

Efficiency of Using Peer Tutoring in the Development of Students' Motivation to Learn English at the Dept. of Special Education

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Abstract:

The present research aims at investigating the efficiency of using peer tutoring in the development of students' motivation to learn English at the Dept. of Special Education. The sample of the research consists of one group which represents second year students at the Dept. of Special Education / College of Basic Education for the academic year (2010-2011); the number of it's subjects were (26) male and female students.

The researcher prepared the motivation scale of learning English depending on some literature and previous studies about motivation .This scale consisted of 22 items and it was presented to a panel of experts in Educational Psychology and Methodology to find out its face validity. The reliability has been calculated by split-half method which and it was (0.85). The researcher pre-applied the motivation scale on the research group, then she taught the group using peer-tutoring. The experiment lasted nine weeks at the end of which, the researcher applied the post-application of the scale, and by using T-test, the results showed statistically significant differences in favor of students' responses (males and females) in the post-application of the scale. On the basis of these results, the researcher has presented some recommendations and suggestions.

فاعلية استخدام تدريس الأقران في تنمية دافعية الطلبة لتعلم اللغة الانكليزية في قسم التربية الخاصة

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ملخص البحث:

يهدف البحث الحالي إلى معرفة فاعلية استخدام تدريس الأقران في تنمية دافعية الطلبة لتعلم اللغة الانكليزية في قسم التربية الخاصة. تكونت عينة البحث من مجموعة واحدة شملت طلبة الصف الثاني قسم التربية الخاصة / كلية التربية الأساسية للعام الدراسي (2011/2010)،

وقد بلغ عدد أفرادها (26) طالبا وطالبة. وقد أعدت الباحثة مقياس الدافعية لتعلم اللغة الانكليزية مستعينة بالأدبيات والدراسات السابقة التي تناولت موضوع الدافعية . وقد شمل المقياس (22) فقرة، وتم عرضه على مجموعة من الخبراء في علم النفس التربوي وطرائق التدريس لإيجاد الصدق الظاهري. أما الثبات فقد تم حسابه بطريقة التجزئة النصفية إذ بلغ (0,85) وقامت الباحثة بالتطبيق القبلي لمقياس الدافعية على عينة البحث ومن ثم قامت بتدريس مجموعة البحث باستخدام تدريس الأقران. وقد استمرت التجربة تسعة أسابيع. وفي نهاية التجربة تم إجراء التطبيق البعدي للمقياس وباستخدام الاختبار التائي أظهرت النتائج وجود فروق ذات دلالة إحصائية لصالح استجابات الطلبة الذكور والإناث في التطبيق البعدي للمقياس. وعلى أساس هذه النتائج قدمت الباحثة بعض التوصيات والمقترحات .

1- Introduction

In the domain of foreign language learning, the degree and nature of the learner's motivation are vital factors in any component for an ELT (English Language Teaching) programme, and should powerfully influence the teaching strategies involved. Students' reaction to the language and their motivation to learn it come under the influence of a complicated host of factors relevant to students' past and present experiences (Allo,1989:226).

Educational psychologists remark that motivation for learning is based on attitudes which are, to a large extent, shaped by psychological processes within the group (Lindgren,1980:493). Therein, Allo(1989:256) states that learning environments that are supportive, purposeful, happy and relaxed, and co-operative are good to motivate students and to achieve success. Therefore, cooperative learning in small group situations, such as peer tutoring, might be one way in which a deeper approach to learning is encouraged (Li,2002: 519).

DuPaul (1998:1) points out that peer tutoring is a way for all students to get one-on-one help and enough time to practice and learn. Myers and Myers (1995:104) add that peer tutoring encourages and reinforces students cooperation and generally seems to have positive effects on student learning. Also, classroom problem-solving lessons in which different students possess different pieces of information are needed to solve the problem and which seem to motivate the students not only to cooperate but also to have academic achievement. Working with one or more classmates, arouses students' interest, and increases their involvement in classroom activities and creates a more favourable attitude toward foreign language learning (Allo,1989:264). Lindgren (1980:489) asserts that there are, however, some built-in advantages of group situation in the facilitation of learning. As learners, it is not necessary for

teachers to do all the reinforcing, since every one responds to reinforcement from almost any source. Students can reinforce one another's responses very effectively. Gruickshank et al. (2006:216) add that peer tutoring strategy creates opportunities for a teacher to circulate in the class, observe students, and provide individual remedial lessons. Moreover, pair and group work is a very good way to manage large classes with mixed abilities. It can improve motivation and students' use of English (Baker and Westrup,2006:131) .

2- Significance of the research:

The value of the research is summed up in the following points:

1. It can help students (tutor and tutee) to learn English by cooperating with each other.
2. It will train student-tutor to practice teaching process.
3. It can raise the students' motivation and achievement in the English subject.
4. It presents new strategy to teach English at the University level .
5. It can increase students responsibility for their own learning.

3- Problem of the research:

Since English is a global language that is very important for communication with English speaking people and it should be a prerequisite in postgraduate studies. Yet, these contradicts the fact that many Iraqi students lack motivation to learn English at the university level especially in the humanity colleges. This due to their week background in learning and achieving English subject in the previous levels. Hence, the present research tries to develop students' motivation to learn English through using peer tutoring .

4-The aim of the research:

The present research aims to investigate the efficiency of using peer tutoring as a teaching strategy in the development of students' motivation to learn English at the Dept. of Special Education .

5- The Hypotheses:

The following hypotheses have been introduced :

1. "there is no statistically significant difference between the mean scores of the research group in the pre-test and post-test of the motivation scale".
2. "there is no statistically significant difference between the mean scores of the male students in the pre-test and post-test of the motivation scale" .

3. "there is no statistically significant difference between the mean scores of the female students in the pre-test and post-test of the motivation scale".

6- Limits of the research:

The present research is limited to second year students at the Department of Special Education / College of Basic Education / University of Mosul, during the second term of the academic year (2010-2011) .

7- Definition of Basic Terms:

7.1 Peer Tutoring:

- a. Myers and Myers (1995:15) define peer tutoring as "students helping other students learn by providing resource, help, and guidance" .
- b. Ornstein and Lasley (2004:354) state that peer tutoring is "the assignment of students to help one another on a one-to-one basis or in small group in a variety of situations" .
- c. Faraj (2005:49) defines peer tutoring as "students teaching other students, the tutor peer may be of the same age or class of the student or the group or older in age or academic level" .

Operative Definition of Peer Tutoring:

It is a teaching strategy whereby second year students assist, interact and share ideas with each other, i.e. the student tutor teaches and helps his/her peer .

7.2 Motivation:

- a. Myers and Myers (1995:13) say that "motivation is the stimulation and sustaining of action" .
- b. Meece (1997:346) defines motivation as "a set of cognitive beliefs and immediate learning situation" .
- c. Qutami et al. (2010:287) define motivation as "internal energy which helps persons to achieve the goals within different contexts, like school, home, and the whole world" .

Operative Definition of Motivation:

It is a desire in the learner that pushes him/her to learn English through cooperating with other learners, and the scores which s/he obtains on the motivation scale .

8- Peer Tutoring (Theoretical Background):

Peer tutoring history dates back to the Roman period, which appeared in the writings of the Roman scholar Quintillian. In the 17th century, Comenius, the Czech educator, mentioned the important

outcomes that show up regularly in research on peer tutoring , the fact that those who do the tutoring learn more than those who are tutored (Lindgren,1980:491). In the 18th century, many peer tutoring applications appeared by Joseph Lancaster in England and Andre Bell in India. Their efforts produced a system of monitors where every monitor explains the syllable for a group of peers. The monitors system spread all over in France, Switzerland, Senegal and Serraleon (Al-Rahawi,2006:17) . Reviews of the literature covering both research and educational practice since the 1960s have confirmed that peer tutoring has cognitive and social benefits for tutors, tutees or both (Legrain et al.,2003:539). Studies done in the 1980s showed that peer tutoring helps students learn better and more quickly; other studies in 1990s showed that peer tutoring increases the amount of class work that students finish (DuPaul,1998:1-2) .

Peer tutoring, the most widely known peer-assisted learning method, is characterized by specific role-taking ; at any point, one of the peers plays the role of tutor, whereas the other takes the role of tutee (Legrain et al. ,2003:539) . Ornstein & Lasley (2004:355) add that a student who has mastered specific material or completed a lesson and has shown understanding of the material is paired with a student who needs help. Meece (1997:427) points out that peer tutoring is not intended to supplant teacher instruction, but to supplement it. An ideal use of tutorials is to serve as practice sessions for reviewing, reinforcing, and evaluating skills and concepts that have been introduced by the teacher .

In addition, students are less afraid in peer tutoring to be criticized by fellow students for being unable to understand an idea or problem after a second or third explanation. The benefit of receiving explanation seems to be that it fills in incomplete understandings of the material and corrects misunderstandings; it also increases effort and motivation to learn (Ornstein & Lasley,2004: 355-356) . Many teachers find that the long-term benefits of peer tutoring are rewarding for both the tutor and tutee, it encourages social acceptance, enables explanation of assignments in student terms, increases the tutor's own learning -through teaching-(Meece, 1997: 427-428) .

9- The Advantages of Peer Tutoring:

1. Peer tutoring can develop a bond of friendship between the tutor and tutee, which is important for integrating slow learners into the group.
2. Peer tutoring allows the teacher to teach a large group of students, but still gives slow learners the individual attention they need. (Ornstein & Lasley,2004 : 356) .
3. The learner receives a grate deal of feedback on his performance immediately.
4. It reduces the amount of teacher talk and increases the amount of student talk .

5. The student who serves as tutor experiences an enhanced sense of personal worth . (Lindgren,1980 : 492)
6. It gives the student the opportunity to ask his peers without hesitation.
7. It gives student self confidence and increases trust between teacher and students .
8. Disembarrass the student when giving wrong answers . (Attiah,2008: 167) .

10- Motivation and Foreign Language Learning:

According to Aderman motivation is a mental process stimulate the behavior, directing and keeping it (Qutami et al.,2010 : 287). Motivation plays a crucial role in second / foreign language learning, and influences how students use this language; how much input they receive in the target language; students' achievement; students' proficiency level, and how long students preserve and maintain the second / foreign language skills after language study is over (Baniabdelrahman,2005: 243). Therefore, one of the main components of foreign language learning motivation is the learning situation which is made up of intrinsic and extrinsic motives (Ibid : 244) . Dorit (2008 :1) states that such motives can affect the learning process. Intrinsic motivation is task motivation that derives from an inherent interest in the learning tasks, while extrinsic motivation refers to the external influences that affect the strength of learner's motivation such as that which comes from teachers and parents.

Myers & Myers (1995: 495) add that students motivational levels affect the time and energy required of teachers to capture students' attention and focus their energy on learning tasks. Slower students may lack motivation because of past failures whereas boredom may be the issue with faster students. In either case, lessons must challenge and provide variety. Allo (1989: 264-265) says that when students work together through grouping ,i.e. working with one or more classmates, arouses students' interest, increases their involvement in classroom activities and creates a more favourable attitude toward foreign language learning. Through group work, many motivational problems can be solved since a learner who would be difficult to be motivated in isolation will often perform better because of group influence .

11- Literature Review:

11.1.Winter's Study (1996):

This study describes Hong Kong research into peer tutored instruction in reading. Tutors were trained to use Paired Reading, a technique appropriate for use across arrange of ability levels, and adaptable for reading instruction in languages and orthographies other than English. This study aimed at examining PT (Peer Tutoring) / PR

(Paired Reading) outcomes (learning, motivational and affective; for tutors and tutees), and factors that predicated outcomes. A PT/PR project was conducted in three English-medium primary schools in Hong Kong. Within each school one class engaged in PT/PR while another acted as control group and engaged in private reading. In the pretest all students sat a number of instruments assessing reading ability, attitudes to reading, approaches to learning, self concept, and locus of control. The same instruments would be used in the post-test. The Hong Kong research confirms that peer tutors can successfully deliver reading instruction, with both tutors and tutees benefiting in terms of enhanced reading proficiency, intrinsic motivation to learn, and self-concept (Winter,1996 : 3-11) .

11.2. Li's Study (2002):

This study introduces the significance of peer tutoring in higher education and puts the peer tutoring into teaching practice of Chinese college English teaching. The researcher has chosen four large classes, which has 60 students in each large class as the experimental subject. To guarantee the effectiveness of peer tutoring, the researcher used the following methods: matching peers, tutor training, organization of peer tutoring, and the motivation of students. Through the application, the researcher clearly states the benefits of peer tutoring in Chinese college English teaching which can improve the students' intellectual, affective, social and comprehensive competence (Li,2002: internet) .

11.3. Legrain et al's. Study (2003):

The aim of this study was to examine the potential, motivational, and behavioral benefits of two peer tutoring programmes for tutors in sport setting. Differences of sex variable was also explored. Thirty two college-students (males and females), all novices on French boxing task, were assigned to a 2×2 [sex \times training type: physical practice associated with trained peer tutoring (TPT) vs physical practice associated with untrained peer tutoring (UPT)] factorial design. All participants were given six French boxing lessons of two hours each. The TPT programme included structured methods to prepare the participants to fulfil their role of tutors, whereas the UPT programme did not. The results demonstrated that the TPT programme resulted in higher scores for coaching skills. Furthermore, interaction effects revealed that the TPT programme yielded better offensive outcomes for males and better defensive outcomes for females. Although the UPT participants expressed higher self-efficacy, no differences emerged for intrinsic motivation and causal attributions. Finally, male tutors showed higher self-efficacy and offensive outcomes than female tutors (Legrain et al.,2003: 539) .

11.4. Gelabert et al's. Study (2007):

This study presents an eight-weeks project which promotes the language learning of primary school children using reciprocal peer learning with the support of the information and communication technology (ICT). The project connected Spanish-speaking English-language learners in Catalonia with English-speaking Spanish-language learners at a Scottish primary school. The project involved a total of 34 students based in two schools in Catalonia and Scotland. Each week, the children wrote or corrected a text, depending on their role, tutor or tutee, and sent messages to their peers. The results of this study show how Internet technology can be leveraged with reciprocal peer tutoring to enhance native and foreign language learning. The project has given the children the opportunity to exchange cultural knowledge and to see the differences as a positive resource of learning (Gelabert & et.al, 2007:internet) .

12- The Experimental Design:

The researcher adopted the (one-group pre - post tests) design. This design provides some improvement of student's performance, because the effects of the treatment are judged by the difference between the pre- test and the post- test scores (Best and Kahn, 2006: 178).

12.1.The Population:

The population of the current research was limited to the second year students at the Dept. of special education for the academic year (2010-2011). The total number of students was (38) .

12.2.The Sample:

The current research involved 26 students to represent the sample of the research which was divided into 10 female and 16 male students. Twelve students were selected and put in another class to participate in the pilot study before the experiment started.

12.3. Instructional Material:

Second year students have been studied a course in general English that covered the following topics: grammar, viz. adjective & adverb with their kinds and comparisons, reading comprehension (two passages), and pronunciation, namely (voiceless and voiced consonants) .

12.4. Lesson Planning:

The daily lesson plans were prepared for each subject presented to the research group by using peer tutoring as a teaching strategy and according to the behavioral objectives previously stated (see Appendix 1). A sample daily lesson plan was given to a panel of experts specialized in

methodology & applied linguistics to test its validity. The researcher herself taught the group. First of all she divided the students into pairs according to their achievement in English for the previous year (a high achiever sitting with a low achiever). The number of pairs was 13 which included 5 pairs of females and 8 pairs of males, one of them took the role of tutor another took the role of tutee.

After the students were seated, the teacher gave the information and directions specified with the syllabus and explained the peer tutoring procedures that would be applied in the lecture. Then, the teacher has explained the first subject in brief and intensive without interruption or asking questions by the students. The teacher asked the students (pair groups) to teach and help one another in order to understand the subject presented in assistance of some worksheets(prepared by the teacher previously) , during that the teacher circulate in class give her students feedback and directions. Tutoring sessions were followed by a bi-weekly quiz or test.

12.5 Tools of the Research:

12.5.1 Motivation Scale:

The researcher prepared a motivation scale depending on some literature and previous studies which cover motivation subject such as Allo's study (1989) & Abdulla's study(2004). The scale consisted of (22) items with three alternatives (see Appendix 2) .

12.5.2 Validity:

Validity refers to the degree to which a research instrument or test accurately measures what it claims to measure (Meece,1997: 455). Face validity is achieved by exposing the scale to a panel of specialists in the field of educational psychology and methodology(see Appendix 3). The experts agreed on this scale by 80% . In the light of the experts comments and suggestions, some items were modified.

12.5.3 Reliability:

The method used for estimating the reliability of the test for the present research is the "spilt-half method". This method requires only one form and one administration of the test. The test is divided into two equivalent halves, usually odd-numbered items constitute one half and even-numbered items the other. Scores were obtained for each subject on each half of the test, and the two sets of scores were correlated (Vandalen, 1979: 139). Before applying the experiment on the research group, the test –motivation scale- was administered to a pilot sample of twelve students who were chosen randomly from the whole sample, i.e. who was not part of the experiment.

The reliability was calculated by means of Spearman-Brown formula yielding (0.85) .

12.6 Applying The Experiment:

The experiment started on the 28th of February, 2011. The pre-test of motivation scale was given to the research group, then the teacher started teaching general English subject by using peer tutoring. The experiment lasted nine weeks and ended on the 2nd of May, 2011. The researcher applied the post-test of motivation scale on the research group on the 4th of May, 2011.

13- The Statistical Means:

The following statistical means were used:

- 1.Spearman-Brown formula to calculate the reliability of motivation scale (Vandalen, 1979: 140).
- 2.One sample t-test of the tailed type for correlated samples (Ferguson, 1976: 167) .

14- Presentation and Discussion of Results:

In order to test the first hypothesis which states that "there is no statistically significant difference between the mean scores of the research group in the pre-test and post-test of the motivation scale", the researcher used t-test and it showed a statistically significant difference between the pre- and post- tests for the group as a whole, calculated t-value was (4.310) which is higher than the t-tabulated (2.060) at (0.05) level of significance and (25) degrees of freedom. Thus, the first null hypothesis is rejected as shown in table (1) below:

Table (1) Results of T-test for the whole group in the Pre- and Post-Tests

Group	Number	Mean			SD	T-Value	
		Pre - Test	Post - Test	Difference		Calculated	Tabulated
Total	26	43.961	46.923	2.96154	3.504	4.310	2.060

To verify the second hypothesis which states that "there is no statistically significant difference between the mean scores of the male students in the pre-test and post-test of the motivation scale", the researcher used t-test and it showed a statistically significant difference between the pre- and post- tests, calculated t-value was (3.465) which is higher than the t-tabulated (2.131) at (0.05) level of significance and (15)

degrees of freedom. Thus, the second null hypothesis is rejected as shown in table (2) below:

Table (2) Results of T-test for the male group in the Pre- and Post- Tests

Group	Number	Mean			SD	T-Value	
		Pre - Test	Post - Test	Difference		Calculated	Tabulated
Male	16	44.062	46.687	2.625	3.030	3.465	2.131

To verify the third hypothesis which states "there is no statistically significant difference between the mean scores of the female students in the pre-test and post-test of the motivation scale", the researcher used t-test and it showed a statistically significant difference between pre and post tests for the scale and in favor of the post-test, calculated t-value was (2.589) which is higher than the t-tabulated (2.262) at (0.05) level of significance and (9) degrees of freedom. Thus, the third null hypothesis is rejected as shown in table (3) below:

Table (3) Results of T-test for the female group in the Pre- and Post- Tests

Group	Number	Mean			SD	T-Value	
		Pre - Test	Post - Test	Difference		Calculated	Tabulated
Female	10	43.8000	47.3000	3.500	4.27525	2.589	2.262

When comparing the mean scores before and after the experiment, it can be shown clearly that peer tutoring has a remarkable effect on the development of students' motivation of learning English, which is due to the positive reaction between the student and his/her classmate. It also helps to accept other ideas and sharing knowledge in clarifying the material presented, and it enhances learner's ability to put what it is learned into practice through using exercises prepared for this purpose.

15- Conclusions:

1. The implement of peer tutoring in teaching English for second year students is both valuable and worthwhile.
2. It increases student's motivation through the scores obtained by the group in the post-test compared with the pre-test.
3. It gives students lots of practice of the material they have learnt.

16- Recommendations:

1. To promote cooperation in the classroom, teachers of English should encourage students to work and help each other.
2. In order to make the learning of English more active, it is necessary for teachers of English to use peer tutoring in their lessons as well as other methods and strategies.
3. Due to the large number of students in Basic Education College, it is necessary for the faculty members to use peer tutoring in teaching English and other academic materials.

17- Suggestions:

1. A similar study may be conducted in the English Language Dept. at the Basic Education College.
2. Studying the effect of using peer tutoring on achievement in English language skills.
3. Studying the effect of peer tutoring on modifying students' attitudes toward English.
4. Carrying out a similar study at other levels.

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Appendix (1)

A Sample Lesson Plan Using Peer Tutoring Strategy

Subject: General English

Topics: The Adjective and its kinds

Class: Second Year University Students/ Special Education Dept.

Time: 50 minutes

Behavioral Objectives: Students will be able to :

1. be familiar with the adjective definition,
2. know the position of an adjective in a sentence,
3. distinguish between the different kinds of adjectives,
4. identify the adjective in a sentence, and
5. give examples on adjectives.

Teaching Aids: White board and markers.

Presentation:

After dividing students into pairs according to their achievement in English for the previous year i.e. (a high achievement student sitting with a low achievement student), the teacher begins by preparing students mentally by telling them that in this lecture they will learn the adjective and its kinds. Then, the teacher defines the adjective, writes its definition on the board , gives examples about adjective and locates its position in the sentence. After that, the teacher demonstrates three kinds of adjectives with examples on each kind and distinguishes between them .

Then, a high achievement student is asked to teach a low achievement one with quietness maintenance via explication and argument. For example, the tutor student reads the sentence to his/her peer and makes him/her identify the adjective and mention its kind . The role of teacher is supervising, directing , and providing the necessary feedback when needed .

Summary:

The teacher summarizes the items presented in the lecture to activate the closing stage .

Evaluation:

To verify student's comprehension of the subject presented, the teacher makes a final evaluation of the subject by asking some questions like :

- What is an adjective?
- Give an example of certain adjectives.
- Find out the adjectives from the sentences written on the board and mention their kinds .

Homework:

The teacher assigns an exercise on adjectives, previously prepared by the teacher , as homework .

Appendix (2)
The Motivation Scale of Learning English
Applies to me to a

No.	Statement	high degree	moderate degree	low degree
1.	Learning English will guarantee me a good social position.			
2.	Learning English will help me broaden my knowledge of the world.			
3.	Learning English does not make me feel the fulfillment of my real objectives in life.			
4.	I favorite the English lesson on other subjects.			
5.	Learning English enables me to read books and watch films in English.			
6.	I am absentminded in English lesson.			
7.	Learning English enables me to communicate with educated people.			
8.	I find learning English interesting .			
9.	I find learning English tiring.			
10.	I learn English to obtain success mark and graduate only.			
11.	I follow up with my colleagues the subjects which I did not understand in the class.			
12.	I want to surpass in English to be mastery in it in front of others.			
13.	I content with what the teacher explains with no additions.			
14.	I am interested in English in spite of my marks.			
15.	I fear failure when having an exam.			
16.	I pay attention for the explanation of the teacher of English.			
17.	I am interested in preparing English homework.			
18.	I feel boredom when thinking of English homework.			
19.	My teacher of English does not encourage me to learn English.			
20.	The easiness of English motivates me to learn it.			
21.	If I did not learn English it is because of it's difficulty.			
22.	I feel embarrassed when the teacher asks me to read an English text.			

Appendix (3)
Names of Experts and their Titles

No.	Name	Academic status and the job place	The scale	The plan
1.	Dr. Fadhil K. Ibrahim	Prof./Methodology/University of Mosul/College of Basic Education	*	*
2.	Dr. Hussein A. Ahmed	Asst. Prof./Applied linguistics/University of Mosul/College of Arts	*	*
3.	Dr. Wayis J. Ibrahim	Asst. Prof./Linguistics/University of Mosul/College of Basic Education		*
4.	Dr. Esam Ahmed	Asst. Prof./Applied linguistics/University of Mosul/ College of Basic Education		*
5.	Dr. Ansam A. Ismael	Asst. Prof./Applied linguistics/University of Mosul/ College of Basic Education		*
6.	Dr. Thikra Y. Jameel	Asst. Prof./ Educational Psychology/University of Mosul/ College of Basic Education	*	
7.	Dr. Fatima A. Motlaq	Asst. Prof. /Educational Psychology/ University of Mosul/ College of Basic Education	*	
8.	Dr. Ahmed M. Nouri	Asst. Prof. /Educational Psychology/ University of Mosul/ College of Basic Education	*	
9.	Dr. Thabit M. Khothiar	Asst. Prof. /Educational Psychology/ University of Mosul/ College of Basic Education	*	