



# ACTION RESEARCH PROJECT



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## AIM

How does Peer Tutoring improve student academic performance and self-esteem in English writing at the Primary School Level?

## INTRODUCTION

### What is Peer Tutoring?

- Involves one student acting as an instructor while another is being taught
- Peer tutoring is widely used in primary school classrooms and can be applied intentionally or unconsciously

### What can it do for students?

According to research conducted:

- It is proven to help improve both academic performance and self-esteem in English writing.
- Learning is enhanced through social interaction and collaboration.
- Students construct knowledge together, making learning a more meaningful experience.

Figure 1:

**Vygotsky 1978**

**Zone of Proximal Development**

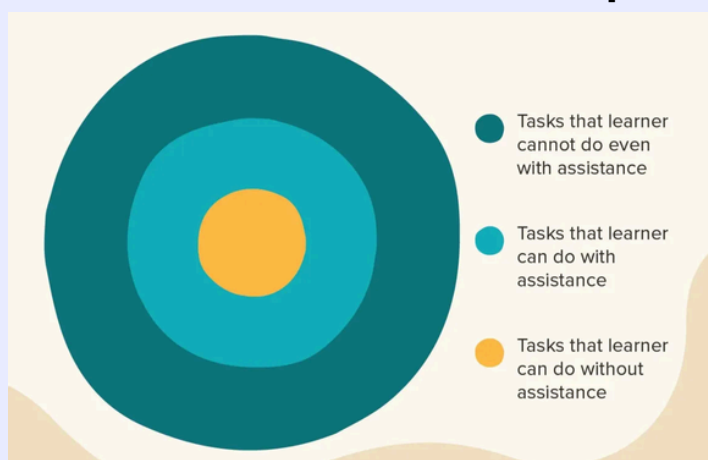


Figure 2:

**Benefits**

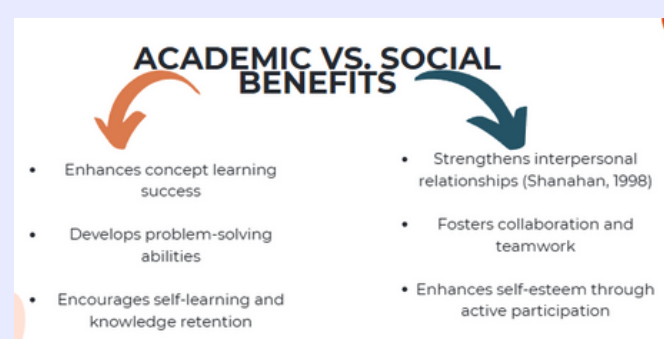


Figure 5: Project in action / the visuals provided to children



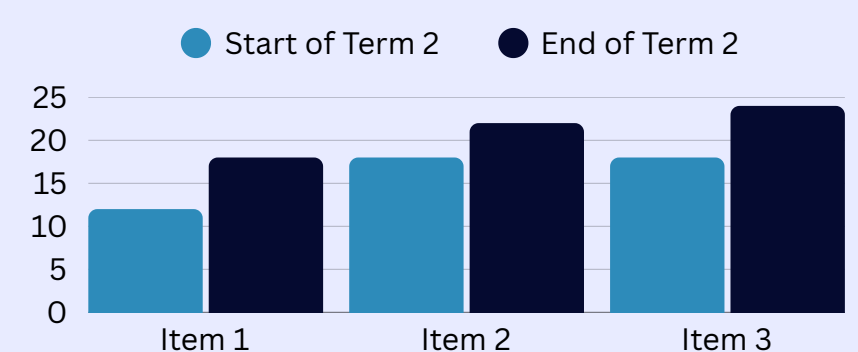
## RESULTS

- All members of the experimental group demonstrated clear improvement in their English writing, with progress exceeding what would be expected from standard classroom instruction.
- Control groups made the expected progress between Terms 1 and 2
- Positive shift in students' perceptions of themselves as writers.
- Results suggest that peer tutoring can enhance academic performance and self-confidence

Table 1: Writing analysis

|                              | Start of term 2     | End of term 2       |
|------------------------------|---------------------|---------------------|
| Pupil 1                      | 4 - Expected        | 15 - Expected       |
| Pupil 2                      | 7 - Working towards | 14 - Expected       |
| Pupil 3                      | 4 - Working towards | 8 - Working towards |
| Pupil 4                      | 6 - Working Towards | 10 - Expected       |
| Pupil 5                      | 6 - Working Towards | 11 - Expected       |
| Pupil 6                      | 4 - Working Towards | 7 - Expected        |
| Control pupils, average data | 6 - Expected        | 15 - Expected       |
|                              | 16 - normal         | 18 - high           |

Graph 1: Self-esteem survey results



## METHODOLOGY

Qualitative approach to data collection

1. Analysis of independent pieces of writing using the KSD writing matrix
2. Rosenberg's self-esteem survey adapted to suit primary-aged children

Sample:

Experimental group - 6 children

Control group - 6 children - non-action research class

All samples of work were the same pieces of writing

Figure 3: Writing matrix used for analysis

Figure 4: Adapted Rosenberg's self-esteem survey

1. I am happy with my writing
2. At times, I think I am a good writer
3. I feel that I have a number of good qualities
4. I am able to do writing tasks as well as other people
5. I feel proud of what I can achieve in writing lessons
6. I feel that I have nothing to write at times
7. I feel that my writing is good
8. I wish I could have better writing skills
9. I have a positive attitude to my learning at school

## CONCLUSION AND LIMITATIONS

- The results align with Shanahan's (1998) findings in terms of enhancing student outcomes and confidence as writers.
- Observations include increased student self-learning.

### Further questions from this study:

Where can the improvements in writing be attributed to?

Could there have been a specific teacher questionnaire before and after the peer tutoring input to understand where exactly the improvements in children's behaviour for learning were being made?

## REFERENCES

- Burross, H. L., & McCaslin, M. (2002). Peer Teaching in the Classroom.
- Gök, T. (2018). Efficiency of Peer Tutoring in Education.
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- Shanahan, T. (1998). The Social Benefits of Peer Learning.
- Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes.