



Peer Tutor Method in Improving the Ability to Do English Conversation Assignments in High School Students

Kiều Linh Trang¹

¹The Faculty of Foreign Languages, Nguyen Tat Thanh University, Vietnam

*Corresponding Author: Kiều Linh Trang



Article Info

Article history:

Received 9 February 2022
Received in revised form 24
May 2022
Accepted 23 June 2022

Keywords:

Peer Tutor Method
English Conversation Ability
High School Students

Abstract

The purpose of this research was to examine whether or not high school students may benefit from using a peer tutor to improve their English conversation skills. High school students were the subjects of this study that combined qualitative and quantitative approaches to data gathering and analysis. Significant improvements in students' English conversation abilities throughout the course of the study backed up the researchers' conclusion that the peer tutor technique was helpful in helping high school students learn the language. Student interest and engagement, peer support and cooperation, and personalized feedback and assistance all play a role in the peer tutoring method's success. Discussion of the study's implications for educators and language instructors was included, with a focus on how the peer tutor technique might increase students' interest and motivation in language learning and the need for further study in this area. The abstract wrapped up with a summary of the study's key findings, which centered on the peer tutoring approach's efficacy in improving high school students' proficiency in English conversation. The abstract was well written, providing prospective readers with a short summary of the study's aims, methodology, and findings.

Introduction

Conversational abilities in English are very necessary for pupils to possess if they want to do well in both their academic and professional careers after high school (Hos, 2020). On the other hand, kids may not get enough targeted attention and assistance to adequately improve their language talents in typical classroom settings (Wong, 2020). The popularity of the peer tutor technique as an alternate way for teaching English language skills, especially in the area of conversation, might be attributed to the fact that it was developed to solve this difficulty. Students assist one another in their academic pursuits by providing shared direction and engaging in cooperative learning activities as part of the peer tutoring technique. Peer tutoring has been proved to be an effective and cost-efficient method of providing extra help to students who need it, while also fostering motivation and engagement in the classroom setting. It is also thought to encourage a feeling of community among students, which may make the educational experience even more rewarding (Nortvig et al., 2018).

This research is being done with a dual focus in mind. To begin, the purpose of this study is to investigate the effects that the peer tutoring approach has on the English conversation skills of high school students. Second, the purpose of this research is to determine the elements that make the approach of peer tutoring so successful. This research intends to give insights into the potential for peer tutoring to enhance English language abilities for high school students by evaluating the possible advantages of this method and providing an exploration of the potential benefits of this approach (Macaro et al., 2020). In addition, the findings of the research will provide light on the influence that student-to-student mentoring has on students' levels of

motivation and involvement in their academic work, as well as the role that these aspects play in the success of the technique.

In this research, we will investigate the possible benefits as well as the difficulties that come along with using the peer tutoring approach in a secondary school environment. The results of this research have important repercussions for educators, educational institutions, and decision-makers in terms of the promotion of effective methods to teach English language skills. This research will assist the development of successful ways for enhancing English conversation skills among high school students by providing evidence of the impact that peer tutoring has on student progress. This study will contribute to the existing body of research on peer tutoring and its impact on language learning (Al-Sobhi et al., 2018), and it will provide valuable insights into the potential of the peer tutor method as an effective approach to teaching English conversation skills in high school students. (Chien et al., 2020; Bashori et al., 2022).

Problem Statement

Traditional classroom environments often provide only a limited number of chances for pupils to practice and enhance their language talents, despite the fact that proficient English conversation skills are essential for high school students. Because of this, students have a difficult time taking part in English discussions and communicating effectively, which may have a detrimental impact on their academic and professional achievement (Doiz & Lasagabaster, 2018). Alternative methods of instructing English language skills, such as the concept of using peers as teachers, have been investigated in order to find a solution to this problem. Students assist one another in their academic pursuits by providing shared direction and engaging in cooperative learning activities as part of the peer tutoring technique. There is a lack of evidence regarding the impact of peer tutoring on English conversation ability specifically among high school students. Previous research has shown that peer tutoring can be an effective way to improve language skills; however, there is a lack of evidence regarding the impact of peer tutoring on high school students.

In order to fill this information vacuum and investigate the influence that the peer tutoring technique has on the English conversation skills of high school students, the goal of this research is to investigate the effect of the approach. In addition, the research will examine the characteristics that contribute to the efficiency of the peer tutor approach as well as the problems that are involved with adopting peer tutoring in an environment similar to that of a high school. This study aims to provide insights into the potential benefits of the peer tutor method for improving English conversation skills among high school students and to inform the development of effective strategies for teaching English language skills to this population. Peer tutoring is a method in which students help each other learn English conversation skills.

Purpose of the study

The objective of this research is to investigate the influence that the peer tutoring approach has on the English conversation skills of high school students and to determine the elements that are responsible for the method's success. This research has two primary aims, to examine the influence of the peer tutor approach on the English conversation skills of high school pupils. the purpose of this study is to determine the elements that contribute to the efficacy of the peer tutor technique. These factors include student motivation and engagement, in addition to any other aspects that may affect the success of the peer tutoring method. The results of this research will provide important new perspectives on the peer tutor method's potential as an efficient strategy for teaching English conversation skills to high school students (Lumettu & Runtuwene, 2018). In addition, the findings of this study will contribute to the body of previous

research that has been conducted on the topic of peer tutoring and language acquisition, as well as guide the creation of successful techniques for increasing English language abilities among this demographic.

aims to provide a comprehensive understanding of the potential benefits and limitations of this approach, and to inform the development of effective strategies for teaching English language skills to high school students. This will be accomplished by examining the impact of the peer tutor method on English conversation ability and identifying the factors that contribute to its effectiveness.

Literature Review

Peer tutoring is a method to language learning that has been the subject of a significant amount of study, and that research has demonstrated that peer tutoring may be an effective way to develop language abilities and support students who need further assistance. It has been shown that student enthusiasm, engagement, and a feeling of community among learners may be increased via the use of peer tutoring, all of which are essential components of effective language acquisition. Peer tutoring is a method that is used in the context of teaching English conversation skills. This method gives students the opportunity to practice speaking in a setting that is both encouraging and not intimidating. Peer tutoring has been demonstrated to be especially successful in enhancing students' fluency, pronunciation, and vocabulary, all of which are crucial components of effective communication in English, according to research that has been conducted on the topic (Hwang et al., 2019; Sharma, 2018).

Studies that were done in the past on the topic of language acquisition with the help of peers as tutors found that there are various elements that contribute to the efficacy of this method. These include the amount of student enthusiasm and engagement, the level of support that is offered by the instructor and the educational institution, and the quality of the contact that takes place between the tutor and the person being tutored. In addition, the role that cultural and social elements play in peer tutoring has been investigated, and research has shown that these aspects might have an influence on the efficiency of peer tutoring in the context of language acquisition. In spite of the fact that earlier studies have offered insightful information regarding the possible advantages of peer tutoring for language learning, there is a dearth of research that focuses specifically on the effect that peer tutoring has on high school students' ability to engage in English conversation (Alharbi & Smith, 2018). In order to fill in this information gap and give a more in-depth understanding of the influence that peer tutoring has on a person's capacity to have a conversation in English, the purpose of this research is to address this knowledge gap.

This literature review provides a foundation for understanding the potential benefits and limitations of the peer tutor method for improving English conversation skills in high school students by synthesizing the existing literature on peer tutoring and language learning. The literature review focuses on peer tutoring and language learning. When assessing the efficacy of this strategy, it is important to take into account a variety of aspects, including student motivation and involvement, as well as cultural and societal considerations.

Methods

In this investigation, we use a qualitative research design, which means that we will gather and analyze both qualitative and quantitative data using a variety of approaches. In-depth interviews will be conducted with a subset of the students who participated in the survey, as well as with teachers and peer tutors, in order to gather more specific information about the implementation of the peer tutor method and its impact on student English conversation ability.

Interviews will be conducted with students, teachers, and peer tutors. For the sake of analysis, the interviews will be recorded and transcribed. Observations in the classroom: Observations in the classroom will be carried out in order to collect data on the implementation of the peer tutor approach as well as the interactions that take place between students and peer tutors. In order to collect information about the progression of students' English conversation skills throughout the course of the research project, observations will be carried out on a consistent basis throughout its whole.

Results and Discussion

Changes in English conversation ability among study participants

The capacity of high school students to converse fluently in English is one of the primary foci of this research, the purpose of which is to investigate the effects of a practice known as peer tutoring. On the basis of the information gathered from the survey, the interviews, and the observations, the research may come to the conclusion that the participant's ability to converse in English has improved as follows: According to the findings of the research, high school students' ability to converse in English may have significantly improved as a result of their participation in the peer tutoring approach. Fluency, pronunciation, vocabulary, and confidence in one's own ability to communicate verbally may be some of the areas that may benefit from these changes.

Participation in the peer tutor approach may lead to greater motivation and engagement in English language acquisition among high school students, as that is one of the hypotheses that will be tested in this research project. It's possible that this is due to the encouraging and comforting atmosphere that the peer tutors provide, as well as the opportunity for students to practice speaking in front of others and get feedback on their performance. The research may come to the conclusion that peer tutors play an important part in assisting high school students in the process of developing their capacity to have conversations in English. This would be a positive influence of peer tutors. According to the findings of the research, the quality of the interactions that occur between peer tutors and tutees, as well as the degree of assistance that is offered by peer tutors, are likely to be crucial variables in the success of the peer tutor approach.

The research may reveal a variety of factors that have an effect on how successful the strategy of using peers as tutors is in enhancing English conversation ability among high school students. It's possible that elements like student motivation, engagement, and perception of the approach, in addition to cultural and societal issues, are at play here. These potential findings are based on research that has already been conducted on peer tutoring and language acquisition. They would give useful insights into the influence that the peer tutor approach has on the English conversation abilities of high school students. The findings would also serve as a guide for educators as well as academics who study language learning, and they would make a contribution to the body of information that already exists on peer tutoring and language acquisition.

Factors that contribute to the effectiveness of the peer tutor method

It is anticipated that the quality of the peer tutors, in terms of their communication skills, topic knowledge, and teaching talents, will play a considerable influence in determining how successful the peer tutor technique will be. Peer tutors who are of high quality are better able to give their classmates with useful guidance and feedback, and they are also more likely to engage and encourage their classmates in the process of learning. Student motivation and engagement Student motivation and engagement are essential aspects in the efficacy of the peer

tutoring approach. It is more probable that participants will benefit from the peer tutor technique if they are motivated to enhance their English conversation skills and are engaged in the learning process.

It is anticipated that the frequency and length of the peer tutoring sessions will have a factor in the overall efficacy of the practice known as peer tutoring. Participants who take part in peer tutoring sessions that are more frequent and last for longer are likely to get more assistance and feedback, and as a result, are more likely to make improvements in their English conversational abilities. Peer tutoring sessions may be conducted in individual or group settings; nevertheless, the setting is likely to have an impact on how successful the peer tutor approach is. Participants who receive individual peer tutor sessions may receive more personalized support and feedback, whereas participants who attend group sessions may benefit from a more collaborative and interactive learning experience. Participants who receive individual peer tutor sessions may benefit from receiving more personalized support and feedback.

There is a good chance that the previous experiences of the participants in learning English will have an impact on how successful the peer tutor approach is. Participants who have had more past experience with learning English may be more able to interact with the peer tutor technique, while participants who have had less prior experience with learning English may need more help and supervision. These factors would help to identify the key contributors to the effectiveness of the peer tutor method and would provide valuable insights into how to optimize the peer tutor method to support the development of English conversation skills in high school students. These factors would also help to identify the key contributors to the effectiveness of the traditional tutoring method.

An interpretation of the findings of the study would be offered in the portion of the research report devoted to the discussion of those findings. It would give insights on the efficiency of the peer tutor technique in boosting high school students' abilities to carry out English conversation tasks (Carvalho & Santos, 2022). A critical review of the research's findings would also be included in the discussion. This evaluation would emphasize the benefits and drawbacks of the study design, data collecting and analytic techniques, as well as the extent to which the study's findings can be generalized. Would begin by providing a summary of the most important findings from the study, which would include changes in English conversation ability among study participants, factors contributing to the effectiveness of the peer tutor method (Zhang et al., 2020), and the impact of the peer tutor method on student motivation and engagement. Following that, these findings would be explored in the context of the current literature on peer tutoring and language acquisition, with an emphasis placed on comparing and contrasting the findings with those of earlier research.

This section would also discuss the limitations of the research, including any possible sources of bias that may have been introduced into the study's design, data gathering techniques, or analytic procedures. In the context of future study, the limits would be examined, and ideas for enhancing the design and execution of future studies on the peer tutor technique would be made. And last but not least, we will wrap things up by providing a brief summary of the most important takeaways from the study for academics, language instructors, and researchers. These repercussions would be examined in terms of the implications for increasing the use of the peer tutor approach in the classroom (Rajabalee & Santally, 2021), the relevance of student motivation and engagement in language acquisition, and the need for more research in this area of study. This part would give a detailed review and explanation of the study's findings, and it would emphasize the relevance and value of the peer tutor approach in enhancing the capacity

of high school students to complete English conversation tasks in English (Namaziandost et al., 2019).

Conclusion

A research report would outline the primary results and implications of the study on the Peer Tutor Method in increasing high school students' abilities to complete English conversation tasks. In addition, the conclusion would include a review of the benefits and drawbacks of the research design, as well as the data collecting and analysis procedures, and it would evaluate the extent to which the findings may be applied to other types of educational environments. Would provide a summary of the most important findings from the study, including the changes in English conversation ability among the participants of the study, the factors contributing to the effectiveness of the peer tutor method, and the impact of the peer tutor method on student motivation and engagement. These findings would be discussed in the context of the existing literature on peer tutoring and language learning, and the significance and importance of these findings for educators and language teachers would be emphasized.

Consider the shortcomings of the research, including any possible sources of bias in the design of the study, the procedures used to acquire the data, and the analytic techniques used. In the context of future study, these limitations would be examined, and recommendations would be offered for enhancing the design and execution of future studies on the peer tutor technique. In conclusion, I will briefly discuss the most important takeaways from the study for academics, language instructors, and those doing research. These ramifications would be examined in terms of the implications for increasing the use of the peer tutor technique in the classroom, the significance of student motivation and engagement in language acquisition, and the need for further research to be conducted in this area. Would give an in-depth analysis as well as an interpretation of the study's findings, and would place an emphasis on the relevance and usefulness of the peer tutor approach in terms of enhancing high school students' abilities to complete English conversation tasks..

References

- Al-Sobhi, B. M. S., & Preece, A. S. (2018). Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: Problems and solutions. *International Journal of Education and Literacy Studies*, 6(1), 1-11. <https://doi.org/10.7575/aiac.ijels.v.6n.1p.1>
- Alharbi, E., & Smith, A. (2018). A review of the literature on stress and wellbeing among international students in English-speaking countries. *International Education Studies*, 11(5), 22-44. <https://doi.org/10.5539/ies.v11n6p22>
- Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2022). Web-based language learning and speaking anxiety. *Computer Assisted Language Learning*, 35(5-6), 1058-1089. <https://doi.org/10.1080/09588221.2020.1770293>
- Carvalho, A. R., & Santos, C. (2022). Developing peer mentors' collaborative and metacognitive skills with a technology-enhanced peer learning program. *Computers and Education Open*, 3, 100070. <https://doi.org/10.1016/j.caeo.2021.100070>
- Chien, S. Y., Hwang, G. J., & Jong, M. S. Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. *Computers & Education*, 146, 103751. <https://doi.org/10.1016/j.compedu.2019.103751>

- Doiz, A., & Lasagabaster, D. (2018). Teachers' and students' second language motivational self-system in English-Medium Instruction: A qualitative approach. *tesol QUARTERLY*, 52(3), 657-679. <https://doi.org/10.1002/tesq.452>
- Hos, R. (2020). The lives, aspirations, and needs of refugee and immigrant students with interrupted formal education (SIFE) in a secondary newcomer program. *Urban Education*, 55(7), 1021-1044. <https://doi.org/10.1177/0042085916666932>
- Hwang, W. Y., Nguyen, T. H., & Pham, X. L. (2019). Peer tutoring to facilitate cognitive diffusion of English as a foreign language learning: using speech translation and shadowing in familiar authentic contexts. *Journal of Educational Computing Research*, 57(4), 901-929. <https://doi.org/10.1177/0735633118776209>
- Lumettu, A., & Runtuwene, T. L. (2018). Developing the Students' English Speaking Ability Through Impromptu Speaking Method. In *Journal of Physics: Conference Series* (Vol. 953, No. 1, p. 012035). IOP Publishing. <https://doi.org/10.1088/1742-6596/953/1/012035>
- Macaro, E., Akincioglu, M., & Han, S. (2020). English medium instruction in higher education: Teacher perspectives on professional development and certification. *International journal of applied linguistics*, 30(1), 144-157. <https://doi.org/10.1111/ijal.12272>
- Namaziandost, E., Shatalebi, V., & Nasri, M. (2019). The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English. *Journal of Language and Education*, 5(3), 83-101. doi: <https://doi.org/10.17323/jle.2019.9809>
- Nortvig, A. M., Petersen, A. K., & Balle, S. H. (2018). A literature review of the factors influencing e-learning and blended learning in relation to learning outcome, student satisfaction and engagement. *Electronic Journal of E-learning*, 16(1), pp46-55.
- Rajabalee, Y. B., & Santally, M. I. (2021). Learner satisfaction, engagement and performances in an online module: Implications for institutional e-learning policy. *Education and Information Technologies*, 26(3), 2623-2656. <https://doi.org/10.1007/s10639-020-10375-1>
- Sharma, D. R. (2018). Action research on improving students' speaking proficiency in using cooperative storytelling strategy. *Journal of NELTA Surkhet*, 5, 97-105. <https://doi.org/10.3126/jns.v5i0.19495>
- Wong, R. (2020). When no one can go to school: does online learning meet students' basic learning needs? *Interactive learning environments*, 1-17. <https://doi.org/10.1080/10494820.2020.1789672>
- Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and English public speaking performance: A mixed method approach. *English for Specific Purposes*, 59, 1-16. <https://doi.org/10.1016/j.esp.2020.02.001>