



The Effect of Using Students Peer Teaching on Iraqi EFL Students' Achievement in the Course of Library and Research Work

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Abstract

Peer teaching is a strategy that allows the students to teach the new content to each other, and they must be accurately guided by instructors. The researcher proposes that the use of students peer teaching may promote students' achievement and ensure the engagement of all the students in the learning process. Therefore, the researcher employs it as a teaching method aiming at investigating its effect on Iraqi EFL students' achievement in the course of Library and Research Work .

The study hypothesizes that there is no significant difference between the students' achievement who are taught library and research work by students peer teaching and that of the students taught by the traditional way. The experimental design of the study is Parallel Groups, Random Assignment, posttest. Each group consists of 35 students, chosen randomly from the Third Year Students at the Department of English in the College of Basic Education. Both groups were matched in terms of their age and parents' education. The experiment was fulfilled in the first course for 15 weeks during the academic year 2016-2017.

The same materials were presented to both groups. This included units from Writing Research Paper by Lester D. . Post-test was constructed and exposed to a jury of experts to verify its validity and it was administered to both groups.

The t-test for independent samples was used to analyze the results and it is found out that there is a statistical difference between the two groups in their achievement because the calculated t- value 2.635 is bigger than the tabulated t- value which is 2.000, and also shown the superiority of the experimental group. The results indicate that the experimental group, who was taught Library and Research Work by peer teaching was better than the control group, who was taught according to the traditional way. So, the null hypothesis is rejected. Finally, some recommendations and suggestions are presented in the light of the study findings.

Key words: Students Peer Teaching, Achievement, Library and Research Work

Biography:

Muntaha Sabbar Jebur. Instructor in the department of English, college of Basic Education, Al-mustansiriyah University. She has got MA in methods of teaching English in 2005. She is interested in the new trends of TEFL.

اثر استخدام تدريس الطالب الزميل على تحصيل الطلبة العراقيين الدارسين للغة الانكليزية كلغة
أجنبية في كورس المكتبة وأصول البحث

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المستخلص

تدريس الطالب الزميل هو إستراتيجية التي تسمح للطلبة بتدريس المحتوى الجديد لبعضهم البعض، والتي يجب أن تدار بدقة من قبل الأستاذ. اقترحت الباحثة بأن استخدام تدريس الطالب الزميل ربما يرفع من تحصيل الطلبة ويضمن مشاركة جميع الطلبة في العملية التربوية . لذلك استخدمتها الباحثة كطريقة تدريس تهدف لإحداث اثر في تحصيل الطلبة العراقيين الدارسين للغة

الانكليزية كلغة أجنبية في كورس المكتبة وأصول البحث.

تقتض الدراسة بأنه ليس هناك فرق ذو دلالة إحصائية بين تحصيل الطلبة الذين درسوا باستخدام تدريس الطالب الزميل بالمقارنة مع الطلبة الذين درسوا بالطريقة التقليدية. استخدم التصميم التجريبي ذو الاختبار أبعدي- اختبار عشوائي- مجموعة ضابطة. تكونت كل مجموعة من ٣٥ طالب اختيروا عشوائيا من طلبة المرحلة الثالثة في قسم اللغة الانكليزية في كلية التربية الأساسية. كوفئت كلتا المجموعتين في متغير العمر وتحصيل الوالدين. أجريت التجربة في الكورس الدراسي الأول ولمدة ١٥ أسبوع للسنة الأكاديمية ٢٠١٦-٢٠١٧.

كلتا المجموعتين درسوا نفس المادة والتي تتضمن وحدات من كتاب "كتابة ورقة بحث" لليستر. صيغ الاختبار البعدي وعرض على مجموعة خبراء للتحقق من مصداقيته وطبق على المجموعتين.

استخدام الاختبار التائي لعينتين مستقلتين لتحليل النتائج وجد بان هناك فرق في التحصيل بين المجموعتين ويشير لتفوق المجموعة التجريبية لان القيمة التائية المحسوبة وهي ٢.٦٣٥ اكبر من القيمة التائية الجدولية ٢.٠٠٠٠. أشارت النتائج إلى تقدم المجموعة التجريبية التي درست باستخدام تدريس الطالب الزميل على المجموعة الضابطة والتي درست بالطريقة التقليدية. لذلك ترفض الفرضية الصفرية. أخيرا، في ضوء نتائج الدراسة وضعت التوصيات والمقترحات.

Chapter One: Introduction

1.1 Problem of the study

Traditional teaching which is commonly represented by the presentation of the material by the teachers, comes straight from textbooks and exposed to passive audience without critical thinking. AbdulRaheem et al (2017) criticize the traditional teaching as it "allows students to simply obtain information from the teacher without building their engagement level with

the subject being taught". In order to address this problem, peer teaching was developed to actively engage students in their own learning and to give them opportunities to discover and correct misunderstandings (Mazur Group, 2017).

Over the past two decades, students peer teaching has emerged as a potent approach to stimulate and improve learning in classrooms. Thus, it is a method which results in "so much intellectual, social and personal growth." (Burton, 2012). AbidulRaheem et al (2017) declare that student peer teaching is regarded as "an essential instructional strategy for inclusive education because it constitutes one of the strongholds of cooperative learning". Lim (2014) adds that peer teaching promotes the communication skills, self-confidence, and independent learning because it engages the students actively in the learning process.

On the other hand, teachers usually face problems in classes where students are of different levels when some are very competent and others are weak, i.e., mixed ability students. Thus, using the students in teaching each other is one of the solutions for this problem (Harmer, 2007: 176-177). Goldschmid & Goldschmid (1976: 9) argue that student peer teaching is best used with conjunction with other teaching methods and it would have positive effect on both student who teaches and student who receives learning. Moreover, this strategy could enhance active participation and develop cooperation skills. Haw (2009: 12) confirms that the success of students peer teaching is not merely improvement in grades. Rather, it lies in its power to "encourage higher order thinking, independent learning, creativity, team work, confidence and communication." Also, it "leads to holistic learning both in and out of the classroom, for life"

Library and Research Work is a core subject for third year students, at the department of English. It deals with the scientific and technical knowledge about how to find a topic and how to write a research adequately. It is also a basic entry requirement of writing the professional graduated research for



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fourth year students. As an attempt to improve students' performance and to enhance better achievement, the researcher chooses students peer teaching strategy as a teaching method.

1.2 Aim of the study

The current study aims at investigating the effect of students peer teaching strategy on the Iraqi students' achievement in the course of Library and Research Work.

1.3 Hypothesis

The study hypothesizes that there is no statistical significance difference between the mean scores of the experimental group who taught Library and Research Work by students peer teaching strategy and that of the control group who taught according to the lecturing method.

1.4 Limits

This study is limited to Iraqi Third Year Students/Morning Classes at the Department of English, College of Basic Education, Al-Mustansiryah University during the academic year (2016-2017).

1.5 Definitions of Basic Terms

1.5.1 Students peer teaching

It is a strategy in which a peer can help and teach other students so the better students help the weak ones and they may work in pairs or groups (Harmer, 2007:177).

Students peer teaching is a mode of " Learning for everyone, by everyone, about almost everything" (Wikipedia, 2016).

Students peer teaching is "characterized by specific role taking: at any point someone has the job of tutor while the other(s) are in role as tutee(s)" (Topping, 2011)

Nguyen (2013) defines peer teaching as "an instructional method that uses pairings of high –performing students to tutor lower-performing students"

1.5.2 Achievement

Achievement refers to the measurement of the learning material presented in a particular course as a result of specific instruction (Riazi, 1999:4).

Cartter (2003) states that achievement " measures the amount of content a student learns in a determined amount of time."

1.5.3 Library and Research Work

It refers to the course that deals with teaching students who to choose a topic for research, how to find primary and secondary sources, and how to write a research adequately.

Chapter two: literature review

1.2 Students Peer Teaching

Peer teaching is not new term and it is "traced back to Aristotle's use of archons, or student leaders" and it appears over the past few decades as a potent approach to enhance learning(Briggs, 2013).Students peer teaching has been derived and based on cooperative learning approach. Richards and Rodgers(2001:192)define cooperative learning as "an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in classroom....Cooperative learning has antecedents in proposals for peer- tutoring and peer-monitoring that go back hundreds of years and longer". Richards and Renandya(2002:52)add that cooperative learning does not mean just putting students in groups to accomplish a task, rather it requires from teachers to encourage assistance, active participation of all the group members.

The most important variable in peer teaching is the "active involvement" of the students in the learning process ,i.e., all students involve in the class activities the "tutee" and the "tutors", as an opposite to the passive survey of the material which is usually limited to taking notes by students(Goldschmid & Goldschmid ,1976:12).

Eskay etal(2012:933) state that students peer teaching is now widely used in the developed countries which represents an instructional strategy in which students teach other students under the supervision of the teacher. It requires students work in pairs or groups and this strategy is used to supplement the teacher directed instruction and not to replace it.

Richards and Schmidt(2002:124) write that in peer teaching, students may help each other, or may take turns teaching, or drilling each other. Diep(2009) argues that learning in peer teaching could be enhanced when giving students responsibilities for "reviewing, organizing, and consolidating existing knowledge and material" . Moreover, when students help peers, they both increase learning. According to the students being helped, the help from their peer are preferable as it does not depend on the teacher and it is a good opportunity to enhance learning. And for the students giving help, teaching others increase learning. Thus, peer teaching appears as an effective strategy to promote high level thinking skills. Mazur Group(2017) regards peer teaching strategy as it is so easy to be implemented in any class or material and as it does not require much time or money and there is no need to retooling for the entire course or curriculum. It requires some time for the class discussion.

2.2 Types of peer teaching

Goldschmid and Goldschmid identify five types of peer teaching:

1-Discussion group: It is led by student teaching assistant to supplement large lectures. Well done students in the previous course are asked to lead group discussion.

2-Proctors:They are students who work on students taking course, they give feedback and report problems with the course material.

3-Work groups: Students are assigned into groups to increase participation. Groups may work independently or they report to the teacher.

4-Learning cell: Students are organized into learning cell of two or three students. They may ask or answer questions about the material or they may criticize each other's work.

5-Student counseling: Trained students outside the classroom (counselors) can review, provide feedback, or recommend strategies for improving a grade for other students who look for assistance.(cited in Whiteman,1988:28)

3.3 Merits of peer teaching :

1-It is a supplement of the traditional instruction(Nguyen,2013).

- 2-It results in the improvement of the academic achievement(Ibid).
- 3-It facilitates cognitive and social gains positively(Ibid).
- 4-It gives opportunities to the students to experience being a leader and gives them a sense of control and responsibility for their work (Cherif,1993:6)
- 5-It improves students' basic skills and intrinsic and extrinsic motivation (Burton,2012).
- 6-It helps students to increase learning and gives them opportunities of self-reflection(Kavanoz etal , 2010:16).
- 7-Students become active and self- regulated learners(Eskay etal , 2012: 933).
- 8-Students feel comfortable to ask questions to other students rather than their teachers(Brinkley, 2011).
- 9-It builds "self-confidence and self esteem" and develops positive attitudes towards the subject matter(Oloo et al,2016:22).

3.4Teachers Role in Students Peer Teaching

In students peer teaching, the role of the teacher is to "accommodate a classroom of diverse students, including students with learning disabilities. The teacher selected the content and acted as a moderator for each lesson. The teacher got involved when the tutors had difficulty explaining a particular concept or had issues understanding the language the tutee was using."(AbdulRaheem etal,2017).So, the teacher role is an organizer, guide, and offer help or feedback when necessary.

Chapter Three: Procedures

3.1 Population and Sample

The population of this study is third year students, morning classes, at the Department of English , College of Basic Education, Al- Mustansiriyah University for the academic year 2016-2-17. The sample is 70 students randomly selected from the population which consists of 98 students. There were two sections ,namely A and B . one class was chosen randomly to be the experimental group and the other was the control group. The sample represent 76.53% from the whole population after excluding all the repeaters and English teachers. There was one section in the evening studies and it was chosen for the pilot administration of the test.

3.2 The experimental Design

To fulfill the goal of the study, a post test group design was implemented , which is called "Control-Group, Random Assignment, Post Test Only" (Gostavo, 1979:254). See table 1.

Table 1 The Experimental Design of the Study

Groups	Independent Variables	Post test	Dependent Variable
Experimental	Student Peer Teaching	Achievement Test	Achievement
Control	Lecturing	Achievement Test	Achievement

3.3 Equivalence of the Sample

To enhance the validity of the experiment, the two groups were equalized in some important variables which may affect the result of the study; the age of the students and parents' education.

3.4 Instructional Period and Material

The experiment lasted for 15 weeks during the first course of the academic year 2016-2017 two lectures per week, each lecture lasted for 45 minutes. Both groups were taught the same material by the researcher herself. The syllabus of Library and Research Work course was driven from a book entitled "Writing Research Paper " by Lester ,D. The main headlines of this course are:

What is research paper?, Choosing a topic, Sources of information, Making a rough outline, Compiling a biography ,Evaluation of sources, Note taking, Writing up the paper, Table of content, Tables and illustrations, Quotations, Footnotes, Bibliography, Select bibliography and Abbreviations.

According to the experimental group, the researcher explains the material to the whole class, then she writes discussion and important questions related to the subject which enhance the behavioral objectives of the lecture on the board and organizes students into pairs. Peers in pairs teach and exchange knowledge. This implementation is a mix of group discussion and learning cell types of peer teaching. Whiteman (1988:29) called this implementation as " creative dialogue" in which the teacher writes discussion questions on the board and organizes students into small discussion groups.

3.4.1 Instruction

The researcher has formulated the behavioral objectives of the lesson in advance , then the lecturing method was used to explain the material for both groups in which the teacher explained the material and students wrote notes . Concerning the experimental group, the lecture was supplemented by using students peer teaching strategy , in which discussion questions related to the exposed material were written on the board. Students in pairs discussed the answers, exchanged ideas, taught each other, discovered and corrected their misunderstanding.

3.5 Posttest

A posttest has been constructed by the researcher to measure students' achievement in the course of Library and Research Work in the light of the behavioral objectives of the syllabus. It consists of 10 questions to be comprehensive , 10 marks for each question. See appendix 1.

3.5.1 Test Validity

Validity indicates that " the test measure which it is supposed to measure, and nothing else"(Allen & Davies, 1977:18). Face validity means how the test looks right and appropriate to measure the knowledge which is supposed to measure based on the subjective judgment of the examinees(Brown,2004:26). To enhance the validity and suitability of the test , it has been exposed to a jury of experts in TEFL, thus some items were reconstructed and other are modified. See appendix 2.

3.5.2 The Pilot Administration and Test Reliability

Later, the test administered to a pilot sample consisted of 25 students from the evening class. The goal behind this is to know the ample time to answer the questions, and to accomplish the discrimination power and the difficulty level of the test items. As a result , the test required from 60-90 minutes to be answered, and that all the test items are at good level of difficulty and discrimination. Depending on the pilot administration, the researcher used another rater to find out the reliability of the test using Pearson Correlation Coefficient for 10 students. It was 0.83 which indicates that the test is quite reliable.

Chapter Four

Results , Conclusions, Recommendations, and Suggestions

4.1 Results

To attain the aim of the study, T-test formula for two independent samples was used to compare the mean scores of the experimental group which is 54.571 and that of the control group which is 44.428 in the post test of achievement. It is found out the calculated t value is 2.635 which is more than the tabulated t value 2.000. Thus, the result proves that there is a statistical significance difference between the two groups in favour of the experimental group. So, the null hypothesis, which states that there is no significant effect on students' achievement who studied by student peer teaching, is rejected .See table 3 and appendix 3

Table 3 T-Test Statistic for the Posttest

Groups	N	X	S	Calculated t- value	Tabulated t-value	Level of significance
E	35	54.571	15.882	2.635	2	0.05
C	35	44.428	16.315			

4.1.1 Interpretations of the Results

The result of the posttest shows an obvious superiority of the experimental group upon the control group and that teaching by students peer teaching is more effective than teaching by just lecturing as it leads to good achievement in the course of Library and Research Work. The result proves that student peer teaching is so effective and successful method of teaching for many reasons:

- 1-Students peer teaching enhances cooperation rather than competition .
- 2-Students peer teaching ensures the involvement and participation of all

the students in the class activities.

3-Students look for knowledge assistance and feedback from a similar/ about age peer and this would be less threatening than asking the teacher.

4-Students in peer teaching have the same cognitive level and the same prior experience about the material and both facilitate learning.

5- Peers can explain the material in a simple and understandable way.

6- Peers interact and discuss the material in a comfortable and frank way without fear.

7- Students show enthusiasm and positive attitudes towards learning.

4.2 Conclusions

The findings of this study reveals that student peer teaching has significant effect on students' achievement in Library and Research Work course and increases their understanding of the material. It is noticed that students have enjoyed peer teaching and they are very supportive and this is resulted in good achievement. The result indicates that students peer teaching , as a method of teaching ,has transformed the students' role from being receivers of knowledge to be constructors and builders of it since it allows the students to learn from each other rather than depending on the teacher.

4.3 Suggestions

The following projects are suggested to be examined and researched :

1-The use of students peer teaching in teaching composition or teaching Methods of teaching English .

2-The use of teachers peer teaching by college instructors .



3-Students' attitudes towards students peer teaching strategy.

4- The use of students peer teaching in primary and secondary schools.

4.4 Recommendations

In the light of the result, the researcher recommends the following:

1-Students peer teaching should be embraced and used by faculty as a preferable and interesting teaching method to improve students' achievement .

2- Organizing seminars, conferences, and workshops to expose Faculty staff to the new methods of teaching ,like students peer teaching and how to implement them effectively.

3-Faculty staff can also gain benefit from teachers peer teaching strategy to enhance feedback and to improve performance and skills.



Appendix 1

Posttest

Note :Answer all the question (10 marks each)

Q1-Write a title page and write an outline of a research about any topic you choose.

Q2-Define the following:

plagiarism, appendices , revising, an abstract, conclusion

Q3-What are the subjects that you have to avoid in writing research paper, write FIVE?

Q4-What are the parts of an academic research paper?

Q5-What are the styles or strategies of writing research paper? Explain briefly

Q6-Fill in the blanks:

1-The disadvantages of primary sources are-----,-----,-----

2-In writing research papers, instead of using the personal pronouns(I, we, etc.), we can use-----or-----

3-----,-----,-----, and -----are fundamentals of the research paper.

4-Refernces are arranged in -----

Q7-What is meant by quotation and why do we quote?

Q8-Write a summary and paraphrasing of the following paragraph with documentation:

The problem of obedience is not wholly psychological. The form and shape of society and the way it is developing have much to do with it. There was a time, perhaps, when people were able to give a fully human response to any situation because they were fully absorbed in it as human beings. But as soon as there was a division of labor things changed.

Stanley Milgram 1974 p.752

Q9-Write the following bibliographical entries in the right order:

1-Research:An Introduction. New York. (1974). Robert Boss. Barnes & Noble Books

2-Academic press. A. Hughes and D. Porter. London. 1983. Current Development in Language Testing.

Q10- Write the following abbreviation in full:

Fig. , ch. ,ibid. ,trans. , sic.

Appendix 2

Jury Members

1. Prof. Dr. Duha Attallah Hassan (College of Basic Education, Al-Mustansiriyah University).
2. Assistant Prof.Dr. Saad Salal(College of Basic Education, Al-Mustansiriyah University).
3. Assistant Prof. Maysaa Rasheed(College of Education for Women, Baghdad University).
4. Instructor Ridh Ghanim (College of Basic Education, Al-Mustansiriyah University).

5. Instructor Afrah Munshed (College of Basic Education, Al-Mustansiriyah University).
6. Instructor Hiba Rasheed (College of Basic Education, Al-Mustansiriyah University)

Appendix 3

Experimental and Control groups Scores in the posttest

EXPERIMENTAL	CONTROL
60	32
69	76
41	21
59	31
50	32
76	65
38	63
72	36
43	33
47	72
56	66
39	29
68	29
41	59
48	37
41	63
73	41
41	42
38	50
43	8
36	48
48	24



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58	55
66	33
61	38
65	34
53	38
35	38
95	23
75	52
86	61
57	55
65	53
30	58
39	63



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