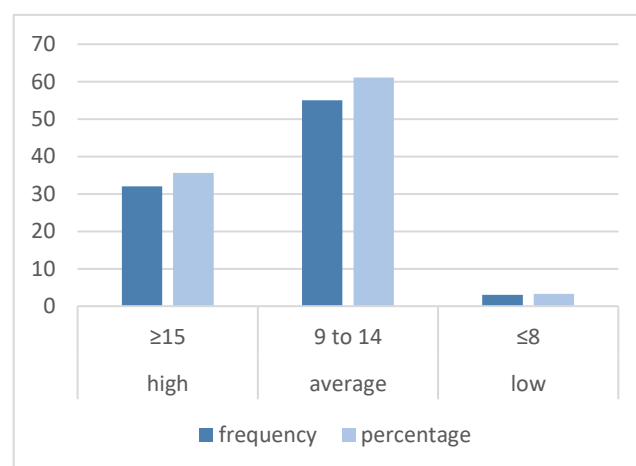


Table 4

Test Scores after Intervention

Scores after intervention	
Minimum score	7.00
Maximum score	18.00
Mean	13.27
SD	3.16

The entries in Table 4 show the maximum scores, minimum scores, mean and standard deviation of students after intervention. This table gives the

information of scores of all the students of both control group as well as of experimental group. It tells that the minimum scores in posttest were 7 while the maximum scores were 18. The mean score of students came out as 13.27. The standard deviation was calculated as 3.16.

Figure 3

Scores of all the students before intervention

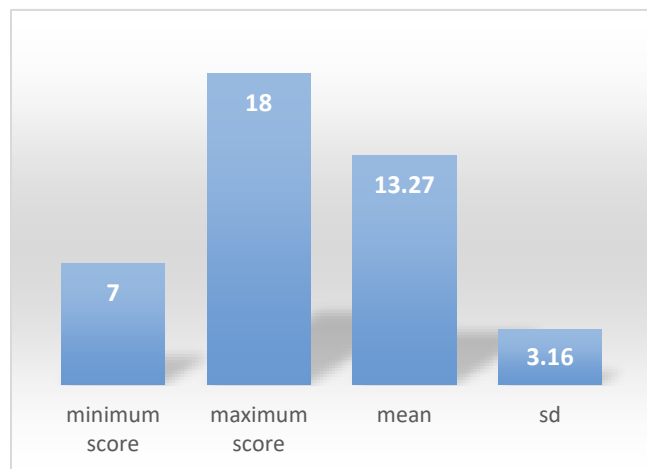


Table 5

Categories of Students According to Posttest Score

Categories	Score range	Frequency N=	Percentage %
High	≥15	N= 32	35.6%
Average	9-14	N= 55	61.1%
Low	≤ 8	N= 3	3.3%

Table 5 shows the number of students falling in three categories, high, average and low. The number of students as well as percentage of students in these three categories is given. The number of students falling in “high” category is 32 and percentage of this category is 35.6%. The students present in second category that is “average” are 55 and percentage is 61.1%. The students in third category that is “low” are 3 and percentage is 3.3%. It shows that a significant number of the students come under the category “high” but most of the students are in “average” while a very few in “low” category in posttest. This is a big difference because in pretest scores,

number of students in “low” category was far higher than this.

Figure 4

Categories of students according to posttest scores

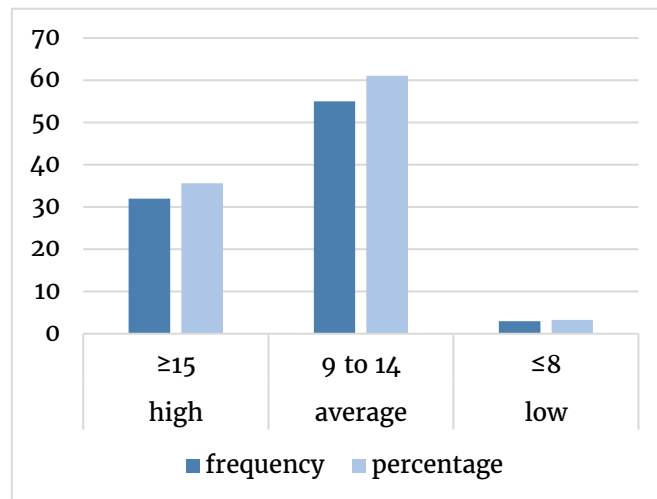


Table 6

Comparison of Control and Experimental Group Post Test Scores

Groups of students	Frequency N=	Mean	SD	Median
Control group	N= 30	12.00	1.46	12.00
Experimental group	N= 60	14.00	3.58	15.50
Total	N= 90	13.28	3.16	13.00

The entries in table 6 show the comparison of posttest scores of control group and experimental group. It gives the number of students present in each group. Then it also shows the comparison of mean, standard deviation and median of posttest scores of these two groups. The number of students present in control group is 30 while in experimental group is 60. The mean score of control group is 12.00 while the mean score of experimental groups is 14.00. The standard deviation of control group was 1.46 while it was 3.58 of experimental group. Median of control group was 12.00 while median of experimental group was 15.50. So, it shows a significant difference between all the values of control group and experimental group where

experimental group is ahead of control group in academic achievement.

Figure 5

Comparison of post test scores of controlled and experimental group

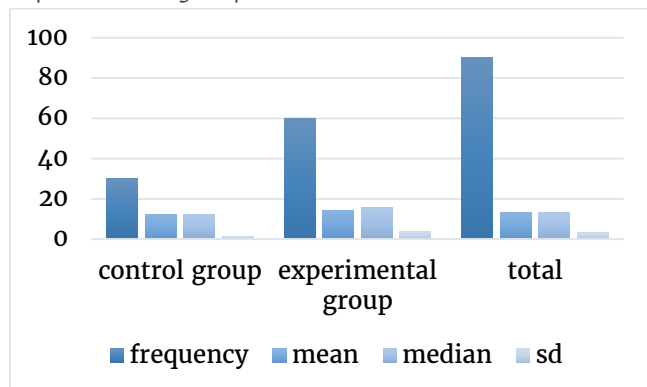


Table 7

Mean Pre-Test Scores and Mean Post Test Groups Score

	Post test score of experimental groups	Post test score of control group	Pretest score
N=	60	30	90
Minimum	7	9	5
Maximum	18	15	18
Mean	14.00	12.00	11.41
SD	3.58	1.46	4.3

Entries in table 7 show the mean score of overall pretest score and posttest scores of both control group and experimental group. The minimum and maximum scores of both groups were compared and overall minimum and maximum scores of all the students were given. The minimum scores of experimental groups after intervention were 7 while minimum scores of control group after intervention were 9. The maximum scores of experimental groups were 18 while maximum scores of control group were 15. So, the overall minimum scores before intervention were 5 while overall maximum scores before intervention was 18. Then the mean and standard deviation were compared according to these scores. Mean value before intervention

was 11.41 whereas, after intervention, the mean score of control group was 12.00 and the mean score of experimental groups after intervention was 14. Next, standard deviation before intervention was 4.3 while after intervention it was 1.46 for the control group and 3.58 for posttest standard deviation of experimental group.

Figure 6

Comparison of mean pretest scores and mean post test scores of control group and experimental group

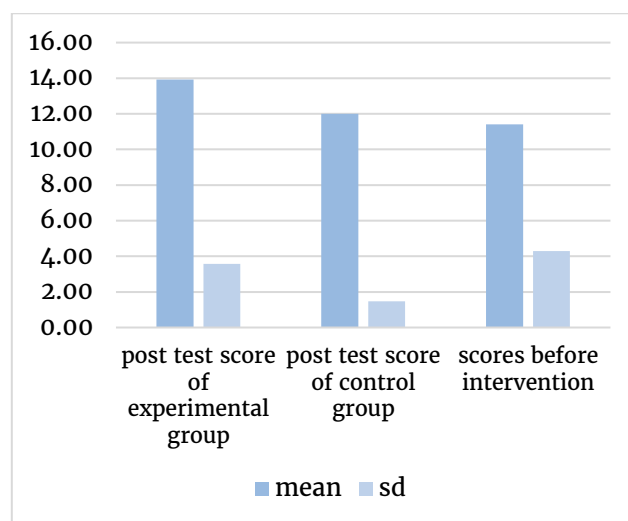


Table 8

Frequency and Percent of Score of Students Before Intervention

Score	Frequency	Percent
5	10	11.1
6	5	5.6
7	8	8.9
8	7	7.8
9	6	6.7
10	1	1.1
11	6	6.7
12	9	10.0
13	6	6.7
14	2	2.2
15	9	10.0
16	7	7.8
17	8	8.9
18	6	6.7

Table 8 shows the frequency and percentage of all the 90 students along with their scores before intervention. The data shows that the number of students was 10 who achieved 5 marks having percentage 11.1. Then there were 5 students who achieved 6 marks with a 5.6 percentage. Then 8 students were with 7 marks and their percentage was 8.9, 7 students with 8 marks and percentage 7.8, 6 students with 9 marks and 6.7 percentage, 1 student with 10 marks and 1.1 percentage, 6 students with 11 marks with percentage 6.7, 9 students with 12 marks and 10.0 percentage, 6 students with 13 marks and 6.7 percentage, 2 students with 14 marks and 2.2 percentage, 9 students with 15 marks with 10.0 percentage and 7 students with 16 marks with 7.8 percentage respectively.

Table 9

Frequency and Percent of Score of Students After Intervention

Score	Frequency	Percent
7	1	1.1
8	2	2.2
9	5	5.6
10	15	16.7
11	8	8.9
12	11	12.2
13	13	14.4
14	3	3.3
15	2	2.2
16	5	5.6
17	14	15.6
18	11	12.2

Table 9 shows the frequency and percentage of all the 90 students along with their scores after intervention. The data shows that the number of students was 1 who achieved 7 marks having percentage 1.1. Two students achieved 8 marks with a percentage 2.2. Then 5 students achieved 9 marks and their percentage was 5.6. Then 15 students were with 10 marks and percentage 16.7, 8 students with 11 marks and 8.9 percentage, 11

student with 12 marks and 12.2 percentage, 13 students with 13 marks with percentage 14.4, 3 students with 14 marks and 3.3 percentage, 2 students with 15 marks and 2.2 percentage, 5 students with 16 marks and 5.6 percentage, 14 students with 17 marks with 15.6 percentage and 11 students with 18 marks with 12.2 percentage respectively.

Table 10

Comparison of pretest and posttest of control group

	Pretest scores	Post test score
1	12	12
2	13	13
3	10	10
4	12	13
5	09	10
6	12	12
7	09	11
8	12	12
9	14	15
10	12	13
11	14	14
12	11	12
13	13	13
14	12	12
15	12	12
16	11	11
17	09	10
18	11	12
19	11	11
20	09	09
21	12	14
22	13	13
23	12	13
24	11	11
25	13	13
26	09	09
27	09	10
28	13	13
29	11	12
30	13	13

Table 10 shows the comparison of pretest and posttest scores of control group. The result showed that there was no significant difference

between the pretest and posttest scores of these students who taught with traditional method. Most of them improved 1 mark only, a few improved 2 marks while some did not improve their marks at all. In the result, it could be said that teaching by traditional method is not effective for students to improve their writing skills.

Table 11

Comparison of Experimental Pretest and Post Test Score of Reciprocal Peer Tutoring Group

	Score of Tutor		Score of Tutee	
	Pretest scores	Post test score	Pretest scores	Post test scores
1	16	17	06	10
2	18	18	05	12
3	16	17	05	09
4	17	17	07	12
5	15	17	08	13
6	18	18	06	10
7	18	18	07	13
8	17	18	05	13
9	16	18	07	13
10	15	17	07	10

Table 11 shows the comparison of pretest and posttest scores of first category of peer tutoring. It is known as reciprocal peer tutoring, and it is the sub-group of experimental group. The number of students in this group were 20. 10 students were tutors and 10 were tutees. The minimum difference between the pretest and posttest scores of tutors was 1 mark while the maximum difference was 2 marks. On the other hand, the minimum difference of pretest and posttest scores of tutees was 3 marks and maximum difference was 7 marks. It shows a noteworthy difference between the pretest and posttest scores of tutees. So, it indicates that the intervention of peer tutoring is effective and gives beneficial results.

Table 12

Comparison of Experimental Pretest and Post Test Score of Class Wide Group

	Score of Tutor		Score of Tutee	
	Pretest scores	Post test score	Pretest scores	Post test scores
1	17	17	8	12
2	15	16	7	10
3	16	17	5	9
4	18	18	5	8
5	18	18	5	9
6	16	17	6	11
7	15	17	8	15
8	17	18	5	9
9	17	17	8	10
10	17	18	7	11

Table 12 shows the comparison of pretest and posttest scores of the second category of peer tutoring. It is known as class-wide peer tutoring that is the sub-group of experimental groups. The number of students in this group were 20 like other sub-groups of peer tutoring. 10 students were tutors and 10 were tutees. The minimum difference between the pretest and posttest scores of tutors was 1 mark while the maximum difference was 2 scores. On the other hand, the minimum difference of pretest and posttest scores of tutees was 3 marks and maximum difference was 7 marks. It shows a significant difference and indicates that the intervention of peer tutoring is effective in comparison with traditional method of teaching.

Table 13

Comparison of Experimental Pretest and Post Test Score of Cross Age Group

	Score of Tutor		Score of Tutee	
	Pretest scores	Post test score	Pretest scores	Post test scores
1	17	17	06	10
2	15	16	07	13
3	15	16	05	08
4	17	17	05	08

5	16	17	06	10
6	15	16	08	11
7	16	16	08	10
8	18	18	07	10
9	15	16	08	10
10	15	17	05	09

The entries in table 13 shows the comparison of pretest and posttest scores of the third category of peer tutoring. It is known as cross-age peer tutoring that is the sub-group of experimental groups. The number of students in this group were 20 like other sub-groups of peer tutoring. 10 students were tutors and 10 were tutees. The minimum difference between the pretest and posttest scores of tutors was 1 mark while the maximum difference was 2 scores. On the other hand, the minimum difference of pretest and posttest scores of tutees was 2 marks and maximum difference was 6 marks. Most of the students improved 4 to 5 marks that shows a significant difference and indicates that the intervention of peer tutoring is effective than traditional method.

Conclusions

The learners who were trained via peer tutoring and different social factors were divided into different categories of peer tutoring, improved academically in comparison with the students taught through traditional method of teaching English, after finding the results of both the experimental group and control group who were statistically equated on the basis of their scores in pretest and posttest. Peer Individual differences in student academic achievement were however found both in control and experimental groups but there was a significant difference and improvement in scores of experimental groups after being taught English through peer tutoring. Therefore, the experimental group presented noticeable progress in their academic achievement overall after the students were taught through peer tutoring. The average pretest scores were 11.41. The average posttest score was 13.27 where the

average posttest score of experimental groups was 14.00 and average posttest score of control group was 12.00. The difference between average control group student score and average experimental group student score on pretest was 2.00 points in favor of the experimental group. The median of overall pretest scores was 12 while the median of overall posttest scores was 13 where the median of posttest scores of control group was 12.00 and experimental group was 15.50. It shows the difference of 3.50 points in deviated towards experimental group. Pretest scores of control group fell in the range 9 to 14 and pretest scores of experimental group ranges between and 5 to 8 scores of tutees and 15 to 18 respectively out of the maximum score of 20. Posttest scores of control group lies in the range of 9 to 15 while posttest of experimental group ranges from 7 to 18 scores. All the scores were divided into three categories namely “low” that was ≤ 8 , “average” was 9-14 and “high” that was ≥ 15 . For pretest scores, the students lie in “low” category having the frequency of 30 with percentage 33.3. The students lie in “average” category were 30 with percentage 30 while for “higher” category, the frequency was also 30 with percentage 33.3. For posttest scores, the frequency students with “low” score category was 3 with 3.3 percent. The frequency of students in “average” scores category was 55 with percentage of 61.1 and in category “higher” the frequency was 32 with percentage 35.6. The results showed a significant difference between the frequencies lies in each category of pretest and posttest. Before intervention the frequency in category “low” was 30 and intervention it was only 3. In category “average”, the frequency before intervention was 30 but after intervention it was 55. In “higher” category, the frequency before intervention was 30 and after intervention, it was 32.

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