Full Length Research Paper

The effects of peer tutoring on university students' success, speaking skills and speech self-efficacy in the effective and good speech course

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In this study, the effects of the use of peer tutoring in Effective and Good Speech Course on students' success, perception of speech self-efficacy and speaking skills were examined. The study, designed as a mixed pattern in which quantitative and qualitative research approaches were combined, was carried out together with 57 students in 2014 to 2015 Academic Year at Erzincan University. The 30 of the students were in the experimental group while the rest 27 were identified as the control group. In the experimental group, the Effective and Good Speech Course was performed within the scope of peer tutoring practices, on the other hand, in the control group it was conducted through an individual education program which was teacher centred. Effective and Good Speech Achievement Test, Speech Self-Efficacy Perception Scale and Effective Speech Scale were used as data collection tools. Semi-structured interview forms were used in collecting qualitative data. Interview records were coded according to specified categories, and frequencies and percentages were calculated and analysed. In the analysis of quantitative data, independent samples t-test and multiple analyses of variance (MANOVA) were used. It was observed that the success, perception of speech self-efficacy and speaking skills of the students in the experimental group in which peer tutoring practices were applied (n=30) were better when compared with the control group (n=27) at the end of a 6-week study. In addition, it was seen that the students in the experimental group had positive attitudes against peer tutoring practices.

Key words: Speaking skills, peer tutoring, effective and good speech, speech self-efficacy.

INTRODUCTION

Speaking is the most important language activity that ensures the communication between people. The more effective, coordinated and clear the communication between people is, the more success is achieved. The key for the successful communication is to speak effectively, be understandable and use the phonetic

efficiently (Özbay, 2007: 99). Effective speech; although not pre-planned, is the ability that provides one to tell his feelings, wishes and ideas to others in an efficient way (Yalçın, 2002). Temizyürek et al. (2011) indicated that effective speech means that any kind of message coded by the speaker can be transmitted to listener with the highest effect and in accordance with speaking principles

Teaching effective and good speech includes being fluent in expression, ranking the things to be expressed according to a plan and using language materials according to the interests, age and level. Teaching effective and good speech involves prepared-unprepared conversations, classrooms conversations, dramatisations, memories, anecdotes, stories, fairy tales, movies, presentations and species of lectures (Yıldız, 2008: 164). It is required to give speaking skills on demanded level and relevant to its purpose so that the individuals can have strong position in thte society and be successful in their jobs. Our success in human relations, workplace and school completely depends on speaking power and expressing ourselves with words, gesture and mimic to other people (Er, 2010). The concern to develop speaking skills is the duty of each step of the educational institutions but primarily of the mother language teachers (Gündüz ande Şimşek, 2014; Ceran, 2012). Goodness and effectiveness of speaking which is an inborn skill depends on the education in this field. Skills can be improved without any effort. No matter which skills somebody has, s/he should train and practise in order to improve it. Also, skills which are trainned and improved should be kept active with often repetiton and practice (Doğan, 2009).

Peer tutoring

Peer tutoring is the process in which a pre-trained successful student teaches a concept or skill to another student or to a group of students under the leadership of the teacher (Gearheart et al., 1992). Peer tutoring is often referred by educators as it increase the learning rate, contribute to social skill development, develop a range of other skills, and provide emotional benefits to the students (McKellar, 1986; Ayvazo and Aljadeff-Abergel, 2014). The students both improve their friendship relations and assist each other in learning thanks to the group studies they perform within the scope of peer tutoring. When studying together, using more similar and clear utterances positively affects the success of the peers (Karakoç, 2002). In addition, peer tutoring contributes to student motivation towards courses besides developing discussion, expression and interrogation skills (Topping et al., 2011).

Peer tutoring is implemented in different ways. In mutual peer tutoring, one of the aforementioned ways, the teaching and learning roles of the students can be swapped as they are at the same level. (Rittschof and Griffin, 2001). In cross peer tutoring, on the other hand, peer matching is mostly between the successful students and the ones who have some learning difficulties. Students with academic competency always take the teaching role, the others are learners (Moor and Walters, 2014).

Studies have proved that peer tutoring is frequently used abroad and this method has some positive results such as improving academic achievement, increasing students' confidence and developing attitudes and interests against the courses (Robinson, Schofield and Steers-Wentzell, 2005; Hussain et al., 2011; Topping et al., 2003; Britz vd., 1989; Naseerali, 2013).

Peer tutoring practices are mostly applied in health and special training areas in our country. Peer tutoring was applied in science, mathematics and physics courses and its effects on success, attitudes and permanence were examined (Eryılmaz, 2004; Tokgöz, 2007; Demirci and Çirkinoğlu, 2009; Savaş, 2011).

It is stated that peer tutoring is an effective method especially for the students who have learning problems. As a result of the study carried out within the scope of mutual peer tutoring model, Topping et al., (2003) found that 64 students between the ages 9 to 11 who had learning problems in mathematics made progress to a degree. Gebeş (2011) concluded that peer tutoring supported anger management training program was effective in high school students' anger management. Similarly, Yelpaze (2012) specified that peer-mediated social skills training program had effects in reducing the aggression level of the secondary school students. In another study it was pointed out that peer tutoring had a positive impact on children whose academic success has social and emotional disorders (Bowman-Perrott et al., 2013).

Some of the studies relating to peer tutoring are practiced to determine whether it has any impacts on teaching skills, academic success and social behaviours of teacher candidates. Kuru Gönen (2012) identified that reflective peer tutoring that he applied to the English teacher candidates contributed to their teaching skills and improved their social and emotional sides. In his study, Savaş (2012) figured out that peer tutoring supported scientific process skills laboratory approach is an effective method in developing the high level scientific process skills of the teacher candidates. Pulling and Allen (2014) identified that peer tutoring program that they applied to the teacher candidates studying at Michigan University, even a little, had effects on students' motor skills teaching and assessing skills.

In the literature, there are also studies in which group work based peer tutoring is used in native language courses. Some of these studies have been carried out to determine the impacts of peer tutoring on reading comprehension and to detect and reduce the reading errors. A range of studies, on the other hand, have been practiced to reveal the contribution of peer tutoring

method on first reading writing process and university students' writing competence (Fuchs et al., 1999; Fuchs and Fuchs, 2005; Güvey Aktan and Gültekin, 2015; Green et al., 2004; Topping et al., 2011; Gür, 2015).

It is noticeable that peer tutoring, recently, has begun to be used abroad especially in higher education institutions (Topping, 1996). The facts that there is a great impact of the peer group on young people's behaviours and the peer teacher receives an appreciation from his friends are two of the main reasons why this method is often preferred by educators. Peer tutoring also offers an affordance to the teachers. Teachers do not need to spend much time on individual expressions as peer tutoring is applicable to large groups. For these reasons, many educators abroad have adopted peer tutoring approach thanks to which they can abandon traditional teaching techniques and ensure their students to be more active.

Telling the feelings, thoughts and wishes in a clear, accurate and complete way is an important skill to be given to our students at schools. In order to supply the students with this skill, it is necessary to use the appropriate methods and techniques, to associate speaking activities with life events and to prepare a speaking environment in which they can freely express their feelings, thoughts and opinions (Temizkan, 2009:94). As stated, students support and encourage each other as well as appreciating each other's knowledge. This allows students to increase their self-confidence. It is very important to use peer tutoring method in native language courses for the development of basic language skills of the students because it makes the courses more intuitive and enjoyable by promoting the interaction and communication among the students.

This study, with the aim of providing experimental outcomes about how peer tutoring is applied in teaching native language and how it affects teaching process, is significant in terms of supplying different approaches to elocution.

The main question of the research is "How effective Peer Tutoring is on students' success, effective speech skills and perception of speech self-efficacy?" The sub-questions of the study are as follows:

1. Is there a significant difference between the experimental group in which peer tutoring practices are applied and control group that individual teaching is carried in terms of the average achievement test scores in Effective and Good Speech Course?
2. Is there a significant difference between the experimental group in which peer tutoring practices are applied and control group that individual teaching is carried in terms of their average scores with regards to their effective speech skills?
3. Is there a significant difference between the experimental group in which peer tutoring practices are applied and control group that individual teaching is carried in terms of their average scores with regards to

the perception of speech self-efficacy?
4. What are the views of the students in the experimental group about Peer Tutoring practices?

METHODOLOGY

Research model

In this study, the effects of the use of peer tutoring in Effective and Good Speech Course on students' academic success, speaking skills and self-efficacy were examined. In the study, exploratory sequential pattern -one of the mixed method patterns- was used. Exploratory sequential design, which is one of the mixed method designs, is an approach in which a researcher collects quantitative data and analyzes the findings in the first stage and forms the second stage by using them (Creswell, 2013:224). The purpose of this pattern is to use the qualitative data to explain the quantitative findings in a more detailed way. The first step in the process comprises of quantitative data collection and analysis. Then it is intended to give a hand in explaining the interviews conducted in qualitative step and the answers given in quantitative extent. In the quantitative design of the research, pretest-posttest control group experimental design was used. In the pretest and posttest control group model, there are a randomly assigned experimental group and a control group, and in both groups there are measurements performed both before and after the experiment (Karasar, 2012). In the experimental group, peer tutoring practices were applied while in the control group a teacher centred individual education program was conducted. In the qualitative part of the research, the data was collected and analyzed through interview forms that indicate the views of the experimental group students about peer tutoring.

Study group

The study group was composed of 57 students studied at Erzincan University in 2014 to 2015 Academic Year Fall Semester. In the experimental group there were 30 students, and in the control group there were 27.

Data collection tools

The groups primarily were given "Effective Speech Achievement Test," "Speech Self-Efficacy Scale" and "Effective Speech Scale" as pre-tests and at the end of the implementation three scales were given as post-tests."Peer Tutoring Interview Forms" were used as qualitative data collection tool. Students were asked pre-prepared questions through semi-structured interview forms and the answer given were divided into categories of content analysis and reviewed.

Effective and good speech course achievement test

The Achievement Test created to measure the academic achievement of the participating students relating to Effective and Good Speech Course was prepared by researchers. Three instructors lecturing at the level of bachelor's degree were asked opinions in test preparing process. The test included 25 subjects consisting of the cases related to the principles of effective and good speech, monologues, prepared and unprepared speech and reading poetry.

Pilot scheme of the test was implemented on 41 students of a different university. The data obtained from the pilot survey was analyzed. Item distinctiveness index, item difficulty index and reliability of the test were calculated through this analysis. The

reliability of the achievement test consisting of 25 questions was found as α = 0.845.

Effective speech scale

Developed by Çintaş Yıldız and Yavuz (2012), the 20 points of the 24 articled scale contain positive judgments while the rest 4 contain negative judgments. The scale is Likert type and options are as follows: "Completely Agree, Agree, Partially Agree, Disagree, Completely Disagree". Cronbach's α value of the scale (internal consistency) was calculated as 0.92 by Çintaş Yıldız and Yavuz (2012). Effective speech scale was filled seperately for each student in experiment and control group by the lecturer who gives the course. This scale consists of 5 sub-dimensions: presentation, sound, style and statement, focusing on speaking and paying attention to listeners and and 24 articles.

Speech self-efficacy scale

Developed by Katrancı and Melanlıoğlu (2013), the Speech Self-Efficacy Scale is Likert type and consists of 25 articles. The options of the scale are as follows: "Never, Rarely, Sometimes, Usually, Always". Cronbach's alpha reliability coefficient for the whole scale was calculated by Katrancı and Melanlıoğlu as 0.92.

Peer tutoring interview form

The experimental group students were asked to state their thoughts about positive and negative aspects of peer tutoring, teaching process, relationships with friends and the availability of peer tutoring in other courses. Also, in observation form, students are asked to write their opinion with reasons whether they think the peer tutoring practices beneficial or not.

Data collection and application process

This study was carried out in 2014 to 2015 academic year fall term with 57 sophomores of Erzincan University and 2 h a week during 6 weeks. Applications which were performed in preparation and application processes of the study was given as follows.

Firstly, the pilot scheme of the achievement test of Effective and Good Speech course was applied. Test reliability and analysis of the questions was calculated in this study which was carried out with 41 students. Besides, permission for Speech self-efficacy Scale and Effective Speech Scale was obtained from related researchers who organized these scales. Other data collection means; the achievement test of Effective and Good Speech and Peer Tutoring Interview Form were prepared by the researchers.

Before the application started, an experiment and a control group were objectively chosen for the study. Two classrooms which were equal to each other were selected for the study. Cross tutor training was applied to 30 students in experiment group. In cross tutor training, one student is in more advanced level than the other. According to this, in cross tutor training student who is academically more successful is tutor and the other student is always tutee. In the experiment group there are timid students, students with speech disorder and students with pretty high speaking skills. Study is designed as cross peer tutoring due to this difference of level among the students. In this practice, students with improved speaking skill always positioned as tutor and the matching is never changed during the practice.

The application process of the peer tutoring in the course was planned and carried out as follow:

1. All the students in experiment group were informed about peer tutoring.

2. Lecturer grouped the peers. Six students were determined in the peer grouping and one student with high level of speaking skills was appointed as a leader. Groups were not changed during the practice.
3. Sitting arrangement of the classroom where peer tutoring would be carried out was reorganized so that the students could study with their group friends comfortably.
4. Peers who would play the role of leaders were informed about the subject which would be taught and how to use the related materials.
6. Students who were in the role of tutor studied the related subject with their friends according to lesson plan.
7. During this process, the lecturers observed the students and guide them.

Applications in control group

Achievement test of Speech Course, Effective Speech Scale and Speech self-efficacy scale were applied to students in control group as pre-test. In control group, which included 27 students, 12 h lesson was taught with traditional teaching method during 6 weeks. In individual teaching or tradition teaching students do not interact with each other in contrast to peer tutoring, each student is responsible from his/her own learing, and lecturer directs the course not as a guide but as a teacher. In control group, peer tutoring practice was not applied. During the course when the lecturer is active, students were allowed to speak but they did not interact with each other. At the end of each course students were asked questions for better understanding and the summary of the lesson was also presented.

Data analysis

SPSS 18.0 for windows was used for data analysis. Before the application "Independent samples t-test" was used to find whether there was statistically significant difference between the groups; "multivariate analysis of variance (MANOVA)" was also carried out to determine how much of the change in dependent variables came from the application and "content and frequency analysis" was also performed for the view obtained from semi-structured observation forms which were applied to students of experiment group.

MANOVA is a multivariate statistics used in experimental and scanning researches. It is used to test whether the groups which make up according to single and multi factors show significant differences in terms of multi dependent variables (Büyüköztürk, 2012:137, 138). In MANOVA test it is possible to carry out analysis of variance with multiple dependent variances for the same independent variance. This provides a chance to show the findings in a single table. Assumptions of MANOVA; univariant and multivariate normal distribution of depented variable points, linearity, outliers, homogeneity of variant – co-variant matrixes and multilinear relation were tested first. In this study all assumptions of MANOVA were met.

RESULTS AND DISCUSSION

Before the application "independent groups t test" was carried out to determine whether there was a significant difference between the students in experiment and control group in terms of their success in Effective and Good Speech course, their perception of self-efficacy to Effective and Good Speech course and their ability to effective speech and obtained findings were presented in

Table 1. Independent samples t test results.

Variable	Group	N	X	SS	df	t	p
Success (B)	DG	30	59.20	6.94	55	-0.509	0.613
	KG	27	85.93	7.95			
Self-efficacy (ÖY)	DG	30	3.41	0.77	55	-1.031	0.307
	KG	27	3.85	0.50			
Effective speaking (EK)	DG	30	3.28	0.46	55	-0.135	0.893
	KG	27	3.75	0.29			

P > 0.05.

Table 2. MANOVA analysis according to group variable for self-efficacy, effective speech and achievement points of the students in experiment and control group.

Source	Dependent variable	Pillai's trace	Sig.	Type III sum of squares	df	Mean square	F	Sig.	Partial squared
Corrected model	Self-eficancy			1.407[a]	1	1.407	6.176	0.015	0.056
	Effective speaking			24.234[b]	1	24.234	8.917	0.004	0.074
	Success			276.972[c]	1	276.972	5.591	0.022	0.092
Intercept	Self-eficancy	0.995	0.000	819.84	1	819.84	2470.517	0.000	0.978
	Effective speaking			773.728	1	773.728	8154.212	0.000	0.993
	Success			398464.9	1	398464.9	8043.57	0.000	0.993
Group	Self-eficancy	0.048	0.038	1.407	1	1.407	6.176	0.015	0.056
	Effective speaking			24.234	1	24.234	8.917	0.004	0.074
	Success			276.972	1	276.972	5.591	0.022	0.920

Table 1.

Before application Findings from Table 1 can be interpreted such that there is no significant difference between success in Effective Speaking Class, Speaking Self Efficiency Perception and Effective Speaking Skills for students (p^B= 0.613, $p^{ÖY}$=0.307, p^{EK}=0.893, p>0.05). This indicates that test and control groups are equivalent prior to application.

According to Büyüköztürk (2012:137), MANOVA is appropriate for testing whether groups based on one or more factors shows significant difference depending on more than one dependent variable. The data also demonstrate that providing the necessary homogeneity of variance-covariance assumptions for multivariate analysis of variance (Box's M = 11.651, F(1.826) = 0.90, p>0.05). Therefore MANOVA analysis was given whether in success, effective speaking and speech self-efficacy's total scores scale were significant differences between experimental and control groups. MANOVA results revealed that there are significant differences in terms of effective speech skill between experiment and control groups (F=8.917, p<0.05), perception of speech self-efficacy (F=6.176, p<0.05) and their success in the lesson (F=5.591, p<0.05).

At the end of the work it is aimed that semi-structured interview to students in order to get the views and opinions of the students in the experimental group and to support quantitative data with qualitative data support.The opinions obtained from interview forms were applied to content analysis and codes and themes were identified. Then frequency analysis was done and results obtained as shown in Table 2.

When the data in Table 3 examined, it is inferred that students in experiment group generally opined positively about peer tutoring. According to the obtained data; 70% enjoyed the applications of peer tutoring, 67% stated that peer tutoring activities motivated them and they also made the learning easier, 63% opioned that these activities decreased anxiety and stress, 60% expressed that they felt satisfaction thanks to this method and 50% told that their self-confidence increased.

DISCUSSION

Peer tutoring which has been accepted as one of the innovative teaching methods in recent years, was started being used in every step of education from primary

Table 3. The frequency analysis results obtained from interview forms.

Themes	Opinion/code	f	%
Satisfaction	I spent enjoyable and nice time in the lesson. (Ö4) I never get bored in the lesson. (Ö2) I like this lesson most because we used a different method. (Ö23)	21	70
Motivation	This method increased my desire to learn for this lesson. (Ö1) Lessons were more enjoyable thanks to group work. (Ö23) My friends from our group motivated me much in our speaking lesson. (Ö13)	20	67
Making the learning easier	I learnt faster and quicker as I could ask my friends when I could not understand anything. (Ö12) My interaction with my friends from our group helped me to realize my mistakes and correct them. (Ö27) I realized that I learnt lots of things after the lessons finished. (Ö15)	20	67
Decreasing anxiety	Group work decreased my excitement of speech and stress. (Ö1) I joined the lesson without feeling anxiety. (Ö30) My anxiety of speech decreased. (Ö21)	19	63
Satisfaction	Helping each other with group friends made me feel that I was beneficial to some people. (Ö24) It was satisfying that my group friends motivated me. (Ö11) I wish we were taught all other lessons in that way. (Ö22)	18	60
Self-confidence	My self-confidence increased. (Ö19) I respect myself as I could succeed and share my learnings. (Ö29) I gained self-confidence in this lesson. (Ö17)	15	50

education to high education and the numbers of the studies about this subject has been increased. Most of the studies about health and special education conducted in abroad reveals that peer tutoring method not only increases the success of the lessons but also affects positively social relations, attitudes and self esteems of the students. Also the conducted studies put forth that peer tutoring applications are more effective especially on students who have behavioral and emotional disorders (Bowman-Perrott et al., 2013).

It is examined in this study that whether the effective and good speech lessons which were given with peer tutoring method, works or not on the effective speech, academic achievement and the perceptual self-efficacy of university students. According to the results gained out of findings of research peer tutoring developed positively perceptual self-efficacy, academic achievement and effective speech abilities of the students. Also students commented on positive feedback about the peer tutoring applications. And this shows the qualitative data are supported with quantitative data.

The results of various researches which were conducted to evaluate the effects of peer tutoring method on the academic success, attitudes and social behaviors of middle school, high school and university students, are consistent with the results of this research. According to

this, in one research made by Franca et al. (1990) it is stated that positive changes are observed on self perception of middle school students, also positive developments are happened in the attitudes towards the courses and social relations of the students. In a similar way Tokgöz (2007) states that peer tutoring program affected positively to the achievements of the 6th grade students on science course but did not affect their attitudes to the course. Also in Demirel's study (2013) it is concluded that the peer tutoring positively affected the achievement on mathematic course and permanence of knowledge of students but did not have any effect on their attitudes to the course. However, Akay (2011) states that the peer tutoring method not only affects the achievement of 8th grade students on the course of math, but also affects positively the attitudes of the students to the math course. Yardım (2009) reports that the peer tutoring method established important cognitive and behavioral changes in the attitude and behavior of 9th grade student to the mathematic course. Crouch et al. (2007) concluded that the usage of peer tutoring method to the physics course develops the scientific reasoning and problem solving abilities of the students and they gathered the results of these experiences together as the principles to the application of peer tutoring.

The results of various studies to investigate the effects

of peer tutoring to reading and writing which are some of the basic language skills are parallels to the results of this research. According to this, it is identified in a study that the children who had peer tutoring are better in reading comprehension in comparison to the children who did not have peer tutoring (Fuchs et al., 1999). In a different research it is identified that the children who had peer tutoring, are more succesfull in word recognition, fluent reading and reading comprehension in comparison to the children who did not have peer tutoring (Fuchs and Fuchs, 2005). Güvey Aktan and Gültekin (2015) identified that students gained rich learning experiences on first learning of reading and writing with interactions related to peer tutoring during their reading and writing activities. Green et al. (2004), made a research investigating the effect of peer tutoring in identifying the reading mistakes and correcting of second level high risk readers. After a ten week long application it is revealed that the peer tutoring substantially reduced reading mistakes of the students and most of the students performing the application were pleased from this experience. Topping et al. (2011), the application applied on 80 students in Scotland which was performed with using paired reading technique revealed that it reduced the reading mistakes of the students and developed the students socially by increasing their self-esteems. Similarly, in the researches performed by Gür (2015) it is identified that the peer coaching technique has positive effect on writing profeciency of university students.

It is determined in literature that peer reviewing is an effective method in developing language skills as well as the peer tutoring. Temizkan (2009) searched the effect of peer reviewing on developing the speaking skills of university students and Hamzadayi and Çetinkaya (2011) searched also the effect of peer reviewing on writing skills of university students.The result of both of the studies revealed that peer reviewing activities can be used as efficient teaching activity in eveluating of the speaking and writing skills of the students. On the other hand, Hamzadayı and Çetinkaya (2011) stated that students commented positively about the effectiveness of peer feedbacks by means of structured information form.

CONCLUSION AND RECOMMENDATIONS

The results of this study reveal that peer tutoring is an effective method that can be used in the development of speaking skills. In accordance with the results the following are recommended:

1. Peer tutoring should be referred especially in relieving anxiety and stress based speech errors.
2. Peer tutoring, based on cooperation and applicable for the contemporary teaching approaches, should also be used in developing listening, reading and writing skills as well as speaking skills.
3. Studies that examine the effects of peer tutoring on

students' lingual, social and mental skills development should also be carried out besides its impact on their academic development.
4. Peer tutoring especially should be used as an effective method together with micro-teaching in developing the teaching skills of the students studying in the faculty of education.
5. The peer groups should be created homogeneously and the student requests should be taken into consideration. There should be students from all levels of success –high, intermediate, low- in each group.

Conflict of Interests

The authors have not declared any conflict of interests.

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