



A Comparison of the Impact of Peer-Tutored Read-Aloud and Teacher-Guided Read-Aloud on Immediate and Delayed Vocabulary Retention among Iranian EFL Students

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ABSTRACT

This research aimed at comparing the peer tutoring strategies with teacher guiding strategies on the improvement of Iranian EFL vocabulary knowledge and their attitudes toward learning English vocabulary. The initial population of the study was 70 students. They were studying English at Shokooch English institute in Tehran. After administering TOEFL test as a proficiency test, 40 students (17 males and 23 females) were selected as the participants of the study. They were divided into two groups of experimental and control. The students assigned to the experimental group were involved in an active work with their classmates' peers, and received instruction based on peer-tutoring. The control group received instruction based on normal syllabus of the class that is teacher guided instruction. The findings showed that there is a statistically significant difference between the two adjusted means of the students' scores due to the two different learning strategies in favor of the experimental group.

KEYWORDS: Peer-Tutored Read-Aloud; Teacher-Guided Read-Aloud; Vocabulary Retention

INTRODUCTION

The vocabulary retention and vocabulary learning strategies have been under investigation for a long time, and the role of learning strategies has been the main subject of many books. Among the new methods and strategies in language learning and teaching in recent decades, peer tutoring has been one of the strategies that gained some interest from teachers and educators. It links high achieving students with lower achieving students or those with comparable achievement for structured learning (Fantuzzo & Ginsburg-Block, 1998). As Rohrbeck, Ginsburg-Block, and Miller (2003) suggest, peer tutoring is systematic, peer-mediated teaching strategies, and this method of teaching is based on the creation of pairs of students with an asymmetrical relationship and sharing a single common goal, which is known and shared and must be achieved through a relationship framework planned by the teacher. Peer tutoring is a program to help students who require additional assistance in academic subjects. In fact, upper-level students tutor low-level students. It seems that it is a cost-effective method since it utilizes students who are trained to act as tutors for each other under a specific program and teacher supervision (Levine, Glass, & Meister, 1987). In a different definition, Madrid et al. (2003) noted, "peer tutoring is a method which utilizes students who are trained to act as tutors for each other under a specific program and teacher supervision" (p. 80).

Researchers (e.g., Levine, Glass, & Meister, 1987; Madrid et al., 2003) believe that an optimal use of a peer-tutoring program might lead to an increased engagement and feedback from the students' side and can enhance the students' linguistic knowledge. Since for a language learner, lexicon is essential and using a language is dependent upon knowing the primary vocabularies of that specific language; therefore, learning vocabulary of a language can be categorized as one of the main goals of language education. It seems that Iranian English as a Foreign Language (EFL) learners suffer from the lack of having a proper strategy to learn vocabularies of a new language, and most of the teachers in the field do not risk to use new strategies and follow the traditional methods in language classes (Rashtchi & Rezvani, 2011). Peer tutoring is one of the new concepts in language teaching, and to the best knowledge of the researchers of the present study, there was no study to explore peer tutoring in the Iranian EFL



context. Thus, the main goal of this study was the comparison between the teacher-guided and tutor-guided strategies in students' vocabulary learning and retention.

In this study, an attempt was made to investigate and introduce new strategies of vocabulary learning through peer-tutored learning; therefore, the study might be beneficial for EFL language learners and teachers. Its results might be beneficial for all managers in the field of language planning and teachers in language schools. In addition, researchers can use the result of this study for further evaluations in EFL teaching and learning fields. Mostly tutoring methods have been developed as a means of support for students with learning difficulties, but relatively few studies have dealt with the possibility of using tutoring as a method of promoting the quality of students' work and especially of increasing their understanding of the significance of group dynamics in the learning process. Therefore, this study aimed to compare the new forms of vocabulary learning and the traditional-based methods. The primary objective of the study is to provide the Iranian EFL learners with a peer-tutored strategy to learn vocabulary and to explore the possible effects of peer-tutored learning strategies on their vocabulary retention. Thus, through this study, the researcher investigated the impact of peer-tutored read-aloud against individual teacher guided read-aloud on vocabulary learning and retention of the Iranian EFL learners. Moreover, the secondary purpose of the present study is to find out the participants' perceptions towards peer-tutored and teacher-guided learning strategies.

LITERATURE REVIEW TEACHER-GUIDED INSTRUCTION

Goldman (1981 as cited in Niknahad & Mohamadi, 2021) and McClellan and Kinsey (1999) brought up teacher-guided method as frontal play because of its resemblance to traditional method of teaching when the instructor applied to stand before the class having the prominent role in the process of teaching and learning and classroom management. In this case, learners' duty is to listen and respond to questions and tasks. Thus, the role of teacher is regarded as very significant in specifying the instruction efficiency. Based on Daniels and Shumow (2003) and Stipek and Byler (2004), teacher-guided method rooted in traditional education theory in which entails that the basic academic skills could be acquired through direct teaching and practice, as a result, instructors are mainly responsible in developing the learners' language acquisition in classrooms.

Teacher's role is regarded as an important factor in specifying the effectiveness of the instructional programs (Duffy-Hester, 1999 as cited in Niknahad & Mohamadi, 2021). Involved in teacher-guided activities, instructors could provide students with detailed practices and feedback, encourage them for true responses, and learners should pursue teacher directions (Gettinger & Kohler, 2013). In addition, the provision of teacher-guided instruction is focusing more on the language items than other factors (Pecorari & Malmstr, 2018).

PEER TUTORING

According to Topping (2008), peer tutoring can be defined as "people from similar social groupings who are not professional teachers are helping each other to learn and learning themselves by teaching" (p. 103). He continues,

- 1) when students participated in the role of reading tutor, improvements in reading achievement occurred.
- 2) When tutors were explicitly trained in the tutoring process, they were far more effective and the students they were tutoring experienced significant gains in achievement.
- 3) Most of the students benefited from peer tutoring in some way, but same-age tutors were as effective as cross-age tutors. (p. 103)

Some benefits of peer tutoring for students include higher academic achievement, improved relationships with peers, improved personal and social development as well as increased motivation. In turn, the teacher benefits from this model of instruction by an increased opportunity to individualize instruction, increased facilitation of inclusion/mainstreaming, and opportunities to reduce inappropriate behaviors (Topping, 2008). Peer tutoring is an intervention in which students work in pairs to master academic skills or content. Peer tutoring can involve partners who are the same age or different ages (cross-age) (Walker & Stoner, 2002). Cross-age peer tutoring involves older students serving as tutors for younger, lower-functioning students. Cross-age tutoring occurs, for example, when students in a high school child development class spend regularly scheduled time each week reading with struggling students in a fourth-grade class. In this instance, the tutors might be expected to gain less from the content being



tutored but may be expected to gain more in social responsibility or understanding of learning as a process. In same-age tutoring, in which students of the same age tutor each other, more skilled students may be paired with less skilled students. In this case, students with stronger skills may provide the first responses, providing a model for the less skilled partner (Walker & Stoner, 2002).

VOCABULARY RETENTION

Vocabulary retention has been defined as “the ability to recall or remember things after an interval of time. In language teaching, retention of what has been taught (e.g., grammar rules and vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials” (Richards & Schmidt, 2002, p. 457). The problem is not just in learning second language (L2) words rather in remembering them. Burnette (2000) stated that the retention of vocabulary depends on the depth of its processing. Therefore, various procedures have been recommended to facilitate vocabulary retention.

Concentration on features of the new word and its textual environment is supposed to facilitate retention. Learning in context depends on repeating, recycling, and representing vocabularies as well as re-noticing them by the learner. Bahrick (1984) suggested that retention is related to the condition in which the meaning is inferred, and the more analysis involved, the better retention will occur. There is, yet, another aspect to the condition of inferring meaning of the word, which enhances vocabulary retention that is retention depends in somehow on the amount of mental and emotional energy used in processing a word and readers have developed certain strategies that could assist emotional and mental processing, such as metacognitive strategies. In addition, critical reading strategies might be another series of strategies that can boost the level of mental and emotional involvement of the learners with word meaning because readers try to analyze the author’s values and beliefs and evaluate them against their own. Schouten-Van Parreren (1989), concentrating on reading with the primary goal of vocabulary acquisition, argues that a combination of three actions of inferring, verifying, and analyzing the meaning of each new word is very effective for this purpose. She defines guessing as inferencing meaning of an unknown word from the context. The second action, which is the action of verifying the guess, is looking up words in a dictionary. The third action according to Schouten-Van Parreren comprises the recognition of the relationship between new words and already known words in the target language or the mother tongue. In spite of the fact that learners are recommended to learn words through reading texts, retention should not be confused with comprehension. Learning the word’s meaning implies more than comprehending it in a particular text during a reading activity. The meaning of a word has to be retained in the long-term memory. As stated by Haycraft (1978), the words which are related to each other can be easily retained, because using the meaning of words together with the whole meaning of the sentences in which they are embedded is the deepest level of processing and ensures the best retention. To fulfill this aim, effective strategies have been developed to facilitate learning by actively involving the learner in conscious efforts and deep mental processing through reading to remember new words. One kind of such strategies is critical reading strategies.

EMPIRICAL STUDIES

Niknahad and Mohamadi (2021) examining the amount of the effect of the teacher-guided and peer-based reading on EFL learners’ receptive skills as well as comparing their effectiveness. The findings showed that both teacher-directed and peer-based reading had a significant effect on the learners’ performance. It was also found that the peer-based reading was a far better way of helping the learners improve their performance in receptive skills. In another study, Adil Karim and Ali Mohammad (2018) investigated the views of EFL Kurdish students and teachers regarding the implementation of peer-teaching in language learning. The findings showed that the participants have positive perspectives towards implementing peer teaching in EFL classes to enhance students’ learning and language abilities. The teacher participants have neutral responses on using this method. Regarding teacher-guided types of classes, teachers’ general pedagogical knowledge, self-efficacy beliefs, and instructional practice were examined to find out the amount of their effect on their self-directed classroom instructional practices, that is, the degree to which they tend to lead the class according to their own preference (Depaepe & König, 2018). In the end, they came to know that there was not a considerable relationship between their general pedagogical knowledge and self-efficacy beliefs whereas self-efficacy beliefs were proved to be in a strong relationship with the teachers’ practices throughout the classes and the way they direct the classes.

As far as the researchers of the present study reviewed the literature, there was no study to investigate the comparative effects of peer-tutoring strategies and teacher-guided strategies on Iranian EFL vocabulary learning and



retention and their attitudes toward learning English vocabulary. Therefore, this study was an attempt to fill the gaps in the literature. As a result, the present study attempted to answer the following research questions:

Q1: Is there any significant difference between the effects of the peer-tutored read-aloud and teacher-guided read-aloud on EFL learners' immediate vocabulary retention?

Q2: What are Iranian EFL students' perceptions towards peer-tutored and teacher-guided read-aloud strategies?

Q3: What aspects of peer-tutored and teacher-guided read-aloud strategies are motivational for Iranian EFL students?

METHODOLOGY

PARTICIPANTS

The initial population of the study was 70 EFL students. After administering TOEFL test, 40 students (17 males and 23 females) were selected as the participants of the study. They were studying English at Shokoooh English institute in Tehran. Their age was between 15-19 years old, and their first language was Persian. They were randomly divided into two groups of 20, namely the experimental group and the control group. As the researchers did the randomization process using a computer, so the selection of participants was completely by chance. The decision as to which of the two groups being experimental and which one as control was also made randomly by a computer.

INSTRUMENTATION

Proficiency Test: In order to determine the proficiency level of the participants and to homogenize them based on their proficiency, the researchers administered a standard TOEFL PBT test (2010) as a proficiency test.

Pretest and Posttest: The vocabulary test was designed by the researchers in multiple choice format, and it was used as the pretest and posttest of the study. The vocabularies of the test were selected from *Select reading 3* that was designed for upper-intermediate students. Its reliability was measured, and it was in acceptable range ($r=.85$). The content validity of the test was confirmed by two Ph.D. holders in TEFL. Then, it was administered to the students as the pretest and posttest of the study. It consisted of 50 multiple-choice questions.

Questionnaires: The attitude and motivational questionnaires, which made by the researchers, were used to check the participants' perceptions regarding vocabulary learning strategies and approaches. The questionnaires were developed based on the review of literature and similar studies. The content validity of the questionnaires was confirmed by three Ph.D. holders in English Language Teaching (ELT). The reliability of the questionnaires was measured and they were in the acceptable range (the attitude questionnaires and the motivational questionnaire's reliability were .81 and .85, respectively). Each questionnaire included 10 items. The students were asked to express their agreement or disagreement by selecting wither "yes" or "no" choices.

DATA COLLECTION PROCEDURE

After the administration of proficiency test for the aim of homogeneity checking and the pretest for gaining the primary data about the subjects' vocabulary knowledge, they were randomly divided into two groups, namely the experimental and group groups. Their proficiency level was upper intermediate based on TOEFL as the proficiency test. There were ten 1.5-hour treatment sessions, and the course book was *Select reading 3*. To make the subjects familiar with the whole procedure of the study, the instruction was orally given in Farsi. For the sake of eliminating any sort of probable misunderstandings, rules were played during the first session to make sure that everything was clear for the participants.

Experimental Group: The students assigned to the experimental group were involved in an active work with their classmates or what we call peers. The participants were told they would be participating in a peer-tutored program, and the researcher selected a tutor for each five students in the treatment groups. Each session, a chapter of *Select reading 3* was selected to be read aloud inside the class, each student in the experimental group was to read aloud a part of that material and has been tutored by his/her peers for the vocabulary items. This process was followed until the end of study. **Control group:** The control group followed the teacher-guided strategies. They under the direct supervision of the teacher to practice the same material. Each session, a chapter of *Select reading 3* was selected to be read aloud inside the class, each student had to read aloud a part of that material and had been tutored by the teacher for the vocabulary items. For this group, he was the main player and directly addressed the vocabulary issues when the students were reading aloud the material. Like the experimental group, the process was followed until the end of study.



At the end of treatment sessions, the same vocabulary researcher-made test was administered as the posttest of the study. The attitude and motivational questionnaires were given to the groups to get the students' perceptions on the effectiveness of participation in the project comparing the impact of peer-tutored read-aloud and teacher-guided read-aloud on vocabulary learning among the Iranian EFL students towards learning English.

After giving the final test of vocabulary, the average scores of students in the two groups were compared using a *t*-test (two-tailed decision, the alpha level set at $\alpha < .05$), to see if there were any significant differences in the performance between the experimental and control groups. Then, for the obtained data, normality test was calculated through ratios of Skewness and kurtosis, and finally, a Chi-square was run to investigate the difference between the two groups.

RESULTS AND DISCUSSION

An independent samples *t*-test was run to compare the experimental and control groups' means on the pretest of vocabulary in order to prove that they were homogeneous in terms of their vocabulary knowledge prior to the main study. The experimental ($\bar{X} = 15.90$, $SD=2.51$) and control ($\bar{X} = 15.80$, $SD=2.58$) showed almost the same means on the pretest of vocabulary.

Table 1. Descriptive Statistics; Pretest of Vocabulary by Groups

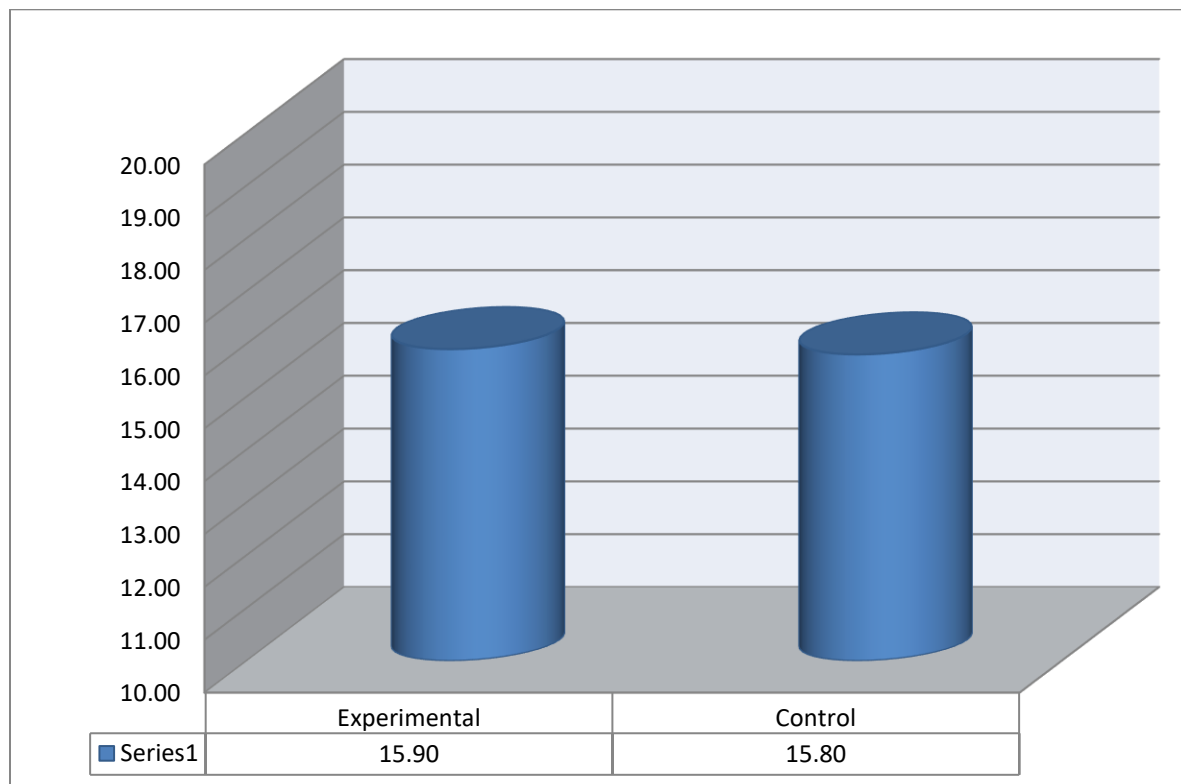
Group		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment	20	15.90	2.511	.561
	Control	20	15.80	2.587	.579

The results of the independent samples *t*-test ($t(38) = .124$, $P > .01$) indicated that there was not any significant difference between the mean scores of the experimental and control groups on the pretest of vocabulary. Thus, it can be concluded that they were homogeneous in terms of their vocabulary knowledge prior to the main study.

Table 2. Independent samples *t*-test; Pretest of Vocabulary by Groups

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.052	.822	.124	38	.902	.100	.806	-1.532	1.732
Equal variances not assumed			.124	37.966	.902	.100	.806	-1.532	1.732

It should be mentioned that the assumption of homogeneity of variances is met, i.e. the Levene's $F = .052$ is not significant ($P > .01$). That is why the first row of Table 4.3, "Equal variances assumed" was reported.



Graph 1. Pretest of Vocabulary by Groups

ADDRESSING THE FIRST RESEARCH QUESTION

Q1: Is there any significant difference between the effects of the peer tutored read-aloud and teacher-guided read aloud on EFL learners' immediate vocabulary retention?

H₁: There is no significant difference between the effects of the peer tutored read-aloud and teacher-guided read aloud on EFL learners' immediate vocabulary retention?

An independent samples t-test was run to compare the two groups' means on the posttest of vocabulary in order to probe which method had a higher effect on the vocabulary learning of the students. Based on the results displayed in Table 4.4 it can be claimed that the experimental group ($\bar{X} = 17.65$, $SD=1.87$) outperformed the control ($\bar{X} = 15.20$, $SD=1.57$) group on the posttest of vocabulary.

Table 3. Descriptive Statistics; Posttest of Vocabulary by Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	20	17.65	1.872	.418
	Control	20	15.20	1.576	.352

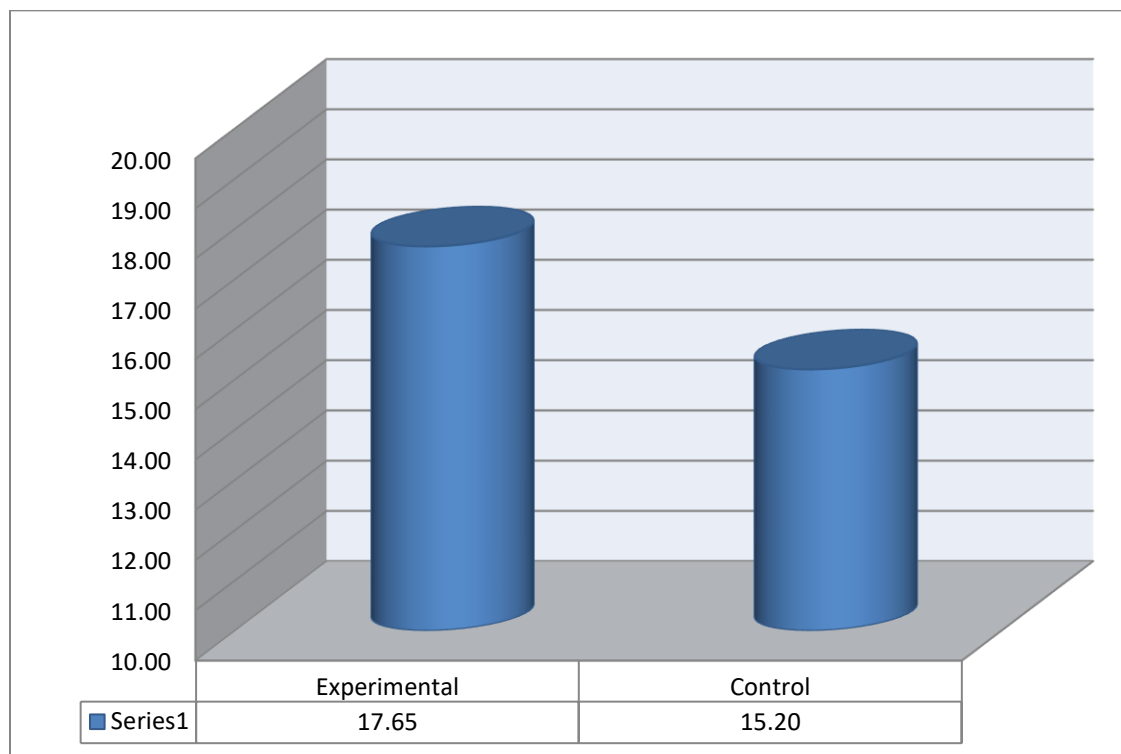
The results of the independent samples t-test ($t(38) = 4.47$, $P < .01$, $R = .58$. it represents a large effect size) indicated that there was a significant difference between the mean scores of the experimental and control groups on the posttest of vocabulary. Thus, it can be concluded that the null-hypothesis as there is no significant difference in the effect of peer tutored read-aloud and teacher-guided read aloud on EFL learners' immediate vocabulary retention was rejected. The experimental group after receiving peer-guided instructions on vocabulary learning strategies outperformed the control group on the posttest.



Table 4. Independent samples t-test; Posttest of Vocabulary by Groups

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.628	.433	4.478	38	.000	2.450	.547	1.342	3.558
Equal variances not assumed			4.478	36.931	.000	2.450	.547	1.341	3.559

It should be mentioned that the assumption of homogeneity of variances is met, i.e., the Levene's $F = .628$ is not significant ($P > .01$). That is why the first row of Table 4, "Equal variances assumed" was reported.



Graph 2. Posttest of Vocabulary by Groups

ADDRESSING THE SECOND RESEARCH QUESTION

Q2: What are Iranian EFL students' perceptions towards peer-tutored and teacher-guided read-aloud strategies?

The attitude questionnaire included 10 items. The students were asked to express their agreement or disagreement by selecting wither "yes" or "no" choices. Majority of the students, 92.5 percent, prefer to ask and get answer from a peer than a teacher. This is followed by 87.5 percent for their agreement toward studying English vocabulary with a peer.

Table 5. Frequencies and Percentages; Students' Attitude toward Peer-Tutored and teacher-Guided Methods

	Frequency	Percent
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1	I like to study English vocabulary with a peer.	Yes	35	87.5
		No	5	12.5
		Total	40	100.0
2	The best way for me to learn new vocabulary is a peer-tutoring.	Yes	32	80.0
		No	8	20.0
		Total	40	100.0
3	I like to study English vocabulary with a teacher.	Yes	5	12.5
		No	35	87.5
		Total	40	100.0
4	The best way for me to learn new words teacher-guiding.	Yes	10	25.0
		No	30	75.0
		Total	40	100.0
5	When I don't know a word I prefer to ask my peer-classmate.	Yes	33	82.5
		No	7	17.5
		Total	40	100.0
6	When I don't know a word I prefer to ask my teacher.	Yes	10	25.0
		No	30	75.0
		Total	40	100.0
7	Learning with a peer is more comfortable than a teacher.	Yes	25	62.5
		No	15	37.5
		Total	40	100.0
8	Learning from a teacher is easier than a peer.	Yes	15	37.5
		No	25	62.5
		Total	40	100.0
9	Students intend to ask and get answer from a peer than a teacher.	Yes	37	92.5
		No	3	7.5
		Total	40	100.0
10	Generally, I prefer to work with a peer than a teacher.	Yes	25	62.5
		No	15	37.5
		Total	40	100.0

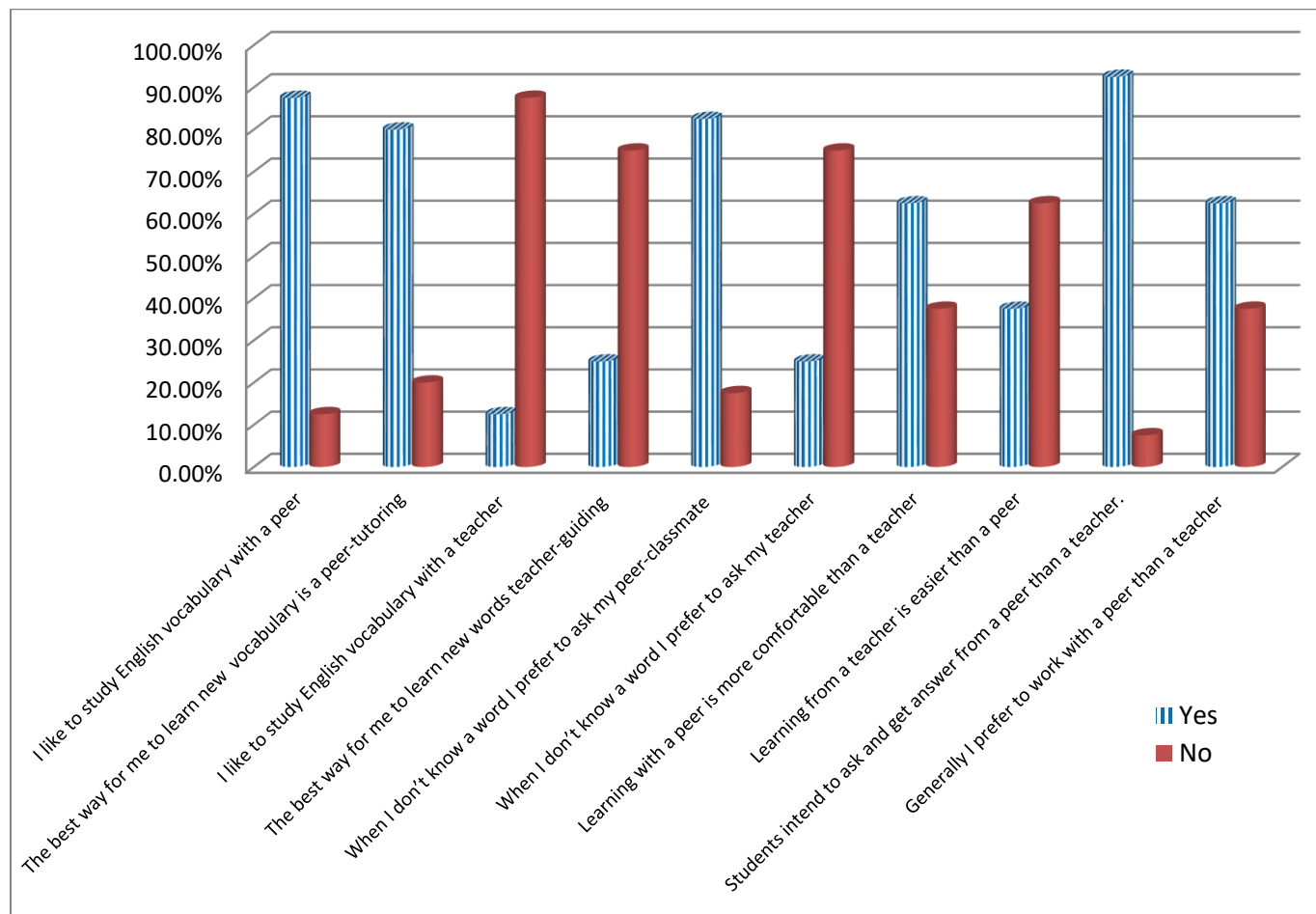
The results of the chi-square test run to probe if there are any significant differences between the Iranian students' approaches and thoughts toward peer-tutored and teacher-guided strategies of learning vocabulary indicated that there is a significant difference between the subjects' attitude ($\chi^2 = 7.29$, $P < .05$) (Table 5).

Table 6. Analysis of Chi-Square: Attitude towards Peer-Tutoring and Teacher-Guided Strategies

	Choices
Chi-Square	7.290 ^a
Df	1
Asymp. Sig.	.007

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 200.0.

As displayed in Table 4.6 and Graph 4.3 majority of the respondents prefer peer-tutoring.



Graph 3. Percentages: Attitude towards Peer-Tutoring and Teacher-Guided Strategies

Addressing the Third Research Question

Q3: What aspects of peer-tutored and teacher guided read-aloud strategies are motivational for Iranian EFL students?

Based on the results displayed in Table 7 it can be concluded that majority of the respondents are motivated to work with peer than teacher. The quality of being interesting (47.5%) is the most important aspect of peer-tutored method and peers usually helps students to communicate more people (45%). They also prefer teachers because they are more knowledgeable (37.5%). Item 10 and 11 are negatively worded; 50 percent of students strongly disagree with the idea that learning with a peer is boring and 57.5 strongly disagree with the idea that they prefer to work alone.

Table 7. Frequencies and Percentages; Motivational Aspects of Peer-Tutored and teacher-Guided Methods

Items	Stems		Choices				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
1	Learning vocabulary with a peer-tutor is very interesting to me.	Count	6	4	11	19	40
		% within Items	15.0%	10.0%	27.5%	47.5%	100.0%
2	There is a sense of ease when I work with a tutor than a teacher.	Count	25	7	6	2	40
		% within Items	62.5%	17.5%	15.0%	5%	100.0%
3	A peer-tutor helps me learn new words so easier than a	Count	7	10	11	12	40
		% within Items	17.5%	25.0%	27.5%	30.0%	100.0%



	teacher.	Items					
4	There is more opportunity to express myself when I work with a peer.	Count	5	12	11	12	40
		% within	12.5%	30.0%	27.5%	30.0%	100.0%
5	I feel shy when I ask a question from my teacher.	Count	4	6	10	15	35
		% within	11.4%	17.1%	28.6%	42.9%	100.0%
6	As a new way of learning vocabulary, I think peer tutoring is so interesting.	Count	8	10	5	17	40
		% within	20.0%	25.0%	12.5%	42.5%	100.0%
7	Teacher guiding is fruitful than peer-tutoring as teachers are knowledgeable	Count	15	8	7	10	40
		% within	37.5%	20.0%	17.5%	25.0%	100.0%
8	Peer-tutoring provides me with learning opportunities that I have never tried before in teacher guiding classrooms.	Count	2	4	24	10	40
		% within	5.0%	10.0%	60.0%	25.0%	100.0%
9	I felt isolated from my class when I worked with a peer.	Count	5	10	15	10	40
		% within	12.5%	25.0%	37.5%	25.0%	100.0%
10	Learning with a peer is boring than a teacher.	Count	20	9	5	6	40
		% within	50.0%	22.5%	12.5%	15.0%	100.0%
11	I prefer working alone than working with a peer.	Count	23	10	5	2	40
		% within	57.5%	25.0%	12.5%	5.0%	100.0%
12	A peer helps me to communicate more with other students.	Count	5	6	11	18	40
		% within	12.5%	15.0%	27.5%	45.0%	100.0%
13	I do not like working a peer.	Count	25	10	3	2	40
		% within	62.5%	25.0%	7.5%	5%	100.0%
14	Peer tutors perform better when I want to discuss with other students.	Count	6	10	10	14	40
		% within	15.0%	25.0%	25.0%	35.0%	100.0%
15	I'm motivated to learn with a peer.	Count	5	6	14	15	40
		% within	12.5%	15.0%	35.0%	37.5%	100.0%
Total		Count	138	115	155	187	595
		% within	23.2%	19.3%	26.1%	31.4%	100.0%

The results of the chi-square test run to probe if there are any significant differences between the Iranian students' views towards motivational aspects of peer-tutored and teacher-guided strategies of learning vocabulary indicated that there is a significant difference between the subjects' attitude ($\chi^2 = 7.29, P < .05$) (Table 8).

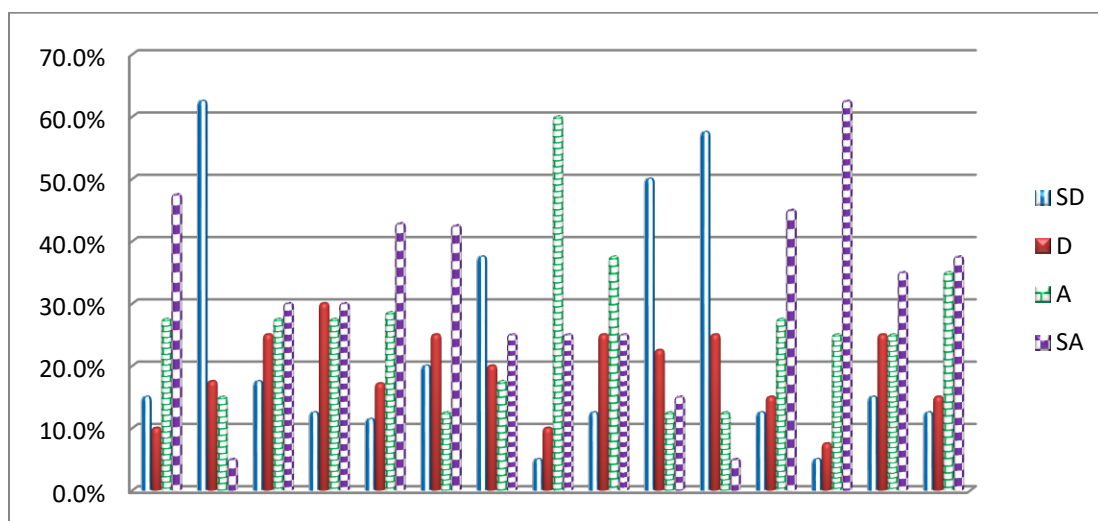
Table 8. Analysis of Chi-Square: Attitude towards Motivational Aspects of Peer-Tutoring and Teacher-Guided Strategies

	Choices
Chi-Square	18.533 ^a
Df	3



Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 148.8.	

Graph 4 displays the percentages in Table 7.



Graph 4. Percentages; Motivational Aspects of Peer-Tutored and teacher-Guided Methods

The first research question examined the effect of peer tutoring on the vocabulary acquisition of the students and compared this strategy of learning with a teacher guiding class. The findings showed that there is a statistically significant difference between the two adjusted means of the students' scores due to the two different learning strategies in favor of the experimental group. It seems that most of the students prefer to work with a peer than a teacher as the condition of learning is stress-free, and they can raise their questions easily when they come up with any. Furthermore, there were some privileges of teacher guiding strategies in this study as well, like knowledgeability of a teacher than a peer, but in this study, it is proved that peer tutoring strategies are most welcomed by the learners. The results appeared to be in line with the findings of a research done by McLaughlin (1989) who found that students who were given training in (peer) revision strategies showed a significant increase in writing vocabularies for other readers and were aware of the contents, form, style, organization, as well as grammar. The results are in agreement with the findings of Yulia Nurfajar (2010) who explored that the students' progress during the teaching and learning process by using peer editing technique was significant. The result of the study showed that students performed better working with a peer tutor. The findings are also in harmony with McMaster et al. (2006) in which their results indicated that a significant progress was found after treatment session of peer editing skills and vocabulary learning. Peer interaction is conducive, perhaps even essential, to a host of important early achievements, such as learners' understanding of fairness, their self-esteem, their tendency toward sharing and kindness, their mastery of symbolic expression, their acquisition of role-taking and communication skills, and their development of creative and critical thinking (Damon & Phelps, 1989).

Regarding the findings of second research question, most of the learners responded that they were interested in peer tutoring strategies. The findings indicated that they enjoyed the process of peer tutoring generally. The result indicated that 80% students hold a significantly positive attitude towards learning with a peer. The findings lend credence to the results of Johnson and Johnson (1989) who found that as learners work with peers, they could achieve higher level of thoughts and interest and get more information more than the learners who work individually. Such joint learning and sharing knowledge could provide students with the chances to negotiate the subjects, improving their learning responsibility, and finally developing their critical thinking. The results also in line with the findings of Niknahad and Mohamadi (2021) who found that peer-reading strategy significantly had the better results than teacher-guided one.



Based on the results of the third research question, the majority of the respondents are motivated to work with peer than teacher. The most motivational aspect that the subjects claimed for their preference of peer tutoring was the interest and ease of learning with a peer than a teacher. About 47% of the answers in the motivational questionnaire illustrated their strongly agreement when they work with peer and 45% of the answers showed that peer tutoring and pal learning escalates communication among students. They also prefer teachers because they are more knowledgeable (37.5%). In addition, 50 percent of students strongly disagree with the idea that learning with a peer is boring, and 57.5 strongly disagree with the idea that they prefer to work alone. The findings are in agreement with Viáfara (2014) who investigated that learners in tutored group could increase their knowledge of English due to their use of real-life group dynamics. In addition, the learners in tutored group could update and develop their competencies to solve problems. The findings lend support to the findings of Adil Karim and Ali Mohammad (2018) in which their results showed that the participants have positive perspectives towards implementing peer tutoring in EFL classes to develop students' learning and language skills.

CONCLUSION AND IMPLICATIONS OF THE STUDY

This study aimed to investigate the impact of peer-tutored read-aloud against individual teacher guided read-aloud on vocabulary retention of the Iranian EFL learners. The findings showed that the use of peer tutoring techniques is very beneficial for the students in improving the students' skill in vocabulary learning. Moreover, from the results of the questionnaires, it is recommended that the technique could be applied in class regularly and continually because the students were interested in using this technique. The results highlighted the challenges of initiating and understanding new positions as students moved to the role of peer tutor and were integrated into classrooms. It is proved that peer tutoring is an effective teaching strategy, which can be used in combination with other teaching strategies. It makes learning a more personal experience, and it helps the class become more interdependent. If this strategy introduces properly, it could help students in their L2 education. The ideas and feedback like, "we need our peers to explain and criticize us", "peers are those who understand us", "those who speak our language", and "those who look like us" received from the participants about the peer tutors during the study indicated that they are more effective instructors. Sometimes peers are better instructors than teachers simply because they are identified as the subjects uttered. It can be seen from the results that most of the students were interested in the learning activities by applying peer tutoring techniques learning, and they were able to apply this technique as well. Finally, besides the transfer of knowledge peer tutoring allows students to get to know each other. This leads to students having to address intolerance they initially had towards a certain group of people. The experiences that students gain through peer tutoring could be transferred to their next class, to their homes, through their communities, into their workplaces, basically throughout society. The students could learn more about others, the world, and themselves when we interact during peer tutoring.

The results of this study hold some pedagogical implications. First, EFL teachers could use peer tutoring in their classes in order to boost the efficiency of their classes. Second, policy-makers should establish some criteria to include peer interaction and peer-tutoring in the Iranian educational system. The use of peer tutors is not something that can be used into a standard classroom configuration with automatic success, and the system must be designed specifically with peer tutors in mind. It is a whole system of training and support concerning the socialization of students, teachers, and instructors in the interaction. Finally, syllabus designers and curriculum developers could include peer interaction and peer tutoring in their programs to be implemented in EFL classes.

This study suffered from some limitations. The first limitation was the generalizability of the results in which the findings of this study should be generalized to other proficiency levels and other settings, such as university with caution. Therefore, future research could replicate this study implementing more participants with different proficiency levels, and also this study could be replicated in different settings, like university. Another limitation of the present study was holding ten treatment sessions due to the institute policy and syllabus limitation. As a result, further studies could be replicated applying more treatment sessions to check the effects of the length of treatments on vocabulary retention of learners. In addition, further research could be conducted to probe the role of gender in peer-tutoring and peer interaction.



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